



**Government Republic of Kiribati  
Ministry of Education**

**Digest of Education  
Statistics  
2016**

## Digest of Education Statistics 2016



Republic of Kiribati  
Ministry of Education  
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# Foreword by the Director of Policy, Planning, Research & Development

The Ministry of Education is pleased to present the Kiribati Digest of Education Statistics for 2016.

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. The Examination and Assessment Unit have provided the assessment and examination information produced from their customised database.

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 and for providing the information used to produce the examination and assessment statistics. The information provided is essential for planning and monitoring the effectiveness of education sector programs, as well as day-to-day operational management of the education sector.

I would also like to thank the Development Partners, including: sovereign countries of Australia, New Zealand, Japan and Taiwan; UN Agencies including United Nations Children's Fund (UNICEF) & United Nations Educational, Scientific and Cultural Organization (UNESCO); International Agencies and INGOs; and the Regional bodies who have been committing members to the Education Partners in Kiribati (EPIK) namely, Kiribati Education Improvement Program (KEIP); Secretariat of the Pacific Community (SPC); German Agency for International Cooperation (GIZ)- Deutsche Gesellschaft fuer Internationale Zusammenarbeit; Global Partnership in Education (GPE); World Bank (WB) and the Commonwealth of Learning (COL).

If you need any further details about our Education system, please do not hesitate to contact MOE on phone number (+686) 75228091 or through the web-form from <http://www.moe.gov.ki/statistics>.

Once again would like I thank everybody for making this publication possible, and I look forward to your combined cooperation for future data collection and reporting – Te Mauri Te Raii ao Te Tabemoa.

Kam bati n rabwa,



Reetina Katokita

Director of Policy, Planning, Research & Development

Ministry of Education

## 1 Glossary

**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 compared to males and a value less than 100 indicate a lower proportion of females compared to males.

**Repetition rate (RR):** Proportion of students from a cohort enrolled in a given grade at a given school year that studied in the same grade in the following school year. The statistical year is the year that the repeaters are counted.

**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. cohorts of Year 1 students for primary school education. The SR estimates the extent to which the school system retains students, with or without repetition. Herein the SR with repeaters is used.

**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).

## 2 Introduction

The purpose of the 2016 Kiribati Education Digest is to provide reliable educational statistics to support evidence based policy and planning for the Education Sector. The statistics will also be useful for a broad range of stakeholders who have an interest in the status of education in Kiribati. Education statistics are also available on the Ministry of Education’s website ([www.moe.gov.ki](http://www.moe.gov.ki)) and for Ministry staff through KEMIS On-line ([data.moe.gov.ki](http://data.moe.gov.ki)).

Additional statistical information can be obtained through completing an online request (see: Statistics page on the website) or contacting the Technology Support and Information Management Unit on (+686) 75228091, via email [tsimu@moe.gov.ki](mailto:tsimu@moe.gov.ki) and through the web-form [www.moe.gov.ki/statistics](http://www.moe.gov.ki/statistics).

### 2.1 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. As part of the ESSP 2016-2019, the MoE Kiribati aims to foster the development of ECCE, through development of an ECCE Act and Regulations, and will introduce registration of ECCE centres, professional development for ECCE teachers, and curriculum development for ECCE during the four-year period of the Strategy.

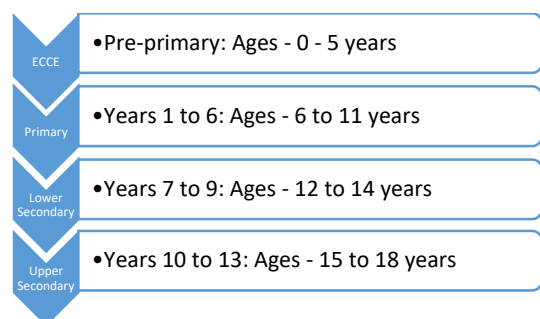
Schooling in Kiribati consists of six years of Primary (Years 1 to 6) and three years of Secondary school education (Years 7-9, Junior Secondary). These first 9 years of schooling are both compulsory and free for all children in Kiribati, and the system is administered by the MoE. At the end of Year 9, competitive examinations are held which determine student’s ability to progress onto the Senior Secondary School system. **Error! Reference source not found.** shows the levels of education with official age groups in Kiribati.

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. Senior Secondary education consists of four years of schooling (Years 10 to 13).

Secondary school is fee free for Year 10-12 students who pass from 2016. Students must successfully complete examinations in years 12 and 13 in order to progress onto technical and further education.

The Ministry of Labour and Human Resource Development 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 (incl. Kiribati Nursing College), the Marine Training College (incl. Fisheries Training Centre), and the Police Training Centre.

Figure 1 Education System Overview, 2016



## 2.2 The organisation and information included in this digest

The information provided in this Digest is primarily from the Kiribati Educational Management Information System (KEMIS) and the Examination and Assessment Unit customized database.

The KEMIS is a computerized database system that stores essential administrative data held by the MoE. KEMIS data is mostly at the school level with the exception of all teacher data. Student level data is held for secondary school students at both the Senior Secondary School Unit and Examinations and Assessment Unit. Both Units use their own customized databases.

Key information currently held in the KEMIS includes:

- The Annual School Census results
- School Termly Reports
- The Annual MoE budget and expenditure data
- Ministry of Finance national budget and expenditure data
- Teacher personnel and payroll records
- Teacher and school leader performance appraisal results (secure)
- Teacher and school leader professional development information (secure)
- Student and teacher attendance data (partly secure)
- School Improvement Plan and monitoring information
- Primary and some secondary school exam results (school level data).

The Annual School Census Survey is a critical source of data on students, teachers, and schools. Each year the Ministry conducts the Annual School Census across the nation to obtain information. Once completed returns are received by the MOE, the data is entered, quality checked and analysed through the KEMIS. Without this information production of this report would not be possible.

This report includes statistics on schools, students, and teachers. Student information is presented by school level (primary, junior and senior secondary), and includes enrolment statistics and educational indicators on access, participation, progression, and completion of schooling. Student achievement results from national assessments and examinations on literacy (English and te-Kiribati) and numeracy, the Junior School Certificate, Kiribati National School Certificate, and Kiribati Secondary School Certificate are also included in this report.

Teacher information is presented by school level and includes the numbers, qualifications and certification, as well as student to teacher ratios.

Where possible and relevant, results are presented by gender, year level, school authority, and over time.

## 2.3 Data limitations

The Digest includes footnotes where there are reliability issues with the data. It should be noted that Audit processes verifying school returns have not been operating previously or for this year's Digest due to resourcing.

A range of previously reported education statistics utilise the National Census population data to calculate the percent of Kiribati children and youth enrolled in school. Past National Population Census estimates have been variable in the past and there remains a significant discrepancies with enrolment data causing significant under and over-estimated enrolment proportions. This means that NIR, NER,



GER, and GIR statistics have not been reported herein and are unlikely to be reported until more accurate population estimate are available.

The Pacific Community (SPC) undertook a quality assessment of enrolment counts in June 2016. The quality assessment concluded that school reporting is generally, sufficiently accurate. School records were, by and large, were up-to-date and matched reported data. TSIMU data entry was also shown to be accurate. However, there are significant issues that should be considered when using the enrolment and teacher data:

- Enrolments are likely to be underestimated as a result of:
  - Missing Year information (smoothed from 2012 – see note below)
  - Inconsistency in the date used for counting enrolments in the Census (counts decrease during the term)
- There is considerable variation in Age related data due to:
  - Insufficient known dates of birth
  - Unclear procedures with regards to determining age when there's no date of birth
- Teacher data due to:
  - The unsuccessful introduction of an e-survey (pdf-based survey in 2014 and 2015) that was not reliably completed by a significant number of schools
  - Certification (for teaching) and qualification statistics appear unreasonably low given the Ministry's strict and consistently applied requirements due to incomplete data recording at the school level.

