



Government of the Cook

2013

MINISTRY OF EDUCATION Statistics Report



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COOK ISLANDS

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*“E akapapaa’nga
teia ei tauturu i te
akamarama’anga i
te kaveinga no te
turanga apii Kuki
Airani”.*



Maraurau o te Pae Api'i
KUKI AIRANI

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INTRODUCTION

Welcome to the Cook Islands Ministry of Education Statistics Report 2013.

It is the aim of the Ministry of Education to provide all stakeholders as well as national, regional and international partners with quality educational statistics.

Information in this report is produced from the Education Management Information System. The data for this report are collected annually from schools. Data are provided for the current year and as a five year time series where appropriate.

Should you require any further information, please do not hesitate to contact the Planning and Development Division of the Ministry of Education. A copy of this publication is also available on the Ministry of Education's website: www.education.gov.ck

The Ministry of Education acknowledges all those who have supported the collection and analysis of data.

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2013 AT A GLANCE

Student Enrolments:

	Male	Female	Total
Early Childhood Education	265	248	513
Primary Education	904	889	1793
Secondary Education	862	884	1746
Overall	2,031	2,021	4,052

Net Enrolment Rates (%):

	Early Childhood Education	Primary Education	Junior Secondary Education	Senior Secondary Education
Male	81	96	81	51
Female	76	94	88	60
Overall	78	95	84	55

Gross Enrolment Rates (%):

Male	85	102	95	64
Female	82	101	105	82
Overall	84	102	100	72

Number of Teachers:

	Male	Female	Total
- Early Childhood Education	0	33	33
- Primary Education	11	95	106
- Secondary Education	55	73	128
Total	66	201	267

Number of Schools:

- Early Childhood Centres	25
	Stand alone 1
	Attached to Primary Schools 10
	Attached to Area Schools 14
- Primary Schools	11
- Secondary Schools	4
- Area Schools	15

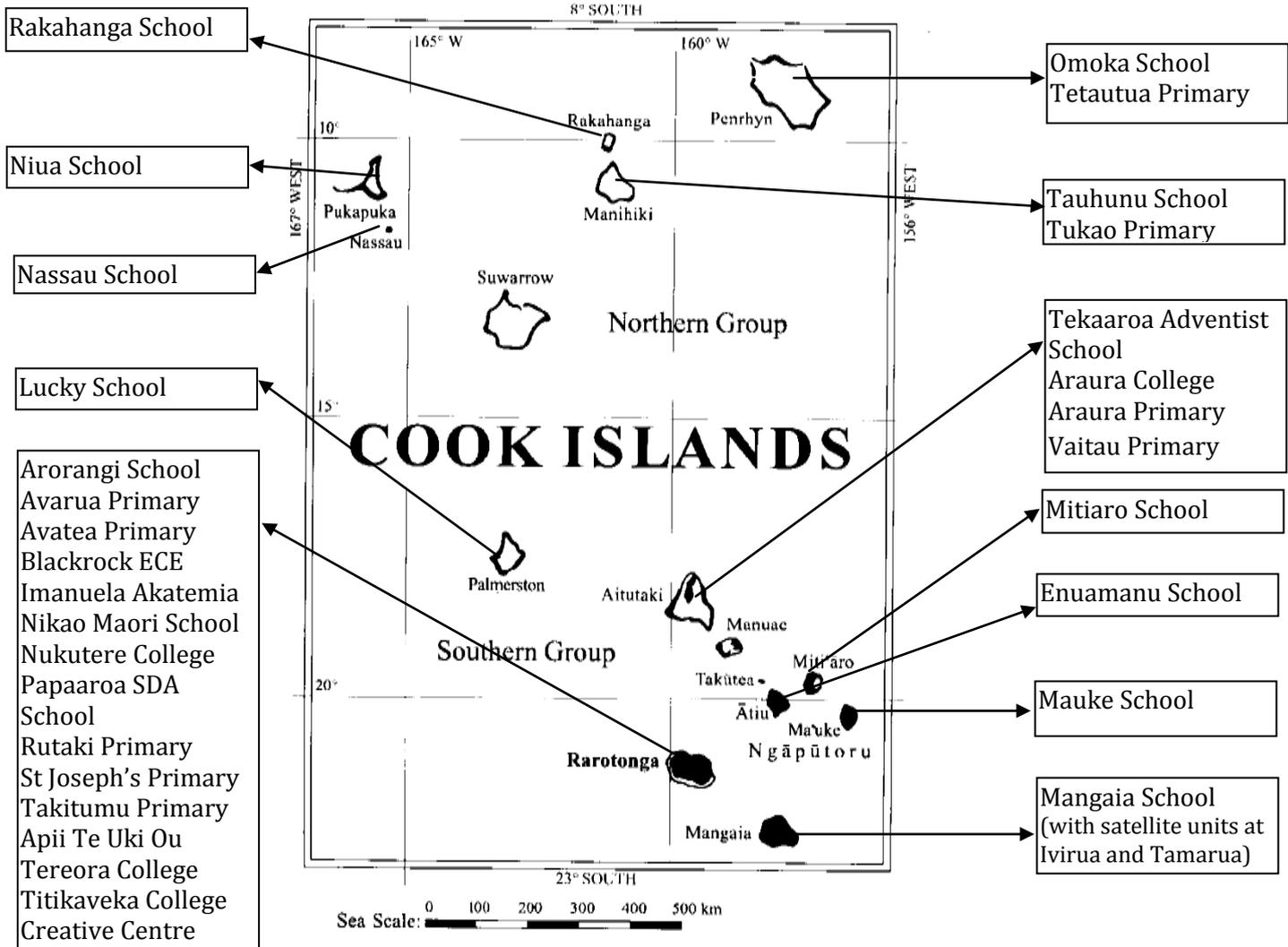
Education Budget 2012/2013:

- Government Appropriation	\$ 9,957,271.00
- POBOC Grants to Private Schools	\$ 2,890,062.00
- Donor Funding	\$ 3,853,000.00
Total	\$ 16,700,333.00

STRUCTURE OF THE EDUCATION SYSTEM

Education in the Cook Islands is mainly provided by government institutions. There are 31 providers including 1 stand alone ECE Centre, 11 Primary Schools (10 of which have ECE Centres attached), 4 Secondary Schools and 15 Area Schools¹ (all with ECE Centres).

The geographical spread of these schools is shown on the map below.



All 8 private schools, made up of 5 Church and 3 Independent schools, receive 100% of the equivalent allocation of government schools from the national education budget. All Government and Private Schools are required to be open to both educational and financial audit.

Governance of Public Schools sits with the Ministry of Education. However, each school has its own stakeholder committee which makes decisions on individual school policy, strategic plans and annual goals. Governance of Private Schools sits with a School Board.

¹ An Area School is a school that provides education from Early Childhood through to secondary level on one site and under one management structure.

SCHOOLS IN THE COOK ISLANDS

Table 1: Schools by Region, Island, Status and Education Level

REGION	ISLAND	SCHOOL STATUS	EDUCATION LEVELS
Rarotonga	Rarotonga	Government: - Arorangi School - Avarua School - Avatea School - Nikao Maori School - Rutaki Primary - Takitumu Primary - Tereora College - Titikaveka College Private – Church: - Imanuela Akatemia - St Joseph’s Primary - Nukutere College - Papaaroa SDA School Private – Independent: - Blackrock ECE - Apii Te Uki Ou - The Creative Centre	ECE – Year 8 ECE – Year 8 Year 1 – Year 8 ECE – Year 8 ECE – Year 6 ECE – Year 6 Year 9 – Year 13 Year 7 – Year 12 ECE – Year 13 ECE – Year 6 Year 7 – Year 11 ECE – Year 10 ECE ECE – Year 8 Adult Inclusive Education
Southern Group	Aitutaki	Government: - Araura Primary - Vaitau Primary - Araura College Private – Church: - Tekaaaroa Adventist School	ECE – Year 6 ECE – Year 6 Year 7 – Year 13 ECE – Year 6
	Mitiaro	Government: - Mitiaro School	ECE – Year 11
	Atiu	Government: - Enuamanu School	ECE – Year 13
	Mauke	Government: - Mauke School	ECE – Year 11
	Mangaia	Government: - Mangaia School (ECE satellite units at Ivirua and Tamarua)	ECE – Year 13
Northern Group	Manihiki	Government: - Tauhunu School - Tukao School	ECE – Year 11 ECE – Year 11
	Penrhyn	Government: - Omoka School - Tetautua School	ECE - Year 11 ECE – Year 7
	Rakahanga	Government: - Rakahanga School	ECE – Year 11
	Pukapuka	Government: - Niua School	ECE – Year 11
	Nassau	Government: - Nassau School	ECE – Year 9
	Palmerston	Government: - Lucky School (Administered by the Is. Administration)	ECE – Year 11

NATIONAL ENROLMENT & TEACHER TRENDS 2009 – 2013

Figure 1: Enrolment by Educational Level for the Years 2009 - 2013

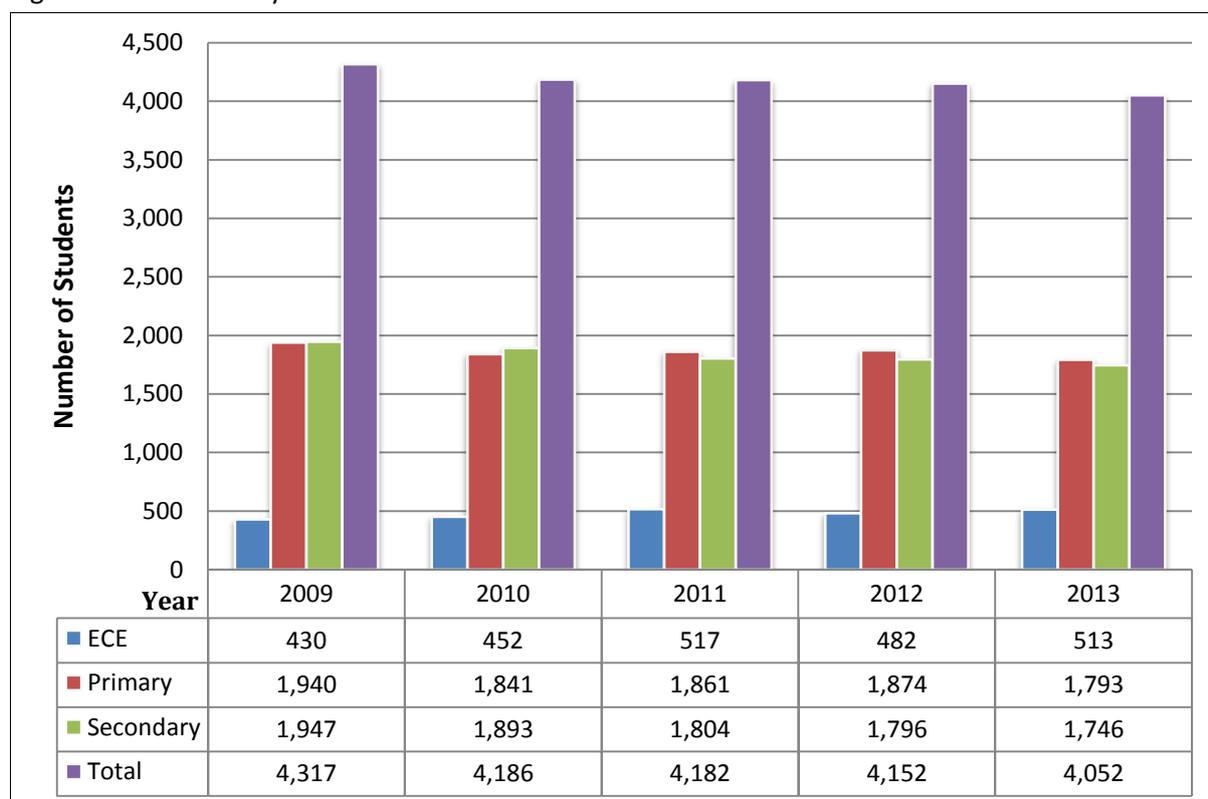
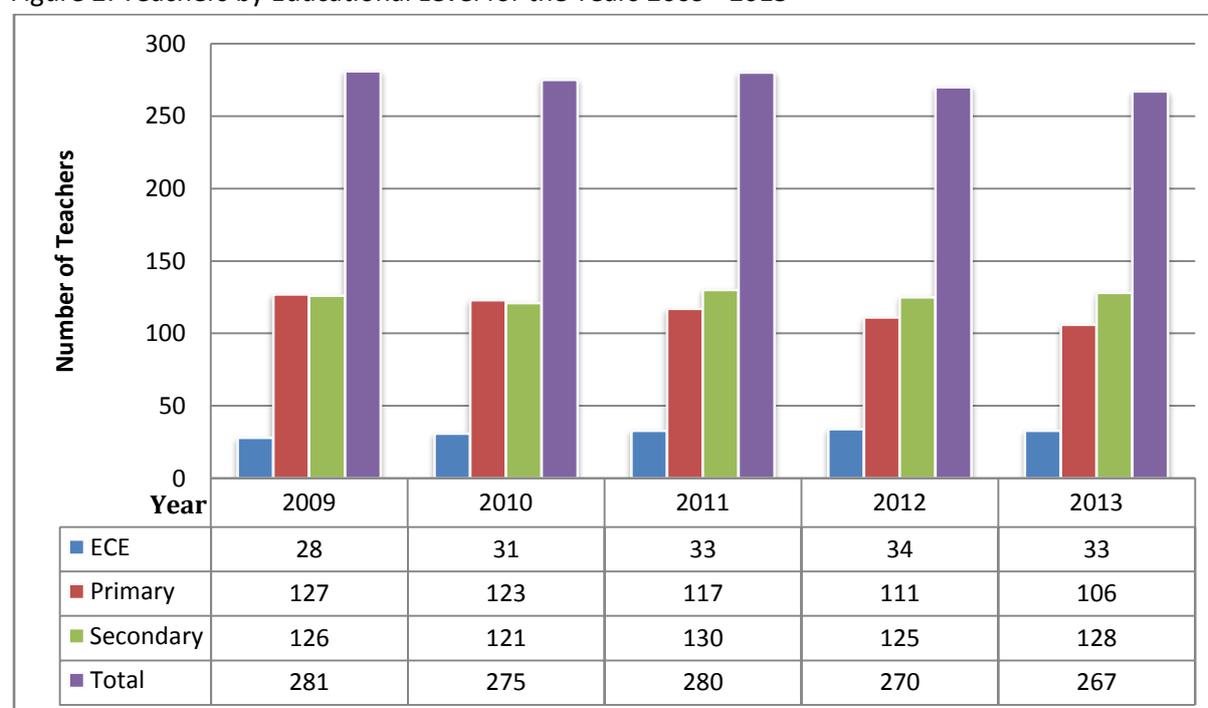


Figure 2: Teachers by Educational Level for the Years 2009 - 2013



TEACHER QUALIFICATIONS

The Ministry of Education, in partnership with the University of the South Pacific (USP) encourages teachers to upgrade their qualifications. With the revised job descriptions, registration as a teacher will be contingent on the teacher's active work towards a first degree if they do not already hold one.

