



Government Republic of Kiribati
Ministry of Education

Digest of Education Statistics 2014

Digest of Education Statistics 2014



Republic of Kiribati
Ministry of Education
A publication of the MOE Statistics Unit
© MOE 2014

Table of Contents

Contents

Table of Contents.....	4
List of Tables	6
List of Figures	8
Foreword by the Secretary of Education	9
Glossary of terms.....	10
1 Introduction.....	11
1.1 Goals, Policies and Strategies for Education.....	11
1.2 The Education System in Kiribati	12
1.3 Educational Challenges in Kiribati.....	13
1.4 The organisation and information included in this digest	13
2 Executive Summary	15
2.1 Access to Education	15
2.1.1 Primary school enrolments.....	15
2.1.2 Secondary school enrolments.....	15
2.1.3 Enrolment ratios.....	16
2.1.4 Disability	16
2.2 Quality of Education.....	18
2.2.1 Student to teacher ratio's	18
2.2.2 Qualified and certified teachers.....	18
2.2.3 Students Repeating Schooling.....	18
2.2.4 Examination assessment results.....	18
2.3 Annual School Census.....	19
3 Access to Education	21
3.1 School Enrolments.....	21
3.1.1 Reported Enrolment by School Type	21
3.1.2 Enrolment by official school age	24
3.1.3 Enrolment Ratio's	26
3.1.4 Enrolment by District and School Type	28
3.1.5 Enrolment by educational authority	30
3.2 Schools and Teachers	31
3.2.1 Schools by type	31
3.2.2 Teachers by school type and sex.....	31
3.2.3 Trends for teachers by sex and school type.....	32

3.2.4	Schools by District	32
3.2.5	Teachers by district and school type	33
3.2.6	Number of teachers by school type and authority	36
3.2.7	Schools by level of remoteness	36
3.3	Disability	37
3.3.1	Disability by class level	37
3.3.2	Disability by district	39
4	Quality of education	40
4.1.1	Student to teacher ratio's	40
4.1.2	Qualified and certified teachers.....	40
4.1.3	Students Repeating Schooling.....	45
4.2	Examination assessment results.....	47
4.2.1	STAKI results for English literacy, 2013	48
4.2.2	STAKI results for Te Kiribati, 2013.....	52
4.2.3	STAKI results for Numeracy, 2013.....	56
5	Appendix.....	60
5.1	Census survey response rates.....	60
5.2	Pacific Education Development Framework (PEDF) Indicators	62
5.2.1	Formal Education.....	62
6	References	63

List of Tables

Table 1 Satisfactory or above literacy and numeracy skills, Primary School Students, 2004 – 2009 ..	13
Table 2 Enrolment, Primary Schools, Kiribati, 2005 – 2014	21
Table 3 Enrolments by sex, Primary Schools, Kiribati, 2012 – 2014	21
Table 4 Enrolment, Junior Secondary Schools, Kiribati, 2005 – 2014	22
Table 5 Enrolment, Senior Secondary Schools, Kiribati, 2005 – 2014	22
Table 6 Enrolment by sex, Junior Secondary Schools, Kiribati, 2012 – 2014	23
Table 7 Enrolment by sex, Senior Secondary Schools, Kiribati, 2012 – 2014	23
Table 8 Enrolment by official class age, Primary Schools, 2012-2014.....	24
Table 9 Enrolment by official class age by sex, and GPI, Primary Schools, 2012 – 2014	24
Table 10 Enrolment by official class age, Secondary Schools, 2012-2014.....	25
Table 11 Enrolment by official class age by sex, and GPI, Secondary Schools, 2012 – 2014	25
Table 12 Enrolment Ratio's (GER and NER), Primary School Enrolments, 2011 – 2014.....	26
Table 13 Enrolment Ratio's (GER and NER), Secondary School Students, 2011 – 2014	27
Table 14 Enrolment by school type, district and year, Kiribati, 2011-2014.....	28
Table 15 Enrolment by school type and island, District North, 2014	28
Table 16 Enrolment by school type and island, District Central, 2014	29
Table 17 Enrolment by school type and island, District South, 2014.....	29
Table 18 Enrolment by school type and island, Linnix District, 2014.....	30
Table 19 Enrolment by education authority and school level, 2013 – 2014	30
Table 20 Number of schools by type, Kiribati, 2013 and 2014	31
Table 21 Number and percentage of teachers by sex and school type, 2014	31
Table 22 Trends in the number of teachers by sex and school type, 2011-2014.....	32
Table 23 Number and percentage of schools by type and district, 2014.....	32
Table 24 Number and percentage of teachers by district and school type, 2014.....	33
Table 25 Number and percentage of teachers by district, school type and sex, Kiribati, 2014	33
Table 26 Number of teachers by island and school level, District North, 2014	34
Table 27 Number of teachers by island and school level, District Central, 2014	34
Table 28 Number of teachers by island and school level, District South, 2014.....	35
Table 29 Number of teachers by island and school level, District Linnix, 2014.....	35
Table 30 Number of teachers by school type and authority, Kiribati, 2014	36
Table 31 Number and percentage of schools by district and rurality.....	36
Table 32 Students with disabilities, Classes 1 to 3 by sex, 2015	37
Table 33 Students with disabilities, Classes 4 to 6 by sex, 2015	38
Table 34 Students with disabilities, Forms 1 to 3 by sex, 2015	38
Table 35 Students with disabilities, Forms 4 to 7 by sex, 2015	39
Table 36 Students with disabilities by district, 2015	39
Table 37 Students, teachers and student teacher ratio (STR), by school type 2011 – 2014	40
Table 38 Qualified and certified teachers by school level and sex, Kiribati 2014.....	41

Table 39 Qualified and certified teachers by school level and year, Kiribati 2012-2014	42
Table 40 Qualified and certified teachers by district and sex, Kiribati 2011-2014	43
Table 41 Qualified and certified teachers by district and school level, Kiribati, 2014	44
Table 42 Number of students repeating classes by level, sex and GPI, 2014	45
Table 43 English performance, STAKI, Class 4 by sex, 2013	48
Table 44 English performance, STAKI by skill area, Class 4, 2013	49
Table 45 English performance, STAKI, Class 6 by sex, 2013	50
Table 46 English performance, STAKI by skill area, Class 6, 2013	51
Table 47 Te Kiribati performance, STAKI, Class 4 by sex, 2013.....	52
Table 48 Te Kiribati performance, STAKI by skill area, Class 4, 2013.....	53
Table 49 Te Kiribati performance, STAKI, Class 6 by sex, 2013.....	54
Table 50 Te Kiribati performance, STAKI by skill area, Class 6, 2013	55
Table 51 Numeracy performance, STAKI, Class 6 by sex, 2013	56
Table 52 Numeracy performance, STAKI by skill area, Class 4, 2013.....	57
Table 53 Numeracy performance, STAKI, Class 6 by sex, 2013	58
Table 54 Numeracy performance, STAKI by skill area, Class 6, 2013.....	59
Table 55 Annual school census response rates by school type, 2014	60
Table 56 Annual school census response rates by district, 2014.....	60
Table 57 Number of enrolments estimated by school type, 2014.....	60
Table 58 Number of enrolments estimated by education district, 2014.....	61
Table 59 Month of census survey return, 2014.....	61
Table 60 PEDF Indicators, Formal Education Sector, Kiribati, 2014.....	62

List of Figures

Figure 1 Education System Overview, Kiribati 2015.....	12
Figure 2 GER Primary School Sector by Sex, 2011-2014.....	16
Figure 3 GER and NER, Secondary School Sector by sex, 2014	16
Figure 4 Percentage of repeaters, primary enrolments by class group, 2012-2014.....	45
Figure 5 Percentage of repeaters, secondary enrolments by class group, 2012-2014.....	46
Figure 6 English performance, STAKI, Class 4 by sex, 2013.....	48
Figure 7 Comparison of English performance for STAKI, Class 4, 2011 and 2013	49
Figure 8 English performance, STAKI, Class 6 by sex, 2013.....	50
Figure 9 Comparison of English performance for STAKI, Class 6, 2011 and 2013	51
Figure 10 Te Kiribati performance, STAKI, Class 4 by sex, 2013	52
Figure 11 Comparison of Te Kiribati performance for STAKI, Class 4, 2011 and 2013	53
Figure 12 Te Kiribati performance, STAKI, Class 6 by sex, 2013	54
Figure 13 Comparison of Te Kiribati performance for STAKI, Class 6, 2011 and 2013	55
Figure 14 Numeracy performance, STAKI, Class 4 by sex, 2013	56
Figure 15 Comparison of numeracy performance for STAKI, Class 4, 2011 and 2013	57
Figure 16 Numeracy performance, STAKI, Class 6 by sex, 2013	58
Figure 17 Comparison of numeracy performance for STAKI, Class 6, 2011 and 2013	59

Foreword by the Secretary of Education

The Ministry of Education is pleased to present the Kiribati Digest of Education Statistics for 2014.

The report aims to support policy and planning across the Educational Sector and provide all stakeholders including national, regional and international partners with high quality educational statistics.

The majority of information provided in this report has been produced from the Kiribati Education Management Information System (KEMIS), much of which is obtained through the Annual School Census. Subsequently, I would like to express my gratitude for all Primary Head teachers, Junior Secondary Principals and Senior Secondary Principals for taking the time to complete their Annual School Census. Your feedback is essential for planning and monitoring the effectiveness of education sector development programmes, as well as day-to-day operational management of the education sector.

I would also like to thank the Kiribati Education Improvement Program staff who have provided ongoing expertise and support for the development education in Kiribati, the Australian Department of Foreign Affairs and Trade (DFAT) for funding the continuous development of the KEIP and KEMIS, and the Secretariat of the Pacific Community, Statistics for Development Division for their support on the development of this Digest.

If you need any further details about our Education system do not hesitate to contact MOE on phone number 29227.

Once again would like I thank everybody for making this publication of data possible and I look forward to your combined cooperation in providing responses to future Annual School Census.

Thank you,

Tererei Abete
Secretary of Education
Ministry of Education

Glossary of terms

Gender Parity Index (GPI): The proportion of female to male students. Values of 100 (or close to this value) indicate gender parity; values over 100 indicate a higher proportion of females, while values less than 100 indicate a lower proportion of females.

Gross Enrolment Ratio (GER): Total student enrolment in a defined school level (irrespective of age) expressed as a percentage of the total population who are of the official age group for that level of education.

Net Intake Rate (NIR): New entrants in the official school age group for a given level of education expressed as a percentage of the total population for the official age group for that level.

Net Enrolment Ratio (NER): Total student enrolment in the official school age group for a given level of schooling expressed as a percentage of the total population for the official age group for that level of schooling.

Survival Rate (SR): The proportion of a cohort of students who reach a given level of schooling expressed as percentage of students enrolled in the first level of the education cycle e.g. the proportion of a cohort of Class 1 students who complete for primary school education. The SR shows the extent to which the school system retains students, with or without repetition, and provides information on overall dropout rates.

Transition Rate (TR): The number of students who were admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of students enrolled in the final grade of the lower level of education in the previous year.

Student to Teacher Ratio (STR): The average number of students per teacher for a given level of schooling (UNESCO, 2009).

1 Introduction

The purpose of the 2014 Kiribati Education Digest is to provide high quality educational statistics, particularly related to the accessibility and quality of education in Kiribati. The Digest provides information on priority areas targeted by the 2012-2015 Education Sector Strategic Plan, and international and regional performance indicators. This information will support evidence based policy and planning, and will be a useful resource for all stakeholders with an interest in the status of education in Kiribati.

1.1 Goals, Policies and Strategies for Education

Kiribati has committed to major International and Regional agreements including the Education for All (EFA), Millennium Development Goals (MDGs) and the Pacific Education Development Framework (PEDF) in acknowledgement of the importance of fulfilling the basic human right to access and benefit from an education.

In 2008, Kiribati held a national education summit to develop major goals and strategies to address important challenges within the education sector. This culminated in the development of the 2008-2011 Education Sector Strategic Plan (ESSP) which articulated and operationalised the outcomes from the summit, and ensured alignment with the 2008-2011 Government of Kiribati (GoK) Development Plan.

In October 2011, review of the 2008-2011 ESSP indicated that while its original six goals and 41 strategies remained relevant, some of the incomplete activities required revision and certain strategies were in need of further development for the next stage of implementation. The 2012-2015 ESSP was subsequently devised which better reflected the need to improve the quality and accessibility of educational services.

The 2012-2015 ESSP includes an overarching long term goal and two targeted outcomes:

Goal

“All Kiribati children to have access to relevant and quality education” by 2020.

Targeted outcomes

- a) 100 % of Kiribati school children achieve functional literacy and numeracy after six (6) years of basic education and are equipped with the skills to continue to the next stage of education; and
- b) A comprehensive, inclusive education system adequately funded and effectively managed providing quality basic education to all I-Kiribati children.

The 2012-2015 ESSP includes 7 strategic objectives which address the two targeted outcomes:

- 1. All primary and secondary students are using high quality, coherent and relevant curriculum that caters for the needs of all children in Kiribati.
- 2. Children are studying and learning in an environment conducive to learning.
- 3. All children in Kiribati are taught by committed, competent and effective teachers supported by effective school leadership.
- 4. Evidenced-based policy and planning frameworks are applied for the achievement of quality education outcomes.
- 5. All children and young peoples’ rights to education are protected and school sector management is improved by a strengthened legislative framework.
- 6. A strong mutual collaboration mechanism exists between the Ministry and its key stakeholders.
- 7. Effective and efficient services are provided to schools to support the delivery of quality education for all students in Kiribati.

1.2 The Education System in Kiribati

Early Childhood Care and Education (ECCE) in Kiribati is provided by the non-government sector including churches and other community based groups. Currently, there is no teacher or infrastructural standards for the delivery ECCE services in Kiribati. An ECCE curriculum has been developed, but still requires formal implementation within the sector. The MoE has established an ECCE working group which is currently in the process of setting priorities for this sector.

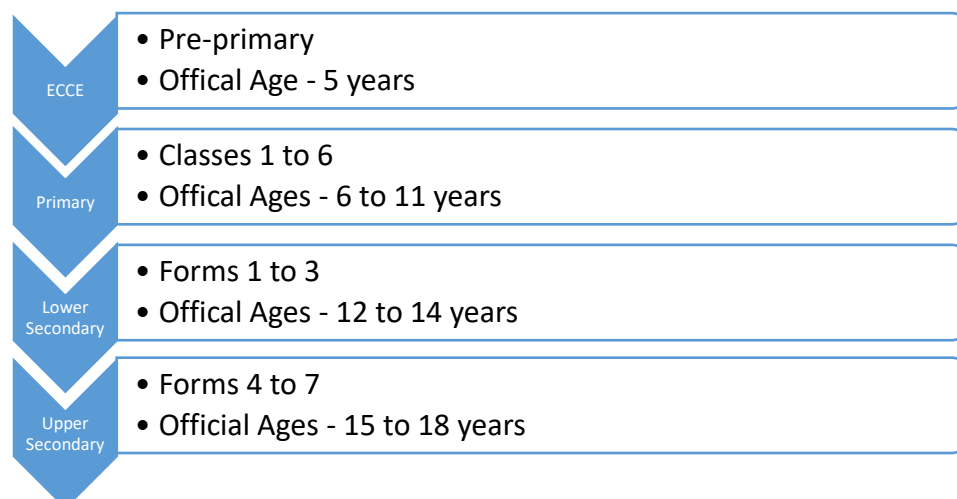
Schooling in Kiribati consists of six years of Primary (Classes 1 to 6) and three years of Secondary school education (Forms 1 to 3, Junior Secondary). These first 9 years of schooling are both compulsory and free for all children in Kiribati, and the system is administered by the MoE. At the end of Form 3, competitive examinations are held which determine student's ability to progress onto the Senior Secondary School system. Figure 1 shows the levels of education with official age groups in Kiribati.

