

GOAL 2. Achieve universal primary education

National—Level Monitoring

| Indicator | 1991 | 1997 | 2001 | 2006 | <i>Where Niue would like to be in 2015</i> | <i>Will the indicators be met in 2015?</i> | Source |
|--|-------------|-------------|-------------|-------------|--|--|------------------------|
| Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary school | | | | | | | |
| Indicator 6: Net enrolment ratio in Primary education | 100% | 100% | 100% | 100% | 100% | Already met | Education NSO |
| Males | 100% | 100% | 100% | | | | |
| Females | 100% | 100% | 100% | | | | |
| Indicator 7: Proportion of pupils starting G1 who reaches G 5 | 100%++ | na | 100% | 100% | 100% | Already met | Education NSO |
| Males | 100% | 100% | 100% | | | | |
| Females | 100% | 100% | 100% | | | | |
| Indicator 8: Literacy rate of 15-24 year olds | 95% (1992) | na | *100% | *100% | 100% | Already met | Education / NSO |

* Proxy figure based on the number of years spent in primary school.

++ Estimated

Status and Trends

Education in Niue is governed by the Education Act 1989 (reviewed in 1997). In accordance to the Act, government shall provide education to citizens of Niue for free. Not only it is provided for free, it is stipulated in the Act that all children between the ages of 5 to 16 should attend school. This arrangement is applied to all children in Niue irrespective of gender, citizenship, or residential status. Preschool (in the form of kindergarten / village play centres crèches or early learning centres), Primary and Secondary Education for the children of Niue is provided by the GON and/or sole support by the community.

Niue has a close relationship with New Zealand constitutionally; hence the curriculum taught in schools of Niue is adopted from the New Zealand Curriculum Framework (NZCF) and adapted to reflect the Niue Identity. The Education Strategic Development Plan (2005 – 2015) address the key challenges and reflects the MDG Goals.

In 1995 Niue Education adopted the New Zealand Curriculum Framework (NZCF) and in 2002, implemented the National Certificate of Educational Achievement (NCEA) qualifications administered by the New Zealand Qualifications Authority (NZQA).

Tertiary education is undertaken via Distance Learning at the University of the South Pacific (USP) and a number of overseas educational institutions via scholarship programmes.

Vocational enrichment opportunities in areas that are relevant to the national manpower needs are important, such as developments in information communication technology (ICT). The vocational opportunities are

embedded in the Technical, Vocational and Education Training Curriculum (TVET) goals of the Education Strategic Plan.

The annual budget on education for 2005/2006 financial year was NZ\$1,486,286 about 7% of the national budget.

Niue has ratified the Global Convention of the Rights of the Child (CRC), and Education for All (EFA). Actively participate in Healthy Island Project – Healthy Schools, Persistent Organic Pollutant Conventions, Climate Change, UN Literacy Decade, and Books in Homes Program (NZ). Such provisions give clear evidence of Niue's stance to its children and the requirements of the MDGs to have been successfully achieved. This leaves the GON with the challenges of maintaining the status quo.

Key Challenges

Maintain the current position in terms of accessibility and at the same time continue to improve in:

- The physical infrastructure
- Poor performance of boys
- Procurement of resources and development of cultural resources – Taoga Niue
- Teacher up-skilling and upgrading
- Tracking and monitoring student achievements
- Provisions for learning abilities / disabilities and physical disabilities
- Relevance of curriculum. Contextualisation and integration of life skills to provide a balance between the practical / contextual skills and psycho-social / emotional / spiritual skills
- Migration and decreasing school roll
- Teacher award holders absconding and retention of matured and elderly staff near retiring or retirees
- School and community partnership
- Update the Education Act to reflect developments
- Governance issues



Table 4. Attendance of educational institution by age and gender, 2006 (provisional)