The Ministry is introducing a new data verification process from 2017 that is expected to help improve the reliability of school reported data. Age reporting remains problematic and will take 3-4 years to improve to a point where the data can be considered reliable. For this reasons, the Ministry will not be reporting age related data until it demonstrates improved reliability.

**Note: the historical enrolment data from 2012 to 2016 was adjusted for missing Year information in April 2017. This means that there are now updated enrolments counts for 2012-2015.**

### 3 At A Glance

#### 3.1 Primary School Sector

Table 1 At A Glance, Primary School Sector, 2015-16

	2015				2016			
	Male	Female	All	GPI	Male	Female	All	GPI
<b>Enrolment</b>	7,521	7,642	15,163	1.02	8,476	8,404	16,880	0.99
<b>New entrants attending ECCE</b>	84%	83%	85%	1.00	70%	72%	70%	1.04
<b>Repetition rate</b>	3.1%	2.3%	2.7%	0.74	3.0%	2.2%	2.6%	0.73
<b>Number of Teachers</b>	116	512	628	4.41	121	532	653	4.40
<b>Student/Teacher R</b>	-	-	24.1	-	-	-	25.8	-
<b>Survival rate-Year 5</b>	95%	91%	93%	0.96	85%	98%	92%	1.15
<b>Survival rate-Year 6</b>	87%	87%	87%	1.00	78%	95%	86%	1.21

Source: MoE KEMIS, October 2017 – April 2018

Table 2 Percent of students 'at or above the expected standard', STAKI, Primary School Sector, 2015-16

	2015				2016			
	Male	Female	Total	GPI	Male	Female	Total	GPI
<b>Year 4</b>								
<b>English literacy</b>	20%	35%	27%	1.75	19%	36%	27%	1.89
<b>te-Kiribati</b>	31%	52%	42%	0.57	29%	51%	41%	1.76
<b>Numeracy</b>	74%	83%	78%	0.89	60%	72%	66%	1.20
<b>Year 6</b>								
<b>English literacy</b>	28%	45%	27%	1.64	15%	30%	23%	2.00
<b>te-Kiribati</b>	45%	62%	54%	1.41	52%	76%	74%	1.46
<b>Numeracy</b>	49%	59%	54%	1.12	46%	59%	52%	1.28

Source: EAU, April 2017

#### 3.2 Junior Secondary School Sector

Table 3 At A Glance, Junior Secondary School Sector, 2015-16

	2015				2016			
	Male	Female	All students	GPI	Male	Female	All students	GPI
<b>Enrolment</b>	3,148	3,535	6,683	1.12	3,128	3,295	6,423	1.05
<b>Repetition rate</b>	4.9%	2.5%	3.6%	0.51	7.0%	6.8%	6.9%	1.01
<b>Transition to Form 1</b>	94%	103%	99%	1.10	93%	97%	95%	1.04
<b>Number of Teachers</b>	134	202	336	1.51	133	227	360	1.71
<b>Student/Teacher Ratio</b>	-	-	19.9	-	-	-	17.8	-

Source: MoE KEMIS, October 2017 – April 2018

Table 4 Percent of students 'at or above the expected standard', STAKI Year 8, Junior Secondary School Sector, 2016

	2016			GPI
	Male	Female	Total	
<b>English literacy</b>	18%	34%	27%	1.89
<b>te-Kiribati</b>	79%	90%	85%	1.14
<b>Numeracy</b>	36%	48%	43%	1.33

Source: EAU, April 2017

### 3.3 Secondary School Sector

Table 5 At A Glance, Secondary School Sector, 2015-16

	2015				2016			
	Male	Female	All students	GPI	Male	Female	All students	GPI
<b>Enrolment</b>	2,077	2,903	4,980	1.40	2,237	3,025	5,262	1.35
<b>Repetition rate</b>	7.3%	3.9%	5.3%	0.53	9.5%	3.5%	5.8%	1.66
<b>Transition Form 3 to 4</b>	62%	79%	71%	1.27	70%	74%	70%	1.06
<b>Number of Teachers</b>	73	56	129	0.77	62	70	132	1.13
<b>Student/Teacher Ratio</b>	-	-	38.6	-	-	-	40.6	-

Source: MoE KEMIS, October 2017 – April 2018

## 4 Primary education

### 4.1 Enrolments

Enrolments between 2007 and 2016 remain variable year-on-year with a declining trend through until 2013. Enrolments since 2013 appear higher; however ongoing variability make the overall pattern unclear. Enrolments in 2016 increase more for years 4-6 (15%) than for the early years (8%) (see Table 6).

Table 6 Number of primary school enrolments, Primary Schools, Kiribati 2007-16

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Year 1</b>	2,736	2,603	2,692	2,770	2,903	2,949	3,015	3,052	2,900	3,066
<b>Year 2</b>	2,697	2,645	2,428	2,516	2,528	2,470	2,728	3,081	2,710	2,967
<b>Year 3</b>	2,807	2,628	2,632	2,349	2,536	2,277	2,367	2,780	2,659	2,886
<b>Year 4</b>	2,613	2,850	2,655	2,626	2,345	2,454	2,290	2,546	2,506	2,871
<b>Year 5</b>	2,604	2,742	2,720	2,580	2,565	2,315	2,121	2,326	2,296	2,706
<b>Year 6</b>	2,449	2,653	2,706	2,839	2,591	2,525	2,176	2,404	2,092	2,384
<b>Total</b>	<b>15,906</b>	<b>16,121</b>	<b>15,833</b>	<b>15,680</b>	<b>15,468</b>	<b>14,990</b>	<b>14,697</b>	<b>16,189</b>	<b>15,163</b>	<b>16,880</b>

Source: MoE KEMIS, 4 April 2018

The total number of enrolments has been similar for boys and girls over the last 3 years. There have been some differences at the Year level (see Table 7) although these could be influenced by what Year students are allocated in multi-grade classrooms when reported.

Table 7 Number of primary school enrolments by sex, Primary Schools, Kiribati, 2014–16

	Male			Female			GPI		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
<b>Year 1</b>	1,560	1,443	1,560	1,492	1,457	1,506	0.96	1.01	0.97
<b>Year 2</b>	1,494	1,337	1,493	1,587	1,373	1,474	1.06	1.03	0.99
<b>Year 3</b>	1,439	1,276	1,445	1,341	1,383	1,441	0.93	1.08	1.00
<b>Year 4</b>	1,327	1,295	1,413	1,219	1,211	1,458	0.92	0.94	1.03
<b>Year 5</b>	1,163	1,148	1,382	1,163	1,148	1,324	1.00	1.00	0.96
<b>Year 6</b>	1,203	1,022	1,183	1,201	1,070	1,201	1.00	1.05	1.02
<b>Total</b>	<b>8,186</b>	<b>7,521</b>	<b>8,476</b>	<b>8,003</b>	<b>7,642</b>	<b>8,404</b>	<b>0.98</b>	<b>1.02</b>	<b>0.99</b>

Source: MoE KEMIS, 4 April 2018

## 4.2 New entrants into Primary School who have attended ECCE

The number and percentage of new entrant students (into Year 1) who had attended ECCE remains variable. The number and percentage of Year 1 new entrant students who had attended ECCE peaked in 2015 with 2,452 and 85.5 percent of the students (Table 8). It is unknown whether the variability reflects actually population changes or data recording and this should be considered when interpreting these results.

