

9<sup>th</sup> Consultation on the Implementation of the Convention and Recommendation against Discrimination  
in Education

Cook Islands

Ministry of Education  
Cook Islands  
November 2016

**I. Information on the legislative, judicial, administrative and other measures taken by the State at a national level.**

This convention was sanctioned by New Zealand on the 12<sup>th</sup> of February 1963. On ratification New Zealand declared the convention applicable to the Cook Islands, a reflection of the constitutional relationship between the two countries at that time. With the Cook Islands becoming self-governing in 1965, conventions previously ratified by New Zealand were adopted by the Cook Islands Government. An indication of the measures taken to implement this convention on a national scale can be seen in the Education Act 2012.

The purpose of this Act is to provide for an education system in the Cook Islands, with an emphasis on-

- a) providing education for all age groups; and
- b) the use and preservation of the Cook Islands Maori language; and
- c) Cook Islands Maori language, culture, perspectives, and aspirations; and
- d) equitable access to education of high quality; and
- e) a high level of community involvement in determining educational outcomes; and
- f) ensuring everyone involved in the education system is treated with dignity, respect and understanding, in a way that is consistent with —
  - i. the fundamental human rights and freedoms in Articles 64 and 65 of the Constitution of the Cook Islands; and
  - ii. the Convention on the Rights of the Child; and
  - iii. the Convention on the Elimination of All Forms of Discrimination against Women; and
  - iv. the Convention on the Rights of Persons with Disability.

*(Education Act 2012: 4)*

Corporal punishment and verbal abuse are strictly forbidden by this legislation. The definition of corporal punishment includes any actions requiring a student to do an act intended or likely to cause the student pain, discomfort or humiliation. Such actions would also contravene the teacher professional standards and could lead to any teacher involved in such behaviour being deregistered and therefore not allowed to teach. Any stakeholder has the right to lay a complaint with the Ministry. If not satisfied with the outcome, employees may appeal to the Public Service Commission whilst other stakeholders may request support through the Office of the Ombudsman. The Cook Islands also has legislation regarding the access to official information and this includes information held by schools and the Ministry of Education. The Official Information Act was implemented in 2008.

The Family Law Bill 2016 also works to safeguard and protect young people. This Bill provides a process for teachers in schools with concerns for individual student's home and other situations to seek support and intervention in a safe manner.

## II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

### 1. Non-discrimination in Education

The Cook Islands Ministry of Education's strategic policy Equity, Access and Participation, states:

*"For the purposes of this policy "equity, access and participation" means that all Cook Islanders, regardless of ability, gender, wealth, location, language or ethnic origin, will be able to participate in relevant, quality and appropriate learning experiences. It is the responsibility of the Ministry of Education (MoE) to provide such opportunities and mitigate any barriers to accessing them that may exist".*

The Cook Islands education system has open entry. This means that the education system accepts and caters for all children and young adults (both nationals and foreign nationals) ranging from 3 years in early education to 18 years or more at Year 13. At compulsory school age (5-16), the intention is for full inclusion and additional in-class support is provided where necessary to achieve this. Post compulsory education is also open to all although this may differ in fee structure for non-nationals who have applied through external providers (e.g. offshore universities).

All students are required by law to attend school up to the age of 16 (Education Act 2012) and may then decide to continue in education or move into the work force.

Families and students are free to choose which school they attend and the admission of pupils follows a process that is fair and non-discriminatory.

Through legislation, the Ministry of Education can implement school zoning based on the geographic location of a school. Historically however, zoning has not been instigated. The Act states that:

*"The Queen's Representative may, by order in Executive Council, declare an area to be a school zone. The purpose of school zones is to avoid overcrowding at government schools; and to ensure that students are selected for enrolment at government schools in a fair and transparent way; and to allow the Secretary to make the best use of the existing network of government schools. If an area is declared to be a school zone, a child must be enrolled at a school located in that school zone if the child lives in that zone; and is required to be enrolled at a school under section 22; and is not enrolled at a private school. The Secretary may exempt a child from the requirements of subsection (3) if the Secretary is satisfied there are compelling reasons that justify the exemption". (Education Act 2012: 15).*

There are educational facilities that cater beyond compulsory schooling age for the members of our society who live with disability. The Creative Centre functions as a private school that runs learning and rehabilitation programmes for those people with a medium to high level of disability that are beyond compulsory school age, and as such the Centre receives funding from the Ministry of Education to support personnel and programmes. There has been some success in finding part time supported employment for some participants of the programme which aids integration and acceptance in the wider community. Unfortunately this service is only available on the main island of Rarotonga although Disability Centres, which provide a level of respite care, are available on other islands.

Established in 2013, the Cook Islands Tertiary Training Institute (CITTI) delivers quality vocational education and training, and continuing education opportunities to those beyond compulsory schooling age. Growing the delivery of tertiary training to the outer islands (pa enua) of the Cook Islands has increased through CITTI. The Institute has also extended its scope of learning beyond the classroom and delivers online courses to our isolated communities, providing training opportunities to communities through the use of ICT. The institute works towards meeting the needs of more vulnerable groups through a basic lifeskills and trades programme for young people who have disengaged with formal schooling and also with inmates at the Cook Islands Prison Services

## **2. Equal opportunities in education to attain the Education 2030 agenda**

In keeping with the momentum developed through the Education for All (EFA) agenda and the education-related Millennium Development Goals (MDG's), the Ministry of Education is committed to the vision and targets of the Global Sustainable Development Goals (SDG's) and notably SDG 4 on Education and the Education 2030 agenda.