| Age | Resident Population | | | Currently Enrolled | | | | | |
|--------------|---------------------|------------|------------|--------------------|------------|------------|------------|------------|------------|
| | Numbers | | | Numbers | | | % | | |
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Total | 460 | 240 | 220 | 392 | 197 | 195 | 100 | 100 | 100 |
| 4 | 27 | 11 | 16 | 27 | 11 | 16 | 100 | 100 | 100 |
| 5 | 22 | 9 | 13 | 22 | 9 | 13 | 100 | 100 | 100 |
| 6 | 26 | 12 | 14 | 26 | 12 | 14 | 100 | 100 | 100 |
| 7 | 24 | 11 | 13 | 24 | 11 | 13 | 100 | 100 | 100 |
| 8 | 33 | 12 | 21 | 33 | 12 | 21 | 100 | 100 | 100 |
| 9 | 21 | 12 | 9 | 21 | 12 | 9 | 100 | 100 | 100 |
| 10 | 25 | 14 | 11 | 25 | 14 | 11 | 100 | 100 | 100 |
| 11 | 26 | 15 | 11 | 26 | 15 | 11 | 100 | 100 | 100 |
| 12 | 35 | 19 | 16 | 35 | 19 | 16 | 100 | 100 | 100 |
| 13 | 30 | 19 | 11 | 30 | 19 | 11 | 100 | 100 | 100 |
| 14 | 28 | 16 | 12 | 28 | 16 | 12 | 100 | 100 | 100 |
| 15 | 36 | 23 | 13 | 34 | 21 | 13 | 100 | 91.3 | 100 |
| 16 | 36 | 16 | 20 | 30 | 13 | 17 | 83.3 | 81.3 | 85.0 |
| 17 | 39 | 23 | 16 | 23 | 11 | 12 | 59 | 47.8 | 75.0 |
| 18 | 22 | 10 | 12 | 8 | 2 | 6 | 36.4 | 20 | 50.0 |
| 19 | 30 | 18 | 12 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |

Source: Stats Niue, Census 2006 (Provisional)

The above table shows that the enrolment rate for those aged 5 to 16 years is 98%, which is expected, as school enrolment for this age group is compulsory. Enrolment for those aged 5 to 14 years is 100% with 2 out of 36 fifteen year olds and 6 out of 36 sixteen year olds not attending school.

Table 5: Reading and writing a simple sentence in Niuean and English by Ages 15 – 24 years and Gender, 2006 (provisional)

| Reading and writing a simple sentence in Niuean | | | | | | | | | | | | |
|--|------------------------|------------|------------|-------------|------------|----------|------------|------------|----------|------------|------------|----------|
| Age | Residential Population | | | Total | | | Male | | | Female | | |
| | Total | Male | Female | Total | Yes | No | Total | Yes | No | Total | Yes | No |
| Total | 252 | 130 | 122 | *242 | 236 | 6 | 122 | 118 | 4 | 120 | 118 | 2 |
| 15 | 36 | 23 | 13 | 35 | 35 | 0 | 23 | 23 | 0 | 12 | 12 | 0 |
| 16 | 36 | 16 | 20 | 35 | 33 | 2 | 15 | 15 | 0 | 20 | 18 | 2 |
| 17 | 39 | 23 | 16 | 39 | 39 | 0 | 23 | 23 | 0 | 16 | 16 | 0 |
| 18 | 22 | 10 | 12 | 22 | 21 | 1 | 10 | 9 | 1 | 12 | 12 | 0 |
| 19 | 30 | 18 | 12 | 29 | 28 | 1 | 17 | 16 | 1 | 12 | 12 | 0 |
| 20 | 15 | 6 | 9 | 14 | 14 | 0 | 5 | 5 | 0 | 9 | 9 | 0 |
| 21 | 24 | 13 | 11 | 22 | 21 | 1 | 11 | 10 | 1 | 11 | 11 | 0 |
| 22 | 16 | 6 | 10 | 15 | 15 | 0 | 5 | 5 | 0 | 10 | 10 | 0 |
| 23 | 17 | 9 | 8 | 14 | 14 | 0 | 7 | 7 | 0 | 7 | 7 | 0 |
| 24 | 17 | 6 | 11 | 17 | 16 | 1 | 6 | 5 | 1 | 11 | 11 | 0 |
| Reading and writing a simple sentence in English | | | | | | | | | | | | |
| Total | 252 | 130 | 122 | 252 | 248 | 4 | 130 | 126 | 4 | 122 | 122 | 0 |
| 15 | 36 | 23 | 13 | 36 | 36 | 0 | 23 | 23 | 0 | 13 | 13 | 0 |
| 16 | 36 | 16 | 20 | 36 | 36 | 0 | 16 | 16 | 0 | 20 | 20 | 0 |
| 17 | 39 | 23 | 16 | 39 | 38 | 1 | 23 | 22 | 1 | 16 | 16 | 0 |
| 18 | 22 | 10 | 12 | 22 | 22 | 0 | 10 | 10 | 0 | 12 | 12 | 0 |
| 19 | 30 | 18 | 12 | 30 | 28 | 2 | 18 | 16 | 2 | 12 | 12 | 0 |
| 20 | 15 | 6 | 9 | 15 | 15 | 0 | 6 | 6 | 0 | 9 | 9 | 0 |
| 21 | 24 | 13 | 11 | 24 | 24 | 0 | 13 | 13 | 0 | 11 | 11 | 0 |
| 22 | 16 | 6 | 10 | 16 | 16 | 0 | 6 | 6 | 0 | 10 | 10 | 0 |
| 23 | 17 | 9 | 8 | 17 | 17 | 0 | 9 | 9 | 0 | 8 | 8 | 0 |
| 24 | 17 | 6 | 11 | 17 | 16 | 1 | 6 | 5 | 1 | 11 | 11 | 0 |

*(note: Not all respondents were required to complete this question.)