Senior Secondary education consists of four years of schooling (Forms 4 to 7). Secondary education is provided by both the MoE and a number of privately operated church schools. Church schools provide secondary schooling through both Combined Junior and Senior Secondary Schools and Senior Secondary Schools.

Students must successfully complete examinations in Forms 6 and 7 in order to progress onto technical and further education, and higher education. School fees are also incurred for students undertaking the last four years of schooling.

The Ministry of Labour and Human Resource Development (MLHRD) is responsible for the management of post-secondary education in Kiribati, with the exception of the Kiribati Teachers College, which is managed by the MoE. This includes management of the Kiribati Institute of Technology, the Marine Training College, the Fisheries Training Centre, the Kiribati Nursing College and the Police Training Centre.

Figure 1 Education System Overview, Kiribati 2015



1.3 Educational Challenges in Kiribati

Literacy and numeracy skill development is perhaps the greatest challenge for education in Kiribati. STAKI results for primary school students for 2004 through to 2009 illustrate the low levels of achievement amongst Class 4 and 6 students that were evident when the 2008-2011 ESSP was first implemented (Table 1).

Kiribati literacy: The proportions of Class 4 students with satisfactory or higher performances has declined from 75% to 62%, while the proportions of Class 6 students declined from 62% to 56%.

English literacy: While achievements for Class 4 and Class 6 students increased significantly over the 5 year period, only 39% of Class 4 and 33% of Class 6 students achieved satisfactory or higher performances in 2009.

Numeracy: The proportions of Class 4 and Class 6 students with satisfactory or higher performances in numeracy declined over the 5 year period to 1 in 3 Class 4 students (35%) and 1 in 5 Class 6 students (17%).

Table 1 Satisfactory or above literacy and numeracy skills, Primary School Students, 2004 – 2009

	2004	Class 4 2007	2009	2004	Class 6 2007	2009
English	26%	29%	39%	14%	14%	33%
Numeracy	40%	27%	35%	25%	18%	17%
Kiribati	75%	49%	62%	62%	50%	56%

Source: Kiribati Education Improvement Program (KEIP) – Phase 1 Design Document

In December 2012, the Australian Department of Foreign Affairs and Trade (DFAT), Australian Aid¹ approved the Kiribati Education Improvement Program (KEIP) Phase 2. KEIP is the framework within which major development partners are supporting the Ministry of Education to implement the Kiribati Education Sector Strategic Plan (ESSP) 2013-2015. Participating partners are the DFAT, UNICEF and UNESCO, with other donors invited/expected to provide support to the Ministry through this framework.²

The program provides a wide range of technical expertise and support for the MoE. The KEIP is currently in the second phase of implementation and is closely aligned with the goals and objectives of the 2012-2015 ESSP. Five priority areas are currently in place to support improvements in education, these include: curriculum development and assessment, teacher professional development, improved school infrastructure, enhanced school community partnerships and strengthening the MoE capacity to plan, monitor and improve sub-sector performance.

1.4 The organisation and information included in this digest

The information provided in this Digest is primarily from the Kiribati Educational Management Information System (KEMIS).

The KEMIS is a computerised database system which stores essential administrative data held by the MoE. Key information currently held in the KEMIS includes:

- The Annual School Census survey results
- The Annual MEHRD budget and expenditure data
- The Ministry of Finance national budget and expenditure data
- The Teacher personnel and payroll records
- The Teacher attendance records
- The Primary and Secondary School exam results.

¹ Formerly AusAID

² From 2014 onwards, the framework will be nested within an extended strategy, the Education Partners in Kiribati (EPiK), through which development partners will support the Ministry of Education strategic plan and annual operational plans.

In line with the goal of supporting monitoring and evaluation of Kiribati's strategic goals and facilitating evidence based policy and planning, the information provided in the report has been organised into two overarching sections:

1. Access to Education – this section provides fundamental information on student enrolments, numbers of teachers and schools. Where possible information is disaggregated on the basis of demographic and educational factors including age group and sex, class level, school type and geographical location. Using population estimates key education statistics for measuring access to education have been derived. These include the Net Intake Rate (NIR), Gross Enrolment Rate (GER) and Net Enrolment Rate (NER).
2. Quality of Education – results are provided for student to teacher ratios, numbers and proportions of qualified and certified teachers, and students repeating schooling. Results for the 2013 STAKI are a vital measure of the quality of education in Kiribati and as such are examined on the basis of factors including gender, level of schooling and specific skill areas. A comparison of outcomes for 2011 and 2013 is also provided.

The Annual School Census Survey is a critical source of data for students, teachers and schools. Each year the Ministry of Education conducts the Annual School Census Survey to obtain information on pupils, teachers, facilities, grounds and resources for every school across the nation. Once completed surveys are received by the MOE, the data is collated and analysed using the KEMIS. Without this information production of this report would not be possible.

2 Executive Summary

2.1 Access to Education

2.1.1 Primary school enrolments

Over the last decade there has been a gradual decline in total enrolments for Classes 1 to 6 from 18,138 to 16,710 students (from 2005 to 2013). However, in 2014 there were an additional 1,493 primary school enrolments and this increase was apparent across all four educational districts.

Trends have differed for total compared with official age for class level enrolments. While there has been some fluctuations in total enrolments, official age for class level enrolments increased for Classes 1 to 4, and declined for Classes 5 and 6 between 2012 and 2014.

The proportion of official age for class level enrolments declined with class level. In 2014, the proportion of Class 1 students in the official class age was 70.9% compared with only 59.2% for Class 6 students.

In 2014, gender parity was apparent across all class levels for students from the official age for class level and total enrolments.

Geographically, at the district level, enrolments for 2014 ranged from 10,437 (64%) students in District North to only 1,644 (10%) students in District Linnix (2014). At the island level, enrolments were highest in South Tarawa (6,960).

2.1.2 Secondary school enrolments

There were some fluctuations total enrolments for lower (Forms 1–3) and upper (Forms 4–7) secondary school levels over the last decade (2005 to 2014). In contrast, enrolments for students who were in the official age for class level increased from 2,640 to 3,737 (16.2%) in the lower secondary sector, and from 1,338 to 2,382 (20.4%) between 2012 and 2014.

The proportion of official age for class level enrolments declined gradually with class level in the secondary school sector. In 2014, the proportion of Form 1 students in the official class age was 55.9% compared with only 48.5% for Form 7 students.

In respect to gender parity, there were higher proportions of females compared with males enrolled in Forms 1 through to 7. Total female enrolments ranged from 10% higher in Form 1 to 60% higher in Form 7 in 2014. Although there were also higher proportions of females compared with males from the official class age enrolments, was no definite pattern by class level.

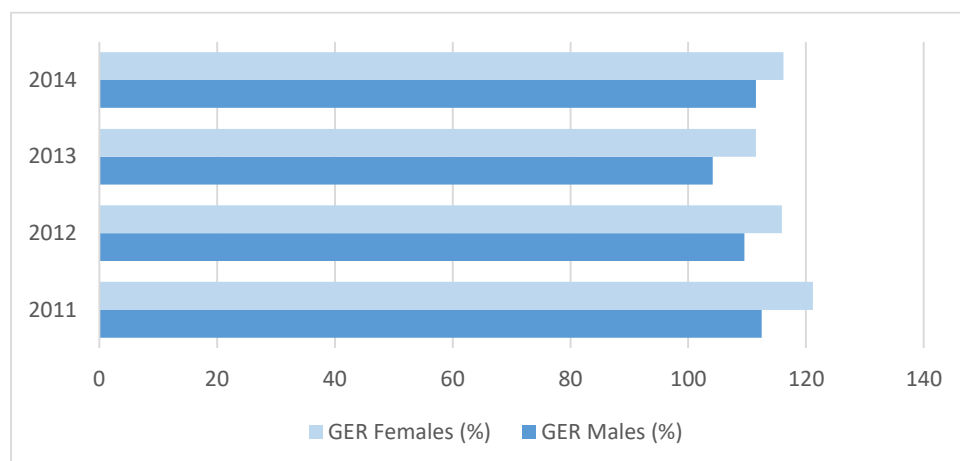
As for primary schools, the highest number of enrolments were in District North (8,063), which represented 69% of all secondary school enrolments and South Tarawa had the highest number of secondary school enrolments (6,181) at the island level.

2.1.3 Enrolment ratios

2.1.3.1 Primary School Students

Between 2013 and 2014, the GER for primary education increased from 112% to 116% following a significant increase in total enrolments. Net enrolment ratios have been withheld from this report as the number of enrolments has exceeded the estimated population size for the last four years (refer to section 3.1.3 for further information).

Figure 2 GER Primary School Sector by Sex, 2011-2014

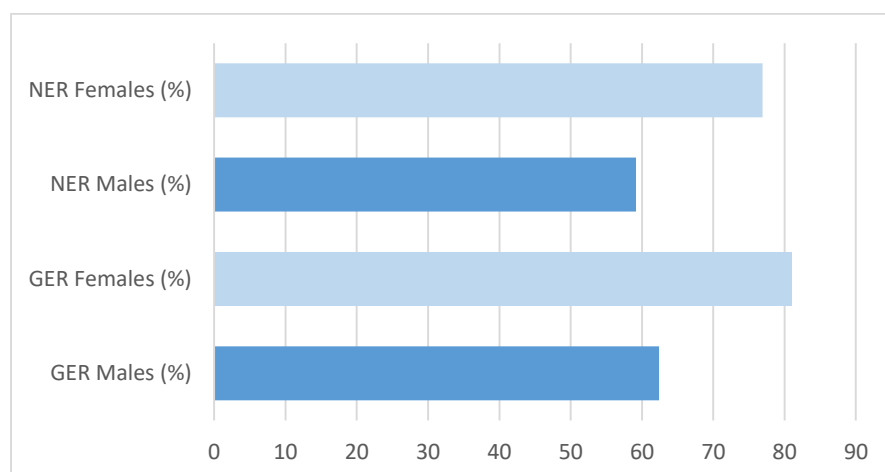


2.1.3.2 Secondary School Students

Between 2011 and 2014 there was no significant change in the GER's or NER's for the total secondary school sector. The GER was consistently 4% to 5% higher than the NER, which indicates that the majority of students enrolled in secondary schools were aged 12 to 18 years.

GER's and NER's remained significantly higher for females than males throughout the four year period.

Figure 3 GER and NER, Secondary School Sector by sex, 2014



2.1.4 Disability

Learning disabilities were the most commonly reported disability for primary school students, followed by speech and hearing impairments. The prevalence of reported disabilities were twice as high for male compared with female students ranging from 3.1% of males and 1.5% of females in lower primary to 2.4% of males and 1.1% of females in upper primary.

The prevalence of reported disability was much lower in the secondary compared with the primary school sector. In lower secondary schools, 0.5% of males and 0.3% were reported to have a disability,

most of which were unspecified disabilities. In upper secondary schools, 0.1% of males and 0.4% of females had reported disabilities, and sight impairment was the most commonly reported.

Overall, the distribution of disability did not differ significantly by education district, the exception being sight impairment. District Central and Linnix District had lower proportions of students with sight impairment compared to the other two districts.

Implications for Policy and Planning – Access to Education

The increase in primary school enrolments in 2014 following an 8 year decline (2005-2013) coincides with a number of initiatives undertaken in Kiribati over the last two to three years:

- Development and implementation of school improvement plans which have targeted access and participation.
- Increased engagement with local communities on the importance of schooling.
- Implementation of Goal 5 of the ESSP which has strengthened the Ministries authority to enforce policies around compulsory school attendance.
- Implementation of revised curriculums for Classes 1 to 4 which commenced in 2012, coincides with the increase in enrolments in the official age for class level for these grades. Revised curriculums for Classes 5 and 6 will be implemented over the next two years.
- Increased accessibility to schooling for 2,790 primary school students through the provision of 93 new or renovated classrooms and improved access to safe water and sanitation (since 2011), has coincided with increased enrolments at the island level.

The decline in enrolments as student's transition from the primary to the secondary school sector, and differences in enrolment rates for males compared with females are important areas for consideration.

Enrolment rates were substantially lower in the lower secondary compared with the primary school sector, particularly for males. In 2014, only 75% of males from Forms 1 to 3 were in the official age for class level compared with 92% of females. This is of concern given that lower secondary school is a compulsory educational requirement for Kiribati.

Two factors for consideration include the availability of scholarships for participation and students ability to meet the required level of academic achievement to facilitate success in the upper secondary sector. Subsequently, these factors remain a challenging and important area for future planning.

The predominance of female teachers is another area for consideration, particularly in the primary school sector where there are five times as many female to male teachers. Innovative solutions may need to be devised to attract a higher proportion of male teachers into the primary school sector.

Further information on students with disabilities would also be valuable, to determine whether there is adequate support within the educational system or whether these pupils drop out of the school system prematurely. It would also be of value to determine whether the lower proportions of students sight impairments in Central and Linnix Districts is related to limited access to screening.

2.2 Quality of Education

2.2.1 Student to teacher ratio's

Student to teacher ratios (STR) were highest in the primary school sector and increased from 23.3 to 26.4 students per teacher between 2012 and 2014. In 2014, STR was lowest for junior secondary schools at 15.6 students per teacher, while STR's for combined junior/senior secondary schools and senior secondary schools were slightly higher at 17.4 and 17.7 respectively.

2.2.2 Qualified and certified teachers

The vast majority of primary teachers were qualified to work as teachers but only just over half had attained the minimum teacher training to achieve certification. As only certified teachers are allowed to be the sole teacher in a class, these results also include individuals who are yet to come across as permanent teachers and may also include monitors and volunteers.

Junior secondary school teachers had the highest reported levels of qualification and certification of all school levels with over 90% being qualified and certified.

Approximately two thirds of combined junior and senior secondary, and senior secondary teachers were qualified to teach, while around 60% were certified to teach in their respective sectors.

There was some variability in the percentages of qualified and certified teachers by district and school level. In the combined junior and senior secondary sector, only one teacher (6.7%) from District South teacher and two teachers (13.3%) from District Linnix were certified to teach. Additionally in District Linnix, only 40% (6 teachers) combined junior and senior secondary teacher were qualified to teach.

2.2.3 Students Repeating Schooling

Between 2012 and 2014, there was a gradual decline in the percentage of primary school students who were repeating classes. The proportions of repeaters from Classes 1 to 3 decreased from 3.0% to 1.8%, while repeaters from Classes 4 to 6 declined from 3.6% to 2.1%.

There were no definite changes in the proportions of students repeating classes at the upper or lower secondary levels between 2012 and 2014.

In 2014, lower proportions of female than male students were repeating Class 6 and Forms 1 to 4.

2.2.4 Examination assessment results

The STAKI are national standardised tests of achievement which is conducted for literacy (Te Kiribati and English) and numeracy in Kiribati. Historically the tests have included students from Classes 4, 6 and 8, however the MoE has conducted the STAKI on a second yearly basis since 2007 and the most recent tests were undertaken in October 2013 for students from Classes 4 and 6 only. Key results for the 2013 STAKI are included in this report.