Currently the following cohorts are active in the Cook Islands:

- a. Diploma in ECE
- b. Bachelor of Education (Primary)
- c. Post Graduate Diploma in Educational Leadership
- d. Master of Education

Courses are delivered through mixed modalities including DFL semester courses, online courses, summer and winter schools, and face to face intensives with ongoing semester support. The graph below indicates the number of teachers with specific teaching qualifications. An analysis of those without teaching qualifications shows that the vast majority are secondary school teachers whose qualifications are in their subject specialist area rather than generic education. This is in line with the historical policy which applied to secondary teachers. The Ministry now supports and encourages those with subject specific qualifications to also complete additional papers and qualifications in education.

Figure 3: Percentage of Teachers with a Teaching Certificate for the Years 2009 - 2013

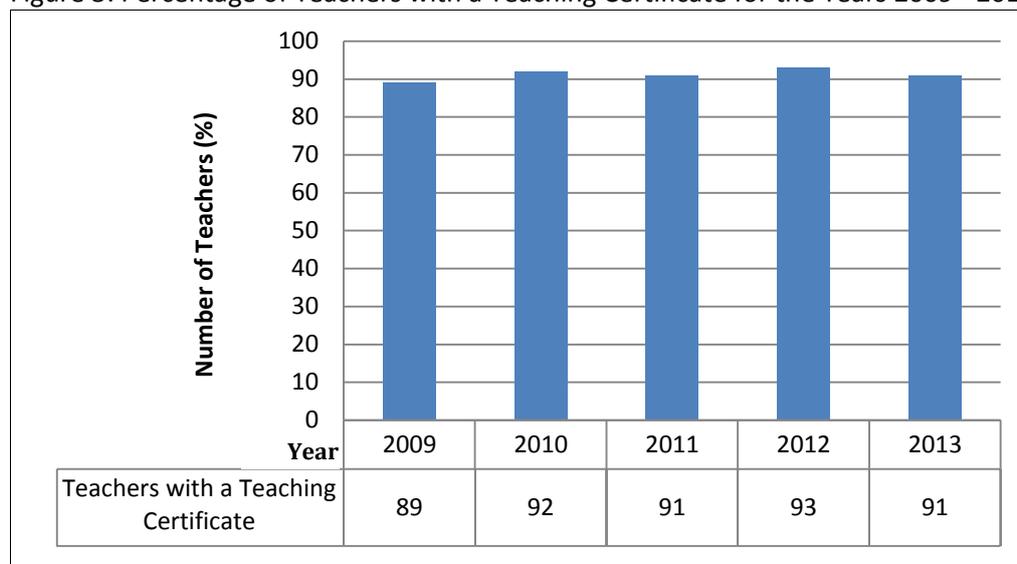
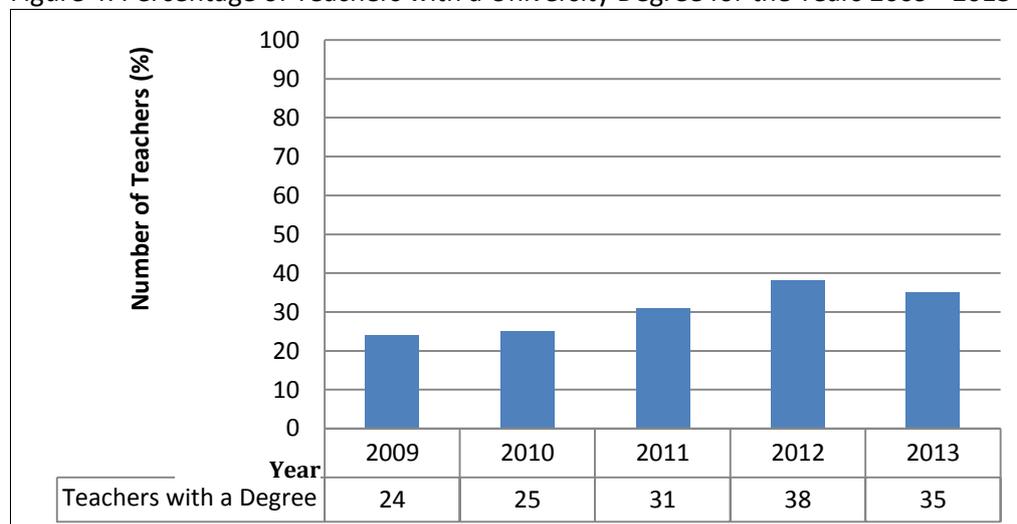


Figure 4: Percentage of Teachers with a University Degree for the Years 2009 - 2013



FAST TRACK TEACHER INITIATIVE

This initiative was introduced in 2011 to assist the Ministry with addressing staffing shortages – particularly in specialist subjects in secondary schools. The programme allows for graduates working in other disciplines, trained (or partially trained) teachers who have been working outside of the sector for some time and wish to return to teaching, or those who have been involved in education in a different modality such as remedial support, to train and gain registration as teachers in the Cook Islands. Specialist secondary programmes are individualised in recognition of the university papers required in specialist subject areas. Fast Track Teachers take university papers in assessment, child/youth development and curriculum. There are Ministry designed pedagogy courses and all Fast Track teachers have in-house mentors as well as regular monitoring from the Ministry Human Resource Management Training and Development staff.

Table 2: Number of Trainees from 2011 to 2013

Year	Male	Female	ECE Training	Primary Training	Secondary Training	Total
2011	4	6		5	5	10
2012	5	6		6	5	11
2013	3	5	1	1	6	8
2012	Graduates					
	2	5	-	5	2	7

2012 Graduates:

There were a total of 7 Fast Track Teachers who graduated, 2 at secondary level and 5 at primary level. The secondary graduates' specialist teaching areas are Science/Horticulture and Social Studies/Science/Mathematics.

2013 Fast Track Training Programme:

The 2013 intake includes 6 first time trainees on the two year programme and 2 completing their final year of training. The secondary trainees (6) are studying towards the following teaching subjects:

- ✓ Geography/Social Studies
- ✓ Physical Education/Performing Arts
- ✓ Art/Cook Islands Maori
- ✓ Cook Islands Maori/Horticulture
- ✓ Home Economics/Textiles
- ✓ Cook Islands Maori/Information Management

EARLY CHILDHOOD EDUCATION

Early Childhood Education (ECE) had been a priority for the Ministry for the last three years. Quality ECE and the skills it develops in the very young establish a base for positive educational outcomes in formal schooling. Parents and the community have an important role to play in this development and the Ministry must make sure it supports parents in this role as well as continuing to focus on quality personnel and resources in the Early Childhood sector.

The following strategies have been identified to support the continued development of ECE:

- a. An Action Research (AR) approach to the continued professional development of ECE teachers.
- b. Individual teacher Needs Analysis on practice and determining interventions for change
- c. Pay parity for ECE teachers.
- d. Significant improvement in the physical learning environment and the specific health and safety requirements of this learning area.
- e. Lowering of the eligibility age for funded ECE to 3 years.

The following tables and charts show the total ECE enrolment and breakdown by gender for the year 2013 and the past five years by region.

Table 3: 2013 ECE Enrolments by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	148	66	34	248
Male	158	72	35	265
Total	306	138	69	513

Figure 5: Early Childhood Education Enrolment Nationally and by Region 2009 - 2013

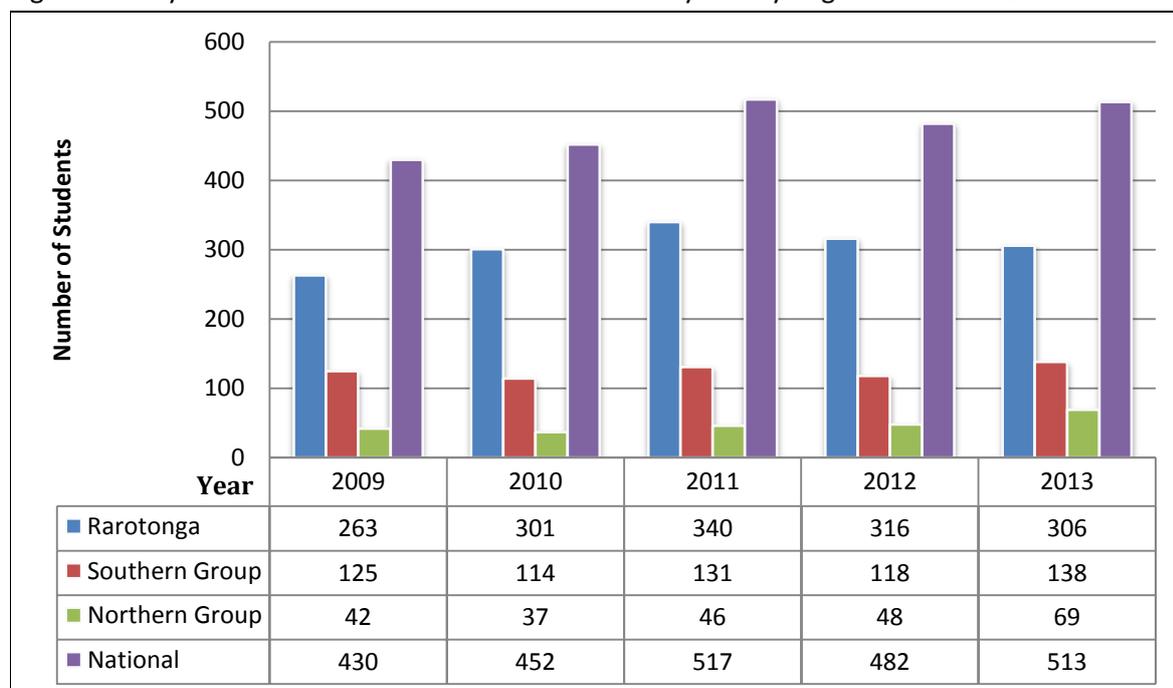


Figure 6: Early Childhood Education Teachers Nationally and by Region 2009 - 2013

