

Kiribati Education Fact Sheets | 2021

Analyses for learning and equity using
data from Kiribati Development Indicator
Survey 2018-2019

(as part of the global MICS initiative)



MICS-EAGLE



Acknowledgements

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Introduction

What is KSDIS?

The Kiribati Social Development Indicator Survey (KSDIS) generates information on women, men and children in the country based on the UNICEF Multiple Indicator Cluster Survey (MICS) framework with additional modules from the Demographic and Health Survey (DHS). It was carried out in 2018/19 by Kiribati National Statistics Office in collaboration with the Ministry of Health and other government ministries, as part of the Global MICS Programme.

What is MICS?

UNICEF launched MICS in 1995 to monitor the status of children around the world. Over the past 25 years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 345 MICS surveys have been carried out in more than 118 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goal (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), early childhood attendance and development (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT – SDG4.4.1), and child functioning (child disability – SDG4.5.1), as well as parental involvement in education.

More information on MICS6 survey design, including the sampling method and list of questionnaires and indicators, is available from <https://mics.unicef.org/tools#survey-design>.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as “what per centage of a key population group is male and what per centage is female?” or “what per centage of a key population group lives in rural areas and what per centage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator.

Primary completion rates look at children aged 3–5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 14–16 years who have not completed primary education. In Kiribati, 73 per cent of children aged between 14 and 16 who have not completed primary education are male, therefore 27 per cent have to be female. In turn, 39 per cent of children in the target population live in urban areas, therefore 61 per cent live in rural areas.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional and global level. The nine topics listed below are analysed through an equity lens (gender, socioeconomic status, ethnicity, etc.):



Adjusted Net Attendance Rate



Out-of-School Children



Completion Rates



Repetition, Dropouts and Non-Transitions



Early Childhood Attendance and Development



Foundational Learning Skills



Education for Children with Disabilities



Child Protection



Remote Learning

Topic 1

Adjusted Net Attendance Rate

Guiding questions

1. At which level of education is ANAR the lowest?
2. What are the characteristics of children who do not attend the age-relevant or higher level of education?
3. What regions have the lowest ANAR at each level?
4. What is the profile of children who do not attend the age-relevant or higher level of education?

Overview

What is ANAR?

ANAR measures the per centage of children of a given age who are attending an education level compatible with their age or attending a higher education level. The rate is termed “adjusted” since it includes both groups. It can be divided into three indicators:

- **ANAR primary** – per centage of children of primary school age currently attending primary or higher
- **ANAR lower secondary** – per centage of children of lower secondary school age currently attending lower secondary school or higher
- **ANAR upper secondary** – per centage of children of upper secondary school age currently attending upper secondary school or higher

FIGURE 1 Overview of ANAR

Richest	97%	93%	71%
Urban	95%	82%	57%
Total	96%	80%	53%
Rural	96%	77%	48%
Poorest	95%	71%	35%
	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY

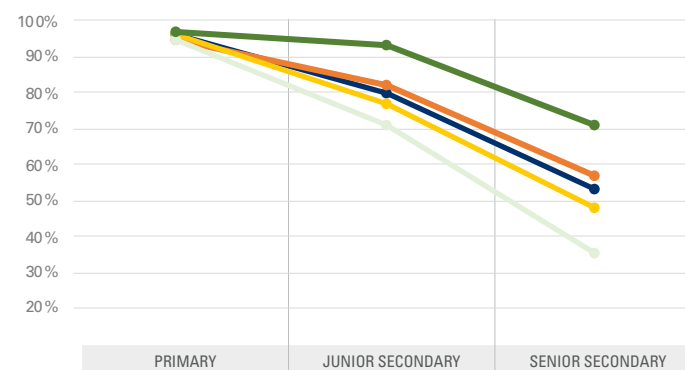


FIGURE 2 Primary ANAR

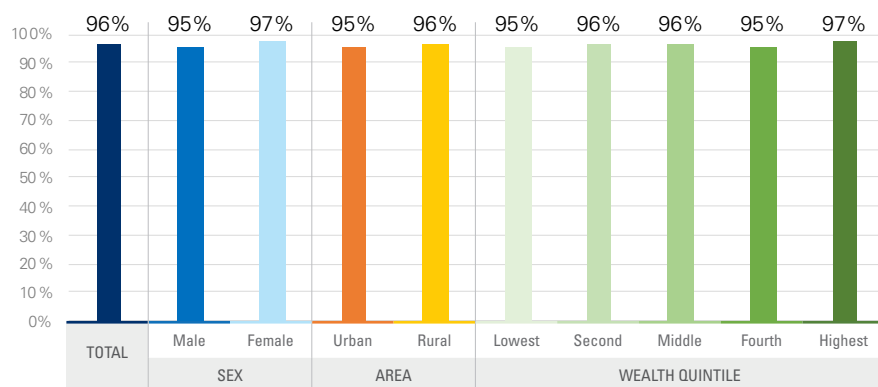


FIGURE 3 Junior secondary ANAR

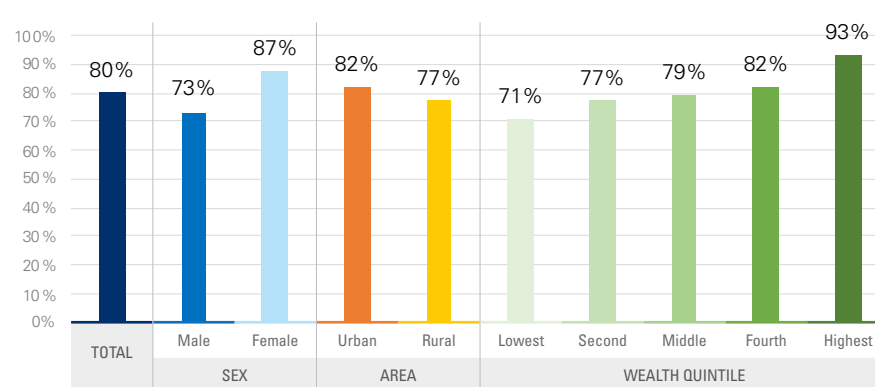
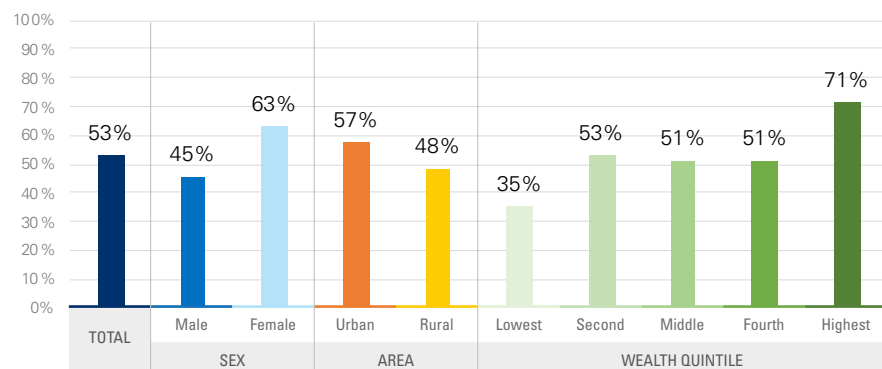