Achievement levels for STAKI comprise:

1. Working above the expected level
2. Working at the expected level
3. Working towards the expected level
4. Working below the expected level
5. No evidence of achievement.

This current report summarises the levels of achievement into the following three categories:

- A) At or above expected level
- B) Working towards the expected level; or
- C) No evidence or critically below the expected level.

For a more comprehensive overview of all of these results please refer to the STAKI 2013 National Report (MoE, 2014).

2.2.4.1 Key results for English

Larger proportions of male compared with female students in Classes 4 and 6 showed 'no evidence or were critically below the expected level' for English.

Class 6 males and females achievements for English were lower than their counterparts in Class 4.

Class 4 student's skills were strongest for listening, and weakest for reading, while Class 6 student's skills were strongest for grammar, and weakest for vocabulary and comprehension.

For 2013 compared with 2011:

A larger proportion of Class 4 students were 'working towards the expected level' for English, as a smaller proportion demonstrated 'no evidence or were critically below the expected level'.

For Class 6 students, STAKI results were almost identical in 2013 compared with 2011.

2.2.4.2 Key results for Te Kiribati:

Larger proportions of male than female students in Classes 4 and 6 showed 'no evidence or were critically below the required level' for Te Kiribati.

Achievements for Te Kiribati were lower for males from Class 6 compared with Class 4.

As for English, Class 4 student's skills were strongest for listening, and weakest for reading. For Class 6 Te Kiribati student's skills were strongest for listening, and weakest for comprehension.

For 2013 compared with 2011:

- A larger proportion of Year 4 students were 'working towards the expected level' and smaller proportion demonstrated 'no evidence or critically below the expected standard'.
- Half of all Class 6 students were 'at or above the expected level' for Te Kiribati in 2013 compared with only 22% in 2011.

2.2.4.3 Key results for Numeracy:

Achievements for Numeracy were higher for females compared with males, due to larger proportions 'working towards, at or above the required level' in Classes 4 and 6.

Class 4 and Class 6 student's numeracy skills were strongest for numbers and weakest for problem solving.

Achievements for numeracy were lower for Class 6 males and females compared with their counterparts in Class 4.

For 2013 compared with 2011:

- Larger proportions of Class 4 students 'working towards the expected level' for numeracy and 'at or above the expected level'.
- A smaller proportion of Class 6 students demonstrated 'no evidence or critically below the required Level' and a larger proportion were 'working towards the expected level'.

2.3 Annual School Census

In 2014, the overall response rate was high with only 7 of the 136 schools (94.9%) failing to return their annual school census. Of these, five were from the primary school sector and one each from the combined junior/senior school and senior secondary school sectors. Linnix district had the lowest response rate of all districts, with 3 of 14 schools not returning their surveys.

Where census forms were not returned, results from the previous year's survey were used estimate enrolment numbers. Overall, 2,512 enrolments (9%) were estimated in 2014. While the majority of census forms were returned in April, May and June, the remaining 12.4% were received between July and October, and 7 schools did not return their survey.

Implications for Policy and Planning – Quality of Education

In 2014, only around half of teachers from the primary school sector were reported as being qualified and certified to teach. It will be important to integrate the teacher professional development activities undertaken in the primary school sector through the KEIP Phase 11 into the next reporting cycle, so that this training and increased skill development is captured and reported as part of teacher certification.

The Examination Assessment Unit has identified specific skill areas where students are excelling and other areas where students are experiencing difficulties. Additionally, comparison of overall results for 2013 compared with 2011 indicate there were gains in achievement for Class 4 English, Class 4 and Class 6 Te Kiribati, and Class 4 and Class 6 Numeracy.

Two important areas of concern for the quality of education include the ongoing disparities in STAKI achievements for males compared with females, and the lower levels of achievement for students from Class 6 compared with Class 4.

Lower proportions of males compared with females from Classes 4 and 6 achieved the expected level of achievement or higher across all three subject areas (English, Te Kiribati and Numeracy). Additionally understanding the reasons why lower proportions of Class 6 compared with Class 4 students are attaining the expected level of achievement in the STAKI is important to help develop specific strategies to address this issue.

Most information provided on ‘access to’ and the ‘quality of’ education in this report has been derived from Kiribati’s Annual Census Survey. While this is high quality data, it is important to recognise that this is point in time information based on the status of students, teachers and schools as at the beginning of the school year. Student data is also limited to enrolment numbers, with no information available on attendance, a critical indicator for measuring access to the education system.

Kiribati MoE has recently developed an electronic teacher posting data tracking system, which could be integrated into the KEMIS to provide up-to-date information on teacher characteristics and their movements within the education system. There is also potential for integrating student attendance and movement information into this system, which would help to overcome some key issues associated with reliance on the annual school census survey.

3 Access to Education

3.1 School Enrolments

3.1.1 Reported Enrolment by School Type

Primary school enrolments declined gradually from 16,133 in 2005 to 14,697 in 2013 (Table 2). In contrast, there were an additional 1,497 (9%) enrolments in 2014.

At the individual class level, there were some fluctuations in enrolment numbers across the ten year period. Comparing enrolments at the beginning and end of this period, reported enrolments for Classes 1, 5 and 6 were lower in 2014 compared with 2005, while Classes 2, 3, 4 and 7 were higher in 2014 compared with 2014.

Table 2 Enrolment, Primary Schools, Kiribati, 2005 – 2014

Class Level	Primary Year 1 -6									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Class 1	3,159	3,017	2,736	2,600	2,692	2,770	2,903	2,949	3,015	3,051
Class 2	2,715	2,789	2,697	2,648	2,428	2,516	2,528	2,470	2,728	3,085
Class 3	2,637	2,711	2,807	2,628	2,632	2,349	2,536	2,277	2,367	2,780
Class 4	2,502	2,578	2,613	2,850	2,655	2,626	2,345	2,454	2,290	2,548
Class 5	2,460	2,370	2,604	2,745	2,720	2,580	2,565	2,315	2,121	2,326
Class 6	2,660	2,622	2,449	2,652	2,706	2,839	2,591	2,525	2,176	2,404
Total	16,133	16,087	15,906	16,123	15,833	15,680	15,468	14,990	14,697	16,194

Source: KEMIS, 2014

For 2012 to 2014, there were minor fluctuations in enrolments by sex, class level and year (Table 3). There was some variability in GPI by class level, but on the whole enrolments were only slightly lower for females compared with males (Total GPI range: 0.98 to 0.99).

Table 3 Enrolments by sex, Primary Schools, Kiribati, 2012 – 2014

Level	Males			Females			GPI		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Class 1	1,498	1,486	1,560	1,451	1,529	1,491	0.97	1.03	0.96
Class 2	1,256	1,368	1,496	1,214	1,360	1,589	0.97	0.99	1.06
Class 3	1,154	1,222	1,439	1,123	1,145	1,341	0.97	0.94	0.93
Class 4	1,244	1,123	1,327	1,210	1,167	1,221	0.97	1.04	0.92
Class 5	1,170	1,056	1,162	1,145	1,065	1,164	0.98	1.01	1.00
Class 6	1,252	1,112	1,204	1,273	1,064	1,200	1.02	0.96	1.00
Total	7,574	7,367	8,188	7,416	7,330	8,006	0.98	0.99	0.98

Source: KEMIS, 2014

Total junior secondary school enrolments fluctuated between 2005 and 2014, with 233 fewer enrolments in 2014 than 2005 (Table 4). There were also no definite trends evident at the individual class level, with variability in enrolment numbers across the ten year period.

For the senior secondary school sector the most significant change between 2005 and 2014 was the increase in enrolments from 213 to 588 for Form 7 (Table 5).

Table 4 Enrolment, Junior Secondary Schools, Kiribati, 2005 – 2014

<i>Form Level</i>	Junior Secondary Forms 1 -3									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Form 1	2,381	2,466	2,430	2,157	2,225	2,314	2,408	2,248	2,239	2,122
Form 2	2,311	2,298	2,351	2,343	2,089	2,279	2,355	2,187	2,369	2,205
Form 3	2,329	2,374	2,315	2,351	2,339	2,244	2,273	2,365	2,430	2,461
Total	7,021	7,138	7,096	6,851	6,653	6,837	7,036	6,800	7,038	6,788

Source: KEMIS, 2014

Table 5 Enrolment, Senior Secondary Schools, Kiribati, 2005 – 2014

<i>Form Level</i>	Senior Secondary Forms 4 -7									
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Form 4	1,711	1,578	1,522	1,741	1,450	1,608	1,642	1,613	1,620	1,628
Form 5	1,726	1,668	1,709	1,687	1,428	1,527	1,427	1,480	1,482	1,582
Form 6	955	916	1,049	1,164	1,028	1,102	1,151	1,367	1,124	1,111
Form 7	213	224	263	288	281	349	487	467	519	588
Total	4,605	4,386	4,543	4,880	4,187	4,586	4,707	4,927	4,745	4,909

Source: KEMIS, 2014

The ratio of female to male enrolments (GPI) was consistently higher for females across Forms 1 to 3 in the Junior Secondary School Sector (Table 6). In 2014, the GPI ranged from 1.07 in Form 1 to 1.27 in Form 2.

The differentials in enrolments by sex was greater in the Senior Secondary compared with the Junior Secondary School Sector. In 2014, the overall GPI for the Senior Secondary was 1.40 compared with 1.14 for the Junior Secondary School Sector.

In the Senior Secondary School Sector, the GPI ranged from 1.32 in Form 1 to 1.60 in Form 7 in 2014 (Table 7).

Table 6 Enrolment by sex, Junior Secondary Schools, Kiribati, 2012 – 2014

Level	Junior Secondary Forms 1-3								
	Males			Females			GPI		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Form 1	1,057	1,037	1,027	1,191	1,202	1,095	1.13	1.16	1.07
Form 2	1,031	1,072	972	1,156	1,297	1,233	1.12	1.21	1.27
Form 3	1,103	1,087	1,172	1,262	1,343	1,289	1.14	1.24	1.10
Total	3,191	3,196	3,171	3,609	3,842	3,617	1.13	1.20	1.14

Source: KEMIS, 2014

Table 7 Enrolment by sex, Senior Secondary Schools, Kiribati, 2012 – 2014

Level	Senior Secondary Forms 4 -7								
	Males			Females			GPI		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Form 4	701	639	703	912	981	925	1.30	1.54	1.32
Form 5	645	627	645	835	855	937	1.29	1.36	1.45
Form 6	588	462	475	779	662	636	1.32	1.43	1.34
Form 7	189	219	226	278	300	362	1.47	1.37	1.60
Total	2,123	1,947	2,049	2,804	2,798	2,860	1.32	1.44	1.40

Source: KEMIS, 2014

3.1.2 Enrolment by official school age

3.1.2.1 Official primary school enrolments

Between 2012 and 2015, there was a gradual increase in the number of official class age enrolments for students in lower primary school (Table 8). At the individual class level, the increase was greatest for Class 2 where there were an additional 651 for students aged 7 years enrolled in 2014 than 2012. Overall, there were an additional 1,061 official class age enrolments in lower primary in 2014 than 2012.

There was some variability in the number of official class age enrolments for students in upper primary school. While enrolments for Class 4 gradually increased, enrolments in Classes 5 and 6 were lower in 2014 compared with 2012.

Between 2012 and 2014, total official class age enrolments for primary schools increased from 9,141 to 10,371, however this trend was primarily related to increase enrolments in Classes 1 to 4.

The proportions of students who were within the official class age is also shown in Table 8. The proportions of students in the official class age declined with increasing class level. In 2014, the proportion of Class 1 students in the official class age was 70.9% compared with only 59.2% for Class 6 students.

Table 8 Enrolment by official class age, Primary Schools, 2012-2014

Level	2012		2013		2014		Change 2012-2014
	N	%	N	%	N	%	N
Class 1	2,043	69.3	2,203	73.1	2,163	70.9	120 ↑
Class 2	1,562	63.2	1,927	70.6	2,213	71.7	651 ↑
Class 3	1,397	61.4	1,526	64.5	1,687	60.7	290 ↓
Total Class 1-3	5,002	65.0	5,656	69.7	6,063	68.0	1,061 ↑
Class 4	1,396	56.9	1,431	62.5	1,655	65.0	259 ↑
Class 5	1,338	57.8	1,184	55.8	1,309	56.3	29 ↓
Class 6	1,405	55.6	1,220	56.1	1,344	55.9	61 ↓
Total Class 4-6	4,139	56.7	3,835	58.2	4,308	59.2	169 ↑
Total Primary	9,141	61.0	9,491	64.6	10,371	64.0	1,230 ↑

Source : KEMIS, 2015.

For primary school students, official class age enrolments by sex were reasonably equitable for 2012 to 2014 (Table 9).

Table 9 Enrolment by official class age by sex, and GPI, Primary Schools, 2012 – 2014

Level	Official Age	Male			Female			GPI		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
Class 1	6	997	1,079	1,092	1,046	1,124	1,071	1.05	1.04	0.98
Class 2	7	772	952	1,041	790	975	1,172	1.02	1.02	1.13
Class 3	8	725	761	835	672	765	852	0.93	1.01	1.02
Class 4	9	684	692	833	712	739	822	1.04	1.07	0.99
Class 5	10	677	579	650	661	605	659	0.98	1.04	1.01
Class 6	11	640	590	656	765	630	688	1.20	1.07	1.05

Source: KEMIS, 2015.

3.1.2.2 Official secondary school enrolments

Between 2012 and 2014, there was gradual increase in the number of official class age enrolments for Forms 1 to 3 (Table 10). This change was largest for Form 3 where there were 501 enrolments for students aged 14 years (Form 3) in 2014. Overall, there were an additional 1,097 enrolments in 2014 compared with 2012.

Over the three year period there was an increase in official class age enrolments across all upper secondary school form levels. This was most evident for Form 5 where there were an extra 421 students aged 16 years in 2014 compared with 2012.

Overall, the total official age enrolments for secondary school students by class level increased from 4,028 to 6,119.

The proportions of students who were within the official class age is also shown in Table 10. In the secondary sector the proportions of students in the official class age gradually declined with increasing class level. In 2014, the proportion of Form 1 students in the official class age was 55.9% compared with only 48.5% for Form 7 students.

Table 10 Enrolment by official class age, Secondary Schools, 2012-2014

Level	2012		2013		2014		% Change 2012-2014
	N	%	N	%	N	%	
Form 1	946	42.1	1,054	47.1	1,186	55.9	13.8 ↑
Form 2	903	41.3	1,052	44.4	1,259	57.1	15.8 ↑
Form 3	791	33.4	787	32.4	1,292	52.5	19.1 ↑
Lower Secondary	2,640	38.8	2,893	41.1	3,737	55.1	16.2 ↑
Form 4	511	31.7	552	34.1	759	46.6	14.9 ↑
Form 5	392	26.5	537	36.2	813	51.4	24.9 ↑
Form 6	343	25.1	361	32.1	531	47.8	22.7 ↑
Form 7	142	30.4	249	48.0	279	47.4	17.0 ↑
Upper Secondary	1,388	28.2	1,699	35.8	2,382	48.5	20.4 ↑
Total	4,028	34.3	4,592	39.0	6,119	52.3	18.0 ↑

Source : KEMIS, 2015.

There were higher proportions of females than males in the official age for form levels across the entire secondary school sector (Table 11).

