



Kiribati Education Improvement
Program Phase II

Completion Report

April 2016

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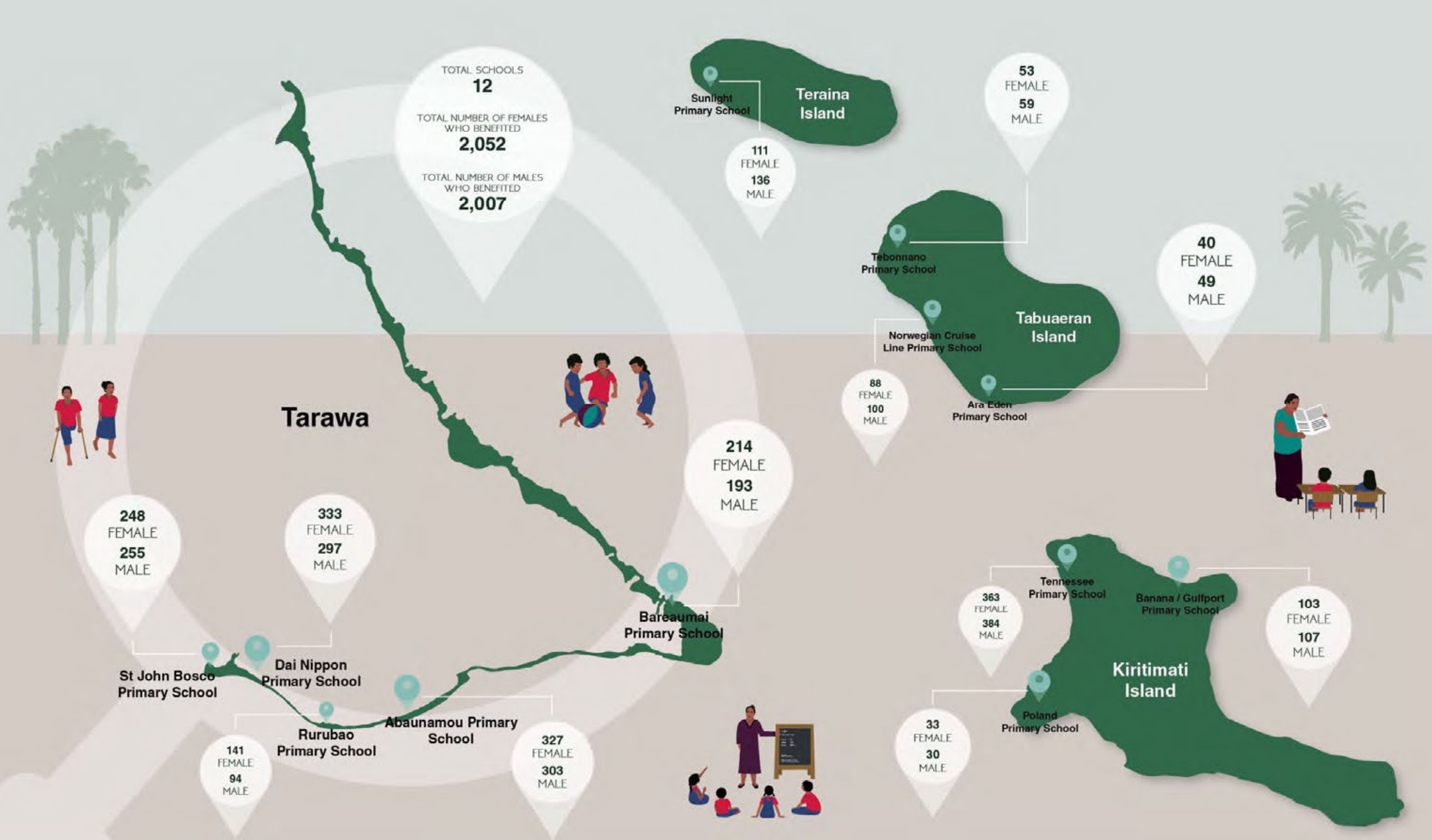
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Note: This Completion Report for KEIP Phase II was prepared by Coffey International Development as Managing Contractor. The information and perspectives in this Report are those of Coffey and not necessarily those of the two major partners: the Department of Foreign Affairs and Trade (DFAT) or the Government of Kiribati's Ministry of Education (MoE).

Abbreviations

APR	Activity Progress Report
CDRC	Curriculum Development Resource Centre
DEO	District Education Officer
DFAT	Department of Foreign Affairs and Trade
ECCE	Early Childhood Care and Education
EGBVS	Elimination of Gender Based Violence in Schools
EGRA	Early Grade Reading Assessment
EMT	Executive Management Team
EPiK	Education Partners in Kiribati
EQAP	Education Quality and Assessment Programme of the Secretariat of the Pacific Community
ESSP	Education Sector Strategic Plan
FMU	Facilities Management Unit
GoA	Government of Australia
GoK	Government of Kiribati
GER	Gross Enrolment Ratio
HRD	Human Resource Development
IDD	Investment Design Document
IEC	Island Education Coordinators
IELTS	International English Language Testing System
IEWG	Inclusive Education Working Group
ISLPR	International Second Language Proficiency Rating
JSS	Junior Secondary School
KEIP	Kiribati Education Improvement Program
KEF	Kiribati Education Facility
KELP	Kiribati English Language Program
KELT	Kiribati English Language Training
KTC	Kiribati Teachers College
KTC TESOL	KTC Teaching English as a Second or Other Language
LEPP	Language Education Pilot Project
MC	Managing Contractor
M&E	Monitoring and Evaluation
MLPID	Ministry of the Line and Phoenix Islands
MoE	Ministry of Education
MOP	Ministry Operational Plans
MPWU	Ministry of Public Works and Utilities
MWYSA	Kiribati Ministry of Women, Youth and Social Affairs

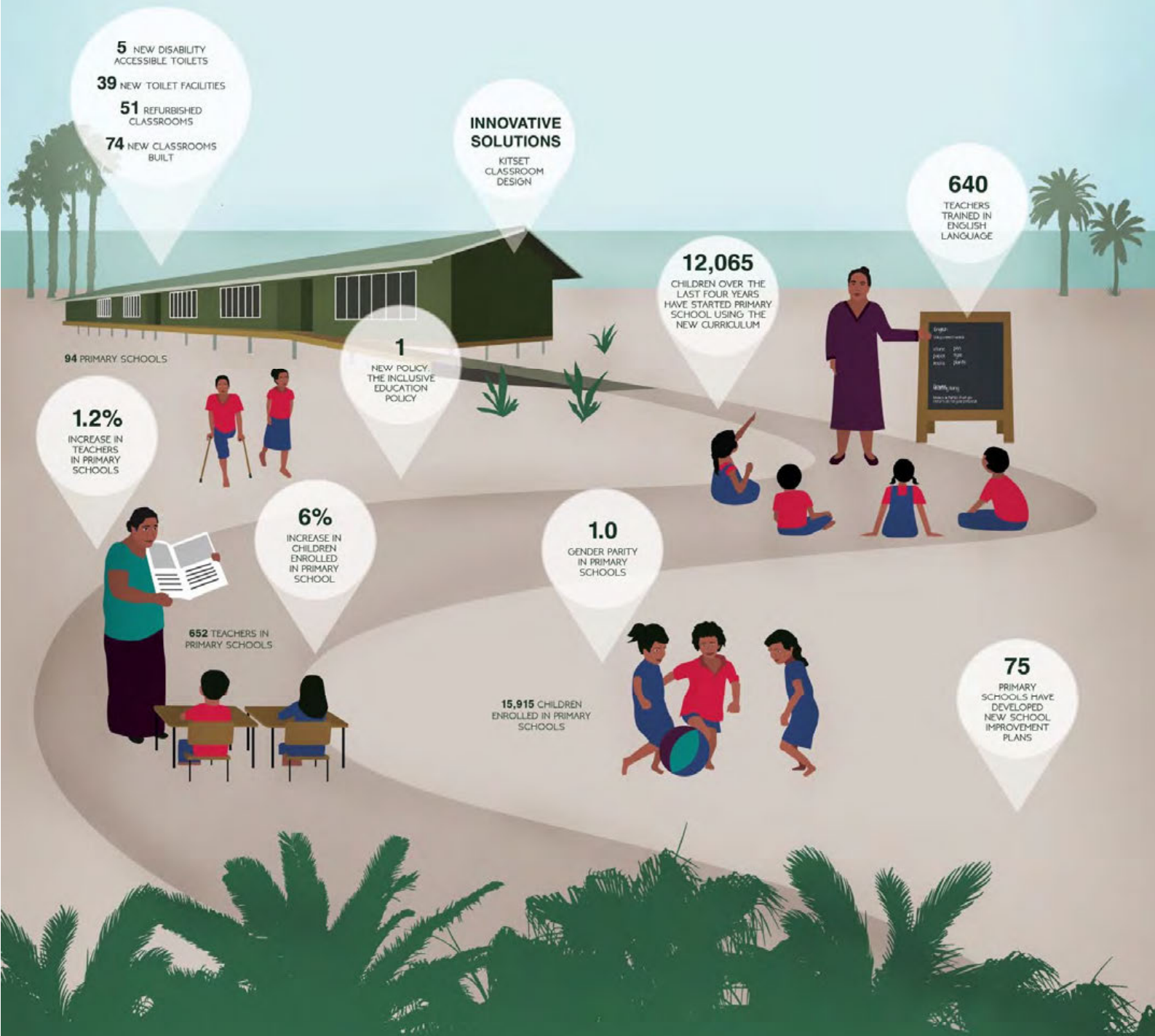
NCAF	National Curriculum and Assessment Framework
NER	Net Enrolment Ratio
NGO	Non-Government Organisations
NIS	National Infrastructure Standards
NZ AID	The New Zealand Aid Program (within Foreign Affairs and Trade)
P4D	Kiribati-Australia Partnership for Development
PACTAM	Pacific Technical Assistance Mechanism
PD	Professional Development
PESDA	Pacific Education and Skills Development Agenda
PILNA	Pacific Islands Literacy and Numeracy Assessment
PPD	Policy, Planning and Development Unit
PSRP	Primary Schools Rehabilitation Plan
QA	Quality Assurance
SCCSN	School and Centre for Children with Special Needs
SFDA	School Focussed Disability Adviser
SIU	School Improvement Unit
SIP	School Improvement Plan
SfEP	Skills for Employment Program
SMT	Senior Management Team
STAKI	Standardised Test of Achievement in Kiribati
SWaP	Sector Wide Approach
TA	Technical Adviser
TSIMU	Technology Support and Information Management Unit
TPD	Teacher Professional Development
TSS	Kiribati Teaching Service Standards
UNESCO	United Nations Environmental, Scientific and Cultural Organisation
UNICEF	United Nations Children's Emergency Fund
WASH	Water, Sanitation and Hygiene
WATSAN	Water and Sanitation



— SCHOOLS REHABILITATED – PHASE II —

KIRIBATI EDUCATION IMPROVEMENT PROGRAM

KIRIBATI EDUCATION IMPROVEMENT PROGRAM (KEIP)



FOCUS AREAS

1

STRENGTHENING SCHOOL COMMUNITY PARTNERSHIP

2

CLASSROOM TEACHING AND LEARNING

3

STRENGTHENING MOE CAPACITY

4

CURRICULUM DEVELOPMENT

5

IMPROVED SCHOOL INFRASTRUCTURE

1 Introduction

1.1 The KEIP Investment Overview

The Kiribati Australia Partnership for Development (P4D)

Kiribati's development plans prioritise human resource development (HRD) as *"of paramount importance in the development and future economic growth of the country"*. The Government of Kiribati identified access to relevant, quality education as a key objective of the Kiribati Development Plan 2012-15, to improve functional literacy and numeracy and provide access to skills development opportunities.

The Kiribati-Australia Partnership for Development (P4D) outlines strategic development priorities between the Government of Australia (GoA) and Government of Kiribati (GoK). It reflects strong, on-going engagement between Australia and Kiribati to support GoK initiatives for its citizens. Priority Outcome 1 of the P4D aims at improved basic education and increased access to (and quality of) education delivered in primary schools. The P4D, signed on 27 January 2009, initiated the Kiribati Education Improvement Program (KEIP), which has guided development interventions in support of the Kiribati Ministry of Education (MoE) in achieving results against its Education Sector Strategic Plan (ESSP).

The KEIP framework—together with the Education Partners in Kiribati (EPIK) forum—has contributed to harmonisation between donors, including for mutual accountability. The KEIP is the framework within which Australia and other development partners support MoE to implement its plans for education and for improved Human Resource Development (HRD). An important aspect of KEIP is its planned continuity over nine years (2011 to 2020) allowing systemic change across basic education to be consolidated and sustained.

KEIP was designed as three phases, with Phase I (2011-2012) – the enabling phase – helping MoE establish legislative and policy frameworks for transforming the quality and access of learning in basic education. KEIP Phase II (planned 2013-2015, but extended to March 2016) – the focus of this Completion Report – provided support to MoE in its implementation of reforms at school and classroom level across Years 1-4, as well as leadership and reporting. Phase II also established the foundation for KEIP Phase III efforts that focus on continuing the reform in upper primary and into the junior secondary levels.

Much of Australia's support to the KEIP has been implemented by a managing contractor (MC - Coffey International Development) through the resources of the Kiribati Education Facility (KEF). The KEF role is to support and facilitate MoE to implement the strategies and activities to achieve the ESSP goals. MoE involvement and approval has been sought for all KEF plans, which have stayed closely aligned with the ESSP.

There is open, professional dialogue and understanding between the three major participants in the reform – the Australian Government's Department of Foreign Affairs and Trade (DFAT), the MoE and the MC. Strong relationships and alignment of purpose has led to success at program level. Strong communication and policy engagement with MoE and DFAT has supported achievement in public diplomacy.

DFAT prioritised its AUD 22 million KEIP Phase II investment for basic education in Kiribati, through its on-going support to the goals of the GoK ESSP 2012-2015.¹ Australia provided additional grant funding to UNESCO for specific activities that support the KEIP partnership. The DFAT also continues to fund the position of Education Strategic Planning Adviser (ESPA), who aims to support and strengthen MoE strategic planning and management. This position is sourced through the Pacific Technical Assistance Mechanism (PACTAM) and will be on-going, providing direct technical support to the MoE executive in their policy development and ongoing management development.

The New Zealand Government also provided significant financial support to KEIP in 2015, comprising AUD \$2.2m, which was made available under a delegated cooperation agreement between NZ's Ministry of Foreign Affairs and Trade (MFAT) and DFAT.

Each of the donor investments in KEIP are reported through the EPIK, a coordinating forum that meets bi-annually and helps to align and clarify major donor contributions in support of the Kiribati basic education sector. The EPIK promotes greater coherence across the basic education sector, helping coordinate and align investments from DFAT and others (e.g. UNICEF) who contribute to common outcomes.

Alignment of the Australian KEIP Phase II Investment

¹ DFAT's KEIP investment over Phase I and Phase II is AUD 38,082,281.

The KEIP has exercised a high degree of flexibility and responsiveness to address development priorities and the capacity of MoE and its partners in Kiribati. This was facilitated through having a program team with a strong, consistent presence and close engagement with key stakeholders

The KEIP Phase II investment is closely aligned with Australia's strategic policies for education, including the Pacific Education and Skills Development Agenda (PESDA), with a focus on early years 1-4². The overall design of KEIP was also shaped by the GoK, including their priorities for the Kiribati basic education sector and the ESSP risk management strategy, as drafted by MoE senior management. The alignment of KEIP inputs and support for MoE policies and strategic planning is central to sustained change management, and institutionalisation and support for new systems that can deliver improved educational outcomes.

At the Australia – Kiribati Partnership Talks in September 2012, the KEIP targets for 2013 were updated and the talks provided a catalyst for shifting the focus for Australia's investment in KEIP Phase II. More reliable data led to an updated theory of change and a clearer understanding of the support needs of MoE, which itself operates in a complex strategic and delivery environment. The update enabled the design for Phase II to sharpen the development focus and enable new Australian funded investments to support MoE achieve better outcomes. The heightened development understanding included: the long-term nature of the KEIP program objectives and the time taken to effect change; the limited MoE operational budget; and, the Ministry's capacity (staff and systems) to absorb this support for change management that is required across the sector.

The Australia – Kiribati Partnership discussions had (as one outcome) support to MoE for developing its staff and systems to sustain continuous improvement in service delivery and towards the aims of the ESSP of quality education for all. Alignment of Australian support during KEIP Phase II directly supported these GoK and MoE priorities for quality and access improvement.

Delivering Lasting Results and Impact to MOE at Central and School level

Australia's investment strengthened MoE and supported change at the top through improved leadership, ownership and coordination of the reform process. It helped to broaden community consultation and increase partnership dialogue; improve school facilities; strengthen teachers' professional development; enhance school leadership; and, improve access and participation rates. It also modernised the national curriculum to strengthen literacy and numeracy. This MoE leadership support, as well as the alignment with the ESSP, was critical to ensuring KEIP benefits are sustained and have lasting positive impact.

Support provided to MoE covered those basic components to be improved and institutionalised across the system (leadership development, policy, planning, and budget management). This support has led to accountability and commitment from all partners and stakeholders, and co-investment by MoE and KEIP funding on areas of agreed priority. Alignment of the Australian support to the GoK, MoE and ESSP agreed HRD and education priorities has provided for an efficient, effective and sustainable approach to improving education access, quality and service delivery.

A 2014 Independent Evaluation was commissioned by DFAT and led to adjustments in the program. The external analysis and independent evaluation reviewed KEIP Phase II constraints, progress and achievement and enabled changes to focus and resource allocation. The analysis and recommendations of the Independent Evaluation also fed into the design considerations for KEIP Phase III.

KEIP Phase II also fulfilled an important role in influencing behavioural change and supporting systemic improvement. Changes to the management structure in basic education, including the introduction of Island Education Coordinators (IEC), highlight success in supporting MoE to better manage its budgets and service delivery responsibilities.

Strong Collaboration and Communication

Support to basic education was strengthened and made more effective through the development of strong relationships and communication, focussed on DFAT, MoE and the ESSP priority areas. Relationships between DFAT and MoE staff and the stakeholders at all levels of the program (MoE, Island Councils, non-government organisations, schools and communities) have been important in supporting the reform and will carry through into the KEIP Phase III.

A feature of KEIP Phase II was the progressive strengthening of relationships between the Ministry Executive, Heads of Divisions, school level stakeholders, non-government organisations (NGOs), and

² The first two objectives of the PESDA are: i) Ensuring all Pacific children have access to a basic education ii) Making sure that education is of an acceptable quality, particularly to guarantee literacy and numeracy and to provide a basis for learning beyond primary school

also between DFAT staff in Tarawa and the KEF team. This includes those KEIP Phase II funded Technical Advisers (TA), who generally worked directly with their MoE managers and counterparts, engaged on the MoE agency priorities as part of their KEIP work. Sound relationships have been established and maintained with MoE leadership, leading to open discussions and ongoing sharing of lessons learned, constraints and on better ways to implement the reform process. This was an essential part of effective implementation and reporting, helping to identify risks or those implementation constraints to be jointly addressed. At a personal level, the team's relationships were built on trust, integrity and mutual respect. Initiatives in educational leadership engaged all key stakeholders from within the Ministry and externally, through to the broader community, interest groups and NGOs.

Developing and maintaining respectful relationships in Pacific Islands States is also a factor in program success. Vital to maintaining the positive professional engagement in Kiribati is to understand and respect the working environment and the Kiribati cultural framework (the way of life of the people; their attitudes, beliefs and practices; and respecting the ways that individuals engage with and treat one another). Being largely an oral society, discussion and reinforcement are essential elements in reaching consensus and acceptance of change or innovation. The degree to which the MoE outcomes have been achieved (despite a challenging and fluid work environment) provides evidence of the strength of the MoE, DFAT and KEF relationship and the change management approach being taken. .

KEF leadership and technical staff have been responsive to DFAT and MoE priorities and requirements, and included support from the MC home office staff as required. This enabled transparent decision making and fast responses to emerging issues; accurate definition of the required service level, and prompt implementation.

Support to MoE Policy focus on Inclusion, Quality and Access

Quality education is one of the most valuable assets that a society or an individual can have. Effective and innovative education policies provide people with the power to understand their options and make informed choices that can improve their lives. Education also contributes to a multitude of objectives including: empowering citizens; protecting the environment; and, strengthening health care, democracy and good governance. Education provides knowledge, teaches skills and is an important avenue for social mobility and reducing poverty.

Increased knowledge and skills are also key factors for productivity and economic growth. Additionally, there are powerful arguments regarding the importance of education in improving social inclusion, increasing options for marginalised groups, supporting cultural development, and enabling individual growth. Specialist assistance in gender and inclusion was provided through a KEF Technical Adviser and locally engaged Coordinator, working with MoE and key stakeholders to assist them advocate for policy development, as well as identify actions that could be implemented at school and classroom level.

Technical support was also provided by KEF Advisers to MoE in the development of their Inclusive Education Policy, which was approved by the GoK Cabinet in March 2015. A positive attitude and a common understanding of Inclusive Education has become evident. For example, KEF supported MoE to embed inclusion principles in the ESSP 2012-15 & 2016-19, the principles that underpin the Kiribati Education Act 2014 and in the Inclusive Education Policy. The MoE's commitment is also reflected in their 2015 release (with Kiribati Ministry of Women, Youth and Social Affairs (MWYSA)) of the School Wellbeing & Counselling Good Practice Guidelines which operationalise the Family Peace Act, aiming to counter gender-based violence by promoting respectful gender relationships and self-esteem in schools (KEIP facilitated the Elimination of Gender Based Violence in Schools (ESGBV) Committee which led to the guideline development).

The MoE Inclusive Education Working Group (IEWG) remains active with high attendance and engagement. Supported by the KEF Gender and Social Inclusion (GESI) Coordinator, the School Improvement Unit District Education Officers and other stakeholders (e.g. Health, MWYSA, Statistics & community) have developed an IE implementation strategy 2016-2019. While this plan has been approved by MoE Heads of Divisions, there is an understanding that the plan will be reviewed late 2016 to accommodate MoE related activities under the ESSP 2016-2020 and also the outcomes of consultation with the KEIP Phase III KEF Classroom and Schools Focussed Disability Adviser (SFDA) to include interventions that improve the access, teaching and assessment of all struggling students, including children with a disability.

With the support of the SFDA, there will be increased support to MoE policy and the ESSP goals to improve access by vulnerable groups and people with disabilities in KEIP Phase III, which can contribute positively to the next generation.

Maximising the Value for Money and Efficiency

Wherever possible, cost-efficient alternatives have been sought for the provision of goods or services to support the implementation of basic education reform. Goods and infrastructure were delivered through a public procurement process, where best available quality materials and local expertise was contracted to complete the services. This is especially the case for infrastructure, where high quality school buildings have been delivered utilising an innovative design and clear specification of construction quality.

KEIP Phase II Personnel

The successful approach of working closely with the MoE and with DFAT is, to a large extent, the result of qualified and capable KEIP staff who are strong communicators and understand and support the value of transparent, on-going communications. KEIP Phase II personnel working in Kiribati supported the MoE to address the ESSP goals and also to support MoE senior and school level staff through capacity development and modelling good practice. The professional relationship between KEIP personnel and the MoE has evolved over time so that greater MoE internal capacity offered opportunities for change management and embedding change across basic education planning and delivery.

At the leadership level, KEIP Phase II support grew to match the absorptive capacity of MoE staff and systems. The personnel engaged were experienced and adaptive, with the current Team Leader contracted to lead the transition into KEIP Phase III.

Though the KEIP works well with MoE and DFAT to make improvement to basic education and create options, Kiribati remains an isolated, complex work environment. Attracting and holding quality staff is a challenge due to perceptions of Kiribati, the relative isolation, and the limited options for accommodation, professional development activities, recreational pursuits and the poor communications.

The team in Kiribati has been supported by the MC, involving the contractor representative, a project manager, as well as expertise to support Facility finance, communications, human resources (HR) and reporting. A continual process of review and quality control is undertaken, so the quality and appropriateness of inputs remain aligned to KEIP and MoE priorities.

On occasions when Technical Advisers (TA) have left the KEIP program, replacements were recruited through the managing contractor HR.

1.2 Structure of the KEIP Phase II Completion Report

This document is the Completion Report for the DFAT-funded Kiribati Education Improvement Program Phase II.

- Section 1** provides the background to the KEIP and the basis for its design, supporting the MoE and the ESSP through activities and funding that contributes to improved basic education.
- Section 2** details key results and activities from March 2013 to March 2016. It includes factors that have influenced effectiveness, impact and sustainability of the investment. Where relevant, reference to KEIP Phase I activities and key considerations for the KEIP Phase III of the investment are included.
- Section 3** outlines the use of financial and human resources in support of MoE delivering a quality basic education.
- Section 4** provides information on progress that the investment made towards improving gender equality and social inclusion across basic education.
- Section 5** details where KEIP has been able to successfully provide innovative, sustainable solutions that have generated positive impact. Through fostering public and private sector collaboration KEIP played a role in assisting innovation and the development of local opportunities.
- Section 6** discusses the implementation and effectiveness of risk management and safeguards applied over the life of KEIP Phase II.
- Section 7** outlines the challenges and lessons learned for on-going support to the MoE by DFAT.
- Section 8** summarises the position at the end of Phase II and how achievements provide a solid platform that positively supports MoE delivery of quality and inclusive education.

The following six Annexes are also included in the Completion Report and contain the more detailed information associated with KEIP Phase II implementation and achievement:

- Annex 1** KEIP Phase II Progress against the Monitoring and Evaluation Framework

- Annex 2** KEF Gender, Disability and Social Inclusion Strategy Report
- Annex 3** Breakdown of Program Activity Costs by Strategy to 31 March 2016
- Annex 4** KEIP Research Synthesis Report
- Annex 5** STAKI results for 2015
- Annex 6** The KEIP Kitset Classroom Innovation

1.3 The Objectives of KEIP

The longer term target of the KEIP partnership is to give all children in Kiribati access to quality education by 2020. This requires large-scale system and service delivery change, through which leaders (change agents) permeate the system, and take daily actions that better build capacity and ownership, working in ways that influence the work of others, to improve methods and results.

Reform of basic education requires a long-term, effective approach to sector planning and development. KEIP Phase I helped MoE establish the building blocks for this. KEIP Phase II supported MoE to provide the foundations of a decentralised and strengthened education system, establishing interlocking strategies to create change that has MoE commitment to sustained, continuous improvement for better education outcomes.

Following on, KEIP Phase III will focus on embedding this Primary school effort and extending reforms into the junior secondary sector, whilst ensuring MoE has the capacity and capability to shape and strengthen its approach through better research, planning, policy development and having capable staff.

Monitoring of Progress and Research

The Independent Evaluation in 2014 provided the opportunity to review the design and implementation of KEIP Phase II and to adjust resource allocations and the priority support being provided to MoE. The Independent Evaluation made several key recommendations that enabled KEF staff to work with MoE and adjust the strategies or implementation methods in order to refocus effort and target constraints. The Independent Evaluation was also an important source document used in the KEIP Phase III design process to align priorities and support in ways that addressed KEIP Phase II lessons learned and the Independent Evaluation recommendations.

The Evaluation found a high degree of consistency and alignment in the implementation of reforms and consistency between KEF and MoE priorities and the support being provided. Key findings influenced the re-focus of KEIP Phase II, including the quality and completeness of support program, as well as the monitoring and the reporting. As a result of the recommendations, a new M&E adviser was recruited and an increased focus on the base line and identification of change, as well as conducting research to provide richer information on community engagement and priorities for children attending and staying at school. The M&E and reporting were revised in order to provide MoE and DFAT with data and trends that could better be used in decision making and in the planning of support being provided to MoE under KEF.

A finding also concerned the structural and organisational reforms in MoE under KEIP Phase II, were significant achievements, although somewhat hampered by high staff turnover and the number of acting appointments. The review found that the structural changes and reforms underway were still vulnerable because of their newness and broad scope.³ The Independent Evaluation also found that understanding the relationship between assessment practice and improved teaching and learning was not adequately grasped by either teachers or school principals. This led KEF to support a greater MoE effort in student assessment, in school leadership training, in the development of curriculum materials and guides, and in support to the MoE in increasing its focus on testing and assessment tools, including the use of the Standardised Test of Achievement in Kiribati (STAKI).

The Independent Evaluation identified a need to improve data coordination, collection and analysis, including opportunities for Kiribati's engagement in the UNESCO Institute of Statistics' regional Pacific initiative for support for data improvement and policy analysis. This led to greater regional coordination on data collection and analysis, as well as a focus on the MoE KEMIS function and capability. The requirement for additional support and assistance to the collection and management of education data was also identified in the KEIP Phase III Investment Design Document (IDD) and will need to continue,

³ DFAT 2014 KEIP Phase II Independent Evaluation, p.7.

because the availability of valid and reliable educational data (including the reporting of achievements or constraints) remains a MoE and ESSP priority.

Finally the Evaluation found the EPiK forum was a promising mechanism for coordinated GoK leadership of the reform process with its stakeholders and development partners.

The M&E support, in cooperation with MoE staff and local consultants, provided MoE with the advice, tools and information that were required to support their collection and analysis of school level data. The M&E activities and research each involved key MoE staff in the reporting process as the curriculum reform and various PD initiatives were implemented. The cooperative approach also served to strengthen the capacity of MoE staff to better understand the importance of having access to reliable data and the ability to provide models for their future research and data collection needs.

The KEIP Phase II Progress against the Monitoring and Evaluation Framework Performance Assessment Framework is included as Annex 1.

In addition to the M&E reporting and provision of data and information to the MoE, research was carried out to gather additional information on the impact of the KEIP support and MoE actions, as well as additional insights into how basic education is being perceived by stakeholders.

In late 2015, related M&E research activities were undertaken with MoE comprised of cases studies of eight primary schools in South Tarawa, Butaritari and Nonouti. Consecutively, nation-wide surveys of teachers, school leaders and households were conducted to assess progress in implementing the new curriculum and also to provide baseline measures for KEIP Phase III.

In addition to the M&E reporting and research, a literature review was also undertaken in support of MoE staff and decision making. The literature review, provided to MoE, provided a broader pool of source documents and examples for use in policy development or comparative analysis in the three priority areas identified by MoE. These were i) School Leadership, ii) Assessment Approaches, and iii) Approaches to teaching in non-English language environments.

The KEIP Research Synthesis Report is included as Annex 4.

The KEIP Phase II Intended Outcomes

KEIP Phase II was designed to support two high-level outcomes i) Improve Te-Kiribati language, literacy and numeracy skills of children in Years 1-4; and ii) improve the management, funding and inclusiveness of the education system.

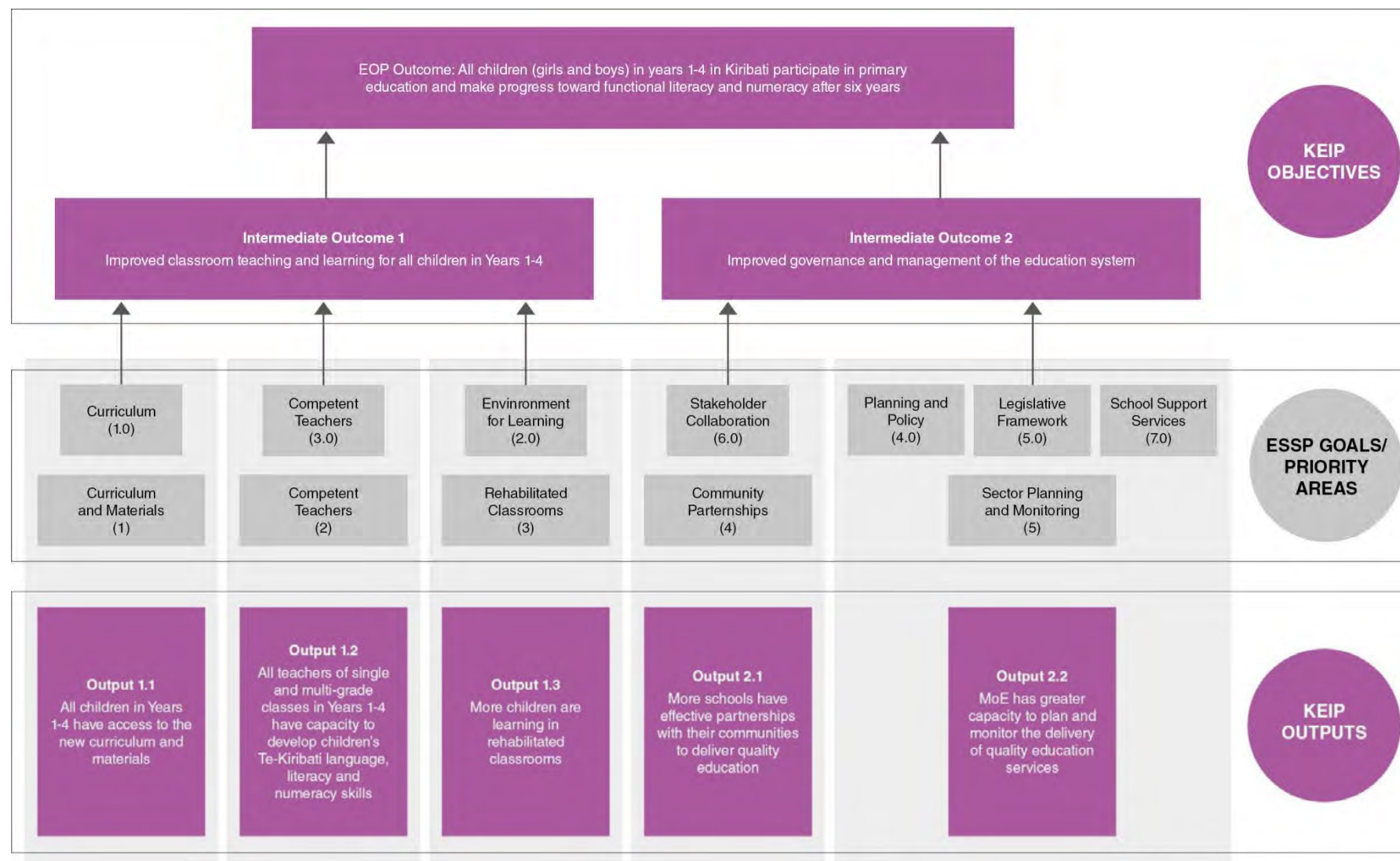
The design of KEIP Phase II aligned with the MoE ESSP 2012-2015, which reflects the Ministry's intent for systemic change and improved access, teaching and learning. The planned reform of the Kiribati education system responds to numerous earlier reviews which reported decline in Net Enrolment Ratio (NER) and Gross Enrolment Ratio (GER) in basic education, with the student survival rate to Years 5 and 6 low and declining. This, along with dropout and repetition rates, indicated some serious deficits in efficiency and effectiveness in the system.

KEIP Phase II worked directly with the MoE to start to address these issues, providing support to key ESSP priority areas, namely: supporting curriculum development and implementation, strengthening the capabilities of teachers (content, pedagogic and language), and improving school infrastructure. Assistance has also been provided for enhancing school-community partnerships, and in strengthening MoE's capacity to plan, monitor and improve sub-sector performance.

As with any major curriculum and language reform across a complete basic education system, there will be on-going support and consolidation required as the reform moves through the grades within basic education system. This will be more complex in KEIP Phase III, when the reforms move from the Primary level and into the secondary school system.

The following outlines the Theory of Change for KEIP Phase II, also incorporating the main areas of support provided by the KEF team to the MoE.

KEIP Phase II Program Logic



As illustrated in the diagram above, the KEIP Phase II Theory of Change focussed on supporting the MoE achievement of the goals and priority areas as set out in the MoE ESSP 2012-2015.

Five core outputs were identified as necessary for the two outcomes to be achieved. These outputs built on the work commenced during KEIP Phase I (2011-2012) and extended this work into new areas identified during the KEIP Phase II design. This included a focus on new curriculum development (especially Years 1-4) combined with improved teacher skills through a professional development program; an English language program for teachers; rehabilitated school infrastructure; school leadership development; enhanced community engagement; and improved service delivery by MoE.

The pace of activity implementation was modified to align with Ministry Operational Plans (MOPs) and policy development, where the MoE identified it required additional time for reflection, development and wider engagement with stakeholders before embarking on the system and curriculum change.

The MoE Senior Management Team (SMT) has responsibility for delivery of the goals and priorities within the ESSP and the management of core activities designed to achieve them. All technical and operational assistance provided through donor partners to KEIP was to be managed by MoE senior managers responsible for their specific area, or by Working Groups reporting to them. A constraint during the start of KEIP Phase II was the need to strengthen MoE leadership and capacity for decision making, including relating policies to planning and budgeting which initially slowed the KEIP progress.

With the professional guidance and technical input from the Education Strategic Planning Adviser (ESPA – formerly the Senior Education Management Specialist, DFAT funded through the Pacific Technical Assistance Mechanism) and with KEF technical support, by the end of 2014 MoE had recruited a Director of Education and a Director of Policy, Planning and Research. With MoE leadership strengthened, decision making around organisational capacity building, strategic planning and succession planning became more evident. The MoE Executive has always displayed a good team spirit, with their obvious shared commitment towards change that can improve educational efficiency, access and outcomes. There is still work to be done with the MoE Executive requiring on-going support from the ESPA and via specialist TA into the next Phase.

1.4 Key Achievements of KEIP during Phase II

Summary Achievements

In support of MoE, the following provides an overview of the progress KEIP Phase II supported the MoE achieve. These achievements, together with the early trends in latest Standardised Tests of Achievement in Kiribati (STAKI) results, indicate the reform process is underway, with an on-going MoE commitment to achieve its ESSP goals.

The PILNA and STAKI results are all based on the same series of tests. The test results are used by the MoE for system and school performance analysis, with the school level results made available to schools and their communities (via the schools). The STAKI results are used by MoE for their planning, management and reporting purposes.

The PILNA takes these same test results and develops a comparative analysis of basic education outcomes across the region. In most Pacific countries, the PILNA represents the results from a representative sample of schools. For Kiribati, the results for all schools are collected as part of the analysis and reporting⁴. The advantage of the PILNA is that it can provide reasonably consistent comparison of literacy and numeracy outcomes for countries across the Pacific.

The regional Pacific Literacy and Numeracy Assessments - PILNA were due to be run in October 2015 at the same time as the STAKI. Hence, the Ministry co-operated with the Education Quality and Assessment Programme of the Secretariat of the Pacific Community (EQAP) who administer and manage PILNA, to use the PILNA tests were possible in place of the STAKI to avoid duplication of effort and cost. Consequently, the Year 4 and 6 numeracy tests, the Year 4 te-Kiribati test and the Year 6 English test were prepared, printed and the marking was managed by EQAP.

The structure of the papers and the questions were closely based on those used in 2013. A few questions were improved to make their requirements clearer and inclusive of all students. Care was taken to ensure that the Year 4 tests reflected the Year 4 benchmarks for the new curriculum.

100% of primary schools in Kiribati are implementing new curriculum for Years 1-4. In 2015 this curriculum was being delivered to the 11,321 children enrolled in each year from Years 1-4. It addresses

⁴ For PILNA, the sample size across each Pacific country is around 2,000 students in the cohort. This number represents the approximate student population in Kiribati primary schools, so is a reflection of the complete population and system.

gender and disability dimensions by promoting inclusivity, as well as integrating healthy living (in cooperation with UNICEF), with relevant early years literacy and numeracy content in both Te-Kiribati and English.

Promising indications of the early effectiveness of this new curriculum include improvement in Year 4 numeracy skills, with 78% of those who sat the 2015 STAKI and Pacific Islands Literacy and Numeracy Assessment (PILNA) tests demonstrating performance at or better than the benchmark, compared with only 26% in 2013.

The Te-Kiribati STAKI literacy results have been static since 2009 until 2015, where a significant decrease in the national average occurred. The proportion of very weak student performances in Year 4 has declined, this may reflect improved classroom engagement resulting from improved curriculum and pedagogy; an improved attitude towards and familiarity with testing; or a combination of those and other factors.

It should also be noted⁵ that the Y 4 students tested were only exposed to the new curriculum for a maximum of 3 years. While it is early days, there are some positive trends but the results remain mixed. These mixed early results can be expected during a reform process when new curriculum and methods are introduced across the schools and islands in Kiribati. It can be expected that there will be differences in school level results depending on the resources available and the teacher PD and school leadership. Over the coming years, the measurement and reporting outcomes in literacy and numeracy, as a result of the new curriculum, will become more reliable.

An Assessment and Examinations Framework has been developed with support from KEIP TA, to guide the use of findings about student literacy and numeracy learning from assessments (STAKI, the trial PILNA and international work on Early Grade Reading Assessment - EGRA) and to inform MoE on school-based assessments, curriculum materials and related teacher professional development.

95% of permanent MoE teachers of Years 1-4 had opportunities, through a systemic approach to professional development, to practice implementing the new curriculum and improved teaching approaches over relatively extended periods of time. Through the Teacher Professional Development approach, 95% of primary school teachers who are certified to teach (i.e. have met the Kiribati Teaching Service Standards (TSS)) has been achieved against the 2011 target of 94%. In 2012 only 49% met TSS requirement. During KEIP Phase II 90% of newly appointed and continuing school leaders received training in instructional leadership, school management, the new curriculum and assessment, and Ministry policies and procedures.

All schools had representatives (one teacher and the school leader) attend new curriculum training. Eighty % of Y1-2 and 79% of Y2-3 classes in 2015 were being taught by teachers who had received at least some new curriculum training. Sixty-one and 67%, respectively, had received all three training cycles⁶.

In addition, 13 Island Education Coordinators (IECs) were appointed in Q3 2015, mobilised in time for the start of the 2016 school year. This is expected to lead to stronger support to school leadership and a more enabled Primary School teaching workforce. This workforce will be strengthened when (in December 2016) 25 newly trained Kiribati Teachers College (KTC) graduates become qualified primary teachers.

64% (640/1,000) teachers participated in language training to help improve their English language proficiency and resource base. In line with the GOK Language Policy, the transition from Te-Kiribati to English as the main language of instruction starts in Years 3 and 4 (2014 and 2015 respectively). The National Curriculum and Assessment Framework (NCAF) Language Policy, states by Year 5, 60% of instruction should be in English. A factor in the success of the teacher professional development bridging from Te-Kiribati to English is a teacher's confidence and competence in using English to support students express themselves and understand concepts in English. The KEIP research indicates the current KTC Teaching English as a Second or Other Language (TESOL) program, with repeated periodic cycles of training, has contributed to some improvement in English language proficiency of participants (pre-service and Year 4 teachers).

⁵ The new curriculum was introduced to Years 1 and 2 primary students in 2013. So those boys and girls attending Year 4 in 2015/6 had been exposed to the new curriculum for a maximum of three years. The Year 4 cohort in 2016 will be the first that has been fully exposed to the new curriculum.

⁶ This applies to permanent MoE teachers. The case studies showed there to be a large level of contract teachers most of whom did not participate in PD and had little knowledge of the new curriculum or new teaching approaches, which needs to be addressed through MoE.

95% of teachers and caregivers interviewed in MOE-KEIP surveys strongly supported the reform to basic education, although overall community engagement with school leadership remains low. Efforts to boost community engagement at the school level will continue to be a focus of MoE during KEIP Phase III.

Twelve (12) primary schools, extending from the Linnix group of islands to South Tarawa, received new or rehabilitated school building construction, which includes ramps for access for children with a disability, along with water and sanitation (WATSAN) improvement. Approximately 4,061 children directly benefitted from these works. Improvement in facilities also benefited teachers and the community involved with day to day school operations.⁷ The capacity of the MoE Facility Management Unit (FMU), through their involvement in contracting, supervision and approvals, has improved.

More school aged children are enrolling in school. A strengthened system, public advocacy and improving the community engagement is having a positive effect. Findings of KEIP research during 2015 indicate the percentage of out-of-school children at 2.1% (21 out of 1,071 school aged children) is lower than previously recorded.⁸ There are many contributing factors on children attending school and KEIP Phase III will continue to assist MoE focus on reaching the most marginalised and hardest-to-reach children to overcome those barriers that prevent them from attending, staying and finishing school.

Two intermediate program outcomes

For MoE, the improvements being made across the system are indicators that the basic education reform is well underway, with benefits and improvement to service delivery. Success to date will form an important part of consolidating the reforms, as well as moving into the junior secondary area, which has different sets of challenges and constraints compared to primary. MoE appetite for reform remains high. The KEIP delivery architecture (providing KEF support aligned to the ESSP and complementing the work of other donors through EPiK) is a model that respects the role and capacity of the MoE.

For DFAT, achievements evident from KEIP Phase II contributed an important part to the broader objectives of this strong partnership with GoK and MoE. Basic education is the largest component of the Australian aid program to Kiribati, so it was vital a true partnership was modelled. The basic education reform needs to continue, providing this “once in a generation” opportunity for young I-Kiribati boys and girls to complete basic education with relevant knowledge, useful skills and appropriate attitudes.

The DFAT support provided to MoE also enabled significant public diplomacy opportunities that can strengthen bilateral relationships and encourage public support for the MoE commitment to reform and improvement.

Intermediate Outcome i) Improve Te-Kiribati language, literacy and numeracy skills of children in Years 1-4

All Year 1-4 (11,321 children)⁹ have access to new curriculum and learning resources. Case studies and surveys conducted in 2015 showed their engagement with the curriculum has improved.

The KEIP Phase II support aligns with international research findings that show a child's first language is the optimal language for literacy and for learning throughout primary school. The new school curriculum guided by the NCAF, promotes the use of Te-Kiribati and English languages for transmission of knowledge, values and culture.

Language development is the critical first step in literacy, and a basis for learning to read and write. It supports children to communicate and express themselves, as well as their ability in thinking and problem solving. Children with better reading, writing and numeracy skills have increased opportunity to progress in school or in employment.

While children's engagement with their school and the new curriculum seems to have improved, educational outcomes at the student level under KEIP II will only be available from future testing such as Year 4 STAKI results. Students in Year 4 in 2015 started primary school in 2012 (2012 cohort) and they have been exposed to between 2-3 years of the new curriculum and have also been exposed to between 1-2 years of the other school and teacher-level improvements (in-service training and English language training) that have been supported under KEIP II.

⁷ This may well represent a related impact, in that communities are now proud of their renovated schools and this has encouraged their further support and engagement.

⁸ More detail on the research to determine the rate of non-enrolment can be found in Annex 6 – Research Synthesis Report.

⁹ From current MoE data on basic education statistics.

An early sign of some improvement can be observed with this cohort using the 2015 STAKI results, with 78% achieving at or better than the benchmark in numeracy skills compared with only 26% in 2013. The proportion of students meeting the expected standard in writing Te-Kiribati using the recent PILNA results has risen to 68% from 54% in 2013. However, overall the standard achieved for Te-Kiribati literacy did not change significantly and will be monitored with MoE staff, along with other STAKI outcomes in literacy and numeracy. A more complete picture of student outcomes will be available on release of the 2015 PILNA results, expected in mid-2016.

These STAKI results only capture a small part of the KEIP Phase II effort, with greater educational improvement more likely for cohorts commencing from 2013 and 2014. These students will have been exposed to more of the KEIP Phase II support and curriculum and teaching and learning interventions for longer and as they progress through the primary grades, will provide a more representative view of the changes in teaching and learning, together with the assessment outcomes.

Intermediate Outcome ii) Improve the management, funding and inclusiveness of the education system

During KEIP Phase I, MoE had begun the process of decentralisation of some functions to the school and the island level. While KEIP Phase I established some basic building blocks, there was still initial resistance to islands and schools taking additional management and reporting responsibilities. There was also a change in MoE senior management. This combined with a MoE budget not adequately aligned to the resource requirements to achieve the ESSP goals.

A temporary pushback against significant change of decentralised management was understandable and the reform process slowed against planned KEIP Phase II progress. Through the collective effort of partners (DFAT, the MoE Executive, KEF leadership) collaborative dialogue became a vehicle to identify needs, share values and demonstrate evidence based practices to support the reform process. By 2014, positive leadership and ownership had developed for the reform and for organisational change within the Ministry. This open discussion, regular communication and review of progress and options have continued through KEIP Phase II and will remain for Phase III.

In support of management development, a MoE Director of Education was recruited, a Policy, Planning and Development Unit (PPD) established and the School Improvement Unit (SIU) was strengthened to improve education service delivery. A new KTC management structure was approved and implemented. The KTC Principal is supported by two Deputy Principals, 25 lecturers and administration staff. This increase in senior staff is a response to the leadership and management skills required to deliver MoE's teacher professional development agenda, along with its pre-service commitments and TESOL program. A further recent development is the introduction and role of the IECs in supporting school leaders, teachers and community engagement at the school level.

The MoE commitment to education reform remains high, and achievement include; organisational and process outcomes (PPD, SIU, IECs); new language policy, new curriculum and professional standards, a teacher development policy, the Inclusive Education Act; and a strategy for the Elimination of Gender Based Violence in Schools - EGBVS, which operationalises Kiribati's new Family Peace Act at the school level. The production of the new curriculum and associated materials for every primary year is underway. Working with the Year 1-5 primary teacher workforce for up-skilling in curriculum knowledge, methods and language has commenced.

During 2014, important policies were also finalised in support of the KDP's principle of "Education for All". The education reform framework has been secured by the Education Act which was passed by the National Parliament in early 2015. The emergence of the EPiK forum is evidence of the development of the education sector, with its intended role in coordinating donor support around implementation of the ESSP. During KEIP Phase II, the EPiK made progress as a mechanism for donor dialogue and stakeholder cooperation.

Strengthening evidence for MoE decision making and resource allocation is still under development. For the PPD, there is need for more coordinated leadership of MoE's data and usage for MoE's evidenced-based planning. The Technology Support and Information Management Unit (TSIMU) particularly requires development to support timely data analysis and dissemination.

Despite progress made, the strengthening of MoE management capacity is still a work in progress. The structural and process reforms are new and remain vulnerable, until such time as changed management processes assist school leaders and teachers in the institutionalisation of recent reform. In MoE, the budgeting and financial management, reporting and budget preparation remain inadequately aligned with ESSP, and divisional planning is not consistent with achievement of ESSP goals. The ESSP 2016-19 makes its first goal strengthening the MoE executive management capability to lead policy development and planning, and as a result KEIP Phase III will contribute directly to this goal.

2 Key Results and Activities

This section outlines progress towards end-of-program outcomes over the three years of the KEIP Phase II contract from **March 2013 to March 2016** along with findings on the quality of education and capacity to manage the education systems; activities undertaken to address challenges and limitations for the investment; as well as considerations for the future KEIP support work in Kiribati.

2.1 Intermediate Outcome 1: Improved classroom teaching and learning for all children in Years 1-4

KEIP's support in the key result areas has seen an increase in student attendance and some improvement in skills in literacy and numeracy. KEF TA assisted through support to KEIP Phase II in three key result areas: across curriculum development; through teacher professional development; and through support to an improved learning environment.

2.1.1 Output 1.1: All children in Years 1-4 have access to the new curriculum and materials

The Kiribati development context and unique challenges presented by the impact of climate change led the GoK to focus on providing greater support to improve education services. With donor support, the MoE has revised its primary curricular content. The curriculum reform is aimed at improving basic education learning outcomes and (ultimately) the opportunities and improved life skills available to JSS graduates. This includes addressing differences in school achievement between schools. Curriculum is fundamental to the teaching and learning processes and its various elements have wide-ranging consequences on the quality of education, in access and in the assessment.

Australia's investment through KEF has supported the MoE's Curriculum Development Resource Centre (CDRC) staff with technical expertise to enable their staff to better understand curriculum design, become familiar with macro and micro level planning and to establish a process for student assessment and evaluation of learning outcomes. This output resulted in 100% of primary schools implementing the new curriculum for Years 1 - 4. The new curriculum also addresses gender and disability dimensions by promoting inclusivity, as well as integrating healthy living, with early years literacy and numeracy content in Te-Kiribati and in English. Through the adoption of a more learner-centred approach, the new curriculum reform has improved teaching practice, as acknowledged locally by senior Ministry staff, school leaders and teachers.

The process commenced in 2011, when the Education Advisory Committee and GoK Cabinet endorsed the National Curriculum Assessment Framework (NCAF). The NCAF is inclusive of gender and disability dimensions and was the first of its kind for Kiribati, a major step towards a coherent and relevant curriculum. Kiribati's development partners (in particular, DFAT) supported preparation of the Framework. With the approval of the NCAF and with support from KEF, the CDRC developed a comprehensive rollout plan for development and implementation of the school curriculum for basic education. Over four years (2012-2015) the CDRC (with continuous TA support) developed and produced a renewed curriculum and supporting resources for Years 1-4.¹⁰

The curriculum for Years 1-4 provides teachers with quality curriculum materials. The curriculum has been developed to provide students with the opportunity to be proficient and confident in communicating in Te-Kiribati and English in a variety of situations. The new school curriculum promotes use of Te-Kiribati and English languages for transmission of knowledge, values and culture.¹¹

The curriculum applies to all schools in Kiribati, both government and private schools, including the School and Centre for Children with Special Needs (SCCSN), with efforts to have the school registered and teachers trained at KTC. Difficulties with MoE's printing and distribution of curriculum materials and student learning resources across the nation were addressed and somewhat improved. With complex logistics and available delivery options available for supplying Kiribati schools, the on-going provision of classroom materials will remain problematic and require concerted MoE planning and effort¹².

¹⁰ The curriculum and resources for first semester Year 5 is complete, with Year 6 in the early stages.

¹¹ The rationale for mother tongue instruction in the early years is still not sufficiently understood by some MOE teachers and parents and will require further reinforcement through KEIP Phase III.

¹² One option that will be piloted in KEIP Phase III is the potential to provide classroom and student information in another form, so that there is a rich source of materials, resources and activities through pre-loaded computing devices. The pilot will be a rigorous process, and issues of teaching and learning, pilot and control grouping, sampling and testing, learning outcomes, the use of devices and their maintenance, the use in classrooms and the security, how best to apply in the classroom will be factored in.

A community consultation and advocacy program was rolled out aimed at encouraging communities to become more engaged with schools on quality and the Teacher Professional Development (TPD) program. This focused initially on literacy and numeracy in the early years. The MoE also conducted community outreach on the new English language school delivery policy, including the MoE Secretary's 2015 visits to many communities explaining this changed language policy. This included how the transition to delivering the curriculum in English starts from Year 4. A national conference was held over 2 days in August 2013, and familiarised approximately 100 community stakeholders and donors with the approach to language and literacy teaching and learning as part of the curriculum reform.

The Research Synthesis Report indicates both school leaders (93%) and teachers (89%) were comfortable with the implementation of the new curriculum. All teachers (100%) in small islands reported on the new curriculum positively while in South Tarawa most teachers (84%) reported positively. From 159 respondents only two school leaders interviewed reported being uncomfortable with the implementation of the new curriculum and these were both from larger islands outside of South Tarawa.

School leaders also reported the new curriculum provided better guidance for lesson plans, better targeted the learning needs of students and that students were more interested in what was being taught. Teachers' views about the quality of the new curriculum showed they agreed curriculum topics were about the right length, targeted to student interests, allowed them to target learning needs of different students, allowed students to learn more concepts, and allowed students to better demonstrate their ability.

Teachers also felt students were more interested and engaged in learning. There appears to be improved focus on student-centred learning. Supporting these observations, teachers noted students:

- could read in their own language by the end of Year 1;
- were much more engaged in learning;
- were more able to work independently; and
- had confidence in presenting their work to their classmates.

In parallel with the new curriculum development, the KEF Assessment Adviser supported the Examination and Assessment Unit (EAU) to establish their systems and processes for assessment, examinations, reporting and certification for the new standards-referenced national curriculum. Considering the importance of assessment (and the flow into STAKI and PILNA) this will remain an ongoing and important priority for KEF that will continue into KEIP Phase III.

An Assessment and Examinations Framework was developed to guide the use of findings about student literacy and numeracy learning from current assessments (STAKI, the trial PILNA and international work on Early Grade Reading Assessment - EGRA) to inform school-based assessment advice, curriculum materials and teacher training programs for the early years 1-4. Students in Year 4 sat the PILNA in Te-Kiribati for the first time in 2015 having in the past sat tests in English only. Recent (October 2015) Year 4 STAKI and PILNA tests have shown that, when compared to similar tests in 2013, numeracy skills have improved, as has the test attendance. The Assessment and Examinations Framework and the school-based assessment policy provides for assessment tools, content and examinations that are gender and disability sensitive.

During KEIP Phase III, support to MoE will continue to promote a strong link between curriculum and the quality of teaching and learning. Multi grade teachers will also be given greater support to broaden their skills and enable them to better establish appropriate classroom strategies and become familiar with developing work plans for managing both multi-grade and mono-grade classrooms. More attention will also be paid to supporting assessment in the classroom to promote greater individualised attention to student's needs, as well as strengthen teaching and the opportunity to provide feedback to parents.

2.1.2 Output 1.2: All teachers of single and multi-grade classes in Years 1-4 have capacity to develop children's Te-Kiribati language, literacy and numeracy skills

One of the key areas for teacher professional development was a focus on their English language capacity and the capacity to teach in English and also teach their students English. This change in the MoE language of delivery policy was a major undertaking and takes time to initiate and then maintain English language proficiency. In line with the Language in Education Policy (2012), the transition from Te-Kiribati to English as the main language of instruction started in Years 3 and 4 (2014 and 2015 respectively). The National Curriculum and Assessment Framework (NCAF), Language Policy states by Year 5, 60% of instruction should be in English. An essential factor in the success of bridging from Te-Kiribati to English is the teacher's confidence and competence in using English and to support students to express themselves and better understand content and concepts in English.

The key strategies involved skilling teachers to deliver the curriculum in English; and developing and sustaining their own English language proficiency. The Kiribati English Language Program (KELP) commenced in March 2011 during KEIP Phase I. The target was for all teachers participating in the training to reach an ISLPR 3 in all macro skills. By the end of Term 1 2014 (May 2014), 591 teachers across grades 1-6 had received KELP training with 73% achieving standard level KELT 6. KELT Level 6.0 is roughly equivalent to ISLPR 3¹³ in all macro skills – listening, speaking, reading and writing.

On the whole, KELP was relatively successful in achieving results. However, prior to the KEIP Independent Evaluation (September 2014), which suggested a review of KELP, the Ministry suspended the KELP program. The Ministry found the program's mode of delivery too taxing administratively and financially. The engagement and deployment of relief teachers (to replace those teachers undertaking training over a three-month period), caused MoE a sizeable financial deficit and cumbersome administrative burden.

The Independent Evaluation recommended finding a more appropriate and effective training model for equipping teachers (Grade 4 –JSS) with the knowledge and skills in order to deliver the curriculum in English. The suggestions were acted upon. During August 2014 members of the MoE KELP Review Team (comprising members from MoE and KTC executive management team and KELP personnel), reviewed the KTC TESOL certificate course and the KELP curriculum. The importance of building on early processes was acknowledged and discussion centred on a model that would limit cost to the MoE, be sustainable, provide on-going language training to support curriculum reforms and language policy, and address the balance between teachers' own level of proficiency and the skills required in TESOL.

The review was a situation analysis, involving achievements and lessons learnt under LEPP and KELP, through interviews with the stakeholders and a review of key documents, particularly base line study reports, training materials, consideration of utilising the University of the South Pacific (USP)¹⁴, desk research¹⁵ and discussion with, KEF ESL literacy Adviser, IALF Bali and Kiribati Institute of Technology (KIT) and ISLPR Director. KIT and Kiribati Maritime College both provide English language programs structured to meet student's medium and long-term goals for improving English Language proficiency using the ISLPR assessment process, with proficiency seen as the ability to carry out practical language tasks in real-life situations and the form of the language used in carrying out such tasks.

Ministry officers, KTC staff and technical advisers associated with the transition to English in Grade 4-5, agreed that improved English language skills and TESOL skills are both necessary for consistency in transferring students' literacy skills in Te-Kiribati to English

The KTC TESOL Program was designed to provide teachers with five English language training cycles over an eighteen month period via a decentralised mode of delivery. Each cycle comprised twenty two-hour sessions of targeted English language content used the approach to teaching English as a second language (TESOL) worked with the new curriculum, as well as a focus on the method and practice (pedagogy) of teaching, and learning English as a Second Language (ESL). For teachers to be awarded the Certificate in Training (TESOL) they needed to achieve a minimum ISLPR score of 4+16 on each of the four macro skills (Speaking, Listening, Reading and Writing). ISLPR 4 is the level in all macro skills required to teach in Australian schools

KTC TESOL, trialled in 2015, focused on Year 4 teaching cohorts based in South Tarawa. The TESOL cycles have been delivered to the cohorts on alternate months throughout the year. After school hours, these teachers learned how to use stories (new curriculum readers) in their classes, practice techniques with their peers in the safe and supportive environment, and during the week before the next component of the course, they tried out these techniques in their own classes with a coach/lecturer to provide feedback.

The fifth TESOL cycle was completed March 2016. The "Year 4" teachers who participated in this KTC TESOL trial were tested in February 2015 pre- course. A post-course test assessment was undertaken in

¹³ The test to assess the teachers was the ISLPR, an adaptive test that can be used to assess proficiency in any language for both general proficiency and proficiency in any specific purpose area.

¹⁴ USP was considered but not favoured by the MoE. When MoE approached the fees were considered too high (about \$600 per participant) and the courses were not tailor made.

¹⁵ Research on teacher cognition, a relatively new field that includes the nature of teacher knowledge and ways to develop it, is limited. Such studies are rare in the area of teacher preparation for working with students learning a second language. Akyel, A. (1997). Experienced and student EFL teachers' instructional thoughts and actions. *Canadian Modern Language Review*, 53, 678-704. In 2009 MoE commenced the Language Education Pilot Project (LEPP) which was completed in June 2010. The Pilot Program was designed and delivered by Griffith University in association with International Second Language Proficiency Rating (ISLPR) Language Services. As a pilot project, its scope was limited: apart from providing training in TESOL and English Language to lecturers in the KTC.