FIGURE 4 Senior secondary ANAR



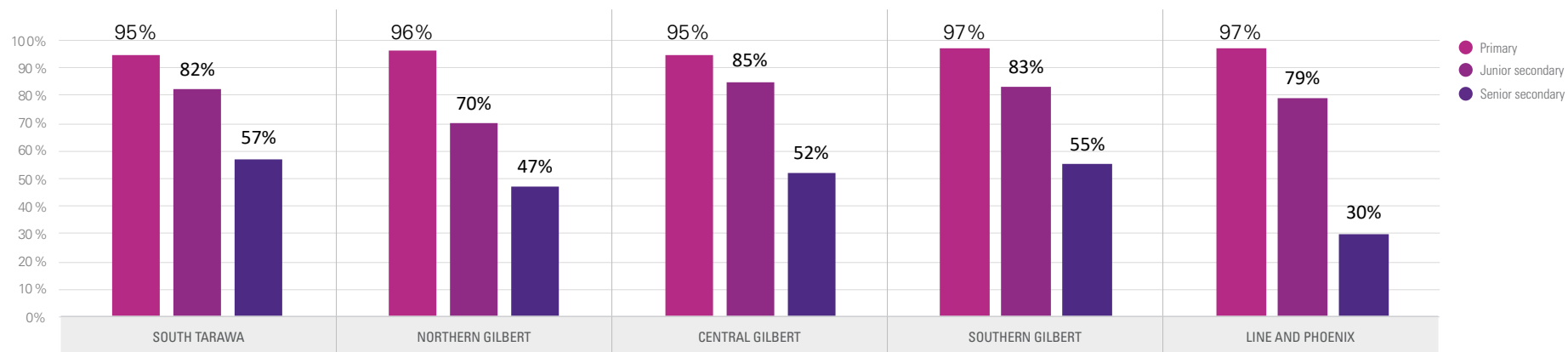
Findings

- About 96 per cent of primary school-age children are attending school at either primary or a higher level. However, the attendance rate declines steeply for junior and senior secondary education, with 80 per cent of junior secondary-age children attending junior secondary or a higher level and only 53 per cent of senior secondary-age children attending senior secondary or a higher level.
- While there is no difference in ANAR at primary level among children from different wealth quintiles, children belonging to the lowest quintile present a particularly low ANAR compared to other socioeconomic groups at junior and senior secondary levels. At junior and senior secondary levels, rural and poor children attend the respective or a higher level of education below the national average whereas urban and rich children attend at a level higher than the national average.
- At primary level, there is a small (2 per centage point) gender gap in ANAR in favour of girls. At junior secondary level, this gap increases to a 14 per centage point difference in favour of girls. At senior secondary level, this gap increases to an 18 per centage point difference in favour of girls.
- Besides gender, there is an association between ANAR and wealth at junior secondary and senior secondary levels. In particular, at senior secondary level, ANAR of children in the lowest wealth quintile was one half of children in the wealthiest quintile.



Regional disaggregation

FIGURE 5 ANAR, by island group



Findings

Primary ANAR:

- There is little regional disparity in ANAR in primary education. All island groups have an ANAR greater than 95 per cent.

Junior secondary ANAR:

- The regional disparity in ANAR increases from primary to junior secondary.
- Among all island groups, Central Gilbert has the highest junior secondary ANAR at 85 per cent and Northern Gilbert has the lowest at 70 per cent.

Senior secondary ANAR:

- The decrease in ANAR from junior secondary to senior secondary is greater than the decrease in ANAR from primary to junior secondary in four out of five island groups.
- South Tarawa has the highest ANAR at senior secondary level at 57 per cent probably because most senior secondary schools are located in South Tarawa, whereas Line and Phoenix has the lowest at 30 per cent.



Profile of children not attending school

The profile of children not attending school for each level of education is based on the percentage of children not attending their age-respective or a higher level of education – i.e., of the 4 per cent of primary school age not attending primary or a higher level, 20 per cent of junior secondary school age not attending junior secondary or a higher level and 47 per cent of senior secondary age not attending senior secondary or a higher level.

FIGURE 6 Profile of children not attending, by **sex**

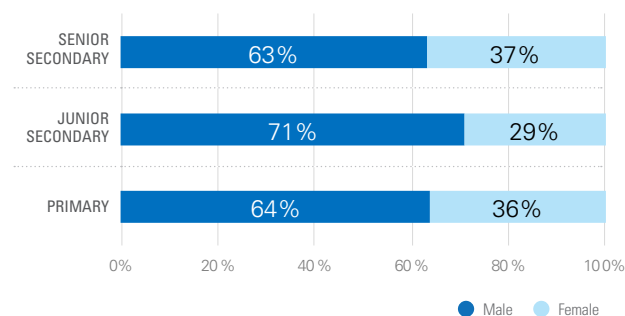


FIGURE 7 Profile of children not attending, by **area**

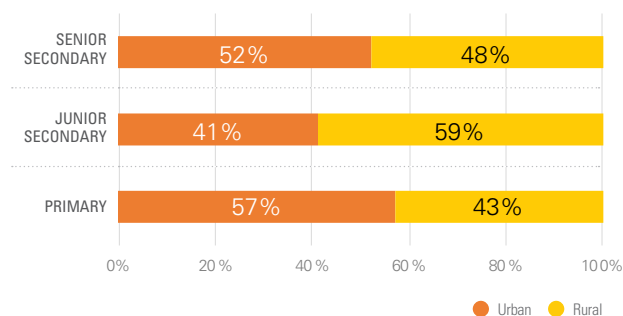


FIGURE 8 Profile of children not attending, by **wealth quintile**

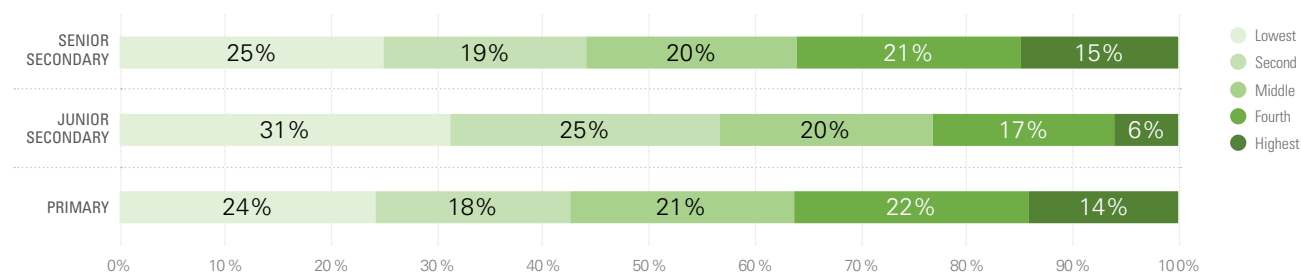
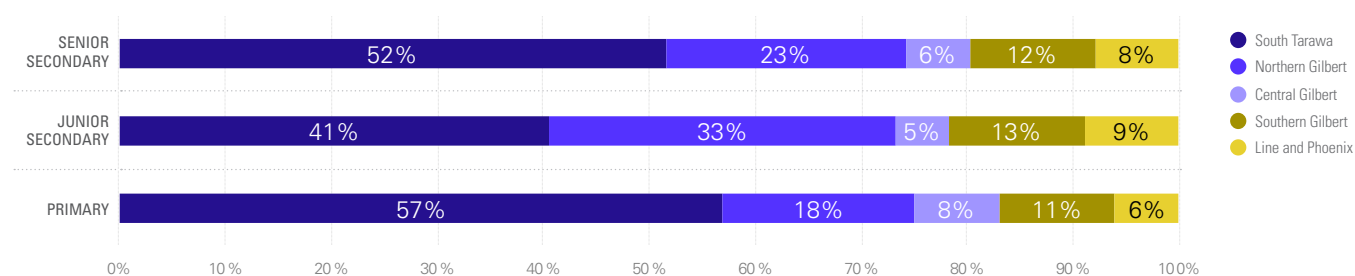


FIGURE 9 Profile of children not attending, by **island group**



Findings

- Among those not attending, boys form the majority at all levels of education.
- At primary and senior secondary levels, most children not attending their level or a higher level are in urban areas whereas at junior secondary level the opposite is true.
- At all levels of education, children belonging to the richest quintile are under-represented, while children belonging to the lowest quintile are over-represented.
- South Tarawa has the highest percentage because of the size of its population; it is followed in this by Northern Gilbert.