Table 11 Enrolment by official class age by sex, and GPI, Secondary Schools, 2012 – 2014

Level	Official Age	Male			Female			GPI		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
Form 1	12	432	473	550	514	581	636	1.19	1.23	1.16
Form 2	13	405	471	556	498	581	703	1.23	1.23	1.26
Form 3	14	337	343	597	454	444	695	1.35	1.29	1.16
Form 4	15	192	153	238	319	399	521	1.66	2.61	2.19
Form 5	16	158	262	341	234	275	472	1.48	1.05	1.38
Form 6	17	124	151	241	219	210	290	1.77	1.39	1.20
Form 7	18	45	124	124	97	125	155	2.16	1.01	1.25

Source: KEMIS, 2015.

3.1.3 Enrolment Ratio's

3.1.3.1 Population projections and enrolment ratio's

Estimates from population censuses are used in association with other demographic factors to project population changes between censuses. In Kiribati, irregularities in the 2010 census in combination with uncertainty around factors such as fertility rates, life expectancy at birth and net overseas migration, have resulted in difficulties deriving reliable population estimates for 2010 to 2014 (ABS, 2015). This issue is magnified by the statistically small population size of Kiribati and further complicated by the need to derive estimates for sectors of the school system such as new entrants into the school system, and primary, lower secondary and upper secondary school sectors.

Subsequently, it is important that indicators derived using population estimates are considered in association with other relevant education data when interpreting trends e.g. changes in primary school level GER estimates should be reviewed in association with the changes in the total number of enrolments.

Additionally, it should be noted that a standardised methodological approach has been utilised to address statistical issues related to reporting net intake and net enrolment ratios:

1. NER's have been withheld for both sexes when estimates for either sex exceeded 105%
2. NER's have been 'capped' when the initial estimates were between 100% and 105%.

Please refer to UNESCO Institute of Statistics for further information:
<http://www.uis.unesco.org/Pages/Glossary.aspx>

3.1.3.2 Net Intake Rate

NIR's for primary education has been excluded from this report due to uncertainty around single year age estimates for children aged 6 years between 2011 and 2014.

3.1.3.3 Enrolment Ratios by School level

The GER increased by approximately 5% for both sexes between 2013 and 2014 (Table 12). GER's were consistently higher for girls than boys across the four year period.

Table 12 Enrolment Ratio's (GER and NER), Primary School Sector, 2011 – 2014

Estimates	Males				Females			
	2011	2012	2013	2014	2011	2012	2013	2014
Population	6,882	6,916	7,072	7,344	6,376	6,398	6,573	6,891
Total enrolment	7,740	7,574	7,367	8,188	7,728	7,416	7,330	8,006
Official age enrolment**	6,975	6,714	6,691	7,418	7,143	6,692	6,769	7,333
GER (%)	112.5	109.5	104.2	111.5	121.2	115.9	111.5	116.2
Estimates	Persons							
	2011	2012	2013	2014				
Population	13,259	13,314	13,645	14,234				
Total enrolment	15,468	14,990	14,697	16,194				
Official age enrolment**	14,118	13,406	13,460	14,751				
GER (%)	116.7	112.6	107.7	113.8				

** Students aged 6 to 11 years who were in Classes 1 to 6.
Source: KEMIS, 2015.

The lower and upper secondary school sectors have been combined in this report to increase the consistency and accuracy of enrolment ratio estimates.

Between 2011 and 2014, both the GER and NER were significantly higher for females compared with males. However there was no significant change in the GER or NER for either sex across the four year period.

While around two thirds (68%) of the total population aged 12 to 18 years was estimated to be enrolled in the secondary school sector enrolment numbers for individual class levels indicate that participation is much higher in the lower secondary school sector (Table 13).

Table 13 Enrolment Ratio's (GER and NER), Secondary School Sector, 2011 – 2014

Estimates	Males				Females			
	2011	2012	2013	2014	2011	2012	2013	2014
Population	8,312	8,400	8,416	8,363	8,009	8,090	8,083	7,993
Total enrolment	5,298	5,314	5,143	5,220	6,445	6,413	6,640	6,477
Official age enrolment**	4,951	4,922	4,874	4,946	5,987	5,947	6,312	6,146
GER (%)	63.7	63.3	61.1	62.4	80.5	79.3	82.1	81.0
NER (%)	59.6	58.6	57.9	59.1	74.8	73.5	78.1	76.9
Estimates	Total							
	2011	2012	2013	2014				
Population	16,321	16,490	16,499	16,356				
Total enrolment	11,622	11,386	11,624	11,374				
Official age enrolment**	10,938	10,869	11,186	11,092				
GER (%)	71.2	69.0	70.5	69.5				
NER (%)	67.0	65.9	67.8	67.8				

** Students aged 12 to 18 years who were in Forms 1 to 6.
Source: KEMIS, 2015.

3.1.4 Enrolment by District and School Type

Primary school enrolments declined in all four districts between 2011 and 2013, however there was an increase in enrolments across all districts in 2014 (Table 14). This trend was most apparent in District North, with enrolments increasing from 9,567 to 10,437 (9%).

Total Secondary School enrolments remained fairly stable between 2011 and 2014, with only 46 fewer students enrolled in 2014 compared with 2011. District North, which includes the Islands of North and South Tarawa, had the highest number of students enrolled in primary and secondary schools from 2011 to 2014.

Table 14 Enrolment by school type, district and year, Kiribati, 2011-2014

School level	District	2011	2012	2013	2014
Primary (Classes 1 to 6)	North	9,964	9,635	9,567	10,437
	South	2,106	2,141	2,032	2,295
	Central	1,793	1,664	1,628	1,818
	Linnix	1,605	1,550	1,470	1,644
	Kiribati	15,468	14,990	14,697	16,194
Secondary (Forms 1 to 7)	North	8,095	8,155	8,035	8,063
	South	1,429	1,321	1,398	1,350
	Central	1,221	1,255	1,386	1,345
	Linnix	998	996	964	939
	Kiribati	11,743	11,727	11,783	11,697

Source: KEMIS, 2015

Two thirds (67%) of all primary students were enrolled in schools in South Tarawa, while three quarters of all secondary students were enrolled in schools in South Tarawa (Table 15).

Table 15 Enrolment by school type and island, District North, 2014

Island	Primary		Secondary	
	N	%	N	%
Abaiang	970	9.3	858	10.6
Butaritari	618	5.9	181	2.2
Makin	298	2.9	130	1.6
Marakei	476	4.6	211	2.6
North Tarawa	1,115	10.7	502	6.2
South Tarawa	6,960	66.7	6,181	76.7
Total	10,437	100.0	8,063	100.0

Source: KEMIS, 2015

Over half (58.3%) of all primary students were enrolled in schools located in Nonouti (32%) and Abemama (25%) (Table 16). The Islands of Abemama (48%) and Nonouti (25%) also had the highest proportions of secondary school students.

Table 16 Enrolment by school type and island, District Central, 2014

Island	Primary School		Secondary	
	N	%	N	%
Abemama	510	28.1	651	48.4
Aranuka	191	10.5	96	7.1
Banaba	49	2.7	25	1.9
Kuria	169	9.3	81	6.0
Maiana	312	17.2	150	11.2
Nonouti	587	32.3	342	25.4
Total	1,818	100.0	1,345	100.0

Source: KEMIS, 2015

Enrolments for primary schools were greatest in North Tabiteuea (27%), Beru (21%) and Nikunau (16%) (Table 17). Secondary school enrolments were largest in North Tabiteuea (41%) and Beru (19%).

Table 17 Enrolment by school type and island, District South, 2014

Island	Primary		Secondary	
	N	%	N	%
Arorae	225	9.8	75	5.6
Beru	476	20.7	261	19.3
Nikunau	364	15.9	169	12.5
North Tabiteuea	621	27.1	556	41.2
Onotoa	244	10.6	123	9.1
South Tabiteuea	233	10.2	107	7.9
Tamana	132	5.8	59	4.4
Total	2,295	100.0	1350	100.0

Source: KEMIS, 2015

Over half of all primary school enrolments were in Teeraina (56.5%), and a further quarter in Tabuaeran (26.0%) (Table 18). The distribution of enrolments was similar for secondary schools, with over half in Teeraina (60.1%), and one quarter in Tabuaeran (24.6%).

Table 18 Enrolment by school type and island, Linnix District, 2014

Island	Primary		Secondary	
	N	%	N	%
Kanton	8	0.5	na	na
Kiritimati	986	17.0	564	15.3
Tabuaeran	403	26.0	231	24.6
Teeraina	247	56.5	144	60.1
Total	1,456	100.0	939	100.0

Source: KEMIS, 2015

3.1.5 Enrolment by educational authority

All primary and junior secondary schools in Kiribati are provided by the MoE and these accounted for around 79% of all school enrolments in 2013 and 2014. Combined junior/senior secondary and senior secondary schools are also provided by non-government authorities, and the distribution of enrolments are shown in Table 19.

All combined junior/senior secondary schools are delivered by church organisations in Kiribati. In 2014, two thirds (61%) of combined junior/senior and 39% of senior secondary school enrolments were in Catholic Church schools.

Table 19 Enrolment by education authority and school level, 2013 – 2014

Education Authority	Combined Junior/Secondary				Senior Secondary			
	2013		2014		2013		2014	
	N	%	N	%	N	%	N	%
Catholic Church	1,910	63.1	2,013	60.7	1,012	38.6	943	37.7
Church of Latter-day Saints	596	19.7	596	18.0	0	0.0	0	0.0
Kiribati Protestant Church	315	10.4	514	15.5	615	23.5	559	22.4
Seventh Day Adventists	204	6.7	196	5.9	0	0.0	0	0.0
Ministry of Education	0	0.0	0	0.0	993	37.9	997	39.9
Total	3,025	100.0	3,319	100.0	2,620	100.0	2,499	100.0

Source: KEMIS, 2015

3.2 Schools and Teachers

3.2.1 Schools by type

There were no changes in the number of schools in Kiribati in between 2013 and 2014 (Table 20). Primary schools represented over two thirds (69%) of all schools, junior secondary and combined junior/senior secondary accounted for a further 25% of schools and the remaining 6% were senior secondary schools.

Table 20 Number of schools by type, Kiribati, 2013 and 2014

School Type	2013		2014	
	N	%	N	%
Primary	94	69.1	94	69.1
Junior Secondary	24	17.6	24	17.6
Combined Junior/Senior Secondary	10	7.4	10	7.4
Secondary	8	5.9	8	5.9
Total	136	100.0	136	100.0

Source : KEMIS, 2015.

3.2.2 Teachers by school type and sex

Overall, there were 428 male teachers in Kiribati in 2014 (Table 21). The largest proportion of males were employed in combined junior secondary schools (36%), followed closed by primary (25.2%), junior/senior secondary schools (22.9%), then senior secondary schools (15.9%).

In 2014, there were twice as many female compared with male teachers (894 female teachers). Over half of all female teachers were employed in primary schools (56.6%), where numbers were 4.7 times higher than for males. There were also 1.4 times more female teachers in the junior secondary sector, while numbers working in combined junior secondary and senior secondary schools were comparable.

Table 21 Number and percentage of teachers by sex and school type, 2014

	Male		Female		GPI
	N	%	N	%	
Primary	108	25.2	506	56.6	4.7
Junior Secondary	154	36.0	222	24.8	1.4
Combined Junior/Senior	98	22.9	93	10.4	0.9
Senior Secondary	68	15.9	73	8.2	1.1
Total	428	100.0	894	100.0	2.1

Source: KEMIS, 2015

3.2.3 Trends for teachers by sex and school type

For 2014 compared with 2011, there was a small decline in the numbers of male teachers working in primary and senior secondary schools (Table 22). In contrast there was a small increase in numbers for junior and combined junior secondary schools. Overall there was a net increase of 8 male teachers.

A similar trend is observed for numbers of female teachers, with slight reduction in the numbers working in primary and senior secondary schools, and an increase for junior and combined junior secondary schools. Overall there was a net increase of 39 female teachers for 2014 compared with 2011.

Table 22 Trends in the number of teachers by sex and school type, 2011-2014

	2011		2012		2013		2014	
	N	%	N	%	N	%	N	%
Male Teachers								
Primary	117	27.9	126	27.6	119	27.3	108	25.2
Junior Secondary	145	34.5	142	31.1	146	33.5	154	36.0
Combined Junior/Senior	76	18.1	108	23.7	100	22.9	98	22.9
Senior Secondary	82	19.5	80	17.5	71	16.3	68	15.9
Male Total	420	100.0	456	100.0	436	100.0	428	100.0
Female Teachers								
Primary	511	59.8	518	56.9	530	57.5	506	56.6
Junior Secondary	186	21.8	216	23.7	223	24.2	222	24.8
Combined Junior/Senior	81	9.5	90	9.9	93	10.1	93	10.4
Senior Secondary	77	9.0	87	9.5	76	8.2	73	8.2
Female Total	855	100.0	911	100	922	100.0	894	100.0
GPI	2.0	na	2.0	na	2.1	na	2.1	na
Grand Total	1,275		1,367		1,358		1,322	

Source: KEMIS, 2015

3.2.4 Schools by District

In 2014, nearly half of all primary schools were located in District North where 64% of all primary school students were enrolled (Table 23). The majority of combined junior and senior secondary schools which are all church schools, were also in District North.

One senior secondary school was location on both District Central and District South, and two were located in the Linnix District.

Table 23 Number and percentage of schools by type and district, 2014

District	Primary		Junior Secondary		Combined Junior/Senior		Senior Secondary	
	N	%	N	%	N	%	N	%
District North	44	46.8	8	33.3	6	60.0	4	50.0
District Central	19	20.2	6	25	2	20.0	1	12.5
District South	23	24.5	7	29.2	1	10.0	1	12.5
Linnix District	8	8.5	3	12.5	1	10.0	2	25.0
Total	94	100.0	24	100	10	100	8	100.0

Source: KEMIS, 2015.

3.2.5 Teachers by district and school type

In 2014, District North had the largest numbers of teachers of all four districts. Representation ranged from 57% of teachers from junior secondary schools to 71% of teacher from combined junior/senior secondary schools (Table 24).

Table 24 Number and percentage of teachers by district and school type, 2014

District	P		JS		CJSS		SS	
	N	%	N	%	N	%	N	%
District North	360	58.6	214	56.9	136	71.2	82	58.2
District Central	83	13.5	52	13.8	25	13.1	22	15.6
District South	107	17.4	66	17.6	15	7.9	15	10.6
District Linnix	64	10.4	44	11.7	15	7.9	22	15.6
Total	614	100.0	376	100.0	191	100.0	141	100.0

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

Table 25 shows the numbers and proportions of teachers by sex, school type and district. The relative representation of male and female teachers differed the most by school type, particularly in the primary school sector, where only one fifth or fewer teachers were male.

There was no consistent pattern for teacher representation by sex at the district level. The respective proportions of male teachers in the primary school sector ranged from 15.7% in District Central to 20.3% in District Linnix, while in the junior secondary sector, the proportions of male teachers ranged from 34.1% in District Linnix to 51.9% in District Central.