¹⁶ ISLPR 4 is the level in all macro skills required to teach in Australian schools

May 2016, enabling an analysis of the change in proficiency that has occurred between the two test occasions. While some progress had been made, the great majority of course participants (Year 4 teachers) did not achieve the required standard.

In summary, when looking at the macro skill results of the language testing for the 43 teachers who completed the TESOL program, only 11.6% (5 teachers) achieved the targeted short term goal in level 3 for all of the macro skills.

The acquisition of English language is a central part of GoK and MoE policy in delivering the curriculum from Year 4. It is likely that there will need to be additional changes in teacher employment policies and in expectations, so that teachers are working within a clearer framework. For example, can a teacher registration structure require the maintenance of a level of English proficiency? And is English encouraged for use in the schools, by the MoE Principles, school leaders and the IECs? To address this constraint and limited progress in teacher language capacity, there will be further engagement with MoE in identifying those policies and incentives that can better encourage teachers to maintain a commitment of English language mastery, retention and teaching.

The policy to deliver the primary curriculum from Year 4 in English is a national one implemented by the MoE. In KEIP Phase III, it is intended that the English language program, including the outcomes and language standards achieved to date, will be reviewed and the constraints and results discussed with MoE, in order that there can be a clear, coordinated commitment to improving language capacity and usage from the Ministry and from the individual teachers. This may take the form of MoE policy change or teacher standards so that full engagement of teachers and their schools on English language acquisition and usage is promoted and encouraged.

In addition to the focus on English language development and usage for teachers, a broad program of teacher PD and of leadership training was conducted, as part of working across the MoE to support capacity development particularly the rollout of the new curriculum. As has been outlined in the regular reporting during Phase II, KEF TA and funding supported a large number of workshops and MoE staff development and training opportunities. These activities included assistance to MoE through:

- Curriculum review for the Years 1-5, including assistance provided for the drafting and validation of the new curriculum; the teacher guides and learning resources for the classroom; the text books and provision of new learning materials, and the integration of the curriculum content to reduce any duplication of teaching effort across the subject areas;

- In-service pedagogy and methodology updates and mentoring for teachers who were delivering the new curriculum for the first time. The support involved workshops and staff training at KTC and outer island visits, working with the island based coaches to strengthen delivery at the school level. The PD of teachers is an important element of the reform and included a focus on those teachers actually introducing the new curriculum and materials. As the new curriculum was progressively introduced, ongoing training and consolidation on content, delivery and assessment methods were provided to strengthen the approach and provide teachers with the confidence and skills required;

- Training of teacher trainers at KTC, included English Language and applied linguistics and a review of the content of pre-service and in-service PD programs. The ongoing development of teachers, as well as the preparation of new professionals entering the service, are also foundations for ongoing sustainability and quality improvement as the reforms work their way through the year levels across the complete system;

- Targeted support was provided to the school leaders and principles, in management, leadership and school level reporting. Workshops and mentoring were delivered at both central and at school levels, and the KEF TA focused on how to best strengthen the teaching and learning environment, as well as promoting more engagement with the local communities to promote their support to education and encourage inclusive education. As part of the leadership development, KEF actively supported MoE in the development of 13 Island Education Coordinator (IEC) roles and duty statements, so that these important positions educational leadership could be recruited and then mobilised;

- Support was provided to MoE staff and their agencies, including in the development and delivery of the core services and educational management capability. This covered the many MoE central agency functions, including MoE staff involved in forward planning and HRD; staff involved in the new and existing school infrastructure; leadership involved in monitoring and supporting school improvement; MoE staff engaged in school and student level reporting and monitoring (including

Kiribati education management information systems (KEMIS) and in the M&E of MoE progress and outcomes; and those MoE staff involved in student assessment and evaluation.

The ongoing need for teacher PD, as well as support for MoE central functions, school leadership and in research and M&E, will continue during KEIP Phase III, in line with the reform implementation and the need to consolidate capacity and practice.

2.1.3 Output 1.3: More children are learning in rehabilitated classrooms

The infrastructure component presented a number of challenges at the commencement of Phase II. This included confirmation of the priority order for those Primary schools to be redeveloped, as well as the form and construction methods to be applied. The process followed, the various constraints encountered and lessons learned for infrastructure are included in Section 7 of this report.

Early in 2014, after much debate and trialling of options, the MoE and DFAT approved the use of Kitset construction for rehabilitation on South Tarawa. A new prototype building was designed by the FMU Infrastructure team in conjunction with architects Alexander and Lloyd to meet all National Infrastructure Standard (NIS) requirements. Kitset schools are now manufactured entirely in Kiribati. This form of construction enabled a seamless, steady approach during 2015, with four schools completed on South Tarawa. All kitset building materials and forms of construction were selected on the basis of whole-of-life-cycle optimising ease of building, sustainable products and a reduced building envelop.

The last quarter for 2015 saw three schools constructed simultaneously, demonstrating the efficiencies the kitset design provides. Toilets blocks and rainwater tanks and stands are installed at all refurbished schools. The inclusion of Water and Sanitation (WATSAN) facilities also improves the school environment, especially for girls. The UNICEF Water, Sanitation and Hygiene (WASH) Programme to address water and sanitation has been held at 12 schools.

In some cases, due to severe overcrowding and limited school area, a two level KitSet school building design has been used. In these cases, the lower level classrooms in the two storey kitset are in keeping with the NIS and are 48m², large enough for all curricular activities, accommodating one child using mobility aids and a wheelchair, with access to some or all of the space, depending on the layout. The foot print of the new kitset two storey solution (as completed at Rurubao Primary School) offers benefits in compactness, better land use, durability and low maintenance.

An accessible environment helps children with a disability take part in school activities alongside their peers. The kitset provides an access ramp that is broad enough for children/people using wheel chairs or sticks to have safe accessibility to single storey classrooms. The NIS states that at least 50% of available classrooms must be accessible to children/people with a disability. For any two storey kitset classrooms, they will provide four accessible lower level classrooms and an additional four upper level classrooms. This form of building will only be considered for a school refurbishment in cases where over-crowding is evident and there is limited playground space.

The process of completing 7 schools in the remote Line Islands was more complicated due to significant logistical constraints in material supply, as well as inadequate building supervision managed by the Ministry of Public Works. After some delays, all 7 schools were completed, some with minor defects identified before handover. The Ministry of Line and Phoenix Islands Development has committed to completing these minor defects, based on their agreement that the minor defects and materials required to fully complete the schools is their responsibility. The schools were occupied in 2016.

Parent and children's engagement in Kiribati with newly refurbished schools is positive, as illustrated by the increase in enrolment at refurbished schools. The indicators of the positive impact of Australia's investment in school rehabilitation include:

- parent perceptions of new schools providing improved quality of teacher/student interaction;
- school community sense of belonging and inclusion, teachers and students self-esteem and self-confidence associated with personal wellbeing, physical comfort, health;
- a sense of safety with school grounds fenced; and
- behavioural changes related to retention, vandalism, and absenteeism.



KEIP Phase III will also maintain its support to the MoE Facilities Management Unit to assess and address the rehabilitation needs across all schools.

2.2 Intermediate Outcome 2: Improved governance and management of the education system

Australia's investment has had a positive influence on governance and educational management. KEIP Phase I established the building blocks and KEIP Phase II provided the foundations of a strengthened education system. Key to strengthening the system was the establishment of the Ministry Executive Management Team (EMT). The EMT is comprised of the Secretary, the Deputy Secretary, the Director of Education and the Director of Policy and Planning. With the establishment of the EMT there has been an increased interest across the Ministry in the use of data for planning driven by demands for deeper analysis around education sector strategic priorities.

Improved governance, management and planning are indicated through the improved performance of the MoE as an organisation. This improvement in setting direction has included the promulgation of three MoE governance and management policies, strengthening the coordination of EPIK, and improving ESSP review and planning processes. Of note, the MoE organised a very successful Education Summit in April 2015 to review sector wide performance and promote draft ESSP 2016-19 goals and priorities, with over 250 people actively participating from across Kiribati. This Education Summit provided stakeholders with the opportunity to comment on the ESSP and to better understand the Ministries direction and strategies. There were positive and sustained discussions from many Island, school and MoE delegates that provided validation of the ESSP goals.

To assist in building a better understanding within MoE and schools of the use of education statistics for policy and planning, KEF provided a series of capacity development activities centred on data collected and stored in KEMIS, particularly the 2015 school survey to aid interpretation and analysis.

The KEIP research in 2015 suggests only 2.1% of school-aged children are not enrolled, with the majority of teachers and school leaders believing enrolment and attendance improved since the start of KEIP, with enrolment rates continuing to improve during Phase II. Encouraged by these results, there is a stronger sense of leadership across MoE and determination for improved decision making, enabling movement towards school management and decentralization of many functions to school and Island level.

The MoE during KEIP Phase II trialled a broader approach to community engagement, building on the community consultation process initially founded to support infrastructure rehabilitation. The broader approach is part of a move towards 'whole school improvement', by linking the infrastructure development with both community engagement and with school improvement planning. The guiding principle is the value of enabling schools, communities and families to work together collaboratively so that children and youth can receive high-quality support and services in a caring learning environment. This is particularly relevant in Kiribati, where contemporary Kiribati culture is centred on family, the church and the sea; and in appreciating that in its relative isolation Kiribati has allowed for its "traditional values" and skills to be maintained.

With KEIP support, the MoE developed a communication and advocacy strategy that reflected the Ministry's theme that education is everyone's business. The Ministry recognises to effect positive attitudinal changes, a consistent multi-pronged / multi- sectoral approach will be sustained during KEIP Phase III. The newly appointed IECs have an important role to sustain school community participation, work with school leaders and to assist teachers improve children's learning.

The table below, from KEIP Phase II surveys, illustrates progress towards school development and learning outcomes through effective community partnerships and improved capacity of MoE to plan and monitor. Further detail is provided in the following section.

Table 3: Teachers' views on community support for education improvement (by island type)

	Much Better	Better	Slightly Better	Same as Before
Large island	29	32	4	14
Small island	13	8	3	4
South Tarawa	27	56	15	4
Total	69	96	22	22

2.2.1 Output 2.1: More schools have effective partnerships with their communities to deliver quality education



KEF supports MoE's on-going advocacy campaigns through radio broadcasting, community consultation and access and participation activities on the importance of education (highlighting policies), and roles of stakeholder in supporting children's education. This has gradually engendered more positive community attitudes their children's education. KEIP Phase II findings indicate that School Committees and School Improvement Plan (SIP) Committees

provide an impetus for community engagement and are associated with examples of positive change, particularly in school maintenance and school attendance.

Community involvement at Bareaumai Primary School, which serves three villages at the end of South Tarawa, is a good example. Following the building of kitset classrooms, renovating existing ones and improving the school grounds, there was an increase in student enrolment and greater community participation with rebuilding teachers housing, attending strategic planning sessions, improved security and supporting students' attendance.

Student enrolment increased from 330 (in 2014) to 441 (January 2015). Thirteen new enrolments were older children returning to school. A challenge for teachers was creating conducive conditions and classroom practice so these older children stayed at school.¹⁷

Through KEF, additional support was provided to the Principal and teachers to develop alternative classroom strategies and establish an approach for remedial support. On-going work during KEIP Phase III will be undertaken in understanding the interventions necessary to keep children in school. Research suggests these interventions generally fall into three categories: School support (e.g. providing remedial and after school support), targeted problem-solving (e.g. conflict resolution, helping students overcome barriers to their waking up and getting to school on time), and helping older students explore recreational or community service opportunities.¹⁸

Parent education interventions, developed by MoE with KEF, continue in the Bareaumai Primary School catchment area. Bareaumai Primary School has become an example of inclusive, quality education. This broader approach to community participation is now being replicated to strengthen community engagement with the families living in the vicinity of other recently refurbished primary schools including St John Bosco, Rurubao and Dai Nippon.

¹⁷ The KEIP Phase II case study research noted examples of older students who had returned to school in almost every case study location.

¹⁸ Cited April 2016, Keeping kids in school: What research tells us about preventing dropouts - <http://www.centerforpubliceducation.org/>

2.2.2 Output 2.2: MoE has greater capacity to plan and monitor the delivery of quality education services

The MoE organises, leads and manages 120 schools (comprising 94 primary schools excluding the Special School, 23 junior secondary schools, 3 senior secondary schools). In 2015, with a slight increase in budgetary support, the MoE was mandated to contribute to the salaries of teachers at the School for Children with Special Needs. The governance of the School remains under an elected Board, which employs the management and teaching staff. Similarly, the MoE has been given oversight responsibility for Early Childhood Care and Education (ECCE), although without any additional budgetary assistance.

There is a functioning EMT that meets monthly to review a financial management report. More than 80% of the MoE budget is taken up by salaries, emoluments and utilities, leaving little for vital activities such as support for in-servicing of teachers in new curriculum and new pedagogies.

Throughout 2014, KEF leadership encouraged the EMT to keep in mind the integral relationship between revenue and expenditure - the money collected directly or indirectly, and using all of that money in a manner that reflects priorities aligned to achieving ESSP goals. In recent times, the MoE appears to be better understanding the budget-to-resource functions, such as building maintenance, supporting the delivery of resources to schools with improved and monitored processes and with the procurement of computers for administration staff. This strategic budget resourcing significantly reduced the unspent MoE funds returned to the central Ministry of Finance at the end of the 2014 and 2015 financial years.

There are early signs the MoE has an increased capacity to plan and monitor progress. The MoE EMT has driven much of the process required to draft the 2016-2019 ESSP. Since January 2015 the MoE executive team has shown interest in leading the development process, with the senior management team open and comfortable in expressing views and sharing information with the KEIP Phase III design team.

Development of the 2016-2019 ESSP has been supported by a grant from the Global Partnership for Education to MoE (with DFAT support for coordination), which provided additional technical assistance and institutional strengthening.

KEF support has also encouraged an improved approach to MoE financial management to align allocation and expenditure with the ESSP, and to improve budget execution and financial/budget monitoring and reporting. There will be further strengthening of this important management capacity in KEIP Phase III.

During 2015 the FMU successfully planned and carried out maintenance work on the six outer Island schools built with DFAT funds during KEIP Phase I. Other maintenance works – funded by Taiwan – have been carried out on junior secondary schools (JSS) buildings and Taiwan has committed \$1 million towards additional maintenance on JSS buildings in 2016. The maintenance work funded by Taiwan complements the rehabilitation of schools funded by DFAT, illustrating MoE capacity to coordinate donor investment.

3 Resources

The KEF is the mechanism through which the bulk of DFAT's investment in KEIP is operationalised to support the MoE's implementation of the strategies and goals of the ESSP.

The KEF is led by a long term international Team Leader and is located within the MOE, enabling close and on-going engagement and discussion with MoE leadership and managers. The KEF office is staffed by a core team of locally engaged personnel.

Targeted short term Technical Adviser inputs are directed at the key specialist areas of KEF support to MoE and are largely provided in-country. Some advisers also provided on-going remote support to program activities as was appropriate and approved.

Overall expenditure

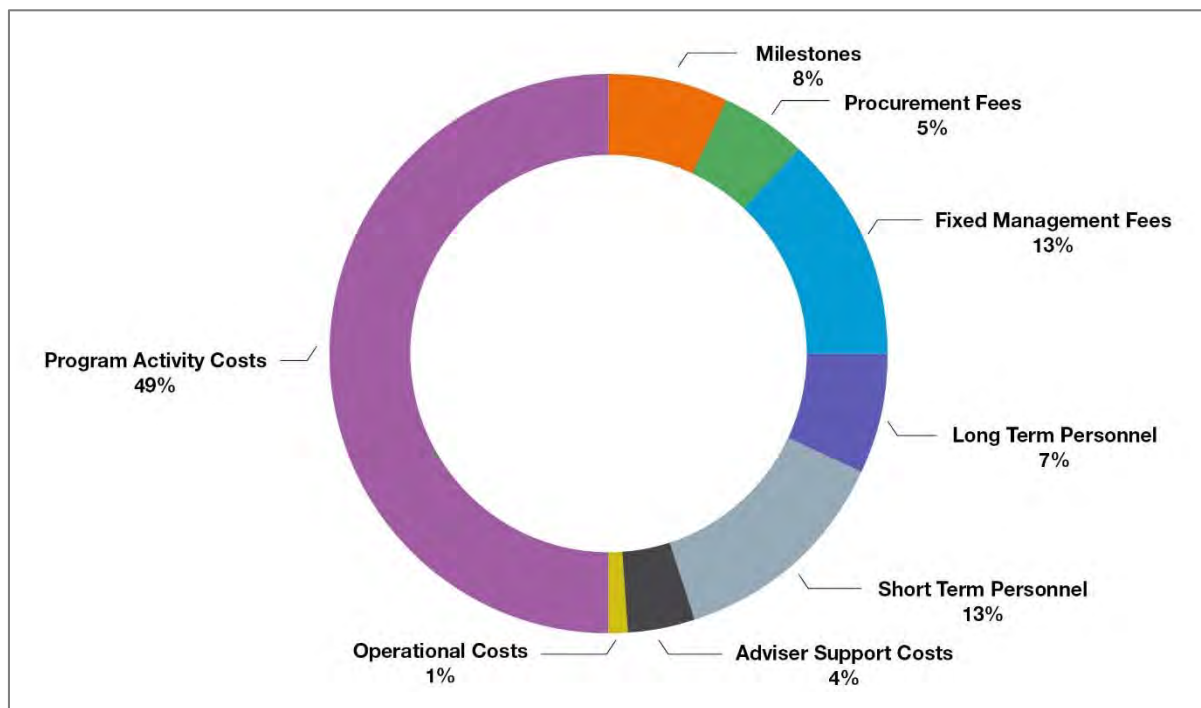
The overall spending for the reporting period March 2013 to March 2016 for KEIP Phase II was **AUD 22,063,291**. Based on the KEIP Phase III design the commencement of Phase III was scheduled for January 1st 2016. However, there were delays in finalising the 2015-2019 ESSP and the Phase III Investment Design Document (IDD), which would have made a commencement at the beginning of 2016 difficult to achieve.

To better enable a smooth transition and enable all parties to effectively plan for the completion of KEIP Phase II and the commencement of Phase III (with the associated contracting and recruitment processes) a no-cost extension of KEIP Phase II for a period of three months was entered into. The commencement of KEIP Phase III was initiated on 1st April 2016, by which time all planning, systems and staffing adjustments were in place.

Annex 3 provides details of KEIP Phase II Breakdown of Program Activity Costs by Strategy to 31 March 2016.

The following chart indicates the percentage of KEIP Phase II expenditure against the major activities and costs for the total expenditure of AUD 22,063,291.

Figure 1: KEIP Phase II Expenditure breakdown.



Program activity spending represented AUD 10,879,951 of total program expenditure, with the support provided to the rehabilitation of school infrastructure comprising AUD 6,849,372 of this total. Over the lifetime of KEIP Phase II, program activity expenditure represented 49% of total program spending.

KEF Staffing

Program staffing has been responsive to changing strategic and operational requirements as they emerged during implementation of KEIP Phase II. Balancing the number of long and short term TA, as well as the calibre and number of local staff, has been an on-going challenge. Changes to priorities and specialist areas were discussed and agreed with MoE and DFAT before any changes made to Annual Planning and implementation. Additional TA priorities and roles emerged through KEIP Phase II, with Terms of Reference for some roles updated to support activities in line with ESSP and MoE priorities.

The KEF staffing is structured to provide efficiencies to the greatest extent possible and not to duplicate or set up any parallel system to Ministry in-line functions. Care has been taken not to over-burden the absorptive capacity of MoE staff and units, which can easily occur through competing priorities for MoE executive staff time.

The recruitment of KEF personnel is managed using the MC's HR systems. Recruitment focussed on attracting committed people who are fully briefed and understand the context of working in Kiribati. The recruitment process and contracting of well qualified specialists supports the MoE as it addresses and implements the various reform priorities and technical or pedagogical areas across the basic education system.

The combined long and short term personnel expenditure over KEIP Phase II was AUD 4,273,532.

Considering the size of the KEF office in Tarawa, the required program support levels and the cost of utilities and services in Kiribati, the overall Phase II expenditure of AUD 269,967 for operational costs represents the efficient use of funding.

Budget Support and use of MoE systems

At the commencement of KEIP Phase II, efforts were made to set up structures and processes for the provision of indirect budget support – through the MoE – for program activity funding utilising the GoK No. 4 Account. However, in practice, the GoK systems were unable to support the efficient and effective transferral and acquittal of funds for activities. There were delays also in the payment of invoices for services delivered.

MoE Activity Managers reported being unable to access funds in a timely manner. This led to delays in implementing activities and an inability to obtain up-to-date expenditure reporting in order to support forward planning, budgeting and reporting.

The DFAT-commissioned March 2015 *Assessment of the Kiribati Education Sector Public Financial Management Systems* considered “the residual risks of channelling DFAT funds through GoK and MoE downstream systems are not manageable in the short term”. This position may be reviewed in the future, following a strengthening of MoE financial systems. However, while the MoE financial management and reporting systems (as a subset of GoK systems) can be improved, this will have limited benefit in the absence of broader improvement to the national government financial systems.

The KEF, acting on the recommendation of the *March 2015 Assessment of the Education Sector Public Financial Management Systems*, no longer channels funds through MoE systems, except for tranche payments (via Development Account No.4) to the Ministry of Line and Phoenix Islands Development for the administration of payments for local materials and labour for school infrastructure rehabilitation in the remote Line Islands. The remainder of KEF expenditure is managed through, and reported by, the Managing Contractor systems.

Management aligned to DFAT Policies and Guidelines

The support provided to MoE for the implementation of KEIP aligns with DFAT and the managing contractor policies and requirements. In summary form, this includes:

Work Health and Safety: including the security and environment in the KEF office;

Procurement: which aligns with the Commonwealth Procurement Rules;

Fraud: complying with DFAT and Coffey policies, including a zero tolerance approach;

Child Protection: complying with DFAT and Coffey policies, including pre-employment police checks and on-going training in child protection practices and approaches;

Environmental: compliance including for infrastructure, and through a focus on MoE capacity building;

Sustainability: With alignment to the ESSP and MoE priorities, as well as with DFAT expectations;

Gender and Inclusion: through targeted support and promotion of inclusion and policy implementation

Communication, branding: ensuring DFAT, MoE and (where appropriate) NZ Aid are central to any promotion; and

Code of Conduct: with clear expectations for all KEF staff in their conduct and relationships with MoE.

4 Gender, Disability and Social Inclusion

With KEIP support, increased mainstreaming of gender, disability and social inclusiveness has started, through being an integral part of the principles underpinning the Kiribati Education Act 2014. One of the challenges in supporting MoE to integrate gender, disability and social inclusion into service delivery and program activities is the need to change mind-sets and values, work practices and products from gender blind or neutral to gender sensitive, and from disability invisible to disability inclusive.

During KEIP Phase II, TA worked with the MoE to improve education outcomes for all students, including those located on the outer islands. The STAKI results have shown weaker performance for those attending in the outer islands. However, the KEIP Phase II supported reforms are reaching the outer islands, in the form of revised curriculum, TPD, improved infrastructure and school leader development. This priority of the GoK to focus on equity and quality across all islands will continue to be supported through KEIP Phase III, as will research (and options) into the disparity in achievements between girls and boys and how best to encourage boys to remain in, and succeed, in schools.

An early success for KEIP Phase II was to provide support to the MoE so that inclusiveness was embedded from the start of the ESSP rollout. Gender, disability and social inclusion mainstreaming is now clearly integrated into the MoE's reform agenda. Activities and approaches included:

- A key strategy during the community consultation team (CCT) island visits has been that the CCT comprise a balance of both male and female team members. Paying attention to the venue for consultations proved effective with more women actively participating when discussions are held in church mwaneabas rather than traditional village mwaneabas.
- KEF and MoE staff with KEF assistance have actively initiated and participated in gender and disability awareness raising events such as Black Thursdays, White Ribbon Day, International Women's Day and International Day of People with Disability.
- The KEF Gender and Social Inclusion Coordinator worked closely with the Ministry of Women, Youth and Social Affairs and MoE to support the establishment and facilitate the MoE's Eliminating Sexual and Gender Based Violence in Education Committee (ESGBVE Committee).
- The gender focal point role for the MoE was explicitly embedded into the new job description for the Director for Policy, Planning and Development for the first time in 2014.

The KEIP funded team has provided on-going support to MoE executive staff (and as appropriate support at the curriculum, professional development, infrastructure, in policy and at the school level) towards the achievement of the following KEIP Phase II outcomes:

- The development and cabinet endorsement of the Inaugural Kiribati Inclusive Education Policy that was implemented in 2015. The Inclusive Education Policy is available in both English and Te-Kiribati as well as a range of accessible formats including braille, large font and audio.
- Support to the explicit integration by MoE of inclusive education as one of seven goals in the Education Sector Strategic Plan 2016-2019;
- Identification that the lower number of boys that attend and completion basic education is of concern, and that the community liaison and curriculum revisions must each address this as a priority, especially into senior Primary and leading into the JSS during KEIP Phase III.
- The MoE Inclusive Education Working Group (IEWG), with support through KEF, fostered research informed policy development. Two research studies have been undertaken with the oversight of IEWG which includes: operational research in the area of disability inclusion conducted by CBN-Nossal in partnership with the local Disabled People's Organisation, Te Toa Matoi
- Support for the delivery of Inclusive Practice Showcase Workshops as an opportunity for different divisions and work groups within the MoE, as well as key stakeholders to present their efforts, achievements, challenges and future plans to their peers as well as donors;
- Support for inclusive curriculum development, through targeted capacity building within the MoE and inputs to inclusive learning materials development;
- Inclusion of gender and disability considerations in assessment processes, school leadership, teachers professional development, and in peer review processes;

- Support for providing disability specific training for staff at the School and Centre for Children with Special Needs and support to MoE on how these lessons can best be disseminated across the mainstream basic education;
- All new and refurbished single storey infrastructure and classrooms have met the Australian aid program standards for accessibility, including the provision of ramps, wider doors, grab rails and appropriate wash hand basin heights. Where two level school buildings are requested and constructed (for those schools where school land is at a premium and there are many more students than can be accommodated in single level buildings) the ground level classrooms are all accessible to students with disability. In those locations where two storey school construction has been requested and approved, there will remain the need to hold discussions with school leadership on how best to accommodate and mainstream students with disabilities in the two level school and classrooms;
- Through the KEIP Phase II contracting of school infrastructure and the use of the KitSet approach, there have been increased opportunities and employment for female workers in what are usually male orientated trade and manufacturing roles. I-Kiribati women are owners and employees of the local company that has managed the manufacture and assembly of KitSet school buildings for KEIP Phase II support to the MoE infrastructure program;
- Provision of separate boys and girls toilet facilities that are provided in the school infrastructure program, built to provide increased privacy and increase the hygiene levels and attendance at school, particularly for girls;
- Enhanced school-community partnerships, which included tailored inclusive communication strategies and messages and products on inclusive practice; and
- Support to the MoE Inclusive Education Working Group, which has undertaken operational research on disability inclusion, conducted applied research on student absenteeism, and the implementation of three applied research trials resulting in students living with a disability re-attending or attending school for the first time.

Additional information on gender, disability and social inclusion and the activities that supported these MoE and inclusion achievements are included in Annex 2: Gender, Disability and Social Inclusion Strategy Report.

5 Innovation and Private Sector Engagement

5.1 KEIP Phase II Innovation

The implementation of KEIP Phase II was achieved within its unique political economy, including strong relationships with Australia and the constraints of the operating education environment. Across KEIP Phase II activities, approaches and methods were adapted to suit the MoE's leadership and educational context, so change management strategies in the various elements of basic education reform aligned to Kiribati priorities and education sector plans.

In the program there was innovation and trialling of new ways to achieve outcomes in ways that aligned to culture, society expectations, the MoE role and responsibilities and the strong relationship between GoK and DFAT. The KEIP Phase II inputs and approaches were respectful and adaptable, so that the change management efforts were effective and sustained through MoE.

An Innovative School Building and WASH design

The development of an innovative, cost effective and sustainable solution to school infrastructure has taken several years, to arrive at a suitable solution that meets all Government, Ministry and school expectations. KEIP Phase 1 involved upgrading six primary schools in the outer Gilbert Islands using construction and implementation strategies as a pilot project to determine 'what works where' in Kiribati. Whilst the finished buildings were high quality and cost competitive, the logistics of delivering pre-fabricated modules (containing a large proportion of void space) from overseas was expensive and the fast on-site erection resulted in less income for the island than alternative systems. For these reasons, the imported kitset system was not considered further.

Given budget limitations and the limited capacity for outer islands to maintain permanent buildings, the KEIP Infrastructure Team recommended each outer island school to be upgraded with a single

permanent admin block plus 'modified' traditional classrooms. The sustainable 'modified' traditional classroom concept was not developed further due to all new GoK buildings in the outer islands to be of permanent construction.

At the request of the then-Minister for Education, the KEIP Infrastructure Team designed a 'semi-permanent' double classroom block for the outer islands. The system comprised a raised timber floor or concrete slab-on-ground; pre-fabricated timber wall, window and door panels; plywood lining and colorbond steel cladding; polycarbonate gable cladding (for natural lighting) and traditional leaf roof for insulation and to promote community involvement in the school through maintenance and replacement of traditional materials. The Minister presented this solution to the Cabinet but the system was ruled unacceptable because it was not fully permanent.

To fully satisfy GoK requirements for 'permanent' buildings, the KEIP Infrastructure Team further developed the kitset concept to include standard timber roof trusses, raking plywood ceilings and a colorbond steel roof. A promotional document titled 'New Kitset Designs for Kiribati Primary Schools' was presented to Cabinet and endorsed as a suitable 'permanent' solution for Kiribati primary schools. Prototype buildings were constructed at Bareaumai primary school to test and fine-tune the concept.

Following the successful pilot, a number of single storey buildings were installed at St John Bosco primary school in 2015 and a two storey 8 classroom kitset building - developed to address overcrowding issues – was completed in time for the 2016 school year at Rurubao primary school. Two similar buildings are almost complete at Dai Nippon primary school.

The two storey building concept has been successful in those schools with very high student populations and with very limited land, so that the available space for building is at a premium. The planning for a two level KitSet classroom block has recently been extended to 10 classrooms, in order to address the overcrowding issues at Temwanoku, Taken Bairiki, Tebanimaneka and War memorial primary schools.

The improved WASH and water storage facilities at refurbished schools are also important elements in improving hygiene and increasing water security through increased water storage. Two similar classroom buildings are almost complete at *Dai Nippon Primary School*.

Fig 2: External and internal view of the KitSet classrooms.



Advantages of the Prefabricated KitSet Design

- Designed, fabricated, erected in Kiribati, being fully engineered, tested and endorsed by Ministry of Public Works and Utilities (MPWU);
- Low maintenance, treated timber & plywood, 316 grade stainless steel mesh, colorbond steel cladding;
- Cost effective, balancing the quality of materials; savings through assembly of the component parts in Kiribati; the relative ease and lower cost to transport and assemble the KitSets; the employment of local labour employed to assemble the buildings; the capacity of Kiribati contractors to complete the school buildings to a high level of quality; and the lower cost of maintenance over the life cycle.
- Suitable for both Kiribati urban and rural schools, certified as 'permanent' by the GoK;
- Concrete filled plastic piers & columns with stainless steel strap reinforcing, so no concrete cancer;
- Raised timber floors suitable for low-lying sites and those areas vulnerable to flooding;

- Greater quality assurance (QA) with much work completed in a Kiribati factory under controlled conditions;
- Fewer time delays on site due to inclement weather, through pre-fabrication in factory, so that assembly on-site is very fast;
- Women business owners involved in the building and component manufacturing work;
- Single storey buildings are 100% accessible, with ramp access to elevated timber floor;
- Less concrete used in the building structure, so limiting material taken from Kiribati beaches compared to local standard local building practice;
- Additional water storage and (through raised floors) flooding security for local communities;
- Low energy, with excellent natural light and ventilation for all classrooms;
- Can be erected by smaller Kiribati building companies and can increase the skills and capacity of local tradespeople and semi-skilled workers;
- Design could translate to other sectors or application for public buildings in Kiribati or the Pacific.

Additional information and the background to this innovative solution for providing Kiribati with sustainable, quality school infrastructure is included as “Annex 6: The KEIP Kitset Classroom Innovation”.

The successful design and manufacturing / delivery method for the provision of quality classrooms (single and - where specifically requested due to local land or school population conditions - two storey) will be applied to continue the MoE classroom and infrastructure improvement program that will be funded through KEIP Phase III.

5.2 KEIP Phase II Private Sector engagement

Wherever possible the Kiribati private sector has been involved with and supported through KEIP Phase II activities, including opportunities for contracted supply of goods and services. In addition, support (through clear quality standards and service level expectations) has been provided to local Kiribati companies, in order that they can better understand and meet quality requirements.

The following table outlines the engagement with, and benefit to, the Kiribati private sector and businesses.

Table 4: KEIP Phase II private sector engagement

Private Sector	Role in KEIP Phase II	Benefits to Sector and Kiribati
Kiribati business and agents provided goods and services to KEIP	Use of local companies to increase Kiribati business participation, set quality standards and to seek value for money solutions	Provides opportunities for local companies and traders to provide goods or services to KEIP, while at the same time better understanding the quality requirements and warranty obligations
Local private building and construction companies built KEIP Phase II schools	Assemble the kitset school components locally, through Kiribati companies, then tender out the contracts for builders to undertake the site preparation and construction, including WASH facilities and water tanks	Increased employment and skill formation for local staff The kitset design is also suitable for non-education buildings, so can provide increased marketing options for local suppliers and builders in residential or commercial buildings
Employment Local installers and Island based semi-skilled labour	Local labour and support is hired to install the proposed water capture and storage tanks / WASH facilities at the schools	Short term employment opportunities and associated skill formation, for work on installing and maintaining water capture and storage and the WASH facilities
Kiribati hotels, guest houses, rental owners, supermarkets	Suppliers of accommodation and hospitality services to KEIP and managing contractor staff staying in country	Increased business turnover, opportunities for more local employment and for staff training

6 Risks Management and Safeguards

As part of planning and implementation, a Risk Assessment and Management Tool (in the form of a matrix) was included in the planning and reporting documentation. This matrix was updated regularly and amended to accommodate any emerging risks. When serious risks or constraints emerged, these were communicated quickly to MoE and to DFAT, so that the potential impact on the program or achievements was minimised.

The following summary indicates the main strategic and operational KEIP Phase II risks and how they were mitigated and managed. The risk management and response is aligned to the unique context in Kiribati, and supported by on-going and regular communications and updates between the Team Leader and the managing contractor.

Table 5: Summary of strategic and operational risks for KEIP Phase II

KEIP Phase II Potential Risk	Impact if not managed	Risk mitigation and actions
Reputational risk	<ul style="list-style-type: none"> Damage to MoE and DFAT reputation if KEIP is not delivered in a professional way by qualified staff Basic education at core of Kiribati culture and society, so inappropriate content or approaches could cause dissent and damage KEIP is a high profile initiative of the Australian Government - any major issue would be highly visible and could have a broader impact 	<ul style="list-style-type: none"> Open communications at all times with MoE and DFAT to raise issues and advise if any contentious matters Strong alignment with the MoE ESSP and through demonstrating respect for Kiribati culture, sensitivities and perspectives Briefings and code of conduct for all KEIP funded staff and contracts on acceptable standards and expectations
Fiduciary risk	<ul style="list-style-type: none"> Loss of funds or the inadequate reporting of expenditure KEIP funds to MoE not used for the purpose that they were allocated to support Payment not paid in a timely manner to those invoices submitted for work completed for a Australian aid initiative 	<ul style="list-style-type: none"> Undertook Fiduciary risk analysis on MoE systems via external consultant Majority of funds dispersed by (and accountable through) the KEF financial systems Where funds were previously managed through MoE (including infrastructure) controls in place to match expenditure against the allocated budget
Risk on Phase II alignment and activity / expenditure relevance	<ul style="list-style-type: none"> Potential problems and even conflict if Australian support not aligned to GoK or MoE priorities, curriculum content, service delivery Potential for perception that Australian aid is changing the structure and content of basic education Potential for the KEIP support to MoE's change management plans not understood at the community level 	<ul style="list-style-type: none"> All KEIP planning and funding allocations are for activities within MoE and ESSP framework and goals All TA work with and through the MoE to ensure that it is clear that the leadership and direction is through MoE Ongoing community engagement to explain the reform process and the role that KEIP plays in support of MoE
Risk on Value for Money	<ul style="list-style-type: none"> Australian funds not expended on the best value goods and services Relatively limited procurement options in Kiribati leads to price fixing and collusion Firms contracted do not have the capacity to deliver at the required quality 	<ul style="list-style-type: none"> Ongoing review and monitoring of local procurement to reach best value and follow up is contracted Major expenditure and procurement delivered through transparent processes and contracting Briefings for local firms on the quality and standards required and the conditions on tendering, to encourage participation

KEIP Phase II Potential Risk	Impact if not managed	Risk mitigation and actions
Infrastructure risks	<ul style="list-style-type: none"> • Potential for environmental damage if building design and construction is not well thought through • Potential for inappropriate designs that do not comply with GoK policies or standards • Potential for disputes with landowners and communities if not consulted • Risks with building schools on remote islands, working through third parties for storage and issuing of materials • Delays in infrastructure leads to community and political concern, delaying students having quality class 	<ul style="list-style-type: none"> • Designs went through iterative process and have received formal approval • Infrastructure build aligns to GoK requests and priority listing • Communications held with communities to resolve any land issues or construction employment requests for local people • Provide guidelines for issuing materials to the builders and conduct QA through infrastructure TA and KEIP visits • Maintain contact with MoE, builders to program infrastructure to high level within the Kiribati constraints
Risks to Health and Safety	<ul style="list-style-type: none"> • Kiribati has limited health services and facilities in case of emergency or sickness • Potential for asbestos materials in existing school infrastructure and for the remediation work • Potential for low level local crime targeted against advisers or contractors • Kiribati susceptible to tropical diseases and sicknesses that can affect staff 	<ul style="list-style-type: none"> • Prior briefings and support to the team members, including on availability of medical services and medication • Each demolition or repair includes assessment of materials. If concern of asbestos, approved procedures followed • Insurance in place and arrangements in place in case of emergency • Staff supported in maintaining awareness of health and security matters and to seek advice or assistance as required
Risk that KEIP benefits are perceived as limited to selected schools	<ul style="list-style-type: none"> • Benefits of basic education reform perceived as limited to small number of students through the publicity on new school buildings • Access to higher levels of secondary education merited by quota numbers and highly academic content • Perceptions that resources focussed on Tarawa at the expense of the outer islands 	<ul style="list-style-type: none"> • Curriculum improvement, materials and teacher PD / English language training benefits all primary school students • Support to reform secondary curriculum will provide more options for more students and help retain them • Regular PD for teachers and schools leaders across Kiribati, as well as infrastructure in outer islands
Risk to Developing Sustainable Outcomes	<ul style="list-style-type: none"> • KEIP activities and support not aligned to MoE priorities or ESSP strategic plans for basic education • MoE staff at central, Island and at the school level do not have the skills to sustain and embed the reforms • New buildings, curriculum reforms, inclusive teaching and teacher English language not able to be maintained by MoE in the longer term 	<ul style="list-style-type: none"> • All KEIP support aligned to MoE priorities and forward planning • Ongoing dialogue and communication with MoE at all levels to support change management and long term capacity • TA and specialist work through MoE so that change is made at the pace and the agreed direction of the MoE

KEIP Phase II Potential Risk	Impact if not managed	Risk mitigation and actions
Fraud risks	<ul style="list-style-type: none"> • Dispersal of funds and remote locations open up the potential for fraud at individual level • Community pressure can encourage and pressure fraudulent acts by individuals • Limited capacity of GoK systems and experienced staff can allow misallocation or misuse of building materials to occur, especially on the remote islands or where it is difficult to monitor quantity and quality of materials issued. 	<ul style="list-style-type: none"> • Clear guidelines and contractor briefings on code of conduct and the obligation of all to be vigilant on potential for fraud • Regular internal audits and ongoing review of systems • Increase level of documentation and verification of any materials managed and stored through third parties. • Staff trained in financial management, signs of fraud, reporting, zero tolerance
Child protection risks	<ul style="list-style-type: none"> • With TA working near and in schools, risk of perceived or actual inappropriate relationship with children • Very damaging outcomes for the child and those involved if child is abused or exploited • Having TA work in remote schools with limited accommodation available means that they may be living in close proximity 	<ul style="list-style-type: none"> • Clear guidelines and contractor briefings on child protection and the obligation of all to be vigilant at all times • Maintaining awareness of surrounding environment and conversations • Staff trained in child protection expectations, potential signs or opportunities, reporting, and zero tolerance
Quality Risk from Kiribati's isolation and communications	<ul style="list-style-type: none"> • Difficult to attract quality staff and retain them, through the relative isolation and logistics • Poor communications and internet access severely limit the ability for YA to communicate home • Limited opportunities to maintain professional standards and keep current with peers and colleagues in the larger centres 	<ul style="list-style-type: none"> • Careful promotion of the available KEIP positions and selection, so that the most suitable people identified • Provide ongoing support and contact to enable concerns or issues to be addressed • Providing access to internet and other networking opportunities where possible • Rapid response to any serious concerns

7 Challenges and Lessons Learned

The lessons learned and the implications for KEIP Phase III, as they relate to the specific elements of implementation, have generally been included in the body of this completion report.

Importance of maintaining community support for basic education reform

Engagement with the community, in support of a national ESSP strategy, has contributed to improving support and perceptions of basic education as being a valuable part of the lives of I-Kiribati children. An important lesson learned is the importance of technical support of teaching and learning reform, as well as gaining support of school communities for the reforms, so that they are better accepted and implemented. In addition to the technical resourcing of school leadership to drive the reform at school level, there is an ongoing requirement for outreach to local communities on the rationale of the reforms. A positive reception of education reforms by school communities is vital, for example, the language policy adoption of mother tongue in the first grades, a source of confusion in some communities.

In KEIP Phase III it will be imperative to develop the local school community's understanding of the purpose and advantages of JSS reforms; the Inclusive Education policy in regard to disability inclusion; and also the School Wellbeing policy in relation to encouraging respectful gender relationships. There will be an ongoing priority for leadership from the community, including community-based NGOs such as *Live and Learn*, who will be central for giving shape and impetus for a curriculum integrated with

improvement of the communities' quality of life. Engagement of leaders from Kiribati's Disabled People's Organisation will also be important for engaging community support for educational provision for children with disabilities.

Another important lesson is that I-Kiribati are an oral society, so relying solely on documentation and written reports to provide information and perspectives is not the ideal option to gain understanding and agreement. There remains the need to advocate and explain the change management process through advocates and leaders, part of improving school learning conditions, expectations, parental commitment and ultimately the results of their students in their schools.

Coordination with other stakeholders in the sector, including through EPiK

There are several donors and UN agencies active in Kiribati's basic education sector, as well as NGOs and private secondary schools (normally delivered through faith-based organisations). Several agencies are involved in health and sanitation at schools (including WASH), in supporting opportunities for children with disabilities; and in promoting curriculum change and respectful relationships in school communities. There is a risk that the parallel activities of other supporters of MoE and of basic education could lead to duplication of effort or alternate approaches to the same priority or problem.

The Education Partners in Kiribati (EPiK) has played an important role for the MoE to coordinate donor funding efficiently across the sector, promote accountability, sharing information across government, stakeholders and with the development partners, including monitoring against the ESSP progress and achievements. There may be scope for MoE to expand or amend the membership and role of this forum over time, as part of the evolution of the Kiribati education sector. This includes the option to extend beyond basic education or (as other donors become engaged) to include stakeholders that each support MoE and the delivery of education in Kiribati.

A lesson from KEIP Phase II is that the KEF staff (working with MoE and DFAT) must continue to maintain contact with and (as appropriate) to cooperate with other stakeholders, working collaboratively. There are a number of donors, NGOs and UN agencies working across the basic education sector. KEF will, as appropriate, liaise with them in order to provide coherent support to MoE in its efforts to plan for, and implement, the reform process. This will become more important once the KEIP Phase III support starts to engage with secondary schooling, which has another network of support and stakeholders.

Managing Fiduciary Risk

At the commencement of KEIP Phase II, some funds were provided through a GoK Account number 4, to fund specific activities and utilise government systems. Over time there were several problems and constraints through using the Account number 4 for the payment of goods and services provided to MoE. In mid-2014, KEF ceased using the GoK Account No. 4 for providing direct budget assistance to the KEF / MoE activities and changed (with DFAT approval) to providing indirect budget support. That is, funds are provided through the KEF and not through MOE financial systems and payments. This is with the exception of the school infrastructure activities.

This method of providing funding for activities provided a lesson learned on the use of GoK systems. The practice was stopped as a result of lengthy delays in the MoE's release of KEIP provided funds to the various Activity Managers. There were also some issues around the effective management and timely reporting of these DFAT funds and expenditure within the number 4 account (including mislabelling of funding streams and significant delays in providing acquittals).

The exception to this decision was a continuation of funding for the administration of payments for local materials and labour for school rehabilitation activities in the remote Line Islands, which was transferred to the Ministry of the Line and Phoenix Islands (MLPID) via tranche payments to the GoK No. 4 Account. This exception was in accordance with the terms of the Memorandum of Understanding existing between MoE and MLPID.

School Infrastructure in remote locations

The Australian support to the GoK includes for the refurbishment or replacement of school infrastructure in some of the most remote locations in the world. In many outer islands, the logistics for getting building materials and skilled labour to the school locations presents logistical and quality control challenges. A lesson learned is that the transport, storage and issuing of building materials, as well as the quality of work conducted on site, presents a risk. The risk involves the remoteness of the Island locations, the limited supervision capacity of site managers, the uncertainty of local shipping and the limited security and controls present.

These risks can be reduced through better supervision and documentation / verification. For the quality of work, the tender document was amended to strengthen the obligation of the construction contractor to complete the work to the required standard. The quality of the KitSet component is monitored by regular visits to the factory in Tarawa. The actual assembly and construction, in remote locations, represents the increased risk. The contractual obligation for site construction of classrooms to meet quality standards has been strengthened to put more onus onto the contractor. This has been further strengthened by additional KEF staff visits to the Island school work locations. The practical acceptance of a school building marks the handover into warranty period, and additional resources and monitoring needs to be applied to validate that the building quality meets the contractual requirements.

For materials and supplies, improvements were made in tighter documentation that clearly describes the volume and nature of materials and their packing location, so that there is a strong trail for each container or package of building materials as it transits to the outer islands and is handled by multiple groups and stakeholders. In addition to tighter documentation, the inclusion of some excess materials is an important element, especially where (as in the case of packaged concrete) there can be spoilage due to sea water if the packages are mishandled or badly stored.

At the completion of Phase II and into Phase III, additional resources have been assigned to infrastructure management, and part of this is to tighten the controls and documentation so that there remains a clear accountability for the quality of work during the construction period, the checking of the classroom practical completion certification, as well as tracking the building materials as they progress from Tarawa to the remote school sites.

Balancing appropriate levels of TA with the MoE absorptive capacity

A lesson especially relevant to KEIP Phase III is the issue of the amount of technical assistance (TA) and the importance of effective knowledge transfer. As with other programs attempting the transformation of teaching and learning behaviour in the Pacific, KEIP to date has been heavy with TA and providing direct support to the Ministry. The quality of TA and the approach was recognised by the KEIP Independent Evaluation as one of the reasons for the success of the implementation of the teaching and learning reforms. The Independent Evaluation also found evidence that some units in the Ministry had felt overwhelmed by the TA and wanted more control by the Ministry in its focus and deployment.¹⁹

KEIP support to JSS will include major reform of an untouched sub-sector in a shortened space of time. Ways of increasing ownership should be a priority in management of TA in this intervention. Over KEIP Phase II, the importance of including a wider group of stakeholders to drive curriculum change was recognised, and advisers have advocated for more inclusion of teachers and principals, who bear the brunt of change.

As Phase II is the final phase of KEIP, capacity building for sustainable leadership of the reforms should form an explicit function of external TA. This includes the future capacity of the Kiribati Teachers College (KTC), involving increased mentoring. This would be through internal support within KEIP, as well as through scholarship support outside it. This approach will focus on developing MoE and KTC leadership in the broader number of specific skills required for teacher development as the reforms enter the secondary level.

Teacher English Language acquisition and training

Teacher language acquisition is not easy and requires a mix of policy, work environment and specialist language training to have a strong chance of success. International reports and research identifies that enabling students to learn in English is an enormously challenging undertaking, when it is not their first language, when teachers do not speak it well and when it is not in common use in the environment. These constraining factors describe the situation in Kiribati. High levels of resourcing are necessary, and these resources have to target specific, critical stages in learning and language proficiency.

With the majority of instruction in English at schools starting from Year 5, Kiribati's language policy is a relatively early exit model from learning in the children's first language. For language acquisition to succeed, evidence suggests that particular sequences and provisions are vital. The first need is to identify that young children are orally fluent in their own language in the early grades. This facilitates comprehension and use of language for a later transfer to a second language.

¹⁹ DFAT 2014. KEIP Phase II Independent Evaluation

Students need to know the language that they are to learn in, before they start learning in it. Research from African countries for example suggests that for reading school books at around Year 5 level, a vocabulary of around 3,000-5,000 words is necessary.²⁰ The years of bridging to English are also the most critical years, with teachers handling the transition to English (in Kiribati in Year 4) needing to know English well and have the ESL skills to teach it as a second language. Language skills (vocabulary, syntax, text structures) are also necessary for teachers and students to understand subject content. For MoE and for KEIP Phase III, this means literacy and language learning need to be explicitly addressed in the teaching at higher years, right through to the end of JSS.

A particular challenge that Kiribati and MoE face in students' successful mastery of English is the teachers' low English proficiency and also their ability to deliver instruction in the language.

There have been important lessons learned from large investments in raising MoE teacher proficiency (the Kiribati English Language Program (KELP) program during KEIP Phase II and the Language Education Pilot Project (LEPP) in 2009). While KELP produced a reasonable pass rate, subsequent testing shows that language deteriorates quickly if not kept in use. Usage depends on access to resources and communities of speakers. It also depends on individual motivation to maintain mastery. MoE incentives for teachers maintaining their own English skills are needed, such as inclusion of English language competence in teacher service standards or teacher registration. This implies the need for institutional capacity to support language upgrade and for testing, an expensive process that has been conducted externally.

Maintaining proficiency is an issue of individual teacher professionalism and should fall within teacher appraisal by Principals and IECs. In this approach, it would be incumbent on each Principal to foster a school environment where English language use is normal and feasible.

Kiribati has learned the importance of including the pedagogy of teaching in English in teacher skills. From early in 2015, the KTC-developed TESOL program has been delivered for those Year 4 teachers implementing the curriculum reforms, with the intention of extending the training to higher grades, aimed at balancing improving language proficiency and language teaching skills. However, the training of teachers in English, in isolation to the working environment in the schools and classrooms, has not achieved the anticipated increase in macro skills and remains a work in progress. A coordinated commitment, by the individual teachers, their leadership in the schools, the IECs and from the MoE, will be needed to nurture and sustain the school working environment, so that English proficiency is not lost once the language training is completed.

Early in KEIP Phase III it will be a priority to work with the MoE and KTC to review language programs to date and address the ongoing maintenance of English language acquisition of teachers and students in primary school, as well as the importance of language acquisition for students in the successful learning of academic subjects into secondary school. KEIP Phase III will also pilot the use of computer tablets for teachers and students, providing a rich source of learning materials and information (including presenting learning materials via the tablet by a native language speaker) that may assist both teachers and students to maintain and extend their language use and proficiency

Leadership in the Education Sector

The 2016-19 ESSP has stressed the need for MoE executive leadership to sustain the reform process. With the 2011-15 ESSP not being supported by an expenditure framework, the MoE divisions therefore did not plan to the ESSP performance framework. The KEIP Independent Evaluation found that "for MoE, the ESSP, and its associated MEF are viewed more as passive documents rather than active tools."²¹

An expenditure framework for the ESSP 2016-2019 is necessary and currently being developed to define GoK's priorities for its financing of all elements of the ESSP 2016-2019. This will help guide MoE expenditure against the priorities and also provide the basis for negotiating additional financing from other development partners.

Another lesson from progress made in the organisational development of MoE during 2012-15 was that the role of the Education Strategic Planning Adviser (ESPA) was of central importance to supporting and strengthening MoE strategic planning and management, as well as to the MoE relationship with EPIK as

²⁰ Agatha van Ginkel, SIL International, Transitions.

²¹ DFAT 2014. KEIP Phase II Independent Evaluation, p.38

an instrument of accountable governance. The MoE senior management team has ongoing need for this specialist capacity strengthening, including through mentoring and embedded collaboration. The ESPA support forms the backdrop to the specific professional development and TA to be provided to MoE leadership, in parallel to the resources available under KEIP Phase III.

Access to reliable education sector information and data

There remains limited information available through the MoE on education delivery and on achievement. The STAKI results provides an overview across Kiribati schools and grades, but there is limited information on what works in the classroom or what efforts and innovations are underway to deliver the new curriculum.

The limited MoE capacity for research, data collection and analysis was recognised as a constraint and considered as a lesson learnt. Limited MoE data constrains the development of education base line information that is needed for planning and decision making. Several actions on strengthening the base line information were initiated during KEIP Phase II that will need KEF support to continue.

Towards the end of KEIP Phase II, the collection of data and research activities were scaled-up to gather information and evidence from a sample of schools and communities. This proactive approach to research and information collection should be maintained until the MoE has the systems and staff in place to itself provide appropriate data and identify trends. Two local research positions within the MoE were approved by DFAT and funded through KEIP Phase II, to focus on the ESSP and KEIP outputs and achievements, to be calibrated against both MoE and ESSP goals.

Also there is limited opportunity or mechanisms for the school leaders and (more recently) the IECs to provide consistent and timely information back to MoE on school level management, issues in teaching and learning, activity monitoring, initiatives being made or on the achievement of outcomes. The proposed provision of tablets to IECs and school leaders, complete with templates for financial and activity reporting back to MoE, may assist in getting information to the centre, together with more accurate reporting on what change is happening at school and the classroom level.

8 Final Phase of the KEIP Investment

The design and now implementation of KEIP Phase III (April 2016 to December 2019) will complete a nine year Australian commitment to supporting improvement to the quality and access in basic education for the people of Kiribati. As the major donor in support of Kiribati's basic education system reform, Australia has a long term commitment to Kiribati, an interest that commenced with the MoE in 1998. This relationship has proven to be an enduringly positive one, which has continued to develop and deepen through the implementation of KEIP Phase II and the design process for KEIP Phase III.

The partnership and DFAT's strong engagement and support, are highly visible and broadly valued by I-Kiribati. Support for the basic education reform and improvement, delivered to date through KEIP Phase I and II, is a cornerstone of the Australian aid program in Kiribati and provides a strong basis for policy dialogue on education and on other matters, as well as significant opportunities for public diplomacy.

The strong commitment of the GoK is reflected through the MoE recurrent budget allocation, which has increased steadily in recent years, most recently from \$20.3m in 2015 to \$22.3m in 2016 (9.5% increase) under the newly elected government. This level of expenditure is comparable to other Pacific Island Countries. This level of government expenditure on basic education is another strong foundation in support of Australian funding through KEIP Phase III, with Australia maintaining its long term commitment to reform, which is on-going and in partnership with the government and the broader community.

During KEIP Phase II, the MoE maintained an organisational capacity to implement reforms in line with its ESSP goals, covering leadership, pre-service and in-service training, English language training, new curriculum and delivery, and for school infrastructure. The same successful model will be used to implement KEIP Phase III, using an efficient management and resourcing approach that maximises MoE involvement and systems, while providing targeted technical support and resources that are appropriate to the Kiribati context. The strong focus on cooperation and communication will continue through KEIP Phase III, so that DFAT are kept informed on progress, achievements and any constraints, as well as in their sponsoring of the EPIK meetings and for any required reporting.

The DFAT support to be provided under KEIP Phase III will remain aligned with the priorities outlined in the Strategy for Australia's aid investments in education 2015-2020, having a substantive focus on learning improvement. The design for KEIP Phase III was completed in 2015 and it commenced in April 2016. In its national leadership role, the MoE has also developed a comprehensive ESSP for 2016-19, which is the basis for the KEIP Phase III design and maintains a priority for providing "basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin".

The GoK Inclusive Education Policy, being implemented by the MoE, demonstrates commitment to promoting equity and social inclusion. Australia's prioritisation of equity will enable it to help the GoK develop educational opportunities inclusively, particularly in relation to disability inclusion and gender. Through KEIP Phase III, Australia can continue to support MoE implement its Inclusive Education Policy, supporting children with disabilities to engage with education and to learn in mainstream classrooms. Australian assistance and expertise can also help MoE and schools to promote gender equality, counter gender-based violence through curriculum and modelling respectful relationships, as well as increasing options and opportunities for boys and girls with disabilities through basic education. Identifying those factors or approaches that can increase success of boys at school and in their completing basic education, will also be a priority.

The KEIP Phase III will support MoE to continue consolidating the Primary education reforms to date, and at the same time assisting MoE to extend reform into Junior Secondary. The broader objective is to improve teaching, learning, as well as the relevance of the basic education content, delivered in ways that can improve school graduate opportunities.

KEIP Phase III will also complement (and link with) other targeted DFAT investments in support of GoK's priorities in strengthening Kiribati's human resources and increasing internal and overseas employment opportunities. These development initiatives include the upcoming Skills for Employment Program (SfEP), the Australia-Pacific Technical College (APTC), the Australia Awards Scholarships, the Australian Volunteers for International Development; and the Australian Government's pilot program for workers from Pacific Microstates, and other on-going initiatives to further improve i-Kiribati access to the opportunities available through the Seasonal Worker Program.

Annex 1

KEIP Phase II Progress against the Monitoring and Evaluation Framework

KEIP Phase II Progress against the Monitoring and Evaluation Framework

KEIP is the framework within which Australia and other development partners are supporting the Ministry of Education (MOE) to implement its plans for education to support human resource development. KEIP was designed to be implemented in three phases and the following Table provides an estimation of progress in several areas as at the completion of KEIP Phase II.

KEIP Phase I (2011-2012) was the enabling phase, setting up the legislative and policy frameworks for transforming the quality of learning in basic education. KEIP Phase II (2013-2015) supported the implementation of reforms at the school and classroom level across Years 1-4, and prepared for upper primary. Key performance indicators were expressed through simplified reporting mechanisms, developed to inform all KEIP stakeholders of the progress of KEIP implementation and to do so in a way that future operational and strategic planning could be modified appropriately

This has been used to determine the extent to which expected results from KEIP II interventions were or were not met. It is informed by the Monitoring and Evaluation (M&E) specified for the MoE's Education Sector Strategic Plan (ESSP). The MEF describes the priority ESSP M&E activities, along with the roles and responsibilities for generating outputs. The MEF was designed to coordinate MoE M&E activities and assess progress of M&E implementation.

The MoE MEF was developed in 2012 with UNESCO financial support. The KEIP II MEF, also developed in 2012, was largely based on the MoE MEF for the 2011-2015 ESSP.

The KEIP (MEF) was updated in early 2015 and a copy provided to DFAT Post. Revision included removing or adjusting several indicators/baseline and targets. Where applicable, this is noted in the 'Comment' column (far right). Where reliable indicator information is available, this is reported.

Limitations

The following limitations on the data presented are noted:

- In Kiribati, irregularities in the 2010 and 2015 census combined with uncertainty around the fertility rates, life expectancy at birth and net overseas migration. This has made it more difficult to estimate reliable population data for the purposes of expected school enrolment. This issue is magnified by the small population size and the need to derive estimates for various sectors of the school system such as new entrants into the school system, and numbers that could attend primary, lower secondary and upper secondary school sectors.
- It has been recommended that indicators derived from these population estimates are considered in association with other relevant education data. As an example, changes in primary school level Gross Enrolment Rate (GER) estimates should be reviewed in association with the changes in the total number of enrolments. Further, as per UNESCO Institute recommendations, the Net Enrolment Rate (NER) rates are withheld for both sexes when estimates for either sex exceeded 105% (MoE, 2015).
- The National Census for 2015 indicates a slower growth rate for Kiribati, at only 1.2% against the growth rate predicated in 2010 of 2.2%. The data shows a downward trend with the net growth of over 2,000 persons per year up to 2011 and then dropping off to less than 2,000 in subsequent years.
- An audit in 2015 showed data entry was sufficiently accurate but that the business processes that assured the supply of quality data were not operational. This caveat on the accuracy of data validity applies to the following indicators and the comments on progress against the anticipated end of program outcomes.