Topic 2

Out-of-School Children

Guiding questions

1. Which level of education has the highest out-of-school children rate?

2. How many children are out of school?

3. What regions have the highest out-of-school rates?

4. Where do most out-of-school children live and what is their background?

Overview

Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG4.1.4 – out-of-school rate for different levels of education, including primary, lower secondary and upper secondary.

FIGURE 10 Overview of out-of-school rates

Poorest	3%	15%	52%
Rural	2%	11%	41%
Total	3%	10%	38%
Urban	4%	8%	35%
Richest	2%	1%	23%
	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY

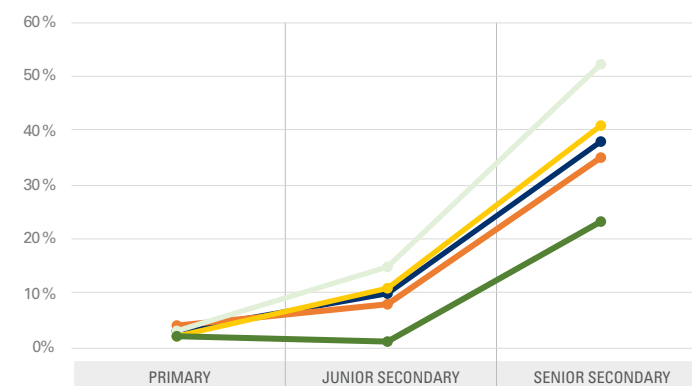
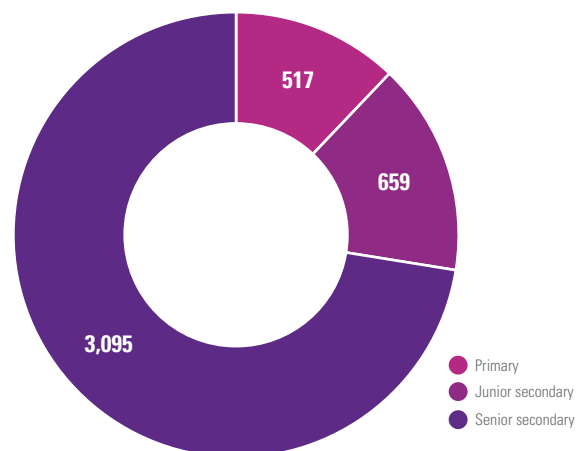


FIGURE 11 Number of out-of-school children (estimates)



Findings

- Nationally, 3 per cent of primary school-age children are out of school at primary level.
- While there is no big difference in the out-of-school-children rate at primary level among different wealth quintile groups, inequity widens as children enter secondary level.
- Compared with the national average, children from the poorest wealth quintile have higher out-of-school rates at all levels. Urban and rural out-of-school percentages are similar to the national average in primary. In junior and senior secondary, this gap increases, with higher out-of-school children rates in rural areas.
- In total, an estimated number of 517 children are out of school when they should be attending primary school and 659 when they should be attending junior secondary.
- The out-of-school children rate worsens at the senior secondary level, with 3,095 children out of school.

Out-of-school children by level of education

FIGURE 12 Out-of-school children rates at **primary level**

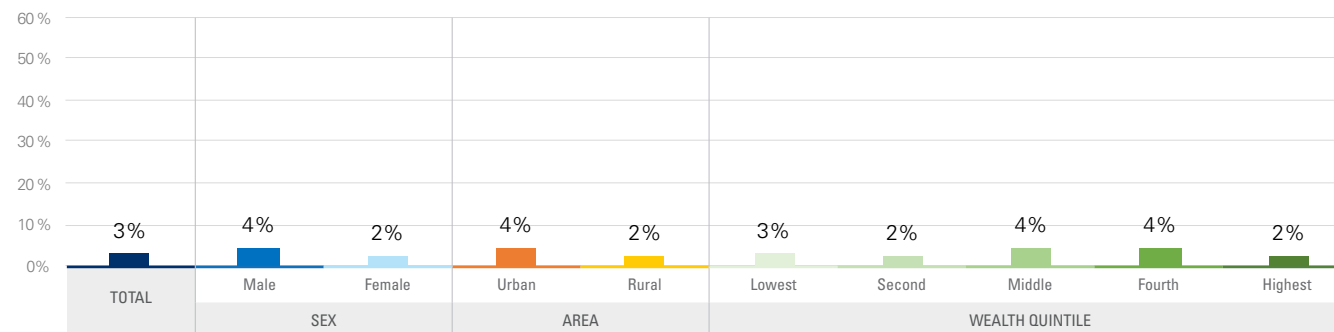


FIGURE 13 Out-of-school children rates at **junior secondary level**

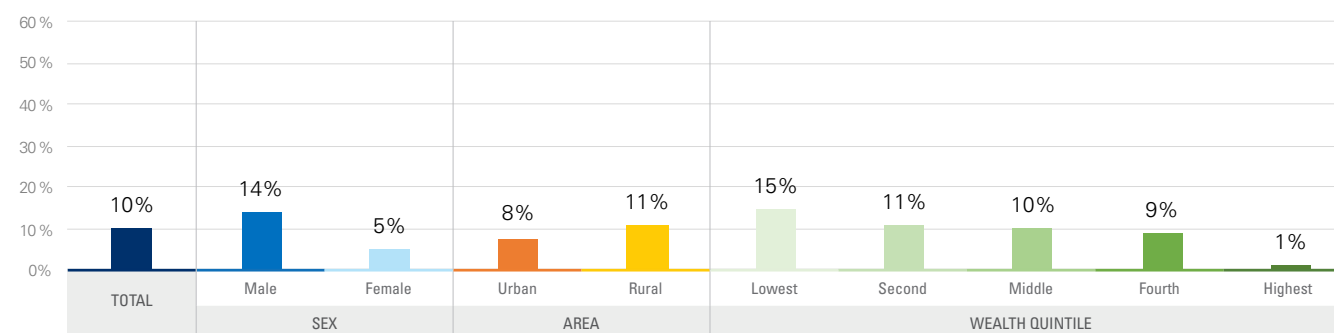
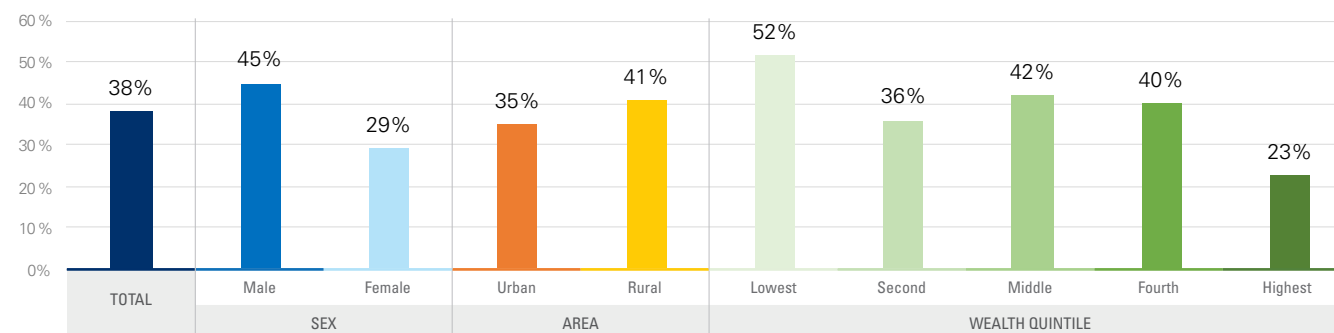


FIGURE 14 Out-of-school children rates at **senior secondary level**



Findings

Primary level

- At the primary education level, 3 per cent of children are out of school. A higher per centage of children from some groups than others are out of school. For example, the per centage of out-of-school children from urban areas is twice as high as that of out-of-school children from rural areas.