In January 2008, the government of the Cook Islands endorsed the Education Master Plan (EMP). This is a fifteen year plan for education at all levels and across all sectors in the Cook Islands. The Ministry of Education currently plans from this document through five year (3+2) Statements of Intent (Sol). The development of medium term sector priorities in the 2015-2019 Sol have taken into account the SDG's and subsequently reflect SDG 4 and national priorities on Education.

A matrix which outlines the alignment of SDG 4 along with the goals of the National Sustainable Development Plan (NSDP) and the EMP can be found as an appendix to this document.

The direction of Inclusive Education in the Cook Islands continues to be guided by the Ministry of Education's Inclusive Education Policy (2011). The policy requires stakeholders to recognize and meet the needs of the diversity that all children bring with them. The policy focuses on the rights of all children to have a successful education and on developing an understanding of inclusivity and the promotion of inclusive practices. In order to operationalise this policy, schools are provided with specialist services (including early intervention diagnostic services), advisory support in developing individual education plans for the students concerned and, where required, additional classroom staffing to support identified students. The policy reinforces a holistic approach to child development through collaboration between the Ministry of Education, Ministry of Internal Affairs (responsible for children and youth as well as people with a disability), the Ministry of Health and other stakeholders.

In some communities, particularly those that are isolated, there remains a degree of reluctance by parents with children with a higher level of need or disability to allow them to attend school. As enrolment and attendance is a legislative requirement, and the compulsion is on the Ministry to ensure all children have access to and participate in education, the Ministry still needs to meet the challenge of supporting these parents and families to overcome any barriers that may be preventing them from ensuring the participation of their child in education.

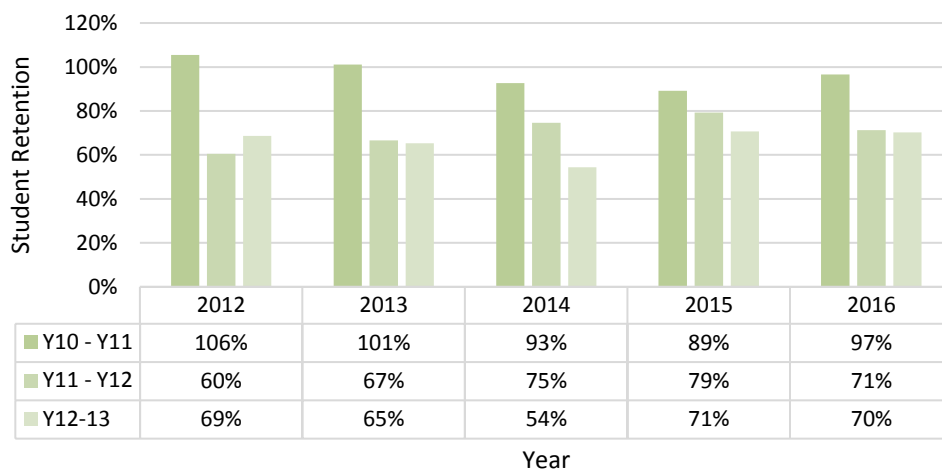
While the policy document guarantees and promotes inclusivity for all children, the document recognises that there are children and their families for whom the system is still unable to meet their educational needs. The Inclusive policy therefore, sees the need to focus and recognize these children as having “special needs” due to any one of a range of differences or deviation from the biomedical definition of the ‘norm’. The Ministry has in place assistive technologies providing students with tools to help them work around their challenges and provide a wider range of pathways for these students can access learning.

The Inclusive Education Policy also ensures that all children who are seen as “special needs” or “at risk” are catered for by the enrolling school Principals. Principals are encouraged to organise programs that are relevant and beneficial in regards to these children’s individual learning needs. Schools must have intervention plans that include the monitoring, evaluation and review of special needs and/or at risk students’ progress. Such plans need to be developed in partnership with the child, parents and other stakeholders (Towards an Inclusive Society, 2011: 10).

The Certificate of Applied Practical Skills (CAPS) has been introduced for students who fall just over the official school leaving age, whom have not been successful in school and do not yet have skills to gain suitable employment. The CAPS programme focusses on basic life skills, self-management and care, work experience and skills training to bridge students into an entry position in the workforce. There is no gender bias in the access of girls to this course but the majority of students are male.

Providing secondary education that engages young people and retains them in schooling is a focus for the Ministry of Education. The Education Act (2012) increased the minimum leaving age from 15 to 16 years which has impacted on retention particularly from Year 11 to Year 12 (allowing for annual fluctuations).

## Senior Secondary Student Retention Rates 2012-2016



Academy programmes provide an alternative qualification pathway and seamless transition to tertiary vocational training for students in senior secondary schools. Success in these courses contributes to both school based qualifications and the commencement of vocational and/or apprenticeship qualifications that can be continued full time on leaving school. Originally intended to improve boys' retention, there is no gender bias in the access of girls to the courses and indeed many have successfully participated in areas that were traditionally considered male domains.

