

8th Consultation on the Implementation of the Convention and Recommendation against Discrimination
in Education

Cook Islands

Ministry of Education
Cook Islands
July 2012

The following report outlines the legislative and administrative provisions adopted and other measures taken to implement the Convention against Discrimination in Education in the period 2006-2011. All due care has been taken in the collection and analysis of information used in this report.

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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 12th of February 1963. On ratification NZ declared the convention applicable to the Cook Islands, a reflection of the constitutional relationship between the two countries at that time. On independence, 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 both in current legislation and in the proposed Education Bill of 2012.

The Education Act (1986/87) has been reviewed and redrafted during the period of this report. Current expectations are for the Education Bill (2012) to be tabled before parliament in September 2012. The Bill explicitly states as part of its purpose the provision of an education system in the Cook Islands with an emphasis on ensuring everyone involved in the system is treated with dignity, respect and understanding. This Bill also increases the age range for compulsory education (5-16) and strengthens the place of both early childhood and continuing/tertiary education.

The purpose of this Act will be to provide for an education system in the Cook Islands with an emphasis on:

- (a) providing education for all age groups
- (b) Cook Islands Maori language, culture, perspectives and aspirations
- (c) equitable access to quality learning
- (d) a high level of community involvement in determining quality educational outcomes
- (e) 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
 - (ii) the Convention on the Rights of the Child
 - (iii) the Convention on the Elimination of All Forms of Discrimination against Women
 - (iv) the Convention on the Rights of Persons with Disability.

(Education Bill 2012: 6)

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.

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 3.5 years in early education to 18 years or more at Year 13. At compulsory school age, 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 Bill 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 Bill 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 Bill 2012: 15).

There are educational facilities that cater beyond compulsory schooling age for the members of our society who live with disability. Through government appropriation, 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. The Creative Centre had previously been funded through private sector and international donors from its inception in 2001 through to its registration as a school in 2008. 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.

2. Equal opportunities in education to attain education for all (EFA)

The Ministry of Education is cognizant of the goals and aspirations of the Education for All mandates. 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. The goals and targets of the EMP align fully to, and in most cases exceed, those of the EFA. A matrix which outlines the alignment of these goals along with the goals of the Pacific Education Development Framework (a regional response) can be found as an appendix to this document. Further details on progress towards achieving the goals of the EFA in the last five years are outlined later in this report.

In 2011, the Ministry of Education launched its new Inclusive Education Policy. This policy replaces the Special Needs policy of 2002, and is more holistic in its approach. 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 requires 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 its infancy, this practice is still taking some time to imbed. 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 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 “norm”. The Ministry is currently developing a response through the use of assistive technologies to provide a wider range of pathways through which 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 ongoing monitoring of the EMP and a 2006 review of truancy on the main island of Rarotonga, as well as reports from the Juvenile Crime Prevention Committee, suggested that a group of young 11-14 year old boys were at risk. Lack of success and disengagement with mainstream schooling raised issues of absenteeism, disciplinary issues, non- and under-achievement and behaviour in the community that could lead to criminal conviction. In response, and in partnership with a concerned community NGO, the Ministry has developed and funded an alternative programme for these students. Starting in 2010, it takes between 10-15 students annually. Called *Rakei Toa*, its emphasis is on self identity and discipline. The programme includes ensuring basic literacy and numeracy but does so through a medium of sport, carving, art, agriculture and basic vocational skills. The intention of the programme is to scaffold the young students back into mainstream schooling where appropriate, or into other specific courses such as the Cook Islands Sports Academy or Cook Islands Trade School. This programme is fully funded by the Ministry of Education.