Table 8 Number and percentage of new entrants into Year 1 who have attended ECCE, 2013-16

	2013	2014	2015	2016	2013	2014	2015	2016
<b>Male</b>	1,081	996	1,230	1,061	75.4%	65.3%	83.6%	69.6%
<b>Female</b>	1,138	1,097	1,222	1,059	76.2%	74.8%	83.4%	72.1%
<b>Total</b>	2,219	2,093	2,452	2,120	75.8%	70.0%	85.5%	70.9%
<b>GPI</b>	-	-	-	-	1.01	1.15	1.00	1.04

Source: MoE KEMIS, 11 November 2017

## 4.3 Progression

### 4.3.1 Repetition rates

Repetition rate continued at a similar level in 2016 compared to 2015. The notably higher repetition rate for boys compared to girls continued in 2016 (Table 9).

Table 9 Repetition rates by gender and year, Primary Schools, 2012-2014

	Male			Female			Total		
	2013- >14	2014- >15	2015- >16	2013- >14	2014- >15	2015- >16	2013- >14	2014- >15	2015- >16
<b>Year 1</b>	2.4%	3.7%	2.4%	1.6%	3.8%	2.5%	2.0%	3.7%	2.4%
<b>Year 2</b>	1.2%	1.9%	3.3%	1.3%	1.2%	2.1%	1.2%	1.6%	2.7%
<b>Year 3</b>	2.7%	1.7%	2.1%	2.8%	1.4%	1.0%	2.7%	1.5%	1.5%
<b>Year 4</b>	1.7%	3.0%	3.3%	1.4%	1.6%	2.8%	1.7%	2.3%	3.0%
<b>Year 5</b>	1.4%	2.8%	3.0%	1.4%	2.6%	2.1%	1.4%	2.7%	2.5%
<b>Year 6</b>	5.6%	5.8%	4.3%	2.4%	3.4%	2.8%	4.0%	4.6%	3.5%
<b>Total</b>	2.4%	3.1%	3.0%	1.8%	2.3%	2.2%	2.1%	2.7%	2.6%

Source: MoE KEMIS, 11 November 2017

#### 4.3.2 Survival to Year 5 and 6

Survival in this report refers to the proportion of an initial cohort of students who started in Year 1 and reached Year 5 and 6. There has been some variability in survival to year 5 and 6 over the last three years. In 2013 survival rates exceeded 100% due to the increased number of enrolments in Years 5 and 6 in 2013. Survival to Year 5 and 6 was greater for girls than boys in 2014 and 2016 (see Table 10).

Table 10 Survival to Years 5 and 6 by gender, Primary Schools, Kiribati, 2013-16

	Survival to Year 5			Survival to Year 6		
	Male	Female	Total	Male	Female	Total
<b>2013</b>	111.0%	101.8%	106.4%	119.5%	112.1%	115.9%
<b>2014</b>	63.1%	76.9%	69.6%	54.6%	71.1%	62.2%
<b>2015</b>	94.7%	90.9%	92.7%	87.4%	87.3%	87.3%
<b>2016</b>	85.3%	98.3%	91.7%	78.3%	94.5%	86.1%

Source: MoE KEMIS, December 2017

#### 4.4 Disability

The reported instance of students with a disability in 2016 was 22 per 1,000 students or 2.2 percent. The most commonly reported disability type is for learning difficulties (6.9/1000) followed by hearing (4.3/1000), and speech and sight impairments (3.7/1000). While instances of disabilities appear higher for male compared to female students, likely under-reporting of disabilities may be a contributing factor.

Table 11 Disability by Type and Gender, Primary Schools, 2016<sup>1</sup>

Disability Type	Male	Female	Total	Per 1000 Pupil
<b>Gripping impairment</b>	7	6	13	0.8
<b>Mental disability</b>	13	2	15	0.9
<b>Moving impairment</b>	10	6	16	0.9
<b>Other disability</b>	6	3	9	0.5
<b>Multiple disabilities</b>	6	3	9	0.5
<b>Speech impairment</b>	39	23	62	3.7
<b>Learning disability</b>	72	44	116	6.9
<b>Sight impairment</b>	35	27	62	3.7
<b>Hearing impairment</b>	43	30	73	4.3
<b>Total</b>	<b>231</b>	<b>144</b>	<b>375</b>	<b>22.2</b>

Source: MoE KEMIS, 11 November 2017

<sup>1</sup> Note: it is likely that instances of disability are under-reported due to cultural and enumerator training factors. The Annual School Census recording of instances of disability will move to the more robust Washington Group Question approach once school leaders have been trained by the Kiribati Education Facility to interpret the new classifications.

## 4.5 Teachers

The number of primary teachers continues to increase at a similar rate as the student population. The contracting of retired teachers is a key strategy to meet shortages. The proportion of teachers who are female has remained consistent at approximately 82 percent between 2014 and 2016 (see Table 12).

Table 12 Number of primary teachers by employment status and gender, Primary, Kiribati 2014-16<sup>1,2</sup>

	2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Permanent</b>	89	415	504	78	364	442	82	395	477
<b>Contract/Other</b>	19	91	110	38	148	186	39	137	176
<b>Total</b>	<b>108</b>	<b>506</b>	<b>614</b>	<b>116</b>	<b>512</b>	<b>628</b>	<b>121</b>	<b>532</b>	<b>653</b>

Source: MoE KEMIS, December 2017

<sup>1</sup> Teacher data should be treated with caution as collection continues to be variable. A new and unsuccessful e-Survey data collection method was used in 2015. Posting records suggest that the 2014 and 2015 staff totals should be between 640 and 650 staff with over 150 non-permanent staff. <sup>2</sup> Voluntary teacher counts are excluded due to the data being inconsistent.

The reporting of teacher qualification and certification data continues to be problematic (see Table 13). The data is often incomplete and variable. The Ministry's recruitment processes rigidly ensure Primary School teachers have completed Year 11 of Secondary School and have a teaching certificate or diploma. As such, both percentages should be higher.

Table 13 Number of Primary School teachers by teaching status, Primary Schools, Kiribati 2014-16<sup>1,2</sup>

	2014		2015		2016	
	N	Pct.	N	Pct.	N	Pct.
<b>Certified</b>	568	93%	495	79%	600	91%
<b>Qualified</b>	594	97%	506	80%	618	94%

Source: MoE KEMIS, December 2017

<sup>1</sup> Teacher certification and qualification data should be treated with caution as under and inaccurate reporting of qualifications and certifications continue. <sup>2</sup> Note: the percentages compare the number meeting the certification or qualification standard compared to the population of teachers. It therefore does not factor the number of teachers not reporting certifications or qualifications into the denominators. This understates the percentages.

Primary school student-teacher ratios appear to be declining (more students per teacher); however, due to variability in reporting of teacher numbers, this data should be treated with caution (see Table 14).

Table 14 Primary student teacher ratios by Year, Primary Schools, Kiribati 2011-16

	2011	2012	2013	2014	2015	2016
<b>Year 1-6</b>	24.6	23.3	22.6	26.4	24.1	25.8

Source: MoE KEMIS, December 2017

## 5 Junior Secondary School education

### 5.1 Enrolments (includes Government and Private schools)

Junior Secondary School enrolments have continued to decline. The biggest decrease in 2016 has been in Year 9 enrolments. Since 2011 there have been 613 less Junior Secondary enrolments with the largest decreased being (11%) in Year 7 students (see Table 15).