Table 25 Number and percentage of teachers by district, school type and sex, Kiribati, 2014

District	Sex	School Type							
		P		JS		CJSS		SS	
		N	%	N	%	N	%	N	%
District North	Male	61	16.9	79	36.9	70	51.5	36.0	43.9
	Female	299	83.1	135	63.1	66	48.5	46.0	56.1
	Total	360	100.0	214	100.0	136	100.0	82.0	100.0
District Central	Male	13	15.7	27	51.9	16	64.0	12.0	54.5
	Female	70	84.3	25	48.1	9	36.0	10.0	45.5
	Total	83	100.0	52	100.0	25	100.0	22.0	100.0
District South	Male	21	19.6	33	50.0	5	33.3	8.0	53.3
	Female	86	80.4	33	50.0	10	66.7	7.0	46.7
	Total	107	100.0	66	100.0	15	100.0	15.0	100.0
District Linnix	Male	13	20.3	15	34.1	7	46.7	12.0	54.5
	Female	51	79.7	29	65.9	8	53.3	10.0	45.5
	Total	64	100.0	44	100.0	15	100.0	22.0	100.0

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

Tables 26 to 29 provide information on the number of teachers by district, island and school type. This information illustrates that while all islands have primary and junior secondary schools, not all have combined junior and senior secondary or senior secondary schools.

South Tarawa has the greatest numbers of teachers for all school types ranging from 214 (59.4%) primary schools teachers to 82 (100%) senior secondary teachers (Table 26). Makin, Marakei and Butaritari only have primary and junior secondary schools.

Table 26 Number of teachers by island and school level, District North, 2014

Island	P		JS		CJSS		SS	
	N	%	N	%	N	%	N	%
Makin	11	3.1	11	5.1	0	0.0	0	0.0
Marakei	22	6.1	14	6.5	0	0.0	0	0.0
Butaritari	28	7.8	14	6.5	0	0.0	0	0.0
Abaiang	42	11.7	20	9.3	31	22.8	0	0.0
North Tarawa	43	11.9	11	5.1	16	11.8	0	0.0
South Tarawa	214	59.4	144	67.3	89	65.4	82	100.0
Total	360	100.0	214	100.0	136	100.0	82	100.0

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

Abemama had the largest number of teachers across all schools types in District Central, except at the primary school level with 21 (25.3%) in primary schools, 11 (21.2%) in junior secondary teachers, 15 in combined junior/senior schools and a further 22 teachers in senior secondary schools (Table 27).

Table 27 Number of teachers by island and school level, District Central, 2014

Island	P		JS		CJSS		SS	
	N	%	N	%	N	%	N	%
Banaba	3	3.6	5	9.6	0	0.0	0	0.0
Aranuka	9	10.8	7	13.5	0	0.0	0	0.0
Kuria	10	12.0	7	13.5	0	0.0	0	0.0
Maiana	15	18.1	11	21.2	0	0.0	0	0.0
Abemama	21	25.3	11	21.2	15	60.0	22	100.0
Nonouti	25	30.1	11	21.2	10	40.0	0	0.0
Total	83	100.0	52	100.0	25	100.0	22	100.0

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

North Tabiteuea had the greatest number of teachers for primary and junior secondary schools in District South. Beru had the only combined junior secondary school with 15 teachers, while North Tabiteuea had the only senior secondary school with 15 teachers.

Table 28 Number of teachers by island and school level, District South, 2014

Island	P		JS		CJSS		SS	
	N	%	N	%	N	%	N	%
Tamana	6	5.6	7	10.6	0	0.0	0	0.0
Arorae	8	7.5	8	12.1	0	0.0	0	0.0
South Tabiteuea	12	11.2	7	10.6	0	0.0	0	0.0
Nikunau	13	12.1	9	13.6	0	0.0	0	0.0
Onotoa	15	14.0	10	15.2	0	0.0	0	0.0
Beru	17	15.9	12	18.2	15	100.0	0	0.0
North Tabiteuea	36	33.6	13	19.7	0	0.0	15	100.0
Total	107	100.0	66	100.0	15	100.0	15	100.0

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

Kiritimati had the greatest number of teachers for primary and junior secondary schools in District Linnix, and had the only combined junior secondary school with 15 teachers. Kiritimati and Tabuaeran each had 11 senior secondary teachers.

Table 29 Number of teachers by island and school level, District Linnix, 2014

Island	P		JS		CJSS		SS	
	N	%	N	%	N	%	N	%
Kanton	2	3.1	0	0.0	0	0.0	0	0.0
Teeraina	9	14.1	10	22.7	0	0.0	0	0.0
Tabuaeran	14	21.9	10	22.7	0	0.0	11	50.0
Kiritimati	39	60.9	24	54.5	15	100.0	11	50.0
Total	64	100.0	44	100.0	15	100.0	22	100.0

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

3.2.6 Number of teachers by school type and authority

Table 30 shows that all primary and junior secondary schools are delivered by the MoE and approximately two thirds of these teachers are employed in primary schools. The Catholic Church employs the greatest number of teachers in both combined junior and senior secondary, and senior secondary schools.

Table 30 Number of teachers by school type and authority, Kiribati, 2014

Authority	School Type			
	P	JS	CJSS	SS
Seventh Day Adventists	0	0	15	0
Church of Latter-day Saints	0	0	30	0
Kiribati Protestant Church	0	0	42	42
Catholic Church	0	0	104	54
Ministry of Education	614	376	0	45
Total	614	376	191	141

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

3.2.7 Schools by level of remoteness

District North had the highest percentage of urban schools (32.8%), while District Central did not have any urban schools (Table 31). The vast majority of schools in all regions were located in rural or rural islet locations. District central has two schools in areas classified as rural remote.

Table 31 Number and percentage of schools by district and rurality

	District North		District Central		District South		Linnix District	
	N	%	N	%	N	%	N	%
Urban	20	32.8	0	0.0	0	0	1	7.1
Rural	32	52.5	20	71.4	28	87.5	11	78.6
Rural islet	9	14.8	6	21.4	4	12.5	2	14.3
Rural remote	0	0.0	2	7.1	0	0.0	0	0.0
Total	61	100.0	28	100	32.0	100	14	100.0

Source : KEMIS, 2015.

3.3 Disability

Kiribati's 2012-2015 ESSP committed to the development of an inclusive education system to enhance the accessibility of education for all children. Subsequently an Inclusive Education Policy has been developed, formally approved and was recently launched in June 2015. In line with this approach, the new curriculum package for Year 4 includes materials that are disability sensitive, highlighting the need to increase awareness of the importance of access and participation by creating suitable learning environments for all children (Kiribati ESSP 2012-2015, Draft Report KEIP, June 2015).

Disability statistics were obtained through the 2014 Annual Education Census surveys. These results have facilitated the provision of baseline information on the prevalence of disability by class level, sex and district. Students with one or more disabilities or impairments are recorded as having 'multiple disabilities' so the specific type of disabilities for these students are not known. However, as the prevalence of multiple disabilities was very low this not significantly impacted on the distribution of the results. Overall prevalence estimates have been calculated on the basis of enrolment numbers for males and female students by class year, sex and district.

3.3.1 Disability by class level

Overall, 207 students from Classes 1 to 3 were reported to have at least one form of disability (Table 32). For students with disabilities, learning disabilities (36.7%) were the most common for both sexes, followed by speech (19.8%) and hearing impairments (19.3%).

The prevalence of disability for all students enrolled in Classes 1 to 3, was higher for males (3.0%) compared with females (1.6%).

Table 32 Students with disabilities, Classes 1 to 3 by sex, 2015

	Classes 1 to 3					
	M		F		Total	
	N	%	N	%	N	%
Other Disability	3	2.2	1	1.4	4	1.9
Multiple Disabilities	2	1.5	3	4.2	5	2.4
Mental Disability	4	2.9	2	2.8	6	2.9
Gripping impairment	5	3.7	2	2.8	7	3.4
Moving impairment	5	3.7	4	5.6	9	4.3
Sight Impairment	17	12.5	11	15.5	28	13.5
Hearing Impairment	25	18.4	15	21.1	40	19.3
Speech Impairment	31	22.8	10	14.1	41	19.8
Learning Disability	49	36.0	27	38.0	76	36.7
<i>All disabilities</i>	<i>136</i>	<i>100</i>	<i>71</i>	<i>100</i>	<i>207</i>	<i>100</i>
Total N students/prevalence	4,588	3.0	4,421	1.6	9,009	2.3

Source: KEMIS, 2015

Overall, 127 students from Classes 4 to 6 were reported to have at least one type of disability (Table 33). As for children in Classes 1 to 3 learning disabilities (46.5%), hearing (18.9%) and speech impairments (10.2%). were the three most commonly reported disabilities for both sexes.

As for students in lower primary school, the prevalence of disability for all students enrolled in Classes 4 to 6, was twice as high for male (2.4%) compared with female (1.1%) students.

Table 33 Students with disabilities, Classes 4 to 6 by sex, 2015

	Classes 4 to 6					
	M		F		Total	
	N	%	N	%	N	%
Multiple Disabilities	0	0.0	1	2.5	1	0.8
Other Disability	0	0.0	0	0.0	0	0.0
Gripping impairment	2	2.3	1	2.5	3	2.4
Moving impairment	4	4.6	1	2.5	5	3.9
Mental Disability	5	5.7	2	5.0	7	5.5
Sight Impairment	9	10.3	6	15.0	15	11.8
Speech Impairment	11	12.6	2	5.0	13	10.2
Hearing Impairment	16	18.4	8	20.0	24	18.9
Learning Disability	40	46.0	19	47.5	59	46.5
<i>All disabilities</i>	87	100	40	100	127	100
Total N students/prevalence	3,693	2.4	3,585	1.1	7,278	1.7

Source: KEMIS, 2015

Only 28 students from Forms 1 to 3 were reported to have some form of disability or impairment (Table 34). It is unclear what the main type of disability was for students from Forms 1 to 3, as the majority (71.4%) were categorised as 'other' disabilities.

The overall prevalence of disability for students from this level of school was 0.4%.

Table 34 Students with disabilities, Forms 1 to 3 by sex, 2015

	Classes Forms 1 to 3					
	M		F		Total	
	N	%	N	%	N	%
Mental Disability	0	0.0	0	0.0	0	0.0
Moving impairment	0	0.0	0	0.0	0	0.0
Hearing Impairment	0	0.0	0	0.0	0	0.0
Speech Impairment	0	0.0	0	0.0	0	0.0
Learning Disability	0	0.0	0	0.0	0	0.0
Gripping impairment	0	0.0	1	9.1	1	3.6
Multiple Disabilities	2	11.8	2	18.2	4	14.3
Sight Impairment	2	11.8	1	9.1	3	10.7
Other Disability	13	76.5	7	63.6	20	71.4
<i>All disabilities</i>	17	100	11	100	28	100
Total N students/prevalence	3,171	0.5	3,617	0.3	6,788	0.4

Source: KEMIS, 2015

Only 14 students from Forms 4 to 7 were reported to have a disability (Table 35), the majority of whom were females (11 of 14 students). Sight impairment was the most common type of disability followed by hearing impairment (28.6%).

The overall prevalence of disability for students from this level of schooling was 0.3%.

Table 35 Students with disabilities, Forms 4 to 7 by sex, 2015

	Classes Forms 4 to 7					
	M		F		Total	
	N	%	N	%	N	%
Mental Disability	0	0.0	0	0.0	0	0.0
Multiple Disabilities	0	0.0	0	0.0	0	0.0
Other Disability	0	0.0	0	0.0	0	0.0
Moving impairment	0	0.0	0	0.0	0	0.0
Gripping impairment	0	0.0	0	0.0	0	0.0
Learning Disability	0	0.0	1	9.1	1	7.1
Speech Impairment	2	66.7	0	0.0	2	14.3
Hearing Impairment	1	33.3	3	27.3	4	28.6
Sight Impairment	0	0.0	7	63.6	7	50.0
<i>All disabilities</i>	3	100	11	100	14	100
Total N students/prevalence	2,049	0.1	2,860	0.4	4,909	0.3

Source: KEMIS, 2015

3.3.2 Disability by district

Overall, the distribution of disabilities did not differ significantly by education district, the exception being sight impairment (Table 36). District's North and South had higher proportions of students compared with District's Central and Linnix.

Table 36 Students with disabilities by district, 2015

	District Central		District North		District South		District Linnix	
	N	%	N	%	N	%	N	%
Other Disability	0	0.0	4	1.6	0	0.0	0	0.0
Moving impairment	1	1.3	10	4.0	0	0.0	3	15.0
Gripping impairment	1	1.3	8	3.2	1	2.1	0	0.0
Multiple Disabilities	3	4.0	4	1.6	0	0.0	0	0.0
Sight Impairment	3	4.0	36	14.4	13	27.1	2	10.0
Mental Disability	4	5.3	7	2.8	1	2.1	1	5.0
Speech Impairment	18	24.0	33	13.2	4	8.3	1	5.0
Hearing Impairment	16	21.3	51	20.4	21	43.8	7	35.0
Learning Disability	29	38.7	97	38.8	8	16.7	6	30.0
<i>All disabilities</i>	75	100.0	250	100.0	48	2.1	20	15.0
Total N students/prevalence	3,163	2.4	18,500	1.4	3,645	1.3	2,583	0.8

Source: KEMIS, 2015

4 Quality of education

4.1.1 Student to teacher ratio's

Internationally, in 2012, average student to teacher ratios (STR's) in the primary school sector in OECD countries were greater than 21, with STR's ranging from less than 16 to more than 30. At the secondary school level there was similar variability with STR's ranging from 16 to 33. The overall trend from 2000 to 2012 was a decrease in class sizes in the primary and secondary school sectors. Smaller class sizes can facilitate more time between teachers and individual students, and fewer class disruptions. STR can also provide an indication of the availability of teachers especially in remote countries such as Kiribati (OECD, 2014).

The student to teacher ratios (STR) were highest at the primary school level compared with other school levels from 2012 to 2014. Over this 3 year period there was an increase in the STR for primary schools from 23.3 to 26.4 students per teacher (Table 37).

The STR for junior secondary, combined junior and senior secondary, and senior secondary schools fluctuated over this period. In 2014, STR was lowest for junior secondary schools at 15.6 students per teacher. The STR for combined junior and senior secondary, and senior secondary schools were similar in 2014 at 17.4 and 17.7 respectively.

Table 37 Students, teachers and student teacher ratio (STR), by school type 2011 – 2014

	2012			2013			2014		
	Enrol	Teachers	STR	Enrol	Teachers	STR	Enrol	Teachers	STR
P	14,990	644	23.3	14,697	649	22.6	16,194	614	26.4
JS	5,911	358	16.5	6,138	369	16.6	5,879	376	15.6
CJSS	3,284	198	16.6	3,025	193	15.7	3,319	191	17.4
SS	2,532	167	15.2	2,620	147	17.8	2,499	141	17.7
Total	26,717	1,367	19.5	26,480	1,358	19.5	27,891	1,322	21.1

Source: KEMIS, 2015

NB: P=Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

4.1.2 Qualified and certified teachers

Measuring the quality of teachers is a difficult task due to the ambiguity related to defining and measuring the characteristics of teaching effectiveness. However, certification and qualification are two measures which have been used on an international basis, and provide information on teacher's minimal educational attainments and completion of specific training.

In Kiribati, certified teachers are those who have attained the minimum required teacher training, which is a two year teaching certificate.

Qualified teachers are those who have attained the minimum academic qualifications required by the national authority for providing classes in schools. In Kiribati, this is Form 5 for primary teachers and Form 7 for junior and senior secondary teachers. These qualifications meet the minimum required standard qualifications in the Pacific Region.

