

**GOVERNMENT OF NIUE****Department of Education**

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TO: Mrs Edna Tait
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FROM: GOVERNMENT


SUBJECT: EDUCATION FOR ALL 2000 REPORT – NO OBJECTION
LETTER

We are pleased to enclose the above-mentioned Report which has been compiled by Kupa Magatogia, EFA Coordinator for Niue.

The Report was prepared by the Ministry of Education through a consultation process involving sectoral Ministries, data gathering and compilation as well various evaluation and reviews undertaken by the Government and development partners in Niue. It highlights achievements, constraints and future challenges in meeting the goals of EFA established by the Government during the last decade.

We take this opportunity to thank UNESCO and other development partners in contributing towards this EFA exercise and have no objection to the publication of the report and use of its content in the EFA Assessment 2000 exercise.

We look forward to our continuing collaboration in further strengthening, the EFA principals into the next millenium.



Honourable Michael Jackson
Minister of Education

Introduction.

Niue is a beautiful island in the Pacific Ocean. It is known to be the largest coral island in the world [approximately 260 km²] with a circumference of 64km of road. The island is an estimated 19km from north to south. Niue is isolated, situated between Tonga and Samoa, and is a self-governing state [in association with New Zealand]. In 1997 the population numbered 2088 people, 35% of which lived in the capital town of Alofi. Niueans are New Zealand citizens and consequently have free access to New Zealand. The 1996 census showed that 18,474 Niueans live in New Zealand. The dwindling population of Niue is a major concern as more islanders emigrate in search of what is perceived to be a better standard of living.

There is one primary school on the island, one secondary school and one early childhood education facility.

Niue islanders grow their own food crops. Taro is the main export crop and there is also a thriving handicrafts industry.

With the spectacular and diverse scenery and activities that Niue has to offer the tourist industry is slowly improving. However, only one flight a week is scheduled to Niue and this is not conducive to the faster life of the main tourism circuit.

Description of review process:

The report is a collective work done by the Education Department with associated Government, non-Government and the public agencies.

The Education for All (EFA) Assessment 2000 Co-ordinator and the committee was selected in February 1999. The process was quite difficult because there are only a few people left to commit their time to the exercise. There was also the problem of people being overburdened with commitments to several projects. A team was formed of the following personnel:

Kupa Magatogia	Director of Education
Margaret Limatoa	Statistics Unit
Gloria Talagi	Planning Unit
Roberta Sionesini	UNESCO National Secretary
John Faitala	Administration Department
Janet Tasmania	Principal. Primary School
Sunlou Freddie	National In country training
Martin Greentree	Secondary School

Data has been collected from the only primary school, the Statistics Department, Planning Unit and Department of Education. Particular effort has been made to gather the data required from the past ten years.

Assistance was given by UNESCO during a visit by the Director of the Office for the Pacific. Special thanks to Mrs Celia Barelle for help with the working of this report. Two Pacific EFA workshops in June and August also provided necessary guidance with content and writing.

Part 1 Descriptive Sections

1.0 EFA Goals and Targets

The broad educational philosophy is that the highest standard of achievement is reached through programmes which enable all students to realise their full potential as individuals and to develop the values needed to become full members of Niue's society. The basic learning needs identified are literacy, numeracy, life skills, and spiritual and basic human rights.

No specific EFA targets were set in 1990. The following targets guided the decades work for education

1.1 Early Childhood Development

To provide the facility for Early Childhood Development for children of the age of four.

To facilitate growth in all areas of the child's development-socially, emotionally, physically, cognitively and culturally.

To support the quality of family life, respecting the uniqueness of each family's composition and cultural background.

To provide a meeting ground for parents and families where people feel acceptance, understanding and support.

To advocate for Early Childhood Education and encourage the wider community to become involved in this process.

To review and strengthen the professional performance of teachers and curriculum in the Early Childhood area.

1.2 Primary

To provide three years of Junior and three years of Senior Primary schooling and two years of Junior and up to four years of Senior Secondary schooling

To provide a broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology in the primary and secondary schools.

1.3 Learning Achievement.

To provide equality of educational opportunity for all, by identifying and removing barriers to achievement.

To allow access for students to nationally and internationally recognised qualification systems to encourage a high level of participation in post-secondary school education.

To develop the knowledge, understanding and skills needed to compete successfully in the modern, ever-changing world.

To provide a sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

To achieve excellence through the establishment of clear learning objectives, monitoring student performance against those objectives and providing programmes to meet individual needs.

1.4 Adult Literacy

To raise the public awareness of the value of books and reading.

1.5 Educational Training Skills

To provide opportunities for success in learning for those with special needs by ensuring that they are identified and receive appropriate support.

To increase participation and success by all, through the advancement of education initiatives, including education in the Niuean language and culture.

To initiate the expansion of provision of basic education and training in other essential skills required by youth and adults with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity.

1.6 Education for Better Living

To develop human resources to a level which will meet Niue economic aspirations.

To respect the diverse ethnic and cultural heritage of the Niuean people, with acknowledgement of the unique role of Niue, both in the Pacific and as a member of the international community.

To ensure that the cultural traditions of Niue are respected and fostered.

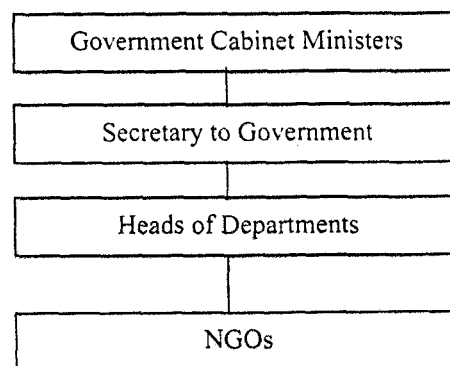
To increase the acquisition by individuals and families of the knowledge, skills and values required for better living and sound, sustainable development. Information

conveyed through all education channels, including mass media, and other forms of modern and traditional communication with effectiveness assessed in terms of behavioural change.

