

**Maraurau o te Pae Apii
Ripoti no te Openga o te Rua Taumano
Me 2011
Cook Islands Ministry of Education
End of Decade Report
May 2011**



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Introduction

The Cook Islands

The Cook Islands consists of 15 islands located in the South Pacific Ocean from 156 to 167 degrees west and from 8 to 23 degrees south. Its nearest neighbours are Samoa and Niue to the west and French Polynesia to the east. The total land area of the Cook Islands is only 236.7 square kilometres but its exclusive economic zone covers an area of approximately 2 million square kilometres.

The Cook Islands can be divided into 3 regions; Rarotonga, the Southern Group and the Northern Group. Rarotonga is treated separately because of its dominance in terms of population size, economic activity and government administration. The Southern Group comprises seven islands which are all located within 200-300 kilometres from Rarotonga. The Northern Group consists of Palmerston Island, located some 500 kilometres from Rarotonga, and six other islands located between 1000 and 1400 kilometres to the north of Rarotonga.

Rarotonga, the Southern Group Islands and Palmerston are volcanic in formation. They are all fringed with a coral reef with lagoons. The land is fertile and agriculture for both subsistence and the market place is well utilized. The Northern Group Islands are all coral atolls. Agriculture is harder to sustain as is a secure clean water supply.

The people of the Cook Islands are of Polynesian descent. The two official languages of the Cook Islands are Maori (the indigenous language) and English. The former is predominant in social events with English being most frequently used in business and government administration. The people of the Cook Islands have automatic rights to New Zealand citizenship through the free association agreement with New Zealand.

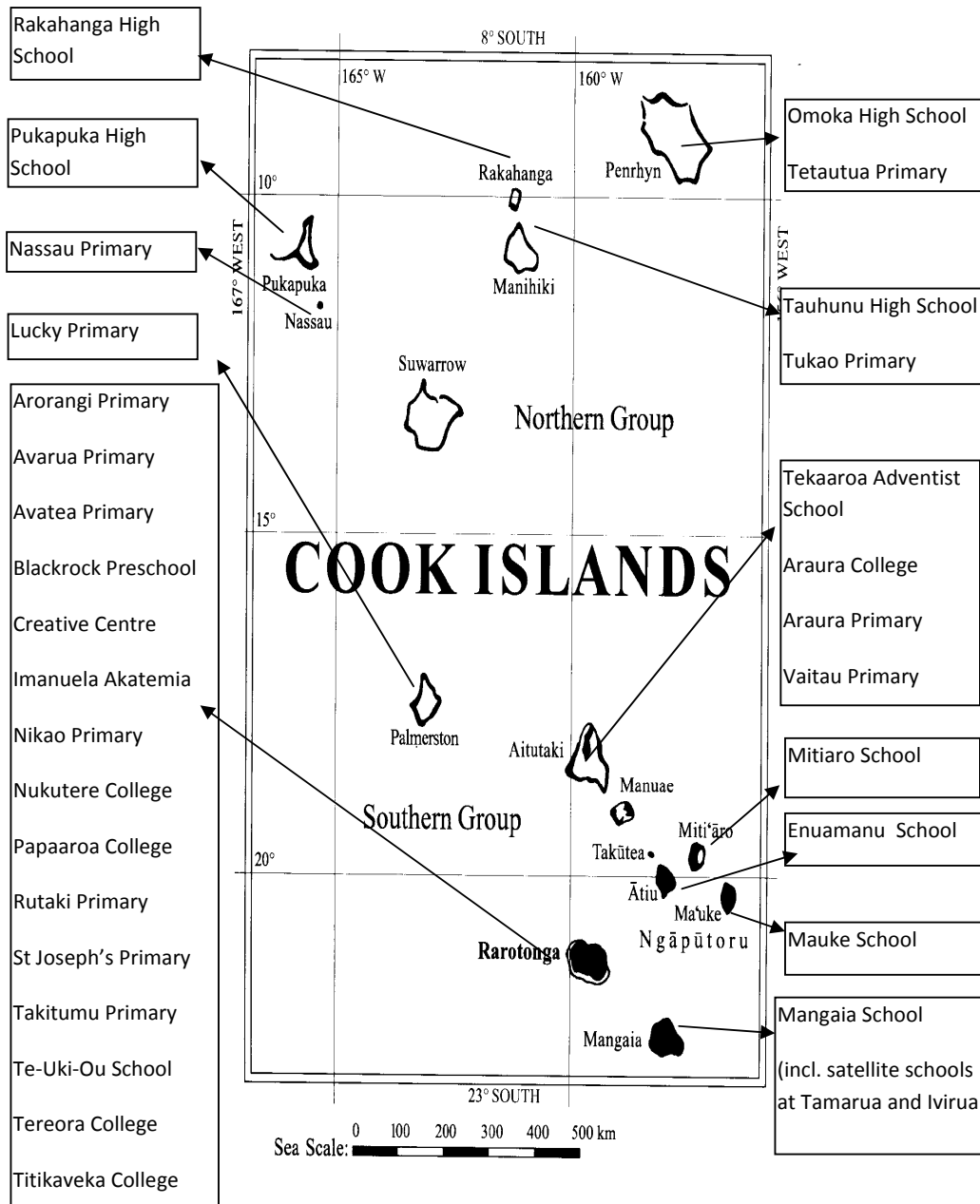
The total resident population was estimated to be 12,000 in December 2009, with the total population approximately 24,400. The annual total population growth rate is 1.4% (2001-2006) and 58.76% of the population reside on Rarotonga, while 28.39% on the other Southern Group Islands and 12.85% on the Northern Group Islands. About 50.74% of the population is male.

The age distribution profiles within the Cook Islands reflect higher proportions of children and older members of society in the outer islands. The average number of live births over 2005-2009 was 273 per annum with 88.14% of these births on Rarotonga.

The predominant migration flow has been from the Outer Islands to Rarotonga, then to New Zealand and beyond. Standards of social services, notably education, are perceived to be an important determinant of migration.

The Structure of Education in the Cook Islands

Education in the Cook Islands, in the main, is provided by government institutions. In 2010 there were 32 providers including 8 primary school (all of which include Early Childhood Centres), 4 secondary schools and 19 area schools. Included in these numbers are five church schools (2 primary, 2 area and 1 secondary), one private primary school . There is one private Early Childhood Centre. The geographical spread of these schools is shown on the map below.



All church and private schools receive 100% of the equivalent allocation of funds that they would as a government school from the national budget. All government and government-funded church and private schools are required to be open to both educational and financial audit.

The total enrolment for 2010 was 4186. This continues the annual and regular decline that has been seen for the last five years.

The policy of free and compulsory basic education has long been endorsed and implemented by successive government administrations. The concept was first proposed over 100 years ago with free secular schools being opened in 1896. The public school system on Rarotonga and the outer islands began to expand from 1915 onwards and by 1928, 80% of all 6-14 year old children were attending school. By 1936 this had improved to 90-95% and such an enrolment rate has been maintained ever since.

At a national level, the Education Sector is guided by:

National Sustainable Development Plan (2007-2010):

This was developed to guide the national development of the Cook Islands. The National Sustainable Development Plan was the initial implementing mechanism for “Kavienga Nui - Living the Cook Islands Vision – a 2020 Challenge”, a 15 year framework for development in the Cook Islands.

Goal one of the NSDP provides for Equal Opportunities for Education, Health and Social Services and Cultural Values towards maintaining an inclusive, vibrant, resilient and productive society. Key strategies include strengthening the education system on all islands, increasing accountability and effective utilization of local and development partner resources as well as ensuring equitable access to quality education for all and enhanced learning environments.

“Learning for Life - Education Master Plan (2008-2023)”:

The Education Master Plan (EMP) presents the strategic direction for education over the next 15 years. The EMP incorporates a sector-wide approach to education development and provides a framework for the development, monitoring and evaluation of desired education outcomes for the whole sector. Achievement of these goals will require a coordinated approach to education delivery across all parts of the sector and within the wider community of the Cook Islands.

The Cook Islands Education Guidelines and the Cook Islands Administration Guidelines provide schools with statements of purpose and the intent and focus areas for policy development. These guidelines provide the mandate for schools to develop policies that meet the needs, and provide opportunities that are appropriate to each local community while still contributing to the overall goals of education in the Cook Islands. The Cook Islands Curriculum Framework is the basis for learning and teaching programmes in Cook Islands schools. This framework identifies eight essential learning areas, eight essential skills and a number of values and attitudes that schools should work to include in their learning and teaching programmes in partnership with the local community.

Economic Environment

The Cook Islands has a relatively small economic base due to its isolation and accessibility from key global markets and limited primary resources including land space. The economy is driven by the private sector and the key industries are tourism, marine (fishing and black pearls), the offshore financial services and agriculture.

In 2009 the real gross domestic product was estimated at NZD236.9million, per capita estimate was NZD17,813.

Although the Cook Islands has one of the better performing economies of the Pacific region, in addition to being subject to the risks of extreme natural weather events, the Cook Islands is vulnerable to major movements in the world economy. This is predominantly due to the heavy reliance on external demands for its outputs.

The economic environment of the Cook Islands is a dynamic entity. With the exception of the economic crisis and reform years of 1995-1999, there was an annual growth rate in real terms of 2.8% between 1982 and 2000. This continued into the new decade until the economy started to contract in 2007. The impact of the Global Economic Crisis has been the continued contraction of the economy with minimal real growth expected in the 2010/11 fiscal year. Evidence from the June-August 2010 quarter however, suggests an expected turn around in outer years (Ministry of Finance and Economic Development, 2010).

While these GDP figures look impressive in the current global climate, like the social indicators, there are still a number of underlying concerns. There is a disproportionate distribution of income and uneven employment opportunities across the islands. Although there remain some employment opportunities, these are mainly in Rarotonga and to a lesser extent Aitutaki. As a result, some of the outer island populations do not fair well in terms of cash income due to limited income generating opportunities and employment available on their home island.

Emerging economic challenges include the difficulty of recruiting employees for the tourism sector and concerns that a diluting of the Cook Islands Maori culture will harm the uniqueness of the tourism experience and reduce the flow of tourist dollars into the country. As a result, employment of foreign workers is rapidly rising. Visitor numbers are an important component of the Cook Islands economy and play a vital part in determining future growth. The number of foreign tourists in the country at any one time is continuously rising as numbers approach 100,000 per year. There is a degree of general uncertainty on tourism numbers given the impact of fluctuations in the world-wide economy.

The Cook Islands economy is subject to various structural, geographical and demographic constraints such as small markets, isolation both nationally and internationally, inadequate infrastructure, lack of natural resource, risk of natural disasters, declining population, and reliance on a small number of sectors for income. These issues make the Cook Islands more vulnerable to changes in the global economy. The recent stresses on the global economy have been reflected in the Cook Islands through the increased cost of imported goods, in particular, commodities such as fuel and electricity.

The economic environment, particularly as it relates to the private, commercial and service sector, greatly impacts on all schools, particularly those in the isolated Northern Group. The continuing reduction in the frequency of air and shipping services and their increasing costs, to these islands increases the isolation of these schools and opportunities for development of staff and delivery of infrastructural support eg resources, telecommunications.

Perhaps the biggest development challenge now faced is the long term trend decline in the population of people of Cook Islands descent. Those born of Cook Islands descent are also New Zealand citizens which enables free access to the New Zealand and Australian job markets and the New Zealand health, education and social security systems.

Social Environment

The Cook Islands' social development indicators are high relative to other Pacific Countries in terms of health and education standards. The Cook Islands has achieved the targets of:

- universal primary education for boys and girls
- elimination of gender disparity in primary and secondary education
- low and decreasing child and maternal mortality rates
- access to safe drinking water, although this hides disparities between islands.

Life expectancy is 73 years (2006) and infant mortality is 7.8 per 1000 live births (2009). Immunisation levels for children are almost 100%. Primary and secondary school enrolment levels were in the upper 90 percentile with female enrolment level on a par with male students (Ministry of Education, 2010). These impressive statistics however, can hide some worrying social trends. The prevalence of non-communicable diseases is rapidly increasing and there is a high level of depopulation in the outer islands leading to limited access to basic social services and utilities. There is an increasing road toll and increasing community discontent with an increasing foreign workforce, particularly in the hospitality industry, and increasing rates of youth crime.

The dynamics of the social environment for young people, particularly in Rarotonga, are constantly changing. The personal situations, including increased teenage pregnancies and youth alcohol abuse, show young people find themselves in situations in which the choices and decisions they have to make vary considerably from even 10 years ago. Support structures for the ongoing holistic well-being of learners are a necessity. Changed community expectations in relation to meeting students' needs has meant that the Ministry of Education has had to increase the scope of programmes offered and introduced structures to support student well-being such as guidance programmes.

Status of Achievement towards the Education Master Plan

Taku Ipukarea Kia Rangatira

Intent

The focus of this area is to develop strength in Maori language, culture, perspectives and aspirations. It also works towards providing Cook Islanders with a firm foundation for engagement with the wider world.