Junior secondary level

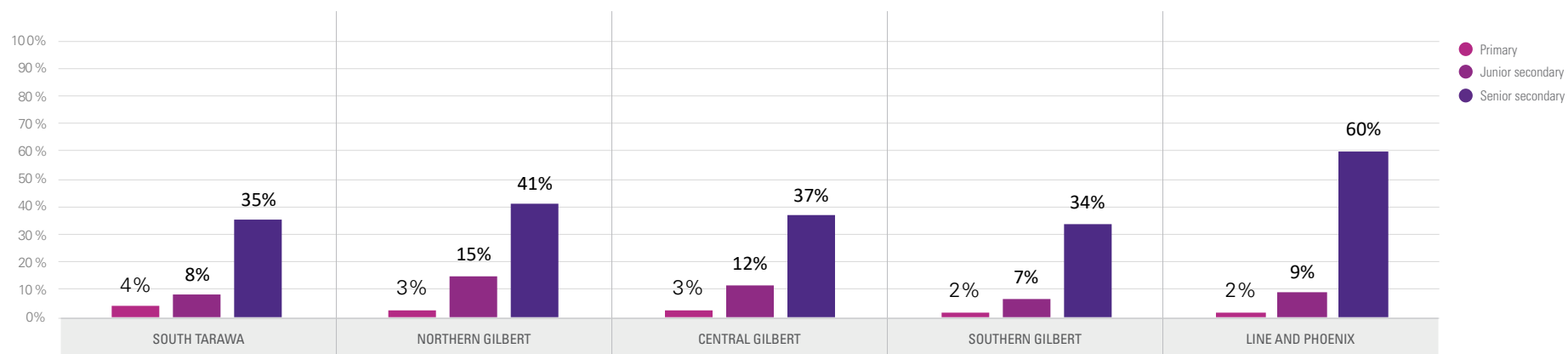
- For children who should be attending junior secondary education, the out-of-school rate is at 10 per cent, with more males out of school than females. The out-of-school rate is higher for rural than urban areas, which is the opposite of what is the case at primary level. The wealth disparity increases, with the per centage of children from the poorest wealth quintile 1.5 times higher than the national average.

Senior secondary level

- In senior secondary, the per centage of out-of school children increases to 38 per cent, with a higher per centage of boys than girls out of school. More than twice as many of the poorest children are out of school compared with the richest children.

Regional disaggregation

FIGURE 15 Out-of-school children rates, by island group



Findings

- Across all levels of education, the out-of-school rate for children is drastically high for senior secondary education. Most children are in school at primary level; at junior and senior secondary levels the percentage out of school is much higher.
- The out-of-school rate increase in Line and Phoenix is particularly dramatic. The rate in the island group increases from 2 per cent in primary to 60 per cent in senior secondary.
- The out-of school rate at junior secondary level is highest in the Northern Gilbert and Central Gilbert island groups.
- In senior secondary, although high, the out-of school rate is lowest in Southern Gilbert, followed by South Tarawa and Central Gilbert.



Profile of children out of school

This profiling is based on the percentage of out-of-school children for each level – i.e., of the 3 per cent out of school in primary, 10 per cent in junior secondary and 38 per cent in senior secondary.

FIGURE 16 Profile of children out of school, by **sex**

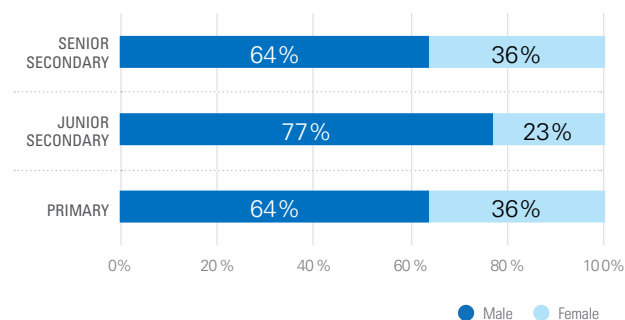


FIGURE 17 Profile of children out of school, by **area**

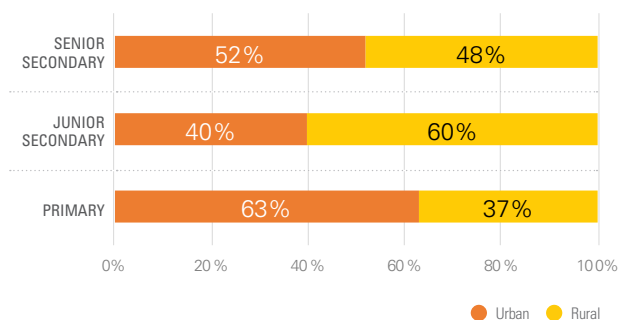


FIGURE 18 Profile of children out of school, by **wealth quintile**

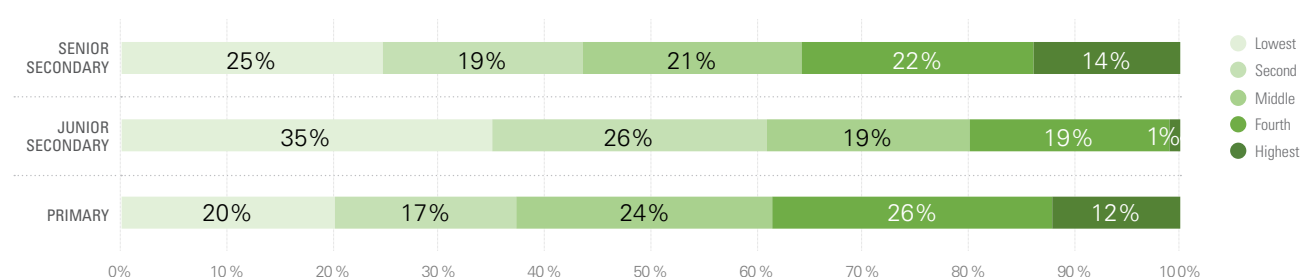
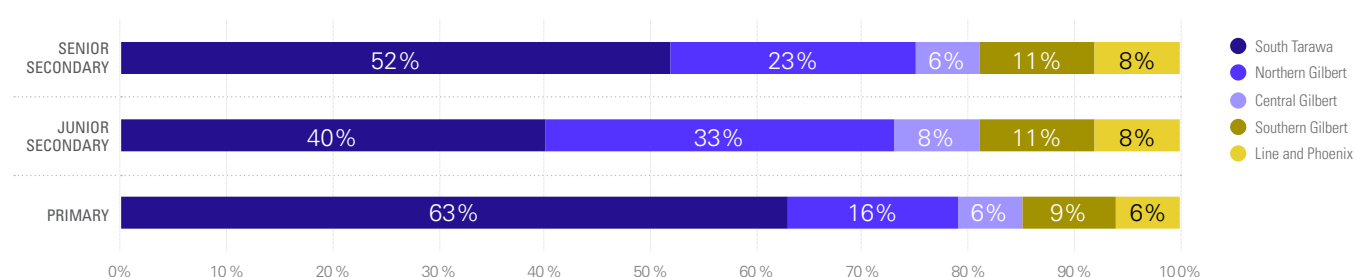


FIGURE 19 Profile of children out of school, by **island group**



Findings

- At all levels the majority of out-of-school children are boys.
- At primary and senior secondary levels, there are more out-of-school children in urban areas, whereas at junior secondary level there are more out-of-school children in rural areas.
- Of the children out of school in primary and junior secondary, very few belong to the highest wealth quintile.
- In primary and senior secondary level, more than 50 per cent of children who are out of school are in South Tarawa. In junior secondary as well, South Tarawa has the highest proportion of children who are out of school. For all levels of education, following South Tarawa, Northern Gilbert group has the next highest proportion of children who are out of school.