2.0 EFA plan of action

The Government Cabinet Ministers, SOG, HODs, Managers of Corporations, and NGOs, decide the development plan for the country. All the above sectors hold a summit type of consultation for 'brainstorming of ideas' for two or three days.

Figure 1



Heads of department and managers oversee staff and community target groups (youth, women's, and church groups), who monitor progress.

The main target groups are:

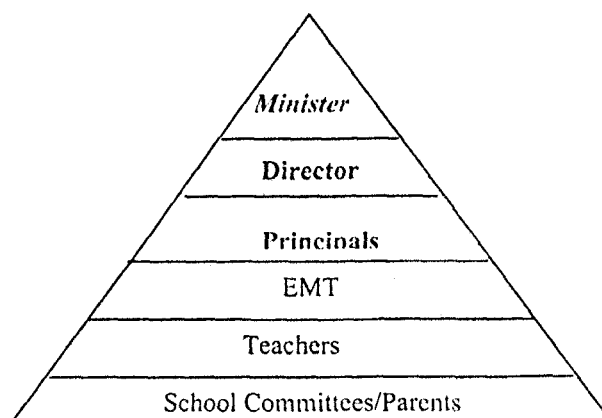
- Early Childhood
- Secondary
- Youth
- Adult
- Primary
- Tertiary
- Women
- Church groups

Education reforms have been put in place several times depending on the economy of the country. Corporate plans are reviewed yearly.

3.0 EFA Decision-making and Management

The government of the day has the platform for policy framework. The Minister for Education sets up the policy, which has to be implemented by the Director of Education, the principals and teachers. The Director advises the Minister of issues within the department. Each school has a constitution; the school committee is the supporting body for the school, but the school committees are not involved in the academic school programmes nor the employment of teachers.

Figure 2



4.0 Co-operation in EFA

The Department of Education provides the basic education services and is financed mainly by the local government. Religious institutions, community groups and individuals support education and fundraising activities. The UN agencies, regional bodies and bilateral donors who work closely with the government to help support and implement the policies are UNESCO, UNDP, NZODA, FAO, WHO, UNFPA, UNICEF, SPC, AusAID, German government, French government, SPREP, SOPAC, FORUM SEC, Japanese government, US government, and Chinese government.

5.0 Investment in EFA since 1990

In 1990 the public expenditure on education was \$1241416, of this \$350968 or 28.2% was spent on primary education. In 1998 the education budget was \$1190386. 24.3 % or \$288774 being spent in the primary sector. The reduction in the budget is related to the declining population of Niue. Financial assistance is also given by UNESCO, UNDP, NZODA, FAO, WHO, UNFPA, UNICEF, SPC, AusAID, Peace Corps, German government, French government, SPREP, SOPAC, FORUM SEC, Japanese government, US government, and Chinese government.

PART II Analytic Sections

(Covering the decade 1991-1999)

6.0 Progress toward Goals and Targets [1991-1999]

Through the commitments the Government has made to international conventions and declarations, in particular those outlined below, the Government has also recognized the following national goals in relation to education.

Convention on the Rights of the Child (CRC)

Niue ratified the CRC on December 1st 1995, thereby, making a commitment to the child's right to education. Article 28 of CRC establishes that right. Education is recognised to be essential for all children. The article stresses the right must be achieved on the basis of equal opportunity". This in summary includes:

- Making primary education compulsory and available free to all;
- Promoting the different forms of secondary education and vocational education;
- Making higher education accessible to all;
- Making educational and vocational information readily available; and
- Taking measures to encourage regular attendance at schools and reducing dropout rates.

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International Conference on Population and Development (ICPD)

Niue endorsed the Programme of Action of the International Conference on Population and Development (ICPD) held in Cairo in September 1994. As such, the Government pledged:

- To achieve universal access to quality education, with particular priority being given to primary and technical education and job training, to combat illiteracy and to eliminate gender disparities in access to, retention in, and support for, education;
- To promote non-formal education for young people, guaranteeing equal access for women and men to literacy centres; and
- *To introduce and improve the content of the curriculum so as to promote greater responsibility and awareness on the interrelationships between population and sustainable development; health issues, including reproductive health; and gender equity.*

Convention for the Elimination of all Forms of Discrimination against Women (CEDAW)

Niue acceded to the CEDAW in [date]. By doing so, the Government acknowledges the strategic objectives contained within CEDAW relating to the elimination of gender discrimination against girls and women. These include:

- Ensuring equal access to education;
- Eradicating illiteracy among women;
- Improving women's access to vocational training, science and technology and continuing education;

- Developing non-discriminatory education and training;
- Allocating sufficient resources to monitor the implementation of educational reforms.

Copenhagen Declaration on Social Development

Niue was a signatory to 1995 Copenhagen Declaration on Social Development and thereby, pledged their commitment to the rights and goals relating to education that are contained in this declaration. In summary these are:

- The right of all children to education;
- That school discipline will be administered in a manner consistent with the child's dignity;
- To encourage the international cooperation in education especially to eliminate ignorance and illiteracy;
- That the education of the child should be directed to developing the personality of the child, their talents and mental and physical abilities; developing respect for the child's parents, cultural identity, language and values; preparing the child for responsible life in a free society and developing respect for the natural environment;

Progress towards goals and targets

Education levels are a key indicator of the development and quality of life in any country. Education plays an important role in development through its connections, demographic as well as economic, and social aspects. For example there is a close connection between education, fertility, motility and mobility. When mothers are better educated they tend to have fewer children. Their children's health status improves and their survival rates are likely to increase. Higher levels of educational attainment also contribute to better qualified labour forces and better economic performance, in

comparison with the majority of people who had little or no formal education and training.