Similarly, retention figures at upper secondary school level showed a higher ratio of girls were continuing their education and gaining greater success than boys. A study in 2008 suggested a range of programmes and subjects that could be offered in schools that would encourage the retention of boys to the upper levels. The Dual Pathways programme allows students to access a wider scope of vocationally based subjects as part of their school programme. 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. These courses are available through a day release mode on the main island and through block courses

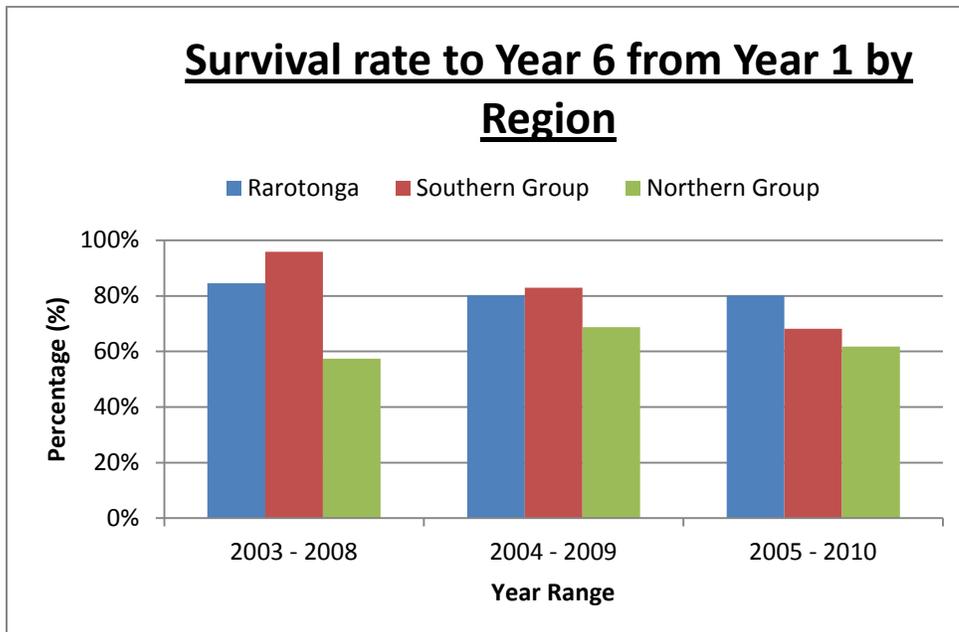
on the Pa Enua. Originally intended to improve boys' retention, there is no gender bias in the access of girls to the courses and indeed many have successfully participated in areas that were traditionally considered male domains.

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

Year	B:G
2007	0.88:1
2008	0.79:1
2009	0.79:1
2010	0.9:1
2011	0.77:1

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 3.5years). 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 98.3% (2012). 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" 1.7% which on current enrolment is approximately 30 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 (islands other than the main island of Rarotonga). 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.