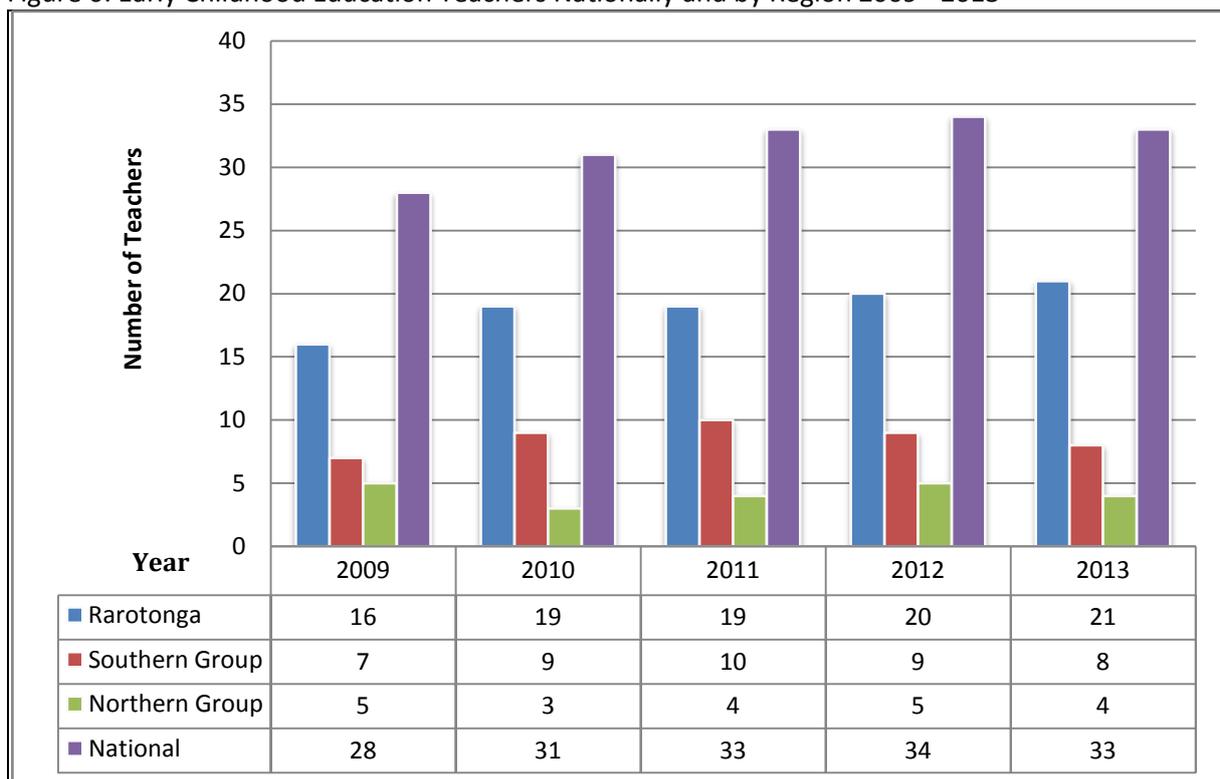


Figure 7: ECE Student: Teacher Ratio Nationally and by Region 2009 – 2013

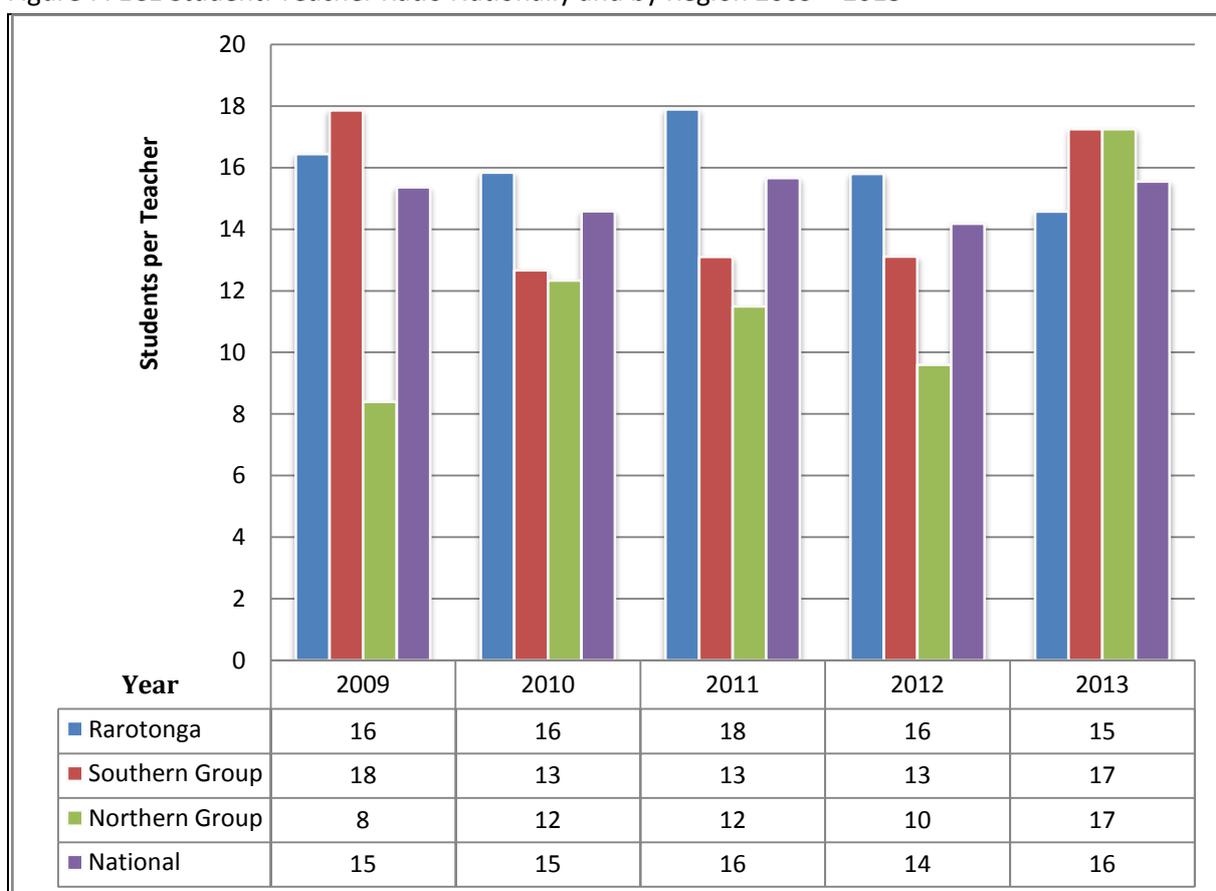
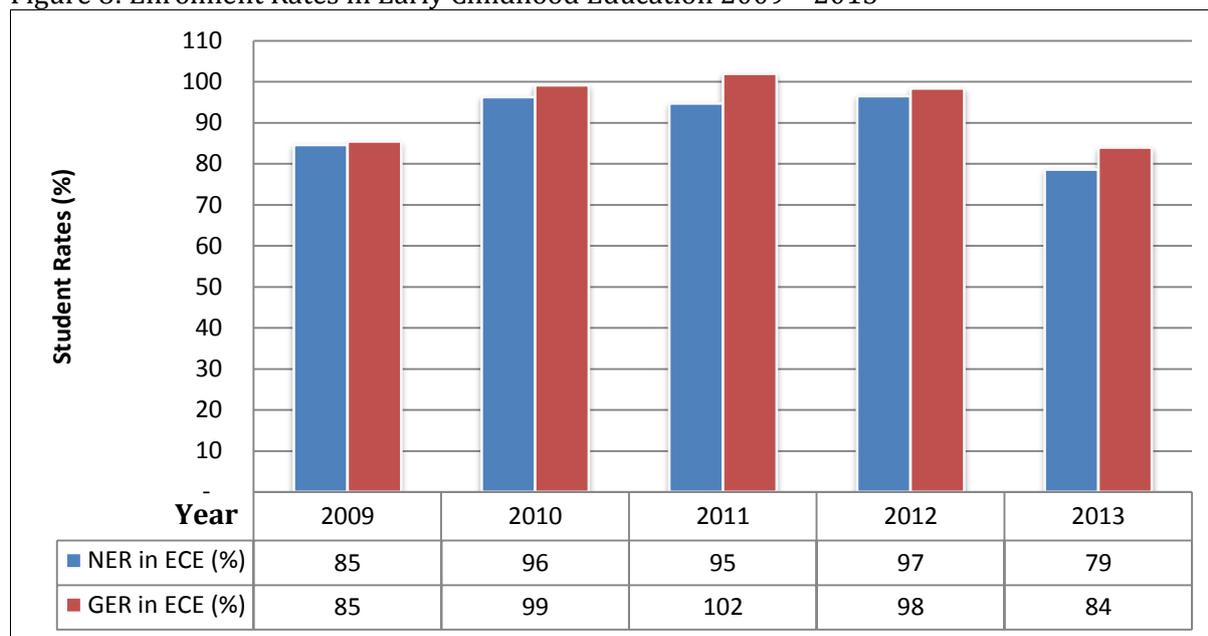


Figure 8: Enrolment Rates in Early Childhood Education 2009 – 2013



Te Kakaia

The Ministry also has a focus on working with parents to support them in their role as the first teachers of their children. This is particularly targeted at families with children under the age of 12 years. This work is carried out by the Te Kakaia coordinator in partnership with other Advisors and agencies. The aim is to promote the value of ECE and primary education and to develop 'positive parenting' through the use of a Tool Box for parents. This work includes community based workshop series for parents, radio programmes, other media campaigns and working with agencies such as the Ministry of Health and the Ministry of Internal Affairs to coordinate the services and support that can be provided to young parents.

PRIMARY EDUCATION

Current priorities for the Ministry of Education at primary school level include:

- Continued emphasis on literacy programmes – with a shift to the writing strand.
- Strengthening of Maori language programmes, particularly in Rarotonga, and the provision of quality Maori language resources.
- Development of a range of assessment tools to assess learning in literacy and numeracy to inform the next steps for individual learners and allow for reliable and valid monitoring at a national level.
- Continued support for the Numeracy Programme including specific teacher content knowledge professional development programmes.

Table 4: 2013 Primary Education Enrolments by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	595	205	89	889
Male	593	229	82	904
Total	1,188	434	171	1,793

Figure 9: Primary Education Enrolment Nationally and by Region 2009 - 2013

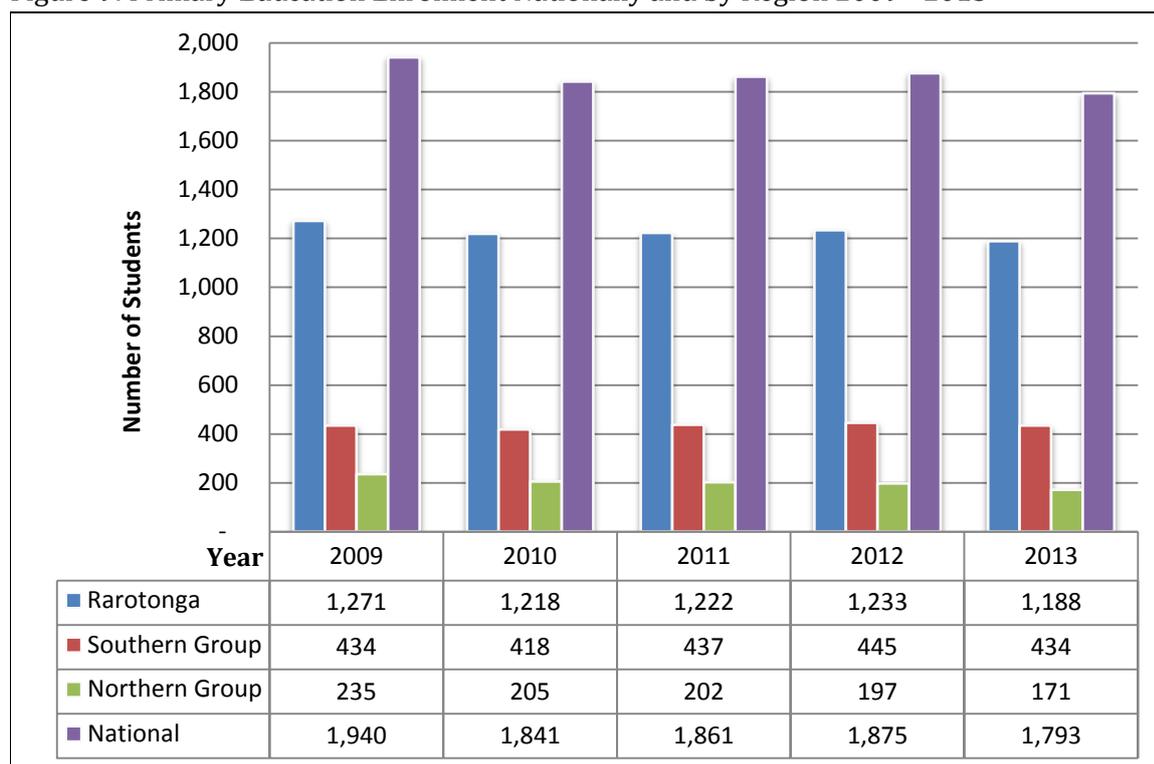


Table 5: 2013 Primary Education Teachers by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	60	24	11	95
Male	7	3	1	11
Total	67	27	12	106

Figure 10: Primary Education Teachers Nationally and by Region 2009 - 2013

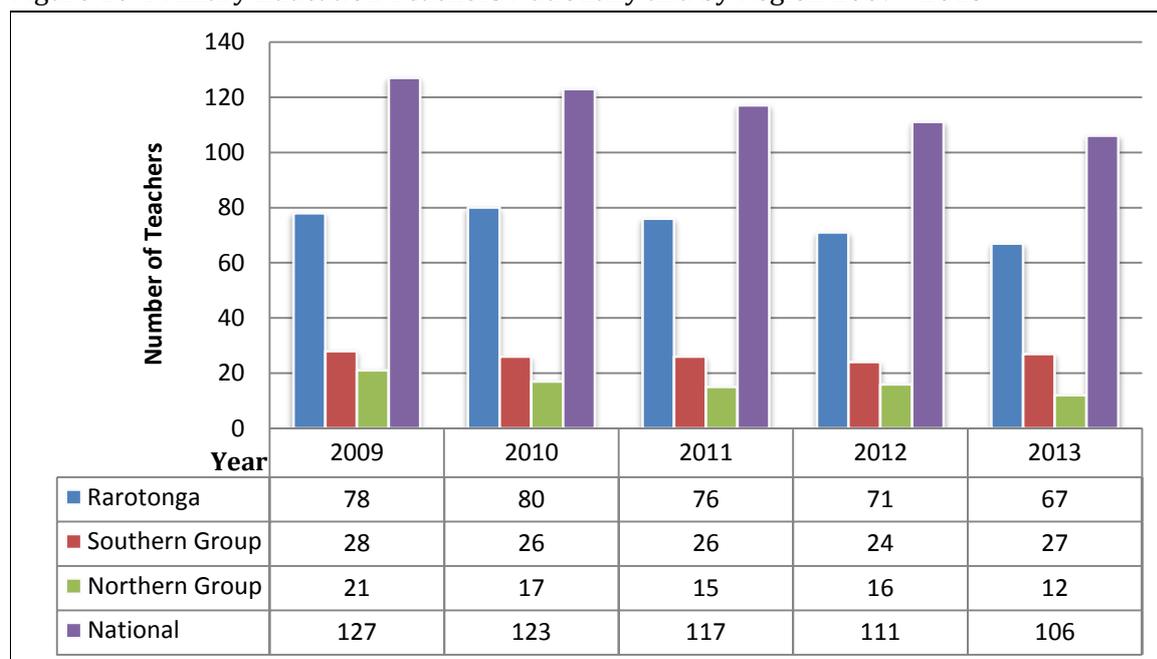
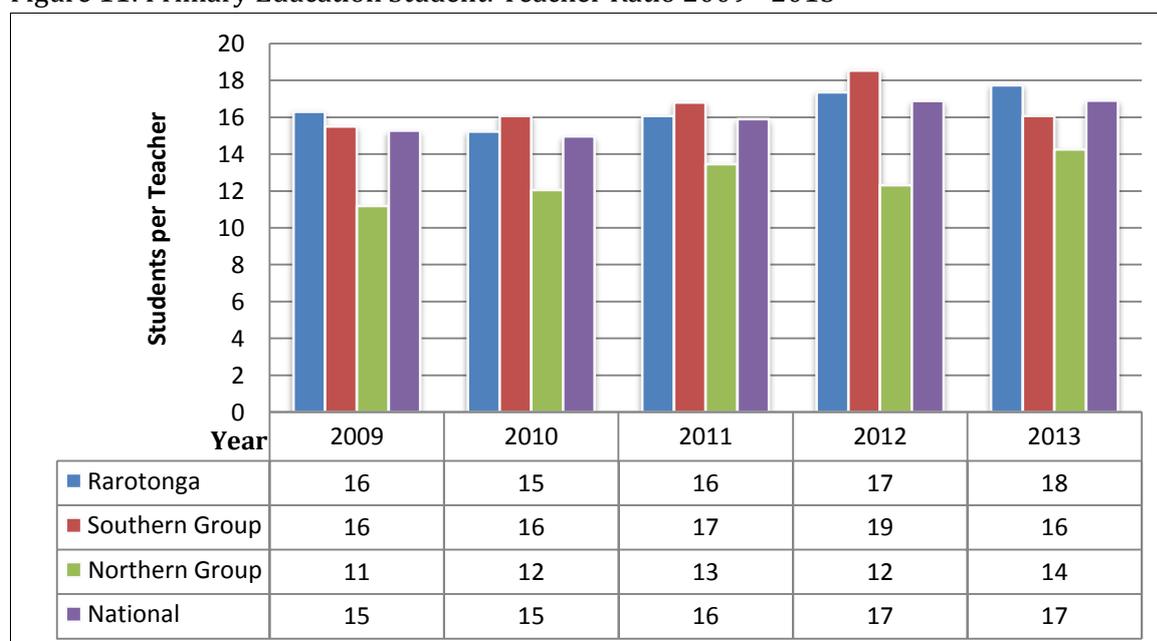


Figure 11: Primary Education Student: Teacher Ratio 2009 - 2013



NUMERACY AND LITERACY

Improved numeracy and literacy outcomes for all learners are key goals for the Ministry of Education and relate to many targets of the Education Master Plan *Learning for Life*. The Ministry of Education is ensuring that both financial and professional support is provided to achieve these goals. Student outcomes are tracked against mid and long term targets.

