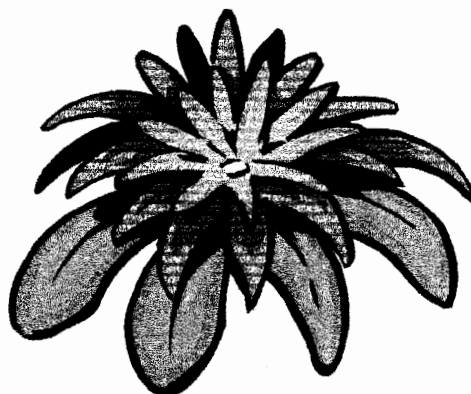


DRAFT

NIUE



EDUCATION FOR ALL

NATIONAL PLAN

2003 - 2010

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FOREWORD

After the Education for All Declaration at the World Conference in 1990, the development of the National Action Plans began.

The Education for All Action Plan complements the Niue Education Corporate Plan already established. There are similarities in both plans but the common goal of providing quality education to all people in Niue is most important.

Education for All provides a wider scope for Niue to include Civil Society, which encompasses everyone outside the Public Sector.

The Strategy of the Education for All Action Plan highlights the area most needed developments and resources. It assists to bring out the aspects of education as they truly are. Critical assessment of needs in terms of teacher development, education management and provision of education for all children and adults in Niue was undertaken in 2000.

This National Education for All Action Plan is the outcome of collective discussion and deliberations of various sectors within the Government and the non-Government community. It outlines the current situation of Education in Niue under each Priority Goal. The recommendations and proposals provided represent the collective wishes and aspirations of the Government and Civil Society.

The contribution of all stakeholders is vital to the implementation progress of this Education for All Action Plan. Stakeholders must be fully aware that the success of the implementation plan depends largely on their contribution.

This report was prepared by the Department of Education in collaboration with UNESCO Office. I wish to acknowledge the tireless effort of the working group at the inception stage of this enormous task. Special acknowledgement to the other Government Departments and Civil Society for their valuable time and effort. Their contribution made it possible to produce this report.

Kia Monuia

Hon Toke Talagi
Minister of Education

ACKNOWLEDGEMENTS

This Education For All National Plan for Niue was produced by Mr Kupa Magatogia, former Director and EFA Coordinator with the support of the former Minister, Hon Young Vivian, Minister of Education. This year it was finalized by the incumbent Director Mrs Tiva Toeono, supported by the Hon Minister, Toke Talagi.

Special acknowledgement is accorded to the Deputy Director Lose Siakimotu, and Manager Ken Tukutama, of the Department whose records of past activities made it possible to put this document together.

Special mention must also be made of all the groundwork completed conscientiously by the National Forum of twenty-one members who represented departments and civil society.

The compilation of this report would not have been possible without the valuable assistance of the UNESCO staff from the UNESCO Office Apia.

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CHAPTER 1

A: Introduction.

The World Conference for Education For All (Jontiem, Thailand) 1990 adopted a World Declaration on Education For All and pledged to work towards primary education for every child and a massive reduction in adult illiteracy by the year 2000. A Framework for Action to Meet Basic Learning Needs was also approved that detailed targets and strategies for reaching this goal by the year 2000. A Consultative Forum on Education For All was created with a mandate that called for periodic review of progress towards these goals, including a major ten-year appraisal.

Education For All 2000 Assessment was the largest evaluation of education ever undertaken and highlighted the gains and shortfalls in educational provision, pinpointed problem areas and unreached groups, and served as a model for future action. It was found that for all of the gains, the overall goal of universal basic education by the year 2000 had not been met. Results from the Assessment helped governments and their partners to determine how far they had come towards attaining the Education For All goals and to identify effective strategies for future gains.

The Dakar Framework For Action adopted at the close of the World Education Forum held in Dakar, 26 - 28 April, 2000 is largely based on the Assessment's invaluable data. It is a re-affirmation of the vision set out in the World Declaration on Education For All in Jontiem a decade ago. It expresses the international community's collective commitment to follow a broad-based strategy for ensuring that the basic learning needs of every child, collective commitment to action. Governments have an obligation to ensure those EFA goals and targets are reached and kept. The Dakar Framework urges governments to establish broad-based partnerships with civil society to give the ensuing national action plans the strongest political support. Education is a fundamental human right and the basic learning needs of all can and must be met.

Education For All Goals 2000-2015

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programmes.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

EFA Assessment 2000.

Niue participated in the EFA Assessment 2000 and found the exercise worthwhile.

The results have been most helpful in identifying the areas that need to address strategically in the Education for All National Plan. Assistance from stakeholders, both at the national and international level, to sustain the quality of education in some areas and to initiate changes and others are imperative.

In order to ensure that education needs are addressed accordingly, financial commitment by funding agency must be procured. The budget for 2002/2003 has been reduced due to the base line given. Administrative costs is all the department is capable of covering. Individual requirements of programmes will be heavily dependent on donors assistance to enable the Niue people to benefit from the Education for All National Action Plan.

Establishment of the National EFA Forum

In March 2001, the former Director of Education appointed the EFA Coordinator for Niue who then participated in a UNESCO training workshop for EFA. The change of directorship saw the role of EFA Coordinator assume by the incumbent Director.

In May 2001, letters of invitation to a public meeting were sent to people in various sectors within the government and civil society, and all interested were invited to attend the meeting. At this meeting participants were briefed on EFA and asked to be members of the National EFA Forum. Twenty people, representing various sectors of the government and civil society volunteered to be members of the forum. Members of the Niue EFA Forum and their representation are listed in Appendix A.