TABLE 1. OUT OF SCHOOL
Rates & headcounts by various
socioeconomic characteristics

		Out-of-school rates (%)			Headcount of children out of school		
		Primary	Junior secondary	Senior secondary	Primary	Junior secondary	Senior secondary
TOTAL		3%	10%	38%	523	665	3,041
Sex	Male	4%	14%	45%	333	513	1,939
	Female	2%	5%	29%	190	152	1,102
Area	Urban	4%	8%	35%	334	265	1,573
	Rural	2%	11%	41%	188	400	1,467
Wealth quintile	Lowest	3%	15%	52%	104	230	758
	Second	2%	11%	36%	87	175	577
	Middle	4%	10%	42%	120	128	630
	Fourth	4%	9%	40%	143	121	651
	Highest	2%	1%	23%	68	10	425
Island group	South Tarawa	4%	8%	35%	334	265	1,573
	Northern Gilbert	3%	15%	41%	76	223	703
	Central Gilbert	3%	12%	37%	30	55	171
	Southern Gilbert	2%	7%	34%	49	70	340
	Line and Phoenix	2%	9%	60%	33	52	253

* Headcounts based on population data from UNSD.

Per centages and headcounts, by various socioeconomic characteristics

These charts show the trade-off between per centages and population size, where the height on the Y-axis of the bubble represents the per centage of children who are out of school at each level, meaning that, the higher the bubble, the larger the per centage. Population size is represented by the size of the bubble.

FIGURE 20 Primary out-of-school rate and headcount of children not attending school

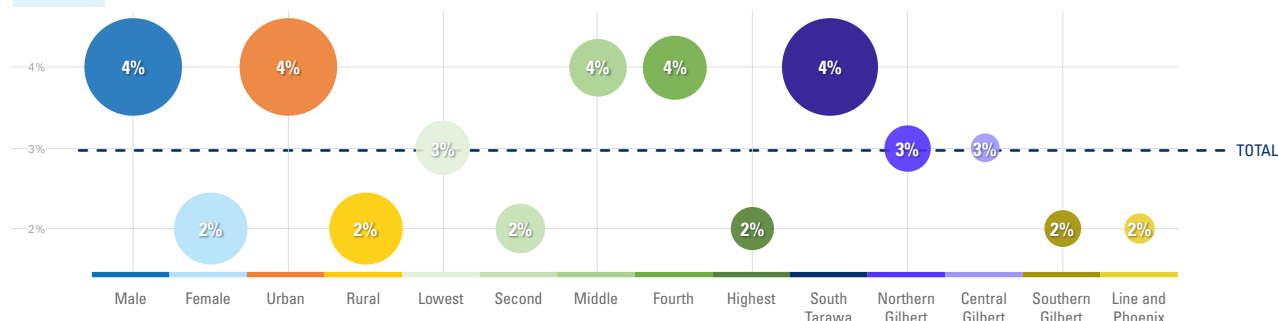


FIGURE 21 Junior secondary out-of-school rate and headcount of children not attending school

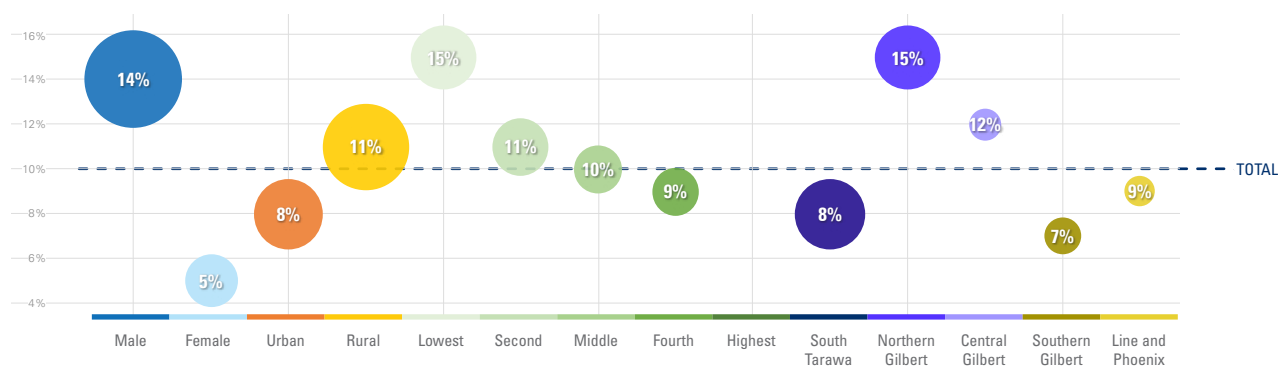
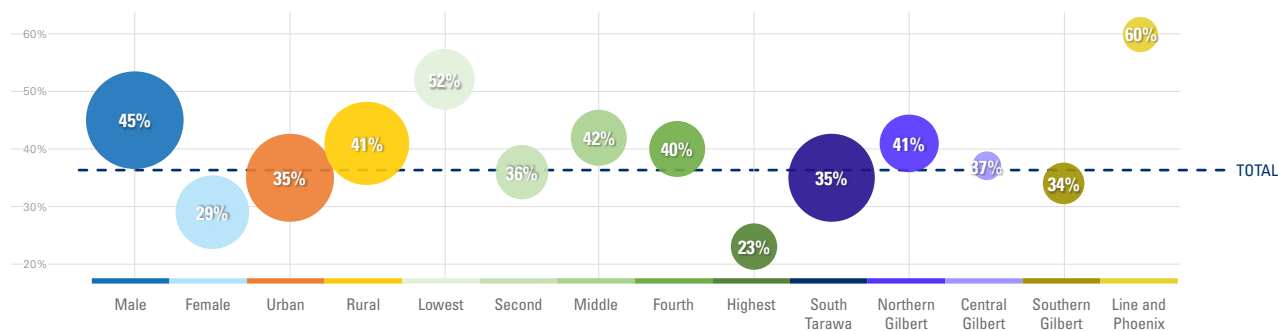


FIGURE 22 Senior secondary out-of-school rate and headcount of children not attending school



Findings

Across all three levels:

- Males have higher out-of-school rates and higher headcounts as well compared with females.
- Out-of-school rates differ along socioeconomic lines at junior and senior secondary levels. Although the lowest wealth quintile comprises 20 per cent of the population, the per centage of children belonging to the lowest wealth quintile who are out of school and the headcount are large for all three levels compared with the highest wealth quintile.

Primary level:

- At primary level, the out-of-school rates for children belonging to the middle and second rich wealth quintiles is higher than for other groups. This shows that, rather than the poorest, the middle class may face some barriers that lead to children being out of school in primary.
- In terms of island groups, at the primary level, South Tarawa has the highest per centage and the largest headcount of out-of-school children.

Junior secondary level:

- At junior secondary level, Northern Gilbert and South Tarawa island groups have similar headcounts of children who are out of school but the out-of-school children rate in Northern Gilbert is higher.

Senior secondary level:

- At senior secondary level, Line and Phoenix has the highest out-of-school children rate but a small headcount. This owes to the small population size of this island group, whereby, given the small population size, the high per centage does not translate to large numbers of out-of-school children.