Results

Result Statement	Indicator / Baseline / Target	KEIP PI and II Achievement	Comments
End-of-program Outcome 2015			
All children (boys and girls) in Years 1-4 in Kiribati participate in primary education and achieve functional literacy and numeracy after six years	Literacy in Te-Kiribati and numeracy of students in Year 4 <i>Baseline (STAKI 2009)</i> Total: 61% Boys: 54% Girls: 69%	Year 4 Te-Kiribati Literacy <i>STAKI 2015</i> Total: 42% Boys: 31% Girls: 53%	Not Yet achieved The Te-Kiribati STAKI literacy results had been static since 2009 but in 2015, a significant decrease in the national average was recorded. On the other hand the proportion of very weak student performances in Year 4 has declined. This outcome may reflect improved classroom engagement resulting from improved curriculum and pedagogy; an improved

Result Statement	Indicator / Baseline / Target	KEIP PI and II Achievement	Comments
	<p><i>Target</i> 25% increase for boys and girls</p> <p><i>Baseline (2009)</i> (STAKI 2009) Total: 35% Boys: 31% Girls: 39%</p> <p><i>Target</i> 25% increase for boys and girls</p>	<p>Year 4 Numeracy</p> <p>STAKI 2015 Total: 78% Boys: 75% Girls: 83%</p>	<p>attitude towards and familiarity with testing or a combination of those and other factors. The 2015 test was the regional PILNA test. Unlike previous years the PILNA, did not include a listening component. As listening and oral skills are the most developed, this could account for variation. According to MoE data, the proportion of students meeting the benchmark standard in writing has risen to 68% from 54% in 2013.</p> <p>The Yr 4 students tested were only exposed to the new curriculum for a maximum of 2 years. A more complete picture of outcomes will be available when the 2015 STAKI and PILNA results are published, scheduled for release in mid-2016.</p> <p>Achieved Year 4 numeracy appears to have improved with a 43% increase since 2009. A similar result from the next Year 4 STAKI test in 2016 will confirm this significant change.</p> <p>This improvement in numeracy was seen in all the 'practice' tests on South Tarawa held in Dec 2014 with Year 3 students and Terms 1 & 2 2015 with the Year 4 students. It may be attributable to:</p> <ul style="list-style-type: none"> a) a much clearer syllabus specification and teacher guides; and b) teaching numeracy in Te-Kiribati. <p>It needs to be repeated with a different cohort before being confident it is a sustainable change.</p> <p>South Tarawa has only increased by a similar percentage as Kiribati overall (from 33% in 2009 to 81%) despite the two sets of practice tests in 2015, suggesting that the actual act of repeated testing may have little effect on the results.</p>
	<p>Primary school Net Enrolment Rate (NER) <i>Baseline (2011)</i> Total: 82% Girls: 83% Boys: 80%</p> <p><i>Target: 95%</i></p>	<p>2015 NER</p> <p>Total: 99% Boys: 95% Girls: 102%¹</p>	<p>Achieved <i>Net Enrolment Rate</i> is the number of pupils in the official age group for a given level of education expressed as a percentage of the total population in that age group. This indicator measures the extent to which children are accessing education at the right age at various levels of the school system.</p> <p>NER data indicates the target has been met. The results are in agreement with the MoE KEIP research findings (KEF, 2016).</p>
	<p>Primary school Gross Enrolment Rate (GER) <i>Baseline (2011)</i> Total: 90% Girls: 90%; Boys: 89% <i>Target: 95%</i></p>	<p>2015 GER Total: 106% Boys: 103% Girls: 108%</p>	<p>Achieved <i>Gross Enrolment Rate</i> is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the relevant official age group.</p> <p>A high GER indicates a high level of participation in primary education. The ratio can exceed 100% due to repetition of years and over-aged and under-aged children entering primary school for the first time.</p>

¹ The accuracy of population estimates impacts on the accuracy of these results as NER cannot be > 100%. The population estimates may have not been well estimated, meaning the baseline figure may have been higher or lower than reported.

Result Statement	Indicator / Baseline / Target	KEIP PI and II Achievement	Comments
	Percentage of primary school-aged children fully participating in 6 years of primary education <i>Target: 80%</i>	2015 Year 6 Completion rate Total: 92.8% Boys: 83.5% Girls: 103%	Achieved <i>Completion rate</i> is the total number of new entrants in the last grade of primary education, regardless of age, expressed as a percentage of the total population of the official/legal age for the last grade. Also known as "gross intake rate to the last grade of primary education." MoE-KEIP research in 2015 suggests only 2.1 % of school-aged children are not enrolled, and the majority of teachers and school leaders believe enrolment and attendance has improved since the start of KEIP Phases I and II.
Intermediate Outcomes			
Improved classroom teaching and learning for all children in Yrs 1-4	1.A Net intake rate (NIR) <i>Baseline (2011)</i> Total: 68% Girls: 66% Boys: 70%	<i>2015 Net intake rate</i> Total: 82.3% Girls: 84.1% Boys: 80.6%	Achieved <i>Net Intake Rate</i> is the number of <u>new</u> entrants into class one primary who are of the official primary school entry age, expressed as a percentage of the total population of official primary school entry - aged children. This indicator measures the percentage of children who start school at the official primary school start age (six years old).
	1.B Gross intake rate (GIR) <i>Baseline</i> All 91% Girls 88% Boys 94%	2015 Gross intake rate Total: 115.9% Boys: 112.9% Girls: 119.0%	Achieved <i>Gross Intake Rate</i> is the total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age. Being higher than 100% probably reflects a significant number of older children starting school for the first time. Both NIR and GIR show a significant improvement in the number of children in primary education. Overall improvement was 14% (NIR) and 25% (GIR).
	1. C Survival rates for primary school students. The baseline below is the indicator referenced in the 2012 KEIP MEF. <i>Baseline</i> Total: 91.2% Boys: 87.9% Girls: 94.6%	Survival rates for primary school students Class 6 2014-15 Total: 77.0% Boys: 78.5% Girls: 75.5%	Not Yet Achieved <i>Survival rate</i> is defined as the proportion of a cohort of students who reach a specified level of schooling (e.g. Grade 5 or 6) expressed as percentage of the students who were enrolled in the first grade. 2014-15 survival rates show a decline, however this seems to reflect a problem with the baseline. Baseline survival rates would appear to have been inflated due to a decline in the number of enrolments for boys and girls across the primary school sector in 2009 compared with 2008 (2009 Digest of Education Statistics, MoE) .
Improved governance and management of the education system	2.A Percentage of primary schools implementing school management and operational plans Baseline: 0.	Refer to indicator 2.1.C	Partially Achieved School Improvement Plans (SIPs) were introduced during KEIP Phase II. These were not previously used for planning or resource allocation.

Result Statement	Indicator / Baseline / Target	KEIP PI and II Achievement	Comments
	2.B Level of parents' involvement in school activities supporting children's learning <i>Baseline 2009</i> 4 / 91 school committees	Both teachers and caregivers reported an increase in parent teacher interviews over previous years. (MOE-KEIP survey). 84 primary schools have school committees and 10 report that they do not (KEMIS, 2015)	Partially Achieved There is no baseline data for parent teacher interviews and school records of these events are poor. There has been a major improvement (+85%) in the number of school committees.
	2.C No. of official requests for KEMIS data <i>Baseline 2009</i> 30 requests	<i>2015</i> 296 requests	Achieved KEMIS use has increased markedly <i>Note:</i> data requests could be made for any reason including non-MoE persons.
All children in Yrs 1-4 have access to the new curriculum and materials	1.1.A Percentage of primary schools implementing the new curriculum <i>Target: 100%</i>	100% all Kiribati Primary Schools received years 1 - 4 new curriculum materials and received training through island-based training cycles. The case study research showed that the teachers were using the new curriculum to plan and deliver lessons, and the SED research showed that 90% of teachers had easy access to new curriculum materials, and less than 5% of teachers may have restricted access to new curriculum materials.	Achieved The MOE-KEIP research confirmed that all Year 1 - 4 teachers have reasonable access to new curriculum materials and are using them to plan lessons. MoE is addressing a small known number of cases where the new curriculum materials have been relocated by transferred teachers – current teachers still have access through copies held within the school.
	1.1.A Number of students in year 4 with access to the new curriculum <i>Target: 100% of boys and girls</i>	100% of year 4 boys and girls i.e. 2,548 pupils (year 4 enrolments in 2014)	Achieved The MOE-KEIP research also confirmed that all teachers had reasonable access to the new curriculum and were using them for lesson planning.
	1.1.C Percentage of primary schools that report having received sufficient learning / teaching packages from the MoE <i>Target: 100% of schools</i>	All 94 primary schools received the learning packages for the new curriculum from MoE. Additional readers and resources were also distributed in subsequent tranches.	Partially Achieved While 100% of schools received the material developed, MOE-KEIP research revealed that only 67% of teachers surveyed felt that they had enough curriculum resources. Common complaints were about not having sufficient teacher's guides to share amongst teachers in the larger schools.
All teachers of single and multi-grade classes in Yrs 1-4 have capacity to develop children's Te-Kiribati language, literacy	1.2.A Percentage of primary school teachers who are certified to teach [i.e. have met Kiribati Teaching Service Standards (TSS) <i>Baseline:</i>	<i>Certified to teach (2015)</i> The MOE-KEIP research found 100% of primary school teachers had a certificate or a diploma. <i>Met TSS requirements in 2014.</i>	Achieved While the KEIP research indicates the target has been met, the MoE staff register does not provide this level of certainty only estimating that over 90% of teachers are certified. TSS requirement target has been met.

Result Statement	Indicator / Baseline / Target	KEIP PI and II Achievement	Comments
and numeracy skills	94% of teachers are certified to teach in 2011. 49% in 2012 met TSS requirements.	Total: 54% Male: 53% Female: 59% female	
	1.2.B Percentage of primary school teachers who receive professional development training <i>Target:</i> All school teachers in Yr 1-4 trained in delivery of new literacy and numeracy content, methodology and assessment	100% of school had representatives (one teacher and the school leader) attend new curriculum training. 80% of Y1 - 2 and 79% of Y2 - 3 classes in 2015 were being taught by teachers who had received at least some new curriculum training. 61% and 67% respectively had received all three training cycles. Curriculum coaches continued to provide follow-up in schools during term-break to fill gaps and deepen knowledge.	Partially Achieved The intension of the result statement and indicator is that all new curriculum teachers have a minimum level of understanding of the new curriculum as indicated from the completion of the training cycles. The MoE-KEIP research shows that trained new curriculum teachers were not necessarily teaching the new curriculum class for which they were trained and a notable number are being shifted to non-new curriculum classes. A total of 565 teachers were coached in the use of the new curriculum. The curriculum coaches made 115 individual school visits, and engaged with 565 teachers for PD activities.
	1.2.C Percentage of schools implementing the Kiribati Teaching Service Standards (TSS) No Baseline	2013: 33% (PS) 2014: 65% (PS), 50% (JSS) 2015: 83% (PS), 100% (JSS)	Achieved
More children are learning in rehabilitated classrooms	1.3.A No. of primary schools constructed or renovated in compliance with NIS	Phase I = 6 schools Teraaka-Nikierere-Kantoa Kauake-Margaret-Tiona Phase II = 12 schools Abaunamou-Bareaumai-St John Bosco-Rurubao-Dai Nippon Line Island-Poland-Banana-Ara Eten-NCL-Tebonnano-Sunlight-Tennessee	Achieved 4,912 children learning in rehabilitated classrooms
	1.3.B Percentage of primary schools with safe water and sanitation facilities	100% of new and renovated schools under KEIP meet the NIS requirements for safe water and sanitation 4,912 children are now in learning environments that meet NIS.	Achieved With the KEIP school rehabilitation programme being the only significant school rehabilitation programme in Kiribati, the MoE has limited funding for improving infrastructure. The indicator is only applying to KEIP work where schools are rehabilitated and WASH conditions upgraded or installed.
	1.3.C No. of children learning in constructed or renovated schools	2015 enrolment data 4,912 children	
More schools have effective partnerships with	2.1.A Percentage of school leaders trained in school		Achieved All registered Principals have now been trained in "School Leadership and Management" as part of strengthening

Result Statement	Indicator / Baseline / Target	KEIP PI and II Achievement	Comments
their communities to deliver quality education	management and leadership package A baseline percentage was not included the 2012 MEF Target 100% of school leaders trained by 2013.	2014: 94.3 % (PS) – 580 teacher training days 2015: 89% (PS) – 420 teacher training days	community engagement. For three consecutive years since 2013 a leadership workshop at the beginning of the year has been held for School Principals. These ongoing school improvement and management workshops are followed up during the school year by SIU meetings with Principals. Records of attendance and any subsequent follow-up meetings are recorded with MoE.
	2.1. B Stakeholder endorsement of Community Consultation Guiding Principles as promoted through MoE and set out in the Community Consultation Handbook.	96% percent of school leaders consider that the community is better informed now than 4 years ago about basic education in Kiribati (MoE – KEIP research)	Achieved Community consultation as part of the school rehabilitation programme and MOE Community Consultation Team has been well received and provided a foundation for ongoing engagement. This includes discussions on school improvement, attendance, inclusion and how to increase community support.
	2.1.C Percentage of primary schools implementing the school improvement plans (SIP) Target 100%	2014: 62% 2015: 79.7%	Partially Achieved Records for 2013 and 2014 show that all primary school leaders have been introduced to the need for school improvement plans. In 2015 records show that 79.7% of all primary schools (75/94) are now implementing their School Improvement Plans. This is a significant improvement of 17% since the 2014 data. 75 primary school SIPs are on file at MoE. All 23 JSS schools have submitted their SIPs.
MoE has greater capacity to plan and monitor the delivery of quality education services	2.2.A No of policies disseminated to key education stakeholders according to checklist	<i>Note: Data has not been collected for this indicator, as it does not measure the MoE's capacity to plan or monitor delivery. A better indicator would be the use of the MoE's Divisional Operational Plan (DOP) process for planning and managing delivery.</i>	Achieved While checklist data was not collected or available, DOPs have been developed by each MOE Department since 2013 and progress is discussed at MoE quarterly divisional management meetings. The quality of the DOPs as planning and monitoring tools continue to develop and the 2016 DOPs have taken a significant step forward
	Number of MoE policies implemented	Inclusive Education Policy. Education Act 2013, passed by the National Parliament in early 2015. Education Regulations 2016.	
	2.2.B No. of services specified in checklist that are decentralised		<i>Data has not been collected by MoE for this indicator. It is not clear what the MoE indicator is referring to or what data (and for what purpose) should be collected</i>
	Amount of time taken to officially respond to grievances		<i>Data has not been collected by MoE for this indicator.</i>

Result Statement	Indicator / Baseline / Target	KEIP PI and II Achievement	Comments
	2.2. C MOE and its development partners engage in joint annual review of the education sector.	Bi-annual EPIK meetings have occurred since 2014 and continue to provide a foundation for debate about sector planning and progress	Achieved Joint sector planning and progress monitoring has occurred as scheduled by the EPIK partners.

Annex 2

KEF Gender, Disability and Social Inclusion Strategy Report



Teacher reading one of the new Big Books to students that features a story about a female astronaut

Kiribati Education Facility (KEF)

Gender, Disability and Social Inclusion Strategy

KEIP – Phase I and Phase II, Summary of Achievements and Lessons Learned

March 2016

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Abbreviations

AMAK	Aia Maea Ainen Kiribati
AVID	Australian Volunteers International Development
CCT	Community Consultation Team
CDRC	Curriculum Development Resource Centre
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CRC	Convention on the Rights of the Child
DFAT	Department of Foreign Affairs and Trade
DOP	Division Operational Plan
ESSP	Education Sector Strategic Plan
EVAWC	Eliminating Violence Against Women in Education Committee
FMU	Facilities Management Unit
GD&SI	Gender Disability & Social Inclusion Targets
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
IEWG	Inclusive Education Working Group
KEF	Kiribati Education Facility
KEIP	Kiribati Education Improvement Program
KEMIS	Kiribati Education Management Information System
KTC	Kiribati Teacher's College
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MWYSA	Ministry of Women, Youth and Social Affairs
NCAF	National Curriculum and Assessment Framework
NIS	National Infrastructure standards
PSRP	Primary Schools Rehabilitation Plan
RIDBC	Royal Institute for Deaf and Blind Children
SIP	School Improvement Program
SLPD	School Leaders Professional Development
TOR	Terms of Reference
TPD	Teacher Professional Development
TSIMU	Technical Services and Information Management Unit
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UNFPA	United Nations Population Fund

1 Strategy Background

In early 2011, the Kiribati Education Improvement Program - Phase I (KEIP Phase I) developed a Gender Equality and Social Inclusion Strategy (GESI Strategy) to highlight how KEIP Phase II would support Australia and Kiribati goals for gender equality and social inclusion as well as where and how a focus on gender equality would enhance KEIP's effectiveness and outcomes.

The strategy was reviewed in November 2012 and again in May 2014 to identify key KEIP achievements to date, take account of lessons learned, better position the revised strategy to build on progress and to clearly align with the KEIP Phase II Program Design Document and Three Year Rolling Plan (2013-2015). Overall the strategy remained appropriate and valid but with important additions to ensure that it was building on achievements, responding to emerging priorities and incorporating, where feasible, lessons learned. To accurately reflect the additions and reflect emerging disability inclusion priorities the title of the GESI Strategy was updated in May 2014 to the KEF Gender, Disability and Social Inclusion Strategy – KEIP Phase 2, June 2014 - December 2015 (GD&SI Strategy). The explicit inclusion of “disability” in the revised GD&SI Strategy's title reflects the momentum that had been developing among the MoE and KEIP stakeholders for this particular axis of inclusion.

The updated GD&SI Strategy related to the package of support provided by Australian Department of Foreign Affairs and Trade (DFAT) for KEIP Phase II being managed through the Kiribati Education Facility (KEF). The GD&SI Strategy was designed to show how Australia's and Kiribati's goals for gender, disability and social inclusion would be supported by KEF during KEIP Phase II, as well as where and how a targeted focus on gender equality, disability and social inclusion could enhance KEIP's effectiveness and outcomes.

The objective of the GD&SI Strategy was to provide clear guidance and targets for integrating gender equality, disability and social inclusion through all KEF supported activities and to ensure that appropriate analysis of data and comprehensive planning continued to be undertaken in order to ensure issues of inclusion were addressed and that gender, disability and social inclusion were comprehensively addressed in the Phase III design.

2 Program Context

The Kiribati Education Improvement Program (KEIP) is the framework within which major donors¹ to the education sector are supporting the Kiribati Ministry of Education (MoE) to implement its plans for education to support human resource development, KEIP was designed to be implemented in three phases.

The Phase II approach was to build on the achievements of Phase I within the context of the program having a third, four year phase (2016 – 2019). While Phase I supported developments in the broad priority areas of physical facilities, legislation and policy, workforce development and curriculum and assessment, Phase II was strategically focused on improvement to teaching and learning in the early years (Years 1-4) and Phase 3 is intended to complete the early years initiatives and extend them into junior secondary levels.

Phase II was structured around five strategies aligned with the goals of the Education Sector Strategic Plan (ESSP) 2012-2015:

- Supporting curriculum development and implementation (ESSP Goal 1 – improved curriculum);
- Strengthening the capacity of teachers (ESSP Goal 3 – competent teachers);
- Improving school infrastructure (ESSP Goal 2 – improved environment for learning);
- Enhancing the school-community partnership (ESSP Goal 6 – stakeholder collaboration); and
- Strengthening MoE's capacity to plan, monitor and improve sector performance (ESSP Goals 4 - planning and policy, Goal 5 - legislative framework and Goal 7 – school support services).

It was within this program context for KEIP Phase II that the revised GD&SI Strategy was implemented. The GD&SI's targets for integrating gender equality and social inclusion were aligned with the five KEIP Phase II strategies and were closely linked to the program's outputs and KEF supported activities.

¹ Participating donors in KEIP II are DFAT, UNESCO and UNICEF, with various other donors including for example New Zealand, Japan and Taiwan also making contributions to the education sector

3 Gender, Disability and Social Inclusion Achievements KEIP - Phase I and Phase II

A major early success for KEIP was to provide support to the MoE so that inclusiveness was embedded from the start of the ESSP rollout. Gender, disability and social inclusion mainstreaming is now clearly integrated into the MoE's reform agenda. With KEIP support gender, disability and social inclusion considerations were mainstreamed into the principles underpinning the Kiribati Education Act (2014).

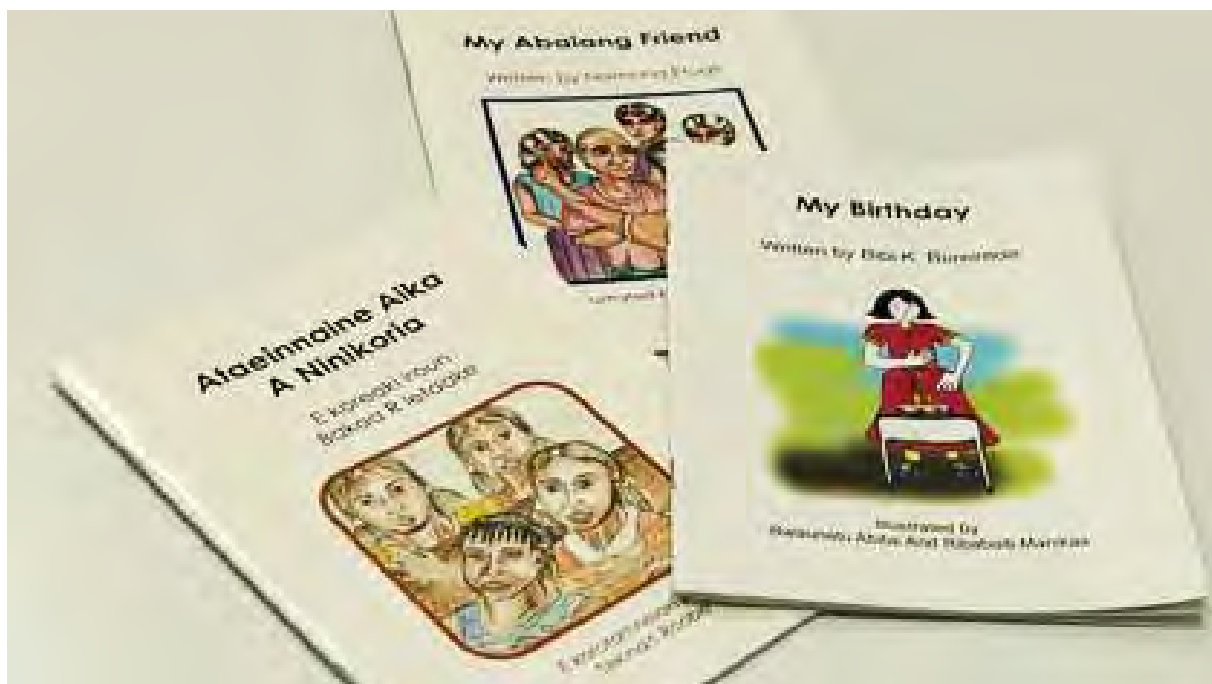
Support for this agenda as a priority was demonstrated again in Cabinet's 2015 endorsement of the inaugural Kiribati Inclusive Education Policy and the explicit integration by the MoE of inclusive education as one of seven goals in the Education Sector Strategic Plan 2016-19. The MoE's commitment is also reflected in their 2014 joint release, in partnership with the Ministry of Women, Youth and Social Affairs, of the School Wellbeing and Counselling Good Practice Guidelines which operationalise the new Family Peace Act.

The active participation of the MoE in the KEF supported Inclusive Practice Showcase Workshops (held in 2014 and 2015) is also indicative of the integration of this area into the MoE's reform agenda. These workshops offered the opportunity for different divisions and work groups within the MoE, as well as key stakeholders such as the Ministry of Women Youth and Social Affairs (MWYSA), Ministry of Health (MoH), women's groups, and Te Toa Matoa to present their efforts, achievements, challenges and future plans to peers as well as donors, including DFAT, for feedback.

Other notable gender, disability and social inclusion KEIP Phase I and KEIP Phase II achievements mapped against each of the five abovementioned KEIP Phase II strategies are as follows:

Supporting curriculum development and implementation

- Teacher Guides include an explicit section guiding teachers in implementing an inclusive curriculum. The inclusion of a section on multi-grade teaching has also been agreed.
- Curriculum writers at Curriculum Development Resource Centre (CDRC) have undertaken gender and disability analysis in education training and actively contributed to the development the Gender Equality and Disability Inclusion in Curriculum Checklist to guide the development of curriculum and teaching materials. An improvement in the performance of some key staff members at CDRC has been observed and numerous achievements in this area were evident in the CDRC's presentations at the Inclusive Education Showcase Workshops and follow-up workshops. Nonetheless gender and disability awareness and sensitivity amongst this target group (as well as other groups) has been identified as an ongoing area for further development. To ensure that all materials move from gender blind or gender neutral to gender sensitive, and from disability invisible to disability inclusive, requires substantial ongoing knowledge and skills development amongst both key male and female staff. This capacity development process, as expected, is very challenging because it requires change at the attitude, belief and value levels. Recent staff turnover and new leadership means that ongoing training will be very important to ensure that the improvements and achievements are sustained.
- A number of school readers, poems and songs focused on gender or disability have been developed including a set of readers written in partnership with the Te Toa Matoa (Kiribati's disabled peoples' organisation). To date one of these readers "Power On My Knees" has been developed into a disability specific reader for the Year 4 set of big books. Whilst the majority of these gender or disability specific readers are gender and disability neutral or sensitive there are several examples of materials that would have benefited from a peer review process undertaken by gender and disability stakeholders prior to production. The introduction of a gender and disability specialist peer review process will be a next step for Phase III.
- Gender and social inclusion considerations have been mainstreamed as one of the key principles underpinning the National Curriculum and Assessment Framework (NCAF). The NCAF promotes the school curriculum as something that should provide "all groups of students, irrespective of education settings and locations, with access to a wide range of knowledge, skills and values. It recognises the different starting points, abilities, gender, interests, religious and socioeconomic backgrounds of an individual student or groups of students" (NCAF).
- Representatives from the Exams and Assessment Unit (EAU) actively participated in a number of gender and disability awareness and analysis training workshops. The EAU now has a policy and procedure to provide equitable access to reasonable adjustment to assessment processes and requirements. A next step for Phase III will be a peer review process of the policy and procedure by stakeholders with disability expertise including representation from Te Toa Matoa.



Strengthening the capacity of teachers

- Gender and social inclusion has been mainstreamed into the school leaders' program through the School Improvement Plans (SIP), Pillars, Standards and Indicators, that has "Inclusive and Gender Sensitive" as the first of five development pillars, which provide a set of standards to guide practice. In addition, pillars 2, 4 and 5 each include a standard that relates to gender, disability and/or social inclusion. Regular training is conducted with key stakeholders to support the implementation of SIPs and in the most recent SIP Report Review process consideration was given to gender and disability dimensions to ensure they were included and referred to in practice.
- Representatives from KTC lecturing staff have participated in gender and disability analysis workshops. It is noteworthy that following one of the gender workshops two female lecturers decided to undertake and complete gender studies via distance studies at the University of South Pacific. These gender studies graduates have since been teaching in the team delivering the inclusive education training topics at KTC and actively participating as members of the Eliminating Sexual and Gender Based Violence in Education Committee.
- A new Inclusive Education course has been developed for the Professional Studies Unit in the Diploma in Primary School Teaching with support from KEF, the AVID Inclusive Education Volunteer and the Commonwealth Secretariat. The course has now been approved by the Course Approval Committee, University of South Pacific the Kiribati Teacher's College (KTC) for the first time at 3rd Year level in Term 2, 2016. One of the next steps will be an external course peer review process by stakeholders with gender, disability and inclusive education expertise including representation from Te Toa Matoi, the gender sector and agencies such as the Pacific Disability Forum and/or CBM Nossal. The A/Principal of KTC has also requested that another next step be the provision of coaching support for the lecturers in the team teaching this course.
- KTC lecturers and Teacher Professional Development (TPD) Coaches worked collaboratively with the two Australian Volunteers for International Development (AVID) (the Inclusive Education Volunteer and the Literacy and Numeracy Volunteer) and the KEF Gender and Social Inclusion Coordinator to develop their understanding of gender, disability and inclusive education. KTC has reported that by furthering their understanding, KTC lecturers and TPD Coaches were better able to incorporate and promote inclusive practices when planning and delivering TPD workshops and developing the pre-service program.
- TPD cycles of training for all year 1, 2, 3 & 4 teachers across Kiribati featured inclusive education and gender awareness in education sessions as major content in stand-alone sessions as well as integrated cross cutting content.

- In preparation for the recent TESOL roll-out KTC lecturers and TPD coaches conducted an internal review of the TESOL curriculum to ensure gender and disability inclusion issues were considered. KTC has reported that course content is regularly reviewed and lecturers are asked to demonstrate their understanding of inclusivity practices when in the field discussing strategies for example, multi-grade teaching, which requires good planning and a focus on child centered and inclusive learning.
- As a component of the Island Education Coordinators (IECs) induction program in late 2015, involving the newly recruited IECs as well as members from the SIU primary professional development group, the KEF Gender and Social Inclusion Mentor and Gender and Inclusive Education Coordinator presented a two day workshop on the principals of inclusive education with a focus on gender equality and how to promote the inclusion of children with disability within the formal mainstream school system. At the workshop IECs and District Education Officers (DEOs) wanted to fully appreciate how to assess children with a disability for formal school admission. One of the next steps will be to encourage and support this target group to continue discussions through workshops and advocacy to assess the problems and constraints that affect both children with a disability and teachers in the learning and physical environments of the schools.
- A new agreement was reached in 2013 between the School and Centre for Children with Special Needs (Special School) and KTC that selected Special School staff members are eligible to attend training at the KTC as part of the teachers' professional development program. This opportunity which has required only a minimum level of support from KEF assists the Special School to up-skill their staff in the mainstream curriculum.
- In Phase II KTC agreed to initiate and lead the development of an affirmative action strategy to create two places in each intake for eligible Special School staff members to enroll in the pre-service training program at KTC. At the completion of Phase II there were 6 Special School staff successfully undertaking their studies. This initiative reflects KTC's ongoing commitment to the building an education system for all school aged children.
- KEF is funding specialised disability specific training for Special School staff. One example of this support was the provision of funding for the training of 2 staff members on teaching and hearing impairment at the Royal Institute for Deaf and Blind Children (RIDBC) in Sydney. The Special School reported that after they returned to work the two staff members initiated after hours sessions in order to share what they had learned with their colleagues. A noteworthy reflection on these extra follow-up sessions is from Teannako Teikaoti, Teacher for Hearing Impaired at the Special School, who shares: *"We were just amazed at how fast the teachers and students were with Auslan signing. We're going to have to really work hard on that or our kids will be so far ahead of us - that's because kids think faster than us"*



Children at the School and Centre for Children with Special Needs

Improving school infrastructure

- All school upgrades undertaken to date comply with accessibility requirements in 'Accessibility Design Guide: Universal Design Principles for the Australia's Aid Program' and the National Infrastructure standards (NIS).
- All new single level school classrooms built to date have been designed for improved accessibility. For example design considerations have been included for disability access and other criteria in the form of ramps, wider doors, grab rails and appropriate wash hand basin heights. Immediate landscaping and pathways have, wherever possible, been constructed in such a manner as to enable reasonable mobility for wheelchairs.
- In some cases, due to severe overcrowding and limited school area, a two level KitSet school building can be considered. Two level buildings are requested and constructed only where land is at a premium and many more students need to be accommodated. The ground level classrooms are all accessible to students with disability and there remains the need to hold discussions with school leadership on how best to accommodate and mainstream students with disabilities. The reduced foot print of a kitset two storey solution offers benefits in compactness, land use, durability and low maintenance. The lower level classrooms are in keeping with the NIS and are 48m², large enough for all curricular activities, accommodating one child using mobility aids and a wheelchair, with access to some or all of the space, depending on the layout. The NIS states that at least 50% of available classrooms must be accessible to children/people with a disability. For any two storey kitset classrooms, they provide four lower level classrooms and an additional four at the upper level.
- Input sought during the design and sitting exercise with the community consultation group that has a gender balance within the group and pays attention to ensuring a gender balance in the consultation process.
- In Phase II the KEF Gender and Inclusive Education Coordinator has assisted the Facilities Management Unit (FMU) to enhance accessibility to existing older education buildings with the construction of three ramps at KTC and ramp/s at five primary schools. School communities were provided with design support where needed and cement and wood for form work while the community provided local materials (sand & gravel) and labour. One of the primary schools has completed three ramps and requested more cement for the office and toilet. Work at the other schools is still in progress.
- Proactively sought and supported the participation of female students from the Kiribati Institute of Technology in the work experience program to re-roof schools. In written feedback about her work experience with KEF on the Bikenibeu West Primary School re-roofing activity one female student shares that she *"was happy to see the job was successful completed ... I just encourage girls to make a mighty effort and remind themselves that working with others, sharing experiences is a good idea."*
- All school upgrades to date addressed the need for accessible, adequate and separate toilets for boys and girls² including design considerations for girls and boys to ensure adequate privacy and separation of the individual facilities.
- Gender equality criterion affirming the employment of women was included in the selection criteria for all KEF infrastructure tender processes. It is noteworthy that Kircraft Central Pacific who is manufacturing the Kitset modular designed classroom system for KEF employs a number of women in what are usually male orientated manufacturing roles.

² Accessible and adequate toilets at school can reduce absenteeism for both boys and girls and separate toilets for boys and girls encourages attendance by girls at school.



Separate toilet for boys and girls



Female employees at Kiricraft working in painting and carpentry roles

Enhancing the school-community partnership

- A key strategy during the school rehabilitation program and community consultation team (CCT) island visits has been to ensure that the CCT comprise a balance of both male and female team members. Paying attention to the venue for consultations has proved effective with more women actively participating when discussions are held in church mwaneabas rather than traditional village mwaneabas.
- A review of attendance and participation in community consultations highlighted that, despite attempts by the CCT to promote disability inclusion in consultation processes, people with disability have not been attending. To improve both attendance and participation levels the CCT has, wherever possible, been recruiting a representative from Te Toa Matoa to join CCT team during Island visits.
- The MoE's Quality Education Promotional DVD presents a vision of quality education that is explicit about inclusiveness and the DVD focusing explicitly on Inclusive Education is being used

to promote the roll out of the MoE's Inclusive Education Policy. Other KEF supported communication strategies to promote the roll out of the policy to stakeholders and the community have been the CCT Island visits; tailored inclusive education messages on local radio; and a commissioned song by a local music group about inclusive education which has also been played on local radio and key community events (the song has also been used as the backing track on the Inclusive Education Promotional DVD).

- The MoE Inclusive Education Working Group (IEWG), with support through KEF, fostered research informed policy development. Two research studies have been undertaken with the oversight of IEWG which includes: operational research in the area of disability inclusion conducted by CBM-Nossal in partnership with the local Disabled People's Organisation, Te Toa Matoi; and applied research on student absenteeism conducted by a local research team. The case study below titled 'A successful story of inclusion' is drawn from the CBM and Te Toa Matoi research. In addition the IEWG has overseen the development, implementation and review of three applied research trials that have been informed by the research studies. One of these trials initially resulted in 18 new students (8 girls and 10 boys) either re-attending or attending school for the first time.
- A Quality and Inclusive Education Pilot School was initiated with Bareaumi Primary School in 2015. The pilot will enable quality and inclusive education activities as well as access and participant initiatives to be trialled in close partnership with school staff, students, parents and the local community.
- KEF supported both the MoE to submit a proposal to Cabinet for the registration of the Special School so that it is formally recognised as a school. Cabinet gave approval in 2015 for provisional registration subject to specified conditions being met within a specified time period.
- KEF and MoE staff with KEF assistance have actively initiated and participated in gender and disability awareness raising events such as Black Thursdays, White Ribbon Day, International Women's Day and International Day of People with Disability. Case studies highlighting KEF and MoE pro-active involvement on Black Thursdays and White Ribbon Days are provided below.

A successful story of inclusion

During a visit to the War Memorial Primary School in Bikenebau, the Head Teacher shared a positive experience of successful inclusion of a young girl with a disability transitioning from the special school into the mainstream school. He was approached by the Head Teacher of the special school to accept the young girl with a physical impairment last year. He shared very honestly that he wanted to say no when first asked. "I felt underprepared, I was worried how the other students would respond, and I

thought maybe there would be more and more after saying yes once, I was worried about the costs and the extra hard work for my teachers, and I had concerns that the other students would be cruel and not accept the new girl."

At first some of these things did happen, however the Head Teacher commented that sometimes people fear and worry about the unknown and the best lesson was new knowledge and attitudes. The Head Teacher reflected on the experience and says now they would be very happy to include more children with disabilities. "I admit I was worried, but there was nothing to worry about, it has been a very positive experience for me, for the teachers, for the other students, and of course for the girl and her family."

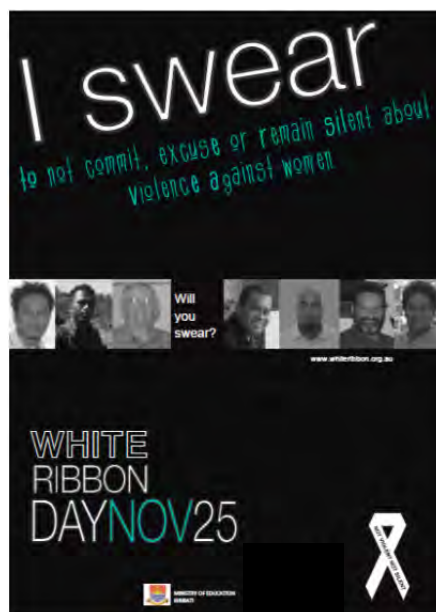
The Head Teacher reported that it was a very good learning experience for the other students. At first some of the children assumed that the girl was not very smart, but he laughed as he spoke about how the new student is getting better grades than many of the other students in her class. "I am very proud that we have started a small step towards a very important issue of inclusive education"

From Operational Research on Disability and Inclusive Education in Kiribati, CBM-Nossal Institute Partnership for Disability Inclusive Development in partnership with Te Toa Matoi, April 2012 and overseen by the IEWG

Walking the Talk

The GD&SI strategy required KEF to implement internal gender mainstreaming strategies such as actively initiating and participating in gender and disability awareness raising events. Responsibility for organising White Ribbon Day in 2013 was taken up by KEF White Ribbon Ambassador Mr Michael Anterea, from the Facilities Management Unit (FMU) infrastructure team. In line with the spirit of White Ribbon (which strives to be a male led campaign to end violence against women) Mr Anterea arranged a morning tea for KEF and MoE staff; developed a poster featuring KEF and MoE male staff members (a copy of the poster is shown aside); and was interviewed on the national radio program about the campaign. The keynote speaker at the morning tea, Mr Tabotabo Auatabu, Teacher and Counsellor, King George V School spoke about the impact of this issue on his own lived experience and the urgent need to address gendered violence in Kiribati.

By 2015 the MoE was taking an even more active role in this annual event. After MoE announcements about the plans for White Ribbon day on radio many youth gathered in the MoE grounds on the morning of the event where they were joined by the KEF team and MoE staff. The Kiribati Police Band led the group on a march from the MoE grounds along the main road through Bikenibeu. Those marching wore T- Shirts printed in white with the words “Stand up Speak out”. The Minister for Education, Hon. Maere Tekanene gave a speech on the national White Ribbon Day theme ‘Promoting peace through respectful relationships’ after the marchers returned to the ministry grounds. She encouraged participants and spectators to spread the word about respectful relationships within their families and communities.



MoE White Ribbon Day Event 2013



MoE White Ribbon Day Event 2015

Black Thursdays

KEF and MoE male and female staff participate in the weekly event known in Kiribati as Black Thursdays. Black Thursdays were initiated by I-Kiribati women a few years ago to raise awareness about the very high and unacceptable levels of violence against women and children in Kiribati. Along with many other people in Kiribati every Thursday KEF and MoE male and female staff demonstrate their support for the campaign by wearing black clothes to work.



Strengthening MoE's capacity to plan, monitor and improve sector performance

- With KEIP support gender, disability and social inclusion considerations were mainstreamed into the principles underpinning the Kiribati Education Act (2014) including the principle of inclusive education and that a child of compulsory school age or above school age with a disability must, where practicable, be enrolled and attend a school. Key sections explicitly refer to several gender and disability inclusion considerations including: an emphasis on school safety and security; and requirements for the immediate student suspension for the use of violence or threats of violence, sexual harassment or indecent assault. In addition the Act states that; a school may not exclude a student on the basis of a student's disability; the Minister may establish centres for special education; disciplinary action must be administered in a non-discriminatory manner; school rules must be "applied without discrimination on the basis of a student's sex, religion, race or disability"; and that pregnancy or status as a parent is no longer grounds for disciplinary action.
- The MoE's Inclusive Education Working Group (IEWG) (advisory to the Secretary of Education), established in Phase I, initiated and then actively worked towards the development and finalisation of an Inclusive Education Policy which is available in both English and I-Kiribati as well as a range of accessible formats including braille, large font and audio. As mentioned above the inaugural policy for this area was endorsed by Cabinet in 2015. Following endorsement the IEWG with support from the KEF Gender and Social Inclusion Coordinator has been working towards the development and wide consultation of a strategic work plan to guide policy implementation plan. Key external partners are represented on the IEWG including representatives from the disability and women's civil society sector. A case study of Disabled People's Organisation, Te Toa Matoi involvement with the IEWG and other KEF and MoE activities is provided below.
- The KEF Gender and Social Inclusion Coordinator has worked closely with the Ministry of Women, Youth and Social Affairs and MoE to support the establishment and facilitate the MoE's Eliminating Sexual and Gender Based Violence in Education Committee (ESGBVE Committee). The Committee met to oversee the development of the School Wellbeing & Counselling Good Practice Guidelines (which operationalise Kiribati's Family Peace Bill). New terms of reference for the committee have recently been developed to enable the ESGBVE Committee to continue its work and oversee the implementation of the guidelines as well as other initiatives that respond and prevent sexual and gender based violence in education.
- The school survey form used for MoE's annual collection of Kiribati Education Management Information System (KEMIS) data was reviewed and revised annually, with special attention to gender, disability and inclusion monitoring. For example, the scope of the form has been expanded to capture details about classroom accessibility, and the availability of accessible toilets. In the most recent review the MoE, with support from KEF and SPC have updated the survey so that key questions will capture data for reporting on gender parity dimensions and based on advice from stakeholders such as Te Toa Matoi and the Kiribati Statistics Office the

Washington Questions. A next step will be to invite one of the leaders from Te Toa Matoa who has been trained in the Washington Questions to provide training for the key MoE staff who will oversee survey implementation. Collecting accurate data on disability upon registration of children by schools is another next step.

- Ongoing mentoring has been undertaken for MoE staff involved in the update of digital media for the MoE website in best practice for the production of accessible digital media and adherence to M3C guidelines where feasible, including PDF files that retain metadata for use with assistive technologies.
- The MoE-KEIP Research being undertaken in the later part of 2015 has been designed to provide key information about the prevalence and school access for children with mild and severe disabilities including learning difficulties. This research data, most of which will be analysed under KEIP III, will be used to inform evidence-based policy decisions by MoE to ensure children with disabilities are better supported in their right to education. The case studies being rolled-out under the MoE-KEIP Research have been designed to be able to cater for understanding gender, disability and social inclusion. The case studies are looking at a range of school-level changes potentially influenced by KEIP and understanding the perspective of school leaders, teachers and school committees with regards equality will be very useful for understanding how behaviours can be changed over the next four years.
- The ESSP M&E framework has been reviewed at intervals since the inception of KEIP in consultation with MoE Heads of Divisions. Indicators relating to pupils and teachers are disaggregated by gender where meaningful and new indicators were added to enhance gender, disability and social inclusion monitoring including percentage of schools with mixed (M/F) Parent's Committee membership; number of children with disability accessing school by disability type; and number of children in the school catchment area with disabilities not attending school. Gender and disability disaggregated and specific indicators continue to be integrated into the ESSP and M&E framework and are monitored to inform decision making. The KEIP M&E framework, and new information developed under the MoE-KEIP Research, continue to allow for gender disaggregated information. The Research is providing another dimension to MoE's ability to analyse important performance information by gender to help inform MoE policy and decision-making. KEIP has worked with MoE to redevelop relevant ESSP indicators to allow for better gender disaggregation, and potential gender specific indicators. This will also provide additional opportunities or the inclusion of more gender specific and disaggregated indicators for KEIP III.
- The gender focal point role for the MoE was explicitly embedded into the new job description for the Director for Policy, Planning and Development for the first time in 2014. Working with the MoE to encourage an understanding and commitment for the importance of explicitly embedding disability as a focal point role in this job description (or the job description of another staff member at a high level within the MoE) is the next step forward.
- A number of professional development workshops on gender and disability analysis have been offered to KEF and MoE staff by the Gender and Social Inclusion Mentor, Gender and Social Inclusion Coordinator and disability awareness in partnership with CBM Nossal. An outcome of the 2015 training facilitated by CBM has been the identification of Disability Inclusion Champions group from various divisions and work groups within the MoE. A next step will be to identify processes to ensure the sustainability of this group and their advocacy. A case study highlighting some of the notable feedback from the gender workshops is provided below.
- The assessment measures and tests are indicating that there are a proportionally lower number of boys that attend and complete basic education, including several of their test scores in relation to girls. This trend is of concern, and the community liaison, IECs, school leadership and the ongoing curriculum revisions must each address this as a priority. This could become even more evident as the reform moves through into senior Primary schooling and then leads into the JSS level during KEIP Phase III.



The Inaugural Kiribati Inclusive Education Policy was launched in May 2015 and published in accessible formats including Braille

Actively engaging with the Disabled People's Organisation

KEF and the MoE active engagement with the local Disabled People's Organisation, Te Toa Matoi has been steadily increasing. For instance, Te Toa Matoi has become a representative on the MoE's Inclusive Education Working Group (IEWG) and partnered with CBM-Nossal to undertake KEIP's *Operational Research on Disability and Inclusive Education in Kiribati*. A representative from Te Toa Matoi also been joins where possible the CCT on Island visits.

Te Toa Matoi's representative on the IEWG, Ms Teewata Rokete has been particularly instrumental in building KEF and MoE awareness about disability inclusion and inspiring action in this area.

For example on a visit to Kiritimati Island Ms Rokete identified a 13 year old boy with a disability who had not attended school since he was 6 years old. After working with the boy and his family to identify key barriers and facilitators to his education she linked the family to the Head Teacher of the local primary school. From this linkage the school developed a plan of action for his inclusion in class, school and sporting activities. To address some of the identified barriers KEF provided a laptop and designed a desk for him to be able to ease the pain in his back and hands when writing. As a result this student can read and write and is now in class 6 and enjoying going to school.

This story of success features in the MoE's Inclusive Education Promotional DVD which was developed to support the promotion of the Kiribati Inclusive Education Policy following its approval by Cabinet. The Big Book below which has been written by Ms Rokete was inspired by her involvement in this success story and her commitment to promote the value and importance of disability inclusive education.

Power on my knees

Hello, my name is Johnnie.
I live on Kiritimati Island.
I am 11 years old.
I walk on my knees.
Oops! the sand is so hot.

All the other boys my age can go to school
 I am very good with fixing broken eclectic wires.
 I want to learn more
 Wow, there is so much I want to learn.
 I want to go to school, too!
 A woman from Te Toa Matoa, visits my island.
 She has an artificial leg.
 I watch her walking.
 Look! She drives a car! I get in the car.
 Wow, one day I can be like her.
 I can drive with my hands.
 I watch my friend use her laptop.
 She talks to me about school
 I want to go to school, but how?
 I ask her to help me talk to Mum and Dad.
 "No" my mum says. "How can Johnnie go to school?
 We live a long way away from the school.
 We don't have a car or other transport.
 I have many things to do in the home, so I can't take him to school."
 My friend taps my mum on the shoulder,
 "Please send your son to school.
 He has special talents.
 Please give him a chance."
 "No", my mum says, other children will bully him.
 Other children will make him cry.
 My friend says to my mother, "Don't worry, the teachers will help him."
 Now I am in school
 I am happy and I am learning
 I will stay at school until I finish every year, and learn what I need to live a good life.

Gender awareness and analysis workshops

A number of professional development workshops on gender awareness and analysis have been designed and delivered to KEF and MoE staff. These workshops were very well attended by both female and male staff. The gender analysis exercises which required participants to apply gender analysis concepts and tools to education and school related case studies generated the most engaging discussions and debate on a number of key gender and education issues.

It is noteworthy, one workshop inspired one male MoE participant to enrol in post graduate level gender studies:

The Gender Analysis workshop gives me insights. Now I have enrolled for Postgraduate Certificate in Gender Studies at the University of the South Pacific, I will be the first person to study in this field.
 (male participant in post workshop email to Gender and Social Inclusion Mentor)

In addition one of the gender analysis tools introduced at a workshop has since been taken up as a pilot analysis tool by the newly established MoE Eliminating Violence Against Women in Education Committee (EVAWE) which will be peer reviewing some of the recently developed education materials for their gender sensitivity. Feedback from participants after the first pilot testing session was very positive:

It was a great discussion and sharing on the terminologies –gender, sex, gender blind, gender neutral and gender sensitive. Positive contributions were shared on how the concepts are/were used in traditional practices. Everyone found the session useful and interesting and looking forward to a practical part where we are going to look at Year 4 materials (female participant).

Yesterday's session went really well! People were so much more engaged and interested in having discussions about gender than I expected them to be. I wasn't quite sure what the plan was going to be, or what experience the group had with gender training in the past, so we just started with some general gender vs sex discussions and how we see gender roles in the family and community here, identifying the advantages/disadvantages experienced by women/men boys/girls in Kiribati (female participant).

To date the facilitation of the gender awareness and analysis workshops has been led by the KEF Gender and Social Inclusion Mentor (International) with support from the KEF Gender and Social Inclusion Coordinator (local). Over time, as capacity is built, the workshops will be led by the KEF Gender and Social Inclusion Coordinator (local) with support from MoE staff member/s until they have the knowledge and skills to take up the lead facilitation role.

4 Gender, Disability and Social Inclusion Lessons Learned KEIP - Phase I and Phase II

Supportive DFAT policy and policy implementation context improves gender and disability interest and commitment levels

The aid program's increasing leadership, particularly over the past two years, to promote the needs of women and girls and people with disability has provided KEIP with the necessary policy and policy implementation context to better support the institutionalisation of gender equality and disability inclusion in the KEIP program. Steps taken by DFAT include the delivery of gender and disability training for their staff; an increase in the number of gender and disability advisers working full time within DFAT Canberra at levels that can have institutional influence; the appointment of DFAT regional gender and disability advisers; conducting gender and disability reviews; proactive gender and disability focal points at DFAT post in Kiribati; inclusion of a new specific reporting requirements; the inclusion of gender equality and empowering women and girls as 1 of only 6 investment priorities; the 80% gender target for effective gender mainstreaming; and increased funding to gender equality and women's empowerment through initiatives such as *Pacific Women Shaping Pacific Development*. Key KEF staff including the Gender, Disability and Social Inclusion Mentor (International) and the Gender Equality and Social Inclusion Coordinator (National) attribute the abovementioned steps to a noticeable improvement in the gender and disability interest levels amongst KEF mainstream advisors and local partners.

Investing in the resourcing of a Gender, Disability and Social Inclusion Mentor (International) and Gender Equality and Social Inclusion Coordinator (National) supports gender equality and disability inclusion efforts and mainstreaming achievements

A Gender, Disability and Social Inclusion Mentor (International), based at Coffey in Adelaide, provided ongoing distance mentoring support to stakeholders, staff and advisors on gender, disability and social inclusion issues. The GD&SI Mentor (International) also made short in-country visits Kiribati to support work as needed. The investment in this specialist role (averaging out to just under 40 days per year) ensured that inclusiveness was on the agenda from inception and that efforts to improve were supported. A review at the end of Phase I determined that gender and disability efforts and achievements would be further enhanced through the engagement of a full-time Gender Equality and Social Inclusion Coordinator (National). The GESI Coordinator was subsequently approved and mostly worked within the Ministry of Education alongside MoE staff but was also available to work with advisors and stakeholders by providing them with advice and assistance to support their gender, disability and social inclusion work.

Having this small gender and disability core team in place ensured that gender and disability capacity building could be undertaken and that gender and disability support and advocacy was provided to enhance the mainstream implementing team and partners' shared understanding of the importance and relevance of gender equality and disability inclusion to the program.

Foundational level capacity development to promote gender and disability awareness needs to be regular and on-going

Despite improvements in the gender and disability awareness of MoE staff, including KTC lecturers and curriculum writers at CDRC, regular and on-going foundational capacity development in these areas is essential. To ensure that key staff move from gender blind or gender neutral to gender sensitive practice, and from disability invisible to disability inclusive practice, requires substantial on-going awareness, knowledge and skills development amongst both male and female staff. This capacity development process, as expected, is very challenging because it requires change at the attitude, belief and value levels and includes the need to challenge overt and covert resistance and patterns of thinking that are counter to equality behavioural change.

Quite high levels of staff turnover in key areas and amongst some key stakeholder groups as well as new leadership means that on-going foundational level training workshops will be very important to ensure that the improvements and achievements are sustained. These ongoing foundational level efforts need to be complemented by capacity development efforts that are more specialised and advanced for identified staff (including identified gender and disability “change agents” or “champions” and in identified emerging areas of need and/or where momentum within the MoE and partners is building (areas identified in the Investment Design Document for Phase III include: countering gender based violence; addressing boys engagement; helping girls’ economic empowerment; and disability inclusion in classrooms and schools).

Importance of GD&SI Strategy and the mainstreaming of GD&SI reporting and GD&SI targets in annual planning

The GD&SI Strategy was the key document used to promote gender and disability mainstreaming. During Phase II a number of the GD&SI targets were also selected for integration into the mainstream planning and reporting process via the KEF Annual Work Plan. This mainstreaming strategy was in addition to the requirement for all key activity areas to explicitly report on GD&SI progress for Quarterly/Six Monthly and Annual Reports. This strategy resulted in an improved level of explicit planning and reporting on gender equality and disability inclusion. Increasing the number of explicit GD&SI targets in annual work plans has the potential to result in further gains and improvements.

Importance of internal GD&SI mainstreaming strategies

The requirement in the GD&SI Strategy for KEF to implement internal GD&SI mainstreaming strategies proved effective. Internal gender, disability and social inclusion mainstreaming strategies implemented by KEF included a requirement for KEF advisors and all KEF staff to receive induction training on:

- The concepts of social exclusion and social inclusion;
- Gender equality, HIV/AIDS and disability and why they are important development issues;
- Kiribati Government and Coffey policies and procedures that exist in relation to anti-discrimination and equal opportunities in the workplace;
- Child protection; and
- Why gender and social inclusion were important to KEIP.

KEF also included responsibility for integrating gender and social inclusion in the terms of reference for KEF advisers. In addition all advisers engaged by KEF received a copy of the GESI or GD&SI Strategy and were actively encouraged to work in partnership with the KEIP Gender and Social Inclusion Coordinator (National) and Gender and Social Inclusion Mentor (International). Another internal gender and disability mainstreaming strategy was KEF leadership to proactively support and participate in gender and disability awareness raising events such as Black Thursdays, White Ribbon Day, International Women’s Day and International Day of People with Disability. Case studies highlighting KEF’s pro-active involvement on Black Thursdays and support to MoE to celebrated events such as White Ribbon Day are highlighted earlier in this document.

Fostering strong partnerships and engaging with key stakeholders is essential

Proactively building partnerships between KEF and the MoE with key gender and disability stakeholders has proven essential to fostering improved levels of support in the MoE for gender equality, disability inclusion and inclusive education initiatives. In the gender area the Kiribati Ministry of Women, Youth and Social Affairs MWYSA assisted in leading change that promotes a gender sensitive approach to education. Their support and leadership to develop the School Wellbeing and Counselling Good Practice Guidelines was pivotal to building momentum within the MoE to address gender and sexual based violence and child protection issues.

The participation of personally committed and adequately trained MWYSA staff in gender workshops (as both guest trainers or participants themselves) has assisted gender workshop facilitators to respectfully challenge overt resistance to gender equality efforts (usually by a vocal minority of participants). In the disability area Te Toa Matoa (the disabled people’s organisation in Kiribati) has been particularly instrumental in building KEF and MoE awareness about disability inclusion and inspiring action in this area. CBM Nossal, who were engaged to conduct research on inclusive education and other capacity development activities, have also been a valuable partner and their provision of both advocacy and technical support has assisted KEF to build MoE and local partner momentum for disability inclusion and inclusive education initiatives.

Another example of the benefits of strong partnership and engagement with key stakeholders including teachers and parents was the policy development process for the Kiribati Inclusive Education Policy. This process was initiated small policy writing groups of stakeholder to draft key sections of the policy. Supported by an Australian Volunteer for International Development Program on assignment with KTC these writing groups established a level of local ownership amongst these stakeholder groups and within the MoE for the development of the Kiribati Inclusive Education Policy (endorsed May, 2015).

Peer review an important next step for Phase III

To ensure the sustainability and continuous quality improvement an emerging priority area for action in Phase III will be the establishment of peer review mechanisms and tools to monitor the quality, appropriateness and effectiveness of gender and disability efforts. The MoE's Inclusive Education Working Group (with representation from groups such as Te Toa Matoi) has been suggested as a potential mechanism for the review of materials, policies, plans and initiatives for their disability sensitivity. The MoE's Eliminating Sexual and Gender Based Violence in Education Committee (with representation from the Ministry of Women and other women's groups) has been identified as the potential mechanism for gender equality review of materials, policies, plans and initiatives for their gender sensitivity.

Regardless of the final peer review mechanism/s it will be essential for members to have very high levels of gender and disability sensitivity and commitment to these areas.

Annex 3

Breakdown of Program Activity Costs by Strategy to 31 March 2016

Breakdown of Program Activity Costs by Strategy for KEIP Phase II

Description of Expenditure	Actual Expenditure to 31 March 2016
General Management of KEIP	
Program Office set up and operation	
Program Office Operations and Program Management	11,183,339.94
Subtotal: KEIP Management	11,183,339.94
Strategy 1: Supporting Curriculum Development and Implementation	
Output 1.1 - All Children in Years 1-4 have access to the new curriculum and materials	
Activity 1.1.1 - Curriculum Development	510,382.47
Subtotal: Strategy 1	510,382.47
Strategy 2: Strengthening the Capacity of Teachers	
Output 1.2 - All teachers of single and multigrade classes in Yrs 1-4 have increased capacity	
Activity 1.2.1 - Early years literacy & numeracy	992,281.78
Activity 1.2.2 - Kiribati English Language Program	1,415,483.09
Activity 1.2.3 - KTC Strengthening	118,400.73
Activity 1.2.4 - SLPD Program to support TPD	290,064.82
Subtotal: Strategy 2	2,816,230.42
Strategy 3: Improving School Infrastructure	
Output 1.3 - More children are learning in rehabilitated classrooms	
Activity 1.3.1 - Primary School Rehabilitation Plan	6,849,372.01
Subtotal: Strategy 3	6,849,372.01
Strategy 4: Enhancing the School Community Partnership	
Output 2.1 - More schools have effective partnerships with their communities to develop quality education	
Activity 2.1.1 - Community Engagement Program	313,256.75
Activity 2.1.2 - Research on Improving Access	157,553.44
Subtotal: Strategy 4	470,810.19
Strategy 5: Strengthening MoE capacity to plan, monitor and improve sector performance	
Output 2.2 - MoE has greater capacity to plan and monitor the delivery of quality education services	
Activity 2.2.1 - Support for MoE functions	233,156.36
Subtotal: Strategy 5	233,156.36
KEIP Phase II Total Expenditure	22,063,291.39

Annex 4

KEIP Research Synthesis Report

KEIP Phase 2
Kiribati Education Facility (KEF)

Research Synthesis Report
Literature Review, School Engagement Data
and selected Case Studies

June 2016

Amendment history

Version no.	Date	Brief description of change	Author
1	07/02/2016	Draft Report	Simon Payne
2	20/2/2016	Final Report	Simon Payne
3	8/6/2016	Incorporation of DFAT comments	Simon Payne

This report was commissioned by Coffey International Development as Managing Contractor of the Kiribati Education Improvement Program Phase 2 (KEIP II).—an Australian Government, initiative funded under the Kiribati Education Facility.

The Literature Review was conducted by Merve Hosgelen, the School Engagement Data was collected under KEIP II and analysed by the KEIP II M&E Adviser Andrew Kibblewhite and the Case Studies were conducted by Simon Payne, Tatai Teburoro and Tanguru Borau. This report synthesising the three strands of research was prepared by Simon Payne.

The views in the report are those of the authors and do not necessarily reflect the views of the Australian Government, the Kiribati Government, Coffey International Development or of any other organisation or person.