Table 15 Junior Secondary School enrolments, Kiribati, 2007-16

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Year 7</b>	2,430	2,173	2,326	2,415	2,408	2,248	2,239	2,122	2,216	2,152
<b>Year 8</b>	2,351	2,366	2,161	2,351	2,355	2,187	2,369	2,205	2,039	2,127
<b>Year 9</b>	2,315	2,361	2,359	2,264	2,273	2,365	2,430	2,461	2,428	2,144
	<b>7,096</b>	<b>6,900</b>	<b>6,846</b>	<b>7,030</b>	<b>7,036</b>	<b>6,800</b>	<b>7,038</b>	<b>6,788</b>	<b>6,683</b>	<b>6,423</b>

Source: MoE KEMIS, 4 April 2018

Overall, the trend of increasing parity of male and females attending Junior Secondary School has continued in 2016 with the GPI closing to 95 males per 100 females (down from 1.19 in 2011). While there are less males and females enrolled in Junior Secondary since 2011 (-8%), this trend is being driven by a faster decrease of female student enrolments (-14% compared to -3%, respectively). Females made up 83% of the 284 fewer enrolments in 2016 compared to 2015, with a drop in Year 9 female enrolments accounting for almost all of the decrease (see Table 16).

Table 16 Junior Secondary School enrolments, by sex, Kiribati, 2014-16

	Male			Females			GPI		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
<b>Year 7</b>	1,027	1,079	1,047	1,095	1,137	1,105	1.07	1.05	1.06
<b>Year 8</b>	972	982	1,043	1,233	1,057	1,084	1.27	1.08	1.04
<b>Year 9</b>	1,172	1,087	1,038	1,289	1,341	1,106	1.10	1.23	1.07
<b>Total</b>	<b>3,171</b>	<b>3,148</b>	<b>3,128</b>	<b>3,617</b>	<b>3,535</b>	<b>3,295</b>	<b>1.14</b>	<b>1.12</b>	<b>1.05</b>

Source: MoE KEMIS, 4 April 2018

The Kiribati Ministry of Education remains the largest provider of Junior Secondary education. The number of students studying at the Government schools has decreased in each of the last three years, with the proportion decreasing to 61% in 2016 compared to 65% in 2015. The Kiribati Protestant Church schools enrolled 611 or 155 percent more students in 2016 compared to the previous year (see Table 17).



Table 17 Junior Secondary School enrolments by education authority, Kiribati, 2014-16

Authority	2014		2015		2016	
	Count	Percent	Count	Percent	Count	Percent
<b>Catholic Church</b>	575	8.5%	560	8.4%	455	7.1%
<b>Church of Latter-day Saints</b>	228	3.4%	228	3.4%	163	2.5%
<b>Kiribati Protestant Church</b>	67	1.0%	16	0.2%	27	0.4%
<b>Ministry of Education</b>	5,879	86.6%	5,850	87.5%	5,744	89.4%
<b>Seventh Day Adventists</b>	39	0.6%	29	0.4%	34	0.5%
<b>Grand Total</b>	<b>6,788</b>	<b>100%</b>	<b>6,683</b>	<b>100%</b>	<b>6,423</b>	<b>100%</b>

Source: MoE KEMIS, December 2017

## 5.2 Disability

The proportion of reported disabilities within the Junior Secondary student population remains lower than that for primary school students (13.4/1000 compared to 22.2/1000). In contrast to primary students, learning difficulties are not the most common disability type in Junior Secondary (3<sup>rd</sup> with 2.8 out of 1000 students). Hearing (4/1000) followed by sight impairment (3.3/1000) are the most common. As with primary school students, speech impairment are also more likely to be reported (2.8/1000) compared to other disability types. The under-reporting of disabilities in Junior Secondary is likely (see Table 18).

Table 18 Disability<sup>1</sup> by Type and Gender, Junior Secondary Schools, 2016

Disability Type	Male	Female	Total	Per 1000 Pupil
<b>Gripping impairment</b>	-	1	1	0.2
<b>Mental disability</b>	1	2	3	0.5
<b>Moving impairment</b>	1	-	1	0.2
<b>Other disability</b>	-	-	-	-
<b>Multiple disabilities</b>	-	-	-	-
<b>Speech impairment</b>	7	7	14	2.4
<b>Learning disability</b>	10	6	16	2.8
<b>Sight impairment</b>	15	4	19	3.3
<b>Hearing impairment</b>	17	6	23	4.0
<b>Total</b>	<b>51</b>	<b>26</b>	<b>77</b>	<b>13.4</b>

Source: MoE KEMIS, December 2017

<sup>1</sup> Note: it is likely that instances of disability are under-reported due to cultural and enumerator training factors. <sup>2</sup> Excludes Years 7-9 for Combined schools

### 5.3 Teachers

As with primary school teacher number, Junior Secondary counts are also problematic due to an e-Survey introduced in 2015 that affected reporting. While junior secondary teacher numbers appear to have increased to 360 in 2016 from 336 teachers in 2015, this is more likely to be because of reporting and not system improvement. (see Table 19).

Table 19 Number of Junior Secondary teachers by employment status and gender, Kiribati 2014-16 <sup>1 2</sup>

	2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Permanent</b>	127	188	315	82	140	222	80	150	230
<b>Contract/Other</b>	27	34	61	52	62	114	53	77	130
<b>Total</b>	<b>154</b>	<b>222</b>	<b>376</b>	<b>134</b>	<b>202</b>	<b>336</b>	<b>133</b>	<b>227</b>	<b>360</b>

Source: MoE KEMIS, December 2017

<sup>1</sup> Teacher data should be treated with caution as collection continues to be variable. <sup>2</sup> Voluntary teacher counts are excluded due to the data being inconsistent.

Junior Secondary reporting of teacher qualification and certification data experiences similar problems to that of primary school reporting, and can often be incomplete and variable. While reported percentages appear lower in 2015 and 2016, caution should be taken, as these results are likely to be a factor of school reporting and not system changes (see Table 20).

Table 20 Number of Junior Secondary School teachers by teaching status, Kiribati 2014-16 <sup>1</sup>

	2014		2015		2016	
	N	Pct.	N	Pct	N	Pct
<b>Certified</b>	327	87%	232	68%	251	69%
<b>Qualified</b>	346	92%	248	73%	268	74%

Source: MoE KEMIS, December 2017

<sup>1</sup> This data should be treated with caution, and it should be noted that percentages are understated due to the denominator including teachers whose certifications or qualifications are unknown.

Higher 2016 teacher numbers have led to an improvement in the Junior Secondary student-teacher ratios in 2016 (see Table 21). The improved ratio will be, at least in part, the result of better data collection.

Table 21 Junior Secondary student teacher ratios by Year, Kiribati 2011-16

	2011	2012	2013	2014	2015	2016
<b>Year 7-9</b>	21.3	19.0	19.1	18.1	19.9	17.8

Source: MoE KEMIS, December 2017

## 5.4 Progression and transition

### 5.4.1 Repetition rates

Repetition rates for Year 7 to 9 have climbed since 2014 to a high of 6.9% in 2016; an increase of 189 students from 2015 (213) compared to 2016 (402). The repetition rate in 2016 increased for all three Year groups (see Table 22). While male student repetition has traditionally been significantly higher than that of female students, 2016 saw a notable increase in female repetition across all three Year groups.

Table 22 Repetition rates by gender and year, Junior Secondary Schools, Kiribati, 2014-16

	Male			Female			Total		
	2012->13	2013->14	2014->15	2012->13	2013->14	2014->15	2012->13	2013->14	2014->15
<b>Year 7</b>	1.1%	1.5%	4.8%	0.3%	2.0%	5.2%	0.7%	1.7%	5.0%
<b>Year 8</b>	1.0%	4.6%	6.1%	0.3%	0.9%	4.9%	0.6%	2.5%	5.5%
<b>Year 9</b>	7.8%	8.1%	9.8%	3.7%	4.4%	9.6%	5.5%	6.2%	9.7%
<b>Total</b>	3.3%	4.9%	7.0%	1.5%	2.5%	6.8%	2.3%	3.6%	6.9%

Source: MoE KEMIS, December 2017

### 5.4.2 Transition rates

Transition from Year 6 to 7 was high between 2014 and 2015, but was lower for 2016. Transition rates for females remain close to 100 percent but are often in the low 90s for male students (see Table 23).