The members of the EFA Forum prioritized the six EFA goals. Three working groups were formed to review the order of the EFA Goals to suit the needs of the people of Niue. The groups then developed Niue's National EFA Plan.

Preparation for Niue's Education For All Action Plan was delayed by the change of directorship in March 2002. Most of the foundation tasks were completed.

The Education for All Action Plan and strategy compliments the Niue Education Corporate Plan in most areas. The two education plans have a common goal aimed at providing quality education for the people of Niue.

Prioritization of the Six EFA Goals.

A consensus was reached that the six EFA goals be prioritized according to the immediate needs of the people of Niue. Hence, the establishment of the six national EFA goals for Niue as follows

- Priority 1 (EFA Goal 6) -Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcome are achieved by all, especially in literacy, numeracy, and essential life skills.
- Priority 2 (EFA Goal 3) - Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills and programmes.
- Priority 3 (EFA Goal 1) -Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Priority 4 (EFA Goal 4) -Achieving a 50% improvement in levels of adults literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Priority 5 (EFA Goal 5) -Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality.

- Priority 6 (EFA Goal 2) -Ensuring by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

Policy Context.

Most of the Education for All goals reflect the National Education Goal in the Niue Corporate Plan. The Niue Education Goal is designed to meet the needs of students at ECE, Primary and Secondary levels only. Education for All goals include community education to the grassroot level. The involvement of other Government Sectors and Civil Society and the preparation of the National Plan of Action is important to the achievements of Education for All goals and National Goal.

Although Government financial support may not be substantial, providing quality support services is essential to the implementation process. The importance of outreach programmes with the community must be also noted.

Once the Education for All National Action Plan is established Government must ensure continuity of adult education programs.

Education System

Niuean education indicators are among the highest in the Pacific region. Adults literacy rates are almost 100%, mean years of schooling is 8.3 years and above average results in English were reported in the trial reading and comprehension testing under the Regional BELS project (Basic Education and Literacy Skills) at the primary level.

The Education Act in 1989 established a Department of Education under the control of the Minister of Education whose duty is to administer the Education Act, promote education, control, administer and maintain all established Government schools and, exercise supervisory and other functions in relation to private schools as may be provided under the Act. The Act also provides for the establishment of Government schools, private schools, and special schools. Currently there's only one Government primary school with

the student roll of 254 (200) and one Government secondary school with the roll of 238 students.

Education of every child of school age in Niue is compulsory, free and secular. Cabinet may from time to time by regulations require fees to be paid in respect of certain schools and classes. A child of "school age is defined to mean any child between the age of 4 years to 16 years or any earlier age in which a child ceases to be enrolled in a school" and a pupil is defined to mean " a person under the age of 21 years who is enrolled at a school". Students in primary and secondary levels of education do not pay tuition fees and transport to and from school is also provided by government free of charge.

The EFA Action Plan is integrated into the Niue Education Corporate Plan for every subsequent year from 2003 to 2015.

Tertiary Education

The USP Niue Centre is the sole in-country tertiary training institution, and offers credit and non-credit courses through extension studies and continuing education courses on demand.

The Niue Training and Development Council (NTDC) offers overseas awards for trainees as requested by individual departments and private sector businesses according to the need. Students compete for the awards to continue their education at institutions available in other countries like New Zealand, Samoa and Fiji.

Non-formal training

Most NGO programs feature a training component. While the focus of these programs has been social in the past many NGO's are adopting a development focus, as seen in Homework Centers and Libraries being set up by village groups, environment groups and counseling programs and the Moui Faka Niue (Niue Agriculture and Cultural Development Program) for youth. A Youth Training Center serving over 30 groups was also opened in 1996.

CHAPTER 2

Setting: Characteristics of Country.

1. The Land

Niue Island, a single coral island in Polynesia is almost circular in shape and located about 480 km east of Tonga and about 660km south east of Western Samoa. It is approximately 21km by 18km with the highest point at 65 metres above sea level. There are no mountains or rivers; the coast line is jagged and steep, creating scenic crevasses, chasms, and caves. Arable land is limited. There is some forest cover, the largest is Huvalu forest which includes a tapu area. Niue has a total land area of 259sq. km.

During the December to March cyclone season the average temperature is 27 degrees Celcius, dropping to 24 degrees Celcius during the rest of the year when the south east trade winds blow. Rainfall over the year is evenly distributed, totaling about 200 cm.

Niue has a very fragile resource base. Thin top soil limits the flora and fauna species varieties. Forested areas provide building materials for canoes and food stuff such as fruits, seeds, pigeon, bats and coconut crabs. The Huvalu rain forest (2,500 hectare) is one of the largest remaining lowland forests in the Pacific. Fishing grounds are not particularly fertile. Many of the environmental issues that Niue must address are the result of the rapid move towards a consumer life style and the use of modern techniques and equipment to undertake traditional activities such as fishing, agriculture and forestry.

Most of the land in Niue is held according to custom ownership by family groups governed by complex social rules. Rights of ownership are based on descent as determined by the family group. Land is the basis of family identity and social and economic security. Fishing grounds are also considered family property. Landlords introduced in 1969 used the *traditional descend group or magafaoa* as the basic land holding unit. The land court has exclusive jurisdiction in all matters relating to land. Land rights are extremely complex.

Crown land has been purchased by the Government from customary owners for government projects of national interest, for example, the airport and administration buildings. Crown lands can be released for development programmes.

History

Niue's first settlers arrived about 1000 years ago. The Niuean language is based on both Samoan and Tonga, with traces from Pukapuka in the Cook Islands. But whether the Samoans or Tonga arrived first is debatable. The settlers were believed to have entered the island from both directions.