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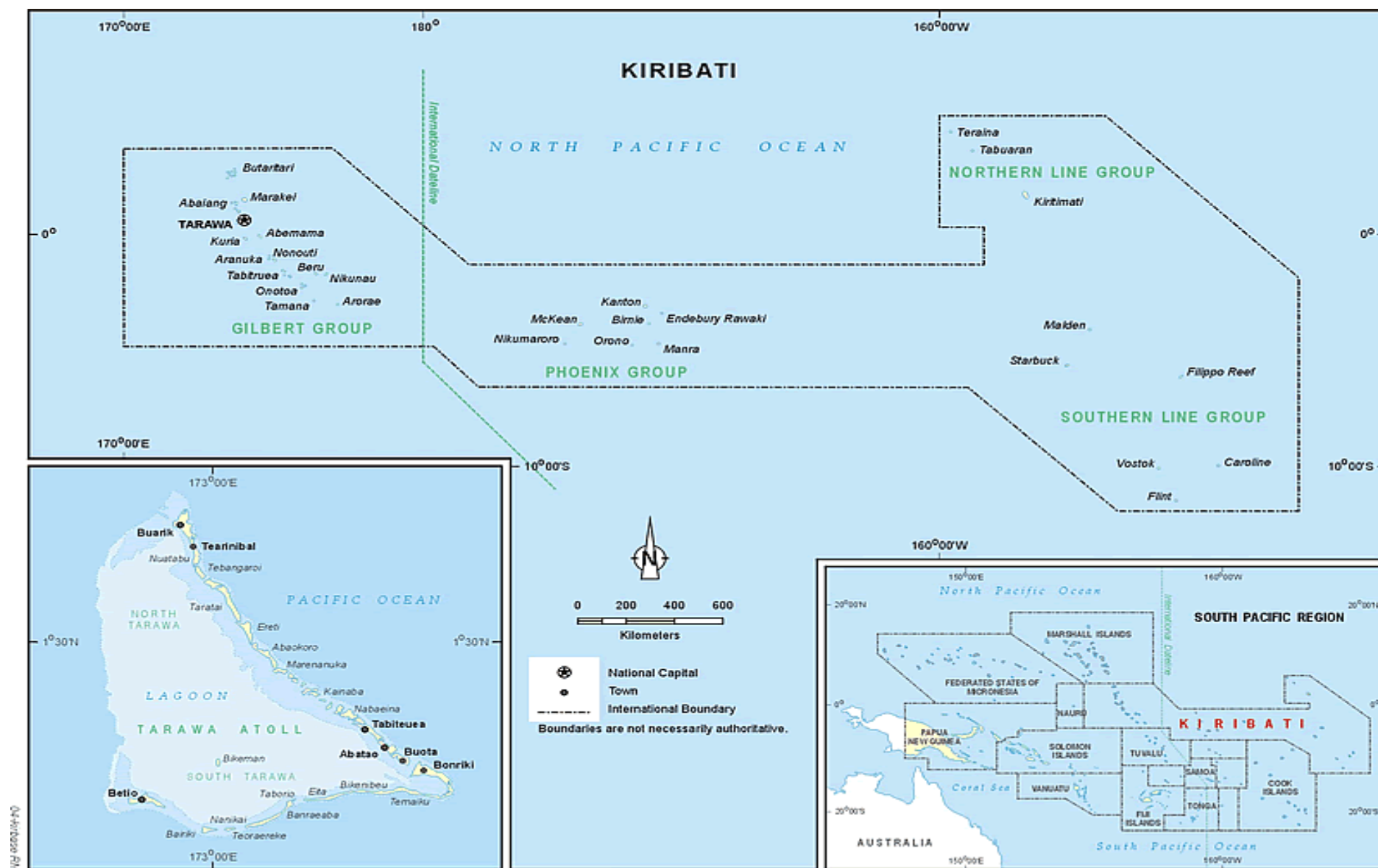
Annexes

- Annex 1. Research Brief
- Annex 2. Literature Review
- Annex 3. Summary Tables of SED Analysis
- Annex 4. Case Studies of Eight Kiribati Schools

Abbreviations

CCT	Community Consultation Team
CERI	Centre for Educational Research and Innovation (Part of OECD)
CSR	Case Study Research
DEO	District Education Office
DOP	Divisional Operational Plans
DFAT	Department of Foreign Affairs and Trade
DfES	Department for Education Services (UK)
ERIC	Educational Resource Information Center
ESSP	Education Sector Strategic Plan
GoA	Government of Australia
GoK	Government of Kiribati
IE	Inclusive Education
IEC	Island Education Coordinators
JSS	Junior Secondary School
JSTOR	Journal Storage. A digital library of academic journals, books, and primary sources.
KEF	Kiribati Education Facility
KEIP	Kiribati Education Improvement Program
KELP	Kiribati English Language Program
KTC	Kiribati Teachers College
L1	Mother Tongue
L2	Second Language
MEF	Monitoring and Evaluation Framework
M&E	Monitoring and Evaluation
MoE	Ministry of Education (Kiribati)
OECD	Organisation for Economic Co-operation and Development
PMF	Performance Measurement Framework
SBM	School Based Management Adviser
SED	School Engagement Data
SEO	Senior Education Officer
SIP	School Improvement Plan
STA	Short-term Technical Adviser
STAKI	Standardised Tests of Achievement - Kiribati
TESOL	Teaching English as a Second Language
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Fund
VSO	Voluntary Service Overseas

Map



Executive Summary

This report synthesises results of three research activities carried out under Phase II of Kiribati Education Improvement Program (KEIP). The overall purpose of the research is to provide the GoA and GoK with useful information about what is working and not working under the program and suggest some practical steps to support implementation of basic education in future years.

KEIP is a multi-donor education support program designed to enable education reform in Kiribati. KEIP provides a framework within which donor partners - the Australian Department of Foreign Affairs and Trade (DFAT), UNICEF and UNESCO - support the Government of Kiribati (GoK) address its most pressing education issues over a nine-year period. The expected Outcomes of KEIP are:

Outcome (2020): All children (boys and girls) in Kiribati participate in primary education and achieve functional literacy and numeracy after six years.

End of Program Outcome (2015): All children (boys and girls) in Years 1-4 in Kiribati participate in primary education and achieve functional literacy and numeracy after six years. The focus is on access to and quality of schooling. A second strand is focused on improving governance and management of the education system.

In Phase 2 of KEIP (2013-2015) the focus has been on ensuring all children in Kiribati have access to quality schooling and that progress is being made towards a net primary completion rate of 100 per cent. During this phase, particular attention has been given to improving the Te-Kiribati language, literacy and numeracy skills of all children in Years 1-4, and to improving the management, funding and inclusiveness of the education system.

The research reported here examines evidence of supporting behaviours with respect to the program's two intermediate outcomes. These are:

Intermediate Outcome 1: Improved classroom teaching and learning for all children in Years 1-4.

Intermediate Outcome 2: Improved governance and management of the education system.

For this research, mixed methods have been employed involving three complementary research activities, namely: 1) a Literature Review; 2) School Engagement Data (SED) collected from administrative records, surveys of teachers, School Leaders and the community; and 3) Case Study Research (CSR) focused on individual schools. The CSR utilised key respondent interviews, group interviews, observation and examination of key documents. The Case Studies were designed to complement the SED and to examine the nature and scope of the changes/improvements under KEIP II within the school context. The SED was primarily quantitative but also contained some qualitative measures related to behaviour and attitudes. The Literature Review was originally planned to be conducted and written up prior to the CSR framework being designed but due to unforeseen delays ended up being conducted concurrently with the other two components. To ensure maximum utility it was oriented to three MoE priority issues, however, the three priorities correspond to issues investigated in the SED and CSR so remain relevant for contextual interpretation of CSR and SED results.

Taken together the three research components reveal a mix of strengths and weaknesses relevant to KEIP and MoE achievements and future challenges. On the positive side of the ledger:

- The new curriculum has been positively received by both students and teachers and can be expected to contribute to improved learning and student outcomes.
- There is an improved focus on student-centred learning approaches and where these are used; students are engaged, happy and participating actively in their learning.
- The focus on teaching in Te-Kiribati in the early years is paying dividends in terms of the early development of children's literacy and numeracy skills.
- English language competency of teachers appears to be increasing, albeit it not as strongly as might be desired.
- School Committees and SIP Committees have provided impetus for community engagement and are associated with many examples of positive change, particularly in school infrastructure, maintenance and school attendance.
- School enrolments appear to have improved from previous years and there were numerous examples of children with learning difficulties being included and supported in class.
- School refurbishments in selected schools have contributed to improved learning-environments, increased community pride, and increased enrolments.

In terms of challenges still to be addressed:

- The large numbers of contract teachers who have had no training on the new curriculum and monitors who are teaching classes without any teacher training at all have resulted in uneven implementation of the new curriculum, particularly in Years 3 to 6.
- While the focus on Te-Kiribati in the early years is positive, the rationale for the dual language policy is not well understood by many teachers and parents and this is creating issues during the transition years 3 and 4.
- Assessment is an area of general weakness across schools and although many teachers are using portfolios and checklists there is a need to strengthen these approaches and consolidate them within a wider assessment regime.
- SIPs are generally not seen as part of a continuous improvement process and have often been done for compliance purposes. Despite being useful for encouraging community involvement SIPs were not well understood by SIP committees who therefore lacked ownership.
- Notwithstanding improved school enrolments, a considerable number of children are still not in school. Community pressure and expectations can only go so far in ensuring compliance and need to be supported with other approaches.

1. Introduction

1.1 The KEIP II program

The Kiribati Education Improvement Program (KEIP) is a multi-donor education support program designed to enable education reform in Kiribati. KEIP provides a framework within which donor partners - the Australian Department of Foreign Affairs and Trade (DFAT), UNICEF and UNESCO - support the Government of Kiribati (GoK) address its most pressing education issues over a nine-year period. The expected Outcomes of KEIP are:

Outcome (2020): All children (boys and girls) in Kiribati participate in primary education and achieve functional literacy and numeracy after six years

End of Program Outcome (2015): All children (boys and girls) in Years 1-4 in Kiribati participate in primary education and achieve functional literacy and numeracy after six years. The focus is on access to and quality of schooling. A second strand is focused on improving governance and management of the education system.

Phase 1 of KEIP was a preparatory phase, oriented to creating an enabling environment for Phase 2. In Phase 2 of KEIP (2013-2015) the focus has been on ensuring all children in Kiribati have access to quality schooling and that progress is being made towards a net primary completion rate of 100 per cent. During this phase, particular attention has been given to improving the Te-Kiribati language, literacy and numeracy skills of all children in Years 1-4, and to improving the management, funding and inclusiveness of the education system. It is envisaged that Phase 3 will focus on years 5-6 and junior secondary school.

1.2 Scope of the Current Research

The research described in this document is a component of KEIP II's monitoring and evaluation and is aligned with reporting against the KEIP II Performance Management Framework by gathering evidence of supporting behaviours with respect to the program's two intermediate outcomes. These are:

Intermediate Outcome 1: Improved classroom teaching and learning for all children in Years 1-4.

Intermediate Outcome 2: Improved governance and management of the education system.

A Research Plan was developed by the KEIP II M&E Adviser in early 2015 in preparation for completion of Phase 2. The research is not designed as a program evaluation but rather is aimed at collecting and analysing information about classroom and leadership behaviour with respect to the two intermediate outcomes. The overall purpose of the research is to provide the GoA and GoK with useful information about what is working and not working under the program and suggest some practical steps to support implementation of basic education in future years.

Mixed methods have been employed involving three complementary components, namely: 1) a Literature Review; 2) School Engagement Data (SED) collected from administrative records, surveys of teachers, School Leaders and the community; and 3) Case Study Research (CSR) focused on

individual schools. The CSR utilised key respondent interviews, group interviews, observation and examination of key documents. The Case Studies were designed to complement the SED and to examine the nature and scope of the changes/improvements under KEIP II within the school context. The SED was primarily quantitative but also contained some qualitative measures related to behaviour and attitudes. The Literature Review was originally planned to be conducted and written up prior to the CSR framework being designed but due to unforeseen delays ended up being conducted concurrently with the other two components. To ensure maximum utility it was oriented to three MoE priority issues, however, the three priorities correspond to issues investigated in the SED and CSR so remain relevant for contextual interpretation of CSR and SED results.

The first component, the Literature Review involves three topics determined as research priorities by MoE in discussion with the KEIP II M&E Adviser. The topics are:

- A. What interventions/models are most effective for effective teaching of and learning by basic education students for whom English is a second language?
- B. How should assessment be most effectively used in basic education?
- C. What leads to effective school leadership?

The second component, the SED, involved representative community and school data collection. This research provided quantitative and qualitative information about the number of children not in school; school attendance; teachers experience with the new curriculum; school leadership and management, community contributions to schools; and children with disabilities. The SED also produced information about the community's perceptions of education, the quality of teaching and school improvement plans. The SED contains a much more extensive range of data than are considered in the CSR and further analysis of the SED data beyond that considered in this Synthesis Report is warranted.

The third component, CSR, involved eight comparative case studies of primary schools. For practical purposes given the time available and complications of travelling from one island to another, the selection of schools was limited to three locations. These were South Tarawa, Butaritari and Nonouti. Kiritmati was originally considered as a possible site but was eventually replaced by Nonouti because of travel schedules and the time available. Based on these locations, the KEIP II M&E Adviser proposed a selection of schools at different stages of program roll-out that were considered likely to yield a range of different experiences and lessons. A mix of small and larger schools was chosen. Some were isolated while others were urban. Other features such as the level community support, resources and school attendance were also considered. Case study selection was therefore a combination of purposive selection and convenience.

1.3 Research Questions

The overarching research questions covered by the CSR and SED and the Literature Review are:

- I. What has been the schools' and teachers' experience with implementing the new curriculum (year 1-4) and what is the evidence for subsequent teaching and learning improvements? This question considers:
 - Experience with training in new curriculum
 - Views on quality and value of new curriculum including impact on students

- Extent of learner focus of the lesson plans and in the class room implementation
 - Teacher use and familiarity with English
 - Collaboration with other teachers on lesson plans
 - Assessment methods
- II. To what extent are School Leaders implementing the leadership and management, skills supported by KEIP II, and is this likely to lead to better performance? This question considers:
- Interactions between School Leaders and teachers
 - Professional development for teachers
 - Use of monitors in the classroom
- III. What has been the experience of the School Leaders in progressing improvements to education after the Community Consultation Team visits? This question considers:
- Support from parents for the school and participation in their children's education
 - School committees
- IV. To what extent are the SIPs focused on the community's school improvement priorities SIP Committees and School Leaders demonstrating knowledge and understanding of SIPs, the SIPs being implemented, and are the improvements meaningful and significant? This question considers:
- SIP committees
 - Status and implementation of School Improvement Plans
- V. What has been the experience of schools with implementing the access and participation work and to what extent has this provided actual, and a platform for future, access and participation improvements? This question considers:
- Managing school attendance
 - Managing inclusiveness in education
- VI. To what extent has the refurbishment in schools led to greater demand for education, and an environment conducive to teaching and learning? This question considers:
- The impact of refurbished buildings on student and teacher behaviour

For each of the above questions the challenges and barriers experienced by school leaders, teachers, students and the community are explored and possible mitigation strategies are considered.

1.4 Methods

The Research Brief which details the three strands of research covered in this report is provided as *Annex 1*.

Mixed quantitative and qualitative methods were used. The SED was primarily quantitative based on surveys of school leaders, teachers, and the community and supplemented by a checklist for collection of administrative data. The case studies were qualitative in nature and included interviews with School Leaders, group interviews with teachers, school committees and SIP committees, and classroom observation.

Comparison of SED data with CSR observations and findings allowed a measure of triangulation of data. Some common issues were encountered across case study schools but beyond this the ability

to generalise across case studies is limited. Rather it was hoped that a range of different schools would offer different perspectives on the questions considered.

1.5 Authors

This report was commissioned by Coffey International Development as Managing Contractor of the Kiribati Education Improvement Program Phase 2 (KEIP II).—an Australian Government, initiative funded under the Kiribati Education Facility.

The Literature Review was conducted by Merve Hosgelen, the School Engagement Data was collected under KEIP II and analysed by the KEIP II M&E Adviser Andrew Kibblewhite and the Case Studies were conducted by Simon Payne, Tatai Teburoro and Tanguru Borau. This report synthesising the three strands of research was prepared by Simon Payne.

1.6 Limitations

The SED experienced significant delays in data collection due to aircraft failures and travel delays. This meant that the two local researchers required for the CSR had to transfer off of SED data collection which further delayed SED data collection. Data analysis also took longer than anticipated. As a result of these delays the SED results were only available several weeks after the CSR had been completed.

Literature Review questions were broad and it was necessary to focus on what was expected to be of most use to the MOE. Even so, the range of international experience in some topics, most notably assessment is so broad that it was necessary to restrict consideration even further. Priority was given to contexts similar to Kiribati, then other developing country contexts and finally broader international experience. Where possible preference was given to literature based on experimental research results.

The main limitation for the CSR was one of language. The CSR Consultant was able to participate in some interviews, particularly of Head Teachers but most interviews were conducted in Te-Kiribati by the local researchers with the CSR Consultant observing. Both local researchers had excellent English and wrote detailed notes in English for the CSR Consultant. They were also experienced researchers who had previously participated in the SED data collection. Some additional training on open-ended interviewing techniques was provided but both researchers proved to be very proficient at this and worked well to explore interesting avenues of information while at the same time keeping interviews on track. At the conclusion of each school visit, a debrief was conducted to compile an agreed set of notes against each of the study topics. Where there were differences in opinion or observations, as frequently occurred when observing teaching in different classrooms and across Years, these differences were noted in the debrief report.

The amount of time available for the eight case studies is very limited and was constrained by flight availability and availability of key respondents. There was almost no margin to deal with unexpected delays. Because of limited time in Tarawa and the occurrence of public holidays and education events it was necessary to conduct the two Tarawa case studies in several parts at the beginning and end of the in-country research. While this afforded the opportunity to visit these schools on multiple occasions it, nevertheless, disrupted the data gathering flow and meant that debriefs relied much more on notes taken than was the case when compiled directly after school visits.

The KEIP II M&E Adviser was responsible for analysis of the SED and since he was completing his last assignment for KEIP II he was under considerable pressure to produce the analysis. He worked with the CSR Consultant to produce an agreed set of tables and cross tabulations which would constitute a viable information base for this Synthesis Report. There was no opportunity for the M&E Adviser and CSR Consultant to discuss these results.

Finally, some of the research questions have been broadened from their original form to take in the experience of a wider range of schools, in the case of inclusiveness and attendance, and to recognise

the wider participation of community in schools beyond that envisaged in the original design of community consultation teams.

In some schools the SIP and School Committees were the same but in most schools while comprised of different individuals the two committees effectively functioned as one. Where this occurred the members were interviewed using the relevant questions from each interview protocol.

2 Background

With a total land mass of 811 km, Kiribati is a politically stable South Pacific nation facing serious development challenges. The cost of delivering essential services such as water supply and sanitation, education, health and transport to a population on 23 settled island atolls is high. Meanwhile the Government of Kiribati (GoK) has limited sources of revenue which is constrained by geographic isolation, a small population base, limited natural resources, a narrow export base, poorly developed state-owned and private sector enterprises and significant potential threats from climate change. Employment opportunities are limited and the GoK recognises that improving the quality and relevance of Kiribati school education, for knowledge and skills acquisition, is critical for the country's future. Accordingly, reform of basic education is central to the Kiribati Development Plan (KDP), and both the current and future Education Sector Strategic Plans (ESSP).

The Kiribati Education Improvement Program (KEIP) is the main development program through which Australia supports the implementation of the ESSP. KEIP is a multi-donor education support program designed to enable education reform in Kiribati. It provides a framework within which donor partners can support the GoK address its most pressing education issues.

The current phase of KEIP (2013-2015) is focused on ensuring all children in Kiribati have access to quality schooling and that progress is being made towards a net primary completion rate of 100 per cent. During this phase, particular attention has been given to improving the Te-Kiribati language, literacy and numeracy skills of all children in Years 1-4, and to improving the management, funding and inclusiveness of the education system. Most recently, KEIP has supported curriculum development and implementation; strengthened the capabilities of teachers; improved school infrastructure; enhanced school community partnerships; and strengthened MoE's capacity to plan, monitor and improve performance.

These strategies are oriented to improving teaching and learning in the classroom and improving governance and management of the education system based on two complementary strands of program logic¹, namely that:

- classroom teaching and learning will improve if children have access to better teachers, materials and classrooms. More children will participate in their schools, and will become functionally literate and numerate; and
- education services will improve in quality if there are partnerships between schools and communities. This will strengthen the MOE's ability to plan and monitor the delivery of services.

Under the first strand, curriculum development has centred on rollout of a new curriculum focused on literacy, numeracy, and a phased introduction of English language. Strengthening the capabilities of teachers has addressed teaching the new curriculum through student-centred teaching and assessment techniques to develop children's comprehension and reasoning strategies in both

¹ DFAT, Evaluation Report, Kiribati Education Improvement Program 16 September 2014.

literacy and numeracy. Transitioning children into learning in English from Years 3&4, in accordance with the MoE's Language Policy, is also critical. The capacity of School Leaders to support their teachers and manage the introduction of the new curriculum has also been supported by KEIP. The MoE has also been assisted with the introduction of its *Inclusive Education Policy* and in the refurbishment of selected schools to provide a more effective learning environment.

Under the second strand, KEIP has supported the strengthening of school committees and the introduction of school improvement plans that are managed by the community as a way of increasing engagement in their local schools. School communities are also critically involved in helping to improve attendance rates at school by encouraging parents and monitoring children's participation.

This Synthesis Report considers the evidence for whether each of these forms of support have contributed to observable behavioural change of students, teachers and the community that would suggest that the longer term program outcomes are likely to be achieved. In particular it focuses on what is, and is not, working in order to provide an evidence base for the next phase of the program.

3 Literature Review

The Literature Review utilised a systematic approach to identify, appraise, select and synthesise all high quality research evidence that were found relevant for the selected research questions. Potential relevant studies were identified by:

- Searching multiple bibliographic databases such as ERIC: [Educational Resource Information Center](#), [JSTOR: Journal Storage](#) and ProQuest Education Journals
- Scanning reference lists of existing reviews and eligible studies
- Hand-searching key journals
- Forward citation searching of seminal articles
- Searching the Internet (via Google/Google Scholar)
- Contacting scholars in the area

In identifying relevant literature for each question, certain key words were used such as the ones listed in *Figure 1* below.

Selected themes		Key words	
1	Leadership	Pacific, primary education, small island countries, Asia-Pacific, developing countries,	leadership, core principles, effective leadership, staff development, teacher's motivation, leaders in primary school
2	Bilingual Education		bilingual education, immersion, L2, teach, bilingualism, teacher skills for bilingualism, English as a second language
3	Assessment		forms of assessment, feedback, effective assessment methods, primary classrooms

Figure 1 Selected themes and key words for literature search.

Once potential studies were identified, their titles and abstracts were matched against pre-determined criteria for their eligibility and relevance. The selection of relevant sources met the following criteria. It:

- Included all theoretical and empirical work that is relevant for the main focus of the research question (These include published scholarly articles as well as commissioned reports)
- Included literature that are written in English and published between 1990 and 2015
- Concentrated on studies that use meta-analysis and empirical evidence
- Concentrated on studies that are conducted in small island states and more broadly the Asia-Pacific region that relate to Kiribati context)

The Literature Review is attached as *Annex 2*

4 School Engagement Data

The School Engagement Data (SED) collection was designed to provide representative findings about how KEIP II may be contributing to system reform, principally at the school level. This includes providing estimates of the number of children not enrolled or attending school (2016); the new curriculum experience of teachers and School Leaders; the extent of leadership being provided by school leaders; whether school improvement activities were being rolled-out as planned; embedded understanding of school improvement process; and composition of school improvement committees compared to school committees.

The data collection methods used were: household surveys, school leader surveys, teacher surveys, and recording of administrative records. A partial random sampling approach was employed reflecting that a census of Primary (ref: KEIP II) and Junior Secondary (ref: KEIP III) schools would be too costly, and unnecessary. The sample size needed to be sufficient to allow for national statistics and estimates of change over time.

Most data collection was undertaken by local researchers who were trained and managed by KEF M&E Co-ordinator and KEF Gender and Social Inclusion Co-ordinator. The data collection process was designed and managed by the KEIP II M&E Adviser, and by the KEIP II M&E Co-ordinator (locally engaged staff).

Data collection was completed in nine outer islands, a range of islets and in South Tarawa. Over five hundred and seventy household, almost 350 teachers², 62 school leader surveys were successfully completed involving 64 schools. The surveys' response rates were very high with no refusals and only 43 surveys not completed due to unavailability of participants.

The SED collection in the outer islands (planned for term two and the start of term three) was completed about 2-3 weeks behind schedule due to cancelled flights, changing flight schedules and cancelled boat crossings. This delay was compounded with the SED field staff being allocated (as scheduled) to support the CSR Consultant to complete the case study series.

The SED entry was undertaken by contracted KIT students who had reported IT skills. Nevertheless, data entry speed and accuracy proved problematic with as much time being required to correct inaccuracies as for data entry itself. This contributed to further delays.

SED Results are attached as *Annex 3*.

5 Case Studies

Eight school based case studies were conducted in three locations as shown in *Table 1*. Six case studies were originally planned. One of these, *Tiantaake Primary School* in Nonouti, was changed to *Kabeni Primary School* when *Tiantaake* proved to be unreachable because of damage to the causeway. *Kabeni* was judged to be an appropriate substitution as it shared many of the same characteristics as *Tiantaake* namely, it was a small school in a similarly isolated area at a remote end of Nonouti, and had three multigrade classes taught by two permanent teachers and a monitor. As flight schedules made it possible, two additional schools were added to the CSR being *Ainen Karawa Primary School* in Butaritari and *Tauroi Primary School* in Nonouti. These were the largest schools in their respective islands and offered a point of comparison to the South Tarawa schools and with smaller outer island schools.

Table 1: Schools selected in each location for case study treatment

South Tarawa	Butaritari	Nonouti
Abaunamou	Nauraken Te Ranga (Tabonuea)	Routa
Bareaumai	Anderson	Kabanei
	Ainen Karawa	Tauraoi

The combination of schools chosen provided a mix of large and small schools, urban (South Tarawa) and rural (Outer Island) schools, mono-grade and multi-grade schools, schools where the School Leader has a full-time teaching load and those where they have a full-time leadership role,

² This report concerns itself only with primary schools and primary teachers while the full data set includes junior secondary teachers as well. Junior secondary teachers are relevant to KEIP Phase III but are not the subject of this report. The number of primary teachers included in the data for this report was 204.

refurbished and non-refurbished schools. Intention is to capture the range of different experiences rather than to generalise across other schools not visited.

The CSR Team used a mixture of interviews, classroom observation and photographs of school infrastructure to collect information for the studies. Head Teachers were interviewed individually while teachers, school committees and SIP committees involved group interviews. The CSR Consultant conducted the interviews of Head Teachers in English while the Local Case Study Researchers conducted the group interviews in T-Kiribati. All interviews and classroom observation utilised instruments developed and piloted prior to the field visits³.

Case studies of the eight Kiribati schools are attached in *Annex 4*.

6 Synthesis of results ⁴

6.1 Curriculum Reform

SED results reveal that 76% of Teachers had received at least one session of training on the new curriculum. Rates were highest for small islands (89%) and lowest in South Tarawa were only 70% of teachers had received training (see Table 2). Approximately half had received at least one training cycle on Year 1&2 curriculum and the remainder on Year 3&4 curriculum. However, case studies indicated that these figures applied only to permanent teachers. Most contract teachers had received no training and in a number of schools, untrained monitors were also teaching classes.

Table 2: Number and Percent of teachers who had received at least one new curriculum training by island type

	Yes	No	% Yes	% No
Large island	62	16	79	21
Small island	25	3	89	11
Sth Tarawa	68	29	70	30
Total	155	48	76	24

There appeared to be a considerable mismatch between training and deployment. SED figures indicate that 41% of teachers trained in at least one cycle of new curriculum training for Years 1 and 2 were not teaching these grades. Similarly 32% of teachers trained in at least one cycle of new curriculum training for Years 3 and 4 were not teaching these grades. It was also the case that around 20% of teachers who were teaching Years 1&2 or Years 3&4 had received no training at all relevant to the years they were teaching.

³ Every effort has been made to protect the confidentiality of individuals interviewed, however, given that it would be potentially possible for individual Head Teachers to be identified all Head Teachers were informed that prior to interview that their comments should be regarded as being on the record and they were asked to identify any comments they did not wish to have on the record but wanted to otherwise relay.

⁴ For simplicity and comparability tables in this section contrast three island types, Large islands, Small Islands and South Tarawa. A more comprehensive breakdown of these tables by individual islands is provided in Annex 3

The CSR Team noted that, trained or not, the majority of teachers whether full time, contract or even monitors were trying to do their absolute best for their students but that untrained teachers lacking knowledge of the new curriculum continued to utilize teacher based techniques and in some cases continued to teach the old curriculum content including using English in Years 1 & 2.

6.1.1 Experience with training in new curriculum

Both School Leaders (93%) and Teachers (89%) were overwhelmingly comfortable with the implementation of the new curriculum. All Teachers (100%) in small islands reported on the new curriculum positively while in South Tarawa teachers (84%) reported positively. Only two School Leaders interviewed reported being uncomfortable with the implementation of the new curriculum and these were both from larger islands outside of South Tarawa. School Leaders reported that the new curriculum provided better guidance for lesson plans, targeted the learning needs of students better and that students were more interested in what was being taught.

By contrast the majority of Teachers (80%) and 60% of all School Leaders did report experiencing some difficulties in implementing the new curriculum. This difference between Teacher and School Leader ratings may have been influenced by whether School Leaders were directly involved in teaching or not. The CSR highlighted a number of difficulties. Among them:

- Some teachers felt the new curriculum was not challenging enough for students and contained too much repetition;
- Some teachers felt that the Year 1 curriculum did not go far enough in numeracy and in some cases just repeated what students had already learnt in pre-school;
- A common complaint was in the language transition from Year 2 to Year 3 with many teachers having a clear expectation that students should be able write in English by the time they begin Year 3⁵; and
- Multigrade schools complained of difficulties of teaching mixed classes because the curriculum frequently did not align well across grades.

Although Teachers and School Leaders did complain about a lack of curriculum resources during case studies interviews, in SED questionnaires 69% of Teachers said they had enough resources. Interestingly, only minor differences were noted between schools in different locations although in the Case Studies it was noted that larger schools often experienced more difficulties in sharing resources across larger numbers of classes and students.

As *Table 3* shows Teachers overwhelmingly (94%) felt that the New Curriculum had helped them to become a better teacher than before. This was also supported by 93% of School Leaders interviewed. Among the changes mentioned by Teachers in the CSR was the positive emphasis on repetition in different formats to address different learning preferences with one teacher mentioning explicitly, *“We didn’t realise about different learning styles”*.

⁵ The Case Studies found that it was not only teachers but also parents who had this concern. The Literature Review noted that such community concerns were common in bilingual programs. *“Literature suggests that parents need to be assisted, through parent education, demonstration projects, and community-wide awareness raising campaigns, to see the value for children to continue to develop proficiency in L1 [Mother Tongue]”*.

Table 3: Number of teachers who considered that the new curriculum had helped them to become a better teacher than before

	Strongly Agree	Agree	Disagree	Strongly Disagree
Large island	22	42	2	1
Small island	9	10	2	
Sth Tarawa	12	55	4	
Total	43	107	8	1

Classroom observation during the CSR noted many examples of the new curriculum being taught well and this was likely to lead to improvements in student performance. However, it also noted that the new curriculum was being variously applied in different classrooms and was the CSR Team's impression that Years 1&2 were generally being taught better than Years 3&4. The CSR Team's conclusion was that this was because more contract teachers and monitors were teaching in the higher years and these teachers lacked knowledge of the new curriculum and appropriate teaching techniques.

6.1.2 Views on quality and value of new curriculum including impact on students

Both the CSR and SED data indicated that teachers and school Leaders believe that the new curriculum was having a positive impact on the educational achievements of students. Among the most commonly cited reasons noted in Case Studies were that students:

- could read in their own language by the end of Year 1;
- were much more engaged in learning;
- were more able to work independently; and
- had confidence to present their work.

One *Abaunamou School* teacher reported *"They are not shy....they participate much more. They can discuss much more and overtime they lose their shyness"*.

Table 4 shows the numbers of Teachers who think students were performing better under the new curriculum. Ninety-four percent (94%) agreed with this proposition. A similarly high percentage (96%) of School Leaders also agreed with this statement.

Table 4: Number of teachers who considered that students were doing better under the new curriculum

	Strongly Agree	Agree	Disagree
Large island	22	39	5
Small island	7	14	
Sth Tarawa	10	56	5
Total	39	109	10

However, when asked to define the degree of performance improvement some teachers were more cautious with only 86% reporting an improvement in performance (see Table 5). While this is still a

high rate of improvement, it is worth noting that 46% of Teachers thought that students were doing only '*a little better*' compared with 39% of Teachers who thought students were doing '*significantly*' or '*much better*'. In summary, the new curriculum is providing benefits for the majority of students and that for around 40% of students there is a marked performance improvement.

Table 5: Teachers' rating of the change in student performance by island type

	Much better	Significantly better	A little better	Same as before
Large island	27	10	26	11
Small island	7	5	11	3
Sth Tarawa	18	11	55	14
Total	52	26	92	28

Nonetheless, as *Table 6* shows when asked about the relative expected performance of boys and girls Teachers rated girls as performing better and that on average only 55% of boys and 69% of girls would reach the desired learning outcomes⁶. The figures are remarkably similar to School Leader expectations who believed that 56% of boys and 70% of girls would meet the learning outcomes. It is important to note that when asked if boys and girls benefit equally from the new curriculum 92% of Teachers '*agreed*' or '*strongly agreed*' with this proposition suggesting that the relative performance of boys and girls is linked to other factors and not attributable to the introduction of the new curriculum. Also interesting is that the disparity between the expected achievement of boys and girls appears to be greatest in small islands.

Table 6: The percent of boys and girls that teachers expected to meet the learning outcomes this Year by island type

	% Boys	% Girls
Large island	53	65
Small island	55	73
Sth Tarawa	58	71
Total	55	69

Teacher views about the quality of the new curriculum show that teachers agreed or strongly agreed that curriculum topics were about the right length (88%), were targeted to students interests (68%), allow them to target the learning needs of different students (97%), allowed students to learn more concepts (97%), and allowed students to demonstrate their ability better (96%). As frequently reported in the CSR interviews, they also felt that students were more interested and engaged in learning under the new curriculum (95%). School Leaders were, if anything, slightly more positive about each of these points.

6.1.3 Extent of learner focus of the lesson plans and in the class room implementation

In support of these SED results the CSR found that teachers frequently reported that teaching appeared more enjoyable using the new curriculum, and observed that students were more engaged

⁶ It is important to note that this is a rating of expectation and not a reflection of actual achievement. It is not clear how this relates to performance before the new curriculum was introduced.

in what was going on in the classroom where the new curriculum was being taught well. This seemed to strongly correlate with the use of more student-centred learning techniques. Where the lessons being taught were not student-centred it was common to observe students not paying attention and even wandering in and out of classes.

However, the CSR found very little evidence of teachers collaborating on lesson plans. While it was common for School Leaders to review teacher's lesson plans, Teachers interviewed reported that they rarely discussed their lesson plan with their colleagues unless they were experiencing a particular problem. This is in contrast to SED results where 89% of Teachers said that they did discuss lesson plans with colleagues. It may be that this question was interpreted as *'have you ever discussed your lesson plan with a colleague'* rather than the intended *'do you routinely discuss your lesson plans with colleagues'*.

It is important to note at this point that across schools the CSR found teachers using two different lesson plan formats. One was the format promoted by Kiribati Teachers College (KTC) which was a simple format involving: topic, expected learning outcome, activity and achievement. The other, a more extensive MOE format, required much more effort by the teacher to complete. There did not appear to be any particular rationale for why one format was used over another. Sometimes both formats were used in the same school; sometimes the MOE format was used because the District Education Officer (DEO) had insisted on it⁷. In at least one case teachers produced an MOE format to satisfy the DEO but reverted to the KTC format as soon as the DEO had gone⁸.

To some extent the format used might be considered irrelevant. The important thing should be that teachers are able structure lessons appropriately to achieve the learning outcomes identified in the new curriculum. On this score, 93% of teachers in the SED *'Agreed'* or *'Strongly Agreed'* that the new curriculum provided valuable guidance for developing lesson plans (see *Table 7*).

Table 7: Number of teachers who considered that the new curriculum provides valuable guidance for developing lesson plans

	Strongly Agree	Agree	Disagree	Strongly Disagree
Large island	20	47		
Small island	6	13	2	
Sth Tarawa	12	49	8	1
Total	38	109	10	1

The observations made in Case Study schools showed that, with very rare exceptions, almost all teachers were using lesson plans and that these were guiding what was taught in the classes. However, there was generally little attention to individual learning needs evident in the lesson plans, even in instances where such differences were clearly being addressed in the classroom. There was

⁷ In one school permanent and contract teachers were using the KTC format but monitors were required to use the MOE format because it was judged to be a more effective tool for developing the monitors teaching skills.

⁸ It is understood that this issue was discussed in an MOE meeting and a policy formulated but it was clear that the policy was not yet understood in the case study schools visited.

also little evidence of assessment of lesson plans at the end of teaching or adjustment of lesson plans based on the feedback from previous lessons.

6.1.4 Teacher use and familiarity with English

The Literature Review identified that,

“...teachers in dual language education programs need native or native-like ability in either or both of the language(s) in which they are instructing. Successful programs ensure that teacher development plans are in place to ensure the quality of teachers’ language proficiency and constant improvement of teaching and learning. They also support staff to grasp second language acquisition theories to secure their buy-in for the bilingual program”.

The SED collected information on the use and familiarity of teachers with English. As *Table 8* shows, it found that 67% of teachers had undertaken some form of English language training; however, Teachers in large islands and South Tarawa were considerably more likely to have undertaken language training than teachers from small islands. The Case Studies did not look specifically at English Language but it was noted that English was generally quite well spoken by Year 3 and 4 Teachers interviewed.

Table 8: Number of teachers who had undertaken English language teachers training by island type

	Yes	No	% Yes	% No
Large island	52	24	68	32
Small island	13	14	48	52
Sth Tarawa	73	30	71	29
Total	138	68	67	33

When cross-matched against Teachers who had done training on the Year 3 and 4 new curriculum training cycles (see *Table 9*) it appears that teachers in South Tarawa were much more likely to have done both types of training than teachers from other islands.

Although based on a small response set, SED questionnaires of School Leaders suggested that the most common form of English Training teachers had undertaken were Kiribati English Language Program (KELP) and Teaching English as a Second Language (TESOL) (2012). KELP was the predominant form of training for teachers from large islands.

Table 9: The number of teachers who had done English language training in the last 4 Years who had also repeated all Yr 3 and 4 new curriculum training cycles by island type⁹

	Yes	No	% Yes	% No
Large island	22	8	73	27
Small island	6	5	55	45
Sth Tarawa	24	2	92	8
Total	52	15	78	22

The SED asked teachers to rate how much their English language skills had improved. As shown in *Table 10*, the vast majority of teachers felt that their language had improved but almost half felt this improvement was relatively minor. Taken together with *Table 8* above where 67% of teachers had undertaken some form English training it suggests that even teachers who had had no English training had improved at least slightly. Presumably those who had undertaken English training were more represented in the group rating themselves as having improved ‘*significantly*’ or ‘*much better*’ and this may explain why proportionately more teachers from Small Islands rated their improvement more highly. They may also have been starting from a lower base.

School Leaders evaluations of teacher’s improvement in English ability were considerably more positive with School Leaders saying that 61% of teachers who had completed training in the last four years were ‘*significantly*’ or ‘*much better*’ in English. The Literature Review contains a number of recommendations for supporting Teachers bilingual education capabilities.

Table 10: Number of teachers rating their English improvement by island type

	Much better	Significantly better	A little better	Same as before
Large island	21	18	28	3
Small island	13	3	5	3
Sth Tarawa	28	10	57	3
Total	62	31	90	9

Asked to describe how they kept their English skills up-to-date the most common responses were Movies (31%), Conversation (24%), Study (20%), and Internet and Radio (19%) but as would be expected there were significant variations between Island types with all of these modes being more readily available in South Tarawa (see *Table 11*).

⁹ The smaller response numbers in this table appear to indicate that many teachers did their English language training more than 4 years ago.

Table 11: Percent of teachers who had used different modes to practice their English by island type*

	% Movies	% Internet/radio	% Conversation	% Study	% Other
Large island	36	37	32	38	47
Small island	13	10	11	15	24
Sth Tarawa	51	53	57	47	29
% of Total Responses	31	19	24	20	6

* Teachers may use more than one mode

6.1.5 Assessment methods

The CSR identified approaches to assessment as an area of general weakness with many teachers being unsure of how to approach assessment under the new curriculum. The Literature Review noted that,

Evidence suggests that the use of a diverse set of data-collection formats will yield a deeper and more meaningful understanding of what children know and are able to do. It is important that both diagnostic formative and summative classroom assessments integrated to the learning and teaching cycle.

The SED asked teachers about what approaches they used to for assessment (see Table 12). Portfolios were the anticipated response and were indeed identified by the largest number of teachers but tests and exams also featured heavily. The ranking of approaches was consistent across island types.

Table 12: Approaches teachers used to judge the progress of children by island type

	Exams	Tests	Portfolios	Observations	Just know	Other
Large island	20	42	63	25		2
Small island	10	12	20	5	1	
Sth Tarawa	60	58	85	45	1	3
Total	90	112	168	75	2	5

The CSR noted some excellent examples of portfolio approaches with *Abaunamou School* being the stand-out example of a school that had seriously adopted the approach. In this school portfolios contained statements about the student's dreams and hobbies, various assessment information and also details of any interventions made with that student. There were charts and a checklist. The interventions were especially used for those who missed classes so they can catch up. However, even in *Abaunamou School*, not all teachers were using portfolios. Most teachers across schools also applied checklists either as part of a portfolio or as a stand-alone assessment tool. Most teachers were also marking work in student workbooks and providing feedback on performance in that way.

Many teachers were highly supportive of the value of portfolios and checklists. As one teacher explained "*students are relaxed, not panicked or disturbed...they carry out their work activities without noticing they are being assessed*".

On the other hand, a number of Teachers and some School Leaders expressed concern that the portfolio approach was not well understood in the community. They reported that parents often requested exam results which they saw as more reliable and easily understood measures of their child's performance. This theme is explicitly noted in the Literature Review which commented both on assessments' role in informing parents and also involving parents. It noted,

"Parents and carers need clear information about assessment, when it takes place and by whom, and how the information will be shared with them, both formally and informally".

6.2 School Leadership and Management

Case Studies revealed that School Leaders could broadly be divided into two types, those who had a full-time teaching load, and those who occupied a full-time management role. Generally the larger the school the less teaching the School Leader was involved with, although several examples of School Leaders in large schools who also taught some classes were noted. It can be assumed that School Leaders who had full-time teaching loads had less opportunity to manage and mentor teacher performance.

6.2.1 Interactions between School Leaders and teachers

Teachers who answered SED questionnaires were asked to estimate in minutes the amount of time they had had in one on one involvement with School Leaders over a ten day period (see *Table 13*). In order of importance teachers reported the most time being spent on discussing: '*Student Performance*', '*Lesson Plans*', '*Assessment in Lesson Plans*', and '*Professional Development Needs for being a Better Teacher*'. On average, based on 204 teacher's responses, School Leaders spent 97 minutes with each teacher over the 10 day period. Teachers in small islands had the least time with School leaders, 62 minutes on average while in large islands the average was 108 minutes. In South Tarawa the average was 98 minutes. Time spent with teachers is likely to be related to whether School Leaders have a full-time teaching load.

Table 13: Average School Leader-Teacher engagement time (min) in the last 10 days by island type

	Student Performance	Classroom Management	Teacher Conduct	Lesson Plans	Assessment	Better Teacher
Large island	31.7	10.2	12.5	25.8	15.4	12.8
Small island	11.3	11.0	13.9	9.6	8.1	8.1
Sth Tarawa	16.4	13.6	14.2	16.3	19.0	18.5
Total	21.6	12.0	13.5	19.0	16.3	15.0

It is interesting to note that '*Teacher Conduct*' and '*Classroom Management*' were reported to be the issues that School Leaders spent the least time on. In the Case Studies only one School Leader reported regularly observing classroom management and it was apparent in several other schools that School Leaders did not give this issue a great deal of attention. This is important because as the Literature Review noted,

“Empirical evidence suggests that school leaders’ involvement in classroom observation, staff monitoring and subsequent provision of feedback is associated with better student performance”.

In the CSR a number of School Leaders mentioned staff management issues, in particular, unexplained absences and late attendance however, this does not seem to be as strongly reflected in the SED responses.

Referring to teacher performance, teacher motivation, and teacher activities the Literature Review observed,

“Leaders have the potential to influence and give direction to all these inter-dependent elements and unleash organisational capacities that affect teacher’s performance and hence student’s learning. Therefore leadership can be understood almost as a prerequisite for quality education”.

In this context the SED asked Both School Leaders and Teachers to rate the quality of support that was given to teachers by School Leaders compared with 4 years earlier (See *Table 14* and *Table 15*). Sixty-five percent (60%) of School Leaders felt that the quality of support was ‘*Much Better*’ or ‘*Significantly Better*’. This contrasts with Teachers perceptions, 65% of whom also say that the quality of support was ‘*the Same as Before*’ or only ‘*A Little Better*’. This pattern of responses holds generally true across island types although Teachers in South Tarawa were even more negative about the change in quality.

Table 14: Number of School leader’s rating of the value of support they gave the teachers by island type

	Much better	Significantly better	A little better	Same as before
Large island	8	9	6	1
Small island	4	2	7	
Sth Tarawa	4	1	5	
Total	16	12	18	1

Table 15: Number of Teacher’s rating of the value of support they received from the School Leaders by island type

	Much better	Significantly better	A little better	Same as before
Large island	17	17	27	13
Small island	8	4	9	6
Sth Tarawa	12	14	46	31
Total	37	35	82	50

6.2.2 Professional development for teachers

The Literature Review noted, that

‘Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with overall school improvement goals and teachers’ needs is a key responsibility for school leaders. Robinson (2007) finds that promoting and participating in teacher learning and development (both formal and informal) has a large effect on pupil’s learning’.

Across all schools the CSR Team identified only one example of professional development initiated by a School Leader. Some School Leaders questioned whether this was even part of their responsibility¹⁰.

Interestingly, the example that was observed involved professional development not for permanent or contract teachers but for monitors. At *Ainen Karawa School* several monitors were being used to cover the absence of a teacher on maternity leave. The monitors were each paired with a permanent or contract teacher who acted as a mentor and who oversaw their development of lesson plans and teaching aides. Monitors were required to use the MOE format for lesson plans even though other teachers at the school used the KTC format because the MOE format was considered to be a better to support the monitor’s professional development. The day’s lessons were divided up amongst the monitors so that each was teaching only one or two lessons a day. Classroom observations of the monitors teaching concluded that the strategy was highly effective with some of the best teaching observed anywhere occurring in these monitor’s lessons.

Other professional development appeared to be confined to that initiated by the MOE or KTC. At several schools KTC coaches had recently visited and it was clear that teachers regarded the support of the KTC coaches highly. A feature of the KTC coaching appeared to be classroom observation followed by out of class support for problem issues either observed or requested by the teacher. It was likely therefore to be highly relevant to the particular issues being experienced at each school.

Apart from this the only professional development noted was English language training provided to small numbers of Year 3 and 4 teachers under KELP. School Leaders neither initiated this or selected participants but they were generally supportive of teachers attending and in at least one case covered the Teachers absence but taking their classes themselves.

Finally, a number of School Leaders interviewed noted that they had not received any professional development aimed at developing their leadership skills. The only exception noted was one School Leader in South Tarawa who reported having attended a UNESCO run group meeting with other school leaders on one occasion.

¹⁰ According to the School Leadership and Management Handbook: A guide for Kiribati Primary and Secondary School Principals, Teachers, School Committees and Island Education Coordinators (2014) part of a School Leader’s duties as an Educational Leader are to “*Transform the school to a professional learning community*”.

6.2.3 Use of monitors in the classroom

Notwithstanding the excellent use of monitors in *Ainen Karawa School* noted above, the use of monitors in other schools was common and generally appeared to be problematic. In most Case Study schools monitors were found to be teaching classes on a full time basis without any significant support from other teachers. Often they were teaching senior grades because permanent teachers had received training on the new curriculum in Years 1&2 and 3&4.

In saying this it needs to be acknowledged that many schools and School Leaders have no option but to utilise monitors in this way. For example, two small schools visited in the CSR both had monitors teaching Year 5&6 but since there were only two other teachers at the school, one of whom was the School Leader with a full-time teaching load, there was no other option available to the school.

6.3 Community Consultations

The CSR found varying levels of community involvement and participation in education. Both School committees and SIP committees were found to be operating in most schools and there was generally a high degree of overlap in function.

6.3.1 Support from parents for the school and participation in their children's education

The SED asked both teachers and School Leaders about the attendance of parents in parent teacher interviews (see *Table 16*). The two groups had widely different estimates of the proportion of parents who had attended except in South Tarawa where both Teachers and School Leaders estimated a little more than half of all parents had attended a parent teacher interview¹¹. Reporting from SED Household Surveys seems to accord well with the estimate of about half of all children's parents attending teacher parent meetings although the same data also shows parents attending other school meetings and functions in addition to parent teacher meetings.

Table 16: Teachers and School Leaders estimates of the proportion of parents who had attended parent-teacher interviews in the last 12 months by island type

	% Teacher's Estimate	% School Leader's Estimate
Large island	40	55
Small island	9	49
Sth Tarawa	53	52
Total	43	53

Interestingly, 93% of both School Leaders and Teachers rated parent teacher meetings either 'valuable' or 'very valuable' but again this was subject to considerable variation across locations (see *Table 17* and *Table 18*).

¹¹ The disparity in Teacher and School Leader Estimates in small islands is a result of very low estimates by teachers in Nonouti (0%) and South Tabiteuea (3%) which would seem to reflect a data collection/entry issue with this data. The idea that no parents attended parent teacher interviews in Nonouti does not seem credible.

Table 17: Number of teacher's rating of the value of parent-teacher interviews by island type

	Very valuable	Valuable	Reasonably Valuable	Not Valuable
Large island	49	22		8
Small island	15	9	1	
Sth Tarawa	45	51	3	1
Total	109	82	4	9

Table 18: Number of School Leader's rating of the value parent-teacher meeting/discussion about their child's progress by island category

	Very Valuable	Reasonably Valuable	Valuable
Large island	15	8	
Small island	7	4	3
Sth Tarawa	5	5	
Total	27	17	3

The SED also asked questions about how informed the community was about education improvement (See *Table 19* and *Table 20*). Overall 79% of teachers and 87% of School Leaders felt the community was either 'better' or 'much better' informed the value of education and improvements teachers and the MOE were making.

Table 19: Change in how informed Teachers considered the community was about education improvement by island type

	Much Better	Better	Slightly Better	Same as Before
Large island	29	32	4	14
Small island	13	8	3	4
Sth Tarawa	27	56	15	4
Total	69	96	22	22

Table 20: Change in School leaders' how informed Teachers considered the community was about education improvement by island type

	Much Better	Better	Slightly Better	Same as Before
Large island	10	12	1	1
Small island	3	9	1	1
Sth Tarawa	4	4	2	
Total	17	25	4	2

6.3.2 School committees

Case Studies showed that parents were making a range of different contributions to schools although participation varied across schools. Not all of these contributions were made through formal school committees and included such things as growing vegetables in the school grounds, building school buildings and wells, school maintenance, fund raising, monitoring student and teacher absences, cleaning, and security. The key factor in the level of parental participation appeared to be the extent to which School Leaders were able to engage and motivate parents.

One common feature across schools that may be related to the work of Community Consultation Teams was a focus on children's bed times. Every Case Study school reported having a program in place to ensure that children were in bed at a reasonable hour and this was being quite strictly enforced by communities.

While most contributions were made 'in-kind' the CSR Team noted examples of small fund raising to pay for prize giving ceremonies and in one school surrounding villages had contributed to buy the school an audio system costing \$300.

The SED made a calculation of average expenditure per child that each household was making including fees, donations, prizes, food and work and, after making some assumptions about the value of food and work, arrived at a value of \$4.82 per child per household¹².

6.4 School Improvement Plans

6.4.1 SIP committees and Status and implementation of School Improvement Plans

Most but not all schools had SIPs in place. Usually these were displayed in the School Leader's office or teacher's room. In some cases it was clear that the School Leader had written the SIP and it was not always evident how much ownership SIP committees had of the plan. On the other hand, committee members were generally able to articulate what work had already been done despite sometimes being vague on future priorities.

There was frequently overlap between School Committees and SIP Committee membership and roles and responsibilities. Different payment arrangements for the two types of committees had created some issues although it did not appear to be a major problem. Nevertheless, in at least one instance the School Leader had arranged for school committee members to be paid for security work as a way of balancing out payments between the two groups.

The best example of a working SIP was in *Tabonuea*. This was a school which had both a School Committee and an SIP Committee although in practical terms it was difficult to distinguish between the work of the two committees. The School Leader was actively involved in coordinating the work of the committees. The nearby village exhibited a strong sense of ownership over the school. Villagers had built wells and most notably had constructed a library building (see *Figure 2*) out of local materials.

¹² Details of the calculation by island are given in Annex 3.



Figure 2 Library building and drinking-well constructed by School Committee and SIP Committee at Tabonuea School, Butaritari.

This was also the only Case Study school that demonstrated a clear concept that SIPs were intended to be part of a continuous improvement process. At the time of interview they were in the process of determining their next set of activities.

The SED asked School Leaders to describe when the SIP should be developed? Term 3 was the anticipated correct answer; however, only 21% of School Leader's gave this answer suggesting that the SIP process is not yet well understood by the majority of School Leaders and may require further support from MoE.

6.5 Access and Participation Intervention

6.5.1 Managing school attendance

In the SED and CSR, school enrolment did not appear to be as serious an issue as previous literature suggested it was¹³. Most School Committees/ SIP Committees mentioned efforts they had made to ensure better attendance. It was also noted that almost all Case Study schools had some examples of children much older than would be expected by their grade. It was assumed that at least some of these children had started school late and this was taken as a positive indication that community efforts were working. However, data from the SED household surveys suggested that on average around 6 children per school were not-enrolled with non-attendance being a much bigger problem in South Tarawa than it was in other islands (see *Table 21*).

¹³ National Statistics 2012 calculated a gross enrolment ratio of 84% for primary schools. *Kiribati Statistics Digest 2012*.

Table 21: School Leaders' estimate of the number of children out-of-school (average) by island type

	Average
Large island	3.04
Small island	4.00
Sth Tarawa	13.80
Overall Average	5.56

The SED Household Survey Data provides a similar picture suggesting that both South Tarawa and North Tarawa have the highest levels of non-enrolments and account for more than 2/3 of all non-enrolments in the locations surveyed (see *Table 22*). On these figures, approximately 2% of the school aged population are not enrolled.

Table 22: Enrolment status of basic education eligible children by island⁺

Enrolment status	Not Enrolled	Enrolled	Total
Abaiang	-	100	100
Butartari	1	64	65
Kiritimati	-	90	90
Maiana	1	38	38
Nonouti	1	58	59
North Tabiteuea	4	80	84
North Tarawa	7	118	125
South Tabiteuea	1	25	26
South Tarawa	9	489	498
Tamana	-	16	16
Total	23	1,079	1,101

+ SED data weighted by census data

Committee members discussing the cases of known non-enrolments often expressed frustration having visited the families concerned without this always resulting in attendance. In two cases, they questioned whether law enforcement interventions were needed in these situations.

6.5.2 Managing inclusiveness in education

Each Case Study school had examples of students with disabilities or learning difficulties¹⁴. Most common amongst these were eyesight, hearing and speech problems. In each case, students were mainstreamed in classes and supported through strategies such as seating them at the front of the class and giving them extra attention to ensure they understood assigned tasks. One case was noted of a child with learning difficulties who had been found to be too disruptive in class and had been transferred to another school. Another case was noted of a child with sight in one eye who had previously attended the Special School in South Tarawa but had transferred back, at his own request, to *Bareaumai School* and was progressing well.

¹⁴ According to *Operational Research on Disability and Inclusive Education in Kiribati (KEIP)* “conservative estimates predict a minimum of 5% of children in Kiribati with a Disability”.

Only a few examples of children not attending school because of disabilities were noted in the CSR. In the most unfortunate case, a child using a wheelchair was unable to attend *Ainen Karawa School* because the school grounds and buildings were impossible to navigate in a wheel chair.

While the CSR Team were generally impressed with the efforts of teachers to support children with disabilities and learning difficulties a related issue was noted during site visits. The CSR Team came across three students with significant health issues¹⁵ which highlighted the need for teachers to be supported with knowledge and resources to manage such cases. In one school a child with epilepsy, who happened to be the niece of the School Leader was well supported but in another school teachers admitted not knowing what to do with a child who had a similar health problem.

6.6 Facilities Refurbishment

6.6.1 The impact of refurbished buildings on student and teacher behaviour

The Case Study Team visited two schools that had been refurbished under KEIP and six other schools of varying sizes which had not received any refurbishment support. There can be no question, that refurbished schools provided a better learning environment. Among the most obvious differences:

- Refurbished schools had wall space that enabled student work and other learning materials to be prominently displayed on the walls providing a more stimulating and attractive learning environment.
- In most classrooms in refurbished schools students had desks to work at while in other schools desks were in short supply and if they existed were generally used for more senior year students.
- Refurbished schools generally had good toilets and sanitation systems whereas these were frequently, but not always, not available in other schools. In some schools, School Committees had constructed toilets as part of their school improvement plans.
- Refurbished schools were a source of community pride and had, for example, resulted in a reduction in vandalism according to committee members in both schools.
- School Refurbishments appeared to contribute to increased enrolments. In *Bareaumai School* enrolments had increased from 330 to 441 in the last year and some of these come from outside the six wards closest to the school.

Despite these obvious advantages the CSR Team was unable to conclude that refurbishment was contributing to better teaching. Many excellent examples of excellent teaching were noted across schools including some with serious infrastructure issues.

Of special note, while all six of the non-refurbished schools visited would benefit from some infrastructure support one school, *Routa Primary School*, in Nonouti was in urgent need of assistance. Several classrooms had been destroyed in storm prior to the teams visit and constituted a hazard to staff and students.

¹⁵ There are likely to have been more than were observed by the Case Study Team.

7 Discussion

The new curriculum is producing positive results but there are challenges. School Leaders and Teachers were overwhelmingly positive about the new curriculum with the majority of teachers (94%) feeling that the new curriculum had helped them to become better teachers. The majority of permanent teachers (76%) had received at least one new curriculum training but contract teachers and monitors have not usually been trained. Given the reliance on contract teachers in many schools this has resulted in an uneven implementation of the new curriculum. Trained teachers are often adopting more learner-focused approaches in the classroom and these are being well received by students who are more engaged and participative but teacher-focused approaches dominate amongst untrained teachers.

80% of teachers reported some difficulties with the new curriculum with multigrade teaching and the transition from Te-Kiribati to English language instruction in Years 3&4 identified as particular issues. The Literature Review noted that there was strong international support for the bilingual education approach adopted in Kiribati but also noted that there was a need to ensure that teachers and communities understood the underlying rationale for the bilingual approach in order to avoid the transition problems identified above. Multigrade teaching is a special situation and teachers and multigrade schools need additional support to implement the new curriculum effectively.

Assessment was another significant difficulty. The Literature Review provided information about the purposes and possible assessment approaches utilised internationally. It advocated a mixed methods approach to monitoring progress. In Kiribati the most common approach to assessment are portfolios and check-lists but there is no consistency in how these are used either across schools or within schools. Strengthening assessment approaches an area that additional effort is likely to yield significant benefits for student learning and teaching practice.

Many School Leaders had full-time teaching responsibilities in addition to management responsibilities. On average Teachers estimated that they spent 97 minutes engaged with School Leaders over a ten day period with more than half of this time devoted to student performance, lesson plans and assessment in lesson plans. The majority of School Leaders spent relatively little time on classroom observation. Teachers were significantly less positive about the value of support they received from School Leaders than were the School Leaders themselves. School Leaders generally gave little attention to professional development needs of their staff; however, in-situ coaching provided by KTC was highly regarded and was well tailored to real life issues teachers were experiencing.

Teachers and School Leaders differ in their estimates of the extent to which parents are willing to participate in parent teacher events but both regard the meetings as valuable. Household surveys suggest about half of all parents participate and this accords well with School Leaders estimates. Parents also participate in a range of other activities some of which are conducted under the auspices of School Committees and SIP committees. There is a significant overlap between these two committee types and some rationalisation would appear appropriate particularly as different remuneration structures apply despite ostensibly the same functions being performed. Committees vary in their level of activity school by school with the encouragement of the School Leader appearing to be the decisive factor that galvanises action. While most schools had SIPs these often

appeared to be administrative documents that lacked community ownership and were not understood as part of a continuous improvement process. Nonetheless, significant community contributions to some schools were noted in Case Studies including support for infrastructure, fund-raising and managing attendance.

Neither the SED nor Case Studies supported the high estimates of non-enrolment described in 2012 MoE statistics. Community action to encourage enrolment was noted in most schools, possibly as a result of encouragement by community consultation teams. It is possible that these efforts have led to improved enrolment levels. According the SED household surveys around 2% of children are not enrolled with rates in South and North Tarawa being the highest.

Almost all schools in the Case Studies included some examples of children with learning difficulties or disabilities. Without exception these children were participating in lessons and teaching strategies to support them were being used. A few examples of children not attending schools because of disabilities were noted including one child who was prevented from attending school because the school grounds and buildings were unsuitable for wheelchair access. However, children with a range of hearing, vision and attention problems were being successfully accommodated.

Refurbished classrooms were observed at two schools and could be contrasted with non-refurbished schools. There is no doubt that refurbished schools provided more conducive learning environments but whether this translated into improved student and teacher performance was not clear. Refurbished buildings have contributed to increased enrolments and out-of-area enrolments. They are also a source of pride for the local communities which may contribute to improved community participation. However, there was also strong ownership in some schools with traditional buildings and some excellent teaching occurring in non-refurbished buildings so while refurbishment can support educational objectives it is unlikely to be a sufficient condition in itself for this to occur.

8 Conclusions

This report provides a synthesis of results from three sources: a Literature Review related to MoE priority issues; data tables produced from School Engagement Data surveys; and case studies of eight Kiribati schools. Both the Literature Review and the SED are substantial pieces of work in their own right that could, if well utilised, significantly inform future MoE policy. It is important that these are given wider dissemination. The SED is an especially rich source of evidence which contains much more data than is presented in this report. It is important that this data is maintained and analysed further. The Case Studies are primarily useful as contextual pieces particularly in as much as they help interpret the SED data. While chosen to include schools of different types care should be taken not to overgeneralise from these examples to the situation in other schools.

Taken together the studies reveal a mix of strengths and weaknesses relevant to KEIP and MoE achievements and future challenges. On the positive side of the ledger:

- The new curriculum has been positively received by both students and teachers and can be expected to contribute to improved learning and student outcomes.
- There is an improved focus on student-centred learning approaches and where these are used, students are engaged, happy and participating actively in their learning.

- The focus on teaching in Te-Kiribati in the early years is paying dividends in terms of the early development of children's literacy and numeracy skills.
- English language competency of teachers appears to be increasing, albeit it not as strongly as might be desired.
- School Committees and SIP Committees have provided impetus for community engagement and are associated with many examples of positive change, particularly in school infrastructure, maintenance and school attendance.
- School enrolments appear to have improved from previous years and there were numerous examples of children with learning difficulties being included and supported in class.
- School refurbishments in selected schools have contributed to improved learning-environments, increased community pride, and increased enrolments.