Current Academy programmes include:

- Hospitality Levels 1 and 2
- Building & Construction Levels 1-3
- Trades Academy Level 3
- Horticulture Levels 1 and 2
- Business Level 2 and 3

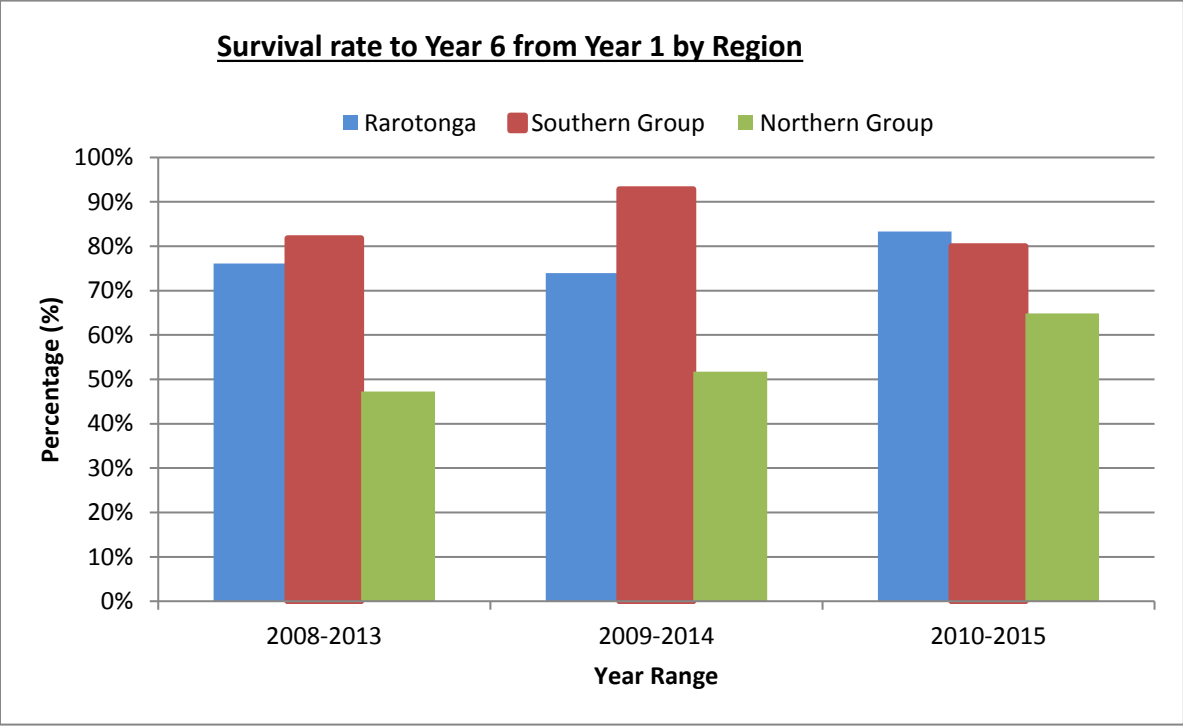
### Gender Parity Index in Senior Secondary School (Y11-13)

Year	B:G
2011	0.77:1
2012	0.89:1
2013	0.93:1
2014	0.90:1
2015	0.96:1

The issue of equity and providing the same level of infrastructure to support specialised courses in the Pa Enua, islands away from the main island, of the Cook Islands is being addressed by the Tertiary Institute and tools such as Skype, block courses and the sharing of resources between school and community learning have been introduced. Scope of learning has been extended beyond the classroom through online delivery of courses to students in the Pa Enua.

**3) Progress made with respect to implementing the right to education**

Primary education is available free of charge from the age of 5 (Early Childhood Education is available free of charge from age 3 years). There are costs to parents such as school uniform and a voluntary school fee (payable to the parent based School Committee, not Crown funds). The current net enrolment rate for primary education (Y1-6) is 98.1% (2015). This rate had been relatively stable over a 5 year timeframe. In terms of a statistical outcome the high mobility of the Cook Islands population (as holders of New Zealand passports there is free movement between the Cook Islands and New Zealand/Australia) does make it difficult to identify the “missing” 1.9% which on current enrolment is approximately 34 students. Population estimates are used as a denominator.



There is universal access to full primary schooling on every island. This does lead to issues of cost effectiveness but distance between islands (and in some cases different villages on the same island) does not allow for rationalizing schooling services in the Pa Enua. There can be difficulties in supplying both human and physical resources for outer island schools that are geographically isolated. This is due to the distances between the islands and the time that it takes to deliver resources. The delivery of resources

is also dependent on the timeliness and availability of boats through local and international shipping companies operating in country. There are planes available, however, cost and weight can sometimes be an issue which makes it difficult to transport bulk orders at an affordable price.