Source: Stats Niue, Census 2006 (Provisional)

The 2006 Census also revealed that of 252 people aged 15 – 24 years, 94 per cent claims to be able to read and write a simple sentence using the Niuean language and 98 per cent can read and write a simple sentence in English. Of the 236 that can read and write a simple sentence in Niuean, 50 percent are male and 50 per cent are also female and of the 6 that cannot, 4 are male and 2 are female. Of the 248 that can read and write a simple sentence using the English language, 51 per cent are male and 49 per cent are female. The results therefore show that literacy amongst those aged 15 – 24 years is very high.

Proposed Activities

| Policy Action | Implementing Local Agency | Implementing International Agencies | Resource/Source | Timeframe |
|--|--|--|------------------------|------------------|
| Improve physical infrastructure | Education | | Recurrent and External | On Going |
| Improve access to quality teaching resources and development of cultural resources | Education | UNDP | Recurrent and External | On Going |
| Integrate life-skills and competencies across the curriculum and ensure balance between practical / contextual and physco – social / emotional / spiritual | Education | NZAID/ EFA | Recurrent and External | On Going |
| Tracking and monitoring student achievements in literacy, numeracy and life skills | Education | UNESCO/ NZAID | Recurrent & External | On Going |
| Provide quality and cost effective Teacher Training (HRD) | Education & NTDC | UNESCO | Recurrent & External | On Going |
| Provide training of teachers for multi-level and multi-class teaching | Education | NZAID | Recurrent External & | On Going |
| Improve and maintain the collaboration between parents / schools and policy makers | Education Parents All Stakeholders | NZAID | Recurrent | On Going |
| Improve governance and management of the educational within sector institutions | Education | UNDP | Recurrent | On Going |
| Provide for the gifted and the children with learning and physical disabilities | Education | UNESCO | Recurrent | On Going |
| Provide quality vocational enrichment for all | Education NTDC Young Farmers Project | NZAID | Recurrent External & | On Going |

GOAL 3. Promote gender equality and empower women

National-level monitoring

| Indicators | 1991 | 1997 | 2001 | 2006 | Where Niue would like to be in 2015 | 2015 Will these indicators be met? | Source | |
|---|--|-----------|------------|------------|-------------------------------------|------------------------------------|-------------|-----|
| Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015 | | | | | | | | |
| Indicator 9 | Ratio of girls to (10) boys in: | | | | | | | |
| | a. Primary Education | 27 | 6 | 9 | 11 | | Already met | NSO |
| | b. Secondary Education | 9 | 9 | 10 | 8 | | Already met | NSO |
| | c. Tertiary Education | na | 57 | 20 (2002) | na | | Already met | NSO |
| Indicator 10 Ratio of literate women to men, 15 -24 years old | 100 | 100 | 100 | 100 | 100 | Already met | NSO | |
| Indicator 11 Share of women in wage employment in the non-agriculture sector | 43% | 70% | na | 76% | 100% | Potentially | Census | |
| Indicator 12 Proportion of seats held by women in national parliament | 10% (1990) | 5% (1996) | 10% (2002) | 15% (2005) | 30% | Potentially | Justice | |

Status and Trends

Niue, being a democratic nation enables women equal participation in all sectors of the economy. Compared to other Pacific Island countries, women are afforded equality under the law and equal access to social and economic services. Women's participation in national and local government is high even though the number may depict otherwise. Taking for example, in the first ever election on Niue in 1975, 3



women contested for a place in the 6 common roll seats and 2 were successful. In the next election, again 3 women contested and this time all were successful for a seat in the 6 common roll placing in parliament.

Education is not an issue on Niue; it is compulsory for all children despite their gender to attend school at the age of 5 – 16 years as previously explained in goal 2. No disparity exists between male and female at all levels of education, as in the recent years it is more obvious that there are more female high achievers than males at primary and secondary level. Scholarship awards for tertiary education are awarded to the best candidates in accordance to their education merit or work performance. In 2005 as shown in table 6, of the 43 students studying at tertiary level overseas, 22 are female and 21 are male.