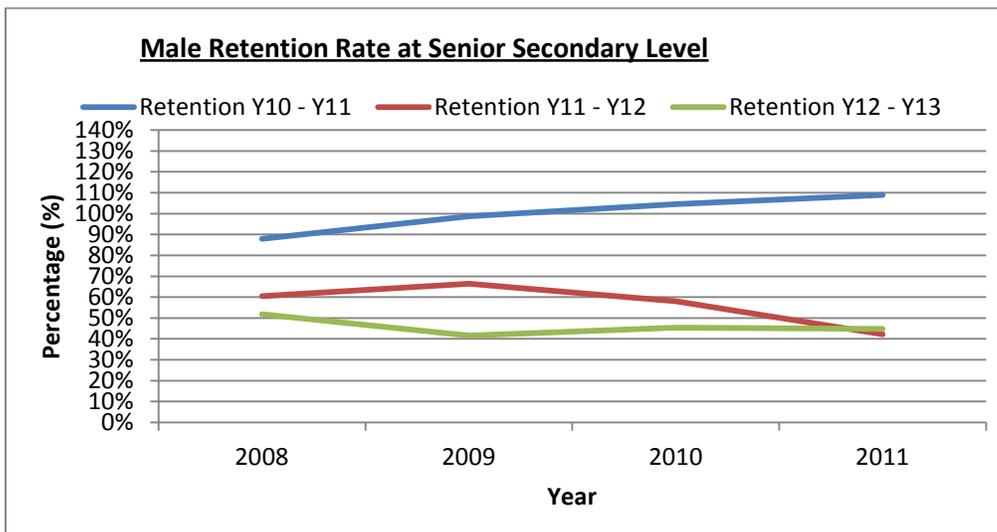
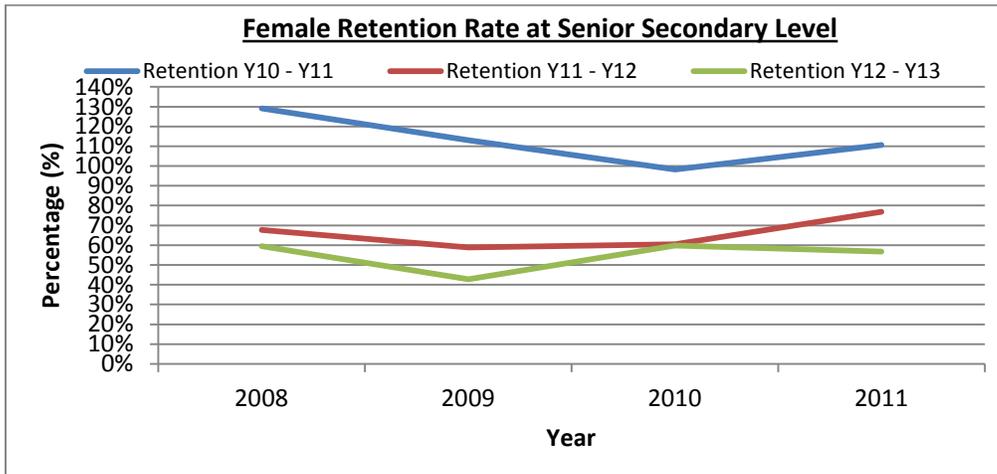
Disaggregation of data does show some pockets of low Early Childhood Education enrolment (pre-school). As these cohorts may then be at risk of full participation in primary schooling, special attention through media campaigns, community awareness and house to house visits have taken place. The introduction of Te Kakaia programme – to provide parents with the skills for supporting learning in their young children - also supports ongoing enrolment and participation.

Junior 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 Ministry is currently investigating the use of technology, for example the use of Skype, to provide real time “face to face” learning opportunities to students in these schools and therefore enable them to stay on their home island for a longer period. This pilot commenced in 2011 and involves schools on three other islands.

In addition to the Dual Pathway 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 the National Sustainable Development Plan of the Cook Islands 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 and will now need to address retention from years 11-12. 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 Bill (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:

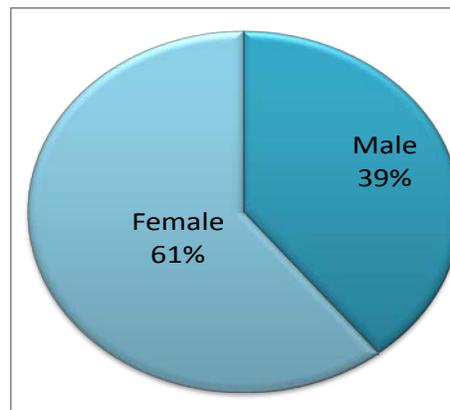
- 1) Technical and Vocational Schools in Trades, Hospitality and Tourism, Sports and Retail.
- 2) Access through a local campus to the University of the South Pacific through mixed modality courses.
- 3) Sector specific training e.g. Police.

There is also a range of donor and locally funded scholarships available to access tertiary education in the region (predominantly New Zealand and Fiji). Criteria for scholarship selection include:

- 1) Relevancy of proposed course to national priorities.
- 2) Academic capability.
- 3) Links to current or forecasted employment.

The Education Bill (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. There are a range of scholarships also available through donors and development partners. Some of these later scholarships have criteria that are not fully consistent with articles of this convention.