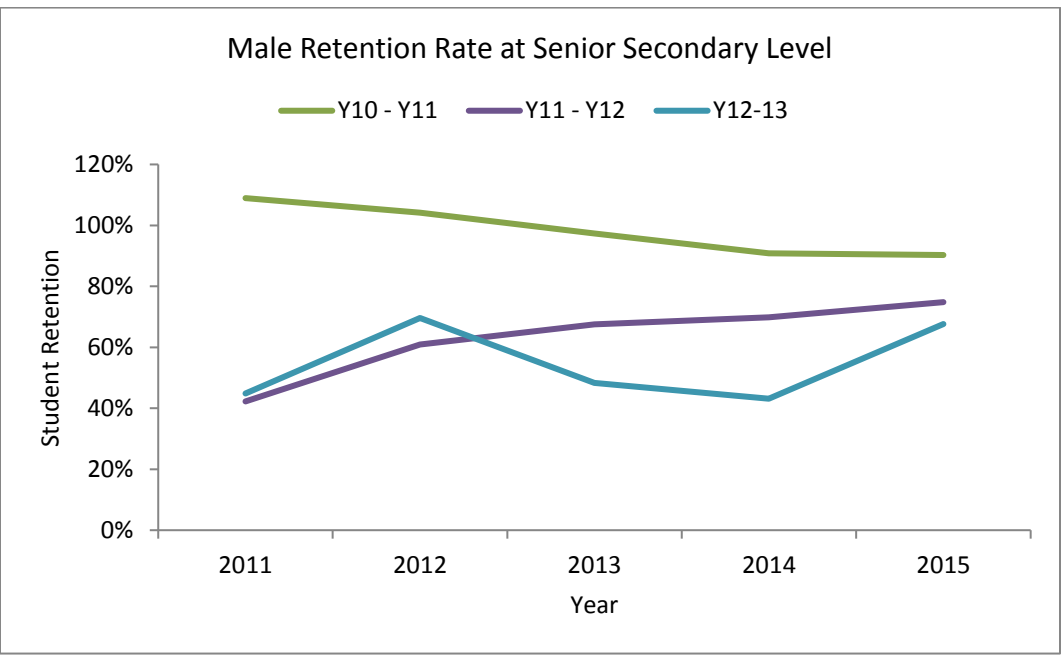
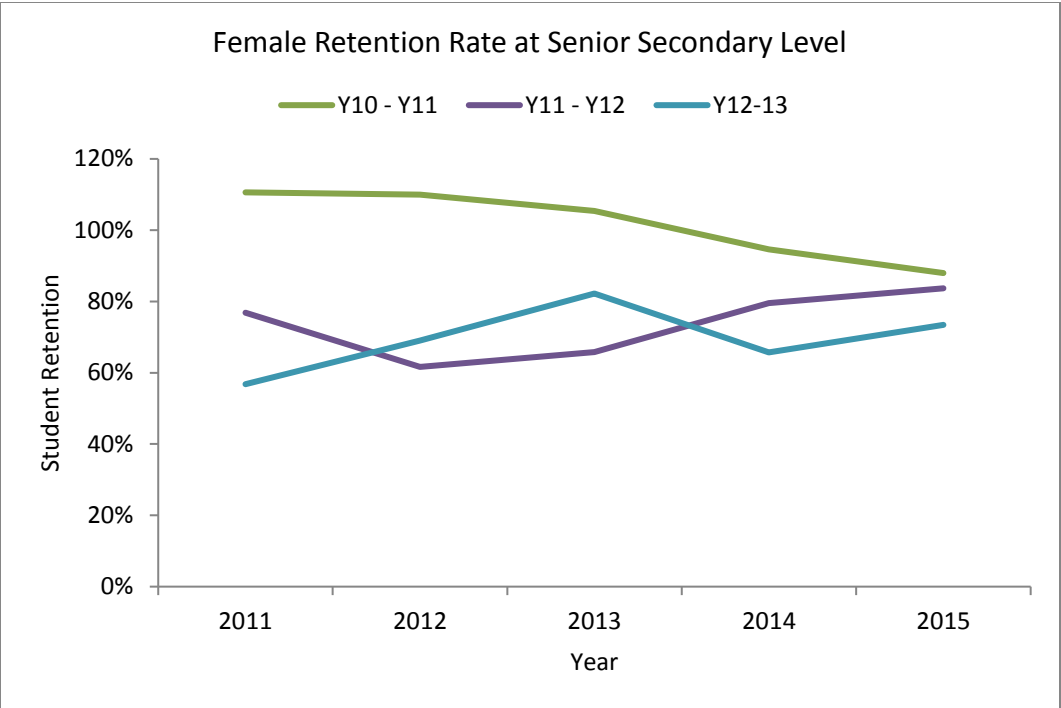
At primary school level, the Ministry encourages all students to be taught in the Cook Islands Maori language from early childhood education (ECE) through to grade 3. Consideration is also given to the eight dialects of the Cook Islands language. This allows for the islands other than the main island of Rarotonga to cater for their unique linguistic and cultural characteristics. This also ensures that all students have access to education that relates to them as individuals in a unique Cook Islands context. Students therefore should not, in theory, miss out on educational opportunities due to language barriers. In practice however, there is still an underlying belief of many parents/communities in the Cook Islands that English is the best language for success in education. There is a lack of awareness of the value of first language learning with respect to later learning success. This is a challenge that the Cook Islands education system is currently trying to address.

Junior Secondary Education (years 7-10) is also available on every island. It is free of charge and compulsory to the age of 16. After year 10, students may need to travel to another island to continue with senior secondary school. The Ministry supports this through providing transport and a grant to a family to host the student during the school term (this support is referred to as the Outer Island Assistance Grant (OIAG)). The student also receives a small allowance for personal items. The online school, Te Kura Uira, although not a complete solution does serve to support our more isolated communities especially in the Northern group. The programme has a focus on language and mathematics to develop the necessary literacy and numeracy skills that students need to be able to access other learning or development opportunities. There are currently cohorts in Omoka, Tauhunu, Tukao and Mitiaro. Rakahanga is expected to join the programme for the 2017 academic year.

In addition to the Academy programme described earlier, the Ministry is also working to increase the scope of subjects available at senior secondary school. These are developed in response to student interest, immediate needs and the changing nature of the labour market as well as feedback from schools and the private sector.

Senior Secondary schooling (years 11-13) is available on the majority of islands although in schools with smaller cohorts at this level the subject range and choice is somewhat limited. The Ministry is looking to focus programmes in these schools on the knowledge and skills needed to contribute to the economies of those islands. Students wishing to follow a more mainstream academic course would need to transfer to one of the larger schools utilizing the OIAG programme described previously. Retention into the first year of senior secondary schooling remains high. The Ministry has identified the Level 2 (Year 12 for the majority of students) qualification as the preferred minimum for school leavers. Whilst schooling at this level remains free of charge in terms of tuition, there are costs involved in external qualification programmes and some course materials that need to be met by parents/caregivers.