Topic 3

Completion Rates

Guiding questions

1. At which level of education is the completion rate the lowest?
2. What regions have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

What is the completion rate?

The completion rate reflects the percentage of a cohort of children or young people 3–5 years older than the intended age for the last grade of each level of education (primary, junior secondary or senior secondary) who have completed that level of education. For example, if the official age of entry into primary education is 6 years, and primary school has 6 grades, then the intended age for the last grade of primary education is 11 years. In this case, the reference age group for calculation of the primary completion rate would be 14–16 years ($11 + 3 = 14$ and $11 + 5 = 16$). This indicator is used to calculate SDG4.1.2 – completion rate (primary education, lower secondary education, upper secondary education).

FIGURE 23 Overview of completion rates

	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY
Richest	96%	89%	45%
Urban	96%	83%	29%
Total	94%	78%	20%
Rural	93%	71%	8%
Poorest	88%	62%	4%

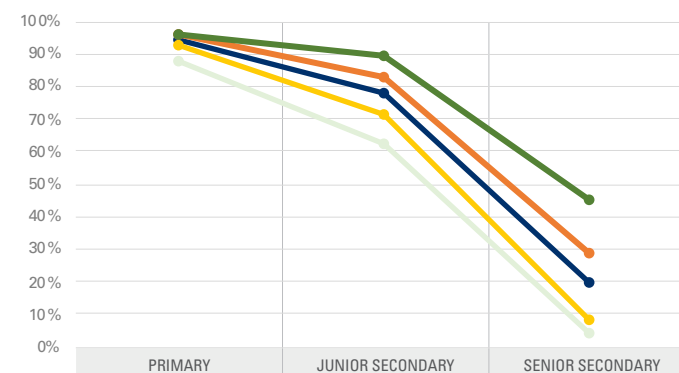


FIGURE 24 Primary completion rate

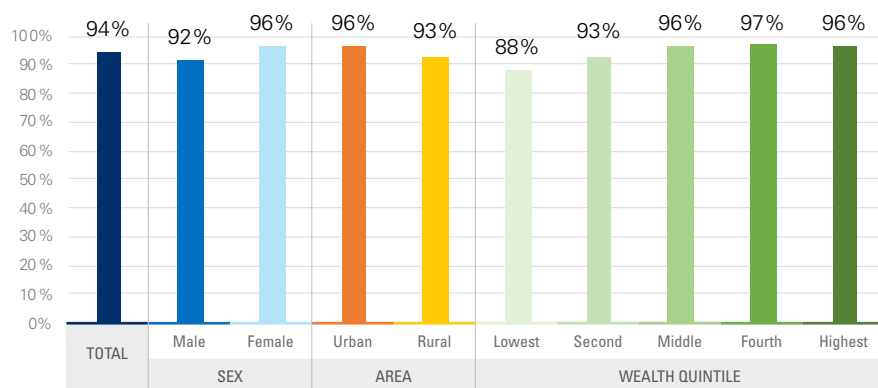


FIGURE 25 Junior secondary completion rate

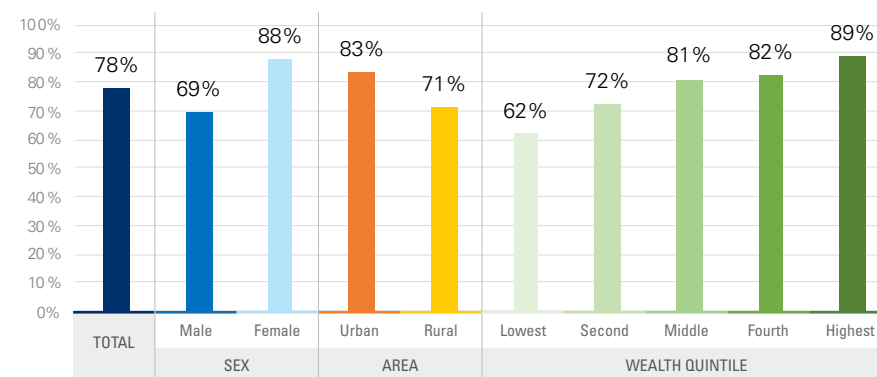
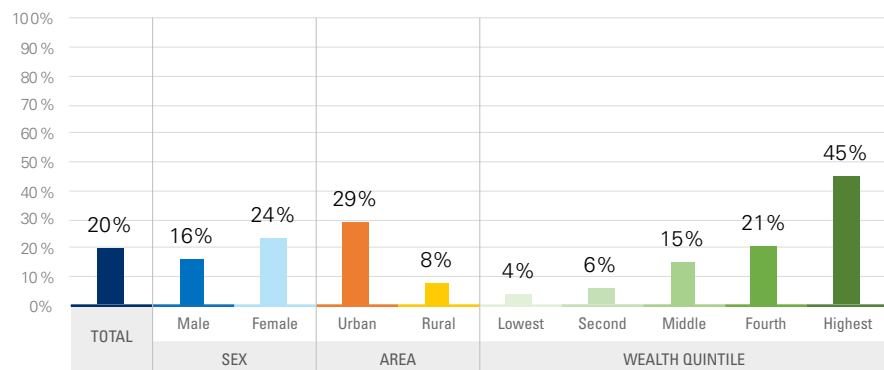


FIGURE 26 Senior secondary completion rate



Findings

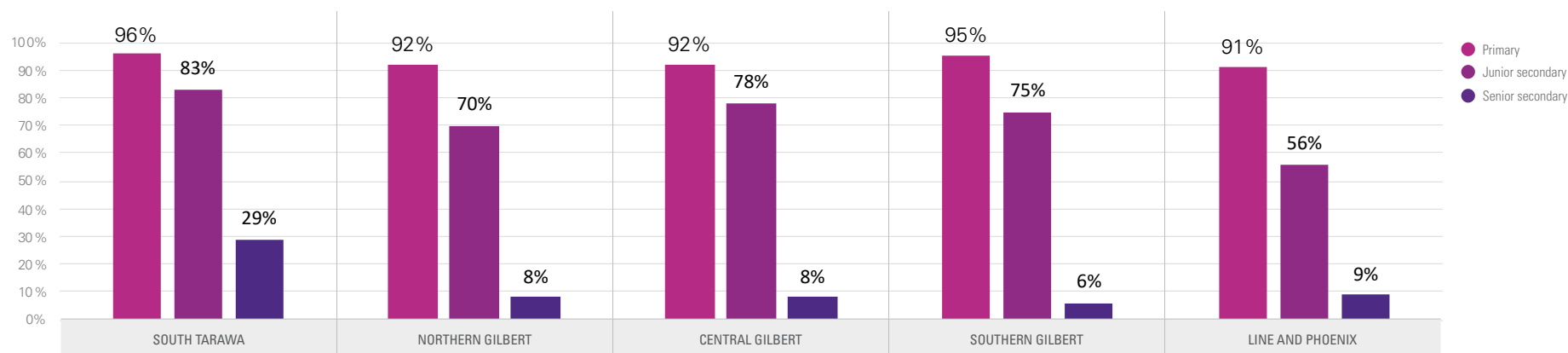
- About 94 per cent of children complete primary education. However, the completion rate declines steeply for junior and senior secondary education, with only 78 per cent completing junior secondary and only 20 per cent completing senior secondary.
- The declining completion rate can be attributed to dropout, push out and repetition or delayed completion – this means that higher levels of education experience these internal inefficiencies more than primary.
- Boys have a lower completion rate than girls at all levels. The difference in the completion rate between boys and girls is the highest at junior secondary level.
- Children belonging to the lowest wealth quintile and those living in rural areas have particularly low completion rates. At all levels, rural and poor children complete below the national average whereas urban and richest children complete at levels higher than the national average.
- The gap between the completion rates of children from the highest and the lowest wealth quintile widens starkly as they progress through the education system. At primary level, the gap in the completion rate between richest and poorest is of 8 per centage points (in favour of the richest). At junior secondary level, it increases to 27 per centage points and at senior secondary it is at 41 per centage points. This increasing gap indicates that children complete a level of education based along socioeconomic lines.
- This gap between children from the lowest and the highest wealth quintiles reveals a picture of inequity in completing education.
- There are gaps by gender and location as well. At all levels, a higher percentage of females and children from urban areas complete a level.