Captain Cook landed in Niue 1774, on his second Pacific voyage but the islanders resisted strongly that he did not stay. He named Niue "the Savage Island" in contrast to Tonga which he had christened the "Friendly Islands". Prior to Cook's landing on Niue, whalers entered the island and resulting in people dying from influenza. When Cook arrived, the Niueans were protective of foreigners entering the island, so Cook did not get a warm reception.

The pioneering missionary John Williams came by in 1830, but continued on his way. It was not until 1846 that Nukau Peniamina, a Niuean who have been converted to Christianity in Samoa, introduced Christianity to the island (London Missionary Society; LMS). He was followed in 1849 by Paulo, a Samoan missionary. The Missionaries had the island firmly under control when Niue briefly became a British Colony in 1900. Britain handed over the administration to New Zealand shortly after, which prevailed over 100 years. In 1974 Niue became self-governed in free association with New Zealand with the passing of the Niuean constitution.

Government

The General Assembly of the United Nations recognized Niue's act of self determination on 19 October 1974. The Constitution Act in 1974 gave Niue control over its own Internal Affairs in free association with New Zealand. At Self Governing, the island councils were replaced by the Niue Assembly, an elected Legislature of 14 members representing the 14 villages of Niue and 6 members elected by the national electorate. This 20 member Assembly has full law-making powers, a Cabinet of 4 ministers comprising the Premier (elected by the Assembly) and 3 other Ministers appointed by the Premier have executive responsibility. The first general election in 1975 saw women contesting national elections for the first time. Three women won common role seats. One woman has served as Acting Premier, the first in the Pacific. The Assembly is presided over by a Speaker.

The Niue Assembly rules in collaboration with 12 Village Councils. Village Councils comprised of five elected members for each village serves training ground for national politicians.

Society and Culture

Niuean Society

Niueans are Polynesian, although there are no chiefs or tribal systems and hereditary rank is cohesive structure society based on family units. The Aga Fakamotu culture sets the traditions and customs that form the basis of individual identity, social stability and basis of family, community and national development. Three factors central to the Aga Fakamotu, are the family, sharing of resources and the importance of the land.

Niue is unique in the Pacific in that egalitarian leadership is the norm. Although there are no hierarchical system, identity and status is firmly established in the family name. Norms governing relationships within and between families and villages are based on respect - of the young for old, brothers for their sisters and members of the village. Niuean women were traditionally the partners and co-workers of men. They help clear and weed the plantation and the men did the planting.

Traditionally survival depended on family sharing resources. Customary ceremonies are still a strong feature of Niue society today. Ear-piercing ceremonies for girls and hair-cutting ceremonies for boys are very important to Aga Fakamotu, and goods exchanged during these ceremonies include mats, hiapo and today more commonly, cash.

Economy

Foreign Aid, principally from New Zealand, and remittances by Niueans working overseas are the basis the islands economy. New Zealand has stated its intention to phase out aid by 2003, forcing Niue's leaders to consider other aid options.

Subsistence agriculture on small holdings of family units has a vital role to play within Niue economy. Niueans are encouraged to grow their own vegetables where possible on small plots scattered around the island. Families practice mixed cropping with the exception of coconuts which are planted alone. Families however, rotate their subsistence gardens because of the thin top soil. Cash cropping is very vulnerable due to the limited arable land available, erratic climate, absence of running streams and high transport costs to market. Niueans fish close to the coast in canoes and dingies and their catch is sufficient only. Families keep pigs and poultry for their own use.

Minor commercial successes have been achieved with limes, passion fruit pulp, coconut cream, some specialist vegetables for the New Zealand market and honey. Most ventures failed because of the difficulties of transport to markets and irregularity of shipping supplies. Taro is exported to New Zealand to supply the vary large Polynesian community there. Vanilla is the current vogue as a cash crop with about 50 growers planting stock. Another source of income are transshipment fees for keeping products in quarantine before they are sent to their final destinations in other countries.

Assumption, Limitation and Strength

Budget constraints limit the scope of education activities. Projects to address the needs seem to be the way forward but often the system cannot sustain continuation thereafter. All the same project activities enhance the existing systems and improve infrastructure.

Institutional strengthening is built upon capacity building through training programs and overseas attachments for staff.

The Niuean Education Project 1999 – 2002 funded by New Zealand Aid, has made tremendous improvement to the systems processes in providing quality education services.

CHAPTER 3

National EFA Priorities

PRIORITY 1 (EFA Goal 6)

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Mission Statement, P2 of the Niue Corporate Plan clearly states the commitment of the Education Sector to the provision of quality education at ECE, primary and secondary levels. EFA National Action Plan extends the jurisdiction beyond the framework of the Corporate Plan.

Problems:

- (a) Unhealthy eating patterns which affect the early childhood of the child and also causes concentration and motivation problems.
- (b) Improve capacity building initiatives needed to up-skill staff in the new Qualification Framework.
- (c) Inadequate specialized teaching facilities in specific subject areas
- (d) Unavailability of study environment conducive to effective learning
- (e) Lack of appropriate programs for at-risk students
- (f) Lack of involvement of local community and culture

Description of Problems

- (a) **Unhealthy eating pattern, which affect the early development of the child and also causes consideration and motivation problems.**
Importation of food products affects the eating habits of young children. However, parents need to be aware of the detrimental effects on young children.