Table 23 Transition rates for Year 6 to 7 by gender, Junior Secondary Schools, Kiribati, 2013-16

	2012->13	2013->14	2014->15	2015->16
<b>Male</b>	94%	98%	94%	93%
<b>Female</b>	89%	107%	103%	97%
<b>Total</b>	91%	103%	99%	95%
<b>GPI</b>	0.95	1.09	1.10	1.04

Source: MoE KEMIS, March 2018

## 6 Senior Secondary education

### 6.1 Enrolments

Secondary School enrolments are now at their highest level in the last 10 years with 719 (16%) more students now enrolment. Enrolments increased by 6% over the last year. The biggest proportional increase has been the number of students making it to Year 12 and 13, with a 50% increase since 2007 (see Table 24).

Table 24 Senior Secondary School enrolments, Kiribati, 2007-16

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Year 10</b>	1,522	1,775	1,433	1,632	1,683	1,654	1,620	1,650	1,645	1,717
<b>Year 11</b>	1,709	1,719	1,445	1,577	1,460	1,513	1,482	1,604	1,612	1,579
<b>Year 12</b>	1,049	1,194	1,069	1,214	1,222	1,438	1,124	1,118	1,241	1,380
<b>Year 13</b>	263	288	308	422	533	513	519	588	482	586
	4,543	4,976	4,255	4,845	4,898	5,118	4,745	4,960	4,980	5,362

Source: MoE KEMIS, 4 April 2018

Male and female Secondary School enrolments both have increased over the last three years. Male enrolments continue to be much fewer than that of females at all levels though there have been a small, but significant, improvement over the last three years including since 2015 with males enrolments increasing by 8% compared to 4% for females (see Table 25).

Table 25 Senior Secondary School enrolments by gender, Kiribati, 2014-16

	Male			Females			GPI		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
<b>Year 10</b>	717	727	744	933	918	973	1.30	1.26	1.31
<b>Year 11</b>	661	662	690	943	950	889	1.43	1.44	1.29
<b>Year 12</b>	479	509	579	639	732	801	1.33	1.44	1.38
<b>Year 13</b>	226	179	224	362	303	362	1.60	1.69	1.62
<b>Total</b>	2,083	2,077	2,237	2,877	2,903	3,025	1.38	1.40	1.35

Source: MoE KEMIS, 4 April 2018

The Ministry continues to be the main Secondary Schools education provider accounting for the education of 48% of Year 10-13 students in 2016 – 10% more than in 2015. The Catholic Church is now the only other significant provider of Year 7-9 education with nearly 1,000 students being educated by the Church in 2016 (53 more than in 2015). The Kiribati Protestant Church reduced its student numbers by 18% to 149 students in 2016 (see

Table 26).

Table 26 Senior Secondary School enrolments by education authority, Kiribati, 2014-16

Authority	2014		2015		2016	
	Count	Percent	Count	Percent	Count	Percent
<b>Catholic Church</b>	943	37.0%	976	37.0%	996	45.2%
<b>Kiribati Protestant Church</b>	610	23.9%	663	25.2%	149	6.8%
<b>Ministry of Education</b>	997	39.1%	997	37.8%	1,059	48.0%
<b>Grand Total</b>	<b>2,550</b>	<b>100%</b>	<b>2,636</b>	<b>100%</b>	<b>2,204</b>	<b>100%</b>

Source: MoE KEMIS, December 2017

### 6.1.1 Disability

Secondary Schools report few students having a disability (see Table 27). The true number is likely to be under-reported and the data should be used with caution.

Table 27 Disability<sup>1</sup> by Type and Gender, Senior Secondary, 2016

Disability Type	Male	Female	Total	Per 1000 Pupil
<b>Gripping impairment</b>	-	-	-	-
<b>Mental disability</b>	-	-	-	-
<b>Moving impairment</b>	1	-	1	0.5
<b>Other disability</b>	-	-	-	-
<b>Multiple disabilities</b>	-	-	-	-
<b>Speech impairment</b>	-	-	-	-
<b>Learning disability</b>	9	5	14	6.4
<b>Sight impairment</b>	1	-	1	0.5
<b>Hearing impairment</b>	3	-	3	1.4
<b>Total</b>	<b>14</b>	<b>5</b>	<b>19</b>	<b>8.6</b>

Source: MoE KEMIS, December 2017

<sup>1</sup> Note: it is likely that instances of disability are under-reported due to cultural and enumerator training factors. <sup>2</sup> Excludes Years 10-13 for Combined schools

## 6.2 Progression and transition

### 6.2.1 Repetition rates

The Senior Secondary repetition rate has gradually climbed since 2014 driven mainly by a higher and increasing rate of male students repeating years (see Table 28). 2016 saw a shift to students (more so for males than females) repeating years 10 and 11 rather than the later years (i.e. years 12 and 13).

Table 28 Repetition rates by gender and year, Senior Secondary Schools, 2014-16

	Male	Female	Total
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	2012->13	2013->14	2014->15	2012->13	2013->14	2014->15	2012->13	2013->14	2014->15
<b>Year 10</b>	5.4%	7.7%	8.6%	0.6%	0.8%	2.1%	2.3%	3.4%	4.7%
<b>Year 11</b>	4.4%	8.0%	18.9%	2.7%	3.1%	6.8%	3.3%	5.1%	11.4%
<b>Year 12</b>	4.1%	5.6%	3.8%	3.9%	8.0%	3.1%	4.0%	6.9%	3.4%
<b>Year 13</b>	14.2%	7.5%	2.3%	11.4%	6.3%	0.4%	12.5%	6.7%	1.1%
<b>Total</b>	6.2%	7.3%	9.5%	3.6%	3.9%	3.5%	4.6%	5.3%	5.8%

Source: MoE KEMIS, December 2017

### 6.2.2 Transition rates

Transition rates from Year 9 to Year 10 have trended downwards over the four years with 2016 being lower than the last three years. Transition to senior secondary school by male students remains lower than that of females (Table 29).

Table 29 Transition rates for Year 9 to Year 10 by gender, Senior Secondary Schools, Kiribati, 2013-16

	2012->13	2013->14	2014->15	2015->16
<b>Male</b>	72%	62%	70%	65%
<b>Female</b>	74%	79%	73%	74%
<b>Total</b>	73%	72%	71%	70%
<b>GPI</b>	1.03	1.27	1.04	1.14

Source: MoE KEMIS, March 2018

The number of secondary teachers remained similar in 2016 compared to 2015 with a increase of just three teachers. The number of permanent male and female secondary school teachers appears to have increased (see Table 30) in 2016.

Table 30 Number of Secondary School teachers by employment status and gender, Kiribati 2014-16 <sup>1</sup>

	2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Permanent</b>	39	35	74	30	24	54	33	40	73
<b>Contract/Other</b>	44	41	85	43	32	75	29	30	59
<b>Total</b>	83	76	159	73	56	129	62	70	132

Source: MoE KEMIS, December 2017

<sup>1</sup> Teacher data should be treated with caution as collection continues to be variable.

Secondary school teacher certification and qualification data continues to be variable for Kiribati. Caution should be taken when interpreting any year-on-year changes (see Table 31).