Plans or documents reviewed or implemented since 1990:

- 1989 "Educating the Niue of Tomorrow" document: plan to amalgamate eight schools
- 1990 Amalgamation of schools to form one national primary school
- 1991 Compulsory redundancy of teachers
- 1993 Implementation of Basic Education Life Skills (BELS) programme at Primary school
- 1994 Government approval for Niue High School to adopt New Zealand Curriculum
- 1995 Establishment of In-country Training
- 1996 Introduction of Child Allowance benefit for all children up to the age of 18
- 1997 Meetings with each village community on education policies
Change of criteria for F7 scholarship eligibility (total Sixth Form certificate grades to qualify for scholarship reduced from 21 to 18)
Education Department initiated Extension Foundation courses for Form 6 students through USP-Niue office
Basic Education and Literacy skills were introduced
Introduction of EMT to the secondary school management structure
Pre-service attachment of Primary School teachers

Niue schools join the UNESCO ASP Project scheme
Implementation of Health Promoting Schools Project
NZODA project: Professional Development and Support Resources [1997-2001

- 1998 Impact surveys of BELS programme to monitor progress. Further change of grading criteria for F7 scholarship grades (total SFC qualifying grades reduced from 18 to 16)
Compulsory school-leaving age changed from 14 to 16 yrs
Joint Scholarship Scheme
Launching of Conventions for the Rights of a Child
Increase in Child Allowance benefit
Introduction of EMT to the Niue Primary School management structure
BCT Employment Scheme
- 1999 NZODA project – upskilling and upgrading of physical and human resources
Interim agreement with the New Zealand Government for Niue High School to continue its progress on the Accreditation document

6.1 Early Childhood Education

Target: To formalise Early Childhood Education policies by year 2000, focusing on the four areas needed for the development of a child: Empowerment, Holistic and Community Development and Relationships.

- **Indicator 1**

This indicator measures the general level of participation of young children in early childhood development programmes. It also indicates Niue's capacity to prepare young children for primary education. It shows gross enrolment in early childhood development programmes, including public programmes expressed as a percentage of the official age-group which is children aged 4.

1998 Early Childhood Gross Enrolment Ratio

Table 1

1998	Enrolment			Official age-gp	GER (Gross enrolment ratio)	Gender Parity Index
	Total	Pre-schools	Others	popn (4 years)		
TOTAL (MF)	54	54		54	100.0	1.0
Male (M)	25	25		25	100.0	
Female (F)	29	29		29	100.0	

Source : Department of Education. Department of Justice

1991-1998 Early Childhood Gross Enrolment Ratios

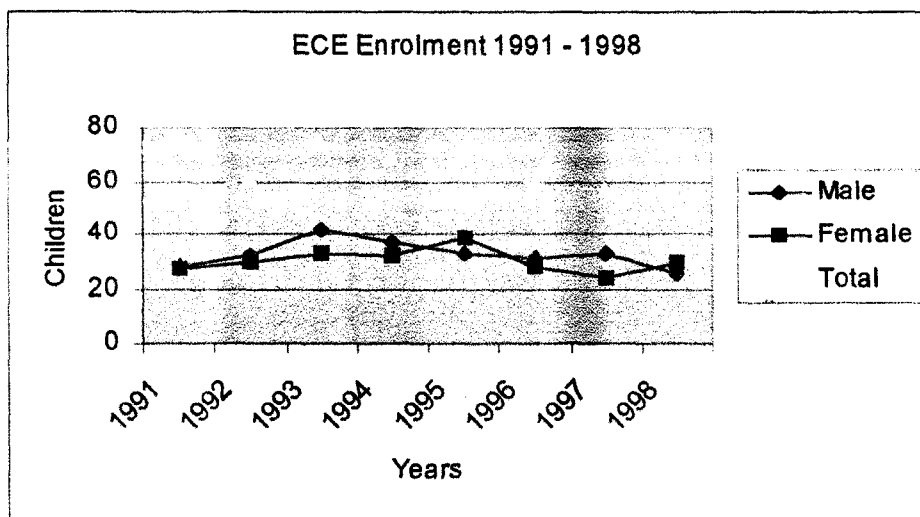
Table 2

Year	Male roll	Female roll	TOTAL ROLL	Official 4 yr old pop	GER	Gender Parity
1991	28	27	55	55	100	1.00
1992	32	29	61	61	100	1.00
1993	42	33	75	75	100	1.00
1994	37	32	69	69	100	1.00
1995	33	38	71	71	100	1.00
1996	31	28	59	59	100	1.00
1997	33	24	57	57	100	1.00
1998	25	29	54	54	100	1.00

Sources : Department of Education. Department of Justice

A Gross Enrolment ratio of 100 has been maintained from 1990 to 1998 with a gender parity of 1.00 indicating universal access to early childhood education. The high gross enrolment ratio in early childhood development programmes indicates Niue's adequate capacity for this type of programme. This is mainly due to public awareness and introduction of formal Early Childhood Education. The government and the community of Niue recognises the importance of an early, solid grounding in education and the benefits to the primary system and is fully committed to this area of education.

Graph 1



Source : Department of Education

The variations in annual enrolments are mainly due to migration and varying birth rates. During the last decade there have been the following positive outcomes in Early Childhood Education emphasising the goals and targets set at the beginning of the decade.

- Increase in the number of mother helpers, supporting the goal for the encouragement for the wider community to become involved in ECD.
- Mother helper development through USP extension courses, allowing for the parental development in the programme adding to the holistic basis of ECE and the empowerment of parents to assist in the education of their children
- Additional funds have been made available for ECE programmes and materials.
- ECE was centralised in 1998.

- **Indicator 2. Percentage of new entrants to Grade 1 with ECD experience**

This indicator assesses the proportion of Year 1 students who have received preparation for primary schooling through ECD programmes.

Table 3.