Note

- When interpreting location/geographic completion rates, it is important that these are based on “current location” and the completion rate looks at the cohort of children three to five years over the age of a level. Therefore, individuals may have migrated from one location to another after completing a level but this analysis notes only the location where the data was collected, and not the migration.

Regional disaggregation

FIGURE 27 Completion rates, by island group



Findings

Primary completion rate:

- There is little regional disparity in completion rates in primary education. All island groups have a completion rate greater than 90 per cent but some are slightly higher than others. For example, South Tarawa and Southern Gilbert have primary completion rates at around 95 per cent whereas Northern and Central Gilbert and Line and Phoenix have primary completion rates at around 92 per cent.

Junior secondary completion rate:

- The regional disparity in completion rates increases between primary and junior secondary.
- Among all island groups, South Tarawa has the highest lower secondary completion rate at 83 per cent and Line and Phoenix has the lowest at 56 per cent. The gap between the two is of 27 per centage points.

Senior secondary completion rate:

- The senior secondary completion rate sees the most drastic decline in all regions compared with the primary and junior secondary completion rates.
- The decline in completion rates between junior secondary and senior secondary is as follows: South Tarawa (54 per centage points), Northern Gilbert (62 per centage points), Central Gilbert (70 per centage points), Southern Gilbert (69 per centage points) and Line and Phoenix (47 per centage points).
- Southern Gilbert has the most drastic decline in completion rates between education levels. It decreases from a 95 per cent primary completion rate to a 6 per cent senior secondary completion rate.
- Between island groups, South Tarawa has the highest senior secondary completion rate (albeit this rate is lower than at other levels) whereas Southern Gilbert has the lowest.

Profile of children not completing school

The profiles of children not completing school for each level of education are based on the percentage of children not completing a level of education – i.e., of the 6 per cent not completing primary, the 22 per cent not completing junior secondary and the 80 per cent not completing senior secondary.

FIGURE 28 Profile of children not completing, by **sex**

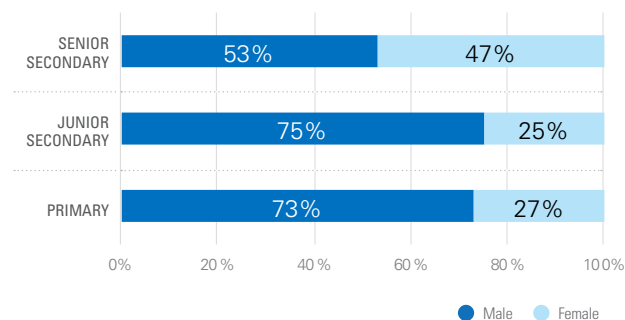


FIGURE 29 Profile of children not completing, by **area**

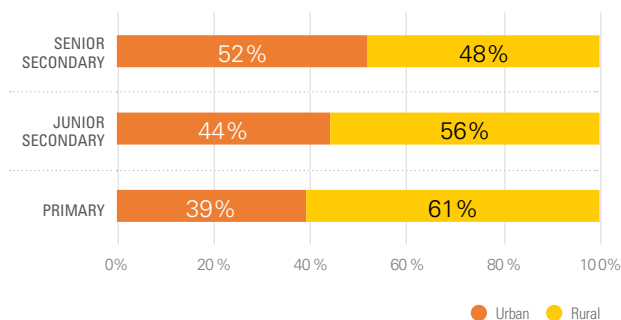


FIGURE 30 Profile of children not completing, by **wealth quintile**

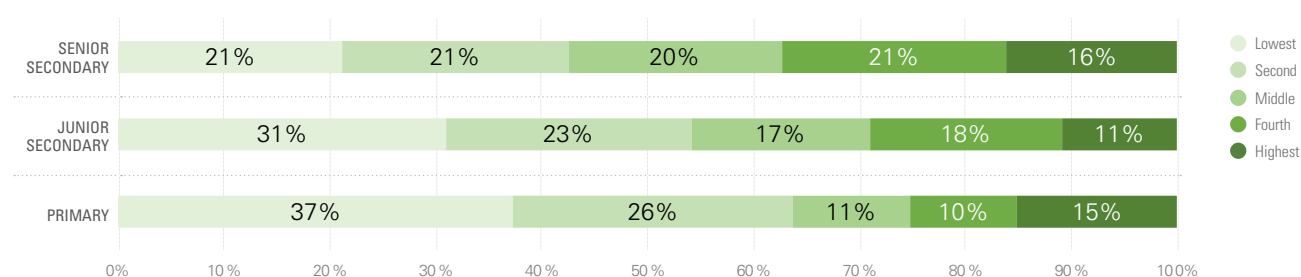
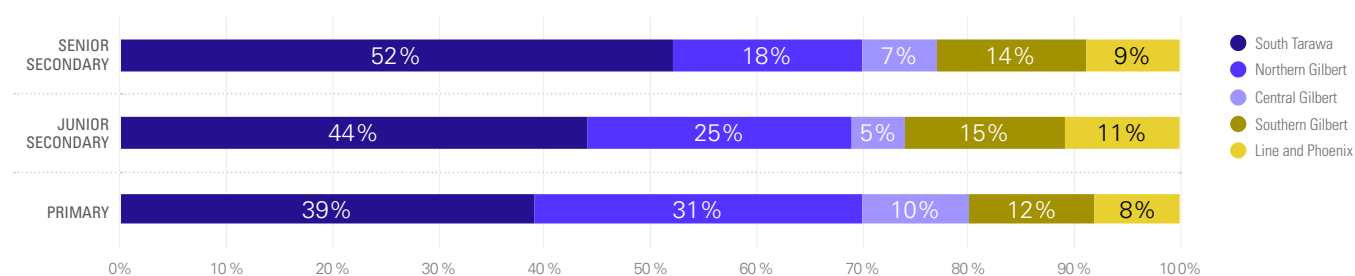


FIGURE 31 Profile of children not completing, by **island group**



Note: Numbers may not sum to 100 per cent owing to rounding.

Findings

- Among those not completing their education, across all levels, a higher percentage of boys do not complete their respective levels. In particular, in primary and junior secondary, boys make up about 73 and 75 per cent of those who do not complete. In senior secondary, 53 per cent of those who do not complete are boys. Girls make up only 27 per cent of those who do not complete primary level and 25 per cent of those who do not complete junior secondary, but this increases to 47 per cent in senior secondary.
- More children not completing education in primary and junior secondary live in rural areas, which could be a result of the larger population size of rural children. However, in senior secondary, the trend reverses, with more urban children not completing the level.
- The poorest two wealth quintiles make up over half of those who have not completed primary and junior secondary level although they comprise two-fifths of the population.
- Of those not completing each level, more than 50 per cent are in South Tarawa and Northern Gilbert.