NUMERACY

The Numeracy project started in the Cook Islands in 2004. The aim of the project is for students to become numerate. It is focused on improving student performance in mathematics through improving the professional capability of teachers.

This can be achieved by teachers:-

- understanding how children develop number concepts
- understanding how children develop and use mental strategies
- recognising the stages of development of each child and responding to the children's learning needs
- increasing confidence in teaching mathematics.

A challenge for the project has been the lack of depth of mathematical content knowledge of many primary school teachers which impacts on their ability to address the development of numeracy strategies with students. Since 2011, the Ministry has enrolled a number of teachers in a University of Auckland course which builds capacity in the understanding and teaching of mathematics. This is the same course that primary school teachers in New Zealand take as part of their undergraduate study.

The course enables teachers to investigate a wide range of strategies that children use to solve mathematical problems. It also gives them the opportunity to reflect on reasons for naïve misconceptions and subsequent planning for teaching thinking strategies. The content of the course focuses on areas such as:

- part-whole thinking applied to the additive and multiplicative domains
- metacognitive processes that aid selection of efficient methods to solve mathematical problems
- relational understanding of decimal fractions.

The tables below show the overall Year 3 numeracy progress against 2015 targets, national achievement and teacher participation in the University of Auckland programme.

Figure 12: National Year 3 Numeracy Progress against the 2015 Target

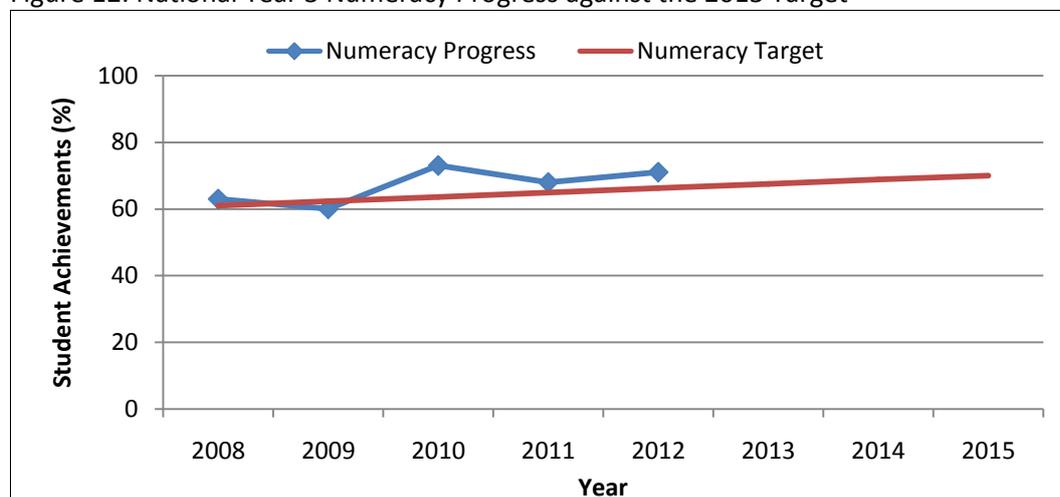


Figure 13: Year 3 Numeracy Achievement (%) Nationally and by Region 2008 – 2012

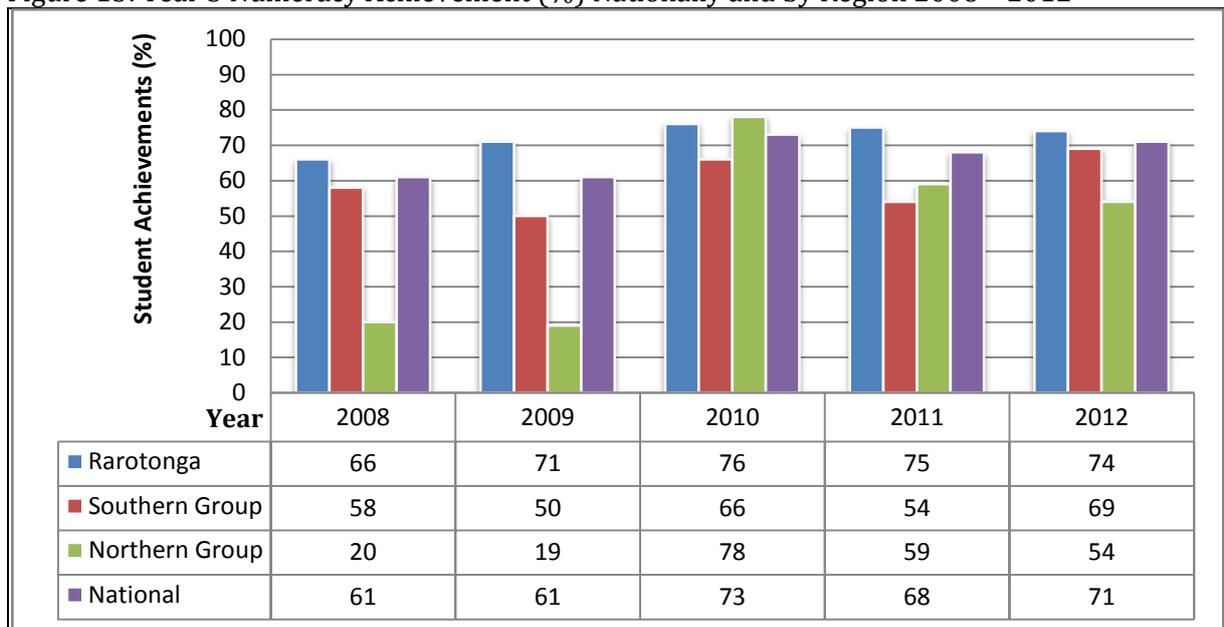
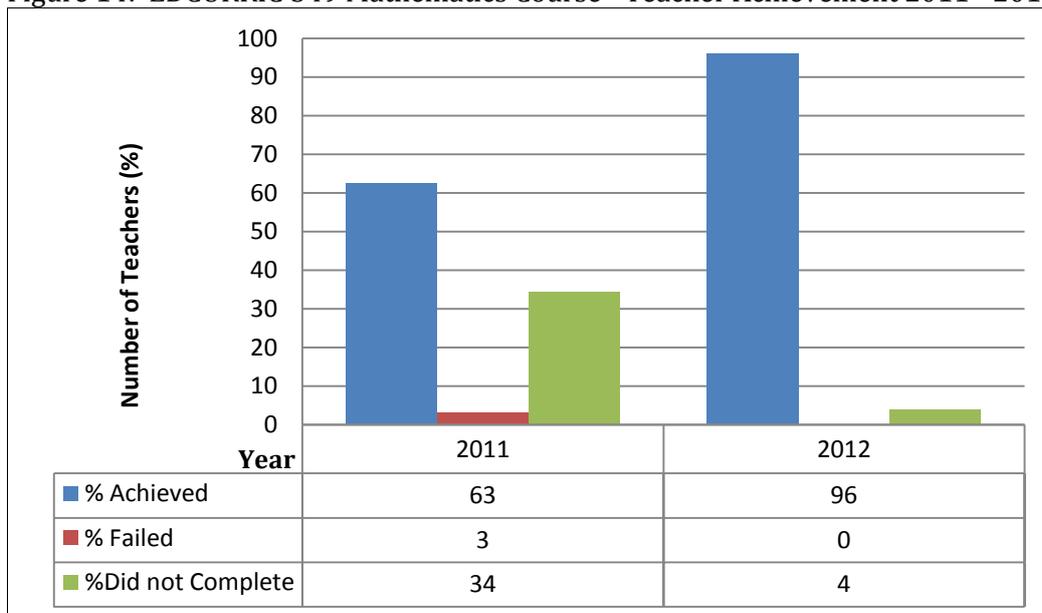


Figure 14: EDCURRIC 349 Mathematics Course - Teacher Achievement 2011 - 2012



There are 27 teachers enrolled in 2013.

LITERACY

An increase in primary school literacy will lead to a literate adult population. There has been a focus on literacy in both English and Maori language since 2002, with the introduction of specific advisors initially in reading and more recently in literacy. This focus includes both Cook Islands Maori and English and from 2013 the Ministry will differentiate funding for schools to provide an additional incentive to their Maori language literacy programmes.

Activities developed under these programmes include:

- development and implementation of in-service programmes, including cluster and school based workshops and in-school modelling
- continued implementation of a lead teacher programme
- the development, testing, evaluation and editing of instruments to gather evidence on students' reading levels in both English and Cook Islands Maori
- significant resourcing of school libraries
- the development of new formal national assessment tools for Y6 and Y8

Literacy in the primary school has been measured using different instruments. Between 1999 and 2006 formal diagnostic testing at Grade 4 and 6, using a standard test paper from the Ministry, was used to assess literacy in both Cook Islands Maori and English. In 2007, this changed to the use of evidence gathered by teachers over the year using newly developed instruments. This was reported to the Ministry against agreed standards and levels annually.

The figures below show the summary of the Year 4 Literacy Achievement from 2008 to 2012 nationally and by region.

Figure 15: National Maori Literacy Achievement at Year 4 Nationally and by Region 2008 – 2012

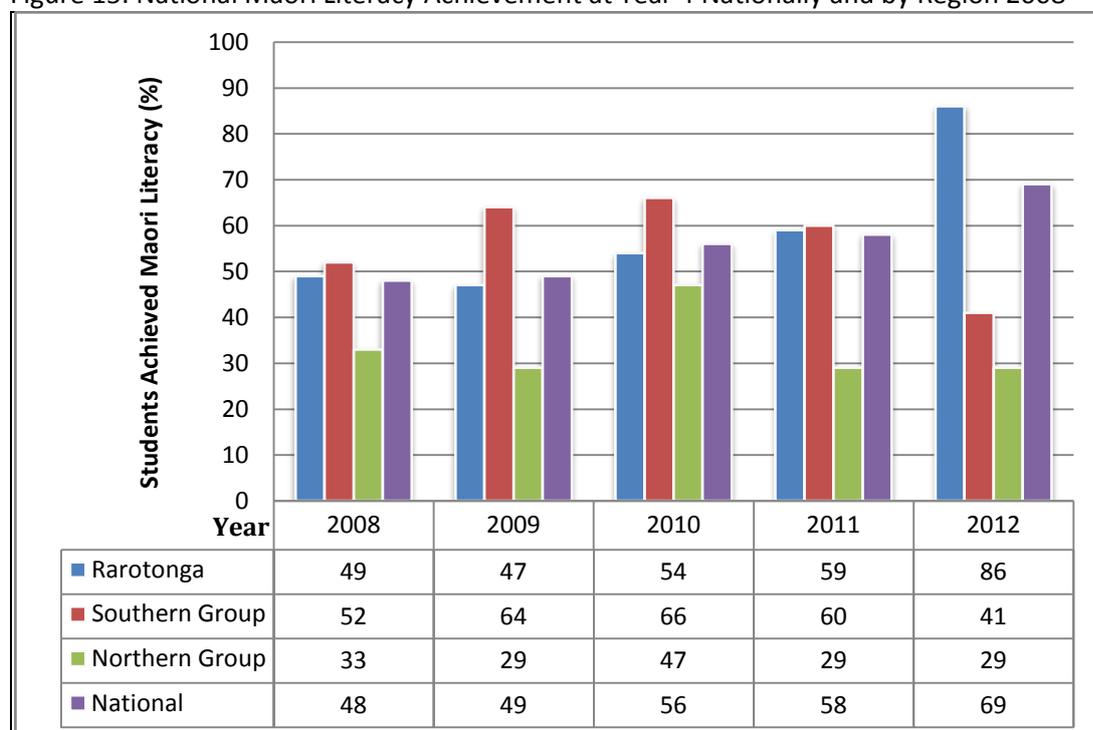


Figure 16: National Year 4 English Literacy Achievement Nationally and by Region 2008 – 2012