Objectives

- improved Maori literacy at all levels of education
- relevant learning and teaching styles and methods identified and developed
- develop as a centre of excellence for all things Cook Islands Maori

External Mandates

Achievement of the goals of this focus area support the following mandates:

(a) National Sustainable Development Plan

Strategic Goal 1: Equal opportunities for health, education and other social services towards establishing an inclusive and vibrant society.

Develop 20% of national curriculum materials by 2010 to have Cook Islands life skills, language and environmental and cultural content.

Strengthen programmes on Cook Islands Maori language, performing and visual arts, and recording of oral traditions.

(b) Pacific Education Development Framework

Subsector 1: Early Childhood Care and Education, Subsector 2: Formal School Education, Cross Cutting Theme 1: Language and Culture and Cross Cutting Theme 5: Education for Sustainable Development.

(c) Education for All

Goal 2: Ensuring that by 2015 all children have access to and complete free and compulsory education.

Goal 6: Improving all aspects of the quality and excellence of education with measurable learning outcomes.

Key Aims

The Education Master Plan identifies the following key aims for this area:

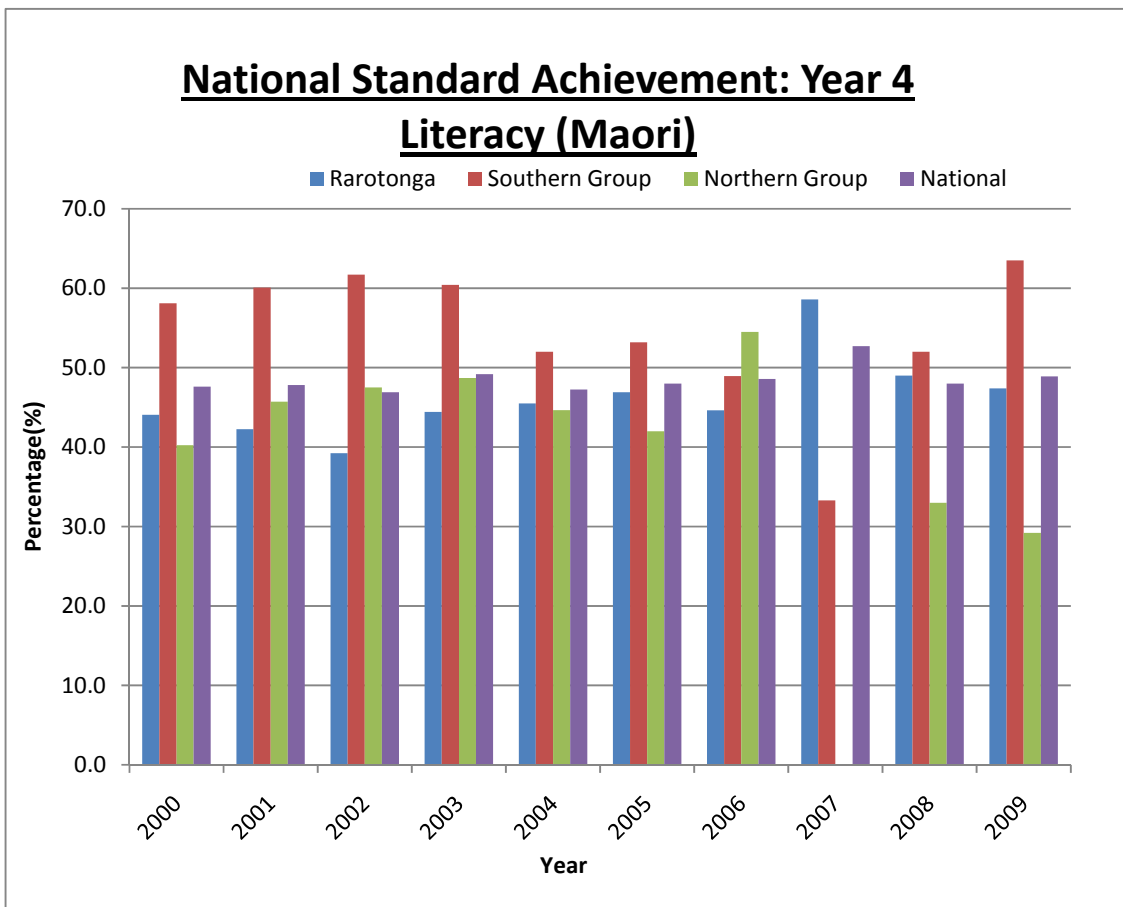
- ensuring success for learners through 90% of all learners reading at their chronological age in Maori by the end of Year 8
- raising adult literacy by providing adult Maori literacy courses
- increasing access of Cook Islanders to regional and international education programmes
- improving achievement by implementing relevant learning and teaching styles and methods
- attracting Cook Islanders and other interested students to study in the Cook Islands

- providing the private sector with future employees with a strength of identity and desire for excellence.

As the EMP represents a sector wide plan, other agencies have the mandate to lead progress towards the achievement of some of the above aims.

Report

Reo Maori has been an official language of our country since 2003. The Ministry of Education allows for schools to develop language policies appropriate to their community but encourages Maori as the first language until at least the end of Grade 3. While generally pleasing results are being observed in most southern group schools, this is not translating into improved achievement in Maori literacy for Rarotonga schools. The focus of the Literacy programme for the first part of the next decade will address this issue and also work towards increasing the profile of Maori language education through all levels of schooling. The development of further assessment tools for Maori language to provide us with better information for decision making on programmes will also be a focus.



A framework for Maori Language has been developed so that teachers can “level” students’ reading ability in Maori. This framework uses the development stages of a young coconut as its metaphor. It identifies the following stages:

Koua (very young coconut with hardly any flesh): to represent the beginning stages of a reader with phonics and letter identification.

Nu (soft flesh with juice): to represent the emerging stages of a reader as they begin to read a complete sentence at a time.

Komoto (mature coconut with hard flesh): to represent the confident stages of a reader as they begin to read longer stories and in paragraphs.

Akari (dry coconut): to represent maturity in terms of the readers’ competency to read and understand any given Maori text.

To support this, the Ministry and other stakeholders need to address the issue of the public perception of Maori as the first language. Many parents, particularly on Rarotonga but increasingly elsewhere, opt for English as the first language schools as they believe that English is the better option long term for the child. Multiple researchers have shown that the strong development of a first language is required for successful language learning at any level. The links between language, identity and culture also need to be made more apparent to strengthen the argument for Maori as the first language in our schools and gain greater parental support.

Research is currently being undertaken on regional and international initiatives and policies on language. This research will be considered along with other evidence by the Ministry when consideration is given to strengthening its statement to schools on first language policy.

The Ministry has invested in its commitment to research by developing the role of the Research and Policy Officer. This role is responsible for supporting others in the Ministry and schools to undertake research and also to work alongside the Monitoring and Evaluation Officer to ensure sound and informed decision making.

The operating environment described earlier in this document outlined the continuing challenge for the Ministry of Education to meet the needs of students in isolated communities. Many have suggested the use of technology to improve access. Such a development provides several exciting opportunities and the Ministry undertakes to research the options this may provide. Consideration must also however, be given to the paradigm and pedagogical shift that will be required to support this and to ensure that decisions made are appropriate to the learning contexts of the students involved.

The Ministry of Education’s vision directs us to be acknowledged as leaders of education throughout the region. We are working towards this by producing a range of media and professional documents ranging from newsletters through to reports and research publications. In recent years, Ministry of Education staff have been acknowledged regionally and internationally through nomination to present papers at a range of conferences and plenary including:

- i) New Zealand School Library Association
- ii) International Library Association
- iii) UNESCO Expert Panel on Climate Change Education
- iv) Asia/Pacific EFA Coordinators: Reaching the Unreached and Marginalised
- v) The 2nd World Conference on Arts Education

A number of staff have also been recipients of training awards having been nominated regionally or by other government agencies.

The Cook Islands has also been recognized regionally and internationally for its work in the area of Education for Sustainable Development. This was initiated with the UNESCO Sandwatch programme in 2005 but has since been integrated into a range of programmes supporting objectives of the Cook Islands curriculum including Science, Social Science, The Arts, and Health and Physical Wellbeing. Supporting both this goal and that of relevant pedagogy, the approach has been student centred with students sharing their practice through national conferences in 2008 and 2010. This work has attracted the attention of the LINKS centre for Indigenous Knowledge at UNESCO headquarters in Paris. Ministry staff have been asked to share this practice internationally.

The Cook Islands Ministry of Education is actively involved with a number of professional associations including subject specialist areas, Pacifica education and regional review groups. We have maintained good working relationships with other social sector agencies both nationally and regionally and look to fully participate and contribute to new initiatives to raise the profile of education, be professionally informed and developed, and increase the confidence of our stakeholders in the services we provide.

A communication strategy was developed to support the implementation of the Education Master Plan. As the Plan is for the education sector and not just the Ministry, it is important that conduits for information are in place between a range of stakeholders. This strategy includes:

- Public Information and Profile: To inform, support and build the confidence of the community in and about education through a well balanced media campaign.
- Education Sector Coordination: to streamline information between key drivers of the education sector through the development of integrated education management information systems.
- Inter-agency stakeholders (government and NGOs): to ensure that the information needs of other agencies and stakeholders is met.
- Regional and International Information and Profile: to build the profile of the Cook Islands education sector within the region and internationally through active participation in information sharing.
- Website development: to provide easy world wide access to information on education in the Cook Islands.

Responses to the strategy are still being developed but the Ministry has made significant progress in the area of multi-media developments, regional and international profile, and website development. A dedicated Media Officer within the Information Technology and Communication Division of the Ministry is responsible for the oversight of this strategy implementation.

Learning and Teaching

Intent

The focus of this area is to ensure equitable access to quality learning and the experience of success through a range of programmes that meet individual needs and celebrate individual talents.

Objectives

- equitable access for all learners to quality learning programmes
- improved literacy and numeracy outcomes for all learners
- increased enrolment in ECE Centres
- increased access to vocational courses at senior levels
- systems that enhance student wellbeing
- significantly increased participation in tertiary education
- increased numbers of accredited institutions and courses available in country.

External Mandates

Achievement of the goals of this focus area support the following mandates:

(a) National Sustainable Development Plan

Strategic Goal 1: Equal opportunities for health, education and other social services towards establishing an inclusive and vibrant society

(b) Pacific Education Development Framework

Subsector 1: Early Childhood Care and Education, Subsector 2: Formal School Education, Subsector 3: Technical and Vocational Education and Training, Cross Cutting Theme 2: Students with special educational needs, Cross Cutting Theme 7: Youth

(c) Education for All

Goal 1: Expanding and improving comprehensiveness of early childhood care and education especially for the most vulnerable and disadvantaged children.

Goal 2: Ensuring that by 2015 all children have access to and complete free and compulsory education.

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Goal 6: Improving all aspects of the quality and excellence of education with measurable learning outcomes

Key Aims

The Education Master Plan identifies the following key aims for this area:

- ensuring 90% of all learners are reading at their chronological age at the end of Year 8 in both English and Cook Islands Maori and using strategies at Level 7 of the numeracy framework
- achieving 100% attendance rates for all children eligible to attend an ECE Centre

- providing 100% access for all learners to responsive pastoral care, careers and guidance support
- ensuring 75% of students entering NCEA Level 1 for the first time at Year 11 achieve the qualification
- achieving 90% student retention beyond the minimum leaving age either in formal schooling or another recognized course of learning
- providing 100% access for all senior secondary students to transition programmes
- developing delivery mechanisms from Rarotonga to outer islands for all courses
- ensuring at least 60% of school leavers are participating in some form of tertiary education
- engaging at least 25% of the adult population in tertiary training
- developing an accredited Cook Islands institute with a wide scope of NQF standards
- providing access to other accredited industry specific programmes e.g. London City and Guilds.

As the EMP represents a sector wide plan, other agencies have the mandate to lead progress towards the achievement of some of the above aims.

Report

Considerable change has been seen in the last ten years in terms of learning and teaching programmes in schools. The launch of the Curriculum Framework in 2002 moved schools away from prescriptive, syllabus based programmes to open outcomes based approaches. A number of essential learning areas were identified and curriculum statements developed for these. These statements gave teachers the opportunity to develop learning outcomes suitable to the individual context of each school and also allowed for integration across learning areas. The Curriculum Framework is due for review in 2012/13 and will be informed by a full evaluation of the impact of the 2002 statement as well as best practice regionally and internationally.