Proposed Reforms

1. Education and awareness initiatives targeted at parents and communities and on strengthening systems and resources of educational initiatives at this level.
2. Education and awareness initiatives focus on nutrition and health issues targeted at parents.
3. Community based health and nutrition programs to include USP certificate and community studies and the use media to promote health issues.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Public awareness programs	2003	Dept of Edn., Health and Community Affairs	EFA & Dept of Ed.	All villages visited in 2003
2. Develop workshops	2003	Dept of Edn, Health and Community Affairs	EFA & Dept of Ed.	Two workshops each year

Budget \$US (000)	2003	2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor
Reform 1	2	.5	2	.5	2	.5	2	.5	2	.5	2	.5	2	.5	2
Reform 2	1	.5	1	.5	1	.5	1	.5	1	.5	1	.5	1	.5	1

- (b) **Improved capacity building initiatives needed to up-skill staff in the New Qualification Framework**
Incentives need to be developed towards continual improvement of staff performance.

Proposed Reforms

1. On-going staff development through overseas attachment
2. Develop and strengthen network with schools in New Zealand
3. Improve assessment and reporting system
4. Strengthen networking between New Zealand teachers and Niue teachers

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Strengthening of capacity building	2003	Ed. Dept	Ed. Dept	Attachment for 1 teacher per term per school
2. Improve internet facility with New Zealand	2003	Ed. Dept	Ed. Dept	Improve facility
3. Revise current system	2003	Ed. Dept	Ed. Dept	Revise system in place by end 2003
4. Provide regular reviewing services to sustain the standard of delivering quality education	2003	Ed. Dept	Ed. Dept	Review reports after visits

Budget SUS (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1.Strengthening capacity building	27	Salary 5	27	Salary 5	28	Salary 5	28	Salary 5	28	Salary 5	29	Salary 5	29	Salary 5	29	Salary 5
2 Improving Internet facility with NZ	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5
3. Revised current systems	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2
4. Provide regular reviewing services to sustain delivery	9	3	9	3	9	3	9	3	9	3	9	3	9	3	9	3

c) Inadequate specialized teaching facilities in specific subject areas

Proposed Reforms

1. Secondary - Science laboratory, workshops technology, graphic and design, home economics, computer studies and information technologies all these facilities need to be upgraded.
2. Improvement of school library resources - equipped with appropriate up-to-date resources

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Upgrade of facilities	2003-2004	Ed. Dept.	Ed. Dept.	Completion of upgrade by 2004
2. Purchase of up-to-date resources	2003-2004	Ed. Dept	Ed. Dept	Well stock library

Budget SUS (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1. Upgrade of facilities	10	5	10	5	10	5	10	5	10	5	10	5	10	5	10	5
2. Resources	20	10	20	10	20	10	20	10	20	10	20	10	20	10	20	10

(d) **Unavailability of study environment that is conducive for effective learning**

1998 saw the establishment of seven Community Learning Centers aiming at providing night classes of students studying on a voluntary basis. It must be noted that of the 14 villages there are only seven Learning Centres. The role of the Centres is basically to provide extra tutoring and support services to senior students studying towards the New Zealand School Certificate and Sixth Form certificate in addition to providing a quiet study place for students who do not have access to a study place at home. The performance of students who attend these centres improved dramatically. Within the school it is also important that a healthy study environment conducive to learning is created to enable students to enjoy their learning. The problem is a lack of available appropriately qualified tutors to supervise.

Propose Reforms

1. Upgrading and improvement of former school building

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Contact through village councils to upgrade one classroom	2003 - 2004	Ed. Dept & Village Council	Ed. Dept.	Completion of upgrade by the end of 2003

Budget \$US (000)	2003		2004	2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor
Upgrade former school classrooms	6	4	6	4	6	4	6	4	6	4	6	4	6	4	6

(e) **Lack of appropriate programs for at-risk students**

The secondary school has identified, through diagnostic test for literacy and numeracy, an alarming number of at-risk students

Proposed Reforms

1. Design appropriate technological and vocational subject programs to address specific needs of at-risk students
2. Initially utilize existing staff by multi-skilling
3. Acquire relevant resources programs and new facilities

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Develop appropriate curricula for vocational and technical subject	2003	Dept of Ed	Dept. of Ed	Completion of subject curricula
2. In-service teacher training or second overseas teacher	2003	Dept. of Ed	Dept of Ed	Appropriate certificate
3. Purchase of necessary resources	2003	Dept. of Ed	Dept of Ed	
4. One new classroom	2004	Dept of Ed	Dept of Ed	1 new classroom

Budget SUS (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1. Develop appropriate curricula for vocational and technical subjects	7	12	7	12	7	12	-	-	-	-	-	-	6	10	6	10
2. Inservice teacher training or second overseas teacher	18	7	18	7	18	7	18	7	18	7	-	8	-	8	-	8
3. Purchase resources	20	10	20	10	5	3	5	3	5	3	5	3	5	3	5	3
4. New classroom	30	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-

(f) **Lack of involvement of local community**

The school is over loaded with diverse learning needs of the students and the community at large. Learning needs must be prioritized and the need to identify how these can be met and which are the appropriate institutions to provide these. There should be improved coordination and communication amongst agencies whose work has an impact on the children's learning

Proposed Reforms

1. Train more instructors of the Niuean language and culture

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
Train more instructors	2003	Ed. Dept.	Ed. Dept.	Four instructors by the end of 2003

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
Train 4 more Niue Culture & Language teachers/instructors	4	Salary	-	-	4	Salary	--	-	4	Salary	-	-	4	Salary	-	-

PRIORITY 2 (EFA Goal 3)

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills program.