When assessing these indicators over time care will need to be taken to ensure that definitions for certification and qualifications are consistent. Additionally, when comparing these indicators with other Pacific nations it is important to ensure that the respective definitions for certification and qualification are equivalent (UNESCO, 2006. UNESCO, 2015).

In 2014, the vast majority of primary teachers had the minimum academic qualifications for working as teachers (were qualified) but only just over half had attained the minimum teacher training (were certified). Overall, approximately two thirds of combined junior and senior secondary, and senior secondary teachers were qualified to teach, while 60% were certified in their respective sectors. Higher proportions of female compared with male teachers were certified to teach in combined junior and senior secondary and senior secondary school sectors (Table 38).

In Kiribati, only certified teachers are allowed to be the sole teacher in a class. Subsequently the results in the following two tables, include individuals who are yet to come across as permanent teachers and may also include monitors and volunteers.

Junior secondary school teachers had the highest levels of education and training of all school levels with over 90% being qualified and certified.

Table 38 Qualified and certified teachers by school level and sex, Kiribati 2014

School level	N Certified	% Certified	N Qualified	% Qualified	N Teachers
Primary					
Male	261	53.2	491	97.0	506
Female	61	59.2	103	95.4	108
Total	322	54.2	594	96.7	614
Junior Secondary					
Male	191	94.1	203	91.4	222
Female	136	95.1	143	92.9	154
Total	327	94.5	346	92.0	376
Combined Junior/Senior Secondary					
Male	33	51.6	64	68.8	93
Female	36	63.2	57	58.2	98
Total	69	57.0	121	63.4	191
Senior Secondary					
Male	27	52.9	51	69.9	73
Female	31	67.4	46	67.6	68
Total	58	59.8	97	68.8	141

Source: KEMIS, 2015

There was an increase in the proportions of certified teachers in the junior, combined junior/senior and senior secondary sectors between 2012 and 2014. There were also gradual increases in the proportions of qualified teachers in all four sectors across this three year period (Table 39).

Table 39 Qualified and certified teachers by school level and year, Kiribati 2012-2014

School Level/Year	N Certified	% Certified	N Qualified	% Qualified	N Teachers
Primary					
2012	313	48.6	594	92.2	644
2013	351	54.1	620	95.5	649
2014	322	52.4	594	96.7	614
Junior Secondary					
2012	300	83.8	316	88.3	358
2013	324	87.8	343	93.0	369
2014	327	87.0	346	92.0	376
Combined Junior/Senior Secondary					
2012	31	15.7	115	58.1	198
2013	74	38.3	128	66.3	193
2014	69	36.1	121	63.4	191
Senior Secondary					
2012	41	24.6	105	62.9	167
2013	58	39.5	95	64.6	147
2014	58	41.1	97	68.8	141

Source: KEMIS, 2015

The proportions of qualified and certified teachers did not differ considerably by district (Table 40), the main exception being the lower proportion of certified female teachers in District South (44%) compared with other districts (~60%).

Table 40 Qualified and certified teachers by district and sex, Kiribati 2011-2014

District	Teachers	N Certified	% Certified	N Qualified	% Qualified	N Teachers
North	Male	152	61.8	196	79.7	246
	Female	322	59.0	492	90.1	546
	Total teachers	474	59.8	688	86.9	792
Central	Male	42	61.8	58	85.3	68
	Female	68	59.6	106	93.0	114
	% certified	110	60.4	164	90.1	182
South	Male	41	61.2	62	92.5	67
	Female	60	44.1	121	89.0	136
	% certified	101	49.8	183	90.1	203
Linnix	Male	29	61.7	33	70.2	47
	Female	62	63.3	90	91.8	98
	% certified	91	62.8	123	84.8	145

Source: KEMIS, 2015

There was some variability in the proportions of qualified and certified teachers by district and school level (Table 41). Although based on statistically small numbers, only 6.7% (one teacher) combined junior and senior secondary teacher from District South and 13.3% (two teachers) from District Linnix were certified to teach. Additionally in District Linnix, only 40% (6 teachers) combined junior and senior secondary teacher were qualified to teach.

Table 41 Qualified and certified teachers by district and school level, Kiribati, 2014

Distict	School Level	N Certified	% Certified	N Qualified	% Qualified	N Teachers
North	P	194.0	53.9	349	96.9	360.0
	JS	188	87.9	203	94.9	214
	CJSS	60	44.1	83	61.0	136
	SS	32	39.0	53	64.6	82
Central	P	47	56.6	82	98.8	83
	JS	48	92.3	49	94.2	52
	CJSS	6	24.0	20	80.0	25
	SS	9	40.9	13	59.1	22
South	P	45	42.1	104	97.2	107
	JS	50	75.8	53	80.3	66
	CJSS	1	6.7	12	80.0	15
	SS	5	33.3	14	93.3	15
Linnix	P	36	56.3	59	92.2	64
	JS	41	93.2	41	93.2	44
	CJSS	2	13.3	6	40.0	15
	SS	12	54.5	17	77.3	22

Source: KEMIS, 2015

NB: P= Primary, JS=Junior Secondary, CJSS=Combined Junior/Senior Secondary, SS=Senior Secondary

4.1.3 Students Repeating Schooling

The relative numbers of females who were repeating school levels was consistently lower than for males, the only exception being Form 7 of senior high school (Table 42). The greatest differences in gender parity were for Forms 1 and 2, with only 27 student repeating these grades in 2014.

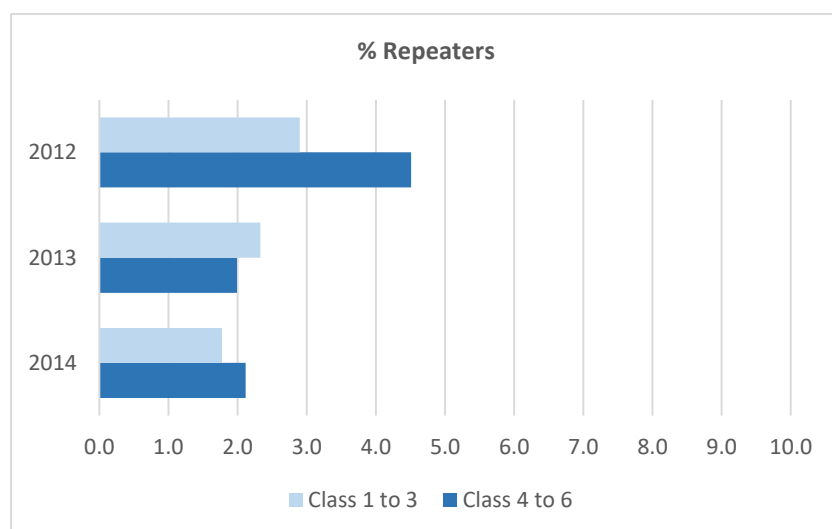
Table 42 Number of students repeating classes by level, sex and GPI, 2014

Level	Male Repeaters	Female Repeaters	Total Repeaters	Total Enrolment	GPI
Class 1	35	25	60	3,051	0.7
Class 2	16	17	33	3,085	1.1
Class 3	33	32	65	2,780	1.0
Class 4	19	17	36	2,548	0.9
Class 5	15	15	30	2,326	1.0
Class 6	62	26	88	2,404	0.4
Form 1	11	4	15	2,122	0.4
Form 2	9	3	12	2,205	0.3
Form 3	83	53	136	2,461	0.6
Form 4	22	6	28	1,628	0.3
Form 5	24	28	52	1,582	1.2
Form 6	23	27	50	1,111	1.2
Form 7	23	28	51	588	1.2
Grand Total	375	346	721	13,711	0.9

Source: KEMIS, 2015

Figure 4 demonstrates a decline in the proportions of students repeating Classes 1 to 3 over the three year period from 2012 to 2014. After a decline in 2013, the proportion of students from Classes 4 to 6 who repeated classes stabilised in 2014.

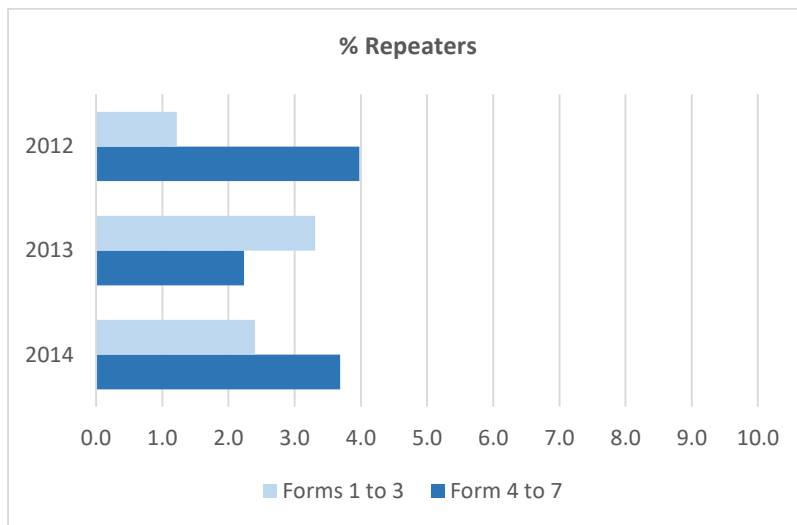
Figure 4 Percentage of repeaters, primary enrolments by class group, 2012-2014



Source: KEMIS, 2015

Figure 5 demonstrates that there was no consistent trend for the percentage of repeaters for Forms 1 to 3 (Range: 1.2% to 3.3%) or Forms 4 to 6 (Range: 2.2% to 4.0%) between 2012 and 2014.

Figure 5 Percentage of repeaters, secondary enrolments by class group, 2012-2014



Source: KEMIS, 2015

4.2 Examination assessment results

Standardised Tests of Achievement in Kiribati (STAKI) are standardised performance tests which were instigated in Kiribati in 2004. These nation-wide tests are conducted on a biennial basis to assess student's competency in literacy (English and Te Kiribati) and numeracy.

This report primarily includes results for Years 4 and 6 for October 2013 as this is the most recently available information on academic performance (MoE, 2014). At this time schools were in the process of introducing new curriculum for Years 1 to 4. Years 1 and 2 were implemented in 2013, Year 3 in 2014 and Year 4 was implemented in 2015.

In 2013, the STAKI used for Year 4 were modified to help capture reliable baseline information to assess of changes in performance associated with the new curriculum, while maintaining comparability with the 2011 tests.

Achievement levels for STAKI comprise:

1. Working above the expected level
2. Working at the expected level
3. Working towards the expected level
4. Working below the expected level
5. No evidence of achievement.

This current report summarises the levels of achievement into the following three categories:

- A) At or above expected level
- B) Working towards the expected level; or
- C) No evidence or critically below the expected level.

4.2.1 STAKI results for English literacy, 2013

Key results for Class 4 English include (Table 43 and Figure 6):

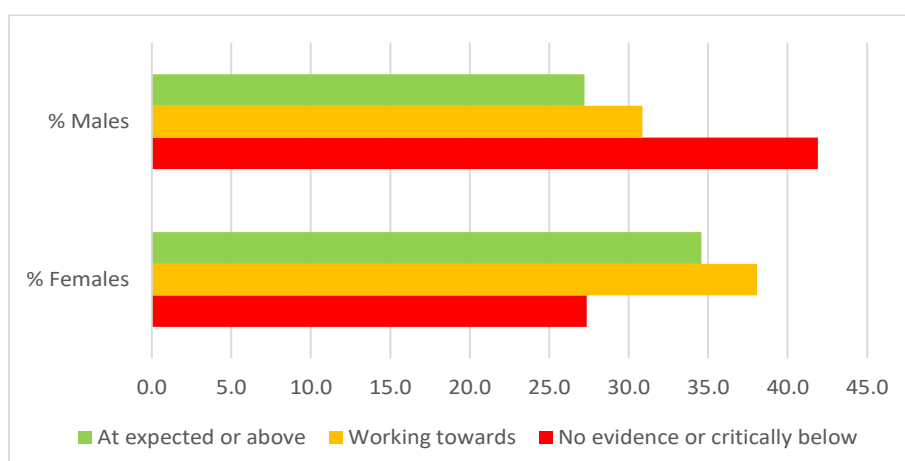
- Larger proportions of male compared with female students results showed 'no evidence or were critically below the required level'.
- Smaller proportions of male than female students were 'working towards or achieved the expected level or higher'.

Table 43 English performance, STAKI, Class 4 by sex, 2013

Level of achievement: English	Male		Female	
	N	%	N	%
No evidence or critically below	391	41.9	273	27.4
Working towards the expected level	288	30.9	380	38.1
At or above expected level	254	27.2	345	34.6
Total	933	100.0	998	100.0

Source: Examinations and Assessment Unit, MoE, 2014

Figure 6 English performance, STAKI, Class 4 by sex, 2013



Source: Examinations and Assessment Unit, MoE, 2014

Class 4 student's skills were strongest for listening, with 51% of students 'at or above the expected level', while skills were weakest for reading with nearly half of all students demonstrating 'no evidence or critically below the expected level'.

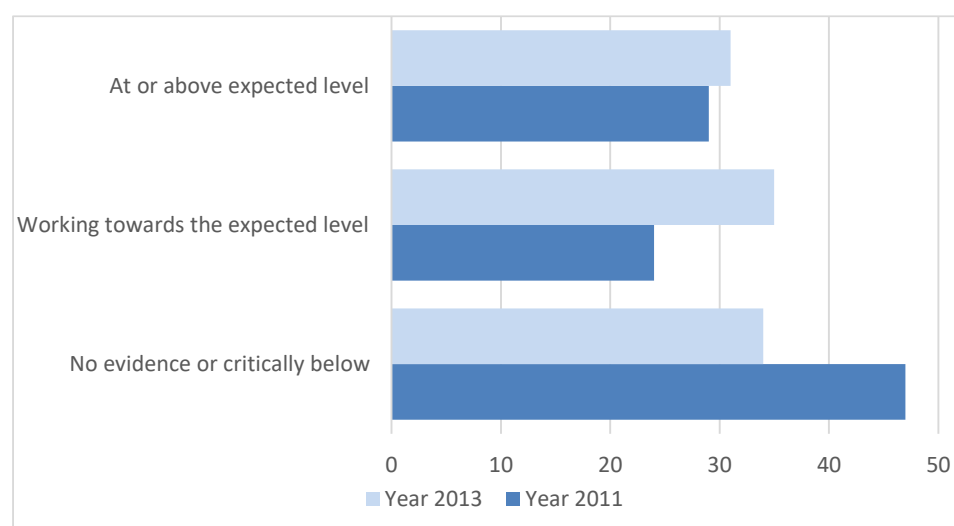
Table 44 English performance, STAKI by skill area, Class 4, 2013

Level of achievement: English	Listening		Reading		Writing	
	N	%	N	%	N	%
No evidence or critically below	329	17.0	916	47.4	686	35.5
Working towards the expected level	603	31.2	536	27.8	684	35.4
At or above expected level	999	51.7	479	24.8	561	29.1
Total	1931	100.0	1931	100.0	1931	100.0

Source: Examinations and Assessment Unit, MoE, 2014

Overall, a larger proportion of Class 4 students were 'working towards the expected level' for English in 2013 compared with 2011 and a smaller proportion demonstrated 'no evidence or were critically below the expected level'.