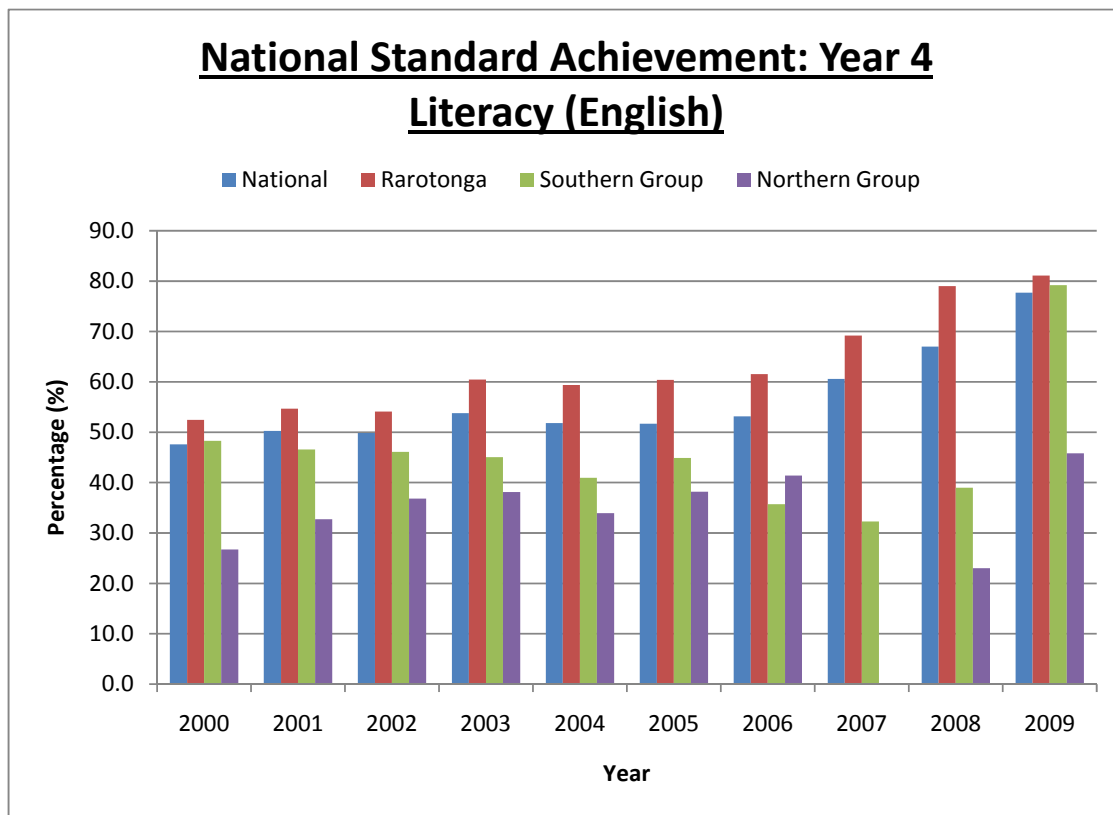
The implementation of these curriculum statements is supported by a number of Advisors who act as curriculum area specialists and support teachers in developing responses to the curriculum documents that meet the needs and opportunities of their school and students. This has seen in an increase in the integration of objectives from a number of curriculum into themes or topic studies for students. This is particularly noticeable in themes around the environment, peace education and education for sustainable development.

The challenges of meeting the needs of isolated students have already been raised in this report. With falling school rolls on smaller islands it becomes extremely difficult for the Ministry to maintain student access to the same scope of subjects at a post primary level. A grant scheme allows for students who have completed the highest possible level of education on their home island to transfer to Rarotonga for senior secondary school. This grant includes travel costs and a small allowance paid to a host family on Rarotonga. This grant is accessed annually by between 50-60 students. The use of Correspondence School programmes from New Zealand is another modality for students in isolated schools. Issues with this approach include the context of the learning and the timeliness of transport to get hard materials to and from the students concerned. Despite the goodwill and support of Te Aho o te Kura Pounamu in New Zealand, there has not been a high level of success in terms of either completion or achievement using these programmes. The Ministry of Education is currently trialing *Te Kura Uira*. This is an online learning programme that allows teachers/tutors on one island to teach a group of students on another island through the use of skype. Locally developed resources are used and placed on line for students to access as part of their school timetable. Organised times are arranged for teachers and students to meet on line and discuss the learning and set new tasks. Currently this programme provides support in English, Mathematics and Science. *Te Kura Uira* will be evaluated in late 2011 before being extended to other learning areas and islands. The opportunity to video conference would greatly increase the capacity of this programme. With video conferencing, multiple venues could be addressed at one time and quality of both visual and audio links would be improved. The Ministry is in discussions with the University of the South Pacific as to

how we may be able to jointly utilise the React software to meet both the opportunity to enhance delivery to isolated students in schools and the University students on mixed mode delivery in outer islands.

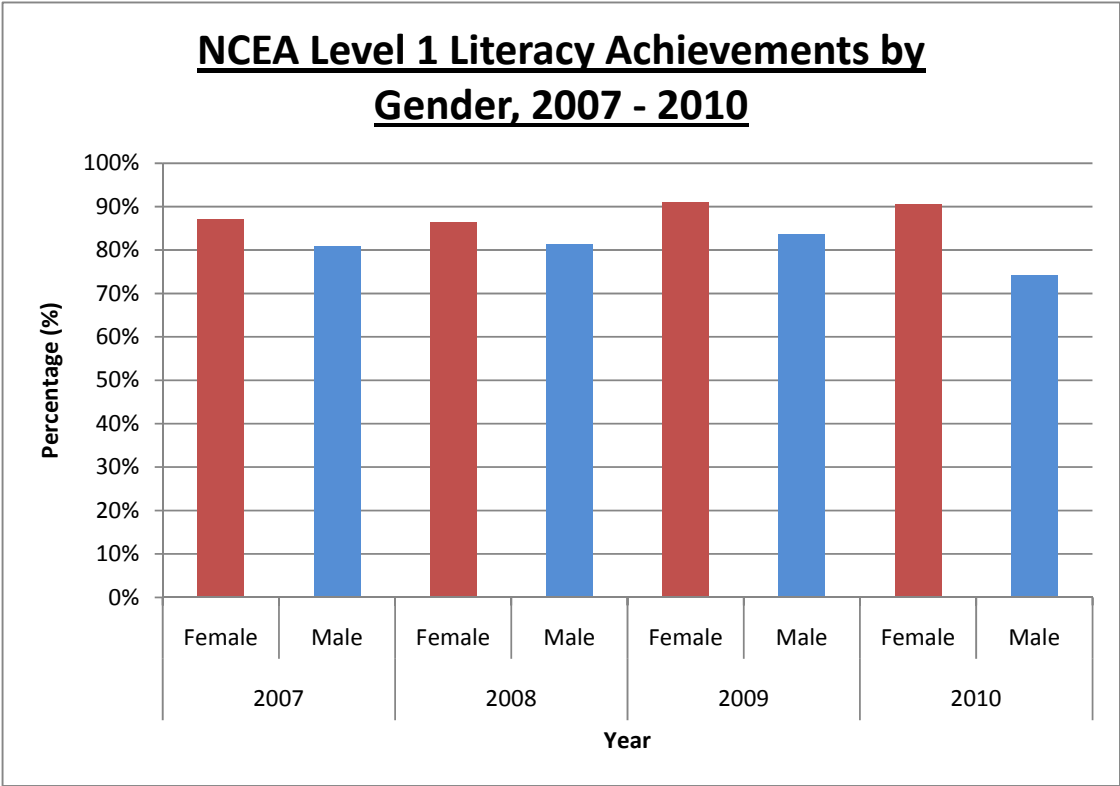
The Inclusive Education Policy has been implemented from 2002 and is currently under review. This policy implementation saw a shift from “special needs” units to an inclusive approach. This meant that children with particular learning and physical needs are, as much as possible, mainstreamed into classrooms. Support is provided for the teacher and student through the use of Teacher Aides. Teacher Aides may provide one on one support to an individual child or support a small group within a class depending on the level of need. Teacher Aides have received specialist training, many gaining the NZQA recognised Certificate in Teacher Aiding. Teacher Aides are utilised at all levels of education from ECE through until the end of secondary schooling. At the secondary level, a high dependency needs unit has been established at one of the schools although all students in this unit are integrated into the school programme at some time each day. A general Learning Support Unit exists at another which coordinates the work of Teacher Aides across the school and provides transitional and support programmes to students particularly in the areas of literacy and numeracy. There are over 30 Teacher Aides currently employed in Cook Islands Schools.

The Literacy Lead Teachers programme was initiated in 2005. This programme identified a number of teachers with an interest and skills in developing literacy programmes within schools. Teaching responsibility has been removed from these teachers and replaced with a responsibility for developing and monitoring school wide literacy initiatives with the support of Literacy Advisor based at the Ministry of Education. The Lead Teacher has also taken on the role of Teacher Librarian for their school and spearheaded the recent Ministry, PRIDE and New Zealand Aid Programme collaboration on School Library Development across the Cook Islands. There are currently six Literacy Lead Teachers including those stationed on Manihiki, Aitutaki and Mangaia. There is consistent improvement in English literacy at the primary school level across all regions. National monitoring currently occurs at Years 4 and 11. The Ministry is working with the New Zealand Council of Education Research to develop a contextualised Year 8 assessment tool.



Literacy achievement is also a requirement of NCEA Level 1; the first level of secondary qualification. For Cook Islands' students resident in the Cook Islands, they may meet the literacy requirement either through Cook Islands Maori or English. Nationally the achievement in this area is high. Disaggregation however shows areas of low achievement both geographically and particularly by gender. The literacy rate for boys is well below that of girls. Boys are gaining close to the overall number of credits required but because they do not have the literacy credits, they cannot be awarded the overall qualification. An increase in the literacy requirement from 2011 will only exacerbate this issue further. Consideration of how to address this will be a priority for the Ministry. Possible approaches include:

- specific media campaigns using well known local male role models to market the importance of literacy
- purposefully providing reading resources deemed of interest to boys rather than gender neutral
- using pastoral care and other school wide systems to encourage boys reading
- regular, valid monitoring of literacy outcomes for boys at Year 11 through-out the year
- keeping parents well informed of requirements and progress



The Numeracy project started in the Cook Islands in 2004. The aim of the project is for students to become numerate. It is focused on improving student performance in mathematics through improving the professional capability of teachers.

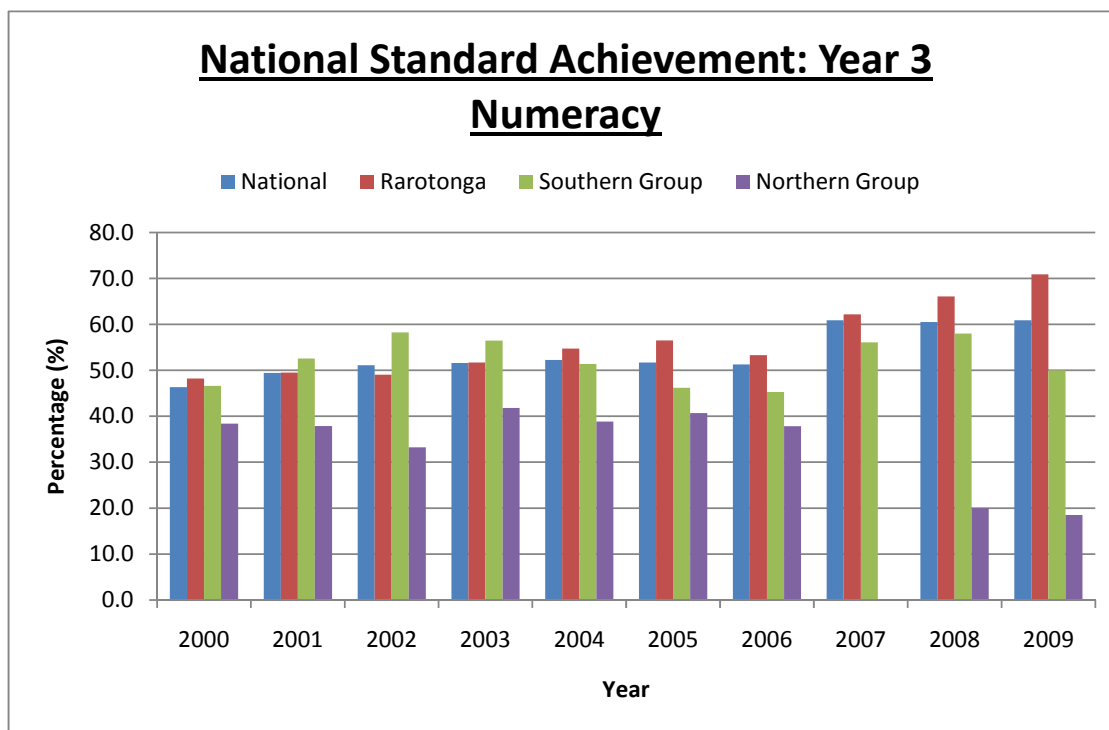
This can be achieved by teachers:

- understanding how children develop number concepts
- understanding how children develop and use mental strategies
- recognising the stages of development of each child and responding to the children's learning needs
- increasing confidence in teaching mathematics.

The last of these points has been of concern to the Ministry as teachers' own lack of understanding of mathematical concepts at the primary school level was perceived to be inhibiting the progress of the Numeracy Programme and therefore limiting improved outcomes for learners. The Ministry has enrolled over 30 teachers in a University of Auckland course which was developed to address this same issue in New Zealand schools.