TABLE 2. NON-COMPLETION

Rates & headcounts by various socioeconomic characteristics

		Non-completion rates (%)			Headcount of children not completing		
		Primary	Junior secondary	Senior secondary	Primary	Junior secondary	Senior secondary
TOTAL		6%	22%	80%	358	1,426	5,271
Sex	Male	8%	31%	84%	262	1,069	2,777
	Female	4%	12%	76%	96	357	2,494
Area	Urban	4%	17%	71%	139	638	2,762
	Rural	7%	29%	92%	219	788	2,510
Wealth quintile	Lowest	12%	38%	96%	135	434	1,095
	Second	7%	28%	94%	92	331	1,124
	Middle	4%	19%	85%	42	235	1,077
	Fourth	3%	18%	79%	35	263	1,107
	Highest	4%	11%	55%	54	163	867
Island group	South Tarawa	4%	17%	71%	139	638	2,762
	Northern Gilbert	8%	30%	92%	110	351	941
	Central Gilbert	8%	22%	92%	34	74	364
	Southern Gilbert	5%	25%	94%	43	211	741
	Line and Phoenix	9%	44%	91%	31	152	463

* Headcounts based on population data from UNSD.

Percentages and headcounts, by various socioeconomic characteristics

These charts show the trade-off between per centages and population size, where the height of the bubble on the Y-axis represents the per centage of children who have not completed a level, meaning that, the higher the bubble, the larger the per centage. Population size is represented by the size of the bubble, meaning that, the bigger the bubble, the larger the population not completing.

FIGURE 32 Primary non-completion rates and headcount of children not completing

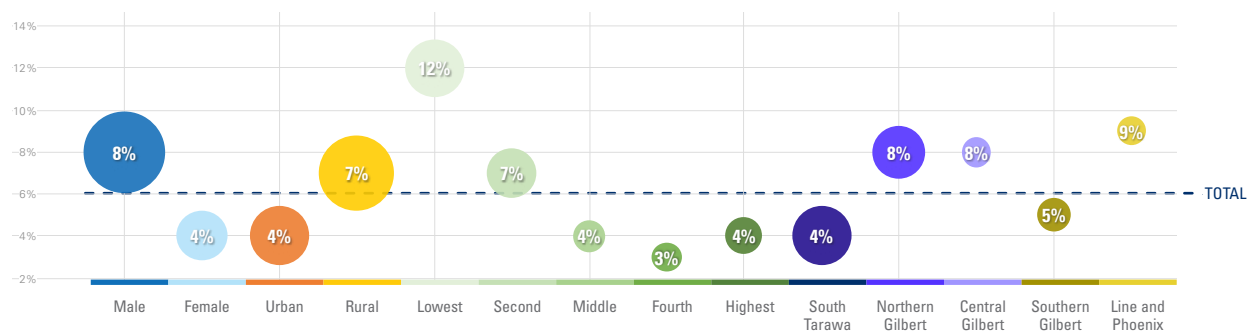


FIGURE 33 Junior secondary non-completion rates and headcount of children not completing

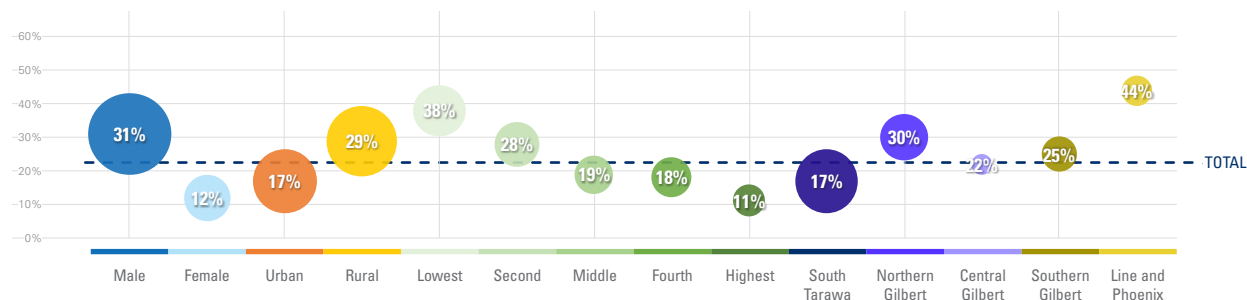
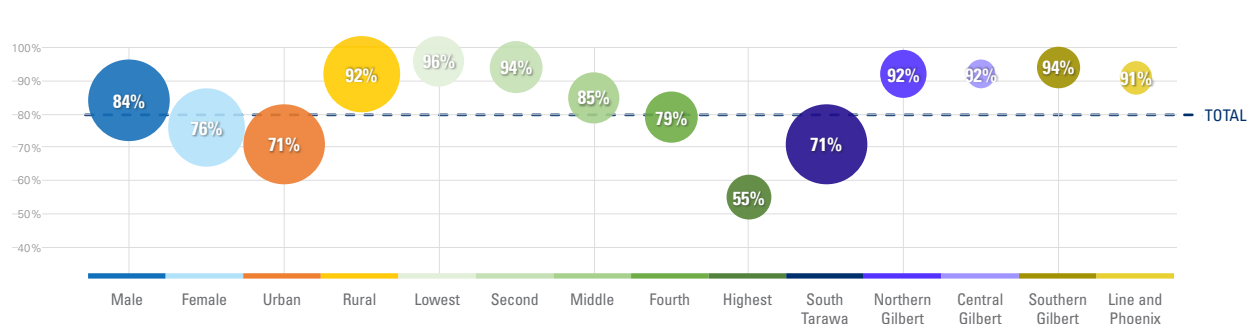


FIGURE 34 Senior secondary non-completion rates and headcount of children not completing



Findings

Trends across all three levels:

- At all three levels, the non-completion rate and headcount of the richest children is lower than for other socioeconomic groups. This means other groups may face additional hindrances that children from the richest quintile do not face or are able to overcome in Kiribati.

Primary level:

- At primary level, South Tarawa and Northern Gilbert have the highest headcount of children not completing, with the other island groups having a much smaller headcount. In terms of per centages, Line and Phoenix island group has the highest non-completion rate, followed by Central Gilbert and Northern Gilbert island groups. Given the high non-completion rate as well as high headcount of Northern Gilbert, focusing on this region to improve the completion rate can have a scaled impact at this level.

Junior secondary level:

- At junior secondary level, South Tarawa has the highest headcount of children not completing, followed by Northern Gilbert and Southern Gilbert, meaning that, if Kiribati wants to improve completion rates for many children, it can target one of these island groups. Alternatively, the non-completion rate is extremely high in Line and Phoenix group, indicating that children in this island group are the most disadvantaged compared with their peers in other island groups.

Senior secondary level:

- At senior secondary level, South Tarawa has the highest headcount of children not completing but has a comparatively low non-completion rate. At senior secondary level, South Tarawa has the highest headcount of children not completing but has a comparatively low non-completion rate. Other island groups have a high non-completion rate, which is similar above 90%. This indicates that children across all island groups except South Tarawa are not completing senior secondary level. The focus therefore should be to nationally improve completion rates across all island groups.

Topic 4 Repetition, Dropouts and Non-Transitions

Guiding questions

1. Which level or grade has the highest rates of repetitions, dropouts and non-transitions?

2. What is the profile of children who repeat a grade?

3. What is the profile of children who drop out of school?

4. What is the profile of children who do not transition to the next level of education?

Overview

What is the repetition rate?

The repetition rate measures the share of children in a given grade in a given school year who repeated that grade as a percentage of the total number of children who attended the grade in the previous year.

What is the dropout rate?

The dropout rate measures the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for the dropout rate.

Who is a non-transitioner?

Non-transitioners refer to those children who attended the last grade of a level but did not continue to the next level.

FIGURE 35 Repetition rate by grade