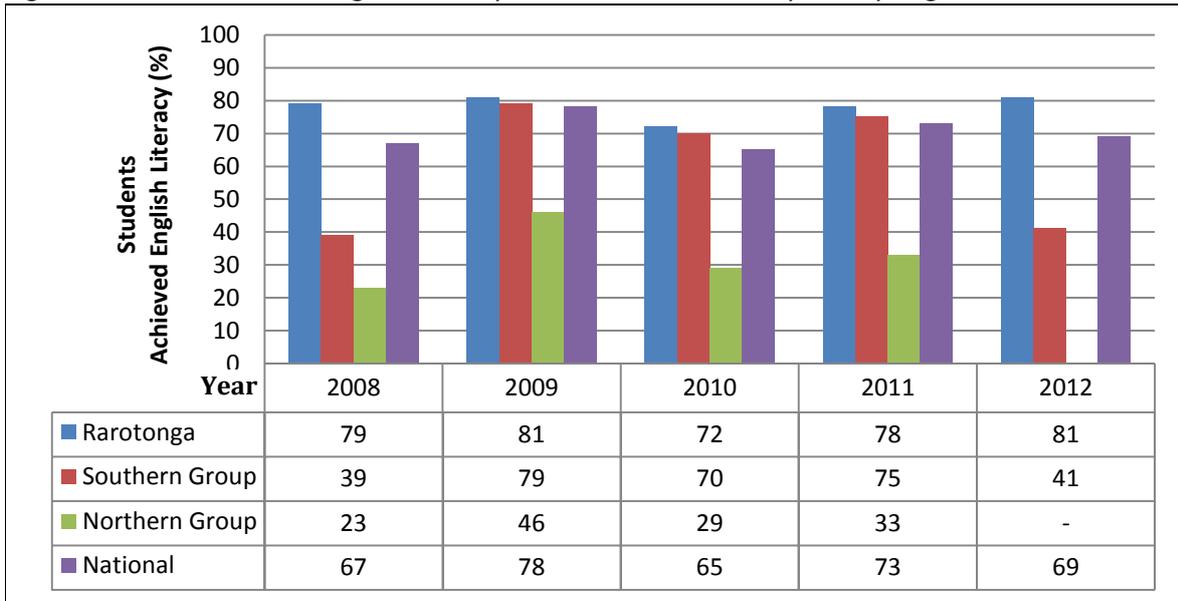


Figure 17: Year 4 Maori Literacy Progress against the 2015 Target

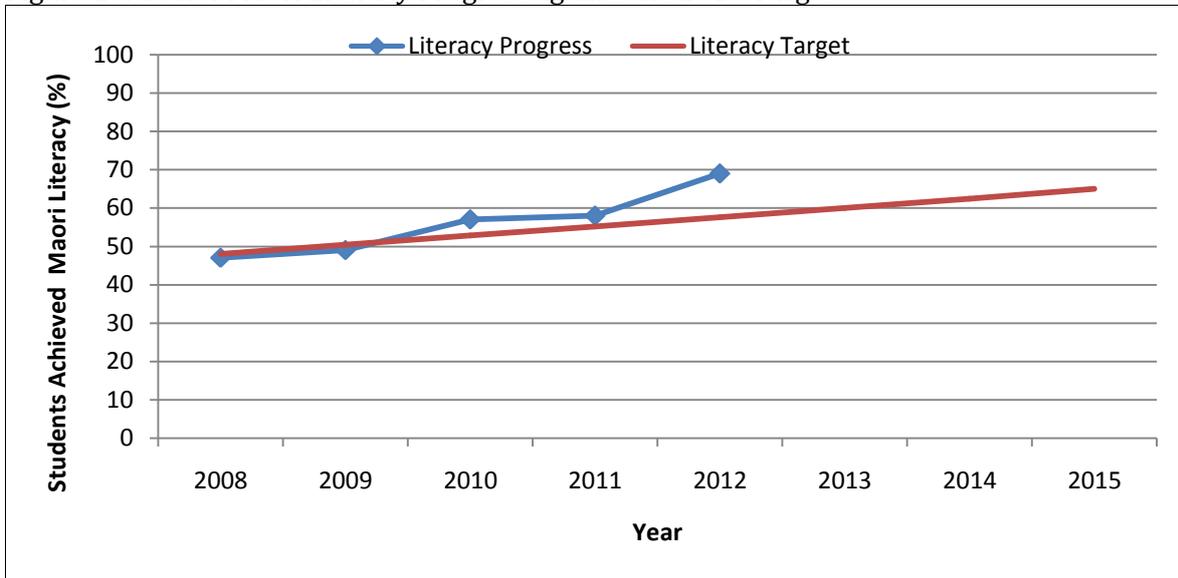
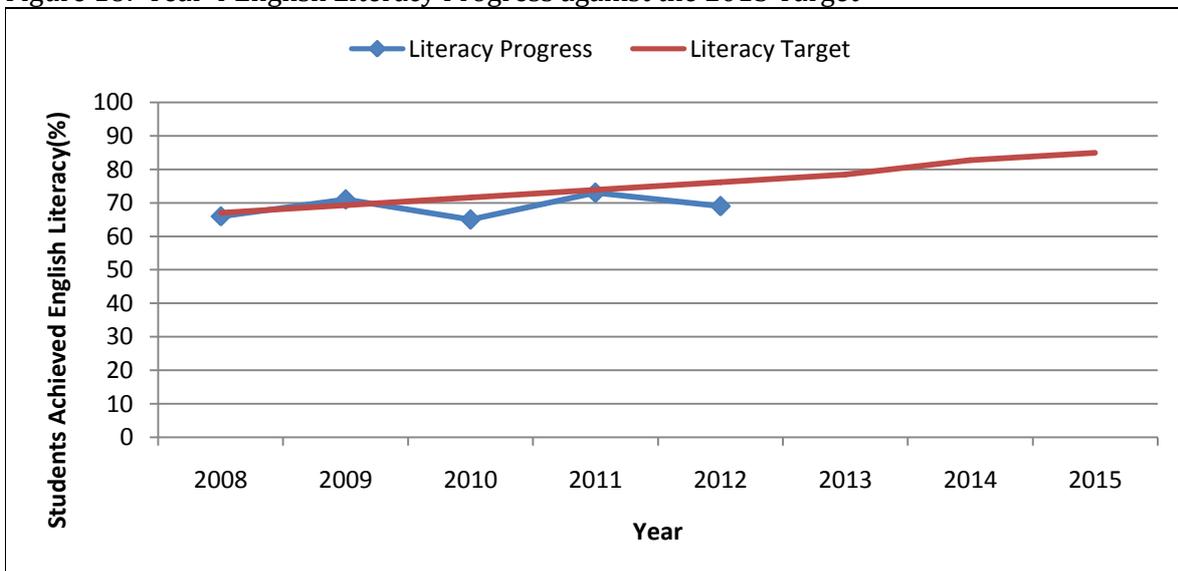


Figure 18: Year 4 English Literacy Progress against the 2015 Target



SECONDARY EDUCATION

Young Cook Islanders need to have the opportunity to gain the knowledge, skills and qualifications that will equip them for the career and lifestyle of their choice. The Ministry has developed a range of strategies to increase the scope of subjects that students can access at secondary school and has provided services such as guidance and career counseling to support students as they make decisions about further study and career pathways. There has been an emphasis on providing seamless education and linking academic, vocational, trade and alternative courses to meet the needs of all students.

These strategies include:

- a. Consolidating subject scope: there has been a considerable increase in the scope of subjects available at secondary level over the last 5 years. There is now a period of consolidation required and building the capacity of local teachers in these areas to ensure the sustainability of these programmes.
- b. Dual Pathway Programmes: a range of programmes are available which students can utilize to gain credits towards both school based and vocational qualifications including carpentry, hospitality and automotive engineering. Students in the Pa Enua can access these through block courses facilitated by visiting tutors.
- c. Alternative Pathways – the Ministry recognizes that traditional school based academic programmes do not suit all learners. By creating alternative pathways for learning, the Ministry, in collaboration with other providers, can ensure that the learning needs of all students are met. There have been a number of programmes around the Arts and Creative Industries added to this area in the last 12 months.
- d. Increased scope of careers education programmes – noting that young people are looking for relevancy between what they are learning at school and their future lives and livelihoods, careers education has been extended to Y7 -13 students. The programmes for these younger students are particularly important in our Pa Enua schools where students may not be exposed to as many career options to consider.
- e. Increased access for students in isolated communities – the Ministry is developing a range of online learning options for students in isolated communities. This includes “face to face” on line time with tutors to support learning. These programmes have been reviewed and the intention is to expand both the programmes and level of support to young people who wish to stay on their home island to be able to continue their education.

Table 6: 2013 Secondary Education Enrolments by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	598	214	72	884
Male	607	170	85	862
Total	1,205	384	157	1,746

Figure 19: Secondary Education Enrolment Nationally and by Region 2009 - 2013

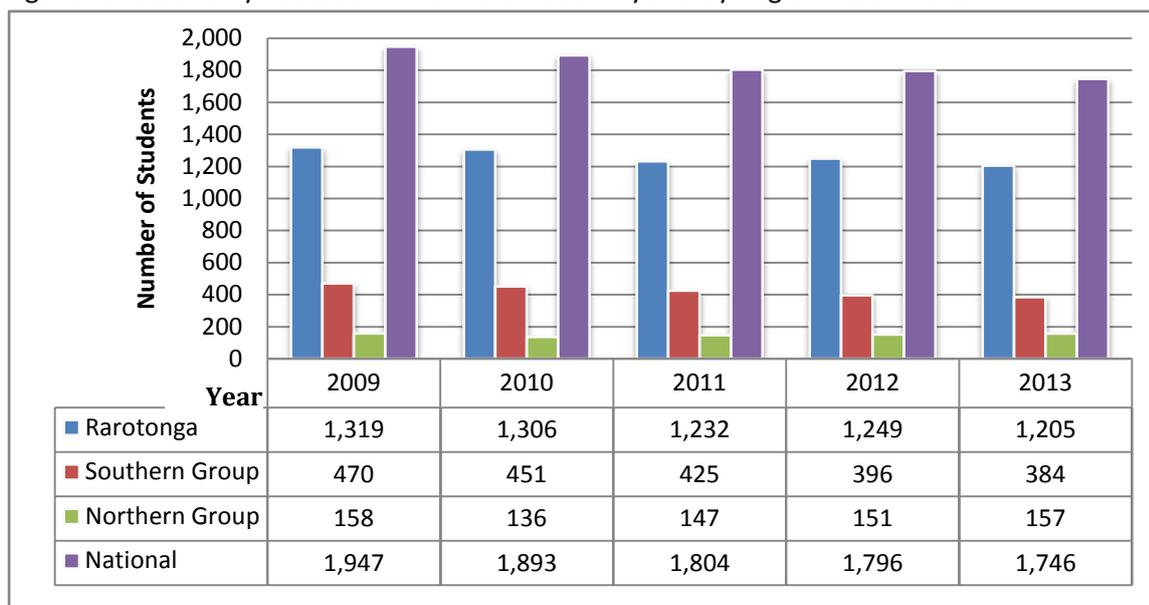


Table 7: 2013 Secondary Education Teachers by Gender and Region

Gender	Rarotonga	Southern Group	Northern Group	National
Female	46	24	3	73
Male	36	12	7	55
Total	82	36	10	128

Figure 20: Secondary Education Teachers Nationally and by Region 2009 - 2013

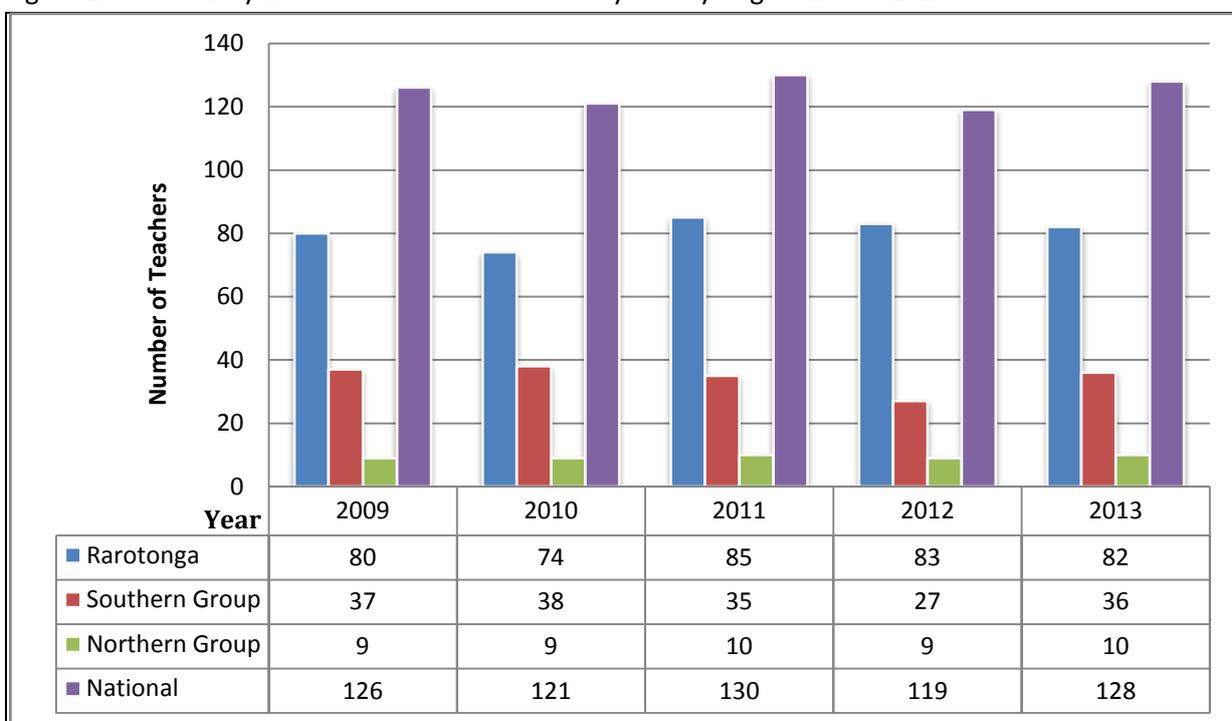
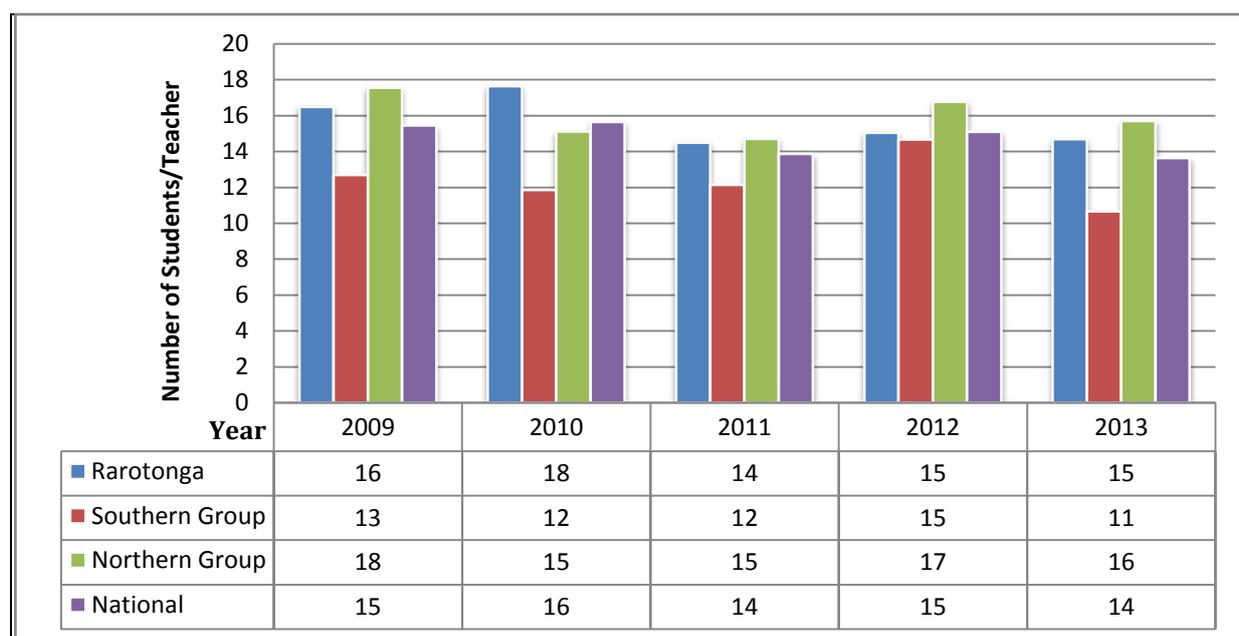