This priority is yet to reflect in the Corporate Plan the needs of all young people and adults. The Department of Education in collaboration with other departments, such as Community Affairs, and USP Extension Services, will develop appropriate programs.

Current provision by the Government and NGO's to address the learning needs of young people and adults are inadequate. Learning needs of all young people need to be facilitated, strengthened and properly coordinated.

Problems:

- (a) Lack of parental input into education initiatives due to unavailability of information
- (b) Niuean language and culture under threat
- © Youth unemployment and lack of equitable access to relevant education opportunities and employment and lack of trade training to meet skills shortage in key trade areas.
- (d) Present curriculum does not fully reflect the learning needs of the community and is also too focused on New Zealand system and economy
- (e) Keep Niue free from HIV/Aids and related health problems.

Description of Problems

- (a) **Lack of parental input into education initiatives due to unavailability of information**

The responsibility for educating our children is one that is provided by the school
Parents, community and education providers become equal partners in the education of Niuean children
The active involvement of civil society in education initiatives is the way forward.
Community base model where there should be active involvement of NGO in educational initiatives

Proposed Reforms

1. Parents evening with school management team, teachers to discuss school related issues
2. Education initiatives via newsletters, media. Wider consultations about major changes that affects the school program
3. Strengthening the role of the School Committee to take a more pro active role in decision making and to link with communities.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Parents evening	On-going	Education Department School Committee Village Council EFA Forum	EFA Forum	4 Meetings per year
2. Transparency & Wider Consultations	On going	Education Dept Village Council., EFA Forum	EFA Forum	Quarterly issue of newsletter, Radio, TV etc
3. Strengthening the role of School Committee	2003	Ed. Dept, School Cmtte, Village Council, EFA Forum	EFA Forum	Improve link between school committee reps and community. Active parts of parents as volunteers in school programme

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
Reform 1	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3
Reform 2	3	2	3	2	3	2	3	2	3	3	2	3	2	3	2	3
Reform 3	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1

(b) Niuean language and culture under threat

A research conducted by a Professor at the Auckland University in 2001 revealed that out of 20,000 people who declare themselves as Niuean only 5,000 could be able to speak proper Niuean or use it regularly. This finding provides a very grave picture of the trend, which is also happening to other cultures. There are no statistics to support the statement but generally all Niueans of Niuean decent speak Niuean. It is vital that the Niuean language and culture become deeply entrenched. The Niuean language must be revitalized, kept alive and be used in all of facets of life.

The formation of the Niuean Language Commission is the positive move and it shows the Government and the people of Niuean's commitment to preserve their language, culture, heritage and identity. The language commission establish in 1998 was comprised of cabinet appointed office bearers. The duration of these appointees was for three years. They have a specific term of reference which involves editing all Niuean language reading resources. Their role is to consider and approve all Niuean printed matter for the schools and general public use.

Proposed Reforms

1. Implementation of the Strategic Plan and an Action Plan for preserving and promoting Niue language and culture.
2. Promotion of the use of Niuean language e.g all local government correspondence must be in both languages
3. Develop Niuean curriculum as a formal school subject and integrate it into the NZAF
4. Writing and production of reading materials, video and resources in Niuean
5. Train teachers/instructors in Niuean language and culture including media workers
6. Establish a website to promote Niuean language and culture
7. Build the capacity of the Production Unit to produce and print Niue Language resources incountry

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Implementation of the Strategic Plan for the Preservation and Promotion of Niue Language and Culture	2003	Director of Education, Community	EFA	Strategic Plan and Action Plan completed by end of 2003
2. Promotion in the use of the Niuean Language	2003	Ed. Dept, Language Commission, BCN, Churches	Education Dept, Language Commission , EFA Forum	Niuean Language use in all government correspondence
3. Development of Niue curriculum	2003	Ed. Dept, Language Commission, BCN	Ed. Dept, Language Commission, EFA Forum	Curriculum statement implemented at the school
4. Writing and production of resources in Niuean	2003			
5. Design a 3 month certification course in Niuean language to be approved by the Language Commission.	2003	Education Dept.		3 trained teachers a year
6. Establish a web-page for promoting the Niuean culture and language	2003	Language Commission, ISO/Private Sector, Ed. Dept	EFA Forum, Language Commission	Improved accessibility by Niuean population to information on Niuean culture.

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1	5	2	5	2	5	2	5	2	5	2	5	2	5	2	5	2
2	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1
3	15	10	15	10	15	10	15	10	15	10	15	10	15	10	15	10
4	20	15	20	15	20	10	20	10	20	10	20	10	20	10	20	10
5	3	1					-	-	-	-	-	-	-	-	-	-
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

© **Youth Unemployment and lack of equitable access to relevant education opportunities and employment and lack of trade training to meet skill shortages in key trade areas.**

Niue is facing a problem of retaining its young people from migrating to New Zealand.

There is a considerable number of young people who are unemployed and cannot work because they do not have adequate skills to enter the workforce.

The range of subjects offered at secondary school does not provide students with the level of skills and knowledge that will enable to enter the work force.

Presently continuing education is only limited to those who have strong academic abilities.

USP Extension Services offer equivalent courses at Form 6 (Niue High School) and Form 7 (New Zealand).