Tertiary Award
Programme
Graduates
(2008-2010)



There is no overall strategy for adult education. The Ministry of Education has recently merged with the Department of National Human Resources Development. This department has had responsibility for post compulsory education and training. Previously, providers have been able to apply for funding through this Department for short courses that meet a specific identified community need e.g. First Aid Course, Caregiver Support Programmes. The Ministry is currently

working on the development of a strategy for Continuing and Community Education post merger. Work to date has particularly identified the need to ensure equitable access for learners in isolated communities.

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.

PERFORMANCE DIMENSION	STANDARD
1. Professional Knowledge	Demonstrates depth of knowledge in: Relevant Curricula, Learning and Assessment theory and the development of these.
2. Professional Development	Demonstrates a high level of commitment to the further development of own knowledge and skills.
3. 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.
4. Motivation of students	Demonstrates expertise in encouraging school wide positive engagement in learning. Establishing high expectations that value and promote learning and achievement.
5. Student Management	Demonstrates expertise in managing student behavior effectively and within school policy. Developing and maintaining a positive and safe learning environment.
6. 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.
7. 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.
8. Contribution to school	Willingly contributes to: The total school operation, including developing the school's relationship with stakeholders.
9. Professional Conduct	Demonstrates: Professional conduct appropriate for an employee of the Cook Islands Public service.
10. 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.
11. Curriculum Management	Effectively and efficiently manages the curriculum with delegated authority.
12. 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.
13. Professional Leadership	Provides professional leadership to staff with delegated areas of responsibility.

(PDS for CI teachers – A Principal's Guide, 2011: 9- 10)

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

LAT – Limited Authority to Teach – unqualified teachers or teachers who have not yet successfully completed the requirements of Year 1 for the Cook Islands MoE Teaching Certificate (Secondary or Primary).

Provisional/Conditional Registration – Teachers who have successfully completed their first year of training in one of the approved courses above and have received a CI MoE Teaching Certificate (Secondary or Primary).

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 2010/2011 year is below:

Type of Development	Number of Staff Involved
Shared Teaching Practice	17
Local Pedagogy and Curriculum Workshops	212
International Workshops and Symposiums	43
USP Enrolments	29

(Annual Report CIMoE, 2012: 16)

Historically, and especially at senior secondary level, the Cook Islands has had to rely on expatriate teachers in specialist subject areas. To decrease this reliance, the Ministry has developed the Fast Track Training initiative. The concept of training untrained teachers in-country is seen as an important strategy for teacher development and as a model for ensuring that all teachers in the country are well trained and continuously upgraded in their qualifications.

Ideally, those selected for this training will already hold a first degree, although the research shows that it is not necessarily academic qualifications that make effective teachers, but rather the teachers' ability to connect with students and deliver quality lessons based on sound pedagogical practice and thinking. Each expression of interest will be assessed on its individual merits and will take into account:

- qualifications already attained (in either education or a specialist subject area)
- previous teacher training or teaching experience (if any)
- fluency in both Cook Islands Maori and English
- maturity
- educational ability
- desired area of specialization (secondary) and teacher supply need
- personal attributes suitable for teaching

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

The purpose of the PDS 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 PDS system also provides tools to implement the system consistently across all Cook Islands schools. There have been recent changes to the PDS system implemented in 2011, and the aim is to strengthen the performance of the system by making it more effective for all involved. The aim is also to simplify the process so that teachers and their appraisers can focus on developing their individual performance.

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. With bands going from A-P, teachers are currently between G and I based on qualifications and experience with the exception of Early Childhood Education (ECE). The Ministry of Education is currently working on a similar arrangement for ECE with the long term intention of attaining parity. Teachers and Nurses are on equivalent pay bands and both are slightly ahead of Police. Other positions in the Public Service generally requiring a first degree tend to be Band J or higher. There is the intention to have the position of teachers resized within the next six months.

"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.

In association with schools in the Cook Islands, Red Cross Cook Islands has a substantial influence on the education of students relative to International Humanitarian Law, Sexual Health and Guidance, and other youth related issues. Red Cross Cook Islands holds an annual workshop where all schools on the main island of Rarotonga are invited to attend a three day workshop. At this workshop all students from both primary and secondary are involved in educational seminars and activities based on the above issues of concern.