The Ministry of Education, under the leadership of the Numeracy Advisor and with the support of the Ministry of Culture, has recently completed the development of the Cook Islands Numeracy Framework. Although similar in structure to the New Zealand framework by addressing both knowledge and strategy, this document contextualizes the approaches and teaching resources for schools. It is also supported by diagnostic tools in different dialects.

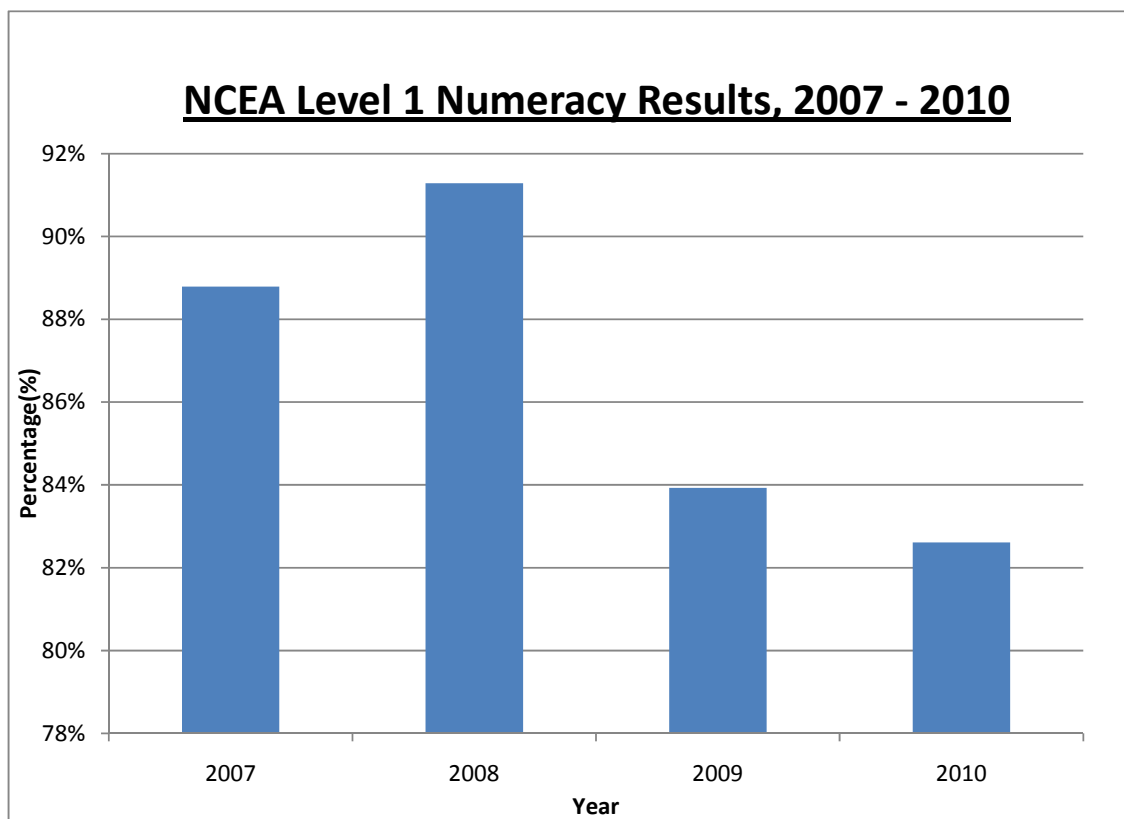
The numeracy project has been targeted at Year 1 – Year 8; eventually it will extend to Year 10. Current national monitoring is as Year 3 and 11. The Ministry of Education is working with the New Zealand Council of Education Research to develop a tool for Years 6 and 8. Achievement data prior to 2004 is from a Ministry of Education tool that considered all strands of the mathematics curriculum knowledge rather than the focus on numeracy as a skill.



Whilst pleasing progress has been made in Rarotonga, Southern Group achievement is of concern to the Ministry of Education. This has been identified as an area of interest for 2011 and best practice criteria will be set and monitored for southern group schools. The small cohort of students at this level in the north, makes it difficult to draw valid conclusions based solely on the statistics. A lead teacher was assigned to Manihiki/Rakahanga in

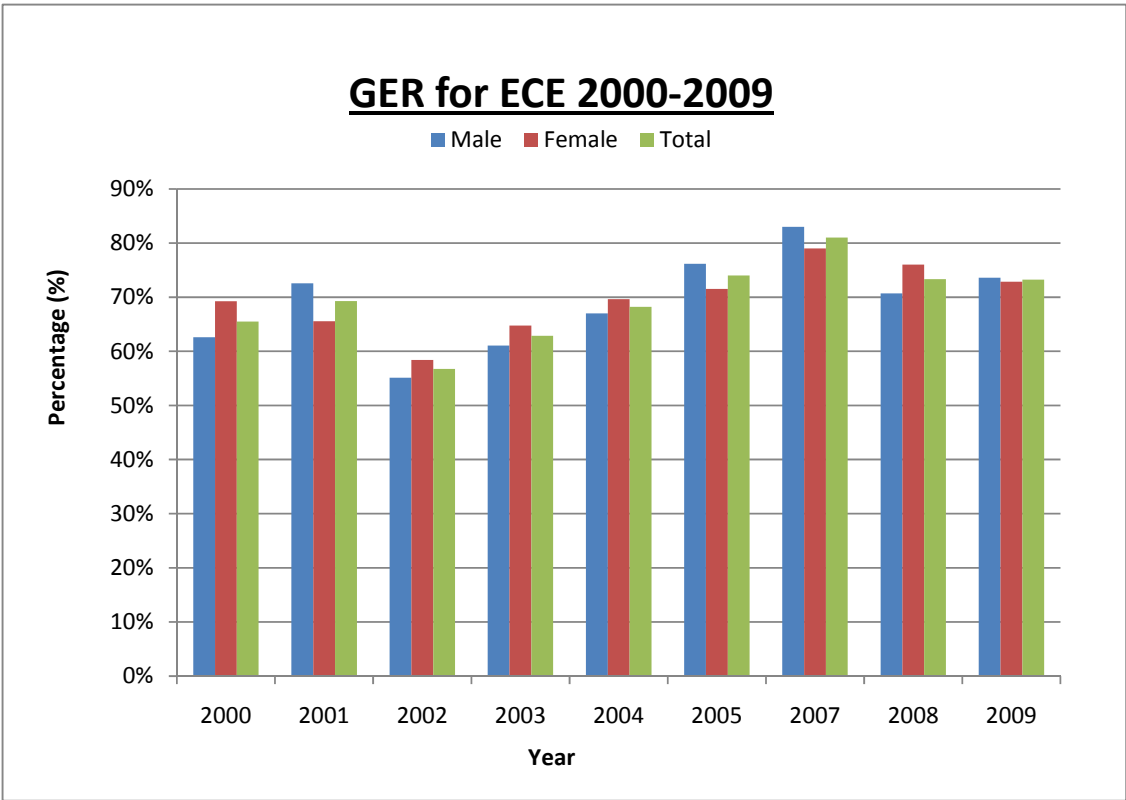
2010 allowing for more qualitative feedback on the programme and achievements for these islands' three schools. In addition to the Numeracy Advisor, there are two full time and three part time Numeracy Lead Teachers supporting school based programmes.

Like literacy, there is also a Numeracy requirement to achieve the NCEA Level 1 qualification. Again, national results are generally pleasing, averaging 87% achievement in the last four years, although disaggregation shows geographical areas of lower achievement which will require Ministry attention.



In the case of both literacy and numeracy, further progress needs to be made on the way that both individual classroom teachers and whole schools utilize the assessment data they have to inform decisions about classroom programmes and school wide goals and priorities for these two skill areas.

Early Childhood Education (ECE) has been one of the three main foci of the Ministry of Education in recent years. The Ministry has reviewed its approach to the development of ECE with the continued placement of a specialist ECE Advisor within the School Support Division of the Ministry and the review of the ECE curriculum document. Considerable investment has also been made into ECE specific training and upgrading the qualifications of teachers. ECE remains a focus for the Ministry through to 2015. Although enrolment rates nationally suggest a high uptake of education at this level, disaggregation shows pockets of the population where ECE is not being accessed. In its current Statement of Intent (MoE, 2010) the Ministry will seek to address this through parental education programmes, specific media campaigns and individual community based responses eg home visits. The Planning, Policy and Review Division of the Ministry has developed ECE specific quality assurance indicators and there are separate professional standards for ECE teachers.



The Dual Pathway programme allows senior secondary students to access trade and vocational training and qualifications while still attending secondary school. Credits gained through these programmes can be attributed to both the school based qualification (NCEA) and a range of National Certificates and Diplomas in trades and vocations. This means that students can leave school having completed a secondary qualification and have already commenced their tertiary study. To date, the majority of these courses have been held on Rarotonga. The larger accredited schools in the Southern Group (Araura, Mangaia and Enuamau) have also been able to access the programme through a block course modality with tutors on islands and students in class full time for up to two weeks. A specialist programme has also been trialed with Northern Group schools where the programmes were specific to the particular challenges and opportunities of those islands. This programme included diving, hospitality, first aid, basic budgeting and household trades such as tiling. The high resource and financial cost associated with the Northern Group programme means it cannot be sustained annually. However, a biennial or triennial programme would be enough to ensure that all students would access the programme at least once during their secondary education years. Supporting courses in other years are implemented by schools through the Lifeskills Programme.

In 2005, the qualifications framework utilised by the Cook Islands changed to remain in line with that of New Zealand. The National Certificate in Educational Achievement (NCEA) is a standards based qualification that has increased the scope and pathways available for students to attain a recognized qualification. In turn, this has increased student retention in the senior school and has also increased student demand for an increase in the range of subjects available at the senior secondary level. With a worldwide shortage of secondary teachers, and particularly those with NCEA experience, a challenge for the Ministry is to attract and retain quality teachers across a wide range of learning areas for the senior secondary school. In particular, the challenge is to maintain parents' confidence in the range and quality of education provided in the Cook Islands so that senior students

remain in country and involved in learning programmes. A recent comparison of Tereora National College with a number of Auckland, New Zealand schools using enrolment and NCEA results ranks Tereora College as 37/77 schools. When the decile rating of the school, which considers the socio economic background of the student cohort, is taken into account, Tereora College ranks in the top five schools. Recent analysis of NCEA results demonstrate a high percentage of school leavers achieve at least the minimum qualification as long as they remain participants in learning programmes until the end of Year 13. With respect to Tereora College, the national college and only one offering a Year 13 programme, analysis of results for the last three years shows that over 90% of students remaining until the end of Year 12 will gain at least the Level 1 qualification and at least 95% of students staying until the end of Year 13 will gain the Level 2 qualification. This analysis makes it even more important to ensure that the scope of senior secondary programmes is broad enough to meet a wide range of student interests and to be flexible in terms of multi level and multipurpose (academic/vocational) courses. A full analysis of NCEA results is supplied in Appendix 2 of this document.

To support students and their parents in making decisions about subject selection and pathways, the Ministry of Education has made Careers Education a compulsory part of learning programmes from Year 7. An itinerant Careers Advisor also moves between schools interviewing and supporting all senior students in making decisions about the workforce or further study. An annual Careers Expo is held and regular updates of current information is supplied to designated Careers Teachers in each school.

Hill and Hawke (1998) describe the many different worlds that students of the 21st century live in. These include home, school, church groups, peer groups, sporting bodies and community organizations. Difficulties arise when the customs, which are values based, and expectations of the different worlds are in conflict e.g. schools expect homework to be done and parents expect teenagers to work after school on the family plantation or be caregivers for younger siblings. Most students manage this conflict by keeping the different worlds apart. Thaman (1994) also notes this multiple worlds model when she refers to the voluntary shift of Pacific people between social identities and how they can be part of two or more social identities simultaneously. The social environment or “worlds” for teenage Cook Islanders has changed considerably over the last ten years, particularly so for those on Rarotonga and increasingly for Aitutaki. Parents do not necessarily have the skills or strategies to help these young people address the situations they find themselves in. The impact of this is often detrimental to the student’s participation and success at school. To help students understand circumstances and develop strategies for dealing with situations and make good decisions, the Ministry has employed two Guidance Counselors. These specialist staff members are available wherever needed, although predominantly at secondary level, to provide support to students and their families as required. A Cook Islands teacher is currently away doing further training to return as a third Counselor from 2012.