Proposed Reforms

1. Strengthening practical / vocational subjects at school including the purchase of equipment in these areas
2. Improve the role of the Youth Officer and National Youth Council to be able to link with service provide in order to provide organize d education and training.
3. Produce a needs analysis and data base on youth
4. Strengthening the role of Community Learning Centres by assisting with costs of equipment and maintenance.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Design the Vocational courses to fit the existing structure of the school.	2003	HRDU, DAFF, Ed. Dept, NHS	EFA Forum	Design of vocational and technical courses to begin in Year 9 at Niue High School.
2. Youth Officer needs to undergo training (TVET) on how to plan programs.	2003	NHS, NYC, DAFF, HRDU, Community Affairs	EFA Forum	Organized training programme for unemployed
3. Produce the data base and report on unemployment	2003	NYC, HRDU, Community Affairs	EFA Forum	TNA Report and Data Base completed
4. Community Learning Centre Increased the number of learning centre to include all villages	2003	Village Councils, Edn Dept, Community Affairs,, HRDU	EFA Forum	Well equipped learning centres to be set up.

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1	20	4	10	4	10	4	10	4	10	4	10	4	10	4	10	4
2	8	salary	-	-	-	-	8	Salary	-	-	-	--	-	-	8	4
3	2	1	-	-	-	-	2	1	-	-	-	-	2	1	-	-
4	6	2	6	2	-	-	-	-	-	-	-	-	-	-	-	-

(d) Present Curriculum is too focused on the New Zealand system and economy

Proposed Reforms

1. Revised school curriculum and where appropriate integrate more local topics.
2. Training of Specialist Teachers whose teaching responsibilities include the teaching of sex or life education including values and ethics
3. Curriculum unit to play a more vital role in resource development.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Revision of curriculum	2003	Edn., Dept, NHS,	EFA Forum	Curriculum revised and where necessary amended to reflect local content.
2. Training of Specialist Teacher	2003	Edn. Dept, Curriculum Unit	EFA Forum	2 specialist teachers train in the first year
3. Curriculum Unit to play a vital role in resource production	2003	Edn. Dept,	EFA Forum	Curriculum support for the 2 schools. Availability of more local resources

Budget \$US (000)	2003			2004			2005			2006			2007			2008			2009			2010		
	Donor	Local		Donor	Local		Donor	Local		Donor	Local		Donor	Local		Donor	Local		Donor	Local		Donor	Local	
1	6	2		3	2		3	2		3	2		3	2		3	2		3	2		3	2	
2	15	5		15	5		15	5		15	5		15	5		15	5		15	5		15	5	
3	10	6		10	6		10	6		10	6		10	6		10	6		10	6		10	6	

(e) **Keeping Niue free from HIV/Aids and related health problems**

Proposed Reforms

- (a) Niue has no policy on HIV/AIDS
- (b) Training of trainers and implementers of new health policy required
- © Lack of support materials to achieve health related goals

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. A policy for HIV/AIDS to be approved by Cabinet	2003	Edn. Dept. Health Dept.	EFA Forum & Education Dept	Final policy developed
2. Training seminars for more trainers and implementors	2003	Edn., Dept. Health Dept.	EFA Forum & Education Dept	2 additional trainers/implementors by 2004
3. Print and disseminate support materials in the vernacular and Niuean, to distribute to teachers, parents and the communities	2003	Edn., Dept. Health Dept	EFA Forum & Education Dept.	Resource materials ready for 2004

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1	1	.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	4	2	-	-	-	-	4	2	-	-	-	-	4	2	-	-
3	6	2	6	2	3	1	3	1	3	1	3	1	3	1	3	1

PRIORITY 3 (EFA Goal 1) - Expanding and improving comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children.

This priority is reflected in the Niue Education Corporate Plan, P10.

Niue is progressing well in the early childhood care in the Education Sector. All 4 year olds are currently attending ECE which is part of the Primary School. Attendance is compulsory. On-going training workshops have been organized for all Early Childhood Education teachers to ensure that they are kept up to date with advances but it is acknowledged that there is room for a lot of improvement in teacher performance.

Problems

- (a) Lack of any system to coordinate and establish play centre groups in some villages
- (b) The declining of child population affects the establishment of play centers
- © Urgent need to improve sanitation, hand-washing, and shower facilities, water tap too far from ECE building

(a) **Lack of any system to coordinate and establish play centre groups in some villages**

Parents and parents -to -be and the wider community have varying degrees of understanding on the development of children from birth to five years. Traditional knowledge and attitude are mixed with modern view points. Often some parents wait until they are late into the pregnancy before they have check ups. Play Centres and Pre -school activities are seen as a waste of time and not real learning. The general belief is that learning commences at primary level only.

Proposed Reforms

1. Develop education programme for parents, community and stakeholders. Curriculum covers the development of children from conception up to the age of five or school age entry.
2. Develop, produce, publish and distribute resources in Niuean language in a variety of genres, posters, pamphlets or television advertisements. Ensure that appropriate literature is culturally friendly and the message easily understood by intended audience.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Develop education programs	June 2003	Dept of Ed. Primary/ECE coordinators	EFA Forum	Curriculum (draft) completed. Curriculum implemented June 2003
2. Resources to be published in Niuean	June 2003	Dept of Ed.	Dept of Ed.	Resources distributed

Budget SUS (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1	12	6	12	6	12	6	6	3	6	3	6	3	6	3	6	3
2	15	5	15	5	15	5	15	5	15	5	10	5	10	5	10	5

(b) **The declining of child population affects the establishment of Play Centres**

The declining child population affects the establishment of Play Groups in each village. The birth rate on the average is two births per year. However, villages need to combine to a focal point so the increased number would be viable.

Health care for young children from conception to school entry at five years is covered by the Maternal and Health Care, Family Planning, Child bearing and Health education section of the Health Department. There is a comprehensive immunization programme, and oral health and hygiene programs. The two Play Groups currently operating are funded by parental contributions.