1998	New entrants to Grade 1			NEs with ECD experience			% ECD exp	
	Total	Public	Private	Total	Public	Private	Total	Public
TOTAL (MF)	41	41	0	41	41	0	100.0	100.0
Male (M)	27	27	0	27	27	0	100.0	100.0
Female (F)	14	14	0	14	14	0	100.0	100.0

Source : Department of Education

New entrants to primary year 1 who have attended ECE

Table 4

Year	New entrants to Primary Grade 1	New entrants to Primary Grade 1 that attended ECE	% new entrants to Primary Yr 1 that attended ECE
1991	59	59	100%
1992	75	75	100%
1993	65	65	100%
1994	84	84	100%
1995	66	66	100%
1996	40	40	100%
1997	39	39	100%
1998	41	41	100%

Source: Department of Education

The chart shows the number of new entrants to primary Year I who have attended some form of early childhood development programme equivalent to 120 hours. The percentage of new entrants to Grade 1 who have attended early childhood education has been maintained at 100% from 1990 to 1998 for both males and females.

It is commonly recognised that participation in ECE programmes plays an important role in a child's future education, because it shapes attitudes toward learning and develops basic social skills. The effect of ECE activities on children's cognitive development varies according to the programme.

Some of the differences in enrolment at Year 1 between 1990 and 1998 noted on the data above are due to:

a) decline of total numbers:

- 1) migration, especially to New Zealand.
- 2) ECE's four-term intake policy, and twice-yearly promotion. This enrolment policy applies from ECE to Year 1
- 3) low birth rates

b) discrepancies in numbers between Table 4 and Table 2 and Graph 1

- 1) reflects family movement in to Niue
- 2) some children moved in to Grade 1 during the year

The centralisation of ECE has made things easier. However, as for Indicator 1, the main challenge ahead is formalising ECE policy. It is also hoped that more training development opportunities will be made available for mother helpers.

Mother helpers were given the opportunity to study through the USP Center.

One of Niue's foci, consistent with the formalisation of ECE for the future, is to continue training development for mother helpers.

6.2 Primary Education

Target: To provide three years of Junior and three years of Senior primary Schooling.

- **Indicator 3. Apparent (gross) intake rate: New entrants in primary grade 1 as a percentage of the population of official entry age.**

The gross intake rate into primary grade 1 students has been maintained at 100% from 1990-1998 for both males and females.

All students at Primary school have access to primary education and are eligible for entrance. Niue does not have any students who are overaged or under aged at the primary education level on account of the promotion system in each year from Year 1 to Year 3. The new enrollees are put in their official age group and not placed as a Year 1 student.

At primary level children work in a wide variety of learning situations. They are usually based in one classroom (which may be 'open plan' space housing two or more classes) but join with other classes for some activities.

It has become increasingly important that the primary school prepares students to cope with a wide variety of information and to be able to adapt to the change. Students also need to continue learning throughout their life times.

New entrants in Grade 1 as a percentage of the school age population

Table 4

Year	New entrants of all ages	School entrance age population	AIR Apparent intake rate	NIR Net intake rate
1991	59	59	100%	100%
1992	75	75	100%	100%
1993	65	65	100%	100%
1994	84	84	100%	100%
1995	66	66	100%	100%
1996	40	40	100%	100%
1997	39	39	100%	100%
1998	41	41	100%	100%

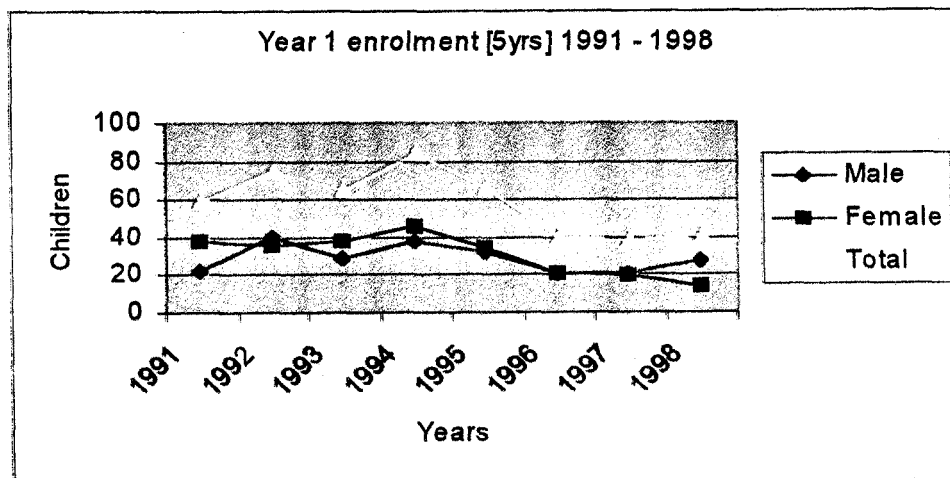
Sources : Enrolment – Department of Education ; Population – Department of Justice

The chart above shows the apparent intake rate in primary education as 100%. The automatic promotion system remains in place until Year 3 when the students progress is reviewed and decisions made about their level of education in Year 4.

- **Indicator 4: Net intake rate new entrants to primary grade 1 who are of the official primary school age as a percentage of the corresponding population.**

The net intake rate into primary grade 1 students has been maintained at 100% from 1990-1998 for both males and females.