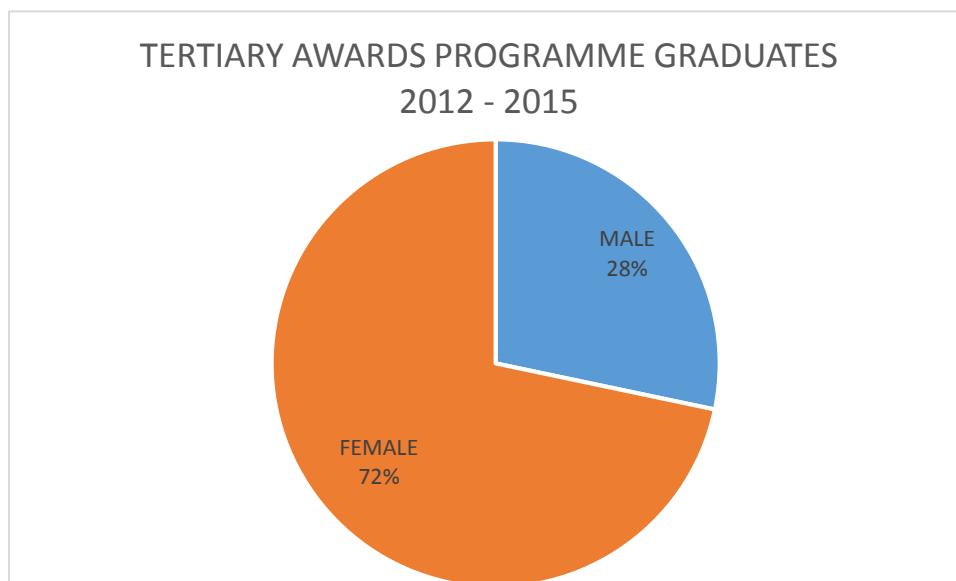
The Education Act (2012) provides for a previously unrecognized tertiary sector. Although the tertiary sector has been functioning in the country for over 10 years, there has been minimal legislative mandating for it. The sector is currently made up of:

- 1) Technical and Vocational Schools in Trades, Hospitality and Tourism, Nursing and Allied Health, introductory level Business and Management and Retail.

- 2) Access through a local campus to the University of the South Pacific through mixed modality courses.

The Scholarships programme continues to provide financial support to Cook Islanders to access formal tertiary education. Recent changes to the higher order modality of New Zealand funding towards scholarships now allows the Ministry to manage all scholarship funds. As a result, the Ministry took opportunity to completely review the scholarships programme by ascertaining stakeholder thinking on how the programme should be run and what types and levels of programmes it should target. This review was conducted by the Tertiary Education Committee whose role is to advise the Secretary of Education on tertiary education policy. Membership of the committee consists of 80% private sector representation which ensures the Ministry access to a broader stakeholder contribution to the review process. The new programme now offers a range of scholarship options that supports both domestic and international study options.

The Education Act (2012) states that scholarships are for the purpose of promoting the economic and social progress of the Cook Islands by helping Cook Islanders and permanent residents build their capabilities through post-secondary education and training so they can contribute their skills and knowledge to the development of the Cook Islands. All Cook Islanders and permanent residents (or dependents thereof) resident in the Cook Islands are eligible to apply for government funded scholarships.



Following a restructure of tertiary education in the Cook Islands, the Cook Islands Tertiary Training Institute (CITTI) was established in July 2013 to deliver vocational education and training, and continuing education to the people of the Cook Islands. A multitude of learning programmes are on offer through the Institute and the mode of delivery varies from full-time study, to evening courses and apprenticeship programmes connected with industry. An increasing range of community education courses are on offer

with CITTI. Growing the delivery of training in the pa enua has increased with the introduction of Island Broker positions who coordinate life skills and continuing education programmes on their respective islands.

The Planning and Development Division of the Ministry of Education have two Review Officers, who are employed to visit schools and review their operation and delivery of the curriculum as a tool for quality assurance. They conduct this through a specialized audit system that evaluates the school in action. Not only is this information crucial in understanding how educational strategies and programmes are working in schools, but also instigates ideas and thoughts on how to improve and develop education.

All teachers in the Cook Islands are annually attested to the teacher professional standards. These standards describe the critical knowledge, skills and attitudes needed to perform a particular role effectively. Professional standards for Cook Islands teachers apply to all teachers at a level that is appropriate to their experience. They underpin our Performance Development System by describing the important knowledge, skills and attitudes that our teachers are expected to demonstrate in carrying out their role. The following outlines the professional dimensions of the teacher professional standards.

<b>PERFORMANCE DIMENSION</b>	<b>STANDARD</b>
Professional Knowledge	Demonstrates depth of knowledge in: Relevant Curricula, Learning and Assessment theory and the development of these.
Professional Development	Demonstrates a high level of commitment to the further development of own knowledge and skills.
Teaching Techniques	Demonstrates expertise in planning, preparation and delivery of teaching programmes, resources, learning activities and the assessment of learning outcomes Effective teaching techniques that meet students learning styles. Evaluation, appraisal and reflection.
Motivation of students	Demonstrates expertise in encouraging school wide positive engagement in learning. Establishing high expectations that value and promote learning and achievement.
Student Management	Demonstrates expertise in managing student behavior effectively and within school policy. Developing and maintaining a positive and safe learning environment.
Effective Communication	Demonstrate skill and success in: clear and effective communication with students in either English and/or Maori. Reporting on student achievement to parents/families and caregivers. Inter-staff communications.
Support for colleagues	Demonstrates a high level of commitment to: Establishing and maintaining effective cooperative working relationships with and between colleagues.