Proposed Reforms

1. Make contact with village Councils to assist village play centre groups in specific villages

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Establishment of Play Groups in specific villages. Upgrade of buildings and appropriate furniture and resources	June 2003	Director of Education	Education Dept	Building upgraded & the establishment of the play centre group

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1	17	5	17	5	5	1	5	1	2	1	2	1	2	1	2	1

PRIORITY 4 (EFA Goal 4)

Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

This priority is recognized in the Corporate Plan with emphasis on literacy at primary and secondary school level to ensure adult literacy by the year 2015.

Niue has a high level of literacy. Government, as the biggest employer, provides incentives for further education both in the Public Service and the Private Sector. Employees in both sectors have the opportunities to improve the level of competency. The limited financial resources inhibit equal opportunities. Study awards are offered only on merit. The National Library lacks the updated resources needed to assist correspondence courses.

Problems

- (a) Lack of public library building
- (b) Lack of variety of easily accessible updated literature for adults at the national library.
- © Lack of easily available books and resources from retailers

Description of Problems

- (a) **Lack of public library building**
The current lease for the existing library, which was a private home, will expire within 12 months. It will be necessary to build a new building.
- (b) **Lack of variety of easily accessible updated literature for adults at the national library**
Communication links with the National library of New Zealand need to be improved to address the problem of providing a variety of up-to-date book resources.
- © **Lack of easily available books and resources from retailers**
Niue lacks any retail book shops.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. New purpose built library which includes adequate facilities	End of 2004	Community Affairs	Community Affairs	Library building and facilities in place and running
2. Renew technology and regular contact with NZ National Library	2004	Community Affairs	Community Affairs	Updated Technology
3. Training of staff	2004 - 2007			certified librarian

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1. Library building	250	60	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2. Library facility	-	-	-	-	80	20	-	-	-	-	-	-	-	-	-	-
3. Training of staff	12	7	12	7	12	7	12	7	-	-	-	-	-	-	-	-

PRIORITY 5: (EFA GOAL 2)

Ensuring by 2015 all children, particular girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.

This priority is reflected in the following pages of the Corporate Plan, P2 Vision Statement, P3, No 15, P4 h (3), P7 n (7), P7 o (4), P10 2.11, P11 3.11.

Assessment strategy at all levels should reflect such changing emphases, especially the focus on learning how to learn and include appropriate diverse, continual and responsive assessment strategy. Training of teachers and educational managers is required to support curriculum reform and should include modalities, which strengthen teacher monitoring and support mechanisms, which ensure continuity of reform. A review was carried in late 1997 by the Department of Education and the Government to continue with the adoption of the New Zealand revised curriculum and the New Zealand Qualification Framework in 1998 - 1999. The preference of the people of Niue is to remain with the New Zealand curriculum. One of reviews in 1998 revealed a need for professional development for teachers if they are to implement content and methodologies of the New Zealand curriculum. Teachers are fairly well committed and have worked hard towards achieving set goals but are still limited by the training and education opportunities they have had at this stage. There is a lack of opportunity to observe other teachers at different schools due to only one Early Childhood Education, one primary and one secondary school. It is quite difficult to relate to other schools for positive feed back and progress of students for the success of the teachers' programme. There is a need for research in testing the levels of students in the Years 7 and 8 to identify those who continue to be at-risk before they progress to Junior High School Level.

Problems

- (a) Appropriate school management systems are not in place to help at-risk students
- (b) Training provided is inadequate to prepare teachers to implement policies and curriculum document
- © Resources for the vernacular are not produced due to very limited production equipment needed for the production of the resources

(a) Appropriate school management systems are not in place to help at-risk students

Improvement in the quality of education is critical to economic and social development, and it is therefore a national imperative. Approaches to improving the quality of education requires the adoption of curriculum content and processes that are learner centered, recognizing the diversity of learning needs and stages of cognitive processes. So far teachers have identified at-risks students through the STAR Test for Literacy and the NEST Test for numeracy.

Proposed Reforms

1. Professional development needs for teachers to be in place to facilitate the implementation of the programme for at-risks students. There is a need to develop learning goals for children , develop strategies to observe students, plan and implement learning experiences.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Provide classroom space with staff, equipment and teaching resources	2003	School Principal , EMT	Government and EFA Forum	Facility set up by 2004
2. Provide training for the teachers to handle at-risk students	March - June 2003	EMT for Literacy	Principal and EMT	Appropriate certificate
3. Design a classroom programme to help at-risk students	March 2003	Teacher/EMT	Principal/EMT	Program to be approved by Director of Edn. and Principal
4. Provide counseling services for at-risk students	September 2003	Teacher/EMT	EFA Forum	At risk rate reduced in the annual report

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1	15	10	15	10	10	5	10	5	10	5	10	5	10	5	10	5

2	50	Salary	-	-	12	6	-	-	-	50	Salary	-	-	12	6
3	10	6	10	6	10	6	10	6	10	10	6	10	6	10	6
4	12	4	12	4	6	3	6	3	6	6	3	6	3	6	3

(b) **Training provided is inadequate to prepare teachers to implement policies and new curriculum**

Public perception of teachers and teaching must be enhanced; incentives to identify, attract and retain good teachers must be provided eg policy should be in place to protect teachers salaries', rights and welfare. In addition strong and on-going teacher, supervisor and managers support and professional development services, at the level of the school and classroom, must be introduced. Teachers themselves must be more genuinely involved in decisions that affect their work. Teachers must be able to make learning environments more inclusive and welcoming to children - healthier, more effective and more nurturing. Most of the teachers in Niue are New Zealand trained and the few from Fiji. There is a plan for all teachers to receive in-service training in classroom skills each year through changes to curriculum. Staff development training is school based, which is supported by peers at the same level and attachments to overseas schools and attendance at workshops. Most of the teachers in the ECE and Primary Levels are women. Disadvantages are: maternity leave is taken up to six months and over with family planning. A decrease of population is another problem for recruitment.