Graph 2



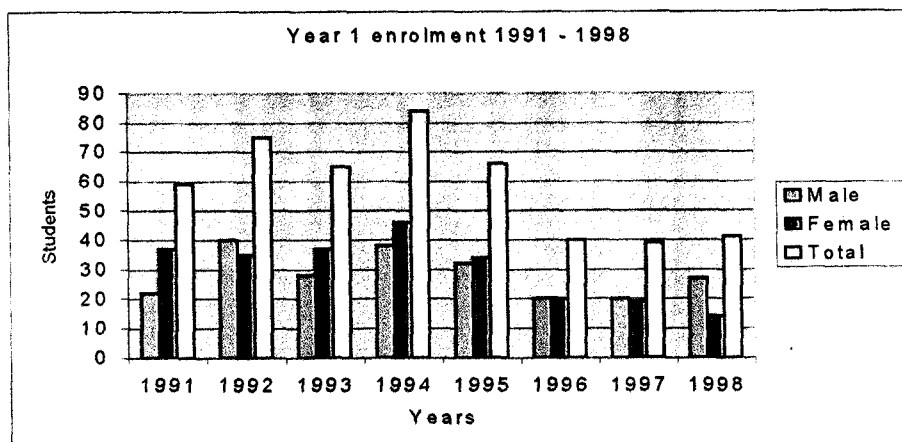
Source: Department of Education

All students are monitored carefully as they progress from year 1 to year 3 according to academic ability, social readiness and their age before promotion is considered and before they move on to the next level. Promotion is automatic from year to year.

• **Indicator 5: Gross enrolment ratio**

A gross enrolment ratio of 100 has been maintained from 1990 to 1998.

Graph 3 :



Source: Department of Education

Table 5

1998	Total enrolment (all ages)			Roll of official primary school age			Official school-age population
	Total	Public	Private	Total	Public	Private	
TOTAL (MF)	282	282	0	282	282	0	282
Male (M)	160	160	0	160	160	0	160
Female (F)	122	122	0	122	122	0	122

Source: Department of Education

Table 6:

	GER (Gross Enrolment ratio)	NER (Net Enrolment ratio)	Gender Parity Index	
			GER	NER
TOTAL (MF)	100.0	100.0	1.0	1.0

Source: Department of Education

The chart above shows the apparent intake rate in primary education as 100%. The automatic promotion system remains in place until Year 3 when the students progress is reviewed and decisions made with regard to their level of education in Year 4.

- **Indicator 6: Net enrolment ratio [NRE]**

All primary school children are enrolled in Grade 1 at the age of 5. The NER at the primary level in Niue primary School has been maintained at 100% from 1991 to 1998. In 1998 the four term year was introduced and enrolment to primary school is now four times yearly in comparison to three times a year.

- **Indicator 7: Public current expenditure in primary education**

a) as a percentage of GNP

b) as a percentage of GNP per capita

No data is available on GNP

- **Indicator 8: Public expenditure in primary education as a percentage of total public expenditure in education.**

Table 7

Source : Treasury Department

Year	Public current expenditure on primary education	Total public current expenditure on education	Total enrolment in primary Education	Total Population	Public current exp. on primary ed. as % of total public current exp. on ed.
1990	350,698	1,241,416	439		28.2
1991	421,274	1,454,000	426	2,239	29.0
1992	339,100	1,192,800	447		28.4
1993	296,655	1,089,500	401		27.2
1994	291,000	1,165,200	427	2,300	25.0
1995	279,727	1,153,442	393		24.3
1996	276,235	1,181,506	367		23.4
1997	268,721	1,117,867	335	2,082	24.0
1998	288,774	1,190,386	336		24.3

Public expenditure in primary education as a percentage of total public expenditure in education decreased from 1991 to 1996 and has increased marginally in 1997 and 1998. A slight increase in the public expenditure on public education in 1991 was due to pay packages offered to teachers over 51 years of age to take compulsory redundancy. Investment in primary education generally continues to decrease each year. The budget allocation is only sufficient to maintain the day to day existence of the schools and not to initiate projects for the new changes in education. There was a slight increase in the expenditure in primary education in 1998 to cater for the curriculum unit and the early Childhood Education.

- **Indicator 9: Percentage of primary school teachers having the required academic qualifications.**

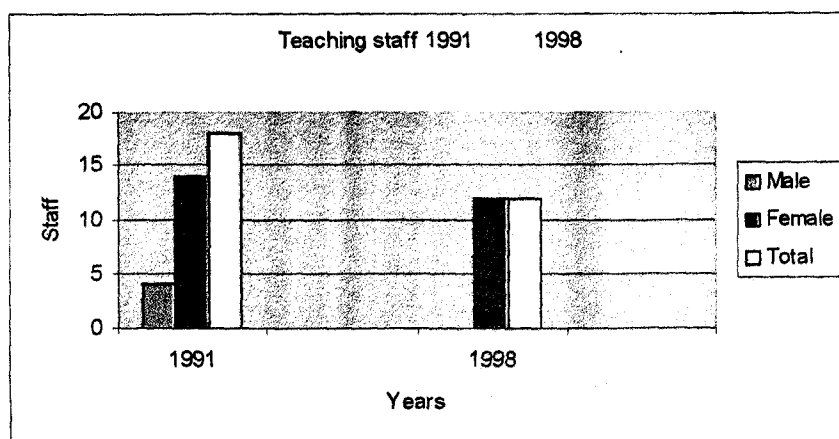
All of Niue's primary teaching staff have the required academic qualification

Table 8

	Primary Staffing			Reaching required qualifications		
	Total	Male	Female	Total	Male	Female
1991	18	4	14	18	4	14
1998	12		12	12		12

Source: Department of Education

Graph 4



Source: Department of Education

The concern is the lack of male teachers and the consequent male role model

The minimum academic qualification for primary school teachers is New Zealand University Entrance or equivalent. All teachers in the primary and secondary schools meet the minimum academic qualifications required by Niue to practise in schools.

The intention of the government is for primary school teachers to qualify with a degree in education (Bachelor of Education) as a minimum qualification in teaching by the year 2000/2001. The current teaching staff is encouraged to study toward a B.Ed degree

University graduates need to be certificated as secondary school teachers to alleviate the problems that occur when they begin working. Family commitments also contribute to difficulty in returning to training.

From 1999 students who are teacher training have been given the opportunity to complete all the training necessary to enable them to teach in both the primary and secondary sector. Current teachers are also encouraged to study by correspondence for better qualifications.