Table 31 Number of Secondary School teachers by teaching status, Kiribati 2014-16 <sup>1</sup>

	2014		2015		2016	
	N	Pct.	N	Pct	N	Pct
<b>Certified</b>	58	36%	40	31%	62	46%
<b>Qualified</b>	97	60%	68	53%	106	79%

Source: MoE KEMIS, December 2017

<sup>1</sup> Teacher data should be treated with caution as collection continues to be variable.

Secondary school student-teacher ratios continue to be variable mainly as a result to variable reporting of teacher numbers (see Table 32). Nevertheless, it should be noted that enrolments have increased in 2016 and consideration given to whether teacher numbers have kept pace with this increase.

Table 32 Senior Secondary student teacher ratios by Year, Kiribati 2011-16

	2011	2012	2013	2014	2015	2016
<b>Year 10-13</b>	29.0	28.6	32.3	31.2	38.6	40.6

Source: MoE KEMIS, December 2017

## 7 Student achievement<sup>1</sup>

The achievement of Kiribati students is measured through the administering of national examinations as follows:<sup>2</sup>

1. Primary School:
  - a. Year 4 (annual STAKI examinations)
  - b. Year 6 (annual STAKI examinations)
2. Junior Secondary School:
  - a. Year 8 (annual STAKI examinations)
  - b. Junior Secondary Certificate: Year 9 (annual)
3. Senior Secondary School:
  - a. Kiribati National Certificate: Year 11 (annual)
  - b. Kiribati : Year 12 (annual)
  - c. Kiribati : Year 13 (annual).

Changes in the assessment and examination results could be due to a number of factors. Results from year to year could be affected by changes in the difficulty of the test or exam, variation in the ability of the student cohort (varying inputs), or quality improvements in teaching and learning. As such, assessment and examination results can only be used to understand system improvements over the medium term and through considering the consistency of trends rather than individual year-on-year comparisons. Therefore, significant year-on-year changes are noted but no cause is suggested.

### 7.1.1 Standardised Tests in Achievement in Kiribati (STAKI)

Standardised Tests in Achievement in Kiribati (STAKI) are conducted nation-wide by the Ministry every two years for Year 4 and 6 students. From 2015 this regime has been extended to annual testing and the inclusion of Year 8 students from 2015. STAKI is a standardised assessment utilising the levels in Figure 2. These five levels are summarised into 'At or Above the Expected Level' (1 and 2), 'Working Towards the Expected Level' (3), and 'No Evidence or Critically Below the Expected Level' (4 and 5) for reporting.

Figure 2: STAKI Standardised Achievement Levels, 2016

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.

<sup>1</sup> Assessment and exam results reported through this section may not sum to 100% due to rounding.

<sup>2</sup> Year 4 and 6 was bi-annual before 2015, and Year 8 started in 2015.



The 2015 STAKI assessments for Year 4 Te-Kiribati and numeracy, and Year 6 English and numeracy were also part of the 2015 PILNA program. These results for this Digest were analysed with locally set standards and expectations.

For a more comprehensive overview of STAKI results please refer to the national report for 2016 published by the Ministry’s Examinations and Assessment Unit.

### 7.1.2 Junior and Senior Secondary Examinations

These examinations are 'high stakes' as they contribute directly to decisions about future education school selection and associated financial support. They are subject to close scrutiny by students, parents, educators, and the wider community.

The final marks awarded to students are adjusted, taking into account relative difficulty between each subject, so that, across all the subjects, there is an overall mean (average) of 60.0 and a standard deviation of 12.5.

Students are awarded a grade based on their final marks. There are 9 grades (Grade 1 through to Grade 9). Grade 1 is the highest grade and Grade 9 the lowest (see Table 33).

Table 33 Grading and mark schema<sup>1</sup>

Grade	Approx. percentage of non-zero marks in this grade	Minimum final mark (/100)
1	6	80
2	8	74
3	12	68
4	17	62
5	17	57
6	17	50
7	12	44
8	7	36
9	4	1

<sup>1</sup> Note: students with a final mark of zero do not receive a grade

## 7.2 Standardised Tests of Achievement (STAKI) – Year 4 and 6

### 7.2.1 STAKI English literacy results<sup>3</sup>

#### 7.2.1.1 Year 4 and 6 students

English literary achievement for Year 4 students was between 27 and 31 percent during the four-year period from 2013-2016. Around 40% of the students are critically under performing. 2016 has seen a decline in the results for Year 6 students with 23% performing at or above the expected standard compared to 37% in 2015. This result shows a return to the results achieved in 2013. The 2015 result did not include a listening component within the assessment and this may have elevated the 2015 results (see Table 34).

Table 34: English Literacy Results, Year 4 and 6, Kiribati 2013-2016

	Year 4			Year 6		
	2013	2015	2016	2013	2015	2016
<b>At or above</b>	31%	27%	27%	21%	37%	23%
<b>Working towards</b>	35%	42%	31%	25%	43%	32%
<b>No evidence or critically below</b>	37%	30%	40%	54%	20%	45%

Source: Examinations and Assessment Unit, MoE, 2016 and March 2017

Girls continue to perform better than boys in the assessment (see Table 35). This is a consistent pattern that has been seen in every STAKI assessment. Of particular note is the large difference in the proportion of students underperforming – 53% for boys and 30% for girls. This difference increased in 2016 (23%) compared to 2015 (20%).

Table 35: English Literacy Results, by Sex, Year 4, Kiribati 2015-2016

	2015		2016	
	Male	Female	Male	Female
<b>At or above</b>	20%	35%	19%	36%
<b>Working towards</b>	40%	45%	27%	34%
<b>No evidence or critically below</b>	40%	20%	53%	30%

Source: Examinations and Assessment Unit, MoE, 2016

<sup>3</sup> See Annex for STAKI Participation Rates

English literacy achievement differed by sex, with a lower proportion of Year 6 girls than boys ‘at or above’ the expected standard and a larger proportion showing ‘no evidence’ or ‘critically below’ the expected standard (see Table 36).

Table 36: English Literacy Results, by Sex, Year 6, Kiribati 2015-2016

	2015		2016	
	Male	Female	Male	Female
<b>At or above</b>	28%	45%	15%	30%
<b>Working towards</b>	44%	41%	30%	35%
<b>No evidence or critically below</b>	29%	13%	55%	35%

Source: Examinations and Assessment Unit, MoE, 2016

## 7.2.2 Te-Kiribati literacy results

### 7.2.2.1 Year 4 and 6 results<sup>4</sup>

The improvement in Year 6 te-Kiribati results in 2016 continued the trend from 2013 with a 27% increase over the 4-year period. The high results recorded for Year 4 students in 2013 have now stabilised at a lower 41-42%. The proportion of students most at risk has increased from 19% in 2013 to 31% in 2016 (see Table 37).

Table 37: Te-Kiribati Literacy Results, Year 4 and 6, Kiribati 2013-2016

	Year 4			Year 6		
	2013	2015	2016	2013	2015	2016
<b>At or above</b>	54%	42%	41%	47%	54%	74%
<b>Working towards</b>	25%	38%	28%	30%	28%	20%
<b>No evidence or critically below</b>	19%	20%	31%	23%	18%	16%

Source: Examinations and Assessment Unit, MoE, 2016

The gap between boys and girls in te-Kiribati results continues at a similar level between 2015 and 2016. There was a small proportional increase in the boys at risk (‘no evidence’ or ‘critically below’ the expected standard) compared to girls between 2015 and 2016, 14% (boys) compared to 9% (girls) – see Table 38.

<sup>4</sup> The test in 2016 is not directly comparable to the 2015 test as there was no listening component in 2015 in that year. The 2015 test was used, in translation, across the Pacific region.