Table 6: Total Number of Students by Aimed Qualification by Gender, 2005

| Aimed Qualification | Males | Females | Total |
|---------------------|-----------|-----------|-----------|
| Certificate | 1 | 0 | 1 |
| Pre Trade Cert | 6 | 0 | 6 |
| Diploma | 2 | 3 | 5 |
| Degree | 11 | 17 | 28 |
| Post Grad | 0 | 0 | 0 |
| Masters | 0 | 1 | 1 |
| Other | 1 | 1 | 2 |
| Total | 21 | 22 | 43 |



Source: Niue Stats, Education Stats 2005

Employment opportunities for women have increased immensely since 1991. According to the 2006 Census of the 420 employed within the government, 47% are women, which is a reasonable number and a fair representation of women in the public sector.

Table 6: Sector of Employment of Women, 2006 (provisional)

| Sector of Employment | Total of Employed Population | Total of Women | % |
|----------------------|------------------------------|----------------|----|
| Public Sector | 420 | 199 | 47 |
| Private Sector | 162 | 58 | 36 |
| Self Employed | 129 | 71 | 55 |
| NGO | 36 | 16 | 44 |

Source: Stats Niue, Census 2006 (Provisional)

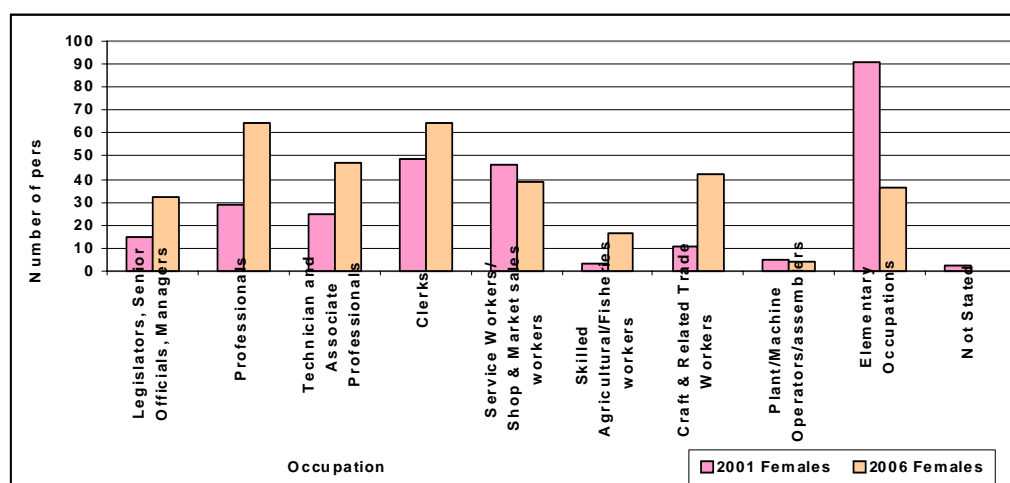
The government of Niue acceded to CEDAW under New Zealand's ratification in 1985, and has yet to implement it in its legislation.

An action plan based on the *Halavaka ke Monuina* (National Integrated Strategic Plan (NISP) 2005 – 2008) has been completed with its 11 priority areas to empower and promote women development to enhance women's ability to realize their self worth.



Photos by Tahadrienne Tahafa

Figure 3: Occupational profile of women 2001 and 2006 (provisional)



Source: Stats Niue, Census 2006 (Provisional)

Key Challenges

- Implement advocacy programmes to educate and inform women on the situation of women globally
- Women to maintain and improve their current status

Proposed Actions

| Policy Action | Implementing Local Agency | Implementing International Agency | Resource/Source | Timeframe |
|--|---------------------------|-----------------------------------|--------------------|-------------|
| Ratify the CEDAW Convention (National/ Government Obligation) | Community Affairs | SPC | Recurrent | In progress |
| For GON to implement CEDAW in their legislation | CA / Crown Law | SPC | External | In progress |
| Produce and implement the CEDAW Action Plan | Community Affairs/ SPC | SPC | Recurrent | In progress |
| Undertake Gender sensitivity training for all women across all sectors of the community | Community Affairs | | Recurrent/External | On Going |
| Promote Good Governance training and practices | NTDC | | Recurrent | On Going |
| Promote women in business | BAS | | Recurrent/External | On Going |
| Promote women in IT | NCS/ ISO | | Recurrent/External | On Going |
| Undertake training to empower women through providing confidence and skills to act as community and government leaders | Community Affairs | UNDP | External | On Going |
| Undertake gender-mainstreaming training for all parliamentarians and public servants | Community Affairs | UNDP / SPC | External | On Going |
| Ensure that pro-active measures to improve gender equality are included in all government planning | Community Affairs | | External | On Going |
| Undertake a revision of government policies and legislation to reflect the equal rights of women and men | Community Affairs | UNDP | External | On Going |