Figure 7 Comparison of English performance for STAKI, Class 4, 2011 and 2013



Source: Examinations and Assessment Unit, MoE, 2014

Key results for Class 6 English included (Table 45):

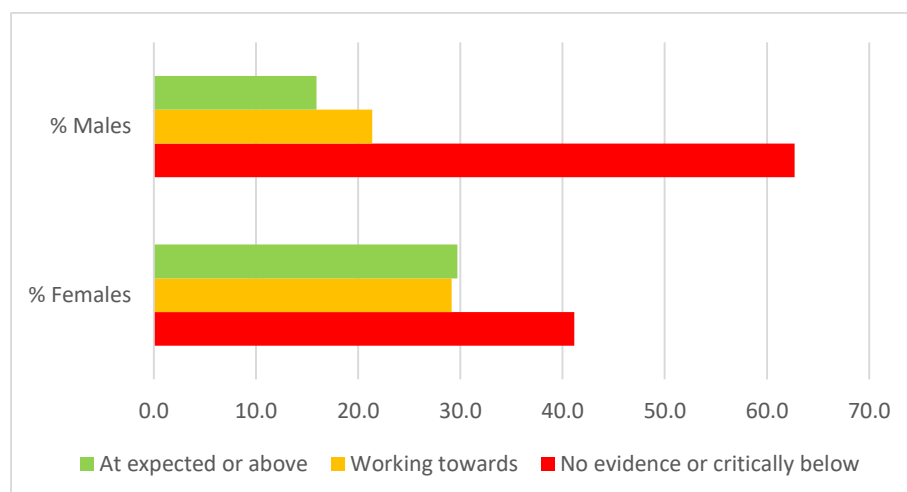
- Compared with Class 4 students, larger proportions of both sexes showed 'no evidence or were critically below the required level'.
- Larger proportions of males than females showed 'no evidence or were critically below the required level'.
- Smaller proportions of males compared with females were 'working towards or achieved the expected level or higher'.

Table 45 English performance, STAKI, Class 6 by sex, 2013

Level of achievement: English	Male		Female	
	N	%	N	%
No evidence or critically below	540	62.7	381	41.1
Working towards the expected level	184	21.4	270	29.2
At or above expected level	137	15.9	275	29.7
Total	861	100.0	926	100.0

Source: Examinations and Assessment Unit, MoE, 2014

Figure 8 English performance, STAKI, Class 6 by sex, 2013



Source: Examinations and Assessment Unit, MoE, 2014

Class 6 student's skills were strongest for grammar, with 65% of students 'at or above the expected level', while skills were lowest for vocabulary (77%) and comprehension (67%) with two thirds to three quarters of students demonstrating 'no evidence or critically below the expected level'.

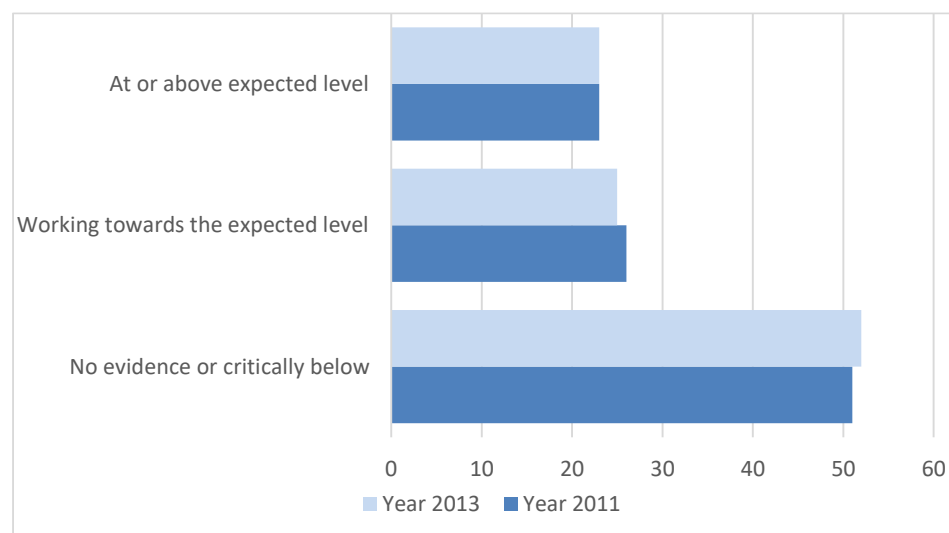
Table 46 English performance, STAKI by skill area, Class 6, 2013

Level of achievement: English	Listening		Vocabulary		Comprehension		Grammar		Composition	
	N	%	N	%	N	%	N	%	N	%
No evidence or critically below	768	43.0	1377	77.1	1204	67.4	305	17.1	610	34.1
Working towards the expected level	563	31.5	187	10.5	327	18.3	326	18.2	582	32.6
At or above expected level	456	25.5	223	12.5	256	14.3	1156	64.7	595	33.3
Total	1787	100.0	1787	100.0	1787	100.0	1787	100.0	1787	100.0

Source: Examinations and Assessment Unit, MoE, 2014

For Class 6 students, STAKI results for the three categories were almost identical in 2013 compared with 2011.

Figure 9 Comparison of English performance for STAKI, Class 6, 2011 and 2013



Source: Examinations and Assessment Unit, MoE, 2014

4.2.2 STAKI results for Te Kiribati, 2013

Key results for Class 4 Te Kiribati included (Table 47 and Figure 10):

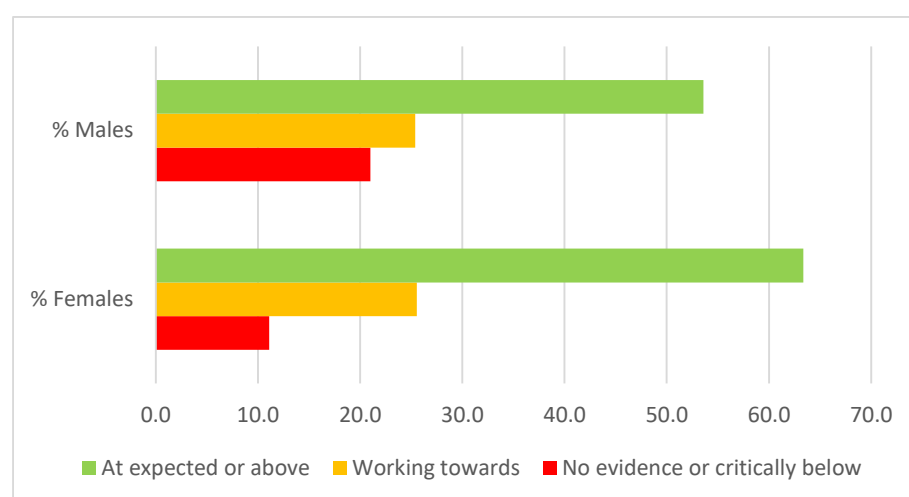
- Achievements were significantly higher for Te Kiribati compared with English literacy for both sexes.
- Larger proportions of males compared with females showed 'no evidence or were critically below the required level' for Te Kiribati.
- While smaller proportions of males compared with females were 'at or above expected level' for Te Kiribati, a similar proportion were 'working towards the expected level'.

Table 47 Te Kiribati performance, STAKI, Class 4 by sex, 2013

Level of achievement: Te Kiribati	Male		Female	
	N	%	N	%
No evidence or critically below	187	21.0	109	11.1
Working towards the expected level	226	25.4	251	25.5
At or above expected level	477	53.6	623	63.4
Total	890	100.0	983	100.0

Source: Examinations and Assessment Unit, MoE, 2014

Figure 10 Te Kiribati performance, STAKI, Class 4 by sex, 2013



Source: Examinations and Assessment Unit, MoE, 2014

As for English, Class 4 student's skills were strongest for listening, with 64% of students 'at or above the expected level' and weakest for reading with 1 in 5 (21%) students demonstrating 'no evidence or critically below the expected level' for Te Kiribati literacy.

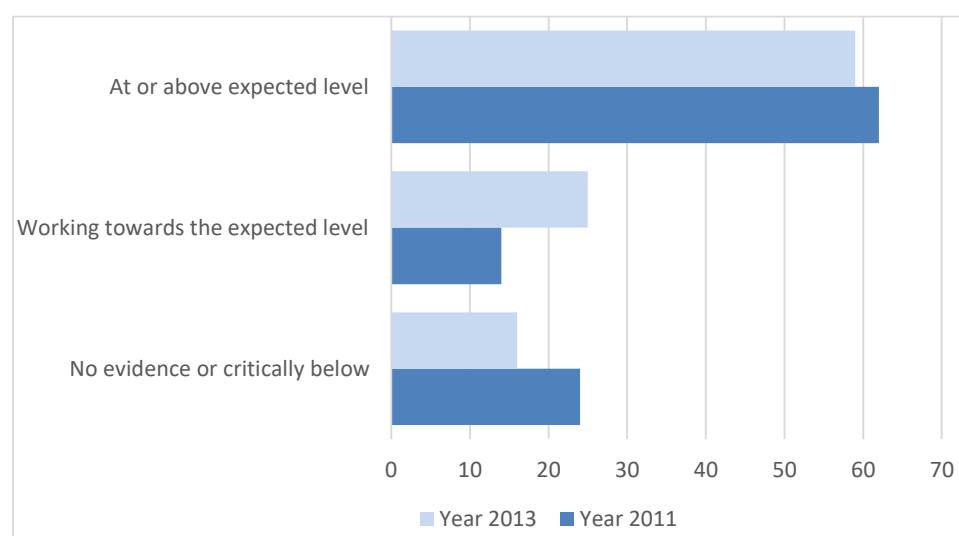
Table 48 Te Kiribati performance, STAKI by skill area, Class 4, 2013

Level of achievement: English	Listening		Reading		Writing	
	N	%	N	%	N	%
No evidence or critically below	378	20.2	389	20.8	285	15.2
Working towards the expected level	290	15.5	437	23.3	579	30.9
At or above expected level	1206	64.4	1048	55.9	1010	53.9
Total	1874	100.0	1874	100.0	1874	100.0

Source: Examinations and Assessment Unit, MoE, 2014

In 2013, there was a smaller proportion of Class 4 students with 'no evidence or critically below the expected level' for Te Kiribati and a larger proportion were 'working towards the expected level'.

Figure 11 Comparison of Te Kiribati performance for STAKI, Class 4, 2011 and 2013



Source: Examinations and Assessment Unit, MoE, 2014

Key results for Te Kiribati for Class 6 included (Table 49):

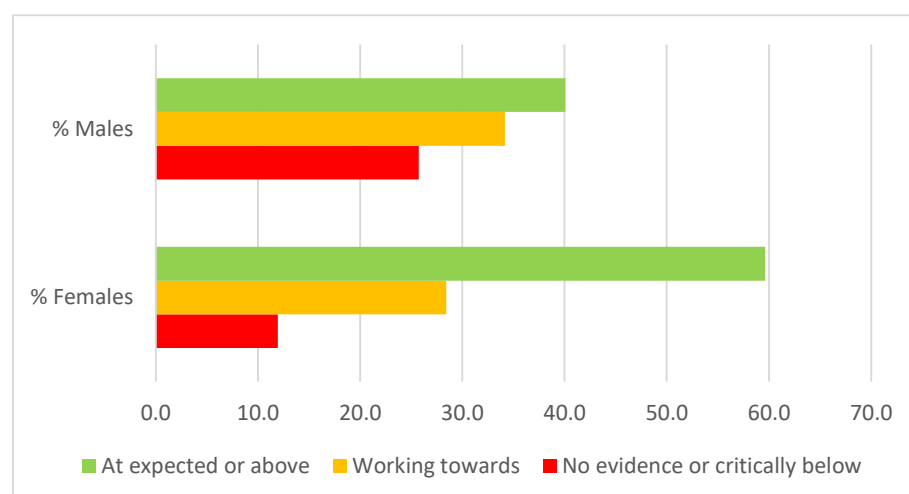
- Compared with Class 4 males, larger proportions of Class 6 males demonstrated 'no evidence or were critically below the expected level', and were 'working towards the expected level' for Te Kiribati.
- Levels of achievement in Te Kiribati for Class 6 females were only slightly lower than those achieved by Class 4 females.

Table 49 Te Kiribati performance, STAKI, Class 6 by sex, 2013

Level of achievement: Te Kiribati	Male		Female	
	N	%	N	%
No evidence or critically below	217	25.7	106	12.0
Working towards the expected level	288	34.2	252	28.4
At or above expected level	338	40.1	529	59.6
Total	843	100.0	887	100.0

Source: Examinations and Assessment Unit, MoE, 2014

Figure 12 Te Kiribati performance, STAKI, Class 6 by sex, 2013



Source: Examinations and Assessment Unit, MoE, 2014

For Class 6 Te Kiribati student's skills were strongest for listening, with 77% of students 'at or above the expected level' and weakest for comprehension with 6 in 10 (62%) students demonstrating 'no evidence or critically below the expected level' for Te Kiribati literacy.

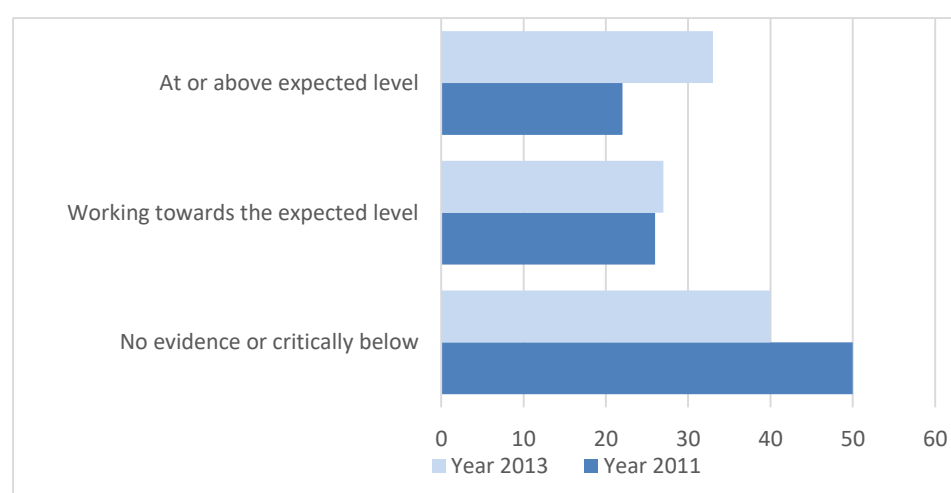
Table 50 Te Kiribati performance, STAKI by skill area, Class 6, 2013

Level of achievement: English	Listening		Vocabulary		Comprehension		Grammar		Composition	
	N	%	N	%	N	%	N	%	N	%
No evidence or critically below	193	11.2	571	33.0	1084	62.7	458	26.5	162	9.4
Working towards the expected level	205	11.8	302	17.5	358	20.7	677	39.1	496	28.7
At or above expected level	1332	77.0	857	49.5	288	16.6	595	34.4	1072	62.0
Total	1730	100.0	1730	100.0	1730	100.0	1730	100.0	1730	100.0

Source: Examinations and Assessment Unit, MoE, 2014

In 2013, half of all students achieved or were 'above the required level' for Te Kiribati, compared with only 22% in 2011. Additionally, only 18% showed 'no evidence or were critically below the expected level' in 2013 compared with half of all students (50%) in 2011.