Learning and Community

Intent

To ensure a high level of community involvement in determining quality educational outcomes

Objectives

- increased participation by parents in education policy and decision making
- wide community support and understanding of inclusive education
- increased participation of the wider community in ongoing learning

External Mandates

Achievement of the goals of this focus area support the following mandates:

(a) National Sustainable Development Plan

Strategic Goal 1: Equal opportunities for health, education and other social services towards establishing an inclusive and vibrant society

Development of ongoing community based programmes to promote health e.g. "Health Promoting Schools"

(b) Pacific Education Development Framework

Subsector 4: Non-formal education, Subsector 6: System Governance and Administration, Cross Cutting Theme 2: Students with Special Educational Needs and Inclusive Education, Cross Cutting Theme 7: Youth

(c) Education for All

Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

Goal 6: Improving all aspects of the quality and excellence of education with measurable learning outcomes

Key Aims

- establishing well equipped and resourced community learning centres on each island
- actively involving parents in the education of their children
- hosting at least three national programmes per year
- early intervention diagnostic programmes for young children
- establishing and supporting a Healthy Schools strategy.

As the EMP represents a sector wide plan, other agencies have the mandate to lead progress towards the achievement of some of the above aims.

Report

Through legislation, each school is mandated to have a School Committee made up of parents/caregivers of current students and other stakeholders of the school. School Committees are not involved in school management, which is the responsibility of the Principal. The role of the School Committee is to promote the interests of the school and bring about cooperation between parents, other community members and the school to foster community interest in education. The School Committee can also support the Principal and provide advice on matters relating to the school as well as supporting resourcing projects. When the Ministry undertakes an Education Review of a school, evidence is sought of School Committee involvement in policy decisions. School policies need to align to legislation and Ministry regulations must also reflect the community that it serves. All school policies need to be signed by the Chair of the School Committee. The executive members of the School Committee are elected annually at the Annual General Meeting. Records must be maintained and School Committee accounts are audited by the Ministry of Education. The Ministry has developed a training programme and manual to support members of the School Committee in their role. In smaller schools it is not always easy for schools to fulfill the capacity needs of the Committee. Turnover of members can also create a risk in the loss of institutional knowledge and capacity. New legislation will allow for smaller schools to combine School Committees while maintaining their individual identities and special character.

The wider community participates in a wide range of education activities. These include formal events such as radio talk back sessions supporting learning programmes and Careers Expo/work placement support through to the more informal fundraising activities and school events.

The Ministry of Education is currently developing a Community Education Policy to guide the development of both formal and non-formal Community Education programmes. The Policy will look to develop the non formal side of community education, which has been neglected through lack of clear agency mandate, to complement the existing formal programmes available through the Department of National Human Resources Development. Through this, the MoE will contribute to the development and building of active and sustainable communities, remove barriers to participation, and build partnerships to enable people to participate in the issues that affect their lives, whether for the purpose of fulfilling a certain community/ministry need or to support a platform for further lifelong learning. In practice, this means that the Ministry, in collaboration with schools and other agencies, will encourage and support the development and implementation of programmes that provide learning opportunities to the wider school community including parents, caregivers and other community stakeholders.

As reported earlier, the Ministry of Education adopted an Inclusive Education Policy in 2002. Change in attitudes has been slow. Although schools fully accept the policy instruction, some children, particularly those with high needs, are not fully integrated into programmes but left within the supervision of the Teacher Aide for the whole school day. Whilst the Ministry has focused on the training of Teacher Aides, the partnership of teacher, teacher aide and parent/caregiver needs to be strengthened in order to ensure the needs of the child are met. Early intervention programmes are run biannually using specialist staff normally sourced from New Zealand. The purpose of this is to make early identification of young children with developmental or learning problems to ensure that systems and resources are in place for them when they reach school. A Memorandum of Understanding currently being developed between the Ministries of Education, Health and Internal Affairs will work to strengthen this programme.

Health Education in Cook Islands Primary schools is taught well, and regularly. However, more work needs to be done on the time requirement and delivery of Health Education in Secondary Schools. The profile of the subject also needs to be raised.

Due to current statistics showing that since 2003, the number of students in Rarotonga Schools that are overweight and/or obese has jumped from 17% to 24% in 7 years (Ministry of Health, 2010), the main focus of

health education has been on Food and Nutrition and Body Care and Physical Safety. In recent years, considerable work has been done on creating resources and providing professional development for teachers and Principals. Much of this work has had financial support from the World Health Organisation and Secretariat of the Pacific Community through a Memorandum of Understanding with the Ministry of Health. Through similar funding a number of schools have joined the Health Promoting Schools programme.

The Ministry has devised a set of guidelines for schools to ensure compliance in providing a holistic healthy school. These guidelines address both policy and practice indicators and consider emotional and physical health, disaster risk management, managing incidents, first aid etc. All schools in the Cook Islands are smoke free.

The lead teacher concept from literacy and numeracy has also been utilized in Physical Education. Although these teachers do not have class release, they have had significant training and support and are active in promoting physical activity in their school. A number of code organizations in the community have worked with the Ministry on school programmes.

More support is needed for the other Key Learning Areas of Mental Health and Sexuality in the ways of contextual teaching resources and teacher training. The ongoing partnership with the Ministry of Health will be required to ensure this happens.

Infrastructure and Support

Intent

The focus of this area is to ensure equitable access to quality learning and the experience of success through a range of programmes that meet individual needs and celebrate individual talents.

Objectives

- adequate budget resource for education
- high quality buildings, grounds and facilities
- effective, well qualified and resourced teachers, administrators and support staff
- high quality management systems

External Mandates

Achievement of the goals of this focus area support the following mandates:

(a) National Sustainable Development Plan

Strategic Goal 1: Equal opportunities for health, education and other social services towards establishing an inclusive and vibrant society

(b) Pacific Education Development Framework

Subsector 5: Teacher Development, Subsector 6: System Governance and Administration, Cross Cutting Theme 4: Information and Communication Technologies.

(c) Education for All

Goal 6: Improving all aspects of the quality and excellence of education with measurable learning outcomes

Key Aims

The Education Master Plan identifies the following key aims for this area:

- establishing fully resourced schools to meet the teaching and learning needs of all learners
- reviewing the Education Act to enable it to meet present and future education needs
- up-skilling and resourcing management (administrators, teachers, parents) to meet changes in education
- ensuring 100% of all educational professionals meet the professional standards of their teaching level e.g. ECE, beginning teachers, experienced teachers etc with support mechanisms for advice, guidance and supervision where required.

As the EMP represents a sector wide plan, other agencies have the mandate to lead progress towards the achievement of some of the above aims.

Report

The Ministry of Education is legislated through the Education Act 1987/88, which was an edit of the original 1966 Education Act and which does not currently meet the needs of education functioning as a sector. Over the last three years the Ministry, through the use of technical assistance and consultation with other sector members, has drafted a revised Education Bill. This is now with Crown Law awaiting presentation to parliament. Changes include strengthening the position of tertiary education, enhancing the role of school committees, creating the requirement for ongoing compliance to professional standards, and renewal of teacher registration for relevant staff. Corporal punishment, although banned from schools by the Ministry through compliance regulations, will now be banned by legislation.

The Ministry of Education must also comply with the MFEM Act (1995/96) and be open to financial audit. A strengthening of financial management systems has been ongoing over the last 12 – 18 months to meet the recommendations of previous audit reports and ensure that we can maintain the confidence of both local and donor governments in our ability to appropriately utilize and account for funds granted. This new finance system will also strengthen personnel and payroll databases which have been an area of ongoing concern for the Ministry.

Until the 2009/2010 financial year, the Ministry of Education had seen a regularly increasing annual appropriation. This is not however truly indicative of the government financial commitment to education with the percentage of GDP appropriated to the Ministry averaging only 3.25% over the last ten years. Donor funding to the Ministry has decreased over the same period. With the implementation of the Education Master Plan from the 2009/10 financial year, and in line with the principals of the Paris Declaration on Aid Effectiveness, there was a shift in the donor mechanism from discrete project based application to a donor support model. This shift has allowed the Ministry to allocate funds to prioritised areas and continue to meet realistic annual goals. The development of a five year Statement of Intent which identifies priority areas, targets and activities allows the Ministry to forecast expenditure in the mid-term and signal to both government and donors in advance where expenditure and funding gaps are likely to occur.

The Ministry of Education does not own school grounds or buildings. These are all owned by the Cook Islands Investment Corporation (CIIC), a government corporation who take the role of Landlord. Since 2004, CIIC and the Ministry have utilized donor funding to implement a “refurbishment project” across all school buildings. With Cyclone Percy causing significant damage to schools on Penrhyn and Pukapuka in 2005 and the devastation in Aitutaki caused by Cyclone Pat in 2010, some “refurbishment” has in fact been “rebuild”. This has meant that, once the two Penrhyn schools are completed in mid 2011, all school buildings will meet a minimum warrant of fitness from CIIC. This however, does not mean they are “fit for purpose”. The Ministry of Education is currently investing in a 5 year programme to address specialist learning areas including science and computing laboratories, ECE play areas and performing and visual art areas to ensure that the physical spaces provide teachers with the structures they need and support positive learning outcomes for students. In all refurbishment and new building projects, the Ministry considers “green initiatives” such as renewable energy and looks to ensure disability access.

Over 80% of the annual appropriation to the Ministry of Education is spent on personnel, the vast majority of this on teachers’ salaries. Our teachers are our most important resource. All teachers in the Cook Islands must be registered. Registration requires a minimum level of qualification and training and demonstration of the teacher professional standards. A “limited authority to teach” is a mechanism by which untrained/unqualified people may teach in a school for a period of time on the understanding that this is only temporary and to stay in the position, the person must be satisfactorily working towards the requirements of full registration.

Teacher professional development is supported through the Performance Development System (PDS). At a school level this requires teachers to set personal goals that align to school wide goals and identify the areas and activities for development that they require to ensure they successfully meet those goals. At a national level, this provides the Ministry with the information required to target professional development programmes.

Many practicing teachers are involved in programmes to improve qualifications. The Ministry made ECE specific qualifications a requirement for all teachers at that level. A cohort of 20 teachers completed the certificate course

and the majority have continued onto the Diploma. The first graduates of the Diploma course will have their qualification conferred at the USP graduation ceremony in August 2011. In the last five years, 54 primary school teachers have been enrolled in a variety of BEd courses. The first 7 graduated in 2009, 5 in 2010 and another 6 are expected to graduate in August. The Ministry of Education supports this programme by meeting the costs associated with bringing a lecturer from Suva to Rarotonga for summer/winter schools. The Department of National Human Resources Development supports the programme through meeting the costs of outer island teachers to travel to Rarotonga for these courses. An additional cohort of 26 teachers and administrators are currently enrolled in the Post Graduate Diploma in Education Leadership and Change and are due to graduate this August. The Ministry is keen to support these teachers to continue to Masters level via research. An analysis of Teacher Qualifications and training is supplied in Appendix 3 of this document.

In response to the discussions on Fast Track Teaching Training at FEdMM 2010, the Ministry of Education has developed a range of pathways for recruiting and training Cook Islanders as teachers. This programme is targeted at graduates with subject knowledge but no teacher training, trained primary school teachers who wish to shift to a subject specialty in secondary school, teachers who trained some time ago and have limited or no teaching experience, and those who for some reason did not complete initial training. A combination of university papers, Ministry led pedagogy courses and mentoring create the various programmes. The pathway takes between 2–4 years depending on the starting point of the person on this programme. This programme works concurrently with the trainees placed in schools and in classrooms. They have reduced timetables and are additional to the staffing allowance of the school. Funding for this is provided by the Cook Islands Government annual appropriation to the Ministry of Education.

The Education Master Plan sets a number of goals and targets for the education sector. The Ministry of Education has developed a monitoring and evaluation framework to ensure that progress is being made towards these goals, valid and reliable information is provided for decision making purposes, and a culture of reflection and evaluation is created. In a break from other regional models, the Ministry has developed both a monitoring matrix and an evaluation plan. The matrix identifies targets, indicators and measures whilst the plan forecasts descriptive and normative evaluations as well more analytical activity that will look for plausible contribution between activities and outcomes. In order to monitor its progress towards regional and international mandates, the Ministry has created a matrix of indicators between the Education Master Plan, Pacific Education Development Framework and Education for All (Appendix 1). This allows referencing between common indicators and the goals to which they apply from the different mandates.

Governance of the Ministry of Education lies with the Public Service Commission. The Ministry is required to submit, and justify, annual business plans and reports on progress to the agreed measures of these half yearly and annually. As one of the largest Ministries in the country, Education must ensure it is accountable and that it effectively monitors and manages progress towards the identified measures. To support this outcome, the Ministry has devised an internal quality management system. This system includes:

- specific priority area reporting in addition to whole of Ministry functions
- risk identification and mitigation
- peer audit of divisional outcomes quarterly.

The governance of public schools lies with the Ministry of Education as the employer of staff and provider of budget. The governance of private schools lies with their established boards. Through a Memorandum of Understanding between the Ministry and private schools, they receive funding but must in turn be open to the same education and financial audits as government schools.