The Department of Education initiated a scheme in 1997 to attach a trainee in the primary school before enrolment in a College of Education institute to be trained as a primary school teacher. The program for the trainee was agreed with the department to assist in the primary school for three days, and two days to study at the local University of the South Pacific (USP) Center. The trainee is given a study allowance from the education's recurrent budget.

The Government reimburses the fees of students who pass the courses

- **Indicator 10: Percentage of primary school teachers who are certified to teach according to national standards.**

Interpretation:

All primary teachers are certified to teach. All were trained in a recognized Teachers' College and have the necessary pedagogical skills required by the education authorities to teach, and use the available instructional materials in an effective manner. It is the intention of the Department of Education to train all secondary teachers in the Primary College of Education before they continue to specialize in subject areas for the secondary school. They also need to be certificated as secondary school teachers. In the year 2000 we will have teachers in the primary level who will then attain a double qualification for the first time, that is, to qualify with a Teachers' College Diploma with a degree (B.Ed), and a certificate in Teaching after two years registration.

Programmes for ongoing training and professional staff development for all teachers are in place and are consistent with the changes in curriculum to meet the needs of the students. The status of teachers has improved. Classroom programmes and learning environments continue to improve as teachers are exposed to further in service training.

Another initiative is to offer newly trained teachers the opportunity to specialize in Early Childhood Education development, teacher for special or disabled people, linguistics and any other areas in education.

In 1997 pre-service training for student teachers was offered before they begin at a College of Education for primary school level. This will continue into the year 2000 with one student being attached to a primary school before formal training takes place at a College of Education. This will continue to replenish the level of human resources input in terms of number of teachers trained.

Teachers are attached to schools in New Zealand to observe the new curriculum being taught and to network with teachers in different schools

- **Indicator 11: Pupil/teacher ratio (PTR)**

Table 9

	Total Primary population	Teaching staff	Ratio
1991	447	18	24.8 - 1
1998	282	12	23.5 - 1

Source: Department of Education

Interpretation:

Pupil teacher ratio is generally considered to be at a satisfactory level by all stakeholders. In mid 1997 a pool of relieving teachers were identified from early redundancies and retired personnel's to work in the primary school therefore maintaining the pupil / teacher ratio. The Extended Management Team (EMT) was introduced to help the Principal with the management of the schools in 1997 at the secondary school and was formalized in

1998. The primary school adapted the EMT system in 1998 and formalized in 1999. The extra duties are over and above normal teaching responsibilities of teachers. For future EMT other teachers will have the opportunity to apply for the extra duties with a bonus compensation at the end of the year, pending on output performance of each officer. This is renewed each year.

- **Indicator 12: Repetition rates by Grade.**

Interpretation:

Repetition rates in Niue are zero percent. This reflects the policy of automatic promotion. Once the child reaches Year Four he or she will progress each year to the next level until Year 12. Prior to 1997 several students were repeating Year 11 to re-sit school certificate level to gain a certain grade before they progress on to Year 12. In 1998 all students progress from one level to the next without repeating the class level. A student may repeat a subject at a lower level but remain with his or her own age group. The primary school caters for children in Years 1 to 6 and secondary provides for students in Years 7 to 12 and Year 13 students continue to study with the University of the South Pacific (USP) Center at the Foundation level.

- **Indicator 13: Survival rate to Grade 5**

There is no data available for this indicator

- **Indicator 14: Coefficient of efficiency.**

There is no data available for this indicator

6.3 Learning Achievements and Outcomes

- **Indicator 15: Percentage of pupils having reached at least Grade 4 of primary schooling who master a set of nationally defined basic learning competencies.**

The Pacific Islands Literacy and Numeracy Levels Test was administered to students at the end of Year 4 and also at the end of Year 6 as from 1993 . Since the introduction of Basic Education and Life Skills Programmes

1998 PILS Literacy and Numeracy Tests

Table 10

	Pupils of grade 4 (or another higher grade) who master basic learning competencies				Enrolment in grade 4 (or in the corresponding grade)
	Reading/ Writing	Mathematics	Life skills/ others	A.C.S. ⁴	
TOTAL (MF)	46	45			48
Male (M)	27	26			28
Female (F)	19	19			20

Source: Department of Education

Table 11

	Percentage of pupils who master basic learning competencies		Achievement Gender Parity Index	
	Reading/ Writing	Mathematics	Reading/ Writing	Mathematics
TOTAL (MF)	95.8	93.8	1.0	1.0
Male (M)	96.4	92.9		
Female (F)	95.0	95.0		

Source : Department of Education

The Pacific Islands Literacy and Numeracy Tests were administered at the end of Grade 4 of the primary schooling level. [There are, as well as school based internal assessments of

children's reading, writing and listening skills by individual teachers]. In the Niue situation, this is a national assessment and can be viewed as national standard. Since the 1993 test most pupils in Grade 4 have mastered the basic learning competencies.

- **Indicator 16: Literacy rate of 15-24 year olds**

No valid literacy test data is available on the literacy rate of 15 – 24 year olds.

The literacy rate among the 15-24 year olds is estimated to be near 100% due to the high level of participation and retention in the primary and secondary education. In 1998 the school leaving age was raised from 14 to 16 years of age. This helps the school age population to remain in Niue and also gives an opportune for students to attain higher levels in education.

6.4 Adults/Literacy

No valid literacy test data is available on the adult literacy rate.

Niue is assumed to have an adult literacy rate of almost 100%. The Census held in 1997 showed that 76% of Niueans had at least some secondary education, 10% had a Form 5 Certificate, 5% had University qualifications, 15% had some tertiary education and 5% had completed a degree or higher level of tertiary studies. In 1998 the school leaving age was raised from 14 to 16 years of age.