	Providing support and assistance to colleagues where appropriate.
Contribution to school	Willingly contributes to: The total school operation, including developing the school's relationship with stakeholders.
Professional Conduct	Demonstrates: Professional conduct appropriate for an employee of the Cook Islands Public service.
Resource Management	Effectively and efficiently manages available resources, including financial resources and assets (if applicable), with delegated authority to support the learning outcome of students.
Curriculum Management	Effectively and efficiently manages the curriculum with delegated authority.
Staff and student management	Presents and communicates effectively to a range of audiences, the goals and tasks of the department, syndicate or area of responsibility. Participates in the schools development of systems. Provides effective advice and monitors teacher/student relationships.
Professional Leadership	Provides professional leadership to staff with delegated areas of responsibility.

*(PMS for CI teachers – Teachers Booklet, 2016: 5-12)*

All teachers and teacher trainees in the Cook Islands must have some approved registration status. Registration is renewed every three years. The three categories of registration are:

**LAT** – Limited Authority to Teach – people without a formal teaching qualification or teachers who have not yet successfully completed the requirements of Year 1 for the Cook Islands MoE Teaching Certificate (Secondary or Primary). Many of these people may have industry specific qualifications and training and teaching in both vocational programmes at secondary school and the tertiary institute. The LAT is required for them to take sole charge of a group of learners at the secondary school level. LATS may also be awarded to people without formal training running ECE programmes with less than 8 students in a school setting under the oversight of the Principal.

**Provisional/Conditional Registration** – Teachers who have successfully completed their first year of training and have received a CI MoE Teaching Certificate (Secondary or Primary) or experienced teachers who have been assessed as not meeting particular standards and are given a period of time on conditional registration to address this.

**Full Registration** – Teachers who have successfully completed three years of teaching and/or training in one of the approved courses above and have received a CI MoE Teaching Certificate or Diploma (Secondary or Primary).

The Ministry of Education invests considerable resources and effort into staff training. The majority of training is with Principals and teachers. Some training involves whole school programmes or areas being targeted by the Ministry e.g. Numeracy and Literacy. Other training is in response to individual employee's Performance Development Plans which are developed annually in response to priority areas for schools and individuals. A summary of training for the period 2011 - 2015 is below:

2011/2012	2012/2013	2013/2014	2014/2015
-----------	-----------	-----------	-----------

<b>Local Pedagogy &amp; Curriculum workshops</b>	151	330	246	310
<b>International Workshops and Symposiums</b>	33	46	31	39
<b>USP Enrolments</b>	27	115	204	165
<b>TOTAL</b>				

(HRM, CIMoE, 2016)

The Ministry of Education Master Plan 2008-2023 identifies the importance of quality learning for all people in the Cook Islands. The Performance Management System (PMS) for Cook Islands teachers is an attempt to improve practice through professional development and achieving performance excellence.

The purpose of the PMS system is to provide staff with an opportunity to be appraised and to provide a clear overview of their performance. It allows staff to identify personal goals and the professional development support they will need to achieve them. The PMS system also provides tools to implement the system consistently across all Cook Islands schools. There have been recent changes to the PMS system making it a more user friendly system that promotes the growth of staff, motivating and empowering them toward demonstrating excellence. Through this system there is an increased professional accountability to each other as a strategy to raise the actual and perceived status of the teaching profession.

Fast track teachers are paid salaries, as are all teaching staff, dependent on the pay scale determined by the Public Service Commission. All teaching positions are placed on the Public Service Salary scale and “banded” in a salary range. The position descriptions for teachers were reviewed in 2012 and as a result banded higher on the Public Service Commission scale. With bands going from A-P, teachers are currently on band J based on qualifications and experience. ECE teachers have also gained pay parity since the 2011 submission of the Country Report. Other positions in the Public Service generally requiring a first degree tend to be Band J or higher.

“Taku Ipukarea Kia Rangatira” as an output of the Education Master Plan involves strength in Maori language, culture, perspectives, aspirations and will provide a firm foundation for engagement with the wider world. (EMP, 2008: 4)

It is considered a fundamental freedom for children to be able to maintain their cultural identities and to live in an environment that encourages and facilitates this. Children who speak their mother tongue are not discouraged from speaking in their own languages in school. They are encouraged rather to maintain this knowledge and are guided into learning English as an important skill to learn.

Significant multi-sectoral partnerships exist in the Cook Islands to support young people both operationally and in learning. The Ministry of Education has a longstanding partnership with the Ministry of Internal Affairs, Family Welfare and the Ministry of Health. These agencies work alongside Education and help address the needs of those children with disability or living in extreme hardship and provide advice and guidance to young people and their families.

The Education Act (2012) allows for the establishment of private institutions including the registration of private tertiary and TVET providers in addition to the current pre-primary, primary and secondary providers.

A private provider must demonstrate that the establishment of their institution fulfils a need of the country. Private schools have an aspect of “special character”. There are currently eight private providers in the Cook Islands; the special character of five of these schools is identified through religious affiliation. All private schools receive 100% equivalent funding to government schools for professional staff salaries and operating costs based on enrolment. They receive no funding for grounds or buildings. A condition of this funding is that the school is open to education review and quality assurance and financial audit. All private schools receive the same services of the central Ministry with respect to in-service training for teachers, specialist services and specific resourcing or pedagogical projects.