The Ministry of Education has changed the way in which it reviews schools to ensure both compliance with regulations and quality learning opportunities for our young people. In an Education Review, the Review Officers review every school based policy and observe every teacher at least once to ensure that those policies support quality practice in the school. If a school, or teacher, is not meeting the required professional standards or policy requirements, a Supplementary Review will be scheduled. Schools will be given a list of the requirements required to meet the standards and the Review Officers will return to the school within an agreed timeframe,

normally no more than one term, to ensure that those requirements have been met. If there are still outstanding issues then a formal period of up to 12 weeks supervised Advice and Guidance will be required. This will include a Performance Improvement Plan (PIP) which the Principal and teachers concerned must commit to. Failure to meet the requirements of a PIP and consistently demonstrate the teacher professional standards place their registration, and therefore position as a teacher, at risk.

The Ministry of Education has three types of policy: strategic, issues and operational. Strategic policy is the most general policy of the Ministry. Strategic policies support the implementation of the Education Master Plan. They signal the major intentions and priorities of the Ministry. They are long term commitments. The strategic policies for the Ministry of Education are:

- i) Governance, Management and Planning
- ii) Equity, Access and Participation
- iii) Quality and Relevance of Learning and Teaching
- iv) Communities, Partnerships and Communication
- v) Akonoanga Maori

Issues policies describe the actions required to achieve current priorities and set major directions. Issues policies identify specific targets, outputs and milestones so that progress towards the outcome of the policy can be monitored. The five year priorities of the Statement of Intent will be supported by relevant issues policies eg the priority for improving numeracy and literacy is supported by policy such as the numeracy and literacy frameworks. The Ministry is also set to review the language policy as part of its response to this priority area.

Operational policies are very specific and have a narrow scope. Schools have their own operational policies that are individual to their school. Some Ministry operational policies are specific to a division although most cover the whole Ministry. Operational policies guide day to day responsibilities and include guidelines for decision making and procedures that set out a course of action for specific situations.

Conclusion

This report is a snap shot of formal schooling in the Cook Islands at the end of the first decade of the 21st century. It is based on the goals of the Education Master Plan which sets the direction for the Education Sector beyond the end of the current decade.

The Cook Islands Ministry of Education (CIMoE) finds itself well placed in response to regional and global mandates and targets. Initially focusing on getting the basics right, it can now continue the recent new developments and initiatives around scope and pathways for senior students and the use of ICT to enhance access and opportunity for all learners. The (CIMoE) will need to continue expanding its current work on literacy and numeracy programmes. This will be particularly true in areas where disaggregated data indicates that the proposed national gains are not being achieved.

Teachers will always be the key to quality education. Recent teacher training initiatives will need to be closely monitored and the participants fully supported to successfully complete courses and qualifications to ensure the rigor of their professional status. The Performance Development System has the capacity to support all staff in developing a culture of self review and development. The review processes in schools will need to maintain a high level of professionalism. The purpose of the review process is to ensure quality through compliance with legislation and regulations and to encourage schools to consistently review their own practice to ensure that students' needs are being met.

Likewise, the CIMoE must also review its own practice to ensure accountability and transparency as well as the effective and efficient use of funding. Strong financial management, internal quality management systems, and a methodical approach to the collection and analysis of data, will support the CIMoE to achieve this. The CIMoE's vision includes the Cook Islands being recognized as a leader in education throughout the region. Anecdotally there are areas where the CIMoE could already claim this status but this needs to be backed by valid, relevant research that will serve to inform the CIMoE, the national government and the region.

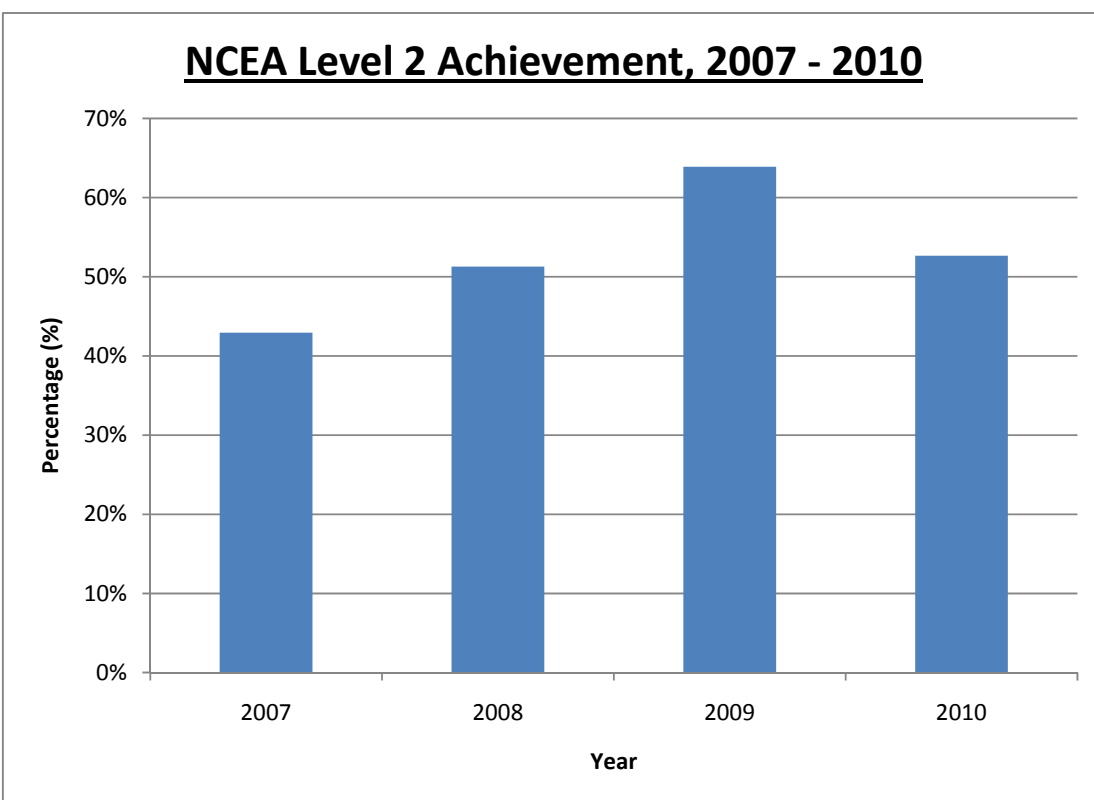
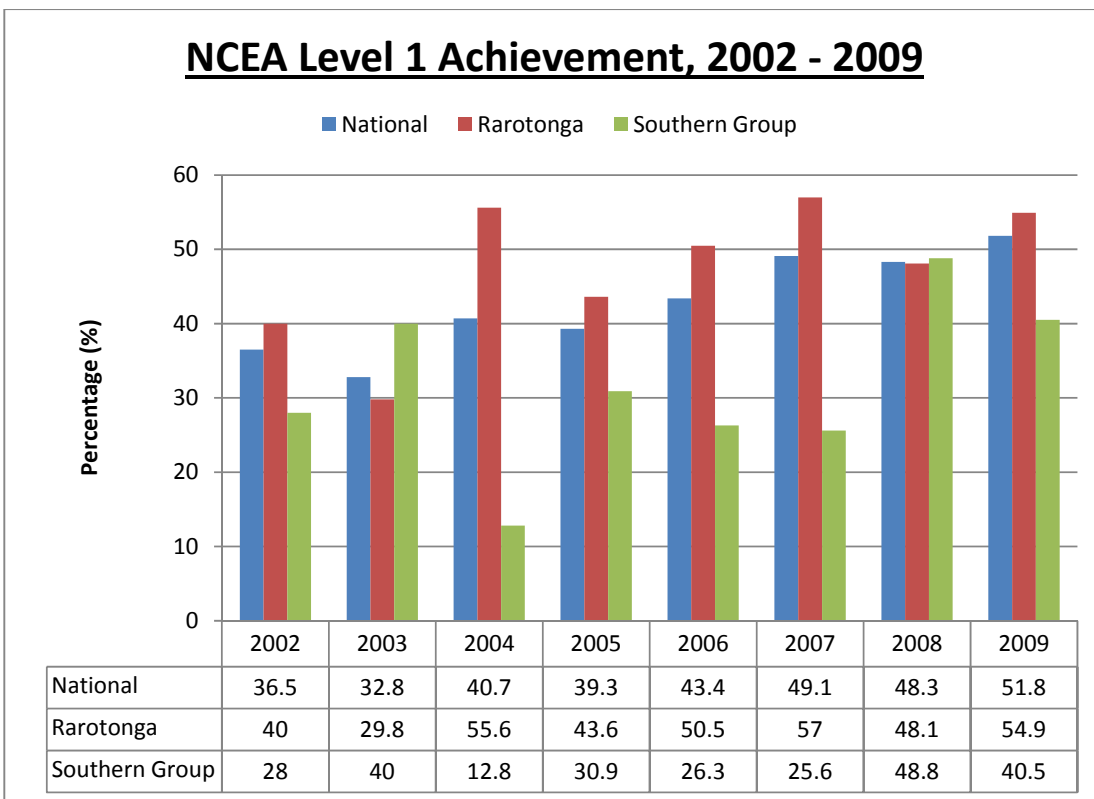
Students and their families are the biggest stakeholders of the education sector. Supporting parents/caregivers in their role of educating their child(ren) is a challenge for the CIMoE. Current programmes are only just starting to address this need and further work around community education and building partnerships with parents in the education of their child(ren) is required.

This is an exciting time for the CIMoE. A solid base is providing the platform for new initiatives which will further drive new opportunities for both education professionals and the learners whom they serve. The next decade will not be without its challenges but the CIMoE has the capability and systems in place to meet these challenges and will continue to work with a wide range of stakeholders to provide quality education for all in the Cook Islands.

Appendix 1: Indicator Matrix (EMP/PEDF/EFA)

EMP / M&E Framework	Education For All (EFA) Report	Pacific Education Development (PEDF)
1. Taku Ipukarea Kia Rangatira <ul style="list-style-type: none"> Grade 4 Literacy Research Publication 	<ul style="list-style-type: none"> Part of Goal 4 	<ul style="list-style-type: none"> Part of Sub Sector 2 and Cross Cutting theme 1
2. Learning and Teaching <ul style="list-style-type: none"> Retention Rate Pupil:Teacher Ratio % Teacher Aide % Special needs students Outer Islands study awards NCEA Results (Literacy and Numeracy) Literacy and Numeracy at Primary Level (Maori, English and Best) TVET - Number of Courses Offered, % of Transition Students GER ECE ECE Teachers % ECE Teachers with ECE Qualification Accredited Institutions GER Primary and Secondary NER Primary and Secondary 	<ul style="list-style-type: none"> Part of Goal 2 Part of Goal 2 & 6 Part of Goal 2 Part of Goal 2 Part of Goal 6 Part of Goal 4 and 6 Part of Goal 3 Part of Goal 1 Part of Goal 1 Part of Goal 1 & 6 Part of Goal 3 Part of Goal 2 Part of Goal 2 	<ul style="list-style-type: none"> Part of Sub Sector 2 Part of Sub Sector 2 Part of Sub Sector 2 and Cross Cutting Theme 2 Part of Sub Sector 2 and Cross Cutting Theme 2 Part of Sub Sector 2 Part of Sub Sector 2 and Cross Cutting theme 1 Part of Sub Sector 3 Part of Sub Sector 1 Part of Sub Sector 1 Part of Sub Sector 1 Part of Sub Sector 2 Part of Sub Sector 2
3. Learning and Community <ul style="list-style-type: none"> GER Primary and Secondary NER Primary and Secondary Roll of community courses Roll of life skills courses 	<ul style="list-style-type: none"> Part of Goal 2 Part of Goal 2 Part of Goal 3 Part of Goal 3 	<ul style="list-style-type: none"> Part of Sub Sector 2 Part of Sub Sector 2 Part of Sub Sector 4 Part of Sub Sector 4
4. Infrastructure and Support <ul style="list-style-type: none"> Education expenditure as % of government expenditure Number of School buildings with disability access and facilities % Teachers with academic qualifications % Certified Teachers by level 	<ul style="list-style-type: none"> Part of Goal 6 Part of Goal 6 Part of Goal 6 Part of Goal 6&2 	<ul style="list-style-type: none"> Part of Sub Sector 6 Part of Sub Sector 6 Part of Sub Sector 2 Part of Sub Sector 2