The Writer's Association membership is mostly women. They write in both languages, the vernacular and English. Poetry and writing competitions were held to publish old stories, legends and myths. Public Speaking, drama, dance and cultural activities are encouraged and practiced in school and outside organizations. Adult writers are given

the opportunities to read their writings to the public. More and more people in the public are now using the public library and the school libraries. More reading materials are now available in small shops and service stations. A Language Commission was selected by the Government to maintain and monitor the use of the language. A Linguistics Conference was held in 1999 in Niue to discuss the origin of the languages in the Pacific. Such a conference has made an impact on the locals and Niueans overseas of the important of the language to our culture. Translations and writing of stories in the vernacular for primary education have begun to increase in the late 1990s. The local Government and donor agencies have allocated funding to spend on materials for schools and non-formal education.

- **Indicator 18:** Literacy Gender Parity Index: ratio of female to male literacy rates.

There is no data available to illustrate this indicator.

The literacy gender parity index of female to male is assumed to be almost identical. Males and females have the same access to literacy programs, either through school or non-formal school activities, e.g. the church groups, women's organizations, Youth groups, non-governmental organizations, business meetings and public organizations.

6.5 Educational Training Skills

Target: Expansion of provisions of basic education and training in other essential skills required by youth and adults, with program effectiveness assessed in terms of behavioral changes and impacts on health employment and productivity.

In order to improve the quality of life for young people and adults, certain activities are necessary to be in place. Trainers need to train trainers to teach whether in religious groups, educational institutes, social clubs and sports clubs. Through the church, youth and adult groups are very active. Parents are always keen to support and sometimes take part in the Youth activities. Programs such as fundraising, picnic trips, inter-village sports competitions was fostered. Young people are trained as leaders in the Boys' Brigade, Girls' Brigade, scout leaders, Sunday school leaders, Youth leaders and adult leaders. Several Governmental departments sponsor adult education on 'Healthy Island Concepts', HIV/AIDs programs, Family Planning, Climate Change, Greenhouse Effects, the Ozone layer, Rights of the Child Convention and Convention for Women.

- The Government initiated a Business Community Training and Education Scheme for the private sector to train young people in a work place in a particular skill. The scheme was for three years to train an adult and for them to continue working in the private sector. The Government pays 75% of the wages in the first year and the employer pays 25%. The second year the Government and the employer pay 50% each. The third year the Government pays 25% and the employer pays 75% of the wages. The scheme worked well for some employers while other employers struggled to meet the requirements and commitment to the scheme. In some cases the employee left for overseas to pursue better living.
- Voluntary Associations such as the Peace Corp, Australian-Voluntary Association, Voluntary Service Association and United Nations agencies have officers work in the public sector and the corporations to provide a skilled and trained labour force.
- Personnel who have trained and qualified from overseas are also recognized and certificated nationally by the local Government.
- Locally trained officers are also certificated with a National Certificate.

- In 1998 the National Training and Development Council (NTDC) introduced a Joint Sponsorship Scheme for students who study at the USP Center to pay 50% of the fees and the Government to pay the balance.
- The NTDC has a grant from NZODA to expend on the tertiary students and the Government Scholarship Scheme to the Form 7 in New Zealand.
- NTDC has a grant from the Australian Assistance Fund for tertiary students to study in Fiji.
- The Youth and teachers have a Japanese Friendship Program each year in Japan for a short term.
- Private sector was given the opportunity by overseas donors to send workers for 'hands on' experience in fishing, maintenance for small motors, woodcraft, agriculture, women's handcraft, plumbing and other skilled labour in the workforce.
- Consultants from New Zealand are invited or seconded to run workshops as professional development for workers in the public service.

6.6 Education for Better Living

Target: Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioral change.

Education was recognized in the past as top priority in the lives of the people in Niue. Parents wanted their children to have office jobs or 'white collar' positions in the public service. Working on land was seen as hard and a long struggle, physically and mentally, before harvesting the crop.

Niueans have learned to take any opportunity to seek a better life, like moving away from their own island to a different place. In the last two decades people have been migrating not only for economic reasons and education but also as a 'step up' to better living, as they perceive it. People who left the island thirty to forty years ago saw more opportunity in a New Zealand than if they continued to live on Niue.

In the last decade the emphasis is on the use of the mass media and modern channels of communication for educational purposes. Educational activities reinforce and complement formal schooling and out-of-school programs to reach the general public. Messages are broadcast through the radio and television to enhance learning in the classroom, reinforce local HIV/AIDs campaigns and to reach all people in the homes. The local newspapers and magazines convey educational messages.

Progress in education for better living since 1990 in Niue indicates the following:

Use of the electronic and print media for educational purposes:

The use of the radio and television to broadcast educational programs is scheduled during out-of-school time. Teachers need the contact time with students to be utilized with other class activities. Public announcements are made either through the radio or television.

The local newspaper was printed and owned by the Government but it is now operated by private contract.

A Government department manages the Museum and the Public Library.

The Department of Education has two school libraries. Schools, National Youth groups and church groups often stage dramas, dance and singing to convey educational messages. Christian dramas portray a life of moral excellence.

- Women and Youth have special programs on radio during the weekdays and on a Saturday morning. This is to announce the activities of the organizations and plans for future happenings. Educational programs for agriculture is also broadcast on the radio on the use of fertilizers, insecticides and other harmful chemicals, Talk-back sessions on important issues are also broadcast.
- The Government has a Board of Directors assigned to monitor the types of programs shown on television and the effective use of the radio.
- The public pays a fee for the use of the television facilities as well as private notices or announcements on radio.
- The Broadcasting Corporation is partly owned and funded by the Government.
- A 'user pays' system was introduced for television owners to generate funds for the general administration of the corporation.
- There is private funding for special live broadcasting of sports on television. Better reception of programs is still yet to be provided for the outer village's viewers.
- The Government is also intending to improve telephone lines for email and Internet facilities available to outer villages.