Proposed Reforms

- (a) The Government needs to establish a policy for teacher training to be on-going each year for ECE, Primary and Secondary for the next ten years. Publishing of literature in the local vernacular to develop early literacy and first language of young children starting and ECE and Primary levels.

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Provide Pre-service of teachers in each level (ECE, Primary and Secondary)	2003 - 2010	NTDC, Dir of Edn	NTDC/EFA Forum/Dept of Education	
2. Provide In-service training of teachers for at-risk students	April 2003	School Principal/EMT	School Principal/EMT	Copy of certificate for trained teacher
3. Produce teaching and learning resources for the at-risk students	April 2003 2010	EMT/Teacher	School Principal/EMT	To be approved by Director of Education

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1 Pre-service training																
ECE	12	4	12	4	12	4	12	4	12	4	12	4	12	4	12	4
Primary	12	4	12	4	12	4	12	4	12	4	12	4	12	4	12	4
Secondary	24	6	24	6	24	6	24	6	24	6	24	6	26	6	26	6

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
2 In-service training																
ECE	12	Salary	12	Salary	12	Salary	7	3	7	3	7	3	12	Salary	12	salary
Primary	30	Salary	30	Salary	15	Salary	7	3	7	3	7	3	30	Salary	30	salary
Secondary	30	Salary	30	Salary	15	Salary	7	3	7	3	7	3	30	Salary	30	salary

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
3 Resources																
ECE	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5
Primary	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5
Secondary	20	5	20	5	20	5	20	5	20	5	20	5	20	5	20	5

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
Counseling																
ECE	5	2	5	2	5	2	5	2	5	2	5	2	5	2	5	2
Primary	5	2	5	2	5	2	5	2	5	2	5	2	5	2	5	2
Secondary	8	4	8	4	8	4	8	4	8	4	8	4	8	4	8	4

© **Resources for the vernacular are not produced due to very limited production equipment needed for the production of the resources**

At present the system of the production unit are not functioning to the maximum capacity because equipment necessary to produce these resources are not available. Vernacular resources especially for the primary and secondary schools have been completed by this unit but not published and printed. They are not ready to be used by the schools. The Niuean language at present is regarded as a endangered language. The Government's main aim is to preserve the Niuean Culture and language, particularly focusing on the primary and Secondary levels up to year 12. It is planned for the Niuean Language to be introduced as a subject that Year 11 in 2004 in the second curriculum. This is part of the NCEA that is currently replacing School Certificate.

Proposed Reforms

- (a) Provide office space. Replacement of technology equipment at the production unit

Action required for Reforms	Time Frame	Person Responsible	Monitoring	Progress Indicator
1. Provision of Office space and replacement of technology equipment at production unit	2003	Deputy Director and Director of Education	Director of Education	One new staff added on to organization chart, office identify with replace equipment
2. Training of staff in handling the new equipment	2003	Deputy Director and Director of Education	Director of Education	Copy of certificate awarded

Budget \$US (000)	2003		2004		2005		2006		2007		2008		2009		2010	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
Action 1																
Office space	18	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment & supplies	6	6	6	1	6	6	15	6	6	6	6	6	6	6	6	6
Action 2																
Training	2	1	12	3	12	3	12	3	4	2	4	2	4	2	4	2

PRIORITY 6 (EFA Goal 5) - Eliminating disparities in primary and secondary education by 2005, and achieving gender equality in education 2015, with the focus on ensuring girls' full and equal access to an achievement in basic education of good quality.

This is not considered a priority in Niue. Gender equity is not a consideration as can be shown by the number of women in positions of power and responsibility, the high percentage of girl's winning scholarships to further their education and the high profile of girls in schooling. All students, regardless of gender, race or creed have full access and opportunity in all that Niue has to offer.

There are 248 pupils at the ECE and primary school level. 128 girls and 120 boys have equal access to basic education of good quality. Of the 232 students at secondary school, 130 are girls and 102 are boys. 100% of the girls attend school and 99 boys out of 102 attend school.

CHAPTER 4

SUMMARY

The Ministry of Education in Niue is committed to developing an education system which provides quality life long education to all, irrespective of gender, age and ability. The aim is to give individuals a sense of self-fulfillment and to enable them to live a productive, satisfied and happy life.

To meet this requirement in Niue

- Many Education advances have been made has outlined.

Chapter 1 has described the participation of key education leaders in all major meetings for Education for All.

Chapter 2 describes the geographical and physical, economic and other aspects of Niue relevant to the development of Education for All.

Chapter 3 provides the details of the first stage of the development of the Education for All 2003 - 2010 in Niue. The key themes,⁰

which emerged from the priorities:

- Teacher training for all aspects of education
- The need for vocational and life skills educational strategies and opportunities
- Resources. Buildings and basic learning aids
- The need for more teachers
- Formalizing Niuean Language and secondary curriculum

This Education for All Action Plan is referenced to the Strategic Plan for the Department of Education and other developmental projects as entered in the body of the report.

Key areas requiring funding:

- The need for vocational and life skills and educational strategies and opportunities
- Formalizing Niue Language in the Secondary School Curriculum
- The ongoing training of teachers and up-skilling
- Education resources