In terms of challenges still to be addressed:

- The large numbers of contract teachers who have had no training on the new curriculum and monitors who are teaching classes without any teacher training at all have resulted in uneven implementation of the new curriculum, particularly in Years 3 to 6.
- While the focus on Te-Kiribati in the early years is positive, the rationale for the dual language policy is not well understood by many teachers and parents and this is creating issues during the transition years 3 and 4.
- Assessment is an area of general weakness across schools and although many teachers are using portfolios and checklists there is a need to strengthen these approaches and consolidate them within a wider assessment regime.
- SIPs are generally not seen as part of a continuous improvement process and have often been done for compliance purposes. Despite being useful for encouraging community involvement SIPs were not well understood by SIP committees who therefore lacked ownership.
- Notwithstanding improved school enrolments, a considerable number of children are still not in school. Community pressure and expectations can only go so far in ensuring compliance and need to be supported with other approaches.

Annexes

Research Brief

Case Studies of Each School

Summary Tables of SED Analysis

Literature Review

Annex 1

Research Brief

KIRIBATI EDUCATION IMPROVEMENT PROGRAM PHASE II
REVISED RESEARCH APPROACH - RESEARCH BRIEF (FINAL)
PREPARED BY KIRIBATI EDUCATION FACILITY M&E ADVISER

This Research Brief outlines the proposed revised approach for the research planned under Kiribati Education Improvement Program Phase II (KEIP II) during 2015. The research is a component of KEIP II's monitoring and evaluation and is aligned with reporting against the KEIP II Performance Management Framework.

Rationale

The DFAT Management Response to the KEIP II mid-term evaluation called for more robust research into access, participation, learning outcomes, and the effectiveness of curriculum reform and teacher professional development. This revised research approach responds to these requirements and incorporates the formation of baseline information anticipated to be needed for the next phase of KEIP (KEIP Phase III) starting in 2016.

The research will strengthen KEIP II's ability to report against the KEIP II Performance Assessment Framework through identifying how the different KEIP II activities are contributing to changes at the school and classroom levels. In particular, it will provide more in-depth information about progress toward improved classroom teaching for years 1-4 (integration of the curriculum in lessons plans and observation of curriculum use in the classroom); whether improved quality is leading to more children in schools (enrolment, attendance) included in refurbished classrooms; whether more children progressing from one level to the next (L2-5); whether curriculum resources made it to the classroom and are being used; the extent that School Improvement Plans have been implemented and that the changes are valued; and whether teachers with better English language skills (and those doing TESOL) obtained better classroom attendance. The table in annex one shows how each part of the research contributes to addressing key focus information area.

The information gathered through the research will provide valuable datasets that can be tracked over time (repeated surveying) and integrated with other MoE data for valuable insights into the basic education in Kiribati. It will assist in answering policy questions and with examining change at the school and classroom level overtime. For example, examining the relationship between the extent to which level 1-4 teachers were trained (KTC data) with other research information (e.g. the level of head teacher support for the teacher) including how well the teacher is implementing the new learner-centred curriculum, will allow MoE to consider what factors appear to be helping improve teaching. The Ministry currently has limited capacity to utilise the datasets that will be created through the research and consideration could be given under the ESSP 2016-2019 and KEIP III for strengthening knowledge management in MoE.

The information to be collected is not currently available¹ and this proposal is considered the most viable and economical approach to meeting key information needs. For example, consideration was given to using the national census to collect estimates of children's non-enrolment and absenteeism from school; however, the timing of the Census (7 November 2015) would render these estimates inaccurate and there is a clear need to understand these phenomenon at deeper causal level. The Census will provide estimates of national literacy, including for school-aged children, but these estimates are generally considered unreliable internationally and are not useful for measuring performance. Given DFAT's work to collect information on disabilities through the Census, the 2015 Census information will (if

¹ Some information currently available will be validated through the research.

administered well) provide useful information about people with disabilities that can be tabulated for school age groups². This will be a valuable resource and the current research looks to complement and not duplicate the Census information.

The key drivers for the reshaping of the research can be summarised as the need for/to:

- Combine KEIP II research into one work strand to ensure efficiencies and robustness of the research
- Additional information about how KEIP II is playing out on-the-ground in schools, including in classroom teaching and learning
- Retrospective baseline information for KEIP II intermediate and end-of-program outcomes
- Baseline information prior to starting KEIP III
- Additional school engagement information to help monitor the ESSP 2016-2012
- Better use of published evidence about what works and what doesn't by MoE and KEF.

Research Approach

A shift to a theory-based research approach is recommended. A theory-based approach would involve confirming/validating the program logics for the main KEIP II interventions and a literature review (developed in conjunction with the Case Study Research) identifying the findings about what works and when (plus knowledge products for MoE/KEIP). Once the data gaps have been identified and prioritised, gaps would be filled through a School Engagement Data (SED) collection and Case Study Research (CSR).

The SED data collection will provide a portrait of what is happening on-the-ground in schools and provide estimates (using retrospective analysis) of changes during KEIP II and error rates in MoE administrative data³. The CSR will examine the extent and nature of the changes/improvements under KEIP II within the school context, and provide valuable lessons for KEIP III implementation.

The research would be rolled-out under three complementary components (while building on previous research): Theory-based Design, School Engagement Data Collection, and the Case Study Research.

Three Research Components

Component One: Theory-based Design

The theory-based design will provide the foundation for the research. This foundation will inform the research priorities given the program logics of key aspects (interventions) of KEIP II. The content of the SED and CSR work will then be tailored to meet these prioritised research needs.

Component Two: School Engagement Data (Access and Participation)

Even prior to developing the program logics, we know that many of the KEIP II interventions (as will be the case under KEIP III) are targeted at deepening the extent and quality of students' engagement with schools and learning. The KEIP II design was based on the theory that these engagements will lead to better learning outcomes for children.

Unfortunately, MoE statistical information about children's school engagement is currently limited to enrolment numbers that seem to vary in unexplained ways and statistical indicators (e.g. survival rates) based on these enrolment numbers. Key information about patterns of attendance, how many children (and their and their families' characteristics) are not in school and why (including due to different disabilities), how engagement data have changed over time (e.g. during KEIP II), and how administrative data supplied by teachers and head teachers differ from reality (self-reporting error rate)⁴ are not available. Extending on the Access and Participation work that has been done under KEIP II including in

² The statistics for minors will reflect that parents are answering on-behalf of children.

³ This will allow for some ongoing estimates of system changes/improvements using administrative data.

⁴ Over-estimation is a known effect e.g. head teachers overestimate how often their students attend schools, as do teachers (slightly less), parents (slightly less again) and members of a community (slightly less again).

Bareaumi Primary School, the SED will provide detailed information about children in-school and not in school that have disabilities, the nature of these disabilities (according to their caregiver or observational) and some preliminary analysis about what access (attendance and performance) would need to be addressed for the children to achieve better school access^{5 6}. The SED collection will focus on filling these key data gaps (including through a community survey) and any other key gaps identified and prioritised when the program logics are developed.

While many of the KEIP II and KEIP III (likely) interventions are expected to influence children's engagement with their school, the follow-on effect is theorised to be improved educational outcomes. Educational outcomes at the student level under KEIP II can be measured using the year four STARKi results as the students starting primary school in 2012 (2012 cohort) have been exposed to between 2-3 years of new curriculum and have also been exposed to between 1-2 years of the other school and teacher-level improvements under KEIP II. Given this, some level of improvement *may be* observable when comparing this cohort to the 2010 cohort (single difference test).

However, it is also possible that no significant level of improvement will be seen as the 2012 cohort were, in effect, the 'test year' for the curriculum roll-out with teachers improving their application of the curriculum over the following 2-3 years. In addition, many of the other KEIP II reforms will take more time to 'bed-in' (e.g. teacher appraisals and associated professional development). As such, the 2015 year STARKi results are only likely to capture a small part of the KEIP II effort, and caution should be enacted. Educational improvement is more likely for cohorts 2013 and 2014 who will have been exposed to more of the KEIP II interventions and for longer.

It should be noted that any comparison of past and present national education results amount to a single difference test, and, therefore, any influences outside of KEIP itself (e.g. more school ready children) will inflate or deflate the results when compared. The alternative is to undertake a double-difference test whereby the results are compared to a group that has not received the intervention. This would not be possible for KEIP II (given the design and roll-out) but could be undertaken with a staggered roll-out of the new curriculum for years 1-3 under KEIP III. This is not recommended, unless DFAT has a specific need for more compelling evidence about the effectiveness of learner-centred paradigms, as the literature is sufficiently supportive of this approach.

The SED work will involve the collection of data from a cluster sampled of schools between weeks 2-8 of term two. This timing is important as schools need time to get back in operational mode and school engagement would be more indicative through the middle of the term. The sampling approach reflects that a census of Primary (ref: KEIP II) and Junior Secondary (ref: KEIP III) schools would be too costly, and unnecessary. As national inferences (statements about the system overall) are required, the sample size must be sufficient to allow for robust national statistics and estimates of change over time. A preliminary estimate is that the size will need to incorporate approximately 50 percent of primary and 70 percent of junior secondary schools (given the characteristics of each) – the final sample size will be determined during the overall research design.

The research will be designed and led by the KEIP II M&E Adviser, managed by the KEIP II M&E Co-ordinator (locally engaged staff), with fieldwork led by KEF Gender and Social Inclusion Co-ordinator (locally engaged staff). The fieldwork will be administered by the access and participation contract staff (local staff). The KEF M&E Advisor will undertake the data analysis and the CSR contractors will include the statistical information (and literature review) in a final overall research report.

⁵ The CSR will look at a selection of cases and the barriers children face, the causal factors, and preventative and remedial actions/options.

⁶ Due to time and resourcing, identification of physical disability rather than learning difficulties are much more likely to be identified. Identification of learning difficulties would require a specialised psychological testing and assessments.

Component Three: Case Study Research

The CSR will complement the SED statistical data by providing an in-depth interpretation of what is happening in schools linked to KEIP II interventions. Well thought-out case studies provide a unique opportunity to understanding if educational improvements are materialising and to learn critical lessons that can be picked-up in KEIP III implementation⁷. Case study research is often not well done and opportunities are lost to collect causal information that can help stakeholders better understand what is happening and why. Good case studies required experienced researchers, strong case study frameworks, systematic analysis (rather than fishing trips), and good research write-up. For this reason, it is recommended that the case studies be led by an international researcher/s with a proven track record using case study methods. Local staff should be used for as much field data collection as possible, and KEIP II will consider including a requirement in the Request for Proposal (RFP) that the access and participation contract staff are used. If this is not possible (most contractors are cautious about using mandated staff), interested parties will be encouraged to form their own teams using I-Kiribati.

Given the likely lag-effect for KEIP II outcomes, it is possible that only early indicators of change (e.g. attitudes and perceptions) will uncover KEIP II progress (for another 1-2 years) and CSR provides the best approach using these indicators. The objective of the CSR will be to identify the ways in which change is (potentially) emerging (or not), the unintended outcomes that are evident, and to identify associated key lessons relevant to future KEIP III work.

A literature review will be conducted and written up prior to the case study framework being developed. This will allow the case study design to explore similarities/differences about what works in similar contexts. Along with the SED/CSR findings, knowledge products (two page, easy to read briefs) from the literature review will be developed for MoE staff to support policy thinking and implementation.

Purposeful selection criteria will be used to select appropriate case study sites (either schools or geographic locations depending on what is practical). These criteria will be designed to identify comparative case studies sites that have the potential to identify change/improvement, where change/improvement may be hindered or less likely, and where implementation has been unique. It is expected that approximately six case studies sites will be required. The selection criteria will also allow for examining 1-3 examples of children with disabilities in (mainstreamed) and not attending school, and will provide an in-depth analysis about case management options that could help the children achieve their educational objective more effectively.

Organisational Considerations

MoE Ownership: the research will be progressed in partnership with MoE through the Office of the Director of Policy, Planning and Development. A small MoE reference group will be formed to help guide the research to ensure MoE policy priorities are picked-up and all decisions reflect on-the-ground practicalities, absorption capacity for schools, and that appropriate cultural and ethical considerations are met. Two very experienced locally engaged KEF staff will lead the SED fieldwork teams (two teams for coverage), including community liaison. The MoE senior management team will receive regular updates through the Director of Policy, Planning and Development, as will the KEF Activity Managers by way of the update meetings.

DFAT Involvement: approval or input from DFAT will be requested at key stages of the research, including the conceptual brief, the case study fieldwork proposal/literature review, and reports.

Quality Assurance: Coffey's in-house Research, Monitoring and Evaluation team will provide design research quality assurance at key stages, and may, if resourcing allows, provide comments on the draft

⁷ The CSR will be undertaken near the end of 2015 to maximise the opportunity of identifying likely changes resulting from KEIP II. As such, the research report will not be ready until quarter four but in-time for close-out reporting.

research report. DFAT may also wish to make research expertise available to quality assure the design and draft report (both, rather than just one, is preferable). The KEF M&E Advisor will provide overall quality assurance including for all fieldwork with a focus of ensure the right assurance systems are in-place and are being used as intended.

Deliverables, Timing and Responsibilities

Deliverables, responsibilities and indicative timing are listed below. Note that the timing for SED and CSR are sequenced so that the SED work can inform the SCR, both the SED (term 2) and CSR (term 3) is undertaken at a time when schools are operating 'normal' routines rather than during busy periods (e.g. term start-up and ending, and exam periods), and before as students attendance decreases (anecdotal) at the end of term. The CSR also needs to be undertaken as close to the end of close-out to allow for outcomes to materialise as much as possible. The SED analysis and literature review will both be ready well in advance (6-8 weeks) meaning the final research report can be started before or in early November. This will help to ensure that the final report is available on 1 December 2015 and, therefore, available for end-of-program reporting.

- Research Brief endorsed by DFAT; May 15
- Research Design Plan (three Components); May 15 [KEF M&E Advisor]
- SED tools finalised and tested; Mid-June [KEF M&E Advisor]
- SED fieldwork; 14 June -30 July [over-seen by two Fieldwork Team Leaders]
- CSR RFP to market; end of May 15 [KEF M&E Advisor]
- CSR Framework and Literature Review proposal completed; Mid-July [Contractor]
- SED analysis; 31 August [KEF M&E Advisor]
- CSR fieldwork undertaken; 1-31 October [Contractor]
- Research report and knowledge briefs completed (encompassing all three components, including the literature review); 16 November [Contractor]

Annex one: Key Research Focus Areas

Key focus	Intervention relevant	SED (representative data for PS & JSS)	CSR (in addition to SED data which will be used in reporting)
Early evidence of increasing school engagement	SIPs, Curriculum Reform, Infrastructure, School Leadership, TPD, CCT, Strengthening Examinations and Assessment, Inclusive Education	Enrolment, attendance, retention, progression and transition data assessment, teacher attendance assessment and error rates Community survey: establish non-enrolment (and error rates) Reconstructed baselines (data records and perception based)	Examination of the reasons for the SED results (selected cases)
Evidence that better teaching is occurring	Curriculum Reform, Infrastructure, TPD, Strengthening Examinations and Assessment, Inclusive Education	Teacher and head teacher surveys: - L1-4 teachers trained in the new curriculum they are or have been teaching - extent of coaching and mentoring for better learning outcomes - examination data is used to support teaching and learning outcomes Lesson plan assessment: - lesson planning assessment to identify evidence of learner-centred and tailoring to individuals	Assessment of the quality of teaching delivery Assessment of how classroom assessment and examination data is being used to improve learning outcomes In-depth assessment on the quality and nature of tailoring teaching and learning to individuals' needs especially those at risk (attendance and ed. outcomes)
Evidence that peer-to-peer learning emerging in the classroom	Curriculum Reform	Lesson plan assessment	Assessment of volume and nature of peer-to-peer learning
Evidence that head teachers are mentoring and coaching teachers, and teachers gaining teaching satisfaction and commitment	Curriculum Reform, TPD, Inclusive Education	Teacher and head teacher surveys: volume and perception of coaching and mentoring, and satisfaction and commitment School administration data: teacher attendance	In-depth assessment on the quality and nature of tailoring teaching and learning to individuals' needs especially those at risk (attendance and ed. outcomes)
Classroom evidence that the new curriculum being applied and teachers have required knowledge and skills	Curriculum Reform, Inclusive Education	Teacher and head teacher surveys Lesson plan assessment	Assessment of the quality of teaching delivery Assessment of the inclusive content Assessment of how classroom assessment is being used to improve learning outcomes

Key focus	Intervention relevant	SED (representative data for PS & JSS)	CSR (in addition to SED data which will be used in reporting)
Evidence that local communities and parents are better informed about the value of, and committed to, education; and new and refurbished facilities (I)	SIPs, Infrastructure, School Leadership, CCT, Strengthening Examinations and Assessment, Inclusive Education	Community survey: - perception of the value of education - commitment	Assessment of the local communities perceptions of the new or refurbished facilities Assessment of the local communities knowledge and perceptions of the new or refurbished facilities
Evidence that the school has a better understanding of what the community wants from education	SIPs	Triangulation of data from the community survey and head teacher survey Assessment of SIP delivery	In-depth quality assessment of the relevance of SIP priorities and meaningfulness of implementation
Evidence that schools and teachers are adjusting their approach/systems to the needs of individual children	Curriculum Reform, Strengthening Examinations and Assessment, Inclusive Education	Teacher and head teacher surveys Lesson plan assessment - lesson planning/perception data on lessons being tailored to individuals	In-depth assessment on the quality and nature of tailoring teaching and learning to individuals' needs especially those at risk (attendance and ed. outcomes)
Evidence that Plans are in-place and understood by key entities, and that some monitoring and reporting is occurring (meaningful)	SIPs	SIP assessment: reporting compared to progress assessment	Assessment whether school-community committee members can accurately re-count priorities and are aware of implementation
Community resources are being applied to the school / and new or refurbished facilities maintained (I)	SIPs, Infrastructure		Assessment of how and what resources are being used to implement the SIP, and the extent of sustainability Assessment of the maintenance and resources being applied to the new and refurbished facilities
Evidence that the SIP were formed in partnership, informed by a reasonable assessment of priority needs, and these needs (and community involvement) are understood by key entities	SIPs	Community survey	Assessment of the SIP process i.e. whether community-based In-depth quality assessment of the relevance of SIP priorities and meaningfulness of implementation
Evidence that school capacity gains are sustainable	SIP, Curriculum Reform, School Leadership, TPD, CCT		Sustainability assessment i.e. ownership, commitment and resource flows

Key focus	Intervention relevant	SED (representative data for PS & JSS)	CSR (in addition to SED data which will be used in reporting)
Evidence that school leaders addressing the priority needs of the school	School Leadership		Assessment that the focus of the head teacher is on the priority needs of the schools (i.e. MoE policy priorities, SIP)
Evidence that staff management is improving and its effect on the school	School Leadership	Teacher and head teacher surveys School administration data: teacher attendance	Assessment of the actions of the head teacher to strengthen staff performance and whether this is likely to lead to better classroom delivery
Evidence that school leaders are showing a competent understanding of effective school management	School Leadership	Head teacher survey: time use	Assessment of the head teachers' perceptions and attitudes
Evidence that school leaders are showing an ability to adapt to maximise improvements	School Leadership		Assessment of the extent that head teachers have adapted their management to changes & emerging opportunities
Evidence that the PD is meeting the capacity gap of teachers	TPD		Assessment of teachers' needs and relevance (and effectiveness) of TDP
Evidence that all +L4 teachers have undertaken KELP and are providing appropriate EL teaching in the classroom	TPD/KELP	Teacher survey: +L4 teacher has completed KELP (and how much training they completed)	Assessment of teachers' EL in-class delivery
Early evidence that the DEOs/IECs are making a difference in the schools admin, policy implementation, and problem-solving	IECs/DEOs		Assessment of whether the interaction between the school/school leader is likely to be fostering improvements in school administration, policy implementation and problem-solving
Evidence that the DEOs/IEC are assisting with, and adding value to consultation	IECs/DEOs		As above, plus other planned or unintended outcomes
Evidence that strong relationships are forming	IECs/DEOs		As above, but with a focus on whether trust and reciprocity is emerging
Evidence that the DEOs/IECs are operating as effective communication intermediaries	IECs/DEOs		As above, but with a focus on the quality and quantity of the communications being shared between the school - DEO/IEC – MoE (both directions)

Key focus	Intervention relevant	SED (representative data for PS & JSS)	CSR (in addition to SED data which will be used in reporting)
Evidence that the DEOs/IECs has the requisite knowledge to assist schools	IECs/DEOs		Assessment whether the DEO/IEC and their PD is aligned to the knowledge needed
Communities better informed about education (vision, policy and operation)	CCT	Community survey	
Evidence that the right people attended the consultations and received/ understood the key messages	CCT	Community survey	Assessment of whether the community leaders attended and the extent to which they understood the vision, policy and operational direction/work of MoE
Early evidence that parents are starting or intending to change their behaviour to better support achievement	Strengthening Examinations and Assessment	Community survey	
Evidence that parents and schools are better informed about educational achievement	Strengthening Examinations and Assessment	Community, head teacher and teacher surveys	Assessment as to examination data needs of head teachers and the extent that current data is applicable
Evidence that local communities and parents are showing increased support for at risk children being educated	Inclusive Education	Community survey	
Evidence as to the role that training and constituency building is playing in making a difference	Inclusive Education		Assessment of the ownership and support of key political, community, school leaders and teachers for the inclusive education community

Annex 2

Literature Review

Literature Review

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Background to the Literature Review

In early 2015 the M&E Adviser of the KEIP program developed a Research Plan to guide a comprehensive research to be conducted under Program Phase II in anticipation of the transitioning to program Phase III.

The Research Plan described three complementary components: 1) a Literature Review; 2) School Engagement Data (SED) collected from administrative records, surveys of teachers, head teachers and the community; and 3) Case Study research focused on individual schools.

The overall purpose of the comprehensive research was to provide the MoE and DFAT with useful information about what is working and not working under the program and suggest some practical steps to support implementation of basic education in future years.

The Literature Review component was intended to be completed prior to the case studies to allow the case study design to draw on similarities and differences about what has been successful in similar contexts. However for a variety of reasons the commencement of the literature review was delayed. In order for the research component to be completed as intended by the end of 2015 Literature Review and Case Studies were decided to be conducted in parallel while analysis of the SED is being undertaken.

The Literature review was conducted between October and November 2015 by Merve Hosgelen, Research Associate based at Coffey International Development in coordination with the Case Study Adviser (Simon Payne) and KEIP II M&E Adviser (Andrew Kibblewhite). The total input for this component was 20 days.

Purpose

An unfortunate consequence of the delays in commencing the Literature Review was that the research could not inform the Case Study design. However Literature Review was still instrumental in supporting the interpretation of Case Study findings and SED in the areas selected.

The Literature Review presented in this section describes concepts, approaches and practices that have worked in other international education systems with the aim of providing the KEIP program with some useful information to address some of the more pressing basic education management issues.

The Literature Review substantiates some of the fundamental elements against the selected priority themes. It is expected to be informative for the design and roll-out of initiatives and revised policy settings, programme or implementation design. The aspects of the Kiribati delivery context are undoubtedly unique and the Literature Review itself has its limitations in terms of responding to the local problems. However the intention here is to provide the evidence base that could generate policy discussions on potential solutions that are tailored to the Kiribati context.

Theme Selection

For the review of literature, a small number of research topics were identified through consultation with the MoE Research Reference Group and KEIP advisers. Four areas were initially identified as priority themes for the Literature Review. These included Effective Leadership, Bilingual Education Models, Quality Assessment and Capacity Building of In-Service Teachers. After further consultations it

was considered that the fourth topic would overstretch the resources available for the literature review and should be considered in future research.

Guided by the selected themes, the literature review presented in this section focuses on three research questions:

1. What are the core practices and values of effective school leadership?
2. What bilingual education models are most effective for teaching and learning of basic education students for whom English is a second language?
3. How should assessment be most effectively used in basic education teaching and learning?

Intended Users

The intended users for the Literature Review is the Ministry of Education (particularly the curriculum and in-service support unit), Kiribati Teachers' College, the KEIP program team and advisors and DFAT counterparts.

Structure of the Literature Review

The Literature Review starts with a brief description of the research methodology followed by a detailed summary of the findings for each of the selected research questions.

Research Methodology

In producing the literature review, a systematic approach was used to identify, appraise, select and synthesise all high quality research evidence that were found relevant for the selected research questions. Initially certain methods were applied to identify potential relevant studies. These methods included:

- Searching multiple bibliographic databases such as ERIC: Educational Resource Information Center, JSTOR: Journal Storage and ProQuest Education Journals
- Scanning reference lists of existing reviews and eligible studies
- Hand-searching key journals
- Forward citation searching of seminal articles
- Searching the Internet (via Google/Google Scholar)
- Contacting scholars in the area

In identifying relevant literature for each question, certain key words were used such as the ones listed below.

Selected themes		Key words	
1	Leadership	Pacific, primary education, small	leadership, core principles, effective leadership, staff development, teacher's motivation, leaders in primary school
2	Bilingual Education	island countries, Asia-Pacific,	bilingual education, immersion, L2, teach, bilingualism, teacher skills for bilingualism, English as a second language
3	Assessment	developing countries,	forms of assessment, feedback, effective assessment methods, primary classrooms

Once potential studies were identified, their titles and abstracts were explored against some pre-determined criteria for their eligibility and relevance. The following criteria were applied in final selection of the relevant sources:

- Include all theoretical and empirical work that is relevant for the main focus of the research question (These include published scholarly articles as well as commissioned reports)
- Include literature that are written in English and published between 1990 and 2015
- Concentrate on studies that use meta-analysis and empirical evidence
- Concentrate on studies that are conducted in small island states and more broadly the Asia-Pacific region that relate to Kiribati context)

Research Question 1. What are the core practices and values of effective school leadership?

Why is leadership important for student's learning?

There is a great deal of empirical evidence suggesting that leadership has very significant effects on the quality of the school organisation and on pupils' learning (Leithwood et al., 2006). Marzano et al. (2005) conducted a meta-analysis of 69 studies which were published between 1978 and 2001 and focused on the relationship between leadership of principles and the achievement of students. A typical study computed a correlation between the leadership of the principal and the average achievement of students in a sample of schools. These studies covered 2082 schools, spanning grades from Kindergarten to Grade 12. A major finding of the report was that principals have a profound effect on the achievement of students and leadership is second only to classroom instruction among school-related factors that affect student learning.

In their report entitled 'How the world's Best Performing School Systems Come out on Top', Barber and Mourshed (2007) looked at 25 of the world's school systems, including the ten of the top performers to examine what high performing school systems have in common and what tools they use to improve student outcomes. Their report found that the school leadership is as influential as classroom teaching on pupil learning and high quality leadership is a key characteristic of effective schools.

Improving school leadership ranks high on the list of priorities for school reform in many countries. According to a detailed survey conducted by Wallace Foundation (2013), school and district administrators, policymakers and others declared principal leadership among the most pressing matters on a list of issues in public school education. Teacher quality stood above everything else, but principal leadership came second, outstripping matters including dropout rates and student testing.

The significance of strong leadership is based on evidence that the quality of education depends heavily on school management and leadership. Leithwood et al (2006) argues that a teacher's performance is dependent on their 1) motivation, 2) ability or professional knowledge and skills (and their understanding of their job responsibilities) and 3) standard for their work setting (the features of the school and classroom). The authors went further by simply formulating this relationship as follows:

$$P = f(M, A, S)$$

P: teacher performance **M:** teacher motivation **A:** teacher abilities **S:** work setting

Leaders have the potential to influence and give direction to all these inter-dependent elements and unleash organisational capacities that affect teacher's performance and hence student's learning. Therefore leadership can be understood almost as a prerequisite for quality education.

What are the characteristics of successful school leadership?

While the terminology used to describe leadership principles varies, leadership generally describes the direction given to manage and improve performance. Sheppard (1996, cited in Oplatka 2004) identifies a leader as one that is involved in framing and communicating school goals, supervising and evaluating teaching, coordinating the curriculum, mentoring student progress, protecting teaching time, maintaining high visibility, providing incentives for teachers, supporting professional development sessions and providing incentives for learning.

Leadership influences the goals, school structures, people and culture. Referring to the research evidence from Thailand (e.g., Hallinger and Kantamara, 2000), Hong Kong (Walker and Dimmock, 1998), Malaysia (Bajunid, 1995, 1996) and Singapore (Gopinathan and Kam, 2000), Hallinger (2003) suggests that *principals in East Asia achieve successful results through similar avenues to the ones used by principles in the developed world. However, the ways principals enact leadership through these basic practices differ in response to the cultural and institutional contexts.*

A meta-analysis of 70 empirical studies over 30 years (including studies using a wide variety of methods) highlights four categories of core responsibilities for successful leadership. Below these categories are discussed with further evidence gathered from a variety of studies conducted by Matthews (2009), Wallace Foundation (2013) and Leithwood et al. (2006).

1- Setting directions and defining school's mission

Hallinger (2003) finds that mission-building activities (such as framing and communicating the school's goals) are the most influential set of leadership practices. The author suggests that cooperation and alignment of others to the leader's set of values and vision is particularly important. Literature stresses that leaders need to be able to develop a vision (that is set on high standards), secure staff's buy-in for that vision, identify immediate goals and achieve staff clarity and consensus about goals to fulfil the vision. Robinson (2007) finds that establishing goals and expectations have a significant effect on pupil's learning.

2- Developing people and improving teacher quality

Teacher quality is the most important school-level determinant of student performance, and school leadership focused on improving the motivation, capacity and working environment of teachers is most likely to improve student learning.

Strong leaders motivate and build capacity. An important element of capacity building is enhancing motivation, commitment and resilience (VOS International, 2009). People are motivated when they believe the situation that they are in is conducive to accomplishing the goals that are important to them personally. People are also motivated by what they are good at. Building capacity is hence highly motivational as it helps people become good at their task. To be influential, leaders need to have respect for their colleagues and their concerns about their personal feelings and needs. Literature also suggests that leaders can only be influential if colleagues allow them to be. Teachers are more likely to accept leaders and encourage them to be successful in their roles when they take

a 'humble approach'. If teacher leaders are perceived as judgemental, particularly in relation to classroom visits or observations then this leads to mistrust and teachers largely rejecting or avoiding teacher leader (Margolis, 2013). It is hence important that leaders show their consideration for people through supporting, recognising and rewarding (OECD, 2009).

Effective leaders monitor and evaluate teacher performance. Empirical evidence suggests that school leaders' involvement in classroom observation, staff monitoring and subsequent provision of feedback is associated with better student performance (Wallace Foundation, 2013). Direct involvement in the support and evaluation of teaching through regular classroom visits and the provision of formative and summative feedback to teachers is found to have a moderately large effect on pupil's learning (Robinson 2007). Wallace Foundation (2013) highlights that high performing principles frequently and spontaneously observe the classroom instruction for short periods of time (around 20-60 observations a week). They make formative observations and give immediate feedback to teachers to improve their practice.

School leaders do not always have sufficient time and capacity to focus on this important responsibility. Policy makers need to address constraints limiting the capacity of school leaders to engage in meaningful teacher evaluation activities, including providing appropriate training.

Successful leaders plan teacher professional development. Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for school leaders. Robinson (2007) finds that promoting and participating in teacher learning and development (both formal and informal) has a large effect on pupil's learning.

Good leaders orchestrate teamwork and collaborative work cultures. Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. School leaders play a major role in developing a professional community of teachers who guide one another in improving instruction. Effective leaders promote teamwork and urge teachers to work with one another and with the administration on a variety of activities such as developing and aligning curriculum, instructional practices, and assessments; problem solving; and participating in peer observations. They also encourage continuing professional learning and teachers skills building on their own. However in doing so successful leaders pay special attention to the allocation of school time not to make teachers workload heavier.

3- Developing a 'learning organisation' culture

A learning organisation is defined as a group of people pursuing common purposes (individual purposes as well) with a collective commitment to regularly weighing the value of those purposes, modifying them when that makes sense, and continuously developing more effective and efficient ways of accomplishing those purposes (Leithwood and Aitken, 1998).

Successful leaders promote a positive school learning climate. Motivation and capacity building alone is not sufficient enough to achieve learning outcomes. Leaders need to create an enabling working environment and the conditions that are essential for effective application of teachers' skills and knowledge. Leaders promote positive learning environments by protecting teaching time, promoting professional development, maintaining high visibility, providing incentives for teachers, and providing incentives for learning.

Good leaders build collaborative cultures. This requires creating a collaborative and achievement oriented work environment, combating teacher isolation, closed doors, negativism and teacher resistance. Successful leaders focus on building a sense of school community that is upbeat, welcoming and solution-oriented. They are aware that being trustworthy and building trust among others is important because people are likely to collaborate with people that they trust.

Effective leaders distribute leadership. They cultivate leadership in others-so teachers and other adults realise their role in achieving the school vision. Restructuring the organisation requires leaders to distribute leadership for selected tasks and increase teacher involvement in decision making.

Good leaders build productive relationships with families and communities. They adapt an approach that shifts the attention from school staff to one which embraces the role for parent and close relationship with larger community. Many studies find that leaders of the most successful schools in challenging circumstances engage with parents and the wider community (involving businesses, sports clubs, faith-based groups and community organisations) and they are also trusted by them. Good leaders establish a more proactive approach to inform parents regarding changes being made in school and the reasons behind them. Good leaders also develop/provide courses for teachers on establishing good relations with parents and managing difficult situations when they arise.

4- Managing the teaching and learning program

Good leaders are involved in staff selection and recruitment. Being able to select teaching staff is central to leader's ability to establish a school culture and capacity conducive to better student learning. Finding teachers with the interest and capacity to further school's efforts, recruiting and retaining them is a primary task of school leaders.

Effective leaders coordinate the curriculum. Leaders also perform the tasks related to providing instructional (teaching and learning) support which include coordinating the curriculum and providing resources in support of curriculum, instruction and assessment activities. Leader's direct oversight of curriculum through school-wide coordination across classes and year levels is found to have a moderately large effect on pupil's learning (Robinson 2007).

Successful leaders manage teacher's work load. They manage to prevent staff from being pulled in directions which distract them from achieving the goals of the program. They protect teaching/learning time, reduce external pressures and interruptions and establish an orderly environment both in and around classrooms.

What are the skills and core values of a successful leader?

Skills: According to Hallinger (2004), successful implementation of change requires a repertoire of skills associated with leadership. These are

- *Vision:* understanding educational trends and interpreting them in ways that makes sense for local practitioners
- *Motivational skills:* shaping a school culture that motivates and supports students and staff for life-long learning and change

- *Organising skills*: organising schools fiscal, educational and human resources to achieve its vision for new educational practices.

Core Values: The study conducted by VSO International (2009) showed that the successful heads of school are value-led, people centred, achievement oriented, inwards and outwards facing, are able to manage a number of on-going tensions and dilemmas. They demonstrated care, equity, high expectations and achievement.

Matthews (2009) focuses on identifying the general characteristics of outstanding head teachers as school leaders. The author finds that successful head teachers:

- Have enthusiasm, associated with commitment, passion, hard work and energy.
- Are role models, leading by example, especially in teaching.
- Have high expectations of staff and set high standards for quality teaching.
- Are motivating, encouraging and trusting. They show interest and are generous with praise, encouragement and support for colleagues to do well.
- Are determined and decisive but they don't deny the importance of consultation and distributed leadership.
- Promote professional development focused on teaching, learning and leadership. They provide opportunities for teachers to undertake greater responsibility and undergo development programmes from the second year of teaching
- Have effective communication skills to imbue staff with confidence, relate to learners and manage day-to-day transactions, consultation and corporate decision making.
- Are entrepreneurial and look out for new ideas to keep abreast of change. They allow students and staff to experiment
- Are community-minded. They involve, consult and engage with the local community
- Are approachable and accessible for instructional advice. They have the ability and readiness to listen.
- Know the names of a very high proportion of learners. They value and respect students just like they value and respect teachers.

What are the constraints for effective leadership?

Some of the constraints for school leaders to perform their roles include:

- Large amount of administration to be completed and lack of admin staff to delegate to.
- Lack of clarity about the roles and responsibilities of school leaders.
- Lack of autonomy in making decisions about the curriculum, teacher recruitment and development: School leaders are often accountable for learning outcomes for teachers and students. School leaders can only have an impact on student outcomes if they have sufficient autonomy to make important decisions about the curriculum and teacher recruitment and development and if their major areas of responsibility are focused on improving student learning.
- Lack of ownership for policy development and reform: Policy makers need to engage with school leaders in meaningful and continuous dialogue and consultation on policy development and formulation. School leaders who feel a sense of ownership of reform are more likely to engage their staff and students in implementing and sustaining change.

Recommendations to improve leader's autonomy and accountability

- Clear and rigorous job requirements need to be created to detail what school leaders (principals/head teachers) need to know and do, and what knowledge, skills and behaviours they need to have to improve teaching and learning
- Only well-trained candidates with the potential and desire to become effective leaders need to be hired.
- A performance management system that is based on a leader's job description (including clear objectives, roles and responsibilities) needs to be developed for school leaders to improve their accountability and increase their motivation and morale.
- Principals need to be evaluated regularly, their behaviours need to be assessed and be given on-the-job support that they need (including professional development and mentoring, that responds to what the evaluations find for each individual)
- More school budget need to be delegated to give school leaders greater control over their own finances.
- The amount of bureaucracy that the school leaders have to deal with need to be minimised, to free up their time for teacher management and support.

Source: (VSO, 2009; OECD, 2009)

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Research Question 2. What bilingual education models are most effective for teaching and learning of basic education students for whom English is a second language?

What is the definition of a bilingual education program?

Bilingual education has been practiced in many forms, in many countries, for thousands of years. It is estimated that between 60 and 75 per cent of the world is bilingual, and bilingual education is a common educational approach used throughout the world. A classic definition of bilingual education is the 'instruction in two languages and the use of those two languages as mediums of instruction for any part, or all, of the school curriculum' (Andersson, Boyer, & Southwest Educational Development Laboratory, 1970). According to the definitions that appear in the literature, an education program needs to provide both content and delivery in two languages to be considered bilingual.

What are the different models used in bilingual education programs?

Bilingual programs may be implemented in different ways and there may be different educational and linguistic goals in different countries. Various models of bilingual education were found in the literature however four of these immersion programs appear quite distinctly (see below). The approaches used in these models vary according to what the program intends to achieve.

Models	Aim
1. Maintenance	The aim is bilingualism and biliteracy, albeit somewhat limited. The student's L1 is maintained so that it can become the basis for L2 learning, but the L1 is not developed or extended. The student's culture and identity is affirmed.
2. Enrichment	The aim is bilingualism and biliteracy as well as extension of the minority language and culture into the community and nationally.
3. Heritage	The aim is rejuvenation of an indigenous language. The aim is usually bilingualism and biliteracy, although the heritage language can take priority.
4. Transitional	The aim is monolingualism. Instruction in the student's L1 is temporary because the aim is to leave that behind and teach only using L2. The dominant culture and identity is affirmed.

Source: (Pacific Policy Research Centre, 2010; Devette-Chee, 2014)

The model applied in Kiribati is the 'Maintenance model' where the aim is bilingualism and biliteracy and the goal is to preserve and enhance students' skills in the mother tongue (L1) while they acquire a second language (L2). In this model student's culture and identity is affirmed and their L1 is maintained so that it can become the basis for L2 learning.

Enrichment model also aims for bilingualism and biliteracy but the model's particular intention is to extend the minority language and culture into the community and nationally. For example, in Canada, enrichment education programs are designed for native speakers of the majority language (English) to become proficient in a minority language (French).

Heritage model on the other hand fundamentally intends to rejuvenate an indigenous language. The heritage-language programs (examples of which are common in the United States) are implemented to assist native speakers of indigenous and immigrant languages become proficient in English.

Transitional model differs from the other three models substantially as the aim of this model is monolingualism. Instruction in the student's first language is only temporary and early transition to second language teaching is promoted. The application of this model can be found in Singapore.

Is there an optimal age for being exposed to learning a second language?

There is large debate around whether early second language immersion leads to higher proficiency.

Baker (2006) identifies three generic levels of entry into language immersion education programs:

- **Early immersion:** Students begin the second language from age 5 or 6.
- **Middle immersion:** Students begin the second language from age 9 or 10.
- **Late immersion:** Students begin the second language between ages 11 and 14.

Empirical research has concentrated on the '*critical period hypothesis*' to find answers to this question. The critical period hypothesis refers to the view that there is a critical (or sensitive) period for language acquisition, usually set at puberty, after which learners find it difficult if not impossible to acquire a second language at native-like levels of proficiency. The studies presented below demonstrate that there is a stronger/prevalent view supported by empirical evidence that there isn't a critical period for second language acquisition. Younger learners as a group generally perform better but there is no biologically confirmed advantage of second language acquisition before puberty except for the pronunciation.

Evidence/Arguments For and Against Critical Period Hypothesis	
FOR	Johnson and Newport's (1989) study of Chinese and Korean adult second language speakers of English who had arrived in the US at different ages. They found that adults (all with at least 3 years of unbroken residence in the US) who had arrived before puberty performed better on tests of grammaticality judgment than those who had arrived after puberty.
AGAINST	Birdsong (1992), studying a group of non-native speakers of French, all of whom arrived in France after puberty, found that many of these highly-proficient second language learners achieved scores within the native range on tests of grammaticality judgment. Turnbull, Lapkin, Hart and Swain (1998), comparing early (about age 5-6), middle (about age 10), and late (about age 12) French immersion students in Canada, found that early immersion students seemed to perform better mostly on speaking skills, but despite many more hours of French exposure no significant differences were found in

	<p>French literacy skills and on a multiple-choice test of listening skills.</p> <p>Marinova-Todd, Marshall and Snow (2000) find that younger learners (before puberty) as a group outperform older learners (after puberty) as a group; however, the existence of highly proficient older learners raises questions about what factors explain the more variable outcomes of older learners rather than confirming a biological advantage for younger learners.</p> <p>A meta-analysis conducted by Malartz (2014) find that older children (ages 8 to 12) who have had several years of first language schooling are the most efficient acquirers of second-language cognitive academic language proficiency. Adolescents with solid first-language schooling acquire the second-language school language, equally efficiently, except for pronunciation. They typically retain an accent. The author also highlights that as long as first-language cognitive development is continued through age 12 (the age by which first-language acquisition (L1) is largely achieved), it doesn't matter when one first receives instruction in second language before puberty for the overall long-term academic achievement.</p>
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What factors lead to improved student learning through bilingual education programs?

Mother-tongue based bilingual education

UNESCO has been encouraging mother tongue instruction in early childhood and primary education since 1953. Research conducted in various parts of the world has provided evidence for the need to promote and resource mother tongue-based education for young children not only to maintain the world's languages and cultures but also improve learning in L2.

Evidence supports early primary education in L1. Empirical evidence increasingly shows that fluency and literacy in the mother tongue lay a cognitive and linguistic foundation for learning additional languages. When children receive formal instruction in L1 throughout primary school and gradually transit to academic learning in L2, they learn L2 more easily and quickly. This is because concepts that are learned through the L1 can transfer easily to the L2. For example, a child who has learned to solve division problems in his or her L1 need to only learn the vocabulary in L2 necessary to understand the problem posed, rather than the concept of division itself. This notion is based on the interdependence hypothesis proposed by Cummins (1979), which stipulates that there is a common underlying proficiency between languages that promotes the cross-linguistic sharing and transfer of cognitive processes and meta-linguistic knowledge. Moreover, there is evidence that when children are offered opportunities to learn in their mother tongue, they are more likely to enrol and succeed in school and their parents are more likely to communicate with teachers and participate in their children's learning (Kosonen, 2005; Benson, 2002). Hovens (2002) suggests that mother tongue based education especially benefits disadvantaged groups, including children from rural communities and girls. Baker (2006) argues that bilingual education preserves the students' native language and culture which in turn increases the students' self-esteem and cultural identity.

The transitioning process from learning in a native language to a second language impacts language proficiency, learning and other social factors. Many studies have concluded that children who learn in L1 for the first 6-8 years of formal schooling have better academic performance and self-esteem than those who receive instruction exclusively in the second language or those who transition too early from the home language to the second language. Evidence suggests that

requiring children to transition too soon to education in a new language can be detrimental to their learning processes and their academic achievement. If, children are forced to switch abruptly or transition too soon from learning in their mother tongue to schooling in a second language, their first language acquisition may be attenuated or even lost. The literature shows that requiring children to transition too soon to education in a new language can be detrimental to their learning processes and their academic achievement (Porter, 1990). Studies conclude that for the overall long-term academic achievement, as long as first-language cognitive development is continued through age 12 (the age by which first-language acquisition (L1) is largely achieved), it doesn't matter when one first receives instruction in L2 before puberty.

Recommendations for the MoE, school leaders and teachers:

- Awareness raising campaigns on the importance of the development and use of mother tongue-based instruction need to be carried out.
- Mother tongue acquisition, rather than acquisition of a dominant national or international language need to be recognised as the first priority in judging children's achievement in preschool and throughout primary school.
- Publicity and public awareness need to be created to promote the value of bilingual education. This can in turn enable teachers and parents to understand the necessity for children to continue to develop proficiency in their L1, and be reassured that, despite some possible initial delay in developing proficiency in English, their children/students are more likely to succeed in acquiring both L1 and English if they are given the opportunity to participate in mother tongue based bi/multilingual pre-primary and bilingual primary education (Ball, 2010, p. 46).

Teachers with high-level bilingual proficiency

The teacher and teaching methods employed also have a significant impact on language acquisition – this is referred to as the “input hypothesis”. Clark et al (2002) argues that when teachers do not have background in bilingual theory or bilingual education, then they risk making poor program structure, curriculum, and instructional strategy choices, which can lead to low student performance and the perception that bilingual education does not work (Lindholm-Leary, 2005; New Zealand Ministry of Education, 2013). Literature suggests that highly effective programs have teachers with high-level bilingual proficiency who provide clear pedagogical leadership. What is stressed above all in the literature is that teachers in dual language education programs need native or native-like ability in either or both of the language(s) in which they are instructing. Successful programs ensure that teacher development plans are in place to ensure the quality of teachers' language proficiency and constant improvement of teaching and learning. They also support staff to grasp second language acquisition theories to secure their buy-in for the bilingual program.

Recommendations for the MoE and school leaders:

- A commitment is needed to creating a vision of excellent bilingual and bicultural teacher preparation that meaningfully engages communities and fosters cross-institutional communications.
- Efforts need to be concentrated on recruiting teachers who are fluent in the language of instruction at the level of cognitive academic language proficiency in reading, writing, and speaking. This suggests selecting and/or training teachers who have appropriate teaching certificate, are fully credentialed bilingual and have knowledge of bilingual education (Screening measures can be used to ensure full written and oral proficiency in both languages).

- Training courses targeted at practising teachers need to be developed or revisited to ensure that these teachers are proficient in the language of instruction and are familiar with bilingual teaching methods.
- Pre-service and in-service teacher education need to be provided to ensure that teachers can engage in effective pedagogy, be culturally competent, have subject-matter knowledge for the academic level they teach, and can teach energetically with very young children.
- Head teachers/principles need to be assisted to encourage and support classroom teachers to undergo training
- With the large pool of inexperienced and/or new teachers to bilingual education, professional development activities need to be consistent, uniform, and up-to-date. The in-service activities need to be coupled with innovative ways of persuading teachers to participate, such as granting teachers new roles and responsibilities to facilitate their own professional development.
- Teachers' teaching practices need to be monitored and assessed and tools need to be developed to do this systematically. Schools need to ensure that multi-level support systems are in place to monitor and mentor quality teachers throughout and beyond certification process.
- Teachers need to be supported with debriefing, coaching, one-on-one counselling sessions. The support programs also need to integrate preparation for meaningful parent engagement.

Source: (Malarz, 2014; Lindholm-Leary, 2005; New Zealand Ministry of Education, 2013; *Rodríguez and Cantu, nd*)

Family and Community Involvement

Whilst scientific evidence is in favour of mother tongue based bilingual education programs that have middle to late immersion approaches, in various parts of the world the communities raise concerns about L2 being introduced too late and their children missing out on learning L2 adequately. The community concerns have been noted in Kiribati and have also been identified in several studies conducted in PNG, Cameroon, Hawaii, Jamaica, Nigeria, Ghana and South Africa (Devette-Chee, 2014).

Literature suggests that parents need to be assisted, through parent education, demonstration projects, and community-wide awareness raising campaigns, to see the value for children to continue to develop proficiency in L1. Parents need to be reassured that, despite some initial delay in developing proficiency in L2, their children are more likely to succeed in acquiring both L1 and additional languages if they are given the opportunity to participate in mother tongue based bilingual education. This is particularly important because the support that children can get in order to learn is maximised when families and school work together.

Recommendations for MoE, school leaders and teachers:

- A welcoming environment needs to be maintained for parents and community within a school environment that values bilingualism (this could be reflected through signs posted announcements made and community out-reached in both in English and I-Kiribati).
- Policies need to be promoted that position parents (and other family members) as 'first teachers' and that engage parent and community involvement at all stages of programme planning, implementation, and evaluation.
- The notion of parents as partners and they play different roles (leadership, decision making, resource) in the educational process needs to be embraced.
- Awareness among parents needs to be raised on the outcomes of the mother-tongue based bilingual education through small demonstration projects that include collection and dissemination of evidence of school attendance, children's self-confidence and learning.

- The value and viability of mother tongue based early education needs to be reinforced through projects that involve parents in the creation of books and posters for children written in their mother tongue and textbooks for children in early primary grades written in their mother tongue that children can bring home and share with their parents.

Effective Leadership

Leadership occurs at all levels:

- Students provide leadership by aspiring to become bilingual Villarreal and Solis, nd).
- Parents become community voices and create a support network that sustains and nurtures the valuable role schools play in promoting bilingualism.
- Teachers create learning opportunities for children to experience the benefits of bilingualism.
- Administrators are the pro-active and informed voices in the community responsible for orchestrating the resources that make bilingualism a reality on a school campus.

The absence of leadership on a campus can significantly undermine a bilingual education program. Support from central administration is extremely important to facilitate and accelerate the success of the bilingual education program. Literature identified three major tasks for program leaders to execute bilingual programs effectively:

School leaders need to act as program advocate and liaison. An effective leader serves the critical role of spokesperson for the program with the local school administration, the local Board of Education, the parents and the community.

School leaders need to supervise development, planning and coordination. An effective leader is in charge of developing, planning, implementing, and evaluating the bilingual education model at the school site. This role necessitates a clear understanding of the theory underlying the model in order to make appropriate instructional decisions when implementation questions arise. Once the instructional model is developed and implemented, it is important that leadership continues in the capacity of model development, as research shows that a higher level of planning and coordination across grades is almost always a feature of more successful programs (Levine & Lezotte, 1995; Met & Lorenz, 1997).

School leaders need to facilitate staff cohesion, collegiality, and development. This requires creating a collaborative and achievement oriented work environment, combating teacher isolation, closed doors, negativism and teacher resistance. Successful leaders focus on building a sense of school community that is upbeat, welcoming and solution-oriented

To carry out these responsibilities, it is important that the leader or leadership group has extensive knowledge of the language education model being implemented at the site, second language development, bilingual and immersion education theory and research, instructional methodologies, effective classroom practices, and the belief that the selected language education model can work.

Recommendations for school leaders:

- Leaders need to provide leadership, credibility and respect for the program and its articulation.
- Publicity and public awareness need to be created to promote the value of bilingual program and the approach adopted.
- Leaders need to be well-informed on the rationale for bilingual education and share an active commitment to bilingualism.
- A pro-active approach is required to involve the community and private sector in the design and

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Research Question 3. How should assessment be most effectively used in basic education teaching and learning?

What is the definition of educational assessment?

Educational assessment is an act of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (DfES, 2004; New South Wales Government, nd; Department for Children Schools and Families, 2008; Assessment Reform Group, 2002). It is an integral part of the quest for improved education and is a fundamental component in the teaching-learning cycle (National Research Council, 2001).

Who is assessment for?

For teachers	Assessment serves as a tool for teachers to research in to their own teaching practices, to inform and guide their instruction. It allows teachers to determine which instructional strategies are effective and which ones need to be modified to improve classroom practice and plan curriculum.
For learners	Assessment is a vehicle to empower students to be self-reflective learners who monitor and evaluate their own progress as they develop the capacity to be self-directed learners.
For administrators	Assessment allows relevant administrators to measure student achievement, examine further opportunities for them to learn. Assessment provides the basis for evaluating a particular school's, a region's or a nation's education outcomes.
For parents	Assessment allows parents to be informed about the learning progress of their children. When parents are informed about and involved in the educational assessment, they feel more confident as co-educators and have greater understanding of strategies to support their child's development.

Source: (DfES, 2004; Badders, 2000)

What purposes does educational assessment serve?

Assessment is instrumental in providing feedback to students, educators, parents, policy makers, and the public about the effectiveness of educational services. The central purpose of educational assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning (New South Wales Government, nd; NSW Department of Education and Training, 2007). The contemporary debate on the purposes of assessment focuses on three categories:

- 1) **Assessment OF learning** describes the extent to which a student has achieved the desired learning goals. The information is often used for reporting to students, parents and to provide a cumulative record of the child's progress and attainment at different stages in his/her development usually at the end of a unit, a program, a semester or a year of study. Its purpose is summative and gives an “overview of previous learning” (Black 1998, p28) (or a judgement on student achievement against pre-set goals and standards). However it can be used formatively to plan for future learning goals (Government of Victoria, 2005).
- 2) **Assessment AS learning** occurs when students are their own assessors. It establishes students' roles and responsibilities in relation to their learning and assessment. It engages students in self-

and peer-assessment and promotes students' confidence and self-esteem through an understanding of how they learn. Its focus on student reflection on their learning is powerful in building metacognition and an ability to plan for their own future learning goals. In assessment as learning students monitor their learning and use feedback from this monitoring to make adaptations and adjustments to what they understand (Earl 2003). Earl also expresses the view that "effective assessment empowers students to ask reflective questions and consider a range of strategies for learning, setting future learning goals, and acting on them. The culture in 'Assessment as Learning' emphasises the importance of students as engaged participants who share responsibility in sharing and developing criteria, in self- and peer-assessment, in reflecting on their own learning and keeping track of their performance, and in utilising feedback to refine their knowledge, skills and behaviours (Government of Victoria, 2005).

- 3) **Assessment FOR learning** occurs when teachers use inferences about student progress to inform their teaching. It is a regular and ongoing process and generally involves recognising and responding to the student's learning in order to enhance their development. Assessment for learning requires teachers to engage children in their own learning by providing rich feedback and using effective questioning and through promoting student peer and self-assessment. The information then needs to be used to shape future teaching and learning processes (NSW Department of Education and Training, 2007; Government of Victoria, 2005). Many teachers have been educated in a system that promotes the assessment of learning, testing or assessment that comes at the end of instruction to prove whether or not teaching and learning has taken place (Stiggins, 2002). Assessment for learning aims to use evidence to guide teaching practice for improved learning.

What are the stages/types of assessments?

Assessment is generally divided into three stages: baseline/diagnostic assessment, formative assessment, and summative assessment (Badders, 2000). Baseline assessment establishes the "starting point" of the student's understanding. Formative assessment provides information to help guide the instruction throughout the unit, and summative assessment informs both the student and the teacher about the level of conceptual understanding and performance capabilities that the student has achieved.

Baseline/Diagnostic assessments: These types of assessments are used to diagnose strengths and areas of need in all students. Also known as pre-assessments, they provide teachers with information about student's prior knowledge and misconceptions before beginning a learning activity. They assist teachers to plan for appropriate pedagogy and teaching. These assessments are used 'for learning'. Examples include student self-assessment, diagnostic tests/quizzes, surveys, posters, mind maps.

Formative assessments: These are distinguished by the fact that their main purpose is to aid or improve learning rather than simply attributing a grade (Marshall and Drummond 2006). It refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments are for learning. Black and William (2009) conceptualizes formative assessment as consisting of five key strategies: (1) clarifying and sharing learning intentions and criteria for success; (2) engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding; (3) providing feedback that moves learners forward; (4) activating students as instructional resources for one another; and (5) activating students as the owners of their own learning. Common examples of formative assessment include interviews, small group discussions, observations of student participation, demonstration and written reports.

A worldwide review of research on assessment by Black and Wiliam (1998a, 1998b) and more recently by OECD/CERI (2005) characterise gains in student achievement through formative assessment “among the largest ever reported for educational interventions”, with substantial impact for lower achieving students. These studies also indicate that formative assessment is one of the most effective strategies in developing students’ “learning to learn” skills (OECD/CERI 2005). In an experiment discussed in Fontana and Fernandes (1994) primary school pupils were progressively trained to carry out self-assessment that involved setting their own learning objectives, constructing relevant problems to test their learning, selecting appropriate tasks, and carrying out self-assessments. Over the period of the experiment, the learning gains of this group were twice as great as those of a matched ‘control’ group. Evidence from various studies also suggests that the employment of formative assessment strategies empowers teachers and students and improves student learning and teacher satisfaction (Hayward and Hedge, 2005).

Summative assessments: Primary schools have a long tradition of gathering summative assessment information (DfES, 2004). They are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year – they are characterised as assessments OF learning. They are often recorded as scores or grades that are then factored into a student’s permanent academic record. Common examples include standardised tests/exams administered by the state, portfolios of student work collected over extended periods of time. Some educators consider interim tests to be formative, since they are often used diagnostically to inform instructional modifications, but others consider them to be summative. There is ongoing debate in the education community about this distinction.

Commonly used assessment methods

ASSESSMENT FORMATS		
Format	Nature/Purpose	Stage
Paper and Pencil Tests	Multiple choice, short answer, essay, constructed response, written reports Assess students acquisition of knowledge and concepts	Formative
Oral Reports	Require communication by the student that demonstrates scientific understanding	Formative
Interviews	Assess individual and group performance before, during, and after a learning task	Formative
Performance Tasks	Require students to create or take an action related to a problem, issue, or learning concept	Formative and Summative
Checklists	Monitor and record anecdotal information. The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students’ direct involvement in the assessment and interpretation of the feedback provided	Formative and Summative

Portfolios	Assist students in the process of developing and reflecting on a purposeful collection of student-generated data.	Formative and Summative
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Source: National Council for Curriculum and Assessment, 2004

Evidence suggests that the use of a diverse set of data-collection formats will yield a deeper and more meaningful understanding of what children know and are able to do. It is important that both diagnostic formative and summative classroom assessments integrated to the learning and teaching cycle. They also need to be aligned so that formative work can feed into summative work and summative work can be used formatively.

What are the characteristics of good assessments?

The following assessment qualities are identified based on the review of a number of studies which focus on good assessment practices. Effective educational assessment need to develop measurement devices and procedures that are in consistent with the criteria identified below:

Good Assessment	
Qualities	is/does
Valid, reliable, targeted and clear	<ul style="list-style-type: none"> measures what it intends to measure; is reliable across its applications within classroom, school and province; is targeted and leads to goal setting; provides its purpose, criteria and standards explicitly; uses a wide variety of methods/measures
Continuous and ongoing	<ul style="list-style-type: none"> occurs continuously and systematically through all instructional activities; involves task oriented feedback and reflection
Authentic and meaningful	<ul style="list-style-type: none"> is clear and meaningful to students; is completed for a variety of purposes and audiences; focuses on students' critical reflection; puts emphasis on connecting prior to new knowledge and their application to daily life
Credible and collaborative	<ul style="list-style-type: none"> Focuses on meaningful student involvement in setting assessment criteria and measuring progress; promotes self and peer-assessment; involves parents as partners and informs them with credible information periodically
Developmentally and culturally appropriate	<ul style="list-style-type: none"> is suited to students' developmental levels; considers preferred learning styles and provides for differentiation; is fair and unbiased and sensitive to diverse social, cultural, and linguistic backgrounds
Focussed on students strengths	<ul style="list-style-type: none"> provides safe environment where children can take risks and feel a sense of achievement; pinpoints strengths and how they can be further developed; provides constructive feedback on weaknesses and how they might be addressed recognising that assessment influences student's motivation and self-esteem.

Source: NSW Department of Education and Training, 2007; Government of Victoria, 2005; Badders, 2000; Department for Children Schools and Families, 2008; National Research Council, 2001; DfES, 2004

How should teachers effectively use educational assessment?

Evidence from literature suggests that the teachers need to

- recognise technical qualities of different assessment instruments and how they can be appropriately used in particular circumstances
- use all types of diagnostic, formative and summative classroom assessments however align their overall objectives to achieve a deeper and more meaningful understanding of student's learning.
- use modes of assessment appropriate to the child's age and stage of development
- ensure vigilance in identifying learning difficulties in particular children and use assessment information to provide appropriate intervention and support
- provide constructive feedback about each learner's particular strengths and areas for improvement after each assessment
- allow time in each classroom day for active observation of children in and out of the class in order to construct as fuller picture of their progress and development
- make judgements over a period of time by taking account of the developmental variability displayed by individual children
- maintain close and consistent contact with parents, in order to share information about children and to explore the interpretation of children's attitudes, actions and learning styles

Informing parents: Parents and carers need clear information about assessment, when it takes place and by whom, and how the information will be shared with them, both formally and informally. It is important to share with parents and carers how work is assessed and how it is linked to further learning.

Involving parents: There needs to be an acceptance and a real understanding that parents and carers have not only the skills, but also the right to participate in the assessment process. Inviting parents and carers to spend time in the classroom is a very powerful way of involving them, demonstrating that their involvement is highly valued. Having them watch a lesson, in the company of two or three other parents and carers, can provide the opportunity to demonstrate to them aspects of learning and teaching.