Table 38: Te-Kiribati Literacy Results, by Sex, Year 4, Kiribati 2015-2016

	2015		2016	
	Male	Female	Male	Female
<b>At or above</b>	31%	52%	29%	51%
<b>Working towards</b>	42%	35%	29%	27%
<b>No evidence or critically below</b>	28%	13%	42%	22%

Source: Examinations and Assessment Unit, MoE, 2016

The Year 6 Te-Kiribati results improved for both boys and girls between 2015-2016; however the improvement was greater for girls, 7% compared to 14% (see Table 39).

Table 39: Te-Kiribati Literacy Results, by Sex, Year 6, Kiribati 2015-2016

	2015		2016	
	Male	Female	Male	Female
<b>At or above</b>	45%	62%	52%	76%
<b>Working towards</b>	32%	25%	23%	16%
<b>No evidence or critically below</b>	24%	13%	25%	8%

Source: Examinations and Assessment Unit, MoE, 2016

### 7.2.3 Numeracy results

#### 7.2.3.1 Year 4 and 6 results

Sixty six percent of students showed they could perform numeracy tasks at or above the expected standard for students at the end of Year 4. Although the 2016 result (66%) is lower than 2015 (78%), this still represents a large and significant improvement on the 2013 result of 26%. The proportion of students most at risk is also appreciative better (lower) in 2016 (9%) compared to 2013 (40%).

The increase in results previously seen in 2015 (54%) for Year 6 students has been maintained in 2016 (52%). There was a slight increase in the proportion of students at risk in 2016 (24% compared to 15% in 2015), however, this is still appreciably better than in 2013 where 44% of Year 6 students were considered at risk (see Table 40).

Table 40: Numeracy Results, Year 4 and 6, Kiribati 2013-2016

	Year 4			Year 6		
	2013	2015	2016	2013	2015	2016
<b>At or above</b>	26%	78%	66%	20%	54%	52%
<b>Working towards</b>	34%	16%	24%	36%	30%	23%
<b>No evidence or critically below</b>	40%	6%	9%	44%	15%	24%

Source: Examinations and Assessment Unit, MoE, 2016

The proportion of Year 4 students reaching the expected standard (or higher) continues to be higher for girls than boys though both recorded lower results in 2016 (see Table 41).

Table 41: Numeracy Results, by Sex, Year 4, Kiribati 2015-2016

	2015		2016	
	Male	Female	Male	Female
<b>At or above</b>	74%	83%	60%	72%
<b>Working towards</b>	19%	13%	28%	21%
<b>No evidence or critically below</b>	7%	4%	12%	7%

Source: Examinations and Assessment Unit, MoE, 2016

Year 6 numeracy results remain fairly stable for both boys (49-46%) and girls (59%) in 2016. A higher proportion (29% of Year 6 boys are at risk in 2016, compared to 19% 2015 (see Table 42).

Table 42: Numeracy Results, by Sex, Year 6, Kiribati 2015-2016

	2015		2016	
	Male	Female	Male	Female
<b>At or above</b>	49%	59%	46%	59%
<b>Working towards</b>	32%	29%	25%	21%
<b>No evidence or critically below</b>	19%	12%	29%	19%

Source: Examinations and Assessment Unit, MoE, 2016

## 7.3 Standardised Tests of Achievement (STAKI) – Year 8

### 7.3.1 STAKI English literacy results: Year 8

In 2015, the first STAKI for English literacy examination was conducted for Year 8 students. In 2016 27% of students are working at or above the expected level compared to 21% previously (2015). A high proportion of both boys (60%) and girls (44%) are considered at risk (no evidence or critically below the standard) increasing from 44% (2015) to 51% in 2016 (see Table 43).

Table 43: English Literacy Results, by Sex, Year 8, Kiribati 2015-2016

	2015			2016		
	Male	Female	Total	Male	Female	Total
<b>At or above</b>	13%	26%	21%	18%	34%	27%
<b>Working towards</b>	30%	39%	35%	21%	23%	22%
<b>No evidence or critically below</b>	57%	35%	44%	60%	44%	51%

Source: Examinations and Assessment Unit, MoE, 2016

### 7.3.2 Te-Kiribati literacy results: Year 8

The assessment for both Year 6 and Year 8 students used the same construct and assessed students using a similar marking scheme. The assessment for Year 8 students used the end of Year 6 expected level meaning the Year 8 results appear higher than they otherwise would. The 2016 results were significantly higher for boys (+15%) and girls (+11%) in 2016 compared to 2015 (see Table 44).

Table 44: Te-Kiribati Literacy Results, by Sex, Year 8, Kiribati 2015-2016

	2015			2016		
	Male	Female	Total	Male	Female	Total
<b>At or above</b>	64%	79%	72%	79%	90%	85%
<b>Working towards</b>	23%	17%	20%	13%	7%	10%
<b>No evidence or critically below</b>	13%	4%	8%	8%	3%	5%

Source: Examinations and Assessment Unit, MoE, 2016

### 7.3.3 Numeracy results: Year 8

The majority of students assessed are not demonstrating the level of numeracy skill that is expected at the end of Year 8 (see Table 45). Despite a 10% improvement in the proportion reaching the standard between 2015-2016, a third of all Year 8 students remain at risk. A higher proportion of girl (48%) than boys (36%) are reaching the expected level, and a higher proportion of boys (38%) are at risk compared to girls (30%).

Table 45: Numeracy Results, by Sex, Year 8, Kiribati 2015-2016

	2015			2016		
	Male	Female	Total	Male	Female	Total
<b>At or above</b>	26%	39%	33%	36%	48%	43%
<b>Working towards</b>	34%	31%	32%	26%	22%	24%
<b>No evidence or critically below</b>	40%	29%	34%	38%	30%	33%

Source: Examinations and Assessment Unit, MoE, 2016

## 7.4 Junior Secondary School Certificate

Apart from Kiribati Studies, the raw exam means range from 29% to 44% in 2016. There has been an increase in Mathematics since 2014 and a decrease in English. Other subjects have remained reasonably stable. These changes may reflect changes in the cohort or changes in the difficulty of the examination from year to year (see Table 46).

Table 46 JSC written examination results, Kiribati 2014-2016

Subject name	Candidates	Percent of total	Raw exam mean		
			2014	2015	2016
<b>English</b>	1,929	80%	46.6%	36.7%	38.8%
<b>Kiribati Studies</b>	1,934	60%	73.4%	73.5%	78.0%
<b>Mathematics</b>	1,932	100%	27.8%	39.2%	40.0%
<b>Social Studies</b>	1,936	100%	41.8%	35.1%	38.4%
<b>Science</b>	1,931	100%	41.8%	41.7%	40.7%
<b>Accounting</b>	1,932	100%	36.2%	31.7%	37.4%
<b>Home Economics</b>	936	100%	45.2%	47.2%	44.2%
<b>Industrial Arts</b>	919	100%	31.0%	40.6%	29.7%

Source: Examinations and Assessment Unit, MoE, April 2017 (data and text)

Girls performed better in every JSC subject examined with the biggest discrepancy being in t-Kiribati Studies (6.0%) followed by English (5.7%) and Social Studies (5.6%) - see Table 47.