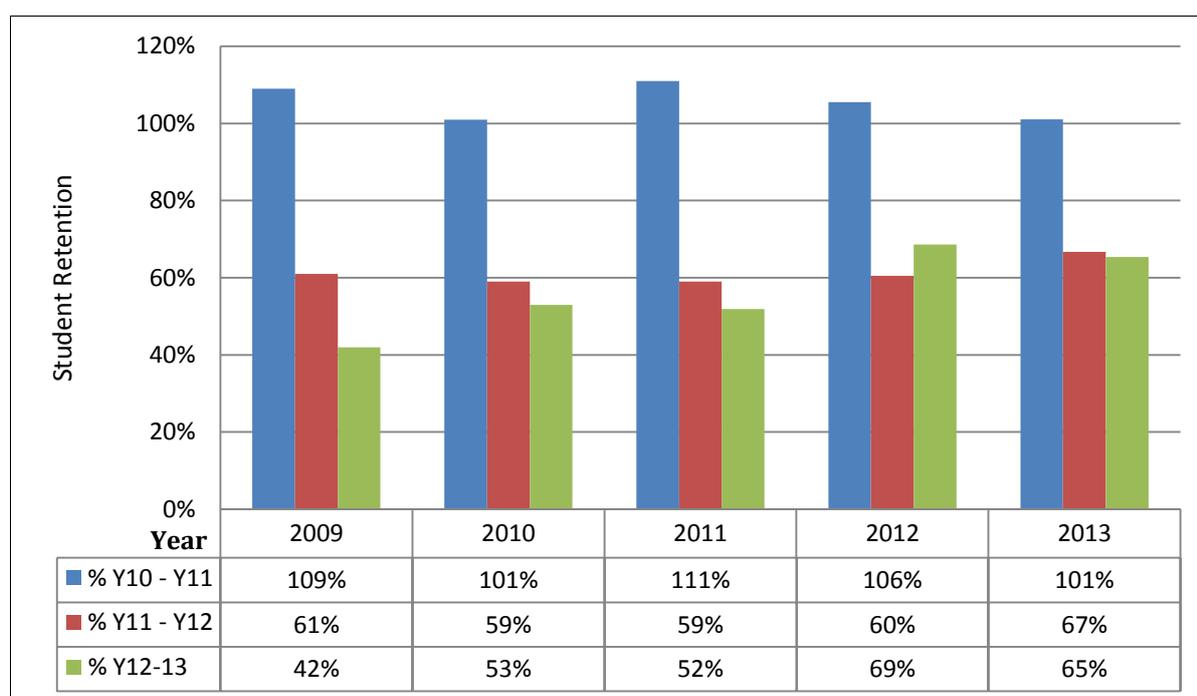
Figure 21: Secondary Education Student: Teacher Ratio 2009 – 2013



SENIOR SECONDARY STUDENT RETENTION

Providing secondary education that engages young people and retains them in schooling is a focus for the Ministry. The Education Act 2012 increased the minimum leaving age from 15-16 years which will impact on retention particularly from Year 11 to Year 12. The change towards 100% retention from Year 10 – 11 suggests that students are now moving through secondary school with their appropriate age cohort.

Figure 22: Senior Secondary Student Retention Rates



NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (NCEA)

In 2002, to maintain alignment with New Zealand, the Cook Islands changed to the National Certificate of Educational Achievement (NCEA) as its national qualification. NCEA is a standards based qualification where students gain credits by providing evidence against particular performance criteria. This evidence can be provided through external examination and/or work completed internally over the school year. This qualification has three levels of attainment which align to the final three years of secondary schooling.

The Cook Islands has set the following targets for national achievement in school based qualifications and retention of students in learning under the Education Master Plan (2008-2023):

- ensuring 75% of students entering NCEA Level 1 for the first time at year 11 will achieve the qualification
- achieving 90% student retention beyond the minimum leaving age either in formal schooling or another recognized course of learning
- ensuring that at least 60% of school leavers are participating in some form of tertiary education.

Annual targets are set based on 2008 baselines and results are tracked to ensure that suitable progress is being made.

These figures are based on cohort tracking. For Level 1 therefore, the figures report the percentage of Year 11 students achieving Level 1; Level 2 responds to a Year 12 cohort; and Level 3 a Year 13 cohort. It is recognized however that students participate in NCEA at different levels. The cohort tracking is a measure of the efficiency of the system and does not show all assessment results which would in fact increase each of these outcomes.

Figure 23: National Certificate of Education Achievement Level 1 to Level 3 National Results for 2008 – 2012