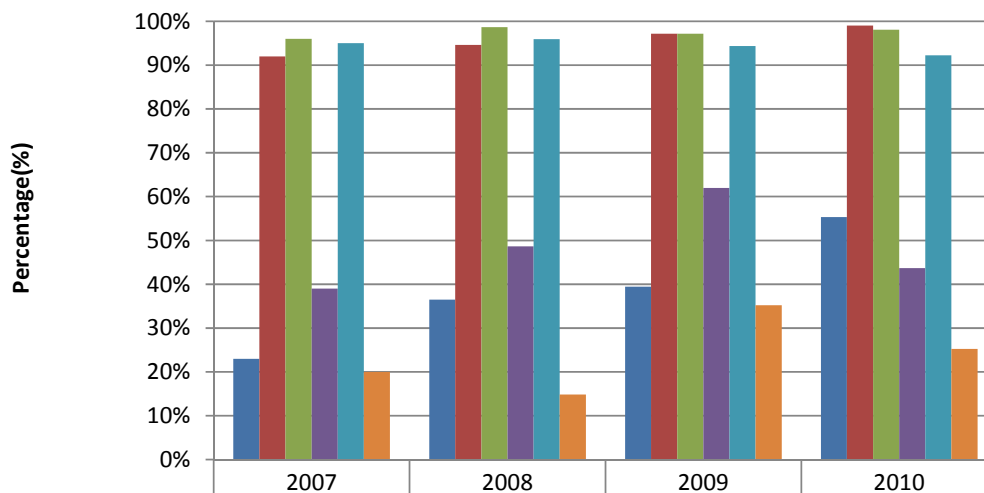
Appendix 2: NCEA Result Analysis



2007			
	Year 11	Year 12	Year 13
NCEA (Level 1)	45	82	92
NCEA (Level 2)		51	85
NCEA (Level 3)			56
University Entrance			49
2008			
	Year 11	Year 12	Year 13
NCEA (Level 1)	37	94	96
NCEA (Level 2)		52	96
NCEA (Level 3)			41
University Entrance			19
2009			
	Year 11	Year 12	Year 13
NCEA (Level 1)	39	89	96
NCEA (Level 2)	100	67	96
NCEA (Level 3)		33	41
University Entrance			38

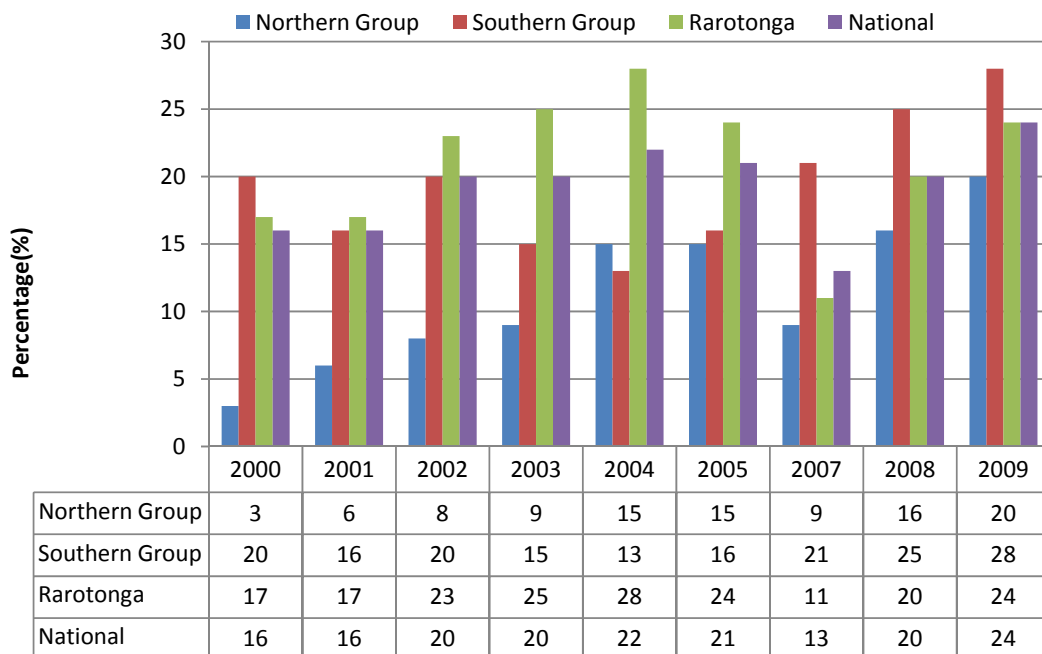
Tereora College NCEA Level 3 and UE Results, 2007 - 2010

- % Achieved Level 3 ■ % Achieved Level 3 Literacy ■ % Achieved Level 3 Numeracy
- % Achieved UE Literacy ■ % Achieved UE Numeracy ■ % Qualified for UE

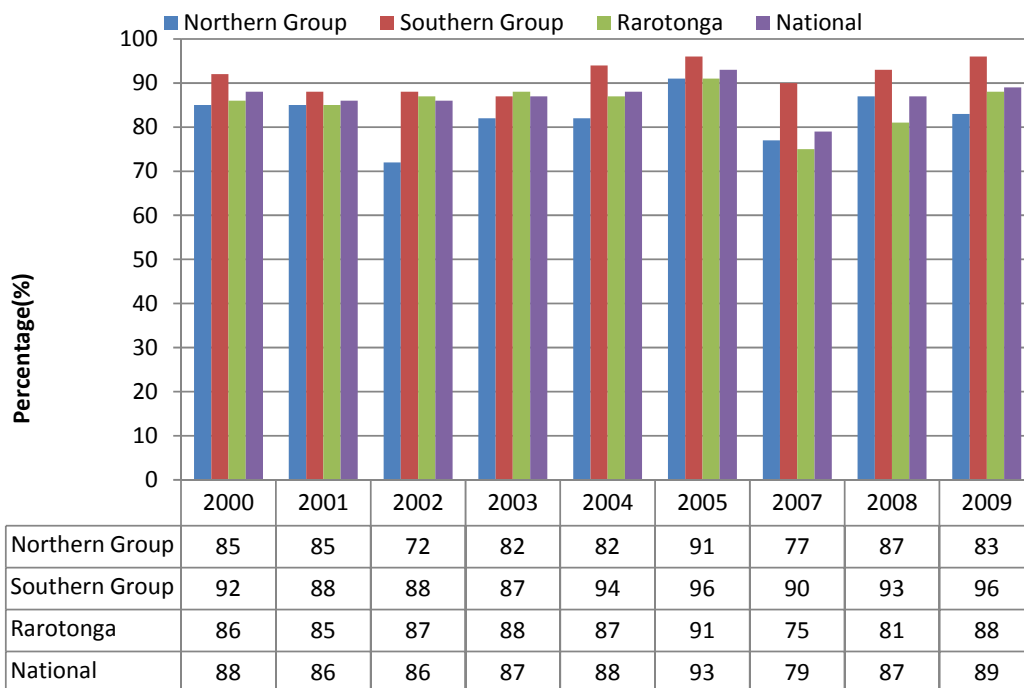


% Achieved Level 3	23%	36%	39%	55%
% Achieved Level 3 Literacy	92%	95%	97%	99%
% Achieved Level 3 Numeracy	96%	99%	97%	98%
% Achieved UE Literacy	39%	49%	62%	44%
% Achieved UE Numeracy	95%	96%	94%	92%
% Qualified for UE	20%	15%	35%	25%

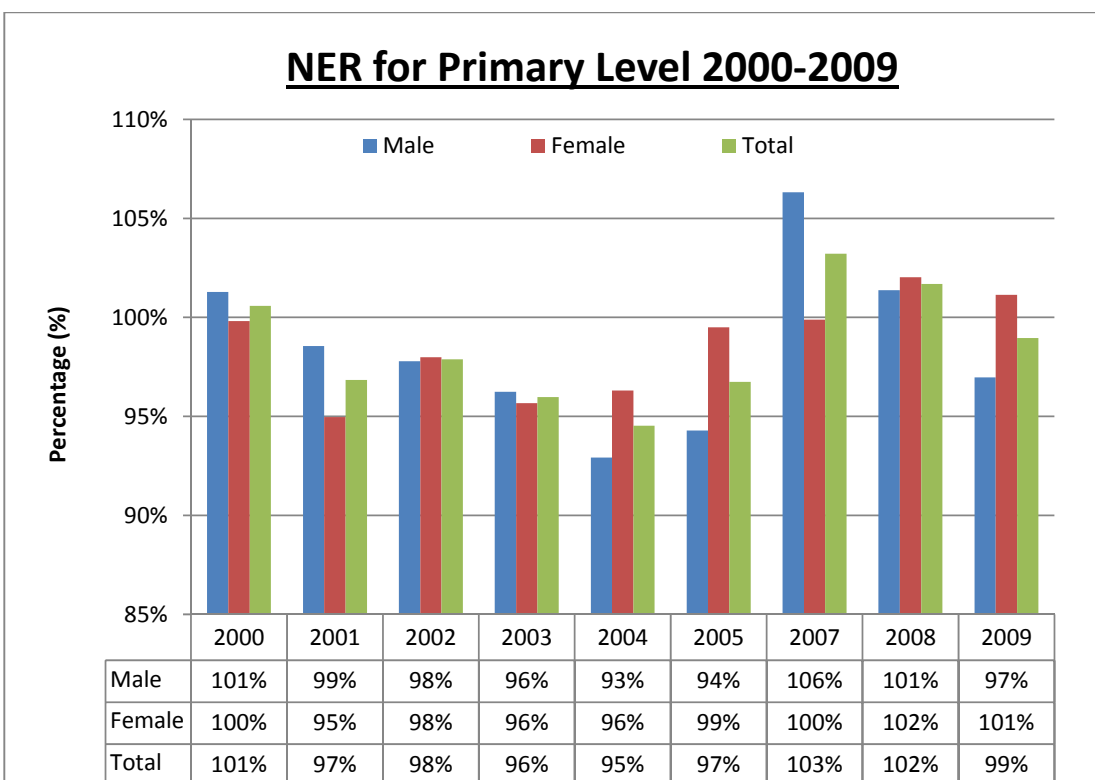
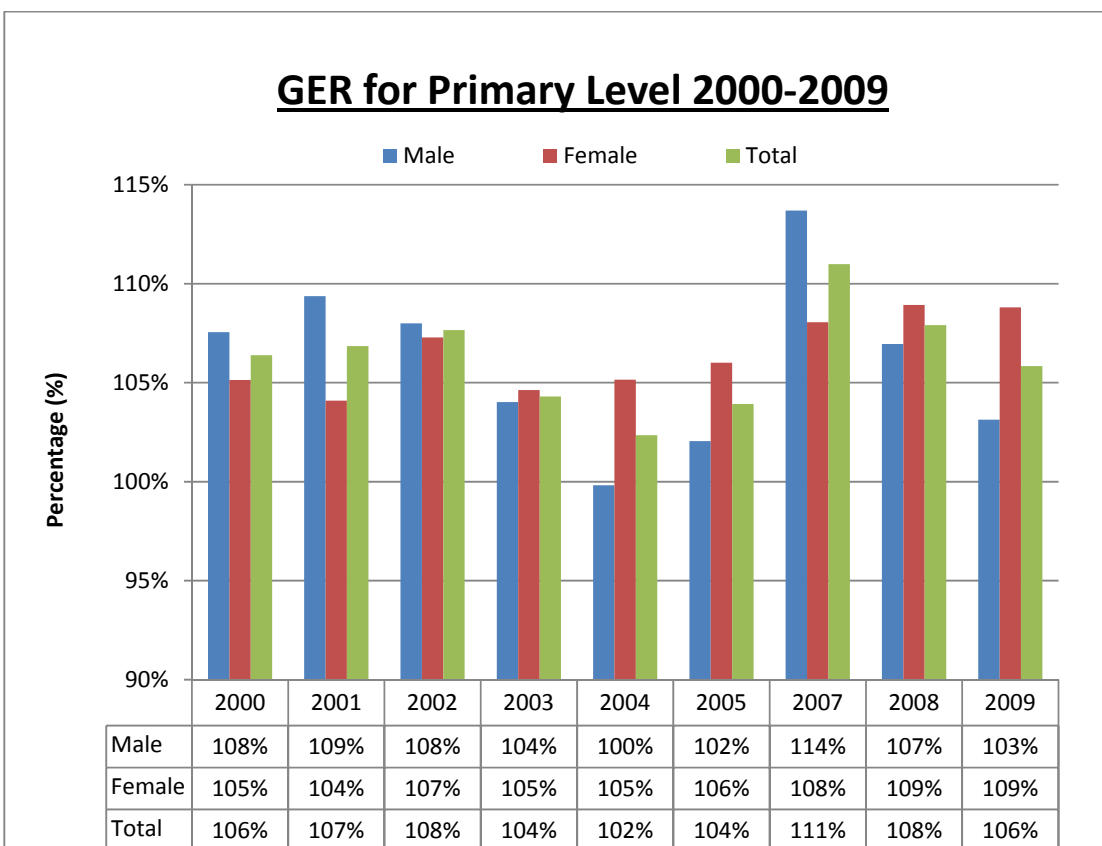
Percentage of Teachers with University degrees by Region



Percentage of Teachers certified to teach by Region



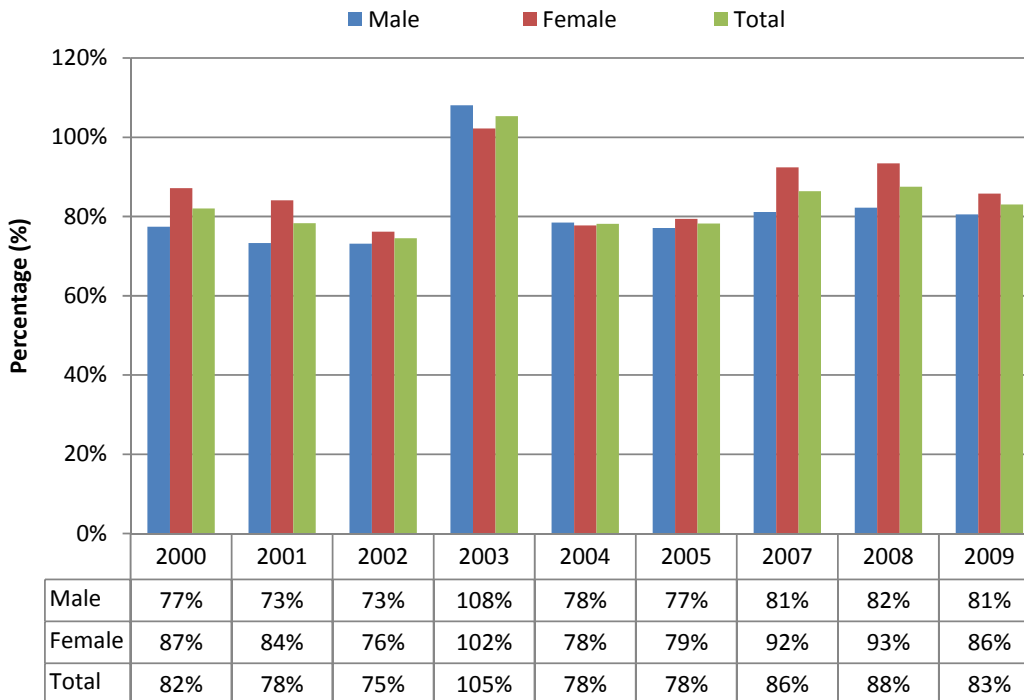
Appendix 4 : School Enrolment Data and Ratios.