Table 47 JSC written examination results by gender, Kiribati 2016

Subject name	Boys		Girls	
	Candidates	Mean	Candidates	Mean
<b>English</b>	859	57.1%	1,008	62.8%
<b>Kiribati Studies</b>	859	57.1%	1,013	63.1%
<b>Mathematics</b>	856	59.0%	1,013	61.4%
<b>Social Studies</b>	859	57.2%	1,013	62.8%
<b>Science</b>	859	58.5%	1,009	61.9%
<b>Accounting</b>	855	57.9%	1,014	62.4%
<b>Home Economics</b>	21	59.2%	900	61.9%
<b>Industrial Arts</b>	804	58.0%	71	60.4%

Source: Examinations and Assessment Unit, MoE, April 2017

## 7.5 Kiribati National Certificate – Year 11

The change in the mean scores for 2016 compared to 2015 varied across the 12 subjects with the biggest increases being for Geography (+10.5%), Graphical Communication, (+9.8%) and English (6.9%). The biggest drop in mean score was for Applied Technology (-14.5%) followed by 8.8% in Economics (see Table 48).

Table 48 KNC written examination results, Kiribati 2014-2016

Subject name	Candidates	Percent of total	Raw exam mean		
			2014	2015	2016
<b>English</b>	1,490	100%	45.1%	41.6%	48.5%
<b>Kiribati Studies</b>	1,460	60%	62.0%	79.9%	73.0%
<b>Mathematics</b>	1,481	100%	28.1%	29.5%	31.0%
<b>Geography</b>	821	100%	35.3%	31.0%	41.5%
<b>History</b>	477	100%	34.1%	35.5%	39.1%
<b>Human Biology</b>	616	100%	33.1%	36.7%	32.2%
<b>Science</b>	607	70%	29.7%	38.3%	40.1%



<b>Accounting</b>	548	55%	27.9%	31.5%	28.6%
<b>Economics</b>	564	60%	30.5%	40.8%	32.0%
<b>Home Economics</b>	92	40%	57.1%	59.5%	66.2%
<b>Graphical Communication</b>	43	60%	28.8%	32.0%	41.8%
<b>Applied Technology</b>	74	40%	36.7%	31.9%	17.4%

Source: Examinations and Assessment Unit, MoE, April 2017 (data and text)

Girls performed better in 8 of the 12 KNC subjects examined with the biggest difference being for English (7.7%) followed by Economics (7.0%) – see Table 49.

Table 49 KNC written examination results by gender, Kiribati 2016

Subject name	Boys		Girls	
	Candidates	Mean	Candidates	Mean
<b>English</b>	566	55.8%	802	63.5%
<b>Kiribati Studies</b>	551	57.7%	786	62.8%
<b>Mathematics</b>	563	59.6%	796	61.0%
<b>Geography</b>	291	57.9%	463	60.8%
<b>History</b>	158	60.8%	289	60.2%
<b>Human Biology</b>	246	58.9%	324	62.3%
<b>Science</b>	254	59.7%	307	64.8%
<b>Accounting</b>	200	56.6%	297	61.1%
<b>Economics</b>	202	55.0%	316	62.0%
<b>Home Economics</b>	2	68.5%	69	64.5%
<b>Graphical Communication</b>	65	65.8%	4	65.0%
<b>Applied Technology</b>	49	60.5%	10	58.0%

Source: Examinations and Assessment Unit, MoE, April 2017 (data and text)

## 7.6 Kiribati Senior Secondary Certificate (KSSC) – Year 12

The 8 of the 12 mean scores for KSSC subjects improved in 2016 compared to 2015. The biggest increase was seen in Development Studies (15.4%) after recovering from a drop in 2015. Accounting increased by (11.5%) to almost the same level as in 2014. Technology Design mean scores decreased by 14.9% in 2016 but this was for a small group of students meaning the results are likely to be more

variable. Physics also showed a significant drop (12%) as the mean score returned to a similar level as for 2014 (see Table 50).

Table 50 KSSC written examination results, Kiribati 2014-2016

Subject name	Candidates	Percent of total	Raw exam mean		
			2014	2015	2016
<b>English</b>	1,101	50%	40.7%	37.0%	35.0%
<b>Mathematics</b>	1,092	70%	17.5%	15.6%	22.2%
<b>Geography</b>	403	70%	32.9%	31.5%	34.9%
<b>History</b>	392	60%	23.3%	17.5%	18.3%
<b>Development Studies</b>	166	60%	47.7%	28.0%	43.4%
<b>Biology</b>	374	60%	30.0%	24.9%	29.7%
<b>Chemistry</b>	413	60%	27.9%	21.4%	22.0%
<b>Physics</b>	378	60%	28.4%	38.4%	26.4%
<b>Accounting</b>	298	60%	29.8%	14.9%	26.4%
<b>Economics</b>	319	60%	28.4%	26.2%	24.4%
<b>Computer Studies</b>	506	30%	27.9%	25.6%	26.6%
<b>Design Technology</b>	25	40%	39.2%	39.0%	24.1%

Source: Examinations and Assessment Unit, MoE, April 2017 (data and text)

Boys and girls both recorded higher mean score in 6 of the 12 subjects. The biggest gap was in Design Technology with boys recording a mean 5.3% (Note: very small population size for girls). This was followed by Accounting (5.2%), Economics (4.7%) and English (4.3%) where girls recorded higher mean scores than boys (see Table 51).

Table 51 KSSC written examination results by gender, Kiribati 2016

Subject name	Boys		Girls	
	Candidates	Mean	Candidates	Mean
<b>English</b>	414	57.5%	687	61.8%
<b>Mathematics</b>	412	60.9%	679	59.4%
<b>Geography</b>	151	59.1%	251	60.2%
<b>History</b>	146	58.8%	245	60.0%
<b>Development Studies</b>	60	62.0%	105	64.3%
<b>Biology</b>	125	62.0%	249	60.5%

<b>Chemistry</b>	160	61.6%	253	61.2%
<b>Physics</b>	161	62.8%	217	62.1%
<b>Accounting</b>	97	55.5%	201	60.7%
<b>Economics</b>	107	55.6%	212	60.3%
<b>Computer Studies</b>	189	57.6%	317	57.2%
<b>Design Technology</b>	22	60.3%	3	55.0%

Source: Examinations and Assessment Unit, MoE, April 2017 (data and text)

## 8 Appendix

### 8.1 Annual School Census response rates

In 2016, the overall response rate for the annual census survey was 80%, however responses differed by school type with only one third of senior secondary (3 of 9) compared with 92% of junior secondary schools (22 of 24 schools) (A 1).

A 1 Survey returns by school type, 2016

School type	2014	2015	2016	Total N Schools	% Surveys returned
Primary	14	77		94	%
Junior secondary	2	22		24	%
Combined Junior/Senior Secondary	1	8		10	%
Senior Secondary	4	3		9	%
All schools	21	110		137	%

Source: Examinations and Assessment Unit, MoE, 2016

### 8.2 Participation in STAKI

The participation rates differed by Year level and sex as shown in Table 52. The rate of participation decreases from Year 4-8 and boys have a participation rate of between 7 and 14% lower than girls (see Table 52).

Table 52 Participation rates for STAKI by school district and Year level, Kiribati, 2016<sup>5</sup>

	Boys	Girls	Total
<b>Year 4</b>			
- Participants (n)	1,131	1,315	2,446
- Population (n)	1,413	1,458	2,871
- Participant Rate (%)	80.0%	90.2%	85.2%
<b>Year 6</b>			
- Participants (n)	905	999	1,904
- Population (n)	1,183	1,201	2,384
- Participant Rate (%)	76.5%	83.2%	79.9%
<b>Year 8</b>			
- Participants (n)	647	822	1,469
- Population (n)	1,043	1,084	2,127

<sup>5</sup> The population numbers are taken from the Annual Census and therefore represent the number of students enrolled as at 1 April.

- Participant Rate (%)	62.0%	75.8%	69.1%
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Source: Examinations and Assessment Unit, MoE, 2017

## 9 References

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