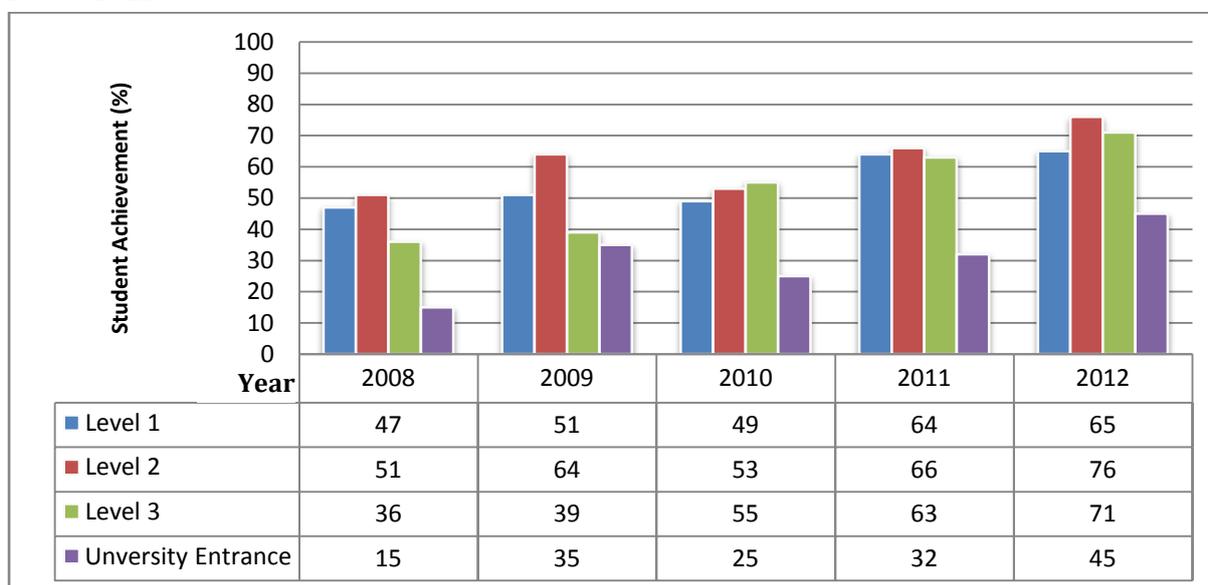


Figure 24: NCEA Level 1 Achievement Progress against the 2015 Target

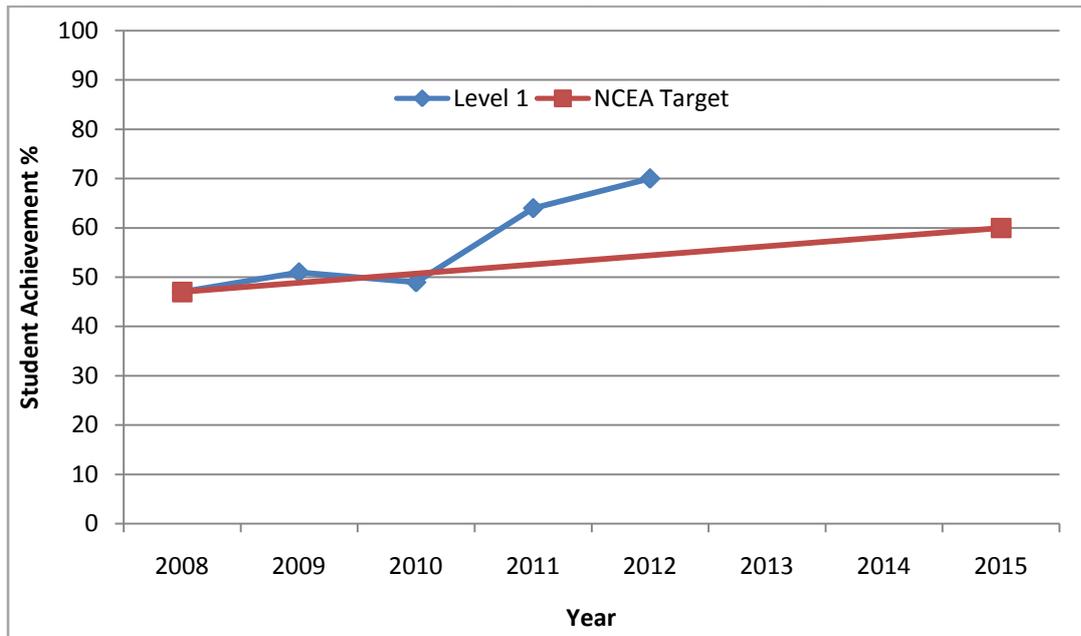


Figure 25: NCEA Level 2 Achievement Progress against the 2015 Target

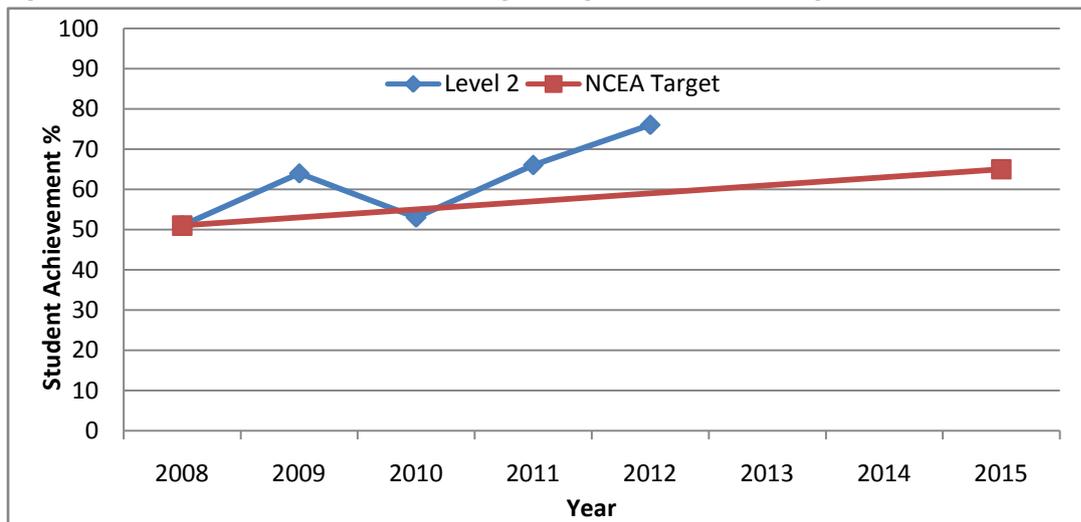


Figure 26: NCEA Level 3 Achievement Progress against the 2015 Target

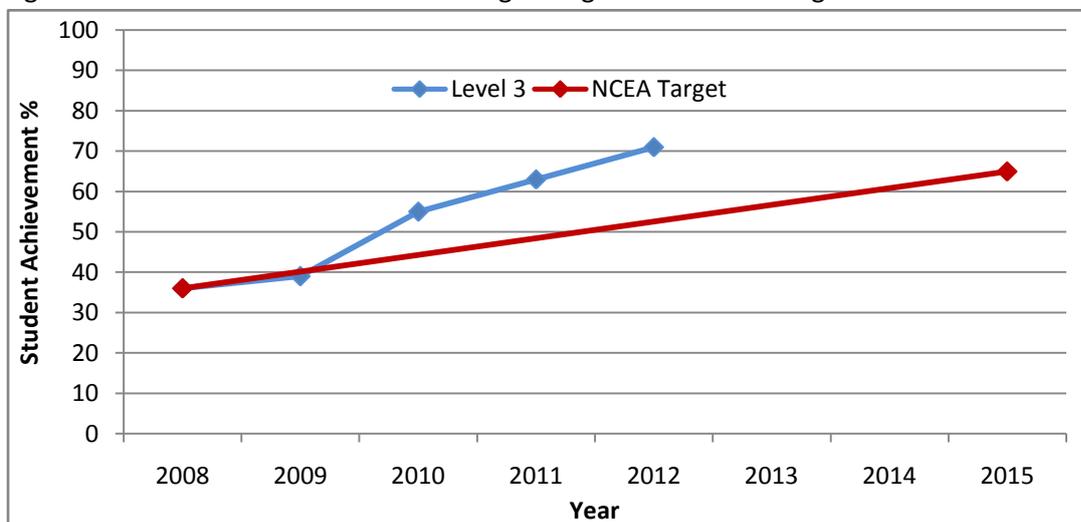


Figure 27: NCEA Level 1 Literacy Progress against the EMP Target

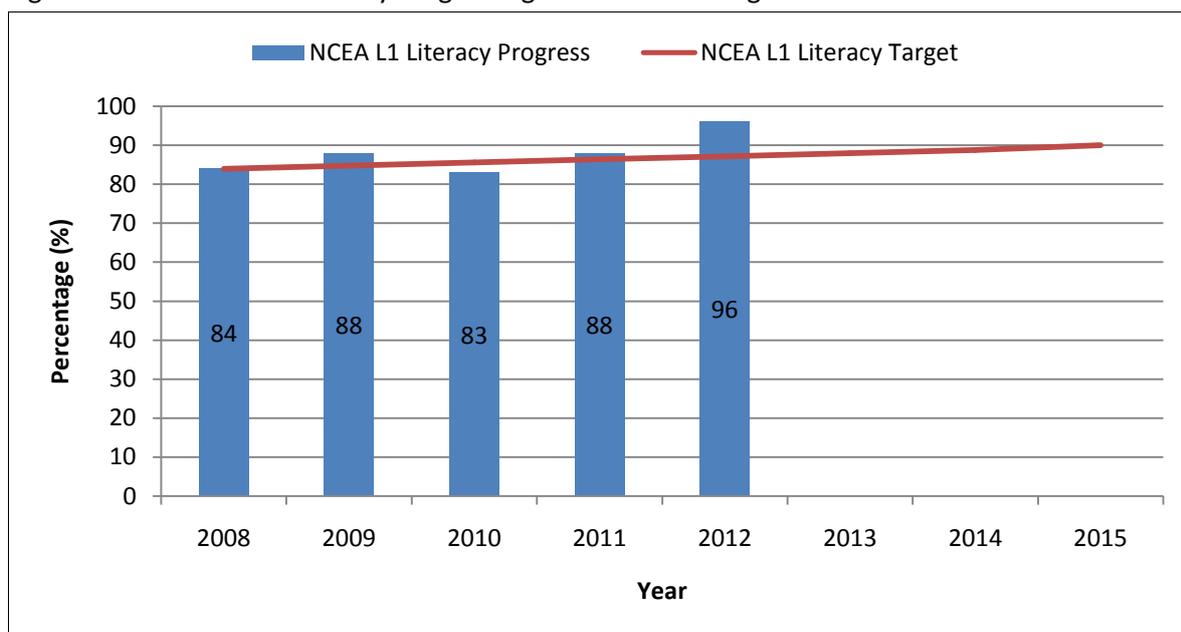
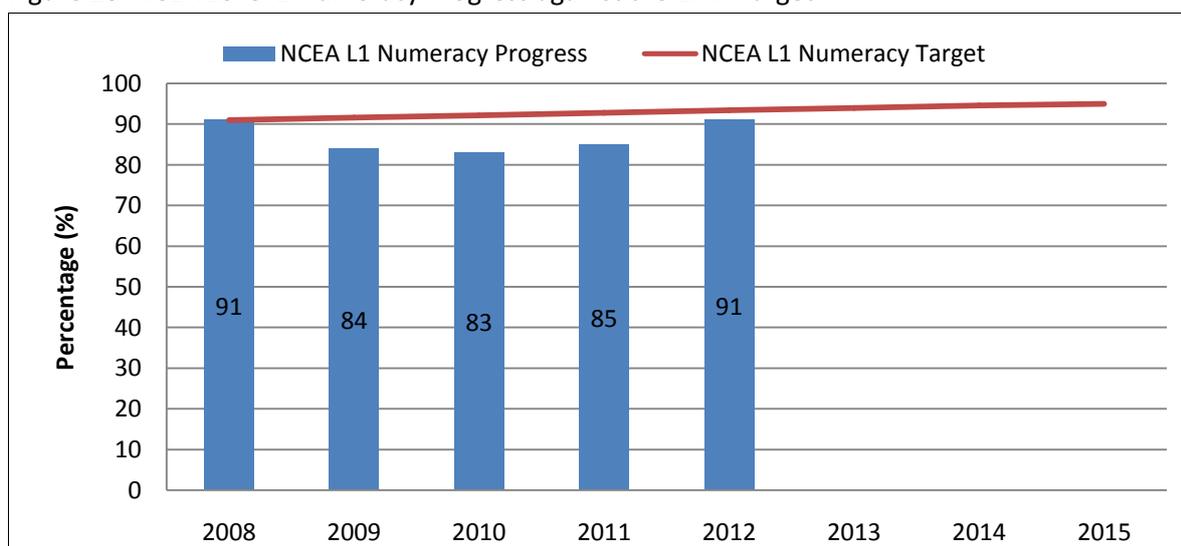


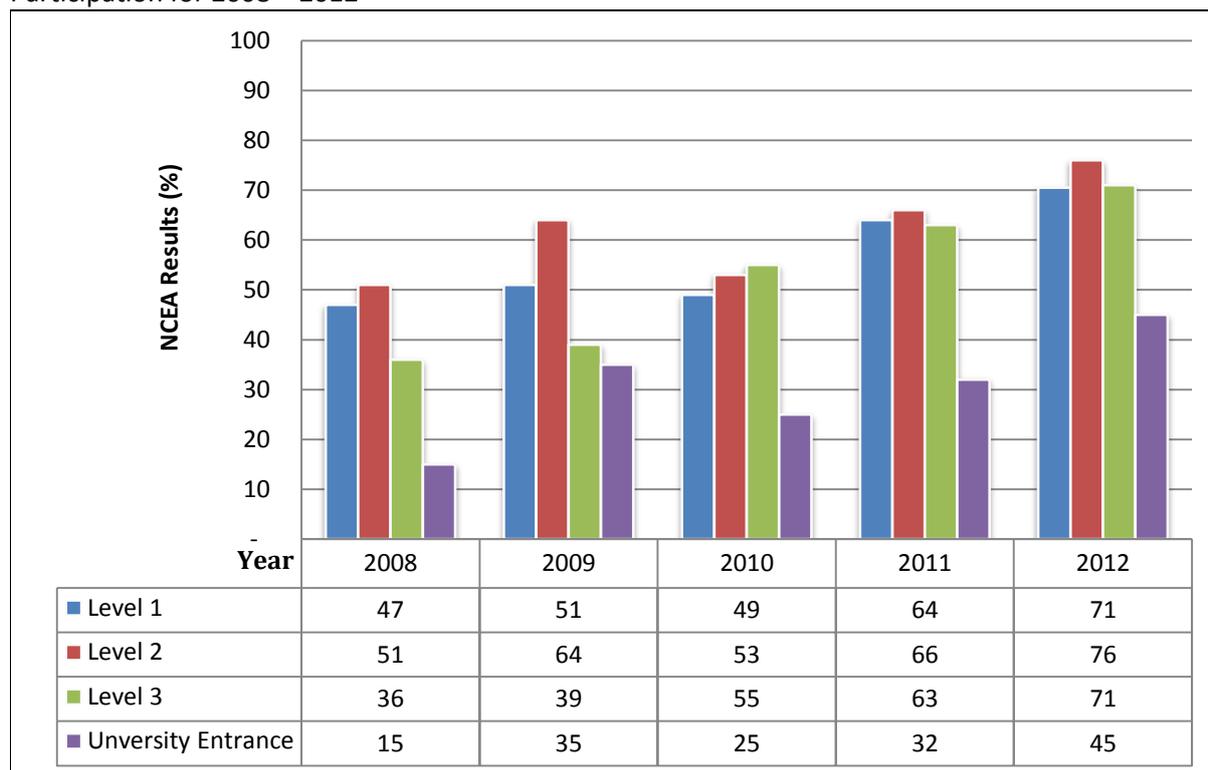
Figure 28: NCEA Level 1 Numeracy Progress against the EMP Target



NCEA by Participation

Figures 23-26 are the NCEA results based on the year level cohort. However, many students now progress through the final years of secondary education taking programmes of multiple levels. They may achieve the qualification in a year that does not correlate to their cohort year at school. The figure below shows NCEA results by Participation. In this figure, only those students undertaking a programme of study that contains enough credits to be eligible for the award of the qualification are considered.

Figure 29: National Certificate of Education Achievement Level 1 to Level 3 National Results by Participation for 2008 – 2012



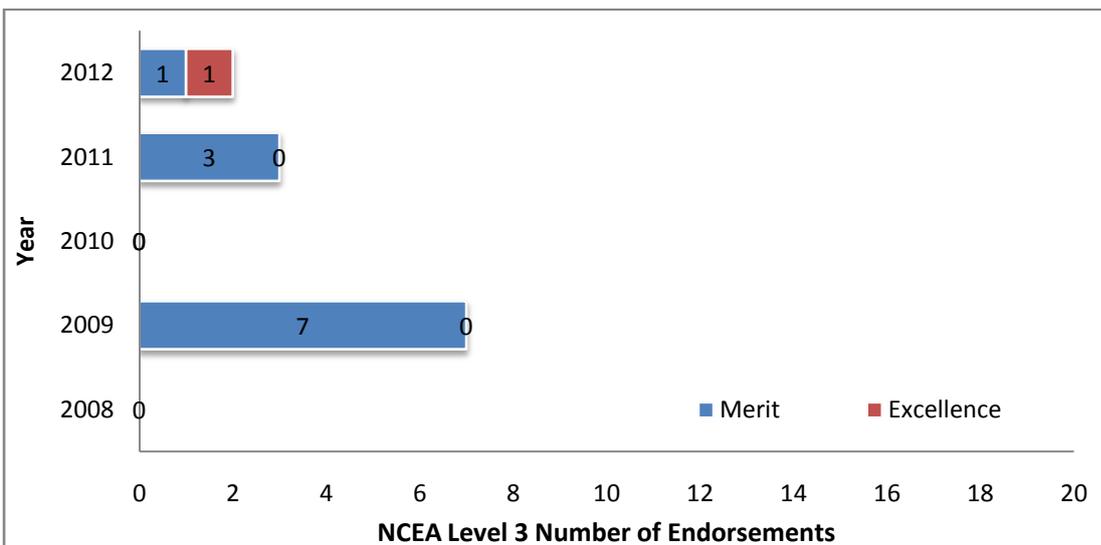
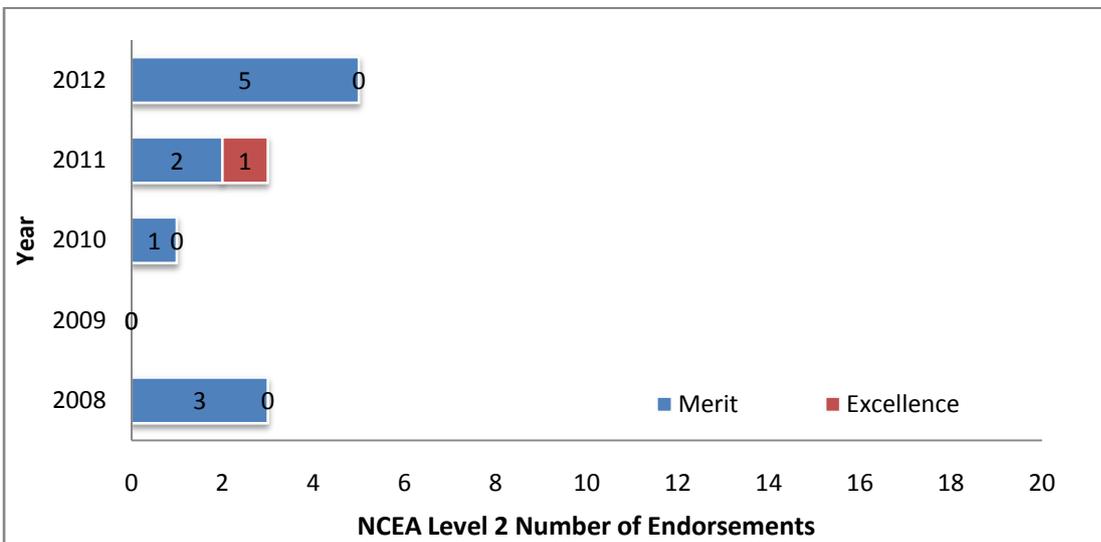
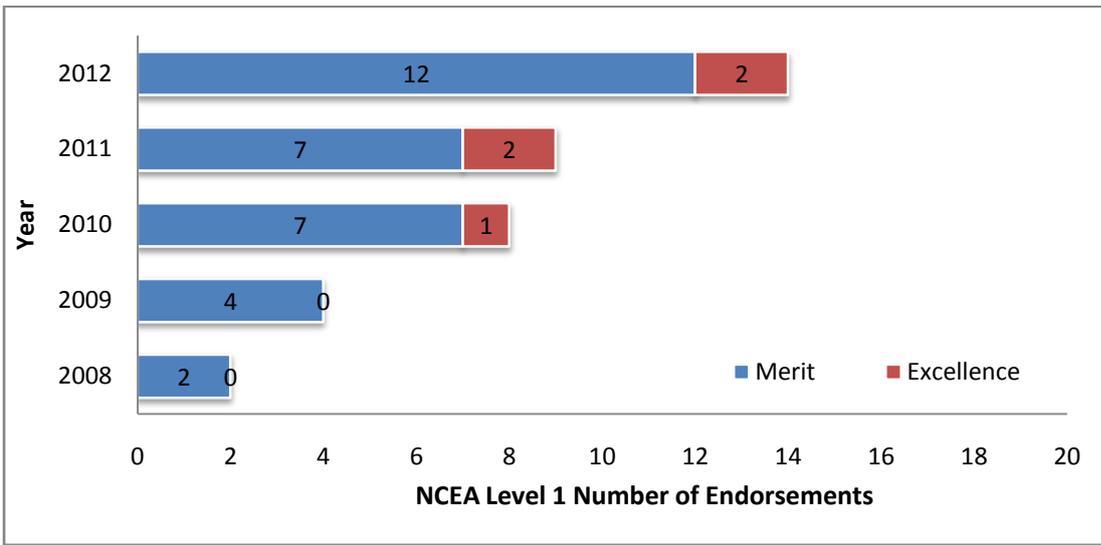
NATIONAL CERTIFICATE of EDUCATIONAL ACHIEVEMENT ENDORSEMENTS

The NCEA Certificate may be endorsed with merit or excellence at each level. For excellence endorsement, at least 50 credits achieved at that level must have been achieved with excellence. For merit endorsement, at least 50 credits achieved at that level must have been achieved with at least merit.