Figure 13 Comparison of Te Kiribati performance for STAKI, Class 6, 2011 and 2013



Source: Examinations and Assessment Unit, MoE, 2014

4.2.3 STAKI results for Numeracy, 2013

Key results for Class 4 Numeracy in 2013 included (Table 51 and Figure 14):

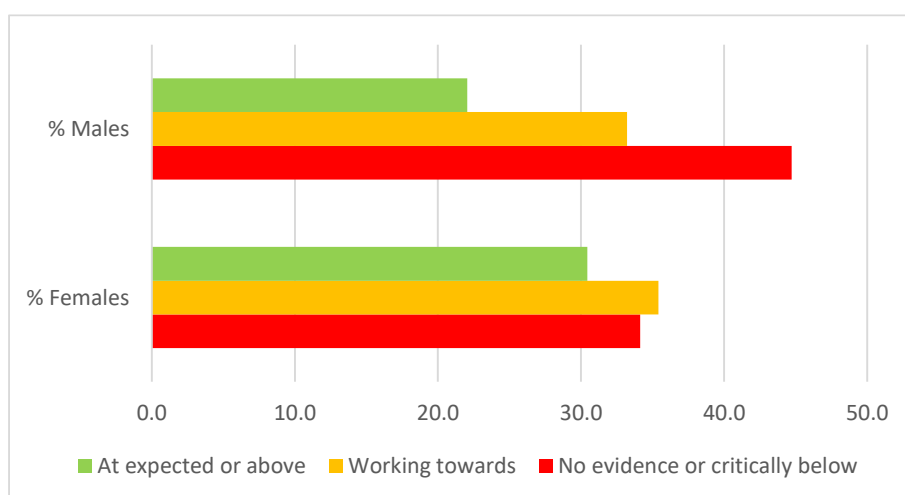
- Larger proportions of males than females showed 'no evidence or were critically below the required level' for numeracy.
- Although a smaller proportion of males than females were 'at or above expected level' for numeracy, a similar proportion were 'working towards the expected level'.

Table 51 Numeracy performance, STAKI, Class 6 by sex, 2013

Level of achievement: Numeracy	Male		Female	
	N	%	N	%
No evidence or critically below	416	44.7	343	34.1
Working towards the expected level	309	33.2	356	35.4
At or above expected level	205	22.0	306	30.4
Total	930	100.0	1005	100.0

Source: Examinations and Assessment Unit, MoE, 2014

Figure 14 Numeracy performance, STAKI, Class 4 by sex, 2013



Source: Examinations and Assessment Unit, MoE, 2014

Class 4 student's numeracy skills were strongest for numbers, with 49% of students 'at or above the expected level' and weakest for problem solving with 6 in 10 (57%) students demonstrating 'no evidence or critically below the expected level' (Table 52).

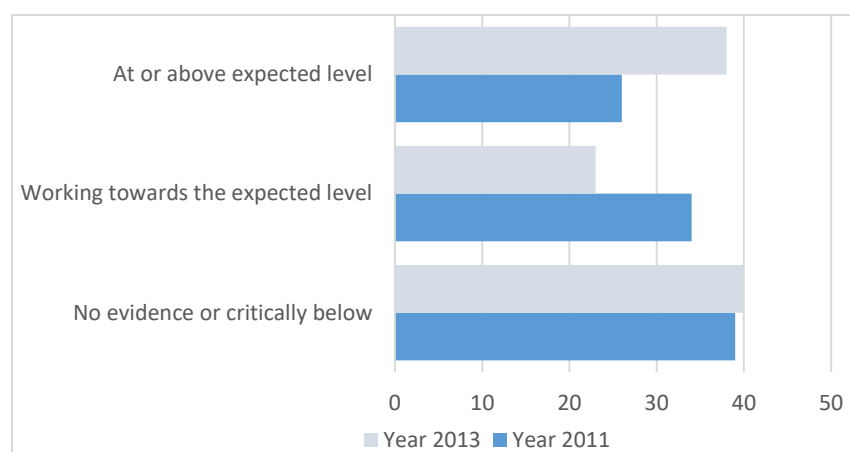
Table 52 Numeracy performance, STAKI by skill area, Class 4, 2013

Level of achievement: Numeracy	Numbers		Measurements		Operations		Geometry and graphs		Problem solving	
	N	%	N	%	N	%	N	%	N	%
No evidence or critically below	648	33.4	956	49.4	606	31.3	537	27.8	1102	57.0
Working towards the expected level	333	17.2	663	34.3	698	36.1	535	27.6	452	23.4
At or above expected level	959	49.4	316	16.3	631	32.6	863	44.6	381	19.7
Total	1940	100.0	1935	100.0	1935	100.0	1935	100.0	1935	100.0

Source: Examinations and Assessment Unit, MoE, 2014

In 2013, there was a smaller proportion (23% compared with 34%) of Class 4 students 'working towards the expected level' for numeracy and a larger proportion 'at or above the expected level' (38% compared with 26%).

Figure 15 Comparison of numeracy performance for STAKI, Class 4, 2011 and 2013



Source: Examinations and Assessment Unit, MoE, 2014

Key results for Class 6 Numeracy in 2013 included (Table 53):

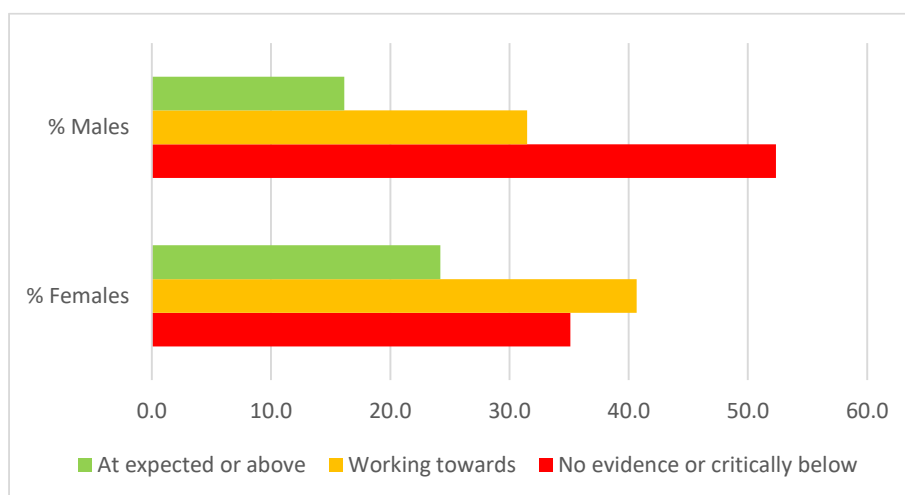
- Overall, larger proportions of female compared with male students were 'working towards, at or above the required level'.
- Compared with Class 4 males, a larger proportion of Class 6 males demonstrated 'no evidence or were critically below the expected level', and a smaller proportion were 'at or above the expected level'.
- Compared with Class 4 females, a larger proportion of Class 6 females were 'working towards the expected standard' and a smaller proportion were 'at or above the expected level'.

Table 53 Numeracy performance, STAKI, Class 6 by sex, 2013

Level of achievement: Numeracy	Male		Female	
	N	%	N	%
No evidence or critically below	454	52.4	322	35.1
Working towards the expected level	273	31.5	373	40.7
At or above expected level	140	16.1	222	24.2
Total	867	100.0	917	100.0

Source: Examinations and Assessment Unit, MoE, 2014

Figure 16 Numeracy performance, STAKI, Class 6 by sex, 2013



Source: Examinations and Assessment Unit, MoE, 2014

As for the younger class level, Class 6 student's numeracy skills were strongest for numbers, with 50% of students 'at or above the expected level' and weakest for problem solving with 8 in 10 (79%) students demonstrating 'no evidence or critically below the expected level' (Table 54).

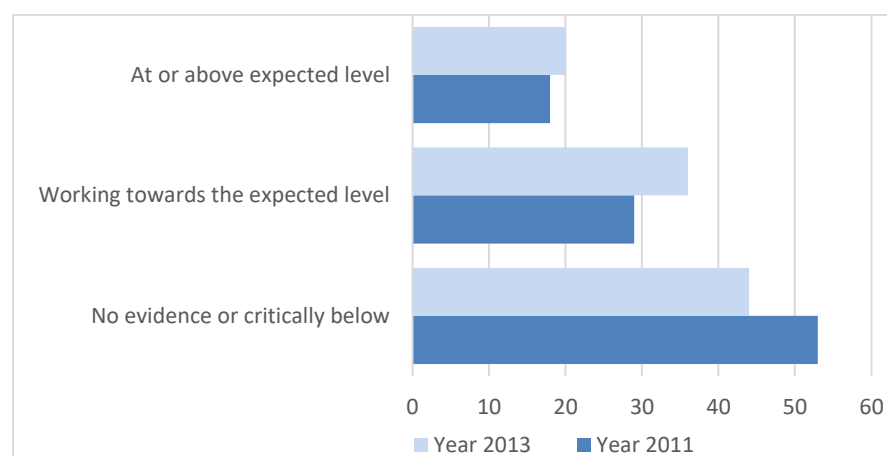
Table 54 Numeracy performance, STAKI by skill area, Class 6, 2013

Level of achievement: English	Numbers		Measurements		Operations		Geometry and graphs		Problem solving	
	N	%	N	%	N	%	N	%	N	%
No evidence or critically below	480	26.9	723	40.5	437	24.5	1013	56.8	1400	78.5
Working towards the expected level	404	22.6	510	28.6	548	30.7	468	26.2	226	12.7
At or above expected level	900	50.4	551	30.9	799	44.8	303	17.0	158	8.9
Total	1784	100.0	1784	100.0	1784	100.0	1784	100.0	1784	100.0

Source: Examinations and Assessment Unit, MoE, 2014

In 2013, there was a smaller proportion (44% compared with 53%) of Class 6 students who demonstrated 'no evidence or critically below the required level' and a larger proportion were 'working towards the expected level' (36% compared with 29%).

Figure 17 Comparison of numeracy performance for STAKI, Class 6, 2011 and 2013



Source: Examinations and Assessment Unit, MoE, 2014

5 Appendix

5.1 Census survey response rates

In 2014, the overall response rate for the annual census survey was high with only 7 of the 136 schools (94.9%) not completing the survey, 5 of which were from the Primary School Sector (Table 55). In respect to response rates by district, Linnix had the lowest response rate of all districts, with 3 of 14 schools not returning their surveys (Table 56).

Table 55 Annual school census response rates by school type, 2014

Response rates by school type	N Responds	% Responds	Total N Schools
Primary	89	94.7	94
Junior Secondary	24	100.0	24
Combined Junior & Senior Secondary	9	90.0	10
Senior Secondary	7	87.5	8
Total	129	94.9	136

Source: KEMIS, 2015

Table 56 Annual school census response rates by district, 2014

Response rates by education district	N Responds	% Responds	Total N Schools
District North	59	95.2	62
District South	32	100.0	32
District Central	27	96.4	28
Linnix District	11	78.6	14
Total	129	94.9	136

Source: KEMIS, 2015

For instances where surveys were not returned, numbers from the previous year's survey were used to estimate enrolments. Estimates was highest Senior Secondary Schools, despite only one school failing to submit their survey (Table 57).

Table 57 Number of enrolments estimated by school type, 2014

School Type	Reported N Enrolments	Estimated N Enrolments	Estimated % Enrolments
Primary	16,194	1,135	7.0
Junior Secondary	5,879	174	3.0
Combined Junior & Senior Secondary	3,319	596	18.0
Senior Secondary	2,499	607	24.3
Total	27,891	2,512	9.0

Source: KEMIS, 2015

In respect to education district, Linnix District had the highest proportion of enrolments estimated (17.5%), while District North had the highest number of enrolments estimated (Table 58).

Table 58 Number of enrolments estimated by education district, 2014

Education district	Reported N Enrolments	Estimated N Enrolments	Estimated % Enrolments
District North	18,500	1,751	9.5
District South	3,645	72	2.0
District Central	3,163	244	7.7
Linnix District	2,583	445	17.2
Total	27,891	2,512	9.0

Source: KEMIS, 2015

Census surveys were distributed to schools in January 2014. Table 59 shows that while the majority of surveys were returned in April, May and June (113 surveys, 6%), the remaining 16 (12.4%) were received between July and October, and 7 schools did not return their survey. While the majority of surveys were returned in April, May and June (113 surveys, 6%), the remaining 16 (12.4%) were received between July and October, and 7 schools did not return their survey.

Table 59 Month of census survey return, 2014

Month	N	%
February	1	0.8
March	1	0.8
April	35	27.1
May	57	44.2
June	19	14.7
July	7	5.4
August	4	3.1
September	1	0.8
October	4	3.1
Total	129	100

Source: KEMIS, 2015

5.2 Pacific Education Development Framework (PEDF) Indicators

5.2.1 Formal Education

Table 60 PEDF Indicators, Formal Education Sector, Kiribati, 2014

PEDF Indicators for the Formal Education	Primary	Lower Secondary	Upper Secondary	Overall
Net enrolment ratio (NER)*				
Upper (%)	117	84	47	-
Lower (%)	104	82	44	-
Gross enrolment ratio (GER)*				
Upper (%)	128	103	50	-
Lower (%)	114	102	47	-
Percentage new entrance to 1 st year primary with ECC experience				70
Repetition rate (RR)	1.9	2.4	3.7	-
Drop-out rate (DR)	na	na	na	-
Promotion rate (PR)	na	na	na	-
Transition rate (primary/secondary)	na	na	na	-
Percentage schools with effective access to IT.	na	na	na	-
Percentage out-of-school children returning to formal schooling	na	na	na	-
Literacy rate				**
Numeracy rate.				**
Student teacher ratio (STR).***	26.4	15.6	17.7	-
Student classroom ratio (SCR).	na	na	na	-
Student Computer ratio (SComR)	na	na	na	-
Percentage schools with clean water and sanitation.****				71
Percentage school leavers leaving with at least a national or regional qualifications				na
Frequency of curriculum review				*****
Compulsory education policy developed and implemented.				Yes
Language policy developed.				Yes

Source: KEMIS, 2015; *Refer to p27 for the discussion on population projections and enrolment ratios; ** Literacy and numeracy benchmarking for Years 3 and 6 are included in the main body of this report; *** Excludes combined Junior and Senior Secondary Schools; **** % of Schools with clean water only is reported; ***** Kiribati is currently in the process of reviewing and revising primary school curriculums.

6 References

Australian Institute of Statistics, Assumptions for Population Projections, 3222.0.

[http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/3222.0Main%20Features42012%20\(base\)%20to%202101?opendocument&tabname=Summary&prodno=3222.0&issue=2012%20\(base\)%20to%202101&num=&view=](http://www.abs.gov.au/ausstats/abs@.nsf/Latestproducts/3222.0Main%20Features42012%20(base)%20to%202101?opendocument&tabname=Summary&prodno=3222.0&issue=2012%20(base)%20to%202101&num=&view=).

AUSAID, August 2010. Kiribati Education Improvement Program (KEIP) Phase 1 Design Document.

Examinations and Assessment Unit, Ministry of Education, April 2014. STAKI 2013 National Report: Report of the Standardised Test of Achievement in Kiribati conducted in 2013 with Years 4 and 6 students.

KEIP Phase 2, Bi Annual Progress Report, Draft June 2015

OECD (2014), "Indicator D2: What is the student-teacher ratio and how big are classes?" in Education at a Glance 2014: OECD Indicators, OECD Publishing. <http://dx.doi.org/10.1787/888933119682>

UNESCO Institute for Statistics, 2006. Teachers and Education Quality: Monitoring Global Needs for 2015.

UNESCO, 2015. Education For All 2000-2015. Achievements and Challenges.

UNESCO Institute for Statistics, 2009. Education Indicators Technical Guidelines.