Private schools may charge additional fees. There is free parental choice over which school their child is enrolled in. As noted earlier, the Education Act (2012) does allow for zoning in public schools by regulation, if required for demographic reasons, but this has not been invoked.

Secondary schools in the Cook Islands recently engaged in the 2016 Global Citizenship Education (GCE) pilot programme allowing students to learn more about the new sustainable development goals and challenge their thinking on issues of peace and human rights. The skills developed in this collaborative programme enabled students to think about the world around them and consider their own world view on global issues within the context of the Cook Islands. GCE in Cook Islands schools has been closely aligned to the new National Sustainable Development Plan 2016 – 2020 and will continue to be rolled out in other schools.

## **CONCLUSION**

This report covers the progress of the Cook Islands in meeting the intentions of this convention and provides indications of current and proposed legislation that aim to continue to provide a system that endeavours to be equitable and accessible for the participation of all people living in the Cook Islands.

There are still challenges that the Cook Islands Ministry of Education face. One major challenge is an issue of equity in physical and human resources to the Pa Enua due to geographic isolation. Our ability to meet the specific needs of all of those with different requirements is also a challenge for the Cook Islands. Physical disability is often easier to address than the wider range of behavioral, intellectual and emotional needs we seem to be dealing with.

There is also a need to further build resilience in our teenagers to deal with the impact of social media and the global world which change the mindsets of people in regard to supporting the disabled community and their access to education and other social services.

Another challenge is to monitor the progress of young men and their engagement in school so that there is no risk of the education system not meeting their educational needs.

The themes identified in this report that support further implementation of the Convention and Recommendation against Discrimination in Education are intertwined in the four key areas of the Cook Islands Education Master Plan 2008 – 2023, with the learner placed in the center of the strategy. The Ministry of Education will continue to work towards the goals of this 15 year strategic direction alongside the Convention with a commitment to the provision of quality learning opportunities for all people in the Cook Islands.

Appendix



COOK ISLANDS  
 Ministry of Education  
 Maraurau o te Pae Api'i



Sustainable Development Goal 4, the Cook Islands National Development Plan, and the Cook Islands Education Master Plan Mapping Matrix

Sustainable Development Goal 4 Quality Education	Cook Islands National Sustainable Development Plan 2016-2020	Cook Islands Education Master Plan 2008 - 2023
4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal 4 effective learning outcomes.	<p><u>Goal 8</u>                      Indicators on literacy and numeracy                      Indicators on enrolment</p> <p><u>Budget Policy Statement (2016/17)</u>                      Developing responses to equity in learning opportunities for isolated cohorts</p>	<p><u>Learning and Teaching</u>                      Goal 1: Equitable access for all learners to quality education                      Improved literacy and numeracy outcomes for all learners</p> <p>Indicators on literacy and numeracy.                      Indicators on secondary retention and qualifications.                      Indicators on pastoral care and transition programmes.</p>
4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.	<p><u>Goal 8</u>                      Indicators on access and participation</p>	<p><u>Learning and Teaching</u>                      Goal 3: Increased enrolment in ECE Centre's</p> <p>Indicators on access and participation.</p>



<p>4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.</p>	<p><u>Goal 8</u> Increase % of population with tertiary /TVET qualifications through scholarships and other access modalities</p> <p><u>Goal 15</u> Sustainable Populace engaged in the development of the Cook Islands by Cook Islanders Indicator on research (post graduate)</p>	<p><u>Learning and Teaching</u> Goal 4: Increased access to vocational courses at senior levels Goal 6: Significantly increased participation in tertiary education Goal 7: Increased numbers of accredited institutions and courses available in-country</p> <p><u>Indicators</u> % of school leavers participating in some form of tertiary education. % of adult population in tertiary training. Development of accredited Cook Islands institute.</p> <p><u>Statement of Intent (2015-2019)</u> Priority Outcome 4 - A sustainable, equitable tertiary sector</p> <p><u>Indicators</u> Rate of increased enrolment and completion. Number involved in apprenticeships and internship programmes.</p>
<p>4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.</p>	<p><u>Goal 8</u> Increase % of population with tertiary /TVET qualifications through scholarships and other access modalities</p> <p><u>Goal 15</u></p>	<p><u>Learning and Teaching</u> Goal 4: Increased access to vocational courses at senior levels</p> <p><u>Indicators</u> % of school leavers participating in some form of tertiary education.</p>

	<p>Sustainable Populace engaged in the development of the Cook Islands by Cook Islanders</p>	<p>% of adult population in tertiary training. Development of accredited Cook Islands institute.</p> <p><u>Statement of Intent (2015-2019)</u> Priority Outcome 4 - A sustainable, equitable tertiary sector</p> <p><u>Indicators</u> Rate of increased enrolment and completion. Number involved in apprenticeships and internship programmes. Number of graduates securing relevant employment opportunities.</p>
<p>4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p>	<p><u>Goal 8</u> Indicators on access and participation</p> <p><u>Goal 9</u> Accelerate gender equality, empower all women and girls, and advance the rights of the disabled and the vulnerable</p> <p><u>Budget Policy Statement (2016/17)</u> Developing responses to equity in learning opportunities for isolated cohorts</p>	<p><u>Learning and Teaching</u> Goal 1: Equitable access for all learners to quality learning programmes</p> <p><u>Indicators</u> % of learners with programmes that meet individual needs. % of student retention beyond minimum leaving age in schooling or recognized course. Rate of participation by isolated student cohorts in learning programmes.</p> <p><u>Learning and the Community</u></p>