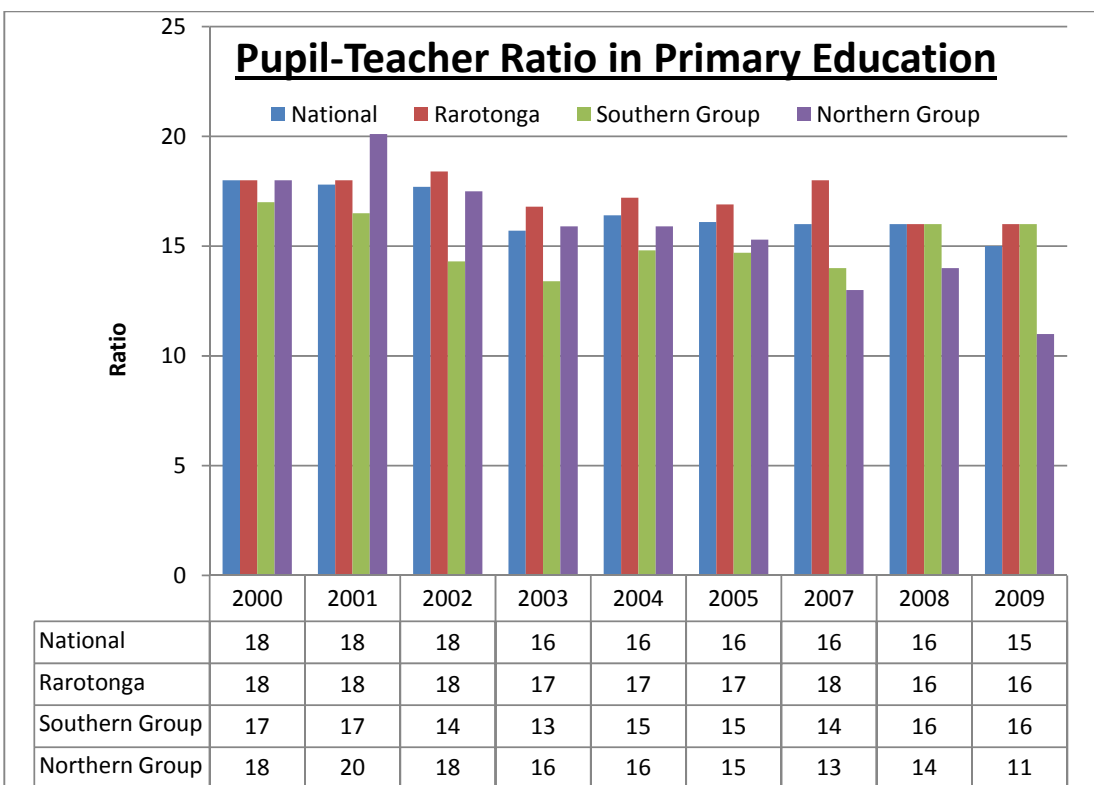
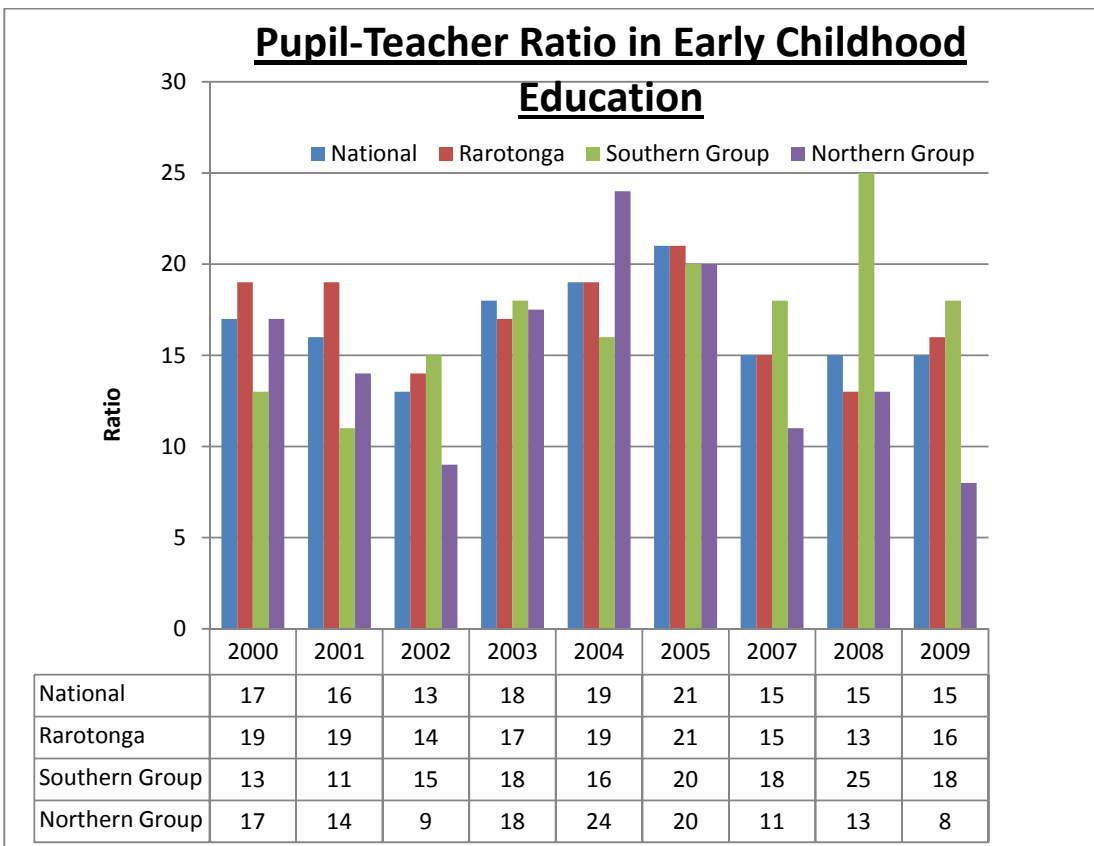
GER for Secondary Level 2000-2009



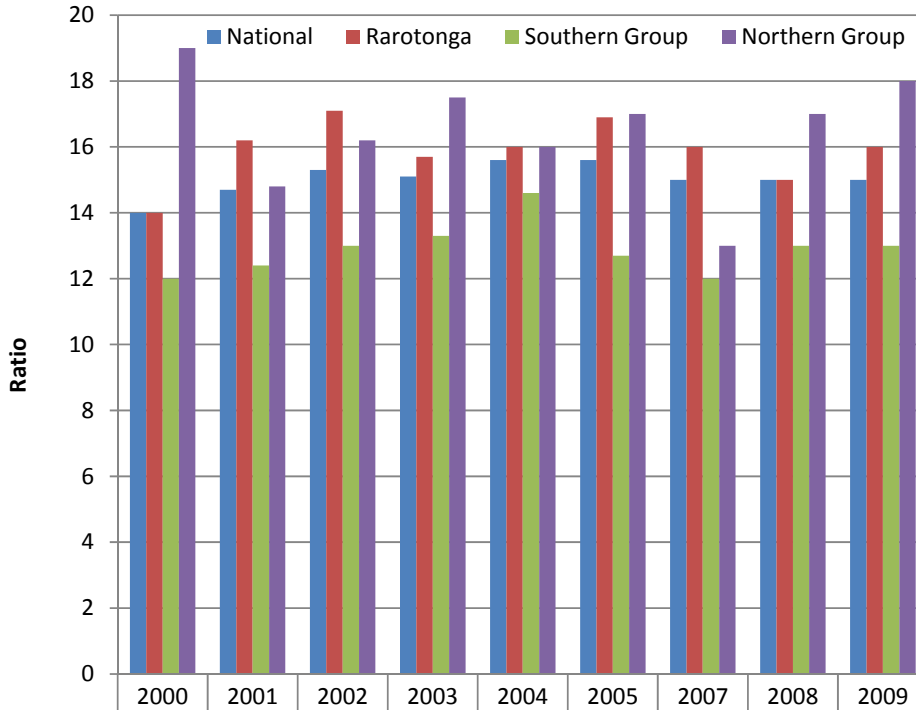
NER for Secondary Level, 2000 - 2009



Pupil: Teacher Ratios



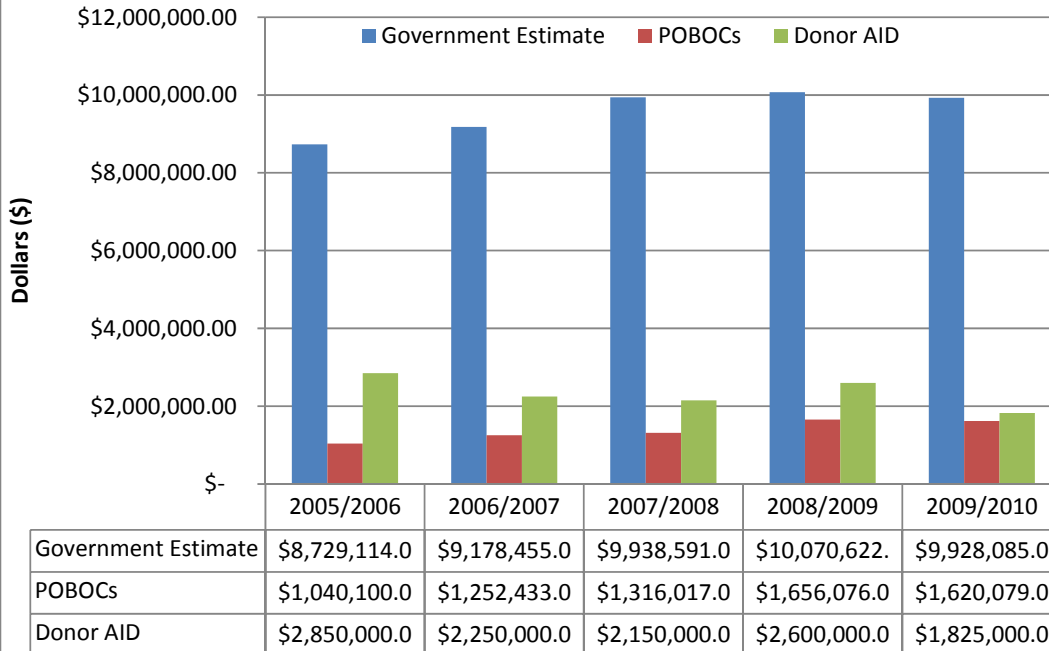
Pupil-Teacher Ratio in Secondary Education



National	14	15	15	15	16	16	15	15	15
Rarotonga	14	16	17	16	16	17	16	15	16
Southern Group	12	12	13	13	15	13	12	13	13
Northern Group	19	15	16	18	16	17	13	17	18

Appendix 5: Budget

Education Budget Estimates



Year	Ministry	Total Appropriation	%Nominal GDP
2000/01	4,198,148	215,308,606	1.9
2001/02	6,435,296	234,675,416	2.7
2002/03	8,416,364	251,759,370	3.3
2003/04	8,383,987	266,176,851	3.1
2004/05	9,260,737	264,272,972	3.5
2005/06	9,260,737	274,480,891	3.5
2006/07	10,498,886	299,912,952	3.6
2007/08	11,414,607	321,132,353	3.6
2008/09	11,886,698	331,302,425	3.6
2009/10	11,666,165	336,934,566	3.5
2010/11	11,859,528	346,743,040	3.4

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