Source: DfES, 2004

There are a number of resources available to teachers to assist them in making informed decisions around assessment. Below two web-links are listed for the consideration of the Kiribati teachers. The resources available through these links are put together by the New South Wales Department of Education and Training, Australia.

- The Curriculum planning, programming, assessing and reporting to parents K–12 website at <<http://www.curriculumsupport.education.nsw.gov.au/timetoteach/>>.
- The Board of Studies Assessment Resource Centre (ARC) website at <<http://arc.boardofstudies.nsw.edu.au/>>.

What mechanisms are needed to support teachers?

Pre-service teacher training is required to improve teachers' assessment literacy both in theory and practice. In a study conducted by Jett (2009) it is found that "Assessment is often viewed as something in competition with teaching, rather than as an integral part of teaching and learning". Moreover, teachers' value of diagnostic/formative assessment does serve as an indicator of teachers' likely use of those strategies. In light of these challenges, it is important that pre-service teacher training equips teachers with the assessment literacy both in theory and practice (MacLellan, 2004). The training should be linked to actual experience in classrooms in assessing and interpreting the development of student competence. National standards for teacher accreditation can include

specific requirements focused on the proper integration of learning and assessment in teachers' educational experience (National Research Council, 2001).

Encouragement for teachers is needed to use formative assessment 'AS learning and FOR learning'. Various studies identified that assessment processes in some countries are still highly teacher-centred and teachers are unwilling to pass some of their assessment control power over to students. The formative assessment is not well understood and is weak in practice. The challenge there is about changing perceptions and practice in class and to support and facilitate teachers capture the spirit of formative assessment (Antoniou and James, 2014). In this respect, it is essential to provide training, developmental opportunities and support to teachers so as to enable them to use assessment in a genuinely formative way.

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Annex 3

Summary Tables of SED Analysis

School Engagement Survey Data¹

A. Household Survey Data

Table 1a: Average number of children in each Household

Unweighted							Total	Total	
No. in each HH	1	2	3	4	5	6	HH	Children	Avg. PHH
Abaiang	21	21	9	2	2	-	55	108	1.96
Butaritari	26	22	5	3	1	1	58	108	1.86
Kiritimati	17	19	9		1		46	87	1.89
Maiana	18	12	9	2	1		42	82	1.95
Nonouti	17	19	7	5		1	49	102	2.08
North Tabiteuea	8	18	7	5	1		39	90	2.31
North Tarawa	11	18	8	5	1		43	96	2.23
South Tabiteuea	17	17	5	4	1		44	87	1.98
South Tarawa	62	51	27	6	2	1	149	285	1.91
Tamana	36	7	2		2		47	66	1.40
Total	233	204	88	32	12	3	572	1,111	1.94

¹ The SED data is a rich dataset. Additional analysis beyond the tables presented in this annex are warranted.

Table 1b: Average number of children in each Household

Weighted ²										
No. in each HH	Adjustment	1	2	3	4	5	6	TotalHH	TotalChildren	Avg. PHH
Abaiang	0.9472	20	20	9	2	2	-	52	102	1.96
Butaritari	0.6111	16	13	3	2	1	1	35	66	1.86
Kiritimati	1.0482	18	20	9	-	1	-	48	91	1.89
Maiana	0.5130	9	6	5	1	1	-	22	42	1.95
Nonouti	0.5833	10	11	4	3	-	1	29	59	2.08
North										
Tabiteuea	0.9838	8	18	7	5	1	-	38	89	2.31
North Tarawa	1.3110	14	24	10	7	1	-	56	126	2.23
South										
Tabiteuea	0.3184	5	5	2	1	0	-	14	28	1.98
South Tarawa	1.7852	111	91	48	11	4	2	266	509	1.91
Tamana	0.2418	9	2	0	-	0	-	11	16	1.40
Total		220	210	97	31	11	3	572	1,128	1.97

² Weighted refers to data being adjusted in accordance with national census data. The second column shows the weighting applied.

Table 2a: Enrolment status of basic education eligible children

Unweighted			
Enrolment status	Not Enrolled	Enrolled	Total
Abaiang	-	106	106
Butartari	2	105	107
Kiritimati	-	86	86
Maiana	1	74	75
Nonouti	1	100	101
North Tabiteuea	4	81	85
North Tarawa	5	90	95
South Tabiteuea	3	78	81
South Tarawa	5	274	279
Tamana	-	66	66
Total	21	1,060	1,081

Table 2b: Weighted enrolment status of basic education eligible children

Weighted				
Enrolment status	Adjustment	Not Enrolled	Enrolled	Total
Abaiang	0.9472	-	100	100
Butartari	0.6111	1	64	65
Kiritimati	1.0482	-	90	90
Maiana	0.5130	1	38	38
Nonouti	0.5833	1	58	59
North Tabiteuea	0.9838	4	80	84
North Tarawa	1.3110	7	118	125
South Tabiteuea	0.3184	1	25	26
South Tarawa	1.7852	9	489	498
Tamana	0.2418	-	16	16
Total		23	1,079	1,101

Table 3: Number of households experiencing school commitments (all enrolled children)

Note: some donation costs could have been recorded as fees meaning 'fees' maybe over-stated

Unweighted												
Commitments	Fees		Donations		Prizes		Work		Food		Other	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Abaiang	13	42	6	49	3	52	12	43	2	52	-	55
Butaritari	18	40	4	54	8	50	22	36	8	50	-	58
Kiritimati	18	28	-	46	20	26	5	41	11	35	-	46
Maiana	5	37	5	37	15	27	10	32	6	36	-	42
Nonouti	9	40	-	49	28	21	16	33	7	42	6	43
North Tabiteuea	5	34	9	30	-	39	10	29	4	35	6	33
North Tarawa	10	33	-	43	10	33	7	36	5	38	2	41
South Tabiteuea	12	32	-	44	1	43	9	35	6	38	1	43
South Tarawa	114	35	9	140	10	139	14	135	10	139	1	148
Tamana	-	47	4	43	30	17	4	43	3	44	-	47
Total	204	368	37	535	125	447	109	463	62	509	16	556

Table 3b: Weighted number of households experiencing school commitments (all enrolled children)

Note: some donation costs could have been recorded as fees meaning 'fees' maybe over-stated

	Weighted	Fees	-	Donations	-	Prizes	-	Work	-	Food	-	Other	-
	Adjustment	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Abaiang	0.9472	-	-	-	-	-	-	-	-	-	-	-	-
Butaritari	0.6111	-	-	-	-	-	-	-	-	-	-	-	-
Kiritimati	1.0482	-	-	-	-	-	-	-	-	-	-	-	-
Maiana	0.5130	-	-	-	-	-	-	-	-	-	-	-	-
Nonouti	0.5833	54	240	-	294	168	126	96	198	42	252	36	258
North													
Tabiteuea	0.9838	30	204	54	180	-	234	60	174	24	210	36	198
North Tarawa	1.3110	20	66	-	86	20	66	14	72	10	76	4	82
South													
Tabiteuea	0.3184	12	32	-	44	1	43	9	35	6	38	1	43
South Tarawa	1.7852	114	35	9	140	10	139	14	135	10	139	1	148
Tamana	0.2418	-	-	-	-	-	-	-	-	-	-	-	-
Total		230	577	63	744	199	608	193	614	92	715	78	729

Table 4a: Number and average of school engagements per year by type

Note: average based on number of enrolled B.Ed child in HHs

Unweighted												
	HH	Meeting		Function		Teacher		Progress		Total		
	No.	No. Enrolled children	No.	Avg. p.child	No.	Avg. p.child	No.	Avg. p.child	No.	Avg. p.child	No.	Avg. p.child
Abaiang	55	107	43	0.4	77	0.7	67	0.6	73	0.7	260	2.43
Butaritari	58	105	130	1.2	98	0.9	54	0.5	74	0.7	356	3.39
Kiritimati	46	86	36	0.4	63	0.7	35	0.4	39	0.5	173	2.01
Maiana	42	75	8	0.1	73	1.0	31	0.4	36	0.5	148	1.97
Nonouti	49	100	32	0.3	86	0.9	23	0.2	19	0.2	160	1.60
North Tabiteuea	39	82	36	0.4	41	0.5	23	0.3	49	0.6	149	1.82
North Tarawa	43	96	8	0.1	59	0.6	26	0.3	10	0.1	103	1.07
South Tabiteuea	44	81	41	0.5	47	0.6	6	0.1	47	0.6	141	1.74
South Tarawa	149	275	19	0.1	247	0.9	165	0.6	256	0.9	687	2.50
Tamana	47	66	18	0.3	103	1.6	35	0.5	9	0.1	165	2.50
Total	572	1,073	371	0.3	894	0.8	465	0.4	612	0.6	2,342	2.18

Table 4b: Weighted number and average of school engagements per year by type

Note: average based on number of enrolled B.Ed child in HHs

Weighted													
		HH		Meeting		Function		Teacher		Progress		Total	
	Adjustment	No.	No. Enrolled children	No.	Avg. p.child	No.	Avg. p.child	No.	Avg. p.child	No.	Avg. p.child	No.	Avg. p.child
Abaiang	0.9472	52	101	41	0.4	73	0.7	63	0.6	69	0.7	246	2.43
Butaritari	0.6111	35	64	79	1.2	60	0.9	33	0.5	45	0.7	218	3.39
Kiritimati	1.0482	48	90	38	0.4	66	0.7	37	0.4	41	0.5	181	2.01
Maiana	0.5130	22	38	4	0.1	37	1.0	16	0.4	18	0.5	76	1.97
Nonouti	0.5833	29	58	19	0.3	50	0.9	13	0.2	11	0.2	93	1.60
North Tabiteuea	0.9838	38	81	35	0.4	40	0.5	23	0.3	48	0.6	147	1.82
North Tarawa	1.3110	56	126	10	0.1	77	0.6	34	0.3	13	0.1	135	1.07
South Tabiteuea	0.3184	14	26	13	0.5	15	0.6	2	0.1	15	0.6	45	1.74
South Tarawa	1.7852	266	491	34	0.1	441	0.9	295	0.6	457	0.9	1,226	2.50
Tamana	0.2418	11	16	4	0.3	25	1.6	8	0.5	2	0.1	40	2.50
Total	1.0000	572	1,092	278	0.3	885	0.8	524	0.5	720	0.7	2,407	2.21

B. Teacher Survey Data

Table 1: Number of teachers who have received at least one new curriculum training by island

	Yes	No
Abaiang	15	3
Butaritari	13	3
Kiritimati	14	2
Maiana	5	
Nonouti	13	1
North Tabiteuea	8	6
North Tarawa	12	2
South Tabiteuea	4	
South Tarawa	68	29
Tamana	3	2
Total	155	48

Table 2: Number of teachers who have received at least one new curriculum training by island type

	Yes	No
Large island	62	16
Small island	25	3
Sth Tarawa	68	29
Total	155	48

Table 3: Number of teachers who have received each of the new curriculum training by island

Yes	Y1&2-C1	Y1&2-C2	Y1&2-C3	Y3&4-C1	Y3&4-C2	Y3&4-C3
Abaiang	10	9	10	8	8	8
Butaritari	7	8	7	7	7	7
Kiritimati	8	5	5	7	7	7
Maiana			1	4	4	4
Nonouti	6	6	7	3	6	4
North Tabiteuea	3	4	4	7	8	7
North Tarawa	7	6	6	5	7	7
South Tabiteuea	2	2	2	4	3	3
South Tarawa	33	34	39	26	29	34
Tamana	1		1	2	2	2
Total	77	74	82	73	81	83

Table 4: Number of teachers who have received each of the new curriculum training by island type

Yes	Y1&2-C1	Y1&2-C2	Y1&2-C3	Y3&4-C1	Y3&4-C2	Y3&4-C3
Large island	35	32	32	34	37	36
Small island	9	8	11	13	15	13
Sth Tarawa	33	34	39	26	29	34
Total	77	74	82	73	81	83

Table 6: Number of teachers who have undertaken English language teachers training by island

	Yes	No
Abaiang	15	3
Butaritari	12	4
Kiritimati	9	5
Maiana	4	1
Nonouti	4	9
North Tabiteuea	6	8
North Tarawa	10	4
South Tabiteuea	2	2
South Tarawa	73	30
Tamana	3	2
Total	138	68

Table 7: Number of teachers who have undertaken English language teachers training by island type

	Yes	No
Large island	52	24
Small island	13	14
Sth Tarawa	73	30
Total	138	68

Table 8: Number of teachers who have used different practices to exercise their English by island

	Movies	Internet/radio	Conversation	Study	Other
Abaiang	17	14	15	15	2
Butaritari	16	11	12	12	3
Kiritimati	12	9	5	4	5
Maiana	5	4	4	2	2
Nonouti	12	4	7	9	3
North Tabiteuea	12	3	9	11	3
North Tarawa	14	7	8	5	5
South Tabiteuea	4		2	3	4
South Tarawa	100	64	86	58	11
Tamana	4	4	4	4	
Total	196	120	152	123	38

Table 9: Number of teachers who have used different practices to exercise their English by island type

	Movies	Internet/radio	Conversation	Study	Other
Large island	71	44	49	47	18
Small island	25	12	17	18	9
Sth Tarawa	100	64	86	58	11
Total	196	120	152	123	38

Table 10: Number of teachers rating their English improvement by island

	Much better	Significantly better	A little better	Same as before
Abaiang	1	6	10	
Butaritari	8	1	7	
Kiritimati	7	1	4	
Maiana	4		1	
Nonouti	4	3	2	2
North Tabiteuea	3	5	2	2
North Tarawa	2	5	5	1
South Tabiteuea	2		1	1
South Tarawa	28	10	57	3
Tamana	3		1	
Total	62	31	90	9

Table 11: Number of teachers rating their English improvement by island type

	Much better	Significantly better	A little better	Same as before
Large island	21	18	28	3
Small island	13	3	5	3
Sth Tarawa	28	10	57	3
Total	62	31	90	9

Table 12: Average SL-Teacher engagement time (min) in the last 10 days by island

	Performance	Class mmt	Conduct	Lesson Plans	Assessment	Better teacher
Abaiang	34.6	15.3	13.1	12.9	11.3	7.8
Butaritari	56.3	16.3	36.9	66.6	21.9	27.5
Kiritimati	0.3	0.1	-	-	-	-
Maiana	12.0	11.0	31.2	22.0	10.0	22.0
Nonouti	12.4	9.3	8.6	6.6	4.3	0.7
North Tabiteuea	59.2	15.7	10.1	28.3	36.3	27.1
North Tarawa	8.5	2.3	-	20.8	12.7	1.8
South Tabiteuea	-	-	-	-	-	-
South Tarawa	16.4	13.6	14.2	16.3	19.0	18.5
Tamana	12.5	25.0	25.0	13.8	25.0	25.0
Total	21.6	12.0	13.5	19.0	16.3	15.0

Table 13: Average SL-Teacher engagement time (min) in the last 10 days by island type

	Performance	Class mmt	Conduct	Lesson Plans	Assessment	Better teacher
Large island	31.7	10.2	12.5	25.8	15.4	12.8
Small island	11.3	11.0	13.9	9.6	8.1	8.1
Sth Tarawa	16.4	13.6	14.2	16.3	19.0	18.5
Total	21.6	12.0	13.5	19.0	16.3	15.0

Table 14: Teachers' rating of the support they received from the School Leaders by island

	Much better	Significantly better	A little better	Same as before
Abaiang	5	3	7	3
Butaritari	4	3	7	2
Kiritimati	2	1	6	3
Maiana	2		3	
Nonouti	4	1	4	4
North Tabiteuea	4	7	1	2
North Tarawa	2	3	6	3
South Tabiteuea	2	1	1	
South Tarawa	12	14	46	31
Tamana		2	1	2
Total	37	35	82	50

Table 15: Teachers' rating of the support they received from the School Leaders by island type

	Much better	Significantly better	A little better	Same as before
Large island	17	17	27	13
Small island	8	4	9	6
Sth Tarawa	12	14	46	31
Total	37	35	82	50

Table 16: Number of teachers than discuss their lesson plans with colleagues by island

	Yes	No
Abaiang	18	
Butaritari	16	
Kiritimati	15	1
Maiana	5	
Nonouti	10	4
North Tabiteuea	12	1
North Tarawa	13	1
South Tabiteuea	4	
South Tarawa	90	13
Tamana	4	1
Total	187	21

Table 17: Number of teachers than discuss their lesson plans with colleagues by island type

	Yes	No
Large island	74	3
Small island	23	5
Sth Tarawa	90	13
Total	187	21

Table 18: Teachers' estimate of the proportion of parents who have attended parent-teacher interviews in the last 12 months by island

	Percent
Abaiang	65%
Butaritari	53%
Kiritimati	24%
Maiana	29%
Nonouti	3%
North Tabiteuea	7%
North Tarawa	43%
South Tabiteuea	0%
South Tarawa	53%
Tamana	8%
Total	43%

Table 18: Teachers' estimate of the proportion of parents who have attended parent-teacher interviews in the last 12 months by island type

	Percent
Large island	40%
Small island	9%
Sth Tarawa	53%
Total	43%

Table 19: Teachers rating of the value of parent-teacher interviews by island

	Very valuable	Valuable	Reasonably valuable	Not value
Abaiang	7	11		
Butaritari	8	6		2
Kiritimati	14	2		
Maiana	3	2		
Nonouti	8	3	1	
North Tabiteuea	8	1		6
North Tarawa	12	2		
South Tabiteuea	4			
South Tarawa	45	51	3	1
Tamana		4		
Total	109	82	4	9

Table 20: Teachers rating of the value of parent-teacher interviews by island type

	Very valuable	Valuable	Reasonably valuable	Not value
Large island	49	22		8
Small island	15	9	1	
Sth Tarawa	45	51	3	1
Total	109	82	4	9

Table 21: Approaches teachers use to judge the progress of children by island (Portfolio was intended)

	Exams	Tests	Portfolios	Observations	Just know	Other
Abaiang	2	15	17	10		
Butaritari	2	6	15	6		
Kiritimati	6	8	8	5		1
Maiana	2	4	3	1		
Nonouti	4	4	10	2	1	
North Tabiteuea	6	5	11	2		
North Tarawa	4	8	12	2		1
South Tabiteuea			4			
South Tarawa	60	58	85	45	1	3
Tamana	4	4	3	2		
Total	90	112	168	75	2	5

Table 22: Approaches teachers use to judge the progress of children by island type (Portfolio was intended)

	Exams	Tests	Portfolios	Observations	Just know	Other
Large island	20	42	63	25		2
Small island	10	12	20	5	1	
Sth Tarawa	60	58	85	45	1	3
Total	90	112	168	75	2	5

Table 23: The percent of boys and girls that teachers expect to meet the learning outcomes this year by island

	Boys	Girls
Abaiang	57%	71%
Butaritari	52%	63%
Kiritimati	61%	73%
Maiana	42%	64%
Nonouti	66%	80%
North Tabiteuea	46%	57%
North Tarawa	46%	56%
South Tabiteuea	43%	58%
South Tarawa	58%	71%
Tamana	51%	75%
Total	55%	69%

Table 24: The percent of boys and girls that teachers expect to meet the learning outcomes this year by island type

	Boys	Girls
Large island	53%	65%
Small island	55%	73%
Sth Tarawa	58%	71%
Total	55%	69%

Table 25: Teachers' rating of the change in student performance by island

	Much better	Significantly better	A little better	Same as before
Abaiang	5	2	10	
Butaritari	9	2	2	2
Kiritimati	8	1	5	1
Maiana	1		2	1
Nonouti	6	1	6	
North Tabiteuea	3	3	4	3
North Tarawa	2	2	5	5
South Tabiteuea		2	1	1
South Tarawa	18	11	55	14
Tamana		2	2	1
Total	52	26	92	28

Table 26: Teachers' rating of the change in student performance by island type

	Much better	Significantly better	A little better	Same as before
Large island	27	10	26	11
Small island	7	5	11	3
Sth Tarawa	18	11	55	14
Total	52	26	92	28

Table 27: Change in how informed teachers consider the community is about education improvement by island

	Much better	Better	Slightly better	Same as before
Abaiang	11	6	1	
Butaritari	6	6		4
Kiritimati	4	11		1
Maiana		2	2	1
Nonouti	8	4		2
North Tabiteuea	3	2	3	7
North Tarawa	5	7		2
South Tabiteuea	3		1	
South Tarawa	27	56	15	4
Tamana	2	2		1
Total	69	96	22	22

Table 28: Change in how informed teachers consider the community is about education improvement by island type

	Much better	Better	Slightly better	Same as before
Large island	29	32	4	14
Small island	13	8	3	4
Sth Tarawa	27	56	15	4
Total	69	96	22	22

Table 29: The number of teachers who have done English language training in the last 4 yrs who have also repeated all Yr 3/4 new curriculum training cycles by island

	Yes	No
Abaiang	6	1
Butaritari	4	3
Kiritimati	5	1
Maiana	3	1
Nonouti		2
North Tabiteuea	4	1
North Tarawa	3	2
South Tabiteuea	2	1
South Tarawa	24	2
Tamana	1	1
Total	52	15

Table 30: The number of teachers who have done English language training in the last 4 yrs who have also repeated all Yr 3/4 new curriculum training cycles by island type

	Yes	No
Large island	22	8
Small island	6	5
Sth Tarawa	24	2
Total	52	15

C. School Leader Survey Data

Table 1: Primary school leaders rating of the new curriculum by island-comfort

Comfort	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Abaiang		2	1		
Butaritari	1	5			
Kiritimati	1	2			
Maiana		3			
Nonouti	1	5			
North Tabiteuea		3		1	
North Tarawa	2	4			
South Tabiteuea	2	2			
South Tarawa	2	7			1
Total	9	33	1	1	1

Table 2: Primary school leaders rating of the new curriculum by island category-comfort

Comfort	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
Large island	4	16	1	1	
Small island	3	10			
Sth Tarawa	2	7			1
Total	9	33	1	1	1

Table 3: Primary school leaders rating of the new curriculum by island-difficulty

Difficulty	Strongly agree	Agree	Disagree
Abaiang		1	2
Butaritari		1	5
Kiritimati	1	1	1
Maiana		2	1
Nonouti		6	
North Tabiteuea		3	1
North Tarawa	1	1	4
South Tabiteuea		3	1
South Tarawa	3	4	3
Total	5	22	18

Table 4: Primary school leaders rating of the new curriculum by island category-difficulty

Difficulty	Strongly agree	Agree	Disagree
Large island	2	7	13
Small island		11	2
Sth Tarawa	3	4	3
Total	5	22	18

Table 5: Primary school leaders rating of the new curriculum by island-topic

Topics	Strongly agree	Agree	Disagree
Abaiang		3	
Butaritari	3	3	
Kiritimati	2	1	
Maiana	1	1	1
Nonouti	4	1	1
North Tabiteuea	2	2	
North Tarawa	2	4	
South Tabiteuea	2	1	1
South Tarawa	3	6	1
Total	19	22	4

Table 6: Primary school leaders rating of the new curriculum by island category-topic

Topics	Strongly agree	Agree	Disagree
Large island	9	13	
Small island	7	3	3
Sth Tarawa	3	6	1
Total	19	22	4

Table 7: Primary school leaders rating of the new curriculum by island-guidance

Guidance	Strongly agree	Agree	Disagree
Abaiang		3	
Butaritari	1	5	
Kiritimati	1	2	
Maiana	1	2	
Nonouti	2	3	1
North Tabiteuea	3	1	
North Tarawa	2	4	
South Tabiteuea	3	1	
South Tarawa	4	6	
Total	17	27	1

Table 8: Primary school leaders rating of the new curriculum by island category-guidance

Guidance	Strongly agree	Agree	Disagree
Large island	7	15	
Small island	6	6	1
Sth Tarawa	4	6	
Total	17	27	1

Table 9: Primary school leaders rating of the new curriculum by island-not targeted

Not targeted	Strongly agree	Agree	Disagree
Abaiang		3	
Butaritari	1	5	
Kiritimati	1	2	
Maiana	1	2	
Nonouti	1	5	
North Tabiteuea	2	2	
North Tarawa	1	4	1
South Tabiteuea	2	2	
South Tarawa	4	6	
Total	13	31	1

Table 10: Primary school leaders rating of the new curriculum by island category-not targeted

Not targeted	Strongly agree	Agree	Disagree
Large island	5	16	1
Small island	4	9	
Sth Tarawa	4	6	
Total	13	31	1

Table 11: Primary school leaders rating of the new curriculum by island-better teacher

Better teacher	Strongly agree	Agree	Disagree	Unsure
Abaiang		3		
Butaritari	3	3		
Kiritimati	2	1		
Maiana	1	2		
Nonouti	3	2	1	
North Tabiteuea	2	1		1
North Tarawa	3	2	1	
South Tabiteuea	3	1		
South Tarawa	3	7		
Total	20	22	2	1

Table 12: Primary school leaders rating of the new curriculum by island category-better teacher

Better teacher	Strongly agree	Agree	Disagree	Unsure
Large island	10	10	1	1
Small island	7	5	1	
Sth Tarawa	3	7		
Total	20	22	2	1

Table 13: Primary school leaders rating of the new curriculum by island-interested

Interested	Strongly agree	Agree
Abaiang		3
Butaritari	3	3
Kiritimati	2	1
Maiana	1	2
Nonouti	3	3
North Tabiteuea	3	1
North Tarawa	2	4
South Tabiteuea	3	1
South Tarawa	4	6
Total	21	24

Table 14: Primary school leaders rating of the new curriculum by island category-interested

Interested	Strongly agree	Agree
Large island	10	12
Small island	7	6
Sth Tarawa	4	6
Total	21	24

Table 15: Primary school leaders rating of the new curriculum by island-boys and girls

Boys / Girls	Strongly agree	Agree
Abaiang		3
Butaritari	1	4
Kiritimati	2	1
Maiana	1	2
Nonouti	2	4
North Tabiteuea	3	1
North Tarawa	2	4
South Tabiteuea	3	1
South Tarawa	5	5
Total	19	25

Table 16: Primary school leaders rating of the new curriculum by island category-boys and girls

Boys / Girls	Strongly agree	Agree
Large island	8	13
Small island	6	7
Sth Tarawa	5	5
Total	19	25

Table 17: Primary school leaders rating of the new curriculum by island-interested

Interested	Strongly agree	Agree
Abaiang		3
Butaritari	3	3
Kiritimati	2	1
Maiana	1	2
Nonouti	3	3
North Tabiteuea	3	1
North Tarawa	2	4
South Tabiteuea	3	1
South Tarawa	4	6
Total	21	24

Table 18: Primary school leaders rating of the new curriculum by island category-interested

Interested	Strongly agree	Agree
Large island	10	12
Small island	7	6
Sth Tarawa	4	6
Total	21	24

Table 19: Primary school leaders rating of the new curriculum by island-boys and girls

Boys / Girls	Strongly agree	Agree
Abaiang		3
Butaritari	1	4
Kiritimati	2	1
Maiana	1	2
Nonouti	2	4
North Tabiteuea	3	1
North Tarawa	2	4
South Tabiteuea	3	1
South Tarawa	5	5
Total	19	25

Table 20: Primary school leaders rating of the new curriculum by island category-boys and girls

Boys / Girls	Strongly agree	Agree
Large island	8	13
Small island	6	7
Sth Tarawa	5	5
Total	19	25

Table 21: Primary school leaders rating of the new curriculum by island-concepts

Concepts	Strongly agree	Agree
Abaiang		3
Butaritari	3	3
Kiritimati	1	2
Maiana	1	2
Nonouti	2	4
North Tabiteuea	2	2
North Tarawa	2	4
South Tabiteuea	2	2
South Tarawa	3	7
Total	16	29

Table 22: Primary school leaders rating of the new curriculum by island category-concepts

Concepts	Strongly agree	Agree
Large island	8	14
Small island	5	8
Sth Tarawa	3	7
Total	16	29

Table 23: Primary school leaders rating of the new curriculum by island-doing better (overall)

Doing better	Strongly agree	Agree	Disagree
Abaiang		3	
Butaritari	3	3	
Kiritimati	1	2	
Maiana	1	1	1
Nonouti	1	5	
North Tabiteuea	2	2	
North Tarawa	2	3	1
South Tabiteuea	1	3	
South Tarawa	3	7	
Total	14	29	2

Table 24: Primary school leaders rating of the new curriculum by island category-doing better (overall)

Doing better	Strongly agree	Agree	Disagree
Large island	8	13	1
Small island	3	9	1
Sth Tarawa	3	7	
Total	14	29	2

Table 25: Type of English language training completed in the last 4yrs by island

Type of training	KELP	TESOL-2012 & KELP	TESOL-2012	Other	None
Abaiang	1		4		
Butaritari	5		1		
Kiritimati	1		2		
Maiana		1	2		
Nonouti	1		5	1	
North Tabiteuea	1		1		1
North Tarawa	5		1		
South Tabiteuea	3			1	
South Tarawa	2		8		
Total	19	1	24	2	1

Table 26: Type of English language training completed in the last 4yrs by island category

Type of training	KELP	TESOL-2012 & KELP	TESOL-2012	Other	None
Large island	13		9		1
Small island	4	1	7	2	
Sth Tarawa	2		8		
Total	19	1	24	2	1

Table 27: Rating of English language training completed in the last 4yrs by island

Rating of training	Much better	Significantly better	A little better	Same as before
Abaiang	2		3	
Butaritari	3	1	2	
Kiritimati		2	1	
Maiana	1		2	
Nonouti	3	2	1	1
North Tabiteuea		1	1	
North Tarawa	4	1	1	
South Tabiteuea	1	2	1	
South Tarawa	4	1	5	
Total	18	10	17	1

Table 28: Rating of English language training completed in the last 4yrs by island category

Rating of training	Much better	Significantly better	A little better	Same as before
Large island	9	5	8	
Small island	5	4	4	1
Sth Tarawa	4	1	5	
Total	18	10	17	1
	39	22	37	2

Table 29: School leaders rating of the support they give the teachers by island

	Much better	Significantly better	A little better	Same as before
Abaiang	1	2	2	
Butaritari	4	1	1	
Kiritimati		3		
Maiana	2		1	
Nonouti	1		5	
North Tabiteuea	1	2	1	
North Tarawa	2	1	2	1
South Tabiteuea	1	2	1	
South Tarawa	4	1	5	
Total	16	12	18	1

Table 30: School leaders rating of the support they give the teachers by island category

	Much better	Significantly better	A little better	Same as before
Large island	8	9	6	1
Small island	4	2	7	
Sth Tarawa	4	1	5	
Total	16	12	18	1

Table 31: School leaders' estimate of the number of children out-of-school (average) by island

	Average
Abaiang	1.80
Butaritari	3.00
Kiritimati	5.67
Maiana	5.67
Nonouti	4.57
North Tabiteuea	3.00
North Tarawa	2.83
South Tabiteuea	1.75
South Tarawa	13.80
Total	5.56

Table 32: School leaders' estimate of the number of children out-of-school (average) by island category

	Average
Large island	3.04
Small island	4.00
Sth Tarawa	13.80
Total	5.56

Table 33: Percent annually of parents attended a parent-teacher meeting/discussion about their child's progress by island

Category	0-20%	21-40%	41-60%	61-80%	81-100%
Abaiang			3	1	1
Butaritari	1	2		2	1
Kiritimati	2	1			
Maiana	1				2
Nonouti	5		1		1
North Tabiteuea	1			3	
North Tarawa		2	1	1	2
South Tabiteuea		1		1	2
South Tarawa	1	3	4	1	1
Total	11	9	9	9	10

Table 34: Percent annually of parents attended a parent-teacher meeting/discussion about their child's progress by island category

Category	0-20%	21-40%	41-60%	61-80%	81-100%
Large island	4	5	4	7	4
Small island	6	1	1	1	5
Sth Tarawa	1	3	4	1	1
Total	11	9	9	9	10

Table 35: Average annually estimate (school leaders) of parents attended a parent-teacher meeting/discussion about their child's progress by island

	Average
Abaiang	64%
Butaritari	57%
Kiritimati	13%
Maiana	72%
Nonouti	25%
North Tabiteuea	57%
North Tarawa	65%
South Tabiteuea	75%
South Tarawa	52%
Total	53%

Table 36: Average annually estimate (school leaders) of parent-teacher meeting/discussion about their child's progress by island category

	Average
Large island	55%
Small island	49%
Sth Tarawa	52%
Total	53%

Table 37: Rating of the parent-teacher meeting/discussion about their child's progress by island

Rating	Very valuable	Reasonably valuable	Valuable
Abaiang	2	3	
Butaritari	5	1	
Kiritimati	3		
Maiana	1	2	
Nonouti	2	2	3
North Tabiteuea	2	1	
North Tarawa	3	3	
South Tabiteuea	4		
South Tarawa	5	5	
Total	27	17	3

Table 38: Rating of the parent-teacher meeting/discussion about their child's progress by island category

Rating	Very valuable	Reasonably valuable	Valuable
Large island	15	8	
Small island	7	4	3
Sth Tarawa	5	5	
Total	27	17	3

Table 39: School leaders' estimate of the percent of boys that will meet learning outcomes by island

	<50%	51-60%	61-80%	81-100%
Abaiang	4	1		
Butaritari	1	3	2	
Kiritimati	2	1		
Maiana	1	2		
Nonouti	1	2		4
North Tabiteuea	1	1	2	
North Tarawa	3	2	1	
South Tabiteuea	1	1		2
South Tarawa	7	1	1	1
Total	21	14	6	7

Table 40: School leaders' estimate of the percent of boys that will meet learning outcomes by island category

	<50%	51-60%	61-80%	81-100%
Large island	11	8	5	
Small island	3	5		6
Sth Tarawa	7	1	1	1
Total	21	14	6	7

Table 41: School leaders' estimate (average) of the percent of boys that will meet learning outcomes by island

	Average
Abaiang	40%
Butaritari	58%
Kiritimati	45%
Maiana	48%
Nonouti	78%
North Tabiteuea	58%
North Tarawa	52%
South Tabiteuea	69%
South Tarawa	50%
Total	56%

Table 42: School leaders' estimate (average) of the percent of boys that will meet learning outcomes by island category

	Average
Large island	51%
Small island	69%
Sth Tarawa	50%
Total	56%

Table 43: School leaders' estimate of the percent of girls that will meet learning outcomes by island

	<50%	51-60%	61-80%	81-100%
Abaiang	1	3	1	5
Butaritari		2	4	6
Kiritimati	1		2	3
Maiana		1		2
Nonouti		1	2	4
North Tabiteuea	1	1	2	
North Tarawa	1	1	3	1
South Tabiteuea		1	2	1
South Tarawa	1	7	1	1
Total	5	17	17	9

Table 44: School leaders' estimate of the percent of girls that will meet learning outcomes by island category

	<50%	51-60%	61-80%	81-100%	Total
Large island	4	7	12	1	24
Small island		3	4	7	14
Sth Tarawa	1	7	1	1	10
Total	5	17	17	9	48

Table 45: School leaders' estimate (average) of the percent of girls that will meet learning outcomes by island

	Average
Abaiang	62%
Butaritari	72%
Kiritimati	62%
Maiana	78%
Nonouti	86%
North Tabiteuea	66%
North Tarawa	68%
South Tabiteuea	76%
South Tarawa	64%
Total	70%

Table 46: School leaders' estimate (average) of the percent of girls that will meet learning outcomes by island category

	Average
Large island	66%
Small island	81%
Sth Tarawa	64%
Total	70%

Table 47: School leaders' rating of whether students are doing better by island

	Much better	Significantly better	A little better	Same as before
Abaiang	1		4	
Butaritari	2	2	2	
Kiritimati	1	2		
Maiana			3	
Nonouti	1	1	3	1
North Tabiteuea	1	2	1	
North Tarawa		3	3	
South Tabiteuea	2	1		1
South Tarawa	5		5	
Total	13	11	21	2

Table 48: School leaders' rating of whether students are doing better by island category

	Much better	Significantly better	A little better	Same as before
Large island	5	9	10	
Small island	3	2	6	2
Sth Tarawa	5		5	
Total	13	11	21	2

Table 49: School leaders' response to when a new SIP should be developed (Term 3 is the only correct answer) by island

Category	Term 3	When Completed	Other
Abaiang			2
Butaritari	1		2
Kiritimati	1	1	1
Maiana			2
Nonouti	1	2	3
North Tabiteuea	1	1	1
North Tarawa		1	3
South Tabiteuea	2		2
South Tarawa			2
Total	6	5	18

Table 50: School leaders' response to when a new SIP should be developed (Term 3 is the only correct answer) by island category

Category	Term 3	When Completed	Other
Large island	3	3	9
Small island	3	2	7
Sth Tarawa			2
Total	6	5	18

Table 51: School leaders' rating of whether the community is better informed about the value of education and improvements you and the Ministry are making by island

	Much better	Better	Slightly better	Same
Abaiang	2	3		
Butaritari	4	2		
Kiritimati	1	2		
Maiana		3		
Nonouti	2	4		1
North Tabiteuea		4		
North Tarawa	3	1	1	1
South Tabiteuea	1	2	1	
South Tarawa	4	4	2	
Total	17	25	4	2

Table 52: School leaders' rating of whether the community is better informed about the value of education and improvements you and the Ministry are making by island category

	Much better	Better	Slightly better	Same
Large island	10	12	1	1
Small island	3	9	1	1
Sth Tarawa	4	4	2	
Total	17	25	4	2

Annex 4

Case Studies of Eight Kiribati Schools

1. Abaunamou Primary School
2. Nauranke Ranga (Taboneau) Primary School
3. Anderson Primary School
4. Routa Primary School
5. Kabeni Primary School
6. Bareaumi Primary School
7. Ainen Karawa Primary School
8. Tauraoi Primary School

Abaunamou Primary School

Abaunamou Primary School is a substantially refurbished school in South Tarawa. Located close to the beach it has spacious brick classrooms, iron roofs, well positioned water tanks and large toilet blocks. A small maneaba sits at one end of a central quadrangle. Generally the impression is of a well ordered school.

Classrooms are attractively decorated with posters and students work. Some teachers have made posters out of used rice bags and these promote good health practice and community spirit. Most classrooms have student desks and benches so students do not sit on the floor. They can store their workbooks under the benches.



There is a library with copious shelving and a large range of texts arranged in year order. The library also has desks of the same type found in classrooms. MoE blue boxes of resource material are arranged around the walls.



All of the buildings and classrooms are painted white, blue and green. They appear to be in good order and well maintained, however, since the refurbishment had been completed the front fence facing the beach had completely collapsed. It seems to have rusted through from exposure to salt water. The sea wall which is close to the toilet blocks is being undermined by waves coming over the top. The school committee has made a rough attempt to fix this by backfilling with sand and rubbish but the waves have taken this fill out as well. It is clear that if the seawall is not stabilised soon in a more permanent manner it will collapse and then the toilet blocks and potentially classrooms closest the beach could also be damaged.

The school has about 620 students making it the largest school considered in these case studies by a considerable margin. Class sizes are large and as a consequence there are at least two classes for every year and most of these are taught by contract teachers. There are only a few permanent teachers at the school.

The previous Head Teacher had recently retired and there was an acting Head Teacher in her place who had been in the position for only one term.

New Curriculum

Although the new Head Teacher does not currently teach any classes she did teach the new curriculum for two terms before become the Head Teacher. She thinks that students are much more engaged in the classroom under the new curriculum. “They are not shy”, she said. “They participate much more. They can discuss much more and overtime they lose their shyness”.

Elaborating on another advantage she went on to say, “we now recognise there are different learning styles. In the past when a student did not understand something you blamed them or you blamed yourself”. Now we understand that we have to present information in different ways. We didn’t realise about different learning styles”.

Teachers too thought old style was less fun and they enjoyed teaching in the new curriculum but they stressed that child-centred learning was not a new concept to them. They did it before under the old curriculum but the new curriculum is more detailed and has a better focus on child-centred teaching. Nonetheless, some teachers still did not use child centred learning for “cultural reasons”.

Most teachers preferred the new curriculum lesson plan format. They found it comfortable and simple to prepare but most teachers were no longer using it because they have been told not to by MoE. In classroom observation however, it was noted that one teacher was still using the new curriculum lesson plan format. The teachers complain that the MoE format that takes a long time to complete and takes away from time they could be preparing teaching activities and teaching aids.



According to teachers the new curriculum made it easier to make assessments and identify the slow learners so they could help them. A number of teachers had very well organised portfolios. In fact, according to teachers, the thing that Abaunamou does differently to other schools is the way they use portfolios. This system was established by the former head teacher. The portfolios contain statements about the student’s dreams and hobbies, various assessment information and also details of any interventions made with that student. There are charts and a checklist. Observations in the Year 1 to 4 classrooms confirmed that most, but not all, teachers were indeed following this practice and their portfolios were the most comprehensive seen at any school.

According to teachers interviewed, when parents come they like to look at the portfolios and they have accepted that the school relies less on tests and exams. Most teachers indicated that they thought this approach to assessment was a more effective way of identifying students who need additional support and was working effectively.

Asked whether she had shared this portfolio approach the Head Teacher said she had not done so but expected that when teachers moved to other schools they would take the approach with them.

Teachers rarely work together on lesson plans and do not generally collaborate on teaching. They do have a planning session at the beginning of term but they write their own lesson plans and

generally don't cooperate on these unless someone is having a particular problem and requests assistance.

On the issue of training, permanent teachers had done some training but contract teachers generally had not. It was interesting therefore that one of the best examples of classroom teaching came from a contract teacher who was teaching the new curriculum. She was working from a teacher's guide but she had also sought support from a friend who had done the training on the new curriculum.

Amongst permanent teachers a number complained that they had only done the training on the year they were teaching. They felt that they should also do the training cycles for other years as well as it would make it easier for them to understand other years' expectations and also would allow them to teach better in other years if they changed classes.

However, according to the Head Teacher "The main problem is the teacher's EL teaching skills. They need some workshops for their teaching of English". She said that she could not tell if any of her teachers are very good in teaching English. Kiribati Teachers College does some training but that is mainly for Year 4 teachers and most of her teachers are contract teachers so they haven't done any training.

Classroom Teaching

In seven out of eight classes observed in Years 1 to 4 teaching in the classroom matched the lesson plans prepared. The one that didn't was a contract teacher who had been absent the day before. The day before that she had prepared a lesson plan but in her absence that was not taught. Rather than follow the previous lesson plan she was teaching without a plan on the day observed. She was primarily using teacher-centred activities and many students were not paying attention. The classroom was very noisy.

In all other classes students were engaged and happily participating in their lessons. Some classes were using group work. In other classes students participated freely in discussions and were able to express themselves well. In one class students were working silently at their desks on an assigned task.

Teachers interviewed complained about a general lack of resources and the quality of the resources they had. They only have one Year 2 teachers guide to share amongst four teachers. Part of the problem was that when teachers moved to other schools they sometimes took their resources with them. Among the resources requested teachers mentioned that they would like each teacher to have a copy of the syllabus each and some references and they would also really like more detailed teachers' guides with sample lesson plans and activities. They would like a teaching plan for each class including questions text and sentence structure. They would also like some audio aids. One noted that in the past there was a radio program and it would be good if they could have something similar with cassettes or compact disks.

School Leadership

The Head Teacher has not done any training as a Head Teacher and she is not confident that she is doing what she is supposed to be doing. She has only done training on Year 1 and 2 of the new

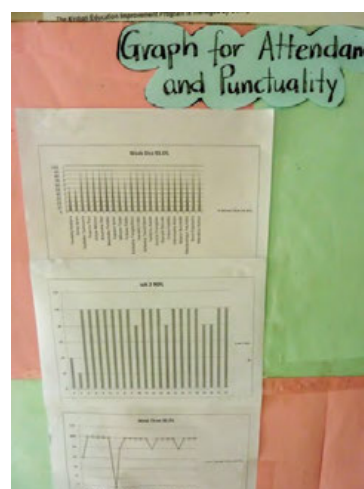
curriculum and would also like more training on the other years so she can understand what teachers should be doing and so she can take over classes if necessary.

She thinks her main role is “How to lead teachers in their professional work”. To do this you have to understand what they want. “For me it challenges me because I have to learn about my teachers. They are willing to do their best. The load I have is not difficult because many of the contract teachers have been Head Teachers and they help”.

She says there are not too many management problems but there are 650 students so it is not possible for her to manage them on her own. She has set up four committees amongst her teachers and delegates the work to those committees. These are: 1) social welfare, 2) health and safety, 3) curriculum, and 4) a project committee that write grant proposals. Team work makes it easy, she says.

One problem is that some students don’t attend regularly or come late. She notes it is usually the ones living closest to the school that she has the most problems with but she can see them coming late through the gate near her office so she takes them aside and explains how important education is. Most of the late ones are from Year 4 and above.

Teachers arriving late are another issue but she stresses that it is now rare to have late comers. “Most try to do their best. I am very happy with them. I show them respect and they give me respect”, she says. On the wall in her office she has a series of graphs displaying the on-time attendance of her staff. One appears to still be a problem. She notes that the process is to manage attendance of staff is supposed to be that the School Committee approaches the teacher first to find out why they are not attending. If they still don’t come to school then the Head Teacher gets involved. She may issue as many as three warning letters after which she reports the matter to the MoE but she stressed, “we try our best not to get people in trouble”.



The school does not have any special professional development program for the teachers other than the support from KTC. The Head Teacher rarely meets with other Head Teachers except that UNICEF once organised a meeting.

Community Participation

The School Committee and SIP committees function as one. They have 17 members drawn from the surrounding 10 villages. There are ten men and seven women on the committee. The committee meets every month in the first week after pay day. The Head Teacher noted that the level of commitment varied from each village. “Some are active others are relaxed. We need to find a way to empower them”, she said.

The SIP was not publicly displayed and the Head Teacher was a little vague about where it was and what was in it. This was probably because she was new to the job.

The committees set the school vision and also help manage teacher and student attendance. They look after the school compound, do minor repairs and are helping to build a maneaba. They man the gate and let kids back in classrooms after breaks are finished. They do some fund-raising by selling ice-blocks to the kids with the money being used for functions, prizes and to pay committee members when they work as night watchmen.

The parents in the villages also donate money to the school for specific activities such as sports and Independence Celebrations. On the other hand, they have not been very active on encouraging kids to go to school. The school committee worked on this last year but not very seriously or for very long.

Inclusiveness

According to the Head Teacher there was only had one student that she was aware of with problems. That one was short sighted and needed to sit up front. Teachers similarly could not identify anyone else with disabilities

They did however note two students with medical issues; one has heart problems and the other had epileptic seizures when too excited. The teachers clearly did not know how to handle this and it sounded like some basic first aid training was in order. The Head Teacher noted that there may be other health problems and she was going ask for information from parents if their children had problems. She also said there were a few cases where they could refer parents to take their children to health clinics.

Absences

Across 8 classes in Years 1 to 4 involving 252 students 19% of boys and 10% of girls were absent on the day classes were observed. This is a high rate of absenteeism but is somewhat distorted by a Year 3 class of 31 students in which 8 boys and 2 girls were absent. It was notable that in two Year 4 classes only one student, a girl, was absent from 72 students.

According to school committee members, there are between 13 and 20 children in the surrounding area not in school. The committee has not been active in managing these non-attendees but thinks that most are working as home helpers, baby sitters and fishermen.

Buildings



The refurbished buildings are of very good standard and seem to provide a pleasant learning environment at the school. Each classroom has a flower bed outside maintained by the class teacher. Classrooms are well decorated with posters produced by teachers and children's work. They are well set out for lessons. Some teachers have established reading corners and students make good use of these when they have finished their assigned work. All students have desks and appear to be comfortable.

The large number of children at the school suggests that the refurbishment may have had some impact on enrolment but no figures on previous enrolments were gathered so it is not possible to be definitive. However, school committee members noted that a number of children travelled from very far away to attend Abaunamou.

Interestingly, while interviewing teachers one afternoon at the school a storm started. Wind roared through the library building making it difficult to hear and blowing things around the room. It gave a great insight into what it would be like to teach in such circumstances and more importantly, that to try to do so in an refurbished building would essentially be impossible.

General Observations

The team was very favourably impressed with the quality of teaching and student performance that they observed in Abaunamou Primary School. The cleanliness and good order of the school compound, office, library, classrooms and toilets was a very noticeable feature of the school and it was observed that parents waiting for their children were often engaged in cleaning and tidying up.



Nauranke Ranga Primary School (Tabonuea)

Nauranke Ranga was established six years ago after the adjacent village, Tabonuea, petitioned the government for a new school because the next closest school was too far for their children to walk. In the six years since then the school has become a focus of the village and a source of pride.

The village has around 45 families and the school has around 50 students. It teaches three multigrade classes of Yr1/2, Yr3/4, and Yr5/6. It also has a preschool attached which appears to be run by mothers from the village. Including the Head Teacher there are only two permanent teachers both of whom have been trained on the new curriculum. The Head Teacher teaches the Yr1/2 class. The Yr5/6 class is taught by a Monitor.



The school is located on the edge of a small bay and benefits from cross breezes. Large shade trees around the school compound keep the temperature relatively cool. The teachers live in the school compound and there is a limited supply of electricity from a few small solar panels and a generator. One building on the far side of the

compound is the designated smoking house. Smoking in other parts of the school is strictly banned and fines are applied if this rule is broken.

New Curriculum

The new curriculum is being taught successfully in Years 1 to 4. The children were actively engaged and clearly enjoying their lessons. Many were signing on their way home in the afternoon. The children were extremely well behaved for the whole day which was perhaps due to the small class sizes. Each year has between 8 to 12 children.

The Head Teacher said that under the new curriculum all children have been able to achieve the all learning outcomes. In the first term they had some problems with the Year 1 children getting used to the new curriculum but now they find it very interesting. Initially they found it a little boring because it covered some of the same ground they had already learnt in preschool but that was of benefit to the slower learners and generally not a problem.

The teachers also noted that materials are very attractive (big book, posters etc.) Integrated lessons on all subjects help the students learn as there is repetition and reinforcement.

Most students seem to be achieving at a good level judged by their workbooks. In Year 1 and 2 only one child seemed to need more improvement in his writing skills. All the rest are able to read and

write in Kiribati. In Year 1 and 2 the teacher wrote on the board and children read and answered questions in Kiribati demonstrating good understanding. In Year 3 and 4 the students participated actively in the English lesson. They read from the Big Book together. The teacher asked questions. Students answered the questions perfectly. There were different exercises for the two different Years taught.

According to the teachers, the introduction of English in Year 2 is the most problematic. The transition to Year 3 does not seem to be working as well as it could. The teachers suggested that class two should introduce some English phonics, letters and some simple words. The issue here appears to be an expectation that by Year 3 children should be able to read and write in both English and Kiribati. For example, the Year 3 teacher told us that children could not pronounce English words.

Classroom Teaching.

Both teachers were using the new curriculum (KTC) lesson plan format. It appeared to be being used correctly but and they were doing the end of lesson evaluation but they did not appear to be using that to inform the next lesson. Both teachers said the MoE lesson plan format was too complicated and took too much time that could be used to prepare activities. It was noted that the Head Teacher had signed off the Year 3 and 4 lesson plan demonstrating that she was at least supervising this aspect of teaching. In both classes the teaching that was observed matched what was in the lesson plans.

The teaching at this school was judged by the case study team to be child-centred and of a better standard than in some of the other schools visited. Teachers explained the work and the children worked on their own or in groups. The students knew what to do and understood the instructions given. In Year 3 and 4 the teacher gave them activities and then the children presented their work. Students were offered a choice to present either in T-Kiribati or English. One group chose to do it in English. Each group's presentation was in a different style.

It was noted that each child was given attention and that the teachers were giving more attention to slow learners. The children were confident and happy to present in front of their friends. They were able to express their ideas freely.

Various approaches to assessment were being used and assessment results were well detailed and organised. Progress reports were kept. Portfolios were used but in the Year 1 and 2 class but no checklists were included. Student work books showed a range of activities and their achievement levels. Teachers noted that students were relaxed and not panicked in the way they would be if testing was continually being done. One teacher noted, "they carry out their work activities without noticing they are being assessed."

School Leadership.

At one level very little attention was being given to school leadership. The Head Teacher noted that although she had been trained in the new curriculum for Year 1 and 2 but she had not been trained to be a Head Teacher and she thought some training in this regard would be beneficial.

She said that she was very fortunate that she received excellent support from the community which was undoubtedly true. The fact that it was such a small school was also a benefit but there were

also challenges in managing the multigrade¹ classes with only two permanent teachers. A monitor was teaching the Year 5 and 6 classes and both permanent teachers were providing her what support they could but this did not seem to be a very good situation.

Beyond support for the monitor there was no time for any professional development. Both permanent teachers were clearly stretched in coping with the load they had.

Community Participation.

The school had both a school committee and a school improvement plan (SIP) committee. All committee members were male but when the men are absent are represented by their wives. At our meeting one woman attended. Although notionally separate with different membership the two committees effectively work as one. The two committees have 13 members between them although we were told that two people have quit. The school committee is elected by the village while the Head Teacher has invited membership of the SIP. They appear to just be filling Ministry guidelines in this regard.

The committees are very active having built wells, installed a water tank that was donated by the local church, built male and female toilets, a fence around the Maneaba, planted shade trees, and most impressively have constructed a library building. The library houses the MoE resources and has a blackboard so can be (and is) used as an additional classroom. The Head of the School Committee said that they want to get more books but according to the Head Teacher there are a reasonable amount of resources because the allocation only needs to be shared between three classes.



The committees have finished their action plans for this year and will soon be meeting to decide next year's activities. There is a clear sense that the SIP is a continuous improvement process. The Head Teacher says that the committee wrote down their SIP and this was given to the District Education Officer who promised to copy it and send it back. They do not have a copy but it doesn't matter because they remember what was in it and have done everything for this year.

¹ It is likely that the case study team paid insufficient attention to this comment as this was the first multigrade school visited. Subsequent school visits revealed significant problems with multigrade teaching. Although no such problems were observed at Tabonuea it may simply be that the team was not alert to this issue at the time.

Inclusiveness

There is one child in the village with some disability. He has difficulty speaking and has limited mobility in one hand. He is in Year 2 and although regarded as being a slow learner can read and write at the appropriate level.

Absences

All but one of the village children were in school on the days visited. The missing one was a girl who was sick. Because of the small size of the village and the fact that the village is engaged with the school it is easy to tell that all the children are there and attendance is not an issue that needs serious management. Apparently there had been an issue with lateness in the past but this is no longer an issue.

Every night at 9pm the village bell is rung to signal that children should be in bed. This is enforced by village and notionally fines apply for families where children are found out after curfew.

Buildings



The three classrooms were small, dark and built in the traditional style. Children sat on mats on the ground. It was not possible to decorate the classrooms or display children's work. The library was also built of local materials and had a coral floor but was more sheltered and did have some displays. Despite the quality of the classrooms, however, it was noted that this did not seem to affect children's attendance or participation. Children were happy and engaged for the whole time we were present.

In the morning before school a number of children came early and swept the area around the classrooms. They even swept the beach.

General Observations

The most noticeable feature of Nauranke Ranga (Tabonoue) was the high level of community engagement which had made the school a source of pride and the level of dedication of both teachers and students.

Not only were children happy and achieving well but it was noted that discipline was strong without any obvious enforcement. Children came to school on time, wore uniforms, obeyed the bell with regard to break times and participated actively in classes. It was a most impressive school.



Anderson Primary School. Butaritari.

Anderson is a very remote primary school at the northern end of Butaritari. According to the Head Teacher the school was named after a teacher from the Kiribati Teachers College but he was not too sure about this. It has just over 50 students and three teachers. It serves two villages with most villagers living just next to the school. The school has one brick building which is the store room and



one classroom. Two other classrooms are traditional style huts and there is also a preschool which is also in a traditional style hut. Some classes are also taught in the *Maneaba*.

The Head Teacher has recently retired after 5 years at the school. There was confusion about his retirement date because the Ministry has three different dates of birth for him. He retired in September but has stayed on at the school as a contract teacher until his replacement arrives at the end of the year. The school

has two other permanent teachers and four monitors. The monitors are teaching classes.

The Head Teacher does not appear to be teaching anymore which may be because he has retired but he does wander around keeping tabs on what is happening. Previously he did some teaching but has been away for most of the term and only returned on the day the case study team visited. He keeps a daily log which makes for interesting reading about the details of school daily life.

The school does not seem to have the same level of energy as Tabonuea. Most students are not wearing uniform although five or six children were. This may be because of poverty levels in the village but it was noted that the school committee all had matching lava-lava in the school colour. Many of the students wander around freely during class time. While meeting with the School Committee during class-time several students wandered over and no one seemed to take any notice. During break some of the children were fighting and nobody seemed to notice. Two girls wandered out of class ostensibly to sharpen their pencils which took a considerable time. Generally it seemed there was little control over student behaviour.



New Curriculum

According to the Head Teacher the new curriculum is good because now children can work more independently. He specifically mentioned that the new curriculum was more child-centred and emphasised that this was the main difference with the previous curriculum. The students apparently found the new curriculum easier than before but he stressed that they all have difficulty speaking English. He said that he had not found any real challenges introducing the new curriculum despite having four monitors engaged in teaching who have had no formal training. He said that he taught the monitors how to do lesson plans.

The teachers said that the new curriculum made teaching simpler and achieving learning outcomes easier for students. The teachers said that the main difference was that students could no share opinions openly, politely and respectfully. The Year 3 and 4 teacher said that the new curriculum made teaching of T-Kiribati and English more effective.

The MoE materials were clearly available in the store room and while I was there several students



came to request new workbooks. Their old books were checked to see that they had been used and then they were given new books. Nevertheless, the Head Teacher says they lack teaching materials and would like some more books and audio materials. “That’s our main problem”, he said. Teachers also complained of a lack of basic resources including coloured pencils and staplers and the Year 1 and 2 teacher said that they did not have a teacher’s guide for their years.

The students were very outgoing and happy to engage with the case study research consultant and practice their limited English. This is in contrast to the students at several other schools who did not engage with the Consultant but this may have been because of the presence of other adults. In Anderson there was less supervision and they may have felt less restriction in interacting.

Classroom Teaching.

Teachers reported that multigrade teaching was a problem. Since topics are different for each year this meant they often needed to teach different topics to the two different groups in their classrooms which they said made teaching slow.



There was a clear difference between Year 1&2 taught by a qualified teacher and Year 3 taught by a monitor. In the year 1&2 class the lesson plan was well prepared using the new curriculum format and was taught according to the lesson plan. There did not appear to be differentiation in the lesson plans for slower learners but the teacher was giving them extra attention. Student workbooks showed clear improvement from one workbook to the next. Nevertheless, the teacher did not appear to be using

student-centred techniques although some students were working independently. Children responded well to questions asked.

The children in Year 1&2 were using portfolios and these were up to date and had evidence of recent work and assessment. There was some evidence of evaluation of previous lesson plans and the identification of two students with problems but the next lesson plan did not show any extra attention

to these students. Nevertheless, there was evidence that each student had been reviewed every day. Slow learners who had been identified showed an improvement in their workbooks over time.

No lesson plans were available for Year 3. A monitor was teaching the class. The regular teacher had been in Tarawa since the beginning of term with a medical problem. The monitor was setting maths problems on the board and the students were doing them on their own. A few students were working with the teacher. Not all the students were engaged in the class. Some were reading. It was not obvious that different student needs were being catered for. Despite not having a lesson plan the monitor said that the new curriculum lesson plan format was easy.

Student workbooks reflected the learning outcomes but were not marked by the teacher. The books were not well organised and it was difficult to judge whether students were achieving or not. One student had written in her book upside down and others were missing many pages. Monitoring of school books was poor.

In Year 4, the monitor was also not using an appropriate child-centred approach. They were just teaching from the blackboard. There was no evidence of assessment done in the last few days. There were no recent portfolios of students to be seen but there were some old portfolios dated 2013 so they have been used in the past. The monitor did not know anything about portfolios.

A Year 4 English lesson was observed. A teacher (a permanent teacher) was reading from the big book. She pointed to words as she read. Some of the students followed her but others were looking outside. She wrote some words on the blackboard and the students copied her. She explained the words in T-Kiribati. No attempt was made to engage all the students in the lesson and it appeared that only a few could follow the lesson.



School Leadership.

Every morning the Head Teacher says he had a briefing with the teachers but the teachers did not corroborate this information. He also said they had a weekly meeting which was confirmed by the other teachers. Other than that, he manages by wandering around looking at the classes in progress. We did not see a morning briefing but the Head Teacher did wander around. By his own assessment the Head Teacher said he was not good at management and often got angry with the teachers. This was born out in his log book where he related a number of conflicts. Teachers not submitting their daily books appeared to be a major area of concern.

Teacher absence is not a problem but student punctuality has been and there are several long term absences recorded in the attendance books. The Head Teacher says that he spoke to the school committee about attendance and they stood someone at the school gate to take names of those who came late. We saw no evidence of anyone taking any notice of children being in school or in class.

The Head Teacher says he does not have any particular problems in management but does not do much in the way of professional development for his staff. However, when he returned from KTC after doing his cycle training on the new curriculum he says he passed on some of the course content to his teachers and monitors.

Community Participation.

The School Committee is the same as the School Improvement Plan Committee. It has about 12 members and they say they meet every Wednesday with the teachers and pre-school teachers. The school committee is made up from the two villages and is about 50/50 men and women. Their roles are:

- Meeting visitors to the school
- Helping teachers who have problems
- Maintenance in the classrooms and teachers houses
- Checking that teachers are at work.
- According to the Head Teacher the School Committee also remind them of their failures.
- The school committee also rings the bell at 9.00pm to tell students to go to bed. If children are up after 9.00pm the parents are fined.



According to the Head Teacher the School Committee do routine maintenance but only if they are paid. They do have a School Improvement Plan which was given to the DEO but the Head Teacher has a copy. Action plans concern fixing toilets and building a better water tank stand but neither have been done. The brick building at the school was not built by the committee. It was there before the Head Teacher arrived at the school. In summary, no new buildings have been erected, action plans have not been done and maintenance is only done for money.