		<p>Goal 2: Wide community support and understanding of inclusive education</p> <p><u>Indicators</u> Number of early intervention programmes for young children.</p>
<p>4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.</p>	<p><u>Goal 8</u> Increase in literacy and numeracy rates</p> <p><u>Goal 14:</u> _____ Ensure the preservation of Cook Islands Maori heritage, history &amp; and develop Cook Islands culture, language, local knowledge and Arts</p> <p>Indicator on Maori literacy rates.</p> <p><u>Budget Policy Statement (2016/17)</u> A literacy focus on Cook Islands Maori development and first/second language transition. Targeted teacher professional development to embed recent changes in literacy and numeracy and ensure sustainability of investment.</p>	<p><u>Taku Ipukarea Kia Rangatira</u> Goal1: Improved Maori literacy at all levels of education</p> <p><u>Indicators</u> % of learners reading at their chronological age at the end of Year 8. Increase of adult literacy via Maori literacy courses.</p> <p><u>Learning and Teaching</u> Goal 2: Improved literacy and numeracy outcomes for all learners</p> <p><u>Indicators</u> % of learners reading at their chronological age at the end of Year 8 in both Cook Islands Maori and English. Number of literacy and numeracy support programmes delivered in tertiary. Tertiary Education Commission (NZ) literacy tool results.</p> <p><u>Statement of Intent (2015-2019)</u></p>

		<p>Priority Outcome 1 - Literacy and Numeracy Outcomes</p> <p><u>Indicators</u> Improved literacy and numeracy outcomes.</p>
<p>4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.</p>	<p><u>Goal 7:</u> Improve the health of all and promote healthy lifestyles</p> <p><u>Goal 8:</u> Ensure inclusive and equitable quality education and promote life-long learning opportunities</p> <p><u>Goal 9:</u> Accelerate gender equality, empower all women and girls, and advance the rights of the disabled and the vulnerable</p> <p><u>Goal 11:</u> Protect and promote sustainable land use, management of terrestrial ecosystems, and reduce biodiversity loss</p> <p><u>Goal 12:</u> Sustainably management of oceans, lagoons and marine resources</p> <p><u>Goal 13:</u> Strengthen resilience to combat the impacts of climate change and natural disasters</p>	<p><u>Cook Islands Curriculum Framework</u> Science Curriculum Strands &amp; Achievement Objectives: Apinga Natura Ora (Living World) Enea e te Rangi (Earth &amp; Sky)</p> <p>Social Science Curriculum Strands &amp; Achievement Objectives: Te iti Tangata e tona Ao-Rangi (People, Place and Environment) Te Akanoonooanga e te Turanga o te Iti Tangata (Social Organisation and Identity)</p> <p><u>Ministry of Education Business Plan (2016-19)</u> Biennial Student ESD Conference</p>

	<p><u>Goal 14:</u> Ensure the preservation of Cook Islands Maori heritage, history &amp; and develop Cook Islands culture, language, local knowledge and Arts</p> <p><u>Goal 15:</u> A sustainable populace, engaged in development for Cook Islanders by Cook Islanders</p>	
<b>Means of Implementation</b>		
<p>4.a: Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.</p>	<p><u>Budget Policy Statement (2016/17)</u> The initial phasing and development of a medium term education infrastructure plan.</p>	<p><u>Infrastructure and Support</u> Goal 4: Adequate budget resource for education Goal 5: High quality buildings, grounds and facilities</p> <p><u>Indicators</u> Quality standards of all education buildings. Fitness of Purpose plans implemented. Disaster risk management strategy. Green government initiatives (National Environment Service).</p> <p><u>Statement of Intent (2015-2019)</u> Priority Outcome 3: Learning Environments</p> <p><u>Indicators</u> School benchmarking indicates transformative use of ICT in learning.</p>

		Capital Expenditure and Infrastructure plans reflect Education FoP planning. Improved % of student retention.
4.b: By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.	<p><u>Goal 8</u> Provision of educational opportunities through scholarships</p> <p><u>Goal 15</u> Sustainable Populace engaged in the development of the Cook Islands by Cook Islanders</p> <p>Indicator on research (post graduate)</p>	<p><u>Learning and Teaching</u> Goal 6: Significantly increased participation in tertiary education</p> <p><u>Indicators</u> Number of scholarship and student assistance programmes.</p> <p><u>Statement of Intent (2015-2019)</u> Priority Outcome 4 - A sustainable, equitable tertiary sector</p> <p><u>Indicators</u> Rate of increased enrolment and completion. Number involved in apprenticeships and internship programmes.</p>
4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.	<p><u>Goal 8:</u> % of populace with tertiary qualifications</p> <p><u>Goal 15:</u> A sustainable populace, engaged in development for Cook Islanders by Cook Islanders</p>	<p><u>Infrastructure and Support</u> Goal 3: Effective, well qualified and resourced teachers, administrators and support staff</p> <p><u>Indicators</u> % of educational professionals meeting the professional standards of their teaching level.</p> <p><u>Statement of Intent (2015-2019)</u> Priority Outcome 2 - The Teaching Profession</p>

		<p><u>Indicators</u>          % of teachers/ tutors being awarded excellence in performance management.          Increased levels of teacher/ tutor engagement in professional development.</p>
--	--	---

EMP - All people in the Cook Islands will have equal access to quality learning opportunities across the full spectrum of human endeavor from birth.

NSDP Goal 8 - Inclusive and equitable quality education and promote life-long learning opportunities.

SDG Goal 4 - Ensure inclusive and quality education for all and promote lifelong learning.