Table 8: NCEA Level 1 to Level 3 Merit and Excellence Endorsements 2008 - 2012

Year	2008	2009	2010	2011	2012
Merit					
Level 1	2	4	7	7	12
Level 2	3	0	1	2	5
Level 3	0	7	0	3	1
Excellence					
Level 1	0	0	1	2	2
Level 2	0	0	0	1	0
Level 3	0	0	0	0	1

Figure 30: National Certificate of Education Achievement Level 1 to Level 3 National Results Endorsed with Merit or Excellence for 2008 – 2012



MINISTRY OF EDUCATION BUDGET

The Ministry of Education planning is governed by the Annual Budget Policy Statement from government and aligned with the goals of the Education Master Plan, Statement of Intent and other mandates. An Annual Education Business Plan and Budget is developed for consideration by the government appointed Budget Support Group and central agencies. When preparing its submission, the Ministry considers the national priorities and how these can be supported through the education sector.

Figure 31: Education Budget 2008/09 – 2012/13

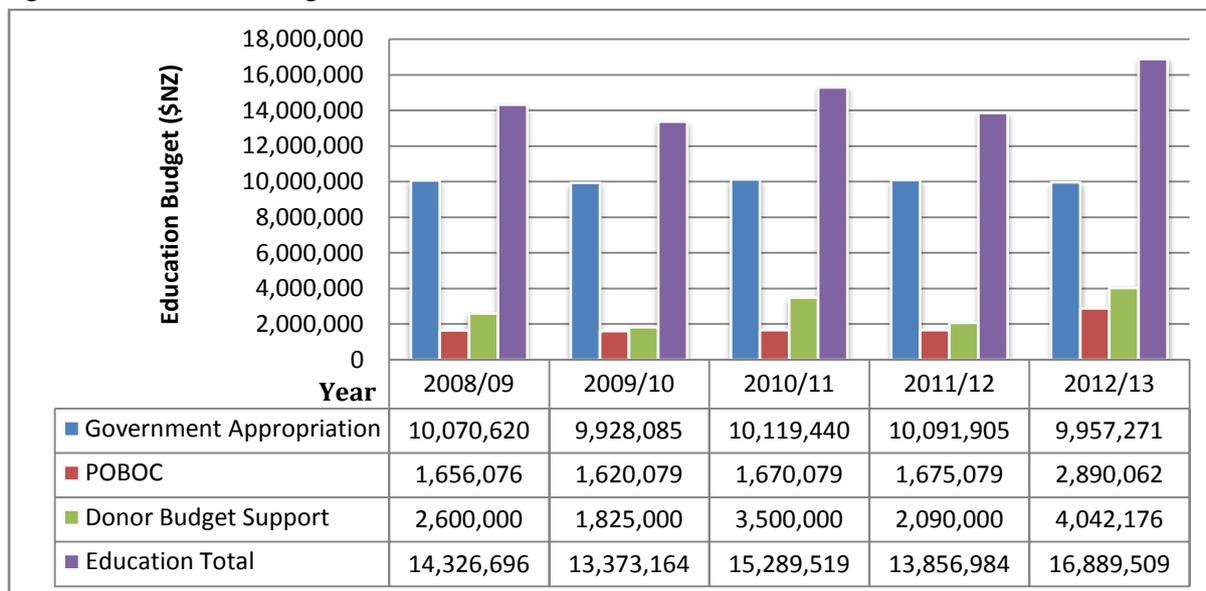


Table 9: 2012/13 Education Budget by Output

EDUCATION	Gross (\$NZ)
Taku Ipukarea Kia Rangatira	\$ 290,108
Learning and Teaching	\$ 713,116
Learning and the Community	\$ 432,700
Infrastructure and Support	\$ 8,257,300
Corporate Services	\$ 264,046
Total	\$ 9,957,270

Table 10: Education Budget as percentage of Nominal GDP

Year	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013
Government Appropriation to Ministry of Education	\$ 11,726,696	\$ 11,548,164	\$ 11,789,519	\$ 11,766,984	\$ 12,847,333
Nominal GDP	\$ 321,132,353	\$ 331,302,425	\$ 336,934,566	\$ 346,743,040	\$ 393,200,000
%	3.7	3.5	3.5	3.4	3.3

Table 11: Education POBOC, Capital Expenditure & Donor Budget Support

2012/13 Education POBOC	\$ 2,890,062
Subsidies	
➤ University of the South Pacific Contribution	\$ 285,000
Social Assistance	
➤ Foundation Basic Skills Training	\$ 100,000
➤ Government Funded Scholarships	\$ 120,000
➤ Student Assistance Fund (In country & Overseas)	\$ 160,000
➤ Private School Funding	\$ 1,731,295
➤ Cook Islands Trade Training Centre and the Hospitality Training Centre	\$ 493,767
2012/13 Education Capital Expenditure	\$ 110,000
2012/13 Education Donor Budget Support	\$ 4,042,176
➤ Education Sector Partnership New Zealand Aid	\$ 3,240,000
➤ Scholarships, Training Awards New Zealand Aid	\$ 613,000
➤ Participation Programme UNESCO	\$ 189,176

UNESCO Funds for the Participation Programme

The Participation Programme complements UNESCO's planned activities by allowing individual Member States to analyse and evaluate their country's needs in relation to the Organization's activities and to implement small projects. UNESCO is the specialized agency of the United Nations with specific responsibility for education, natural sciences, social and human sciences, culture and communication.

Projects approved under the Participation Programme are often a preparation for large-scale national projects, which are themselves funded by international funding agencies or the national budget of the Member State. The Ministry of Education is the National Commission for UNESCO in the Cook Islands and is responsible for managing the Participation fund. Indicative project budget for 2012/13 is \$193,295.

Budget Data Source: Cook Islands Government Budget Appropriation Amendment 2012/13

APPENDICES

Appendix 1: 2013 Enrolment by Region School and Level

Region	School	ECE	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Primary	Secondary	Total	
Rarotonga	Arorangi School	16	9	16	17	8	10	7	22	10	-	-	-	-	-	67	32	115	
	Avarua School	69	60	41	49	45	48	51	54	61	-	-	-	-	-	294	115	478	
	Avatea School	-	30	29	40	38	46	34	34	35	-	-	-	-	-	217	69	286	
	Blackrock Pre-Sch.	29	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29	
	Imanuela Akatemia	13	12	8	7	1	5	8	6	3	4	3	1	3	4	41	24	78	
	Nikao School	23	14	10	7	10	10	4	8	10	-	-	-	-	-	55	18	96	
	Nukutere College	-	-	-	-	-	-	-	27	31	27	24	27	-	-	-	-	136	136
	Papaaroa SDA Sch.	11	9	8	8	18	7	9	10	10	7	13	-	-	-	59	40	110	
	Rutaki School	20	5	11	8	13	8	14	-	-	-	-	-	-	-	59	-	79	
	St. Joseph's School	66	32	29	31	30	29	24	-	-	-	-	-	-	-	175	-	241	
	Takitumu School	37	18	22	23	19	18	23	-	-	-	-	-	-	-	123	-	160	
	Te Uki Ou School	22	18	11	22	17	16	14	16	9	-	-	-	-	-	98	-	145	
	Tereora College	-	-	-	-	-	-	-	-	-	-	125	143	129	148	102	-	647	647
Titikaveka College	-	-	-	-	-	-	-	8	20	15	21	16	19	-	-	-	99	99	
Southern Group	Araura College	-	-	-	-	-	-	-	31	35	34	37	28	16	2	-	183	183	
	Araura Primary Sch.	31	17	21	17	17	15	22	-	-	-	-	-	-	-	109	-	140	
	Tekaaroa Adventist Sch.	30	15	17	9	11	12	17	-	-	-	-	-	-	-	81	-	111	
	Vaitau School	25	14	12	8	5	14	7	-	-	-	-	-	-	-	60	-	85	
	Enuamanu School	13	5	14	11	7	10	8	11	7	8	14	12	10	4	55	66	134	
	Mangaia School	24	6	15	16	9	18	13	17	10	9	16	21	8	4	77	85	186	
	Mauke School	10	5	8	8	3	5	4	5	6	6	11	8	-	-	33	36	79	
	Mitiaro School	5	4	2	4	1	7	1	2	3	2	2	5	-	-	19	14	38	
Northern Group	Tauhunu School	7	1	-	1	-	4	3	2	3	3	2	5	-	-	9	15	31	
	Tukao School	9	-	5	2	1	1	1	4	2	1	1	3	-	-	10	11	30	
	Rakahanga School	7	-	4	1	2	-	2	-	1	3	2	5	-	1	9	12	28	
	Omoka High School	13	5	4	7	3	7	2	7	3	2	3	2	-	-	28	17	58	
	Tetautua School	6	3	2	1	-	3	1	2	-	-	-	-	-	-	10	2	18	
	Niua Sch.(Pukapuka)	23	14	16	12	14	14	11	14	17	13	9	18	-	-	81	71	175	
	Nassau School	4	3	-	2	1	3	3	4	6	7	-	2	-	-	12	19	35	
	Lucky School	-	2	2	-	4	1	3	4	3	1	1	1	-	-	12	10	22	
Total		513	301	307	311	277	311	286	288	285	267	302	283	204	117	1,793	1,746	4,052	

Appendix 2: 2013 Enrolments by Age and Level

Total Number of Students

Age Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total
ECE	210	270	32	1	-	-	-	-	-	-	-	-	-	-	-	-	-	513
Year 1	4	48	187	58	3	1	-	-	-	-	-	-	-	-	-	-	-	301
Year 2	-	3	62	164	72	6	-	-	-	-	-	-	-	-	-	-	-	307
Year 3	-	-	-	69	172	64	3	3	-	-	-	-	-	-	-	-	-	311
Year 4	-	-	-	3	77	155	35	7	-	-	-	-	-	-	-	-	-	277
Year 5	-	-	-	1	4	90	148	61	7	-	-	-	-	-	-	-	-	311
Year 6	-	-	-	-	-	2	34	197	51	2	-	-	-	-	-	-	-	286
Year 7	-	-	-	-	-	-	-	46	182	54	4	2	-	-	-	-	-	288
Year 8	-	-	-	-	-	-	-	2	62	179	40	1	1	-	-	-	-	285
Year 9	-	-	-	-	-	-	-	-	-	26	132	109	-	-	-	-	-	267
Year 10	-	-	-	-	-	-	-	-	-	1	29	143	126	2	1	-	-	302
Year 11	-	-	-	-	-	-	-	-	-	-	1	26	122	121	13	-	-	283
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	7	50	120	21	6	204
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	5	26	68	18	117
Total	214	321	281	296	328	318	220	316	302	262	206	281	256	178	160	89	24	4,052

Female

Age Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total
ECE	99	131	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	248
Year 1	3	31	103	32	1	-	-	-	-	-	-	-	-	-	-	-	-	170
Year 2	-	-	31	73	34	4	-	-	-	-	-	-	-	-	-	-	-	142
Year 3	-	-	-	34	85	27	1	-	-	-	-	-	-	-	-	-	-	147
Year 4	-	-	-	-	36	78	22	4	-	-	-	-	-	-	-	-	-	140
Year 5	-	-	-	1	1	45	73	20	5	-	-	-	-	-	-	-	-	145
Year 6	-	-	-	-	-	-	22	97	25	1	-	-	-	-	-	-	-	145
Year 7	-	-	-	-	-	-	-	34	86	25	1	-	-	-	-	-	-	146
Year 8	-	-	-	-	-	-	-	1	38	83	19	1	-	-	-	-	-	142
Year 9	-	-	-	-	-	-	-	-	-	10	76	48	-	-	-	-	-	134
Year 10	-	-	-	-	-	-	-	-	-	1	17	73	56	1	1	-	-	149
Year 11	-	-	-	-	-	-	-	-	-	-	-	14	62	51	10	-	-	137
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	3	29	56	11	3	102
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	5	16	41	12	74
Total	102	162	152	140	157	154	118	156	154	120	113	136	121	86	83	52	15	2,021

Male

Age Level	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Total
ECE	111	139	14	1	-	-	-	-	-	-	-	-	-	-	-	-	-	265
Year 1	1	17	84	26	2	1	-	-	-	-	-	-	-	-	-	-	-	131
Year 2	-	3	31	91	38	2	-	-	-	-	-	-	-	-	-	-	-	165
Year 3	-	-	-	35	87	37	2	3	-	-	-	-	-	-	-	-	-	164
Year 4	-	-	-	3	41	77	13	3	-	-	-	-	-	-	-	-	-	137
Year 5	-	-	-	-	3	45	75	41	2	-	-	-	-	-	-	-	-	166
Year 6	-	-	-	-	-	2	12	100	26	1	-	-	-	-	-	-	-	141
Year 7	-	-	-	-	-	-	-	12	96	29	3	2	-	-	-	-	-	142
Year 8	-	-	-	-	-	-	-	1	24	96	21	-	1	-	-	-	-	143
Year 9	-	-	-	-	-	-	-	-	-	16	56	61	-	-	-	-	-	133
Year 10	-	-	-	-	-	-	-	-	-	-	12	70	70	1	-	-	-	153
Year 11	-	-	-	-	-	-	-	-	-	-	1	12	60	70	3	-	-	146
Year 12	-	-	-	-	-	-	-	-	-	-	-	-	4	21	64	10	3	102
Year 13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	27	6	43
Total	112	159	129	156	171	164	102	160	148	142	93	145	135	92	77	37	9	2,031

Appendix 3: 2003 – 2013 Enrolments by Level

Year	ECE	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13	Total
2003	457	392	371	351	399	354	387	354	332	323	313	325	181	73	4,612
2004	472	416	332	366	351	401	359	372	345	326	305	343	145	98	4,631
2005	473	390	330	351	390	345	395	353	366	325	294	307	175	79	4,573
2007	479	369	292	319	357	335	359	302	397	337	307	299	191	118	4,461
2008	470	344	328	307	318	352	330	368	329	369	327	333	193	98	4,466
2009	430	399	311	306	297	296	331	322	342	295	346	357	204	81	4,317
2010	452	335	330	298	301	285	292	309	330	317	266	351	212	108	4,186
2011	517	346	293	330	307	295	290	290	324	297	286	292	205	110	4,182
2012	481	307	325	307	341	292	298	292	286	315	280	303	179	142	4,148
2013	513	301	307	311	277	311	286	288	285	267	302	283	204	117	4,052
Average	474	360	322	325	334	327	333	325	334	317	303	319	189	102	4,363