Accordingly, it is concluded that the committee does not support the school very actively.

According to the School Committee parents are much more active in the school now. They ensure that their children attend on time and are prepared and are not burdened with family tasks. This seems doubtful since an investigation of absences showed several children were away and some of them had not attended for a long time.

According to the former Head Teacher, parent teacher meetings are held every month. About half the parents come but some parents never come. He says that they show the parents the children's portfolios. This is at odds with the observation that portfolios are not kept up to date in most of the classes.

Inclusiveness

The school does not currently have any students with disabilities but they did have one last year who had a physical disability. He has since gone on to Junior Secondary School.

In Year 3 there is one student who finds it difficult to talk but he was reading and writing normally. No students with disabilities were observed in Years 1&2

Absences

In Year 3 from the last 30 school days there were 7 absences from 14 students. One was absent on that day attending a family funeral. In Year 1&2 there were four girls absent on the day we visited. One of these is likely to be a dropout since she has not attended since Week 1.

The school committee also reported that there are two children who live with their grandmother who do not go to school. They have recently arrived from Tarawa. One of them had an accident. The School Committee said they spoke to the grandmother about sending them to school and she said she would but the children have refused to come. The Grandmother makes the children do household work.

General Observations

Monitors are teaching classes in place of trained teachers. The monitors do not have the requisite teaching skills or curriculum knowledge and are not well supported by other teachers.

School discipline was poor and children were often out of class and not engaged in lessons.

The school community does not appear to be actively engaged in the school and has not done any of its proposed actions.

Absences are a problem at the school and are not being well managed.

There was no evidence that teachers really understood the concept of student centred learning.

Assessment practices were poor.

Route Primary School



Route school is a remote school in the North of Nonouti built in 1998 mainly out of Masonite with one brick building. By truck from the Island Council it takes around an hour and a half of slow travel down a pockmarked road to reach it. The school serves two villages. One is adjacent and is where the teachers live. The other is a short distance further North. The next closest school is the Peace Corps school 45 minutes to the south. A visitor's book shows that the school seldom receives visitors, only seven this year and two of those were

from KEIP to do the SED survey. The most recent visitor was the Kiribati Teacher's College coach who came a month ago and visits approximately every six months.

The school is close to a lagoon on one side and the beach on another as a result of which it is exposed to the elements. The school committee has built a seawall on the lagoon side which has mitigated the effects of runoff at high tide that previously plagued the school but a week before the case study team visit strong winds destroyed three classrooms and have seriously damaged others. Gutting supplying the school's only water tank also came down in the storm. Fortunately, despite the damage, there are enough functional classrooms to conduct classes although one has a large hole in the wall which allows students to simply walk out if they choose. Two children did this during the team's visit.

The school has two contract teachers and two permanent teachers including the Head Teacher and 98 students. The two contract teachers, a married couple from the area, have completed the KTC training on the new curriculum. This is unusual, the team has found only one other contract teacher who has done the KTC training. The contract teachers teach Year 1 and Year 2 respectively. The Head Teacher teaches a combined Year 3 and 4 class. The other permanent teacher who is on her first outer island assignment teaches a combined Year 5 and 6 class.



The school grounds are spacious and clean and dominated by a large maneaba. The other significant feature in the school is a library lined with an eclectic collection of English language books including atlases, encyclopaedias and copious works of fiction and non-fiction donated by the Mormons in the

late 90s. Most would be beyond the capabilities of primary school children and unfortunately it appears the library does not get much use beyond looking impressive.

New Curriculum



The teachers are trying their best to implement the new curriculum but it is apparent that they are struggling and frequently resort to previous teaching styles and content. Despite having been trained by KTC the Year 1 and 2 the contract teachers have not been following the instructions on language and regularly use more English than is supposed to be introduced in these years. It is clear in subsequent discussions that neither they nor the Head Teacher really understand the principle of a phased introduction of English. They noted for example

that children in Year 1 could read in Kiribati earlier than before but at the same time felt that Year 3 children were a bit slow in English reading. It may be that this is an extreme example of something we have seen at other schools where the underlying rationale for Kiribati instruction in Year 1 to 3 is not well understood.

One aside that teachers mentioned that had also been heard in other schools but was perhaps not given enough weight is that the reading texts in Kiribati for Year 1 and 2 are considered to be too long. Students tend to lose interest, the teachers said.

All teachers have lesson plans and are using the MoE format, or at least an abbreviated form of that format. This was because when the District Education Officer last visited they were told-off for using the new curriculum (KTC) format. In the teacher's view the lesson plan is unnecessarily time consuming and takes away from classroom preparation. The lesson plans they write do not identify the individual needs of students but it was noted that when the teachers actually taught the lesson in class they did address different student capabilities and gave more attention to those who were struggling. In general the lessons seemed to be achieving the learning outcomes but some children also appeared to be falling behind.

There was some variety in assessment approaches were being used in classes and all students had a checklist but this did not appear to be being used to shape the teaching and it was not clear that teachers knew how to use it properly. One teacher said they had shown the checklist to parents who were confused by it and they had reverted to using exams because they said that parents preferred this. It was a little difficult to get a full picture of classroom assessment as the recent damage to the school had destroyed a lot of the children's work. Class 3 and 4 students had portfolio's but they were not well organised and did not appear to be being used effectively for assessment purposes.

Classroom Teaching

Some of the teaching could be described as child-centred and other is clearly teacher-centred. As the Head Teacher explained child-centred learning takes a lot of preparation while teacher centred is easy to prepare but takes more effort in the class room. Generally in the Year 3 and 4 classes he was using a more traditional teacher-centred style for maths and some other subjects but in language he was more child-centred. One of the other teachers had divided the class into groups which they said was following the teacher's guide but interestingly it was noted that, consciously or not, they had divided the class into ability groups and were giving the slower group more attention.

Generally classroom control was an issue and this appeared to have been exacerbated by some of the damage to classrooms. Children seemed to wander freely in and out of classes and wander back to the nearby village when it suited them. In the Year 1 and 2 classrooms, in particular, some children were engaged in the lessons being taught and others clearly were not. Attempts to engage children in conversation out of class were largely unproductive in either English or Kiribati which was quite different to many of the other schools visited.

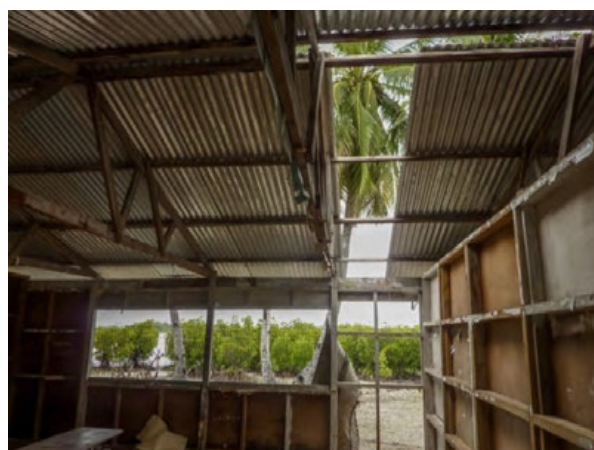
In the Year 3 and 4 classes teaching mixed grades was a problem and the Head Teacher discussed this at length later in the day. Teacher guides for the two classes do not match up so that if he followed both guides he would be teaching different topics at the same time to two different groups in the classroom. Even where the same subject was being taught he was having difficulty pitching the teaching to the right level. He said, "if I teach to the Year 3 class the Year 4 are bored but if I teach to Year 4 the Year 3 cannot follow". This problem appears to be one of not having effective strategies for multigrade teaching and perhaps an over reliance on the strict letter of the teacher's guides which were clearly not designed to this situation. The teachers preferred solution to this problem was to have more teachers and no multigrade classes. Since multigrade classes are common in the outer islands it is likely this situation is repeated elsewhere.

School Leadership

The Head Teacher has a full time teaching load and has little time to observe the teaching of the other classes or to provide professional development. Since the teachers live in the same compound and there is some opportunity to discuss problems arising but only if these are raised by the teacher concerned.

The teachers have clearly benefited from the KTC coaching and are very appreciative of this support. They asked the coach for support on lesson plans and also some support on English bridging for the Year 2 to 3 transition. It is not clear how effective this was but just having some support from outside is clearly very significant to these teachers.

The most pressing problem for the Head Teacher is the damaged classrooms. He has reported the matter to MoE and is hopeful that someone will come to make an assessment soon. It will require some new materials and a carpenter to repair.

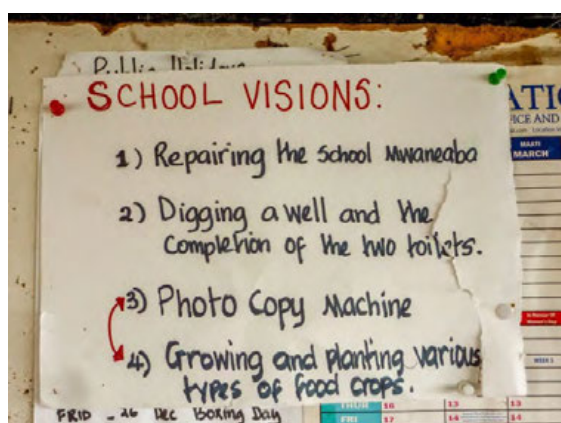


All teachers remarked on the lack of teaching resources. They asked for more library books which was taken to mean more age appropriate library resources. They also said they did not have enough charts, pens and most urgently staples. They noted that school supplies always come late, well after school starts.

Out of school children are another matter of concern. The Head Teacher is of the view that there may be between 10-20 school age children who do not attend. When this was discussed later with the School committee they seemed doubtful that it could be that many but they have not been actively involved in encouraging attendance.

Community Participation

The school has a strong School Committee and a School Improvement Plan (SIP) committee. As in other places these two committees are constituted separately but effectively work together. The School Committee members are paid by the Island Council but the SIP committee members are volunteers. Taken at face value this does not seem to cause any difficulties.



The school has a SIP which is displayed on the wall of the now damaged teacher's room. It lists four items for support, repairing the Maneaba, digging a well for the toilets, buying a photocopier and growing and planting various types of food crops.

Of these the first two have been done. They are active in fund raising for school prizes but according to the Head Teacher buying a photocopier is too ambitious and beyond the capability of the villagers. In any case it was noted that the school does not

have any electricity apart from a few small solar panels in the teacher's compound.

Beyond the SIP the committees have done other maintenance work such as putting coral in the children's toilets and building a seawall behind the toilets to mitigate flooding of the school compound. They have also instituted a curfew for children in the village. The school committee suggested that a hand washing program was the next thing they should approach.

Interestingly on Nonouti there is a meeting every term of all school committees and Routa is active (according to them) in encouraging other school committees to support their own schools.

Inclusiveness

It may be a measure of the lack of contact the Head Teacher has with the other classes because of his teaching commitments that he was unaware that there are two children, one in Year 1 and one in Year 2 with significant hearing problems. The teachers manage this by having them at the front of the class and repeating things to make sure they have heard.

Other than this there is a girl, who happens to be Head Teacher's niece, who has epilepsy. It is likely that this would not have been mentioned to the case study team but during the interview with the head teacher she entered the room in a distressed state and began to have a seizure. The Head

Teacher new exactly what to do to keep her safe and the situation was managed successfully. The girl has missed a lot of class time because of her medical condition. While she should be in Year 5 she is currently in Year 4 to compensate.

Absences

As noted above the Head Teacher felt there were a lot of children out of school who should be attending but it was difficult to get a firm estimate of numbers. Certainly the School Committee did not think that there were as many as the Head Teacher. They thought he was probably counting children who were now too old for primary school. Most of these are engaged in fishing and coconut gathering.

In contrast to other schools there did not seem to be a lot of older children in classes, which the Team has been using as a marker of children who have started late and were most likely previously out of school. However, it was noted that there was one boy in Year 4 who by age should probably be in Form 1 or 2 in JSS.

On the day visited in Years 1 to 4 there were six children absent from 74. All of those absent were boys.

Buildings

The classrooms were solidly built and until recently have obviously served the school well but the recent damage has rendered about half the school unusable and vulnerable to further structural damage. There are still enough classrooms to cater for the current classes but it means that combined classes must share a classroom which exacerbates the problems of multigrade teaching.



Another unusual feature of this school was the use of desks. These were a mixture of low desks where students sit on the floor and tables with a built in chair. It seemed that these were being used for the older students. It was clear that the teachers were trying to create the best possible school environment with what they had at hand.

General Observations

An unusual feature of this school was the reticence of children to talk to the visitors. This was true of both the westerner and the two local researchers. In other schools children have often distracted by the team's presence and keen to interact. At this school children generally did not respond to greetings and overall seemed to be less talkative than in other locations. On the other hand, many of them were out of class as it pleased them so it did not appear that strict discipline was the cause of the reticence. As noted above visitors to the school appear to be infrequent and it may be that this contributed to this response.

Kabeni Primary School

Kabeni Primary School was a replacement for Tiantaake School that had originally been selected but could not be reached because of damage to the causeway. Kabeni was judged to be a similar school in that it is a small school serving a remote village that teaches multigrade classes.



Kabeni is at the southernmost tip of Nonuti about 2 hours by truck from the Island Council Office. The road is rough and frequently inundated by sea making progress slow. Kabeni primary serves two adjoining villages. The school is small with three multi-grade classes; two permanent teachers including the Head Teacher and one monitor who teaches the Year 5 and 6 classes. Its size is most similar to Tabonuea School on Butaritari.

Classrooms are built in traditional style but have relatively poor airflow making them hot for lessons. The Year 1 and 2 class in particular is well decorated with charts and posters and examples of the children's work. There are two low desks but Years 3 to 6 have more desks, also of the low variety used by students sitting on the ground.

Class sizes are small; only 11 to 12 in a mixed class. Children were friendly but seemed to have less English than in some of the other schools visited. In class they were engaged, concentrating on their tasks and seemed to be enjoying learning.

The main village is adjacent to the school and teachers have quarters next to the school. Some of the teacher's quarters such as the main kitchen are in poor repair but overall the school is neat and decorative plants adorn the main compound.



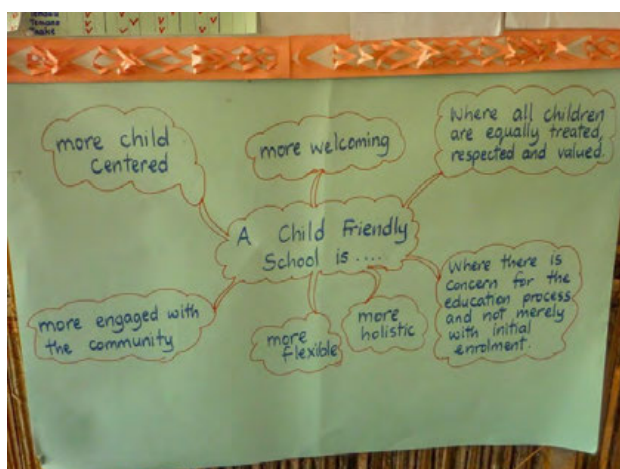
Adjoining the Year 1 and 2 classroom is a small teacher's room that contains stores, various administrative records and has a small library that contains readers from MoE. This building is the only one to have an iron roof. A large cement water tank at one end is not connected because guttering has collapsed. At the other end of the building is a newer plastic water tank but this is also empty although it appears to be connected. The only source of rainwater is therefore the village clinic some distance away (approximately ½ a kilometre) and children ferry water back and forth. There are two wells that serve washing purposes.

The school is at the tip of the island. On one side is sea and on the other a lagoon fills the curve of the island. There has been some recent trouble with sea inundation but it does not appear too serious although it did result in the death of a large breadfruit tree in the teacher's compound.

Overall the impression is of a relaxed but well-functioning school. Children seem happy and unstressed. All ages play together happily during the school break. Strangely noticeable is that boys substantially outnumber girls. In Years 1 to 4 there are 5 girls and 15 boys. According to the school committee all children are in school and it just so happens that there are more boys in this village.

New Curriculum

The children are engaged in their classes and seem to be enjoying learning. The Year 2 students demonstrated some considerable creativity in answering questions which impressed the observers and was rated as amongst the best they have seen. However, there are serious issues in teaching the multi-grade classes despite the small overall class sizes. Teacher's evaluations of lesson plans reveal that lessons are frequently unfinished and have to be carried over to the next day. The teachers complain that the topics of lessons in respective grades do not match up which it makes it difficult to work with two classes at once. It is clear that they sometimes rearrange the syllabus to try to match up topics better to get around this problem. One good example of how they were coping with this was observed in the Year 3 and 4 class where both studying a poem and then the teacher asked different questions of each Year. It was noted that the poem was not part of the required reading and had been chosen for the convenience to teaching both years.



Both student centred and teacher centred teaching was observed but in the main the teachers were using good student centred approaches. There were only a few students who seemed to be having difficulty across the four years and teachers were observed to be giving these students extra attention. However, there was nothing in the lesson plans to indicate that individual differences were being planned for in developing activities.

Interestingly, both formats of lesson plans were being used and this seemed to be a matter of personal preference of the teachers. The District Education Officer had visited and insisted on the use of the MoE format but one of the teachers chose to ignore this instruction preferring to use the new curriculum (KTC) format. Lesson plan evaluations were done at the end of the day but it was not clear that this fed into future lessons. Both permanent teachers helped the monitor with her lesson plans and resolving any teaching problems she encountered.

It was evident that both teachers assessed children's performance at the end of each topic. Good records were kept. Portfolios were kept in teacher's rooms to keep them safe and were found to contain a range of assessed work. End of Term progress reports on each student are recorded on the wall of the teacher's room. However, teachers remarked that parents did not understand the new curriculum approach to assessment and requested more exams. In part this seemed to be

related not just to expectations from previous years but also because exams provided an opportunity for prize giving which the parents enjoyed.

Both parents and the Year 1 and 2 teacher appeared to be of the view that the new curriculum was actually too easy for the students and they needed more challenging work. One example given was that Year 1 was only required to learn to count up to 10. In fact, many of them could already do this from pre-school and the teacher wondered why counting up to 99 was reserved for the Year 2 class.

The same issue was mentioned with respect to teaching of English with the clear view that students were not being challenged enough. As in other schools there was a view that the Year 2 and 3 classes should be doing more reading and writing in English.

Classroom Teaching

Both teachers observed were excellent teachers. Their students were focused on their lessons and there was very little movement of students out of class. No doubt this was partly to do with the small class sizes but nevertheless it was clear that both teachers had good classroom control techniques.

The presence of many more boys than girls did not seem to have a discernible impact although it was noted that when asked to form groups the girls made sure to be in the same group.



School Leadership

WEEK	SCHOOL LEARNING/TEACHING FOCUS	HIT FOCUS/INSTRUCTIONAL LEADER FOCUS	SCHOOL ACTIVITIES	TIME
1	Classroom Environment - Child Centered and Inviting	Staff Meeting - Set up School Term goals and program.	Awareness of Toilet and Handwash with soap.	Mon - Friday
2	Implementation of New strategies on child centered.	Peer Assessment - Feedback	Cleaning the School Compound	Wed
3	Setting standards.	Working with School Committee - Term Program.	School Gardening	Tue - Wed
4	Assessment 1	Teacher Planning for Teaching.	School Gardening	Thurs - Frid
5	Learning goals for the Term.	Gathering	Making a Kumala pit	Tues - Fri
6	Improving Speaking Skills - speech - Dialogue.	invite the community	Silent Mad-Day Target \$20.	Fri
7	Improving Speaking Skills - Role Play - Dialogue.	Classroom observations and Feedback	Making a banana pit.	Wed - Thur
8	Learning Corners - Classroom Environment - Gentle learning	invite the community	Open Day	Fri
9	Remedial Class	Parents come to discuss on their child's assessment results.	Silent Mad-Day Target \$20	Fri
10	Implementation of New Strategies on child centered.	Teacher Peer Appraisal and Feedback.	Observations on Domain 2.	Wed -
11	Improving Reading Skills.	SIP Committee Meeting - Evaluate indicators	Cleaning the banana pit.	Fri

As a small school the Head Teacher said that there were few management issues to deal with. No professional development activities are conducted by the Head Teacher. She merely responds to problems that the other teacher or monitor raise with her. If they do not raise any issues she assumes everything is fine.

They are however, very appreciative of the KTC coach who came and spent three days with them on various issues.

Community Participation

The school has both a school committee and a School Implementation Plan (SIP) committee and as in other schools these two groups work together. There was no School Improvement Plan. Rather this seems to have been led by the Head Teacher who requests assistance and then the committees respond. There was no sense that either committee was proactive or indeed very active at all but in the words of the Head Teacher “they are active enough”. Basically she saw their role as providing basic maintenance, gardening and some fund raising which they do. Bingo is the main fundraising activity with the money used for prize giving. The village also contributes when there are visitors but being so isolated this does not happen very often.

When questioned the school committee and SIP indicated that they had not done anything about school attendance since this was not a problem in their village.

Inclusiveness

There is one student who has learning difficulties and has some trouble speaking. The teacher gives this student extra attention and they are now performing satisfactorily in Year 4. There is a student in Year 2 who is partially deaf and who sits at the front of class.

Absences

Attendance records are well kept. There do not seem to be any children in the village not going to school but on the day the team visited four students were absent from school. The SIP and School Committee were not aware of this and said that they would look into it. There was no reason to suppose that the absences were not for genuine reasons.

There is one boy in Year 5 who by age should be attending JSS but who started school late. He is doing well in school and seemed happy to be there.

Buildings

The buildings are traditional and no refurbishment has been done. Although the classrooms were hot with little breeze coming through the students were participating actively in their lessons. Some student work and posters were displayed particularly in the Year 1 and 2 classrooms.

The lack of rainwater is a serious issue and one that could be solved with a bit of guttering attached to the metal roof. It was surprising that this was not mentioned by either the Head Teacher or the school committees.



General Observations



Kabeni gives the impression of a tidy well run school that is doing a good job in educating its students. They seem happy, creative and achieving at an appropriate level. Teachers are dedicated and doing the best they can although they are encountering significant difficulties with multi-grade teaching.

The school committee and SIP committees do not appear to be as active as some others visited and it would give the school an extra boost if some way of motivating and

empowering these committees further could be found. There did not appear to be any real sense of ownership of the school by the village.

Bareaumai Primary School

The school is at the eastern end of south Tarawa near the airport. Previously the school was considered one of the poorest schools on the island and according to the Head Teacher who lived nearby 20 years earlier any parents who could afford to, sent their children elsewhere to study. Now the school has 441 students taught by 7 permanent teachers and 6 contract teachers. There is one teacher's aide. There are two classes for each year in Year 1 to 4.



Now the school has been completely refurbished through Australian Aid and gives the impression of a neat well-functioning school that would not be out of place in Northern Australia. Classrooms are organised in large blocks with several classrooms in each block. They are raised off the ground with access ramps at each side and stairs in the middle. Water tanks are attached to each school block and importantly are still functioning.

The grounds have been subject to some flooding issues which is why classrooms were raised. On one of the days the case study team visited the ground in the central area was muddy caused by changes to natural runoff because of the installation of a tennis/basketball court. Engineering company McDowell Connell had just brought a load of sand to try to rectify the problem.



Around the grounds there are benches for children to sit under trees. There is a compost heap prominently built at one end of the grounds to highlight the value of organic matter in the soil. The community has constructed a number of traditional style houses for teacher accommodation.

New Curriculum

The Head Teacher believes the new curriculum is working well. She sees as strengths that children can read in T-Kiribati in Year 1 and that even kids who are "not so smart" can learn at a good pace. She also mentions that under the new curriculum it is possible for children to move schools and slot straight in to what is being taught elsewhere because teaching is uniform according to the syllabus. In general, she thinks students are performing well and teachers are getting familiar with the new style of teaching.

However, the team's observation of classroom teaching revealed some significant differences in teaching between Years 1 and 2 and Years 3 and 4. Generally, the new curriculum is being taught well with student centred learning techniques in the younger years but in Years 3 and 4 teaching is more variable and more use of teacher-centred techniques is made. In the two Year 4 classes and one of the Year 3 classes the teachers added material from the old curriculum to make the lessons

more challenging. In the Year 3 class, a number of students wandered out of class and in one Year 4 class a number of boys were playing at the back of the room and taking no notice of the English lesson in progress. In the other Year 3 and 4 classes as with the Years 1 and 2 students were engaged and actively participating in their classes.

In Years 1 to 3 teachers are using the new curriculum (KTC) format for lesson plans but one Year 3 teacher did not have a lesson plan on the day classes were observed. In Year 4, both teachers were using the MoE lesson plan format. It was subsequently established that this is because they were engaged in TESOL training after school and were required to have lesson plans in MoE format as part of the course. Interestingly, both of these Year 4 teachers were contract teachers.

Teachers told the case study team that they rarely collaborated on lesson plans or on other aspects of teaching but have on occasion done so where the teacher's guide does not have sufficient information on how to teach particular topics.



A range of attitudes to assessment and practices were evident amongst the Bareaumai teachers. Both Year 1 teachers were using checklists and assessing work in student workbooks. In Year 2 one teacher was using a checklist written on a piece of paper and the other is using a portfolio approach. In Year 3 both teachers were using checklists and one had displayed a record of individual student progress in the classroom. One Year 3 teacher who had more than 30 students complained that she could not complete the checklists in time every day because they

were very time consuming. In Year 4, both teachers were using both checklists and portfolios. Both also had individual progress records for each student. In all classes, student workbooks were checked and marked every day and feedback was given to students in the form of brief comments. However, in interviews some teachers, predominantly Year 3 and 4, said that learning outcomes in the new curriculum were, in their view, mainly being achieved because there is a lot of repetition. They believe there is too much repetition and that the new curriculum made things too easy for the students. They think the new assessment approaches have led to a lack of discipline and would prefer more use of exams as was done previously. They note that some parents have also complained about the new assessment practices.

Classroom Teaching

During interviews some teachers expressed the view that an over-reliance on child-centred learning techniques was contributing to discipline problems. They felt the techniques worked well for smart students but were not benefiting the slower students who needed more direction. One teacher said that children were generally naughtier now and that it was hard to control them since she was not allowed to smack them anymore.

Most teachers complained that teaching resources arrived late, were not sufficient when shared amongst teachers, and were often of low quality. Another complaint was that lessons in the teachers

guides did not always match the topics they are supposed to be teaching and they were forced to make up their own teaching schemes. A specific complaint was about the 'big books' for reading which were regarded as very long and are too big to be completed in the time available. Students find them boring because they are too long. This latter comment was heard in several other schools.



The Head Teacher reported that there was a shortage of teachers' guides for Year 1 and 2 but that she had been able to solve this by personally visiting the CRDC and obtaining some more copies.

In common with other schools the Year 3 teachers complained about English under the new curriculum. They say students find reading and writing English difficult because it is new to them and they wonder why they are not introduced to reading and writing in Year 2.

School Leadership

The Bareaumi Head Teacher said that she visits classes to observe teaching 3 days a week. This was later corroborated by some teachers. She tried to cover one class a day so that in a month she has seen each class. She looks at the lesson plan and discusses the teacher's problems. "We discuss their evaluations", she says. "That is always the main thing to see it is addressed", she observes, adding that teachers addressing individual learning needs is a constant challenge. Amongst the eight case studies this is the only Head Teacher to discuss observing teachers and supporting them to improve their teaching.

Regarding professional development the Head Teacher also displayed a more sophisticated understanding than had been observed at other schools. While she did not have a professional development plan she said that she actively encouraged staff to go to workshops whenever these are offered. She notes that she is not in control of what training is offered, or who it is offered to, but she viewed it as part of her job to encourage teachers to make the most of the opportunities available. Moreover, she facilitated this by personally teaching their classes when they were away.

The Head Teacher has completed the new curriculum training with KTC and thinks it is good but noted that it is now some time since the Year 1 and 2 teachers did their training and it would be good if some refresher training was available for them. In particular she felt this needed to focus on teaching delivery issues. She also felt that TESOL skills were a significant weakness for many teachers. Her Year 4 teachers, who coincidentally were contract teachers, are currently doing TESOL training but she thinks it would be very beneficial if this training was more widely available to other teachers.

The Head Teacher is clearly proud of her school. She acknowledges that it is not without its challenges. "Our students are not really smart and teachers struggle to keep them interested" she explains. To address these weaknesses the school ran remedial courses in Term 1 to help them catch up. She said that both students and teachers participated happily and that it has made a difference to performance throughout the year.

Community Participation

According to the Head Teacher the school committee had been quite active in supporting the school. This is subsequently borne out in interviews with the school committee and school improvement plan committee who, although they meet separately, effectively function as one support group. According to the Head Teacher the committees function largely without her involvement. They meet every third Thursday of the month unless something more urgent requires attention.

Among the things they have done the most notable is that the construction of houses for a number of the teachers so that they can stay on the school grounds. The MoE apparently provided the materials but the committee members did the construction. They have also repaired a number of school desks using timber left over from constructing the new classrooms. The committee is also responsible for school security. They lock the gate after school and keep a watch to ensure there are no intruders.



The Committees have been active in encouraging parents in the six wards around the school to send their children to school and have instituted a curfew for bed time for the children at 10.00pm which according to the Head Teacher has made a marked difference and means that children now come to school with “fresh faces”.

The Head Teacher is full of praise for the committee and for parents. If the school needs something she just has to ask and the school committee helps with funding. Recently the committee raised \$50 from each ward to buy a \$300 sound system for the school.

Parents are welcome to visit during school hours and can often be seen cleaning the school grounds while they wait for their children. Until recently they also grew flowers and cabbages in the school grounds but unfortunately these were destroyed by the recent flooding of the school yard.

The School Improvement Plan was not sighted but was reportedly on the school computer. This suggests that it is not really an active document but things seem to be working well without it. According to the Head Teacher, but not mentioned by committee members, the next major activity is to build a school maneaba.

One notable feature of the Bareaumai committees, matched only by Abaunamou, is that membership is comprised of both men and women. Amongst the members interviewed there were eight women and eleven men. All other committees in schools in the case studies were

predominantly male. Whether this is something peculiar to South Tarawa or a consequence of greater project involvement through the refurbishment process is not known.

Inclusiveness

Although singled out in the research questions for the impact on inclusiveness it was noted that Bareaumai did not have an especially high incidence of children with disabilities. Four children were noted with some vision impairment including a boy in Year 4 who according to the Head Teacher, had previously attended the Special School but had asked his mother to transfer him to Bareaumai.

Although equipped with access ramps the school does not currently have any wheelchair bound students. The Head Teacher suspects that there are some students who have undiagnosed hearing difficulties and she is aware of one who has a speech impediment; which she described as “they can’t join up their talking”. All of these students are in regular classes and performing acceptably.

Absences

The school committee was aware of four or five households with children not in school. The school committees have visited these parents but the children still do not attend. In at least one case the parents were divorced and the parent with custody was not enforcing school attendance.

On the day classroom observations were done it was noted that 19% of all students from Years 1 to 4 were recorded as absent. Boys (21%) were more likely than girls (16%) to be absent but there was no discernible pattern across Years with children from all Years absent in significant numbers.

Buildings

The Head Teacher credits the school refurbishments as being a main driver of increased school enrolments. In 2014 there were 330 students at the school but in 2015 this number has increased to 441. Some of the new students come from a considerable distance away.



All classrooms have tables and children are able to store their workbooks in their desks. According to the Head Teacher the desks make a big difference to class room performance and to children’s enjoyment of lessons generally. Classroom displays in all but one classroom were extensive with charts and learning materials prepared by teachers and generally some form or display of students work making for pleasant classroom environments.

Both the school committee and the Head Teacher reported that the school used to experience a significant amount of vandalism. Two previous fences had been broken and some of the classrooms destroyed. Since the refurbishment the community has a new sense of pride in the school and are very protective of it. “They love their new school”, the head teacher said. The community now patrols at night and there has been no further vandalism.

General Observations

Bareaumi is an attractive and modern school that at first glance gives the impression of a well-functioning progressive education institution. Compared to other case study schools, the Head Teacher gave the impression of being an effective school leader with a strategic vision for how the school should operate and a concern for the professional management of her staff. However, at a classroom level many of the same issues observed in other schools were also evident in Bareaumi. Teachers appear to function with a high degree of autonomy and while undoubtedly dedicated and earnest had differing capacities to deliver the new curriculum effectively. The large number of contract teachers and their predominance in later teaching years may be a contributing factor to this performance.

Ainen Karawa Primary School



Ainen Karawa Primary was an additional school investigated in Butaritari since flight schedules allowed the case study team to do this. It is located not far from the council buildings and is the largest primary school on the island. It has about 190 students. It has spacious school grounds and a complex of brick classrooms supplemented by three new school buildings built in traditional style but with a cement base. All classrooms are decorated with posters and student work is displayed prominently.

The Head Teacher has been at the school for less than a year. She teaches the Year 1 class with a monitor as teacher's aide. Previously she was the Head Teacher at Tabonuea school. The school has seven classes; one for each year and two Year 4 classes which are streamed according to student ability. There are seven permanent teachers at the school including the Head Teacher and two contract teachers. There are also a number of monitors.

New Curriculum

The Head Teacher said that the New Curriculum rollout was going well and there was a clear improvement in student performance. Most notable to her was that Year 1 students, the class she taught, could already read by Term 3. This was in contrast to the students that she had seen in her previous teaching where often the even the Year 4 were having trouble reading and in maths. "Parents are surprised when they see that a Year 1 can read a book", she said.

One of the main differences she notes in the new curriculum is the attention to learning outcomes. These are available in the resource kits so teachers are compelled to address them whereas under the old curriculum they were not.

It was noted that lesson plans did not reflect individual student's strengths and weaknesses but attention to this was evident in the classrooms observed. There were many good examples of student-centred-learning approaches being applied which was generally better than in some of the other schools visited. Interestingly some of these examples were observed from monitors teaching the Year 3 class. In one class observed, the teacher explained the lesson to the students then broke them into groups and sent them go outside and collect objects. The task for students was to form the objects into a cube and then count down the sides to determine the volume. This seemed quite an innovative approach for a resource poor classroom.

Boys and girls worked well together in groups and no differences in teaching strategies for boys and girls were observed.

Student workbooks usually reflected the lesson plans except for some slower students in Year 4 who it was noted copied their work from the blackboard.

A range of assessment strategies were being used and portfolios for all classes were maintained. Interestingly these were not displayed in the classrooms, as in other schools, but were stored in the

blue boxes in the teacher's rooms. However, checklists were displayed in the classrooms. Student books are marked every day and progress was easy to follow. These teachers said that they found assessment under the new curriculum to be relatively easy because the intended learning outcomes were clear. They also noted that students often did not know that they were being assessed. Generally teachers felt the lack of emphasis on exams was positive and was much less stressful for the students.

Classroom Teaching.

In common with other schools the Head Teacher and other Teachers noted the lack of resources. In this school they received one ream of paper at the beginning of the year and have had nothing else since then. The Head Teacher observed wryly that they had plenty of markers but nothing to write on. She has been forced to beg writing materials from other schools and the nearby Junior Secondary School had been very helpful.

Similar to other schools, the difficult transition in English from Year 2 to 3 was noted. The Head Teacher said that Year 3 and 4 have a good teacher guide but there is no similar guide for Years 1 and 2. She felt that there should be more English in Year 2 with a focus on phonics and core words.

In general in all classrooms children showed engagement, enjoyment and understanding in their lessons. They were able to work independently and groups. Workbooks were well organised and demonstrated learning progress. The team was not able to witness an English lesson being taught.

School Leadership.

As a full time teacher the Head teacher says she does not have enough time with other teachers individually and rarely gets to see their teaching. As in other schools, they hold a group briefing twice a week and at this school they also have three staff meetings every term. Both teachers and the Head Teacher noted that the Head Teacher regularly checks their lesson plans. At the start of the term the teachers spent some time revising strategies but there was no more time for that. They have done an internal workshop on teaching from the big book. The KTC coach recently visited and did a three day program on teaching English and Kiribati which the Head Teacher thought was very beneficial.

One of the permanent teachers in Year 3 was on maternity leave and the school had adopted an interesting strategy of dividing up the lessons with each monitor teaching a Year 3 lesson. However, unlike in other schools, monitors were not left to cope on their own but had good support from other teachers. Every monitor was paired with a teacher who worked with them on their lesson plans and teaching activities. The team was generally impressed with the level of teaching they witnessed from the monitors. Apart from the Year 3 situation all monitors acted as teacher's aides. One of their main responsibilities was to prepare the materials for the next day's teaching.

Interestingly, two formats of lesson plans were used at the school. While the permanent and contract teachers used the new curriculum format the monitors were required by the Head Teacher to follow the MoE format. The teachers explained that this was because the old format forced them to plan their lessons out in more detail which was important for people with limited teaching experience. The Head Teacher reviewed each of the monitor's lesson plans for the next day after school.

Lateness of students was reported as a perennial problem. The Head Teacher spoke to the school committee about this at the beginning of the year but she noted that it has not really improved.

Community Participation.

The School Committee and the School Improvement Plan (SIP) Committee are the same. There are four villages surrounding the school and each has nominated members to the committee. The school has been divided up into four different areas and each village is responsible for maintaining an area. Although the school is neat and tidy it was not clear that the school committee was responsible for this.

In general, the School Committee is not working well. They met at the beginning of the year and produced a SIP which is displayed on the wall in the teacher's room. For the most part it has not been implemented. One of the main activities was to dig a well for the toilets but when it came time to dig the well only one village turned-up and the well still has not been completed.



Three of the classrooms leaked and there was a plan to fix these when some new roofing iron could be obtained. One classroom was fixed with iron roofing from the Junior Secondary School but the committee were waiting on the MoE to supply roofing materials for the other classrooms. Apparently this had been promised.

The School Committee has not met this term and many of the members were not available for interview because they were in Tarawa for a cultural celebration. There was the strong impression that the School committee had started well but quickly run out of steam.

No parent teacher meetings had been held at this school.

Inclusiveness

There was one student with a speech problem in Year 4. Although they struggled to express themselves this did not affect their participation in class and the student did not have problems in reading and writing. They were achieving at a satisfactory level.

There was a boy in Year 3 who had some vision problems. They boy sits in the front of the class and participates normally.

In the previous year there had been a student who was very disruptive in the Year 1 class. The Head Teacher (not the current one) was unable to control this student and he has since moved to a different school.

In the village there is a girl who cannot talk; she does not come to school. There is also a boy in a wheelchair who does not attend either. The Head Teacher observed that it would not be possible for him to attend because the grounds and the buildings are not well suited to a wheelchair.

Absences

On the day visited there were 30 students absent from Years 1 to 4. This is obviously a high percentage (approximately 16%) but seems was primarily because a number had accompanied their families to Tarawa for cultural celebrations.

There are some children in the local villages who do not come to school. It was difficult to get a definitive answer about how many but earlier in the year the school committee had visited about 10 parents who did not send their children to school and some of them sent their children after that. However, at least four of these children had subsequently stopped coming again and there had been no further follow-up. There was discussion at the school committee about getting the police involved but this was not done.

Local Researcher, Tatai Teburoro had previously visited one house during the SED surveys at the invitation of the head of the School committee because there was a child who was not going to school. The parent promised Tatai to send the child to school but it was noted in this visit that the child was still not attending.

Buildings



The presence of brick buildings gave the school a different feel to other schools visited in Butaritari and was most similar to Abaunamou (a refurbished school) in South Tarawa. The buildings clearly made for a cleaner and more conducive learning environment for the students and most noticeably allowed student work, posters and learning aids to be displayed on the walls.

However as noted above three of the classrooms were leaking and there were clearly no resources to fix this problem.

General Observations

In contrast with some of the other schools visited the students at this school did not seem to be distracted by the case study team's visit. They were generally absorbed in their lessons and largely ignored the team's presence.

This was a neat and tidy school. Teachers were impressive in their dedication and there was an innovative strategy in place to utilise the monitors well, while supporting their professional development.

On the other hand, the school committee did not appear to be functioning well despite earlier good intentions. The lack of involvement of the school committee raises questions about sustainability which given that Ainen Karawa is the largest primary school on Butaritari is a potentially serious issue.

Tauraoi Primary School¹



Tauraoi Primary School is the largest primary school on Nonouti and is co-located with the Island's only Junior Secondary School (JSS). It has monograde classes for Years 1 to 6 and around 150 students. There are 4 permanent teachers, a contract teacher and a monitor who take a class each.

The Head Teacher has only been in the job for two weeks as the previous Head Teacher has been appointed to become an Island Education Coordinator and had left for training in Tarawa.

The new Head Teacher teaches the Year 4 class. The previous Head Teacher did not teach a class.

The school is a comfortable walking distance, about ½ a kilometre from the Island Council and not far from the Island Council Guest House. It is comprised of two long semi-brick semi-masonite buildings with metal roofs. Classrooms are dark and airless with concrete floors. Some of the classrooms leak when it rains. There are two water tanks but only one is connected to guttering and neither have any water. A large plastic barrel behind the building collects some rainwater from a hole in the guttering.

The school ground is untidy. Rubbish is littered everywhere including broken glass and rusty metal. There are a few coconut trees and some small shrubs but the only significant shade is provided by a small maneaba. The grounds back on to a beach but are set well back and raised much higher than the beach so it is assumed that sea inundation is not a serious problem.

Two toilets in traditional style have been built close to the beach end of the school grounds but there is no well and therefore no water for the toilets. One of the toilets has an unattached door. Anecdotally, we were told the children prefer to go to toilet down on the beach behind a bush.



¹ Note that the team were not able to observe teaching in the Year 4 class because students were undergoing the PILNA exam. Years 1-3 were observed.

New Curriculum



The new curriculum is only being partially applied in this school. The Year 3 teacher, (the contract teacher) said that she found the new curriculum difficult to follow. It was observed that she was using a mix of the old and new curriculum and was generally using a teacher-centric approach. The Year 4 teacher (the Head Teacher) said that she did not think the new curriculum was challenging enough for the students and so she also supplemented lessons with other material. This seemed to be principally in English

where there was a feeling that children should be doing more in English than the new curriculum required of them.

The Year 3 and 4 teachers were not complementary about using child-centred teaching pointing out that children work slowly under this approach and that some topics required a lot of explanation. Finishing topics in time appeared to be a problem in some classes.

On the other hand the child-centred approach was being used in Year 1 and 2 and it was observed that the children talked freely and could explain their ideas. The Year 1 teacher had never taught under the old curriculum so was not able to make a comparison. Year 2 was taught by the monitor. Although she used group work and independent work in her classes it was noted that she did not engage with the children but simply left them to work on their own.

As in other schools there was much discussion of the approach to teaching English under the new curriculum. There was the usual concern expressed elsewhere that children should be able to read and write English by Year 3. We were not able to observe teaching of Year 4 English because of the PILNA exam but the teacher felt that students should be asked to do more. In Year 3 the teacher did not have a teacher's guide and in its place was teaching a dialogue that she had developed herself. Some students were engaged with the lesson and able to follow and respond.

Classroom Teaching

Teaching ranged from very good in Year 1 to poor in Year 3 and presented an interesting reflection on the new curriculum. In Year 1 and 2 children were happy, expressive and engaged in their lessons. In Year 3 children wandered in and out of class. Some students were clearly not paying any attention to the lesson while a few were concentrating hard.

Teachers in Years 1 to 3 were all using the MoE format for lesson plans at the insistence of the District Education Officer however, in the subsequent interview the MoE format again attracted criticism for being too time consuming and there was a general preference for the new curriculum (KTC) format. The teachers generally did not collaborate on lesson plans except that some support was given to the monitor to prepare hers if she had problems.

As with other aspects of teaching, assessment practices varied from class to class. Year 1 was using a variety of in class assessment methods. Both Year 1 and 2 were using checklists which were then stored in the teachers room. Interestingly, the contract teacher in Year 3 was using an assessment

file which was not unlike a portfolio system and contained various items of each student's work that had been marked. Teachers said that parents had not been supportive of the checklist approach and one teacher argued that assessment was better before the new curriculum because children could see their own learning progress more clearly from test results.

Lesson plans in all three classes showed evidence of evaluation at the end of the day and in at least two classes previous results were reflected in the next day's lesson plan. However, lesson plans did not identify individual student learning needs in any of the lesson plans reviewed.

Children's workbooks in all classes showed that the teachers were monitoring daily progress and provided feedback to the students usually by means of ticks and crosses but in the case of Year 3 by comments, 'excellent, very good, good and can do better'. In general children appeared to be achieving at a good standard but in Year 3 there were some students who, judged by their workbooks, appeared to be struggling.

School Leadership

The Head Teacher was not interviewed as a school leader as she had only been in the position for two weeks. It was noted that while the current Head Teacher had a full time teaching load the previous Head Teacher did not teach a regular class.

Community Participation

Tauraoi Primary School had both a School Committee and an School Improvement Plan (SIP) committee which met separately but said that they worked together. It was apparent through interviewing a few members of the committees however, that neither committee had been particularly active. They did not appear to have a SIP although this may have been because the previous Head Teacher had the plan. Their main activity was to build the toilets, and as noted above, these have not been finished and have no water. The generally poor state of the school grounds reinforced the impression that the committees were inactive.



The committee members said that they checked on student and teacher attendance and stationed someone at the school in the morning to check on this. The team did not notice anyone performing this function. They also said that they rang the curfew bell at nine o'clock each night to tell students to go to bed.

According to the committees parents in the nearby villages are supportive of the school and have encouraged their children to attend school on time. Parents also contributed

materials to help build the toilets although the committee members did the actual construction work. They noted that some villagers who do not have children at the school had been reluctant to make contributions when asked.

Inclusiveness

Four children with disabilities were noted by the team in our visit. In Year 1 there was a girl with hearing difficulties and a boy with both hearing and speech problems. The girl was performing in line with her peers. The boy was behind his peers but his work showed clear improvement. In Year 2 there was another girl with hearing problems who was also performing well in class and in Year 3 there was a boy who was also partially deaf.



In all of the above cases the children were participating in classes and treated normally by the other students. It was noted that children playing with one of the partially deaf students had learnt that they needed to shout to make sure he understood.

Absences

According to the teachers, students are attending regularly. Attendance records were a little difficult to interpret but in the three classes observed from 71 students 6 were absent on the day of our visit.

According to the school committee there are around 10 children in the surrounding villages who should be in school but are not. The teachers were surprised by this. The committee say they have sent letters to the parents but the children are still not attending. They propose taking the parents to court.

Buildings



The buildings are in a poor state and in need of rebuilding. They provide a poor learning environment. The classrooms cannot be secured and there are problems with them being entered at night. Student work and materials have been stolen.

There are a few low desks in the later year classrooms but otherwise no furniture to speak of.

General Observations

The school is struggling. It is applying the new curriculum in a piecemeal fashion and there does not appear to be a good understanding the underlying rationale for the language policy.

The physical environment is poor and not conducive to learning.

The school committee does not appear to be very engaged and committed to the school and have only contributed marginally to school management and resourcing.

Annex 5

STAKI Results for 2015



STAKI 2015

NATIONAL REPORT

Report of the **S**tandardised **T**est of **A**chievement in **K**iribati conducted in 2015 with Years 4, 6 and 8 students.

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Cover photo of fish trap on Marakei Island

Acronyms

CDAD	Curriculum Development and Assessment Unit
EAU	Examinations and Assessment Unit
EQAP	Education Quality and Assessment Program of the SPC <i>formerly</i> South Pacific Board of Educational Assessment
GoK	Government of Kiribati
KEF	Kiribati Education Facility
KEMIS	Kiribati Education Management Information System
MoE	Ministry of Education
NCAF	National Curriculum and Assessment Framework
PILNA	Pacific Islands Literacy and Numeracy Assessments
SPC	Secretariat of the Pacific Community
STAKI	Standardised Test of Achievement in Kiribati

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Executive Summary

The Ministry of Education has completed the process of curriculum renewal in Years 1 - 4. This is a part of the implementation of the National Curriculum and Assessment Framework (NCAF). Years 1 and 2 were initially implemented in 2013, Year 3 was implemented in 2014 and Year 4 in 2015.

The Ministry of Education has been running monitoring tests (known as the *Standardised Tests of Achievement in Kiribati - STAKI*) since 2004. The tests cover Year 4, 6 and 8 student achievements in numeracy and literacy (both te-Kiribati and English). The tests have been run every two years since 2007 with the most recent tests done by students in years 4, 6 and 8 in October, 2015.

2313 Year 4 students, 1935 Year 6 students and 1350 Year 8 students sat the 2015 tests.

The regional *Pacific Literacy and Numeracy Assessments - PILNA* were also due to be run in October. The Ministry co-operated with the Education Quality and Assessment Programme of SPC (EQAP), the managers of PILNA, to use the PILNA tests where possible. Consequently, the Year 4 and 6 numeracy tests, the Year 4 te-Kiribati test and the Year 6 English test were prepared, printed and the marking was managed by EQAP.

The test papers were marked by teams of Kiribati teachers in December and subsequently analysed by officers based in the Examinations and Assessment Unit (EAU).

In addition to this report each school receives details of their student's performance and of their performance relative to other Kiribati schools.

Findings:

The following issues stand out and need to be considered by policy-makers and other stakeholders -

1. Girls performed better than boys in all tests. In te-Kiribati, where comparisons were technically possible, Year 6 girls are performing at levels similar to Year 8 boys.
2. A larger proportion of student enrolments were present for the tests than in 2013. Year 4 attendance increased by 13% as it went from 76% in 2013 to 89% in 2015. Year 6 improved from 79% to 88%. This suggests that daily primary school attendance is improving, especially at Year 4.
3. English literacy
 - In year 4, at 27%, there has been little change in the percentage of students achieving the expected overall standard however 70% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
 - the proportion of very weak student performances in Year 4 has declined. This may reflect improved classroom engagement resulting from improved curriculum and pedagogy; an improved attitude towards and familiarity with testing or a combination of those and other factors.

- In Year 6 the percentage of students achieving the expected overall standard has increased to 37% of students from 21% in 2013 and 81% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- In Year 8 only 20% of students are working at their expected level and just 56% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- skills in understanding and interpreting written texts, including instructions, are the most in need of development.

4. Te-Kiribati literacy

- at 42% there appears to have been a decline in the percentage of students achieving the expected overall standard in Year 4 te-Kiribati literacy since 2011.
- There has been improvement in the percentage of Year 6 students demonstrating both minimal and acceptable levels of performance between 2013 and 2015.
- reading comprehension continues to be the biggest weakness in Year 6, however shows marked improvement by Year 8.
- By the end of Year 6, 55% of students are performing at the level expected for the end of primary school. By Year 8 72% of students are performing at or above the same level.

5. Numeracy

- In year 4 the percentage of students achieving the expected overall standard in numeracy at Year 4 has increased dramatically to 78% of students from 26% in 2013. Furthermore, 95% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- In Year 6 the percentage of students achieving the expected overall standard in numeracy at Year 6 has increased dramatically to 54% of students from 20% in 2013. 85% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- In Year 8 only 33% of students are working at or above the expected level of achievement. A further 34% are not at all coping with classroom material and are being completely 'left behind'.
- Skills in measurement and data are the most in need of development. This issue was also identified in the 2013 report.

1. Background

1.1 History of STAKI

Standardised tests of student performance in literacy (both in te-Kiribati and English) and in numeracy have previously been held in Kiribati in 2004, 2007, 2009, 2011 and 2013. Originally the tests were prepared, processed and funded by the South Pacific Board for Educational Assessment (SPBEA), with a gradual transition through to 2013 when the tests were fully prepared and resourced by the Ministry of Education. In 2015 the Ministry of Education decided that, from 2015, STAKI testing would be extended to year 8 and would occur annually.

1.2 Administration

In 2015 the Education Quality and Assessment Programme of SPC (EQAP) developed a set of regional tests (the Pacific Island Literacy and Numeracy Assessments - PILNA) for use in Years 4 and 6. These tests were to be deployed at the same time as the 2015. To avoid duplication of effort both the Year 4 and 6 literacy and numeracy PILNA tests were used instead of locally developed tests.

EQAP met the development, printing and marking costs for the four tests. The Ministry of Education, supported by the Kiribati Education Facility (KEF) met all costs associated with the remaining five tests.

Setting

Officers from the Curriculum Development and Assessment Division (CDAD) of the Ministry of Education prepared their five test papers in June 2015. The structure of the papers and the questions were closely based on those used in 2013. A few questions were improved to make their requirements clearer or more to make them inclusive of all students. Care was taken to ensure that the Year 4 tests reflected the Year 4 benchmarks for the new curriculum.

Deployment

Test papers were sent to islands at the same time as the secondary school examinations and distributed to Primary schools. Numbers of papers were based on data provided through the Kiribati Education Management System (KEMIS).

All Year 4 and Year 6 students attending on October 23, 2015 sat the three test papers. Year 8 students undertook the tests between 27 and 29 October, 2015. Teachers from other schools on the island generally supervised students.

Papers were collected from schools and returned to the Examinations and Assessment Unit (EAU) for marking and processing.

Only Year 8 students in Government of Kiribati (GoK) schools were included in the STAKI testing program. Based on 2015 JSC examination results approximately 270 students in Year 8 attended non-government schools. These schools are mostly located on South Tarawa.

Marking

Teams of markers, each consisting of experienced teachers and led by a Curriculum Development Officer or Assessment Officer, were assembled in December, 2015 to mark the test papers.

The team leaders provided advice regarding the minimum expected performance for each level.

Results were entered into spread-sheets recording the school, student name, age, gender and marks for each question or section of the paper.

The percentage of enrolled students in attendance (see Table 1) has increase dramatically in comparison to 2013. Year 4 had 89% of enrolled students present compared with 76% in 2013. Year 6 has improved from 79% to 88% attending on the day of the test.

Table 1. Student participation in STAKI tests in 2015

Year 4	South	Central	North	Line Islands	South Tarawa	Total
Total students ¹	304	270	573	234	1223	2604
Participated in STAKI	280	251	442	265	1075	2313
- boys	141	126	220	135	512	1134
- girls	139	125	222	130	563	1179
% present	92%	93%	77%	88%	88%	89%

Year 6	South	Central	North	Line Islands	South Tarawa	Total
Total students ¹	319	229	480	237	933	2198
Participated in STAKI	266	211	396	214	848	1935
- boys	115	99	185	99	381	879
- girls	151	112	211	115	467	1056
% present	83%	92%	82%	90%	91%	88%

Year 8	South	Central	North	Line Islands	South Tarawa	Total
Total students ¹	262	202	291	222	791	1768
Participated in STAKI	230	176	251	142	551	1350
- boys	114	86	100	57	234	591
- girls	116	90	151	85	317	759
% present	88%	87%	86%	64%	70%	76%

¹ sourced from KEMIS on 26 Jan 2016 plus estimates where data was missing

Processing and Analysis

EAU staff checked the data for anomalies and missing marks, making any corrections as required. Results for each test were then analysed, comparing them between components, districts, genders and in comparison to the 2013 results.

Each component of each student test result, such as *measurement* or *grammar* was given one of the following achievement levels. The levels were based on the total marks for that component and were determined by the relevant marking team leader in consultation with the markers.

- L4 is working above the expected level;
- L3 is working at the expected level;
- L2 is working towards the expected level;
- L1 is critically below the expected level; or
- L0 no evidence of achievement

An overall result in the test was then decided using the achievement levels from each component of the test, ensuring that students were performing at their final level in a majority of the components of the domain. Details of the rules used are at *Appendix 1*.

Matters of interest or note, both in components of the test or overall, were then highlighted in test reports, all of which follow later in this document.

School Reports

Reports are provided to each school, showing which, if any, of their results are statistically significantly weaker than the national spread of results. A sample of this report is provided at *Appendix 2*. Additionally, schools receive details of the levels attained by each of their students in each component of each test.

These reports are provided to schools to support them in developing their continuous school improvement plans.

2. National Results

2.1 Year 4 English literacy

Students in Year 4 in 2015 were the first to have been exposed to the new curriculum. This curriculum has a focus on learning literacy skills in te-Kiribati and then transitioning to English in upper primary and junior secondary levels. Initially the focus is on oral English with reading and writing in English being introduced in Years 3 and 4.

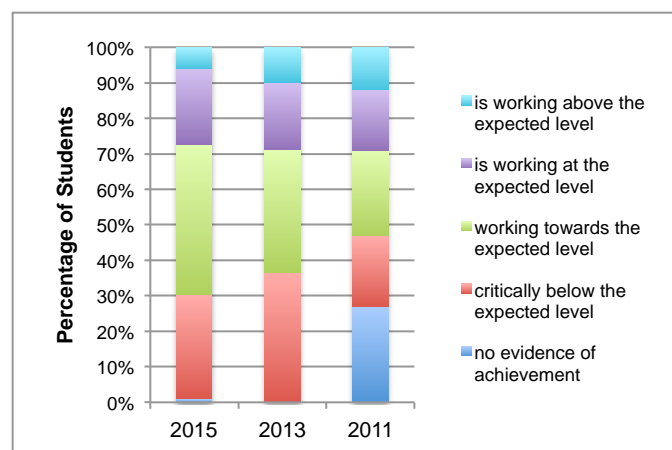


Fig 1 Year 4 English overall performance 2011-2015

There has been a steady improvement in the number of students who are, at least, working towards the expected level. The proportion of students who are working well above the expected level has steadily declined from 12% to 6% in the four year period.

Almost every student engaged with the test and made some type of attempt.

The test focussed on three components of literacy:

- listening,
- reading, and
- writing.

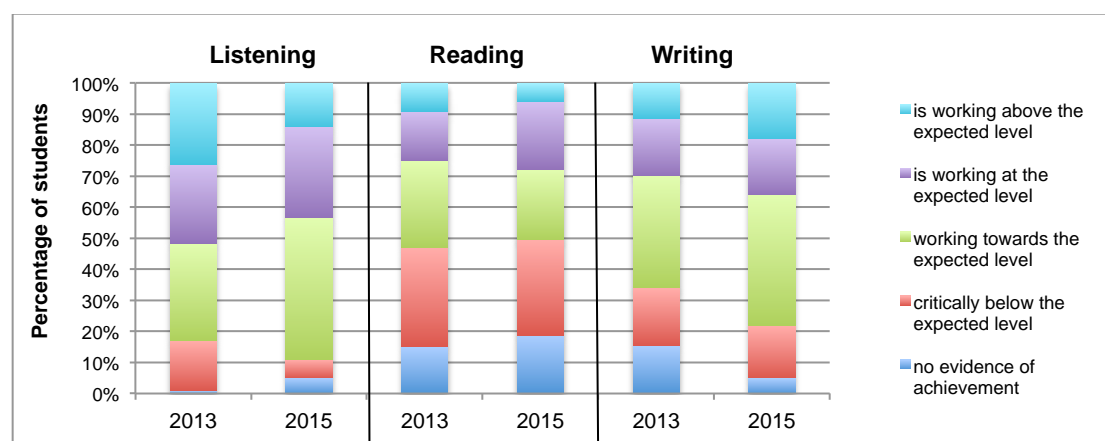


Fig 2 Year 4 English component performance 2013 - 2015

When compared to 2013, less students are critically underperforming in listening and writing. There has also been a small improvement in the percentage of students who are reading and writing at or above the expected standard.

Student's reading skills continue to be the most poorly developed. Only 27% of students are working at the expected level and 50% are failing to show any or only very limited evidence of achievement.

Table 2 Year 4 English performance by district	Students in each group		
	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	717 (30%)	1013 (42%)	668 (28%)
Central	80 (33%)	93 (39%)	67 (28%)
North	121 (26%)	211 (45%)	141 (30%)
South	137 (40%)	130 (38%)	78 (23%)
Linnux	103 (39%)	122 (46%)	42 (16%)
South Tarawa	276 (26%)	457 (43%)	340 (32%)

Line Island students are not performing at the same level as the other districts.

Analysis of the proportions achieving the expected standard by gender shows that girls performed better than boys in the test. This is a consistent pattern that has been seen in every STAKI test.

The spread of achievement for each gender is shown in Fig 3. The variation in performance between the boys and the girls is statistically significant.

Of particular concern is the large difference in the proportion of students critically underperforming - 40% for boys and 20% for girls. The difference (20%) is more marked than it was in 2013 (15%).

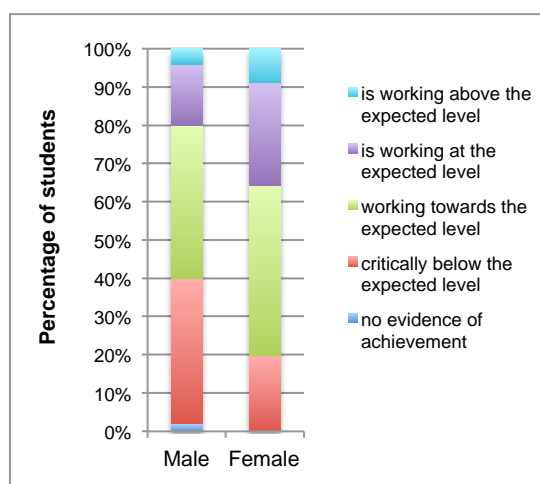


Fig 3 Year 4 English performance by gender

General Observations

- There has been little change in the percentage of students achieving the expected overall standard in English at Year 4 since 2011.
- The proportion of very weak student performances has, however, declined. This may reflect improved classroom engagement resulting from improved curriculum and pedagogy; an improved attitude towards and familiarity with testing or a combination of those and other factors.
- 70% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- Skills in reading are the most in need of development. This is the same as was observed in 2013.
- Students in the Line Islands are under-performing in comparison to their peers in other districts.
- Overall, student performance has marginally improved in comparison to 2013.
- Student performance in the Southern District has declined slightly when compared to 2013.
- Girls continue to perform better than boys and the gap between the two groups is growing.

2.2 Year 6 English literacy

Almost every student engaged with the test and made some type of attempt.

There has been an improvement in the performance of Year 6 students, with 37% performing at or above the expected standard compared to 21% in 2013.

This is a significant improvement on the results seen in 2013.