All students have free health consultations facilitated by the Ministry of Health. These are held annually and are available for all schools. Dental care is also free for all students and a dental nurse will visit schools at least once a year.

The Ministry takes into consideration the implementation of policies set up by the Ministry of Internal Affairs. These are issues that relate directly to youth, gender and disability.

Both the Education Act (1986/87) and the Education Bill (2012) allow for the establishment of private schools. The Bill extends the current act by allowing for 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 and Bill do allow for zoning in public schools by regulation, if required for demographic reasons, but this has not been invoked.

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. There is also a need to 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 Ministry of Education will continue to operate with optimism and resolution in the sustainability of an education system that offers our people relevant, quality opportunities for a prosperous and well balanced future.

Appendix

Indicator Matrix

Education Master Plan	Education For All (EFA) Report	Pacific Education Development (PEDF)
<p>1. Taku Ipukarea Kia Rangatira</p> <ul style="list-style-type: none"> • Grade 4 Literacy (% at national standard) • Research Publication 	<ul style="list-style-type: none"> • Part of Goal 4 	<ul style="list-style-type: none"> • Part of Sub Sector 2 and Cross Cutting theme 1
<p>2. Learning and Teaching</p> <ul style="list-style-type: none"> • Retention Rate (beyond minimum leaving age) • Primary School completion rate • Pupil : Teacher Ratio • % Teacher Aide • % Special needs students • Outer Island study award • NCEA Results (Literacy and Numeracy) • Literacy and Numeracy at Primary Level (Maori, English and Best – percentage at national standard) • Number of alternative courses (including Dual Pathways) • TVET - Number of Courses Offered, % of Transition Students <ul style="list-style-type: none"> • Accredited Institutions • Tertiary Rolls • GER ECE • ECE Teachers • % ECE Teachers with ECE Qualification 	<ul style="list-style-type: none"> • Part of Goal 2 • Part of Goal 2 & 6 • Part of Goal 2 • Part of Goal 2 • Part of Goal 6 • Part of Goal 4 and 6 • Part of Goal 3 • Part of Goal 1 • Part of Goal 1 • Part of Goal 1 & 6 • Part of Goal 3 • Part of Goal 2 • Part of Goal 2 	<ul style="list-style-type: none"> • Part of Sub Sector 2 • Part of Sub Sector 2 • Part of Sub Sector 2 and Cross Cutting Theme 2 • Part of Sub Sector 2 and Cross Cutting Theme 2 • Part of Sub Sector 2 • Part of Sub Sector 2 and Cross Cutting theme 1 • Part of Sub Sector 3 • Part of Sub Sector 1 • Part of Sub Sector 1 • Part of Sub Sector 1 • Part of Sub Sector 2 • Part of Sub Sector 2

<ul style="list-style-type: none"> • GER Primary and Secondary • NER Primary and Secondary <p>(NER/GER show enrolment rates)</p>		
<p>3. Learning and Community</p> <ul style="list-style-type: none"> • GER Primary and Secondary • NER Primary and Secondary • Roll of community courses • Roll of life skills courses 	<ul style="list-style-type: none"> • Part of Goal 2 • Part of Goal 2 • Part of Goal 3 • Part of Goal 3 	<ul style="list-style-type: none"> • Part of Sub Sector 2 • Part of Sub Sector 2 • Part of Sub Sector 4 • Part of Sub Sector 4
<p>4. Infrastructure and Support</p> <ul style="list-style-type: none"> • Education expenditure as % of government expenditure • Number of School buildings with disability access and facilities • % Teachers with academic qualifications • Principal Training - % successful completion • % Certified Teachers by level • % completion of annual PDS cycle and PD register 	<ul style="list-style-type: none"> • Part of Goal 6 • Part of Goal 6 • Part of Goal 6 • Part of Goal 6&2 	<ul style="list-style-type: none"> • Part of Sub Sector 6 • Part of Sub Sector 6 • Part of Sub Sector 2 • Part of Sub Sector 2