Several officers of the Broadcasting Corporation trained overseas in journalism and in the new technology utilizing computer programming for broadcasting, either through the

radio or television. The quality of local news is very high and presentations in the vernacular and English are excellent.

The media is always alert to new happenings in schools, especially national days such as the Annual Athletics Day, cultural days, speech competitions, special displays or topics about climate change, the ozone layer, conservation and environmental issues, water day and other United Nations special celebration days. People always enjoy seeing young people in the news. This is a positive approach to encourage young people to participate more in the adult world of decision-making and future planning.

Through the media, better behavior patterns are noticed in the young people and women are becoming more confident in the work they do best. This also has led to better use of public services, good health practices and keen participation in social organizations. Most of the people on the island are fairly well educated and striving for better living, whether on Niue or anywhere in the world. The aim of the Government and the Department of Education is to educate its people, not only for Niue but also for the global world.

As well, UNESCO Apia's two-year youth programs, which began with the training of a core group of four young people from each of thirteen Pacific Island countries resulted in a National Youth Forum and other activities which have contributed to education for better living for youth.

7.0 Effectiveness of the EFA Strategy, Plan and Programmes

The Education for All Strategy, has a sound foundation but is not seen as realistic to the people of Niue. It seems a little too ambitious in the training and upskilling of human resources development overseas. The Government and the people have a preference in adopting the New Zealand curriculum. While the process, review and development of curriculum is always part of a school's activity the philosophical basis of education and the desired outcomes also need regular review. It has become increasingly important that schools prepare students to cope with a wide variety of complex information and to be flexible enough to adapt to ongoing change. Students also need to be willing to continue to learn throughout their lifetime.

To implement the plans and programmes there is a need for resources to enable the curriculum to be taught effectively. Resources are fairly well utilised considering the remote situation of Niue and its isolation in relation to New Zealand where most of the resources are available.

The results obtained are relatively satisfactory because Niue's population has a high level of educational attainment, with three out of four residents having at least some secondary education. The percentage of males is higher (80%) than that of females (72%) These achievements have remained more or less constant since 1991 and reflect a substantial increase in the population of tertiary educated residents since 1986.

8.0 Main problems encountered and anticipated

- **Personnel change**

The ministerial personnel has been changed since the last government election in early 1999. The expectation of the public of the new government is to see changes in the whole structure of the public service and the introduction of better wages.

- **Economic Reform Programme./Downsizing of Public Sector**

There was a downsizing of the public service in 1991 where all teachers over the age of 50 years were made redundant. Further voluntary redundancy was offered in 1992. Families were affected and some had to leave to live overseas, others tried to work on the land and by fishing for a short time until they were contracted back to work in the public sector. Early retirement at the age of 50 years, rather than the official 55 years, has been offered to the public servants since 1993.

- **Workload**

Teachers are expected to teach children how to read, write and do numeracy in addition to disciplining and teaching moral excellence. The workload of the new curriculum is far greater for both teachers and administrators. The community expects a lot of teachers to participate in community activities as well as contributing financially to various community projects.

- **Distance**

Distance is not a major problem in the country and most of the roads were improved by tar sealing in the mid 1990s. However distance from other countries in the Pacific is a problem with few fast methods of travel and communication are very high for imported goods.

- **Communication**

Communication breakdown could be a problem if policies are not followed. Niue has the luxury of excellent communication structures and lines.

secondary sector. Current teachers are also encouraged to study by correspondence for better qualifications.

- **Lack of resource material**

This is a common problem, not only for literacy material but also replacement equipment e.g computers, photocopiers and other audiovisual equipment. The government cannot afford to replace equipment funded by outside agencies when deterioration occurs. The donor agencies need to have a supporting programme for continuation of maintaining equipment.

- **Budget cuts**

Every year the education budget decreases owing to the financial constraints of the country. Niue is financially dependent on New Zealand. Each year New Zealand is decreasing its budget by 10%. This shows across the board for all public services and corporations. This makes it difficult to initiate new projects for the schools and the upskilling of human resources is difficult because of insufficient funds.

9.0 Public awareness, political will and national capacities

The public support and demand for basic education is very strong. Some parents still send their children to New Zealand to study at Form 7 level or for tertiary education, either through joint sponsorship with the Government or by fully privately funded means.

The Government has committed itself by raising the school leaving age by two years, from 14 to 16, in order to keep people in school longer – and therefore in Niue. This, however, also provides students with higher education levels, which may not be available in Niue, resulting in students leaving for suitable job opportunities overseas.

10.0 General assessment of progress.

The main principles of the curriculum are based on the assumption that the individual student is at the centre of all teaching and learning. The curriculum outlines the need for education to be both relevant and responsive to the needs and abilities of all students so they are able to play a full part in the world in which they will live and work. It is a mark of success that Niue's population has generally high literacy and numeracy skills.

PART THREE: PROSPECTS

Government policy

Niue, in spite of its limited finances, is proud that it educates all of its youth to 16.

Plans for the Future

Planning for the future, being ready to meet the needs of a population which is changing rapidly by the new technology and the drift to other countries. The vision for Niue education in the future is to continue to build up a system without barriers that is flexible and provides a strong foundation in the early childhood years. It will continue to build on the early years of compulsory schooling to form a seamless education system through to the tertiary level. Eventually, all courses of study will lead to national qualifications. This system will encourage more to continue with vocational education and training.

Policy Directions for the Future

- To promote quality early childhood education for children
- To provide services from early childhood to tertiary level for students with special physical and learning needs
- To help students and adults choose the type of education and training that is appropriate for them

It is recommended that Niue form a National Council to coordinate the activities of the EFA in the 21st century. Terms of reference are to be drawn up.

Conclusion

Although small in population, geography and economic resources, Niue has its own special place in the Pacific and the world and its people are committed to excellence in maintaining their culture in a modern world.