81% of students are performing at a minimum standard and demonstrate they can, at least, engage with the expectations, if not demonstrate competence.

This test did not include a listening component as it was being used across the region.

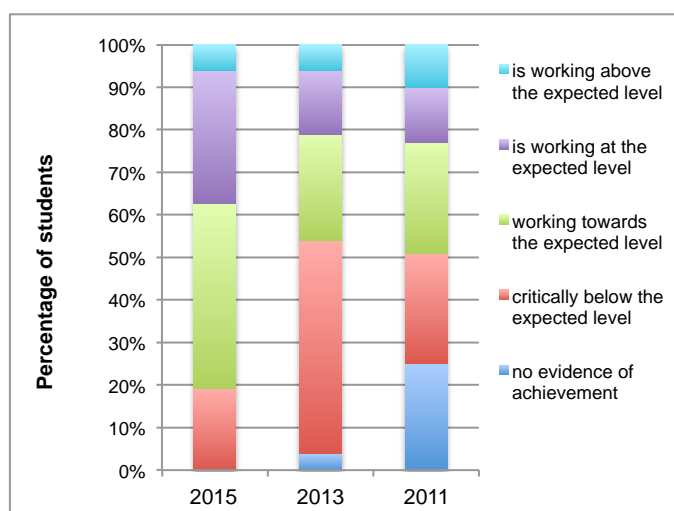


Fig 4 Year 6 English literacy overall performance 2011-2015

The test focussed on three components of literacy:

- reading,
- language elements, and
- writing.

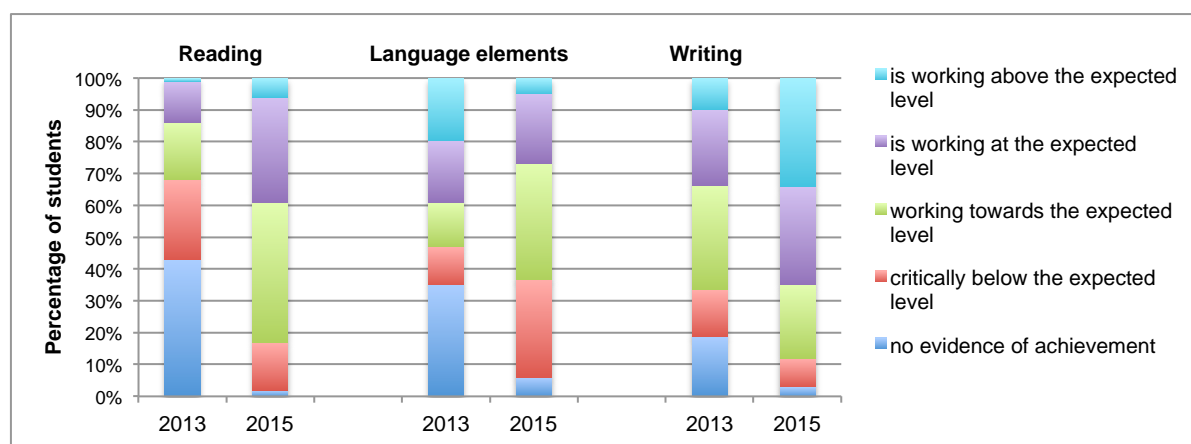


Fig 5 Year 6 English component performance

Both reading and writing have improved significantly since 2013.

Less than 20% of students are unable to demonstrate a minimal understanding of written texts.

Only 12% of students had difficulty creating a piece of writing that displayed some of the expected elements. 65% of students produced writing that met the expected standard.

Table 3 Year 6 English performance by district	Students in each group		
	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	335 (18%)	528 (28%)	1019 (54%)
Central	20 (10%)	65 (31%)	125 (60%)
North	66 (17%)	103 (27%)	214 (56%)
South	27 (10%)	70 (26%)	169 (64%)
Linnux	54 (26%)	69 (33%)	86 (41%)
South Tarawa	168 (21%)	221 (27%)	425 (52%)

Students from the Line Islands are not performing at the same level as students from the other districts.

Analysis of the proportions achieving the expected standard by gender shows that girls performed better than boys in the test. This is a consistent pattern that has been seen in every STAKI test.

The spread of achievement for each gender is shown in Fig 6. The variation in performance between the boys and the girls is significant.

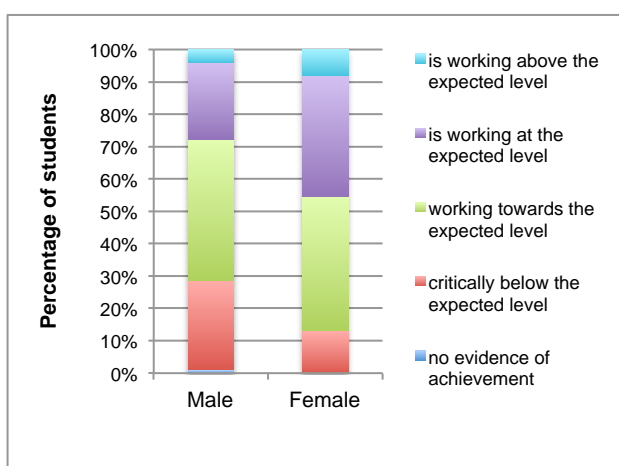


Fig 6 Year 6 English performance by gender

General Observations

- The percentage of students achieving the expected overall standard in English at Year 6 has increased to 37% of students from 21% in 2013.
- 81% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- Students in the line Islands performed poorly in comparison to their peers in other districts.
- Girls continue to perform better than boys. The gap between the two groups has remained steady since 2013.

2.3 Year 8 English literacy

Students in Year 8 are in the second year of the three year Junior Secondary curriculum. This is the first time in many years that an English literacy test has been held for all students in Year 8. There is an English examination held at the end of Year 9. It is one of the compulsory components of the Junior Secondary Certificate examinations that mark the end of compulsory education in Kiribati.

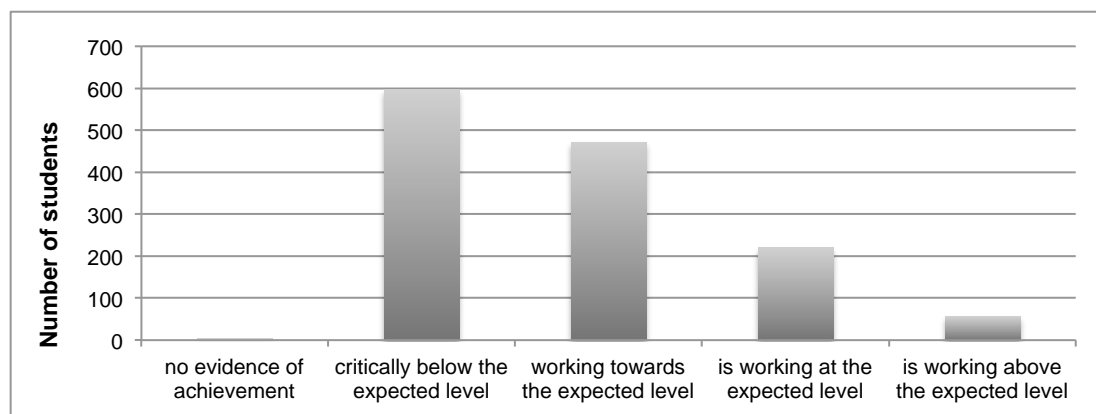


Fig 7 Year 8 2015 English overall performance

Clearly, the majority of students tested are not demonstrating a level of English literacy which is expected of all students at the end of year 8. Only 227 (20%) of students are working at the or above the expected level.

The results are not surprising as student performance in the Year 9 English exams shows a similar pattern. Of the 2035 students who sat the Year 9 exam in 2015, only 547 student (27%) achieved a raw mark of 40 or better out of 80 possible marks.

The test focussed on six components of literacy:

- listening,
- vocabulary,
- reading comprehension,
- understanding instructional text
- grammar, and
- writing.

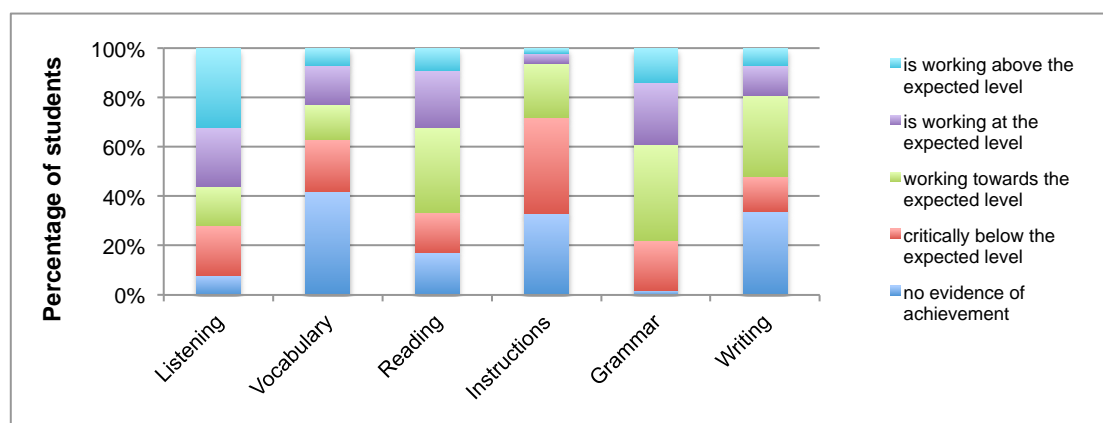


Fig 8 Year 8 2015 English component performance

Students have significant difficulties with understanding and interpreting instructional texts. This is a major concern given that this is an essential skill in the work place. General reading comprehension and writing are also very poor.

Understanding of verbal texts was done more competently, however more than 40% of students still could not demonstrate a satisfactory level.

Table 4 <i>Year 8 English performance by district</i>	Students in each group		
	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	601 (45%)	472 (35%)	277 (20%)
Central	76 (43%)	62 (35%)	38 (22%)
North	119 (47%)	93 (37%)	39 (16%)
South	118 (51%)	67 (29%)	45 (20%)
Linnux	60 (42%)	53 (37%)	29 (21%)
South Tarawa	228 (41%)	197 (36%)	126 (23%)

The Line Islands and South Tarawa stand out as the better performing districts.

Analysis of the proportions achieving the expected standard by gender shows that girls performed better than boys in the test. This is a consistent pattern that has been seen in every STAKI test and JSC examination.

The spread of achievement for each gender is shown in Fig 9. The variation in performance between the boys and the girls is statistically significant.

Of particular concern is the large difference in the proportion of students critically underperforming - 57% for boys and 35% for girls.

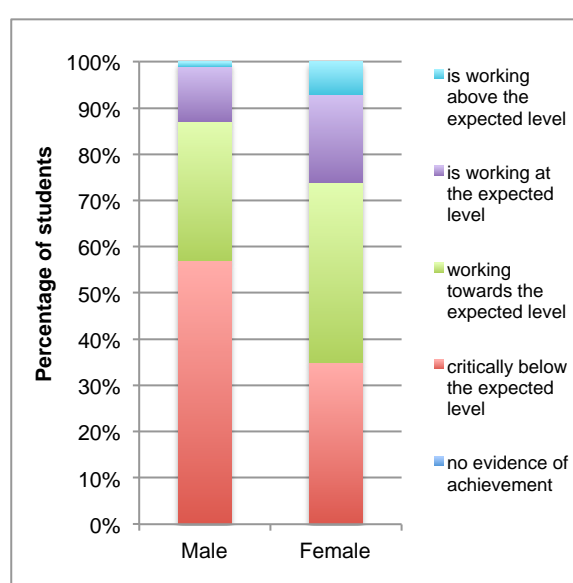


Fig 9 Year 8 English performance by gender

General Observations

- Only 56% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- Skills in understanding and interpreting written instructions are the most in need of development.
- Students in the Line Islands and South Tarawa are performing better in comparison to their peers in other districts.
- Girls perform better than boys.

2.4 Year 4 te-Kiribati literacy

Students in Year 4 in 2015 were the first to have been exposed to the new curriculum. This curriculum has a focus on learning literacy skills in te-Kiribati and then transitioning to English in upper primary and junior secondary levels. Initially the focus is on oral English with reading and writing in English being introduced in Years 3 and 4.

Only 42% of students demonstrated a level of performance that shows they are working at or above the expected level. There has been a steady decline in measured performance since 2011.

The test in 2015 is not directly comparable to the 2011 and 2013 tests. There was no listening component in 2015, as the test was used, in translation, across the Pacific region. In 2013, students were most proficient in listening.

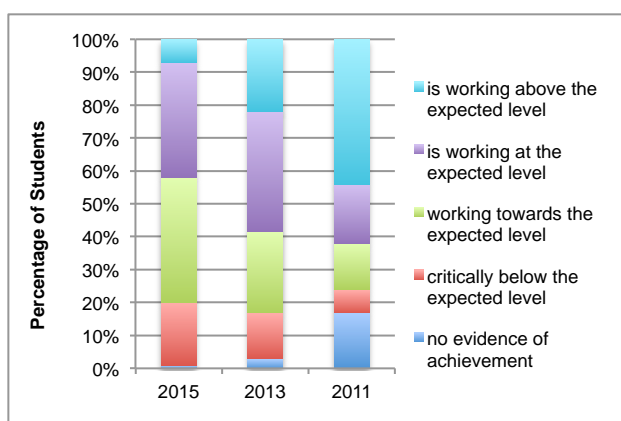


Fig 10 Year 4 te-Kiribati literacy overall performance

The test focussed on three components of literacy:

- reading,
- language elements, and
- writing.

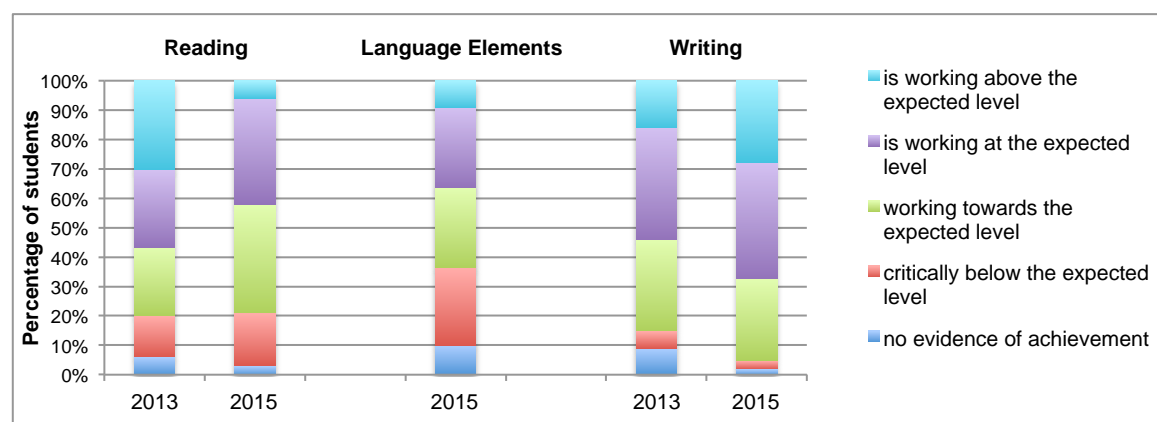


Fig 11 Year 4 te-Kiribati literacy component performance 2013 - 2015

The proportion of students who are writing at the expected level has improved since 2013 and is now at 68% of the students. Only 5% of students can not demonstrate a minimal level of competence in writing.

Whilst the number of students who demonstrate understanding of written texts at the level expected has declined to 44% of students, at 80% of students there is no change in the proportion who can, at least, demonstrate a minimal level of competence in reading.

Table 5 Year 4 te-Kiribati literacy performance by district	Students in each group		
	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	463 (20%)	884 (38%)	966 (42%)
Central	55 (22%)	96 (38%)	100 (40%)
North	89 (20%)	163 (37%)	190 (43%)
South	50 (18%)	113 (40%)	117 (42%)
Linnux	83 (31%)	100 (38%)	82 (31%)
South Tarawa	186 (17%)	412 (38%)	477 (44%)

The performance of students in the Line Islands is significantly different to the other districts.

Analysis of the proportions achieving the expected standard by gender shows that girls performed better than boys in the test. This is a consistent pattern that has been seen in every STAKI test.

The spread of achievement for each gender is shown in Fig 12. The variation in performance between the boys and the girls is statistically significant.

The gap between boys and girls working at or above the expected level has grown from 10% in 2013 to 20% in 2015.

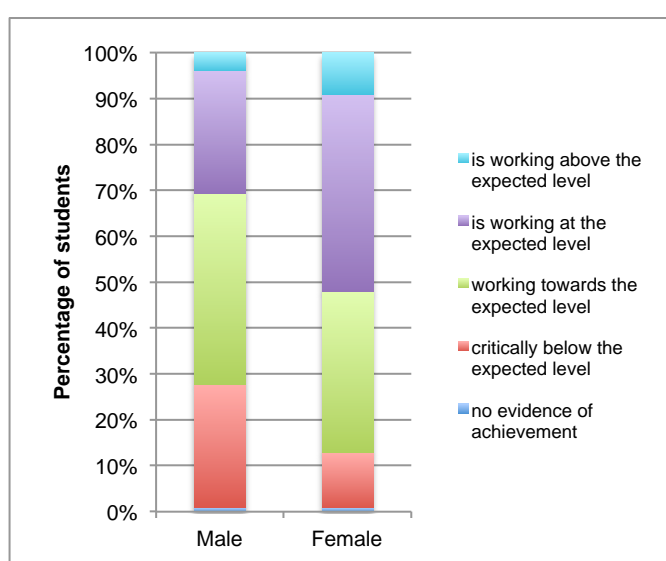


Fig 12 Year 4 te-Kiribati literacy performance by gender

General Observations

- There appears to have been a decline in the percentage of students achieving the expected overall standard in te-Kiribati literacy at Year 4 since 2011. This is partially explained by changes in the structure of the test.
- 80% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- Students in the Line Islands are under-performing in comparison to their peers in other districts.
- Given the changes in the structure of test it is difficult to comment on overall comparative performance with 2013.
- Writing skills have improved since 2013.
- Girls continue to perform better than boys and the gap between the two groups is growing.

2.5 Year 6 and 8 te-Kiribati literacy

Students in Year 8 are in the second year of the three year Junior Secondary curriculum. This is the first time in many years that a te-Kiribati literacy test has been held for all students in Year 8. There is an Kiribati Studies examination held at the end of Year 9. It is one of the compulsory components of the Junior Secondary Certificate examinations that mark the end of compulsory education in Kiribati.

The tests for both Year 6 and Year 8 students used the same construct and were assessed using similar marking schemes. The 'expected level' is set at the end of Year 6 (Primary school).

Year 6 student performance has improved between 2013 and 2015.

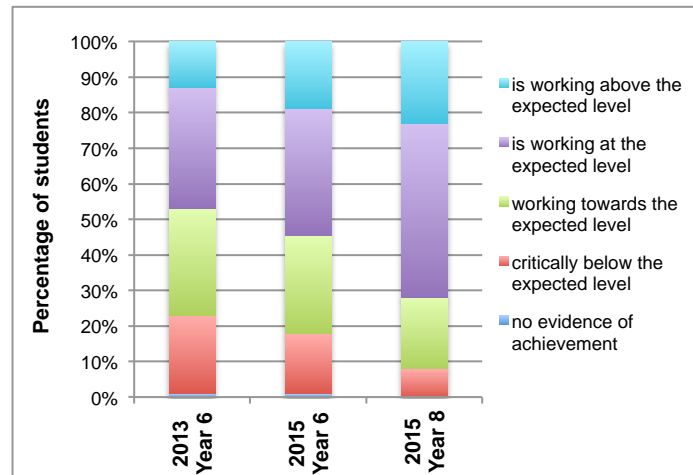


Fig 13 te_Kiribati overall performance - Years 6 and 8

The students in Year 8 (who were in Year 6 in 2013) have improved markedly, with 28% not having achieved a satisfactory 'end of Primary school' standard by the end of Year 8.

Two years previously 53% of the same students had not met the same standard. Clearly their skills have developed during their time in Junior Secondary school.

The test focussed on five components of literacy:

- listening,
- vocabulary,
- reading comprehension,
- grammar, and
- writing.

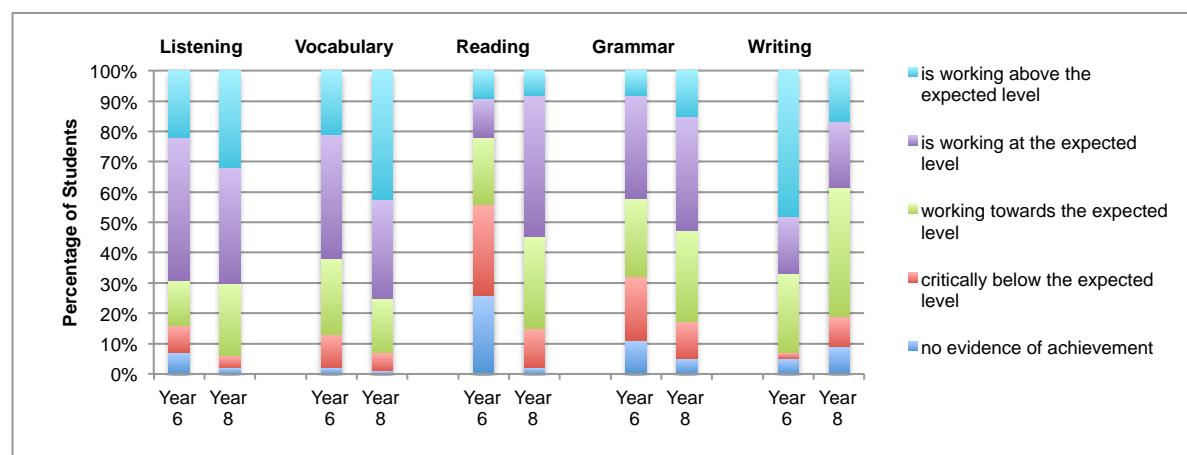


Fig 14 Year 6 and 8 te-Kiribati literacy component performance

The greatest improvement between Year 6 and 8 is in comprehension when reading text. Vocabulary and grammar skills also improve. Those students who have trouble understanding spoken te-Kiribati do not appear to improve, at least using this testing approach, in the two years.

Skills in composing written texts appear to decline; perhaps as a result of lack of practice. Most written work in Year 7 and 8 is meant to be in English.

In Year 6, reading comprehension is by far the weakest skill. This was the also the case in 2013. It may well be due to the lack of suitable written material available in te-Kiribati.

Table 6 te-Kiribati performance by district	Year 6			Year 8		
	no evidence or critically below expected level	working towards expected level	working at or above expected level	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	335 (18%)	528 (28%)	1019 (54%)	108 (8%)	274 (20%)	1005 (72%)
Central	20 (10%)	65 (31%)	125 (60%)	9 (5%)	34 (19%)	137 (76%)
North	66 (17%)	103 (27%)	214 (56%)	10 (4%)	61 (24%)	185 (72%)
South	27 (10%)	70 (26%)	169 (64%)	9 (4%)	36 (15%)	192 (81%)
Linnux	54 (26%)	69 (33%)	86 (41%)	12 (8%)	29 (20%)	101 (71%)
South Tarawa	168 (21%)	221 (27%)	425 (52%)	68 (12%)	114 (20%)	390 (68%)

Whilst the Line Islands performed worst in Year 6 they recover in year 8 to perform comparably to other districts.

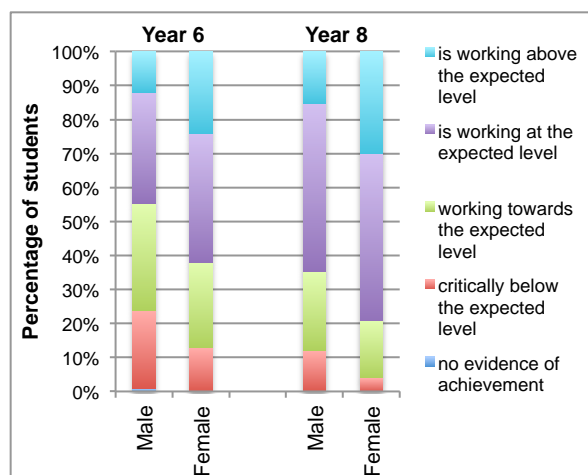


Fig 15 Year 6 and 8 te-Kiribati gender performance

The proportions achieving the expected standard by gender shows that girls performed better than boys in both tests. This is a consistent pattern that has also been seen in every STAKI test and JSC examination.

The spread of achievement for each gender is shown in Fig 15. The variation in performance between the boys and the girls is significant.

It is interesting to note that the performance of the boys in Year 8 is similar to the girls' performance in Year 6.

General Observations

- There has been improvement in the percentage of Year 6 students demonstrating both minimal and acceptable levels of performance between 2013 and 2015.
- Reading comprehension continues to be the biggest weakness in Year 6, however shows marked improvement by Year 8.
- By the end of Year 6, 55% of students are performing at the level expected for the end of primary school. By Year 8 72% of students are performing at or above the same level.
- Girls perform better than boys, showing about a two year development gap between the genders.

2.6 Year 4 Numeracy

Students in Year 4 in 2015 were the first to have been exposed to the new curriculum. This curriculum has a focus on learning numeracy skills in te-Kiribati and then transitioning to using English in upper primary and junior secondary levels. This numeracy assessment was undertaken in te-Kiribati except for students at Rurubao Primary School.

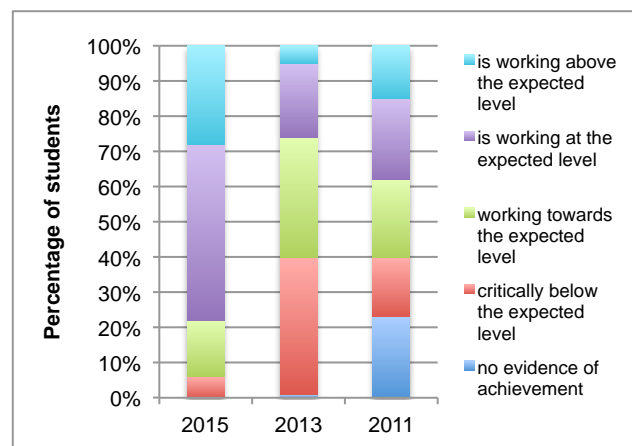


Fig 16 Year 4 numeracy overall performance 2011-2015

The test focussed on three components of numeracy:

- number,
- operations, and
- measurement.

The vast majority of students were able to undertake the number and operations tasks to a satisfactory degree.

Measurement continues to be a problem, with students having difficulties when they have to use a ruler to measure length and when locating hands on an analogue clock face.

Almost every student engaged with the test and made some type of attempt.

78% of students demonstrated that they could perform numeracy tasks at or above the expected standard of performance for students at the end of Year 4.

This is a massive improvement on the 2013 and 2011 figures.

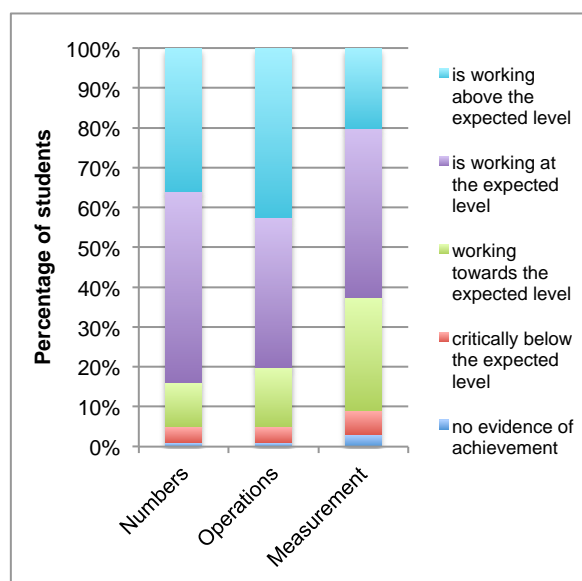


Fig 17 Year 4 numeracy component performance

Table 7 Year 4 numeracy performance by district	Students in each group		
	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	134 (6%)	365 (16%)	1792 (78%)
Central	12 (5%)	53 (21%)	185 (74%)
North	27 (6%)	76 (17%)	339 (77%)
South	22 (8%)	43 (15%)	219 (77%)
Linnux	19 (7%)	49 (19%)	193 (74%)
South Tarawa	54 (5%)	144 (14%)	856 (81%)

The performance of students in South Tarawa is noticeably better than for the other districts. Schools in South Tarawa undertook two similar numeracy tests at the end of each Term. Their enhanced results may be attributable, at least in part, to familiarity by the students with the testing process and question style used in these numeracy tests.

Analysis of the proportions achieving the expected standard by gender shows that girls performed better than boys in the test. This is a consistent pattern that has been seen in every STAKI test.

The spread of achievement for each gender is shown in Fig 18. The variation in performance between the boys and the girls is significant, however is only half the difference seen in Year 4 English literacy

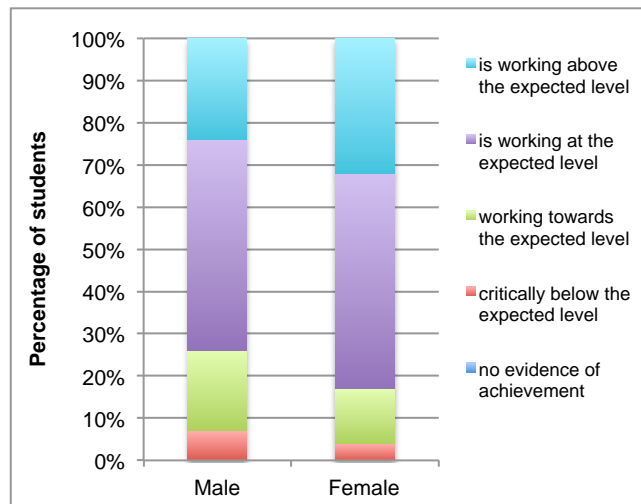


Fig 18 Year 4 numeracy performance by gender

General Observations

- The percentage of students achieving the expected overall standard in numeracy at Year 4 has increased dramatically to 78% of students from 26% in 2013.
- 95% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- Skills in measurement, especially use of rulers and analogue time faces are the most in need of development. This is the same as was observed in 2013.
- Students in South Tarawa performed better in comparison to their peers in other districts.
- Girls continue to perform better than boys. The gap between the two groups has remained steady since 2013.

2.7 Year 6 Numeracy

Almost every student engaged with the test and made some type of attempt.

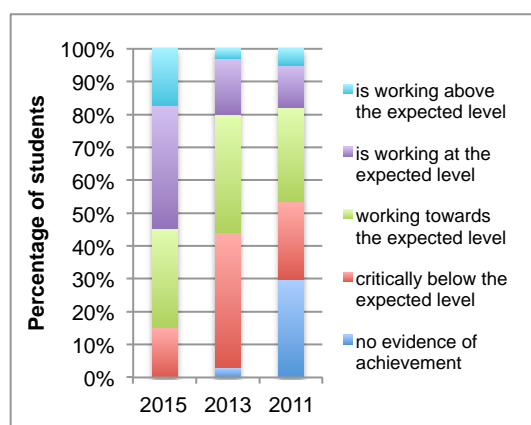


Fig 19 Year 6 numeracy overall performance 2011-2015

There has been a major improvement in the performance of Year 6 students, with 54% performing at or above the expected standard.

This is a significant improvement on the results seen in 2013.

85% of students are performing at a minimum standard and demonstrate they can, at least, engage with the expectations, if not demonstrate competence.

The test focussed on four components of numeracy:

- number,
- operations,
- measurement, and
- data.

A large majority of students were able to undertake the number, operations and data related tasks to a satisfactory degree.

The percentage of students who demonstrate they are working at the expected level with operations has improved from 31% to 67% of students.

Measurement continues to be a problem, with students having difficulties when they have to use a ruler to measure length and when dealing with time related questions, including reading analogue clock faces.

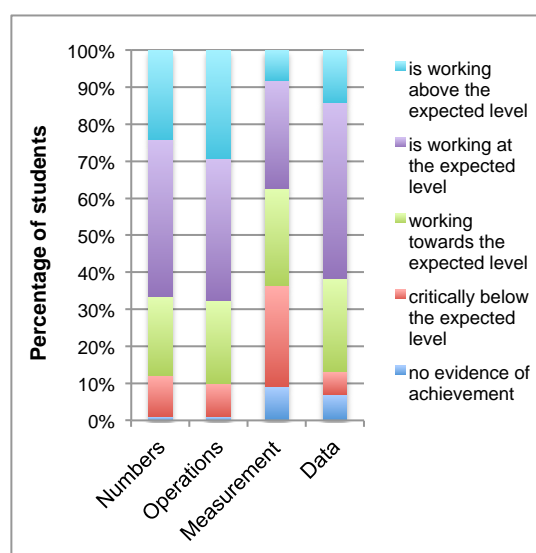


Fig 20 Year 6 numeracy component performance

Table 8 Year 6 numeracy performance by district	Students in each group		
	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	297 (15%)	587 (30%)	1052 (54%)
Central	30 (13%)	79 (34%)	123 (53%)
North	61 (16%)	117 (30%)	215 (55%)
South	50 (19%)	83 (32%)	128 (49%)
Linnux	44 (22%)	66 (33%)	93 (46%)
South Tarawa	112 (13%)	242 (29%)	493 (58%)

The performance of students in South Tarawa is better than for the other districts. This is a change from 2013. Schools in South Tarawa undertook two similar numeracy tests at the end of each Term.

Their enhanced results may be attributable, at least in part, to familiarity by the students with the testing process and question style used in these numeracy tests.

Analysis of the proportions achieving the expected standard by gender shows that girls performed better than boys in the test. This is a consistent pattern that has been seen in every STAKI test.

The spread of achievement for each gender is shown in Fig 21. The variation in performance between the boys and the girls is significant.

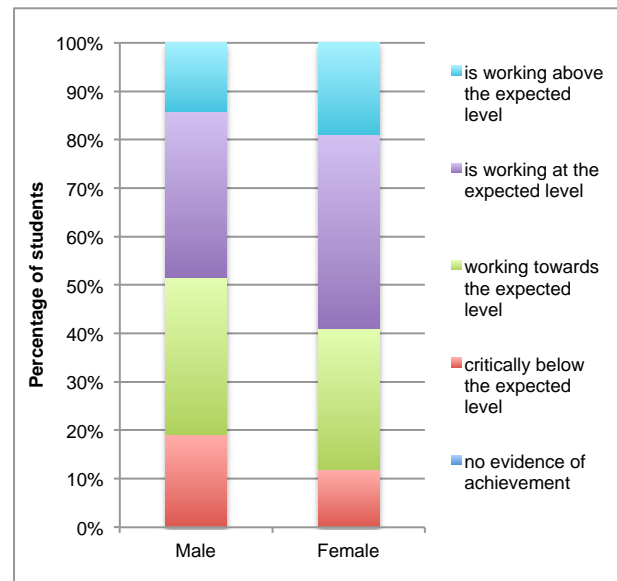


Fig 21 Year 6 numeracy performance by gender

General Observations

- The percentage of students achieving the expected overall standard in numeracy at Year 6 has increased dramatically to 54% of students from 20% in 2013.
- 85% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- Skills in measurement, especially use of rulers and analogue time faces are the most in need of development. This is the same as was observed in 2013.
- Students in South Tarawa performed better in comparison to their peers in other districts.
- Girls continue to perform better than boys. The gap between the two groups has remained steady since 2013.

2.8 Year 8 Numeracy

Students in Year 8 are in the second year of the three year Junior Secondary curriculum. This is the first time in many years that a numeracy test has been held for all students in Year 8. There is an Mathematics examination held at the end of Year 9. It is one of the compulsory components of the Junior Secondary Certificate examinations that mark the end of compulsory education in Kiribati.

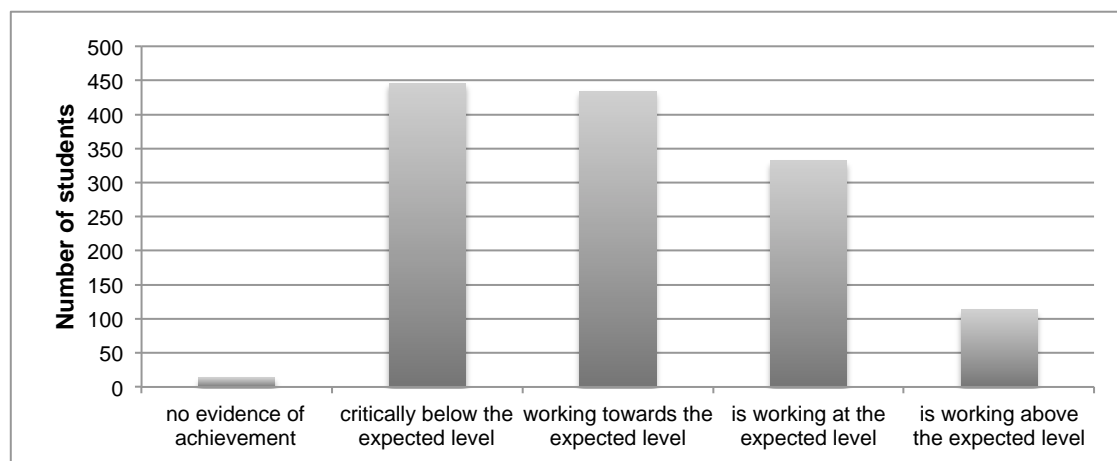


Fig 22 Year 8 2015 Numeracy overall performance

The majority of students tested are not demonstrating the level of numeracy skill which is expected of all students at the end of year 8. Only 445 (33%) of students are working at or above the expected level.

The results are not surprising as student performance in the Year 9 Mathematics exams shows a similar pattern. Of the 2034 students who sat the Year 9 exam in 2015, only 540 student (27%) achieved a raw mark of 50 or better out of 100 possible marks.

The test focussed on five core components of numeracy:

- problem solving,
- operations,
- measurement,
- geometry, and
- data.

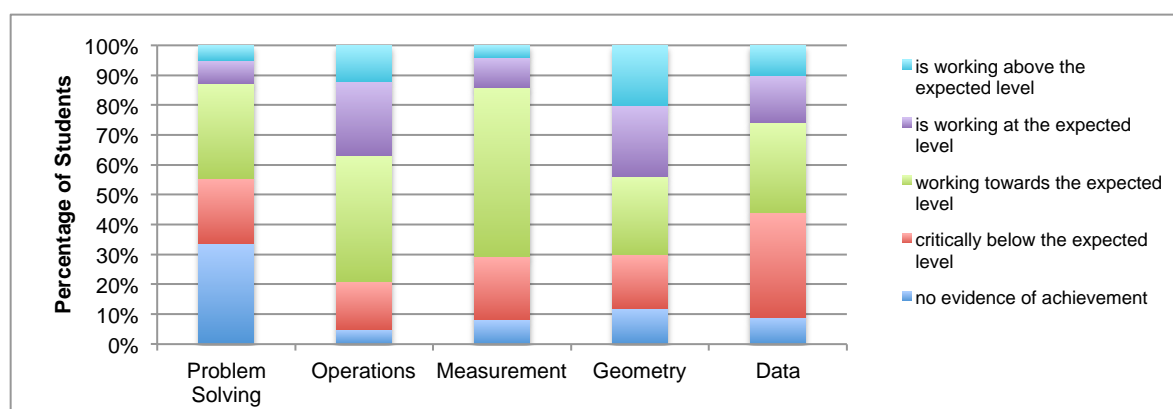


Fig 23 Year 8 2015 numeracy component performance

The deficiencies identified in this group of students in the STAKI 2013 National Report p13 (when they were in year 6) show that the same weaknesses have continued through Years 7 and 8.

Skills in measurement and geometry appear to have not developed at the pace that is expected.

Students continue to struggle with problem solving tasks. These involve problems described (in English) using words and only 13% of students are competent at dealing with them. It is very likely that the poor English skills of the students impede their ability to understand the actual tasks as the actual mathematical operations were straight forward.

Table 9 Year 8 Numeracy performance by district	Students in each group		
	no evidence or critically below expected level	working towards expected level	working at or above expected level
Total	460 (34%)	434 (32%)	445 (33%)
Central	59 (34%)	55 (31%)	61 (35%)
North	61 (26%)	86 (37%)	87 (37%)
South	68 (30%)	79 (34%)	82 (36%)
Linnux	45 (31%)	50 (34%)	50 (34%)
South Tarawa	227 (41%)	164 (29%)	165 (30%)

South Tarawa stands out as the poorest performing district.

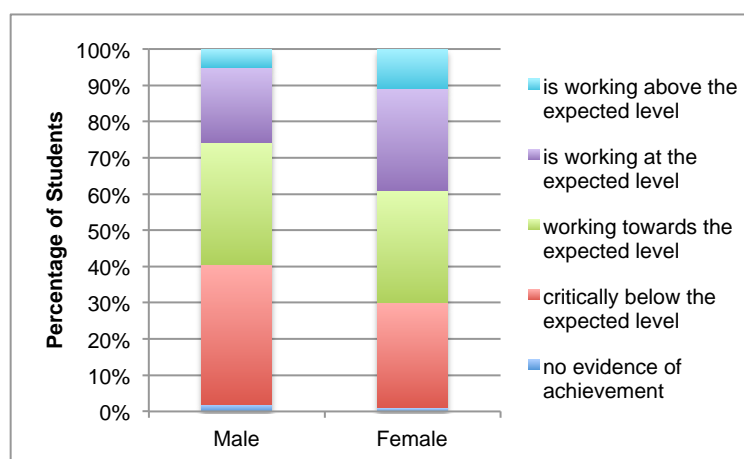


Fig 24 Year 8 numeracy performance by gender

Girls performed better than boys in the test. This is a consistent pattern that has been seen in every STAKI test and JSC examination.

The spread of achievement for each gender is shown in Fig 24. The variation in performance between the boys and the girls is statistically significant.

General Observations

- Only 66% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level. 34% are not coping with classroom material and being completely 'left behind'.
- Only 33% of students are working at or above the expected level of achievement
- Skills in measurement and data are the most in need of development. This problem was previously observed in the same cohort of students when they were in Year 6 in 2013.
- Students in South Tarawa are performing poorly in comparison to their peers in other districts.
- Girls perform better than boys, although the variation is not as marked as in literacy

2.9 Overall Test Observations

The proportion of students meeting the expected standard since the 2007 test is shown in Table 10 below.

Year 4	English	Te Kiribati	Numeracy
STAKI 2015	27%	42%*	78%*
STAKI 2013	31%	59%	27%
PILNA 2012	16%		40%
STAKI 2011	29%	62%	38%
STAKI 2009	39%	60%	30%
STAKI 2007	27%	53%	22%

Year 6	English	Te Kiribati	Numeracy
STAKI 2015	37%*	55%	54%*
STAKI 2013	23%	50%	20%
PILNA 2012	23%		34%
STAKI 2011	22%	60%	18%
STAKI 2009	32%	56%	16%
STAKI 2007	14%	49%	17%

Year 8	English	Te Kiribati	Numeracy
STAKI 2015	20%	73%	33%

Table 10. Percentage of students demonstrating achievement at the expected standard 2007-2015

The results from the numeracy tests indicate a major improvement in student performance at the primary school level.

Primary school literacy is less conclusive, with English stable in Year 4 and improving in Year 6. Te-Kiribati appears stable in year 6 and has declined in Year 4, however there were significant variations between the 2015 test and earlier tests.

Year 8 results are consistent with the comparable JSC examinations.

*Note ** The student results of the four tests that were also a part of the PILNA programme have been analysed using standards and expectations set locally. At the time of preparation there was no information available about the expected standards that will be applied by EQAP in their analysis. Accordingly, it is very likely that figures published as a part of the PILNA report will differ from those in this report.

3. Findings

The following issues stand out and need to be considered by policy-makers and other stakeholders -

Girls perform better than boys in all tests. In te-Kiribati, where comparisons were technically possible, Year 6 girls are performing at levels similar to Year 8 boys.

A larger proportion of student enrolments were present for the tests than in 2013. Year 4 attendance increased by 13% as it went from 76% in 2013 to 89% in 2015. Year 6 improved from 79% to 88%. This suggests that daily attendance is improving.

English literacy

- In year 4 at 27% there has been little change in the percentage of students achieving the expected overall standard however, 70% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- the proportion of very weak student performances in Year 4 has declined. This may reflect improved classroom engagement resulting from improved curriculum and pedagogy; an improved attitude towards and familiarity with testing or a combination of those and other factors.
- In Year 6 the percentage of students achieving the expected overall standard has increased to 37% of students from 21% in 2013 and 81% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- In Year 8 only 20% of students are working at their expected level and just 56% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- skills in understanding and interpreting written texts, including instructions, are the most in need of development.

Te-Kiribati literacy

- at 42% there appears to have been a decline in the percentage of students achieving the expected overall standard in Year 4 te-Kiribati literacy since 2011.
- There has been improvement in the percentage of Year 6 students demonstrating both minimal and acceptable levels of performance between 2013 and 2015.
- reading comprehension continues to be the biggest weakness in Year 6, however shows marked improvement by Year 8.
- By the end of Year 6, 55% of students are performing at the level expected for the end of primary school. By Year 8 72% of students are performing at or above the same level.

Numeracy

- In year 4 the percentage of students achieving the expected overall standard in numeracy at Year 4 has increased dramatically to 78% of students from 26% in 2013. Furthermore, 95% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- In Year 6 the percentage of students achieving the expected overall standard in numeracy at Year 6 has increased dramatically to 54% of students from 20% in 2013. 85% of the students are working at a level that can be considered to be 'minimally acceptable' for their year level.
- In Year 8 only 33% of students are working at or above the expected level of achievement. A further 34% are not at all coping with classroom material and being completely 'left behind'.
- Skills in measurement and data are the most in need of development. This issue was also identified in the 2013 report.

Appendix 1. Overall Achievement Levels

The overall achievement level (L0 - L4) for each student test result was determined using the following set of rules -

Minimum profile of levels in each component of the test				
Number of components in tests	Level 1	Level 2	Level 3	Level 4
3 components	1 x L1	2 x L2 1 x L1	2 x L3 1 x L2	2 x L4 1 x L3
4 components	1 x L1	2 x L2 2 x L1	2 x L3 2 x L2	2 x L4 2 x L3
5 components	1 x L1	3 x L2 1 x L1	2 x L3 2 x L2 1 x L1	2 x L4 2 x L3 1 x L2
6 components	1 x L1	3 x L2 2 x L1	3 x L3 2 x L2 1 x L1	3 x L4 2 x L3 1 x L2

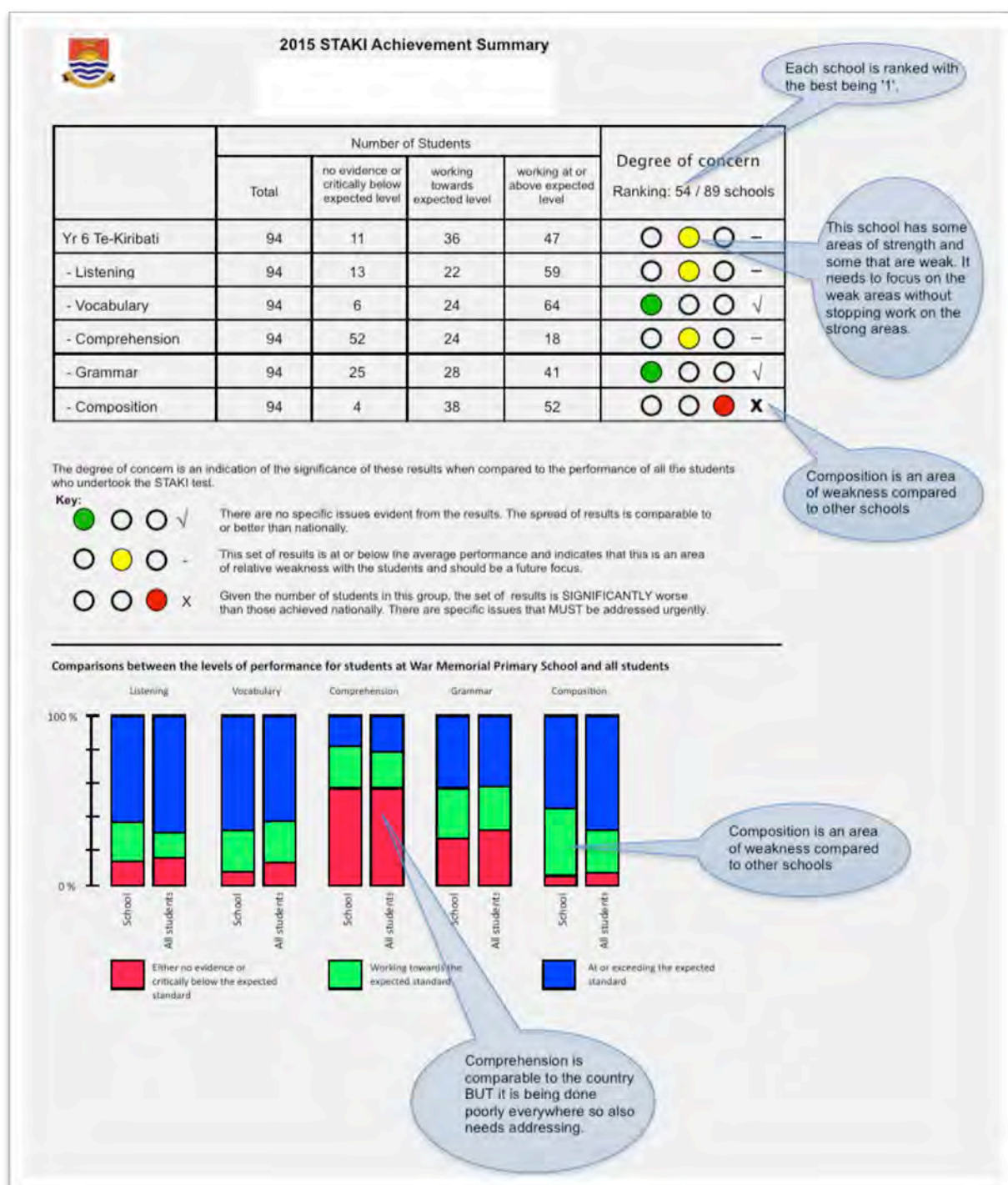
Table 11. Requirements for overall levels

For example, Year 6 te-Kiribati literacy has 5 components -

- listening,
- vocabulary,
- reading comprehension,
- grammar and
- writing.

Appendix 2. Example of summary reports provided to schools

The report below is an example of one page of the reports provided to each school. Schools also receive details of their individual students' performance. Schools are expected to use the information to inform their School Improvement Plans.



Annex 6

The KEIP Kitset Classroom Innovation

The KEIP Kitset Classroom Evolution Story

'Home grown' timber kitset classroom buildings have become a feature of schools recently upgraded on South Tarawa. Interestingly, kitsets were trialled and rejected at the beginning of KEIP but have re-emerged and evolved through a series of trials, setbacks and innovations during the first two phases of the Program, as follows:-

1. Trial of imported kitset buildings (2011-12)

KEIP Phase 1 involved the upgrading of six target primary schools in the outer Gilbert Islands using a range of construction and implementation strategies as a pilot project to determine 'what works where' in Kiribati. Teeraka primary school on Butaritari was upgraded with a new timber kitset building raised on stumps whilst Kauake primary school on Aranuka was upgraded with two new timber kitset buildings on concrete floor slabs. The buildings were pre-fabricated in Fiji, shipped to Tarawa in containers and then sent as deck cargo to the outer islands. A site engineer was sent by the Fijian supplier to provide instruction during erection.

Whilst the finished buildings were high quality and cost competitive, the logistics of delivering pre-fabricated modules (containing a large proportion of void space) from overseas was expensive and the fast on-site erection resulted in less income for the island than alternative systems. For these reasons, the imported kitset system was not considered further.



New kitset classrooms raised on timber stumps – Teeraka PS, Butaritari (2012)

New kitset classrooms on a concrete slab – Kauake PS, Aranuka (2012)

New kitset classroom & furniture – Kauake PS, Aranuka (2012)

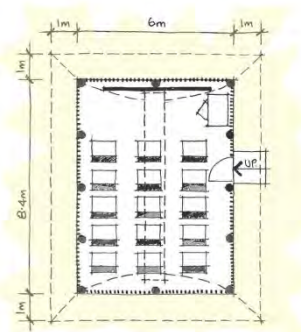
2. 'Modified' Traditional Classrooms (2012)

Given budget limitations and the limited capacity (materials, tools, skills, etc.) for outer islands to maintain permanent buildings, the KEIP Infrastructure Team recommended each outer island school to be upgraded with a single permanent admin block plus 'modified' traditional classrooms. Existing traditional classrooms are comfortable, sustainable (constructed and maintained using organic materials, local tools & expertise) and provide income for local communities through on-going maintenance. They are however, not compliant with the National Infrastructure Standards (NIS) in a number of areas.

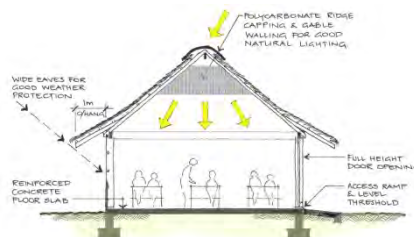
'Modified' traditional classrooms were planned to have a concrete floor slab and disabled access ramp; full height door opening; larger eaves for better weather protection and polycarbonate panels in the roof and gable ends for better natural lighting.

To comply with the NIS, new classrooms were to be considerably larger than their predecessor. Classrooms were to be built, maintained, demolished and re-built by the local community on permanent reinforced concrete floor slabs.

The sustainable 'modified' traditional classroom concept was not developed further due to a strict requirement for all new GoK buildings in the outer islands to be of permanent construction.



Modified Traditional Classroom - Floor Plan



Modified Traditional Classroom - Typical Cross Section



Modified Traditional Classroom – Perspective View

3. Modified Blockwork Buildings (2013)

At the commencement of KEIP in 2011, it was expected that all new urban classrooms would utilise the standard MoE / MPWU design comprising core-filled local concrete blockwork reinforced with steel. Unfortunately, due to sand and gravel from the beach, the salty water supply and the extremely aggressive marine environment, most buildings of this type fail quickly due to ‘concrete cancer’.

Determined to eliminate concrete cancer from new blockwork, the KEIP Infrastructure Team replaced steel reinforcing with stainless steel strap and buttressed the walls for greater stability. The MPWU accepted this as a fully ‘engineered’ solution for the upgrading of Abounamou primary school on South Tarawa and all seven primary schools in the Line Islands. Unfortunately at Abounamou there were issues with the builder which resulted in long delays. The buildings were eventually finished to an adequate standard but the process was not ideal for showcasing the innovative structural solutions to Stakeholders.

Outside of KEIP, two new buildings at the Special School on South Tarawa have been constructed using this system and the technique is also being considered for an extension to the Office of the President in Bairiki.



Stainless steel strap reinforcing



Buttressed wall with integral bookshelf



New blockwork buildings at Abounamou Primary School

4. Semi-Permanent Kitset Classrooms (Nov 2013)

At the request of the Minister for Education, the KEIP Infrastructure Team designed a ‘semi-permanent’ double classroom block for the outer islands. The system would comprise a raised timber floor or concrete slab-on-ground; pre-fabricated timber wall, window and door panels; plywood lining and colorbond steel cladding; timber scissor-trusses; polycarbonate gable cladding (for natural

lighting) and traditional leaf roof for insulation and to ensure continued community involvement in the school through maintenance and replacement of traditional materials.

The Minister presented this solution to Cabinet but the system was ruled unacceptable because it was not fully permanent.



Typical semi-permanent kitset classroom block

5. Permanent Kitset Prototype (2014)

In order to fully satisfy GoK requirements for 'permanent' buildings, the KEIP Infrastructure Team further developed the kitset concept to include standard timber roof trusses, raking plywood ceilings and a colorbond steel roof. A promotional document titled 'New Kitset Designs for Kiribati Primary Schools' was presented to Cabinet and was endorsed as a suitable 'permanent' solution for Kiribati primary schools.

Prototype buildings were then constructed at Bareaumai primary school to test and fine-tune the concept. Six classrooms were built with raised timber floors and two classrooms were built on a concrete slab. The new prototype 'kitset' buildings involved a contract for supply of materials, a contract for pre-fabrication of kitset 'modules' and a contract for erection of the buildings on site.

As local contractors were largely unfamiliar with the systems and costs involved, both pre-fabrication and erection were carried out using 'open-book' contracts, where all times and costs were collected to inform the on-going KEF construction program and budgeting. The finished buildings were well received by all Stakeholders and have become a model for the upgrading of urban schools.



Kitset window module under fabrication at the Kitset Factory



Delivery of kitset modules to Bareaumai primary school



Kitset classroom block under construction at Bareaumai PS

6. Labour-Only Construction Contracts (2014)

Most builders in Kiribati do not have the technical capacity to accurately calculate building material quantities or the financial backing to cover the expense of paying for materials up to 3 months before construction. Since moving to kitset construction in 2014, KEIP has engaged all contractors on 'labour-only' (or erect-only) contracts – allowing them to quote on labour and local materials (sand, gravel, etc.) only without the concerns of meeting the high cost of 'up-front' supply.

7. International Materials Supply Contracts (2014)

In KEIP Phase 1, the Infrastructure Team made a point of utilising local systems and supporting local businesses. Building materials were procured locally by 'shopping' for small quantities or tendering out the supply of larger quantities. However, local hardware stores rarely kept adequate quantities and larger suppliers struggled to provide the required quality and consistency.

In KEIP Phase 2, the contracting of Fijian firms for large supply contracts proved problematic due to concerns over reliability, quality, under-supply, delays, origin of materials and difficulty in determining if timber products were from sustainable sources. The Bareaumai permanent kitset prototype buildings were constructed with materials sourced from Fiji. The lack of dimensional accuracy in timber products caused cumulative errors to occur during assembly and stainless steel window security mesh rusted and was replaced by KEIP at the supplier's expense.

In 2014, KEIP moved to sourcing materials internationally (Australia or New Zealand) and materials for all recent kitset projects have been supplied directly from NZ and to date has resulted in excellent quality, reliability, dimensional accuracy and value-for-money.

8. 'Home Grown' Kitset Classrooms (2015-16)

Following the success of prototype kitset classrooms at Bareaumai primary school, the KEIP Infrastructure Team has further developed and fine-tuned the system. A number of single storey buildings were installed at St John Bosco primary school in 2015 and a two storey 8 classroom kitset building - developed to address over-crowding issues – was completed in time for the 2016 school year at Rurubao primary school.

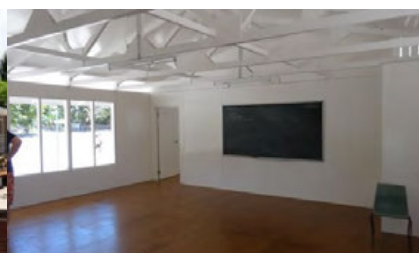
Two similar buildings are almost complete at Dai Nippon primary school. The two storey building has been so successful that it has recently been extended to 10 classrooms to address overcrowding issues at Temwanoku, Taken Bairiki, Tebanimaneka and War memorial primary schools.



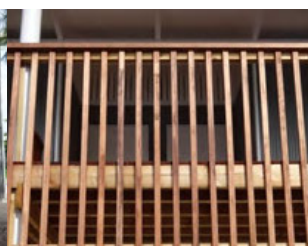
St John Bosco PS - single storey kitset with raised timber floors



St John Bosco PS – typical new single storey kitset building



St John Bosco PS – typical new kitset classroom



Rurubao PS - two storey 8 classroom kitset on a concrete slab



Summary – The Advantages of KEIP Kitset Innovation

- Designed, fabricated and erected in Kiribati;
- Fully engineered, tested and endorsed by the MPWU;
- Low maintenance: Treated timber & plywood, 316 grade SS mesh, colorbond steel cladding;
- Cost effective, balancing the quality of materials; savings through assembly of the component parts in Kiribati; the relative ease and lower cost to transport and assemble the KitSets; the employment of local labour employed to assemble the buildings; the capacity of Kiribati contractors to complete the school buildings to a high level of quality; and the lower cost of maintenance over the life cycle.
- Suitable for both Urban and Rural schools (certified as 'permanent' by the GoK);
- Concrete filled plastic piers & columns with SS strap reinforcing = no concrete cancer;
- Raised timber floors suitable for low-lying sites and those areas vulnerable to inundation;
- Two-storey classroom blocks suitable for over-crowded urban schools;
- Greater quality control, as much of the work completed in a Kiribati factory under controlled conditions;
- Fewer weather delays on site, through the pre-fabrication in factory, so that assembly on-site is very fast;
- Opportunities for women to be involved in the building component management and manufacturing work ;
- Single storey buildings are 100% accessible (ramp access to elevated timber floor);
- Two storey buildings are 50% accessible (in accordance with the NIS – Version 4.1)¹;
- Less concrete used in the building structure, so limiting material taken from Kiribati beaches as can happen in other local standard local building practice;
- Low energy, including excellent natural light and ventilation for all classrooms;
- Can be erected by smaller Kiribati building companies and can increase the skills and capacity of local tradespeople and semi-skilled workers;
- Builds the capacity of local tradespeople;
- May translate to other public infrastructure sectors in Kiribati and the region (health, housing, education)

NOTE: *The successful design and manufacturing / delivery method for the provision of quality classrooms (single and - where specifically requested due to local land or school population conditions - two storey) will continue through KEIP Phase III.*

¹ The two storey building concept has been so successful that it has recently been extended to 10 classrooms to address overcrowding issues at Temwanoku, Taken Bairiki, Tebanimaneka and War memorial primary schools. Where two level school buildings are requested and constructed (for those schools where school land is at a premium and there are many more students than can be accommodated in single level buildings) the ground level is accessible to students with disability. In those locations where two storey school construction has been requested and approved, there will remain a need to de discussions with school leadership on how best to accommodate and mainstream students with disabilities in the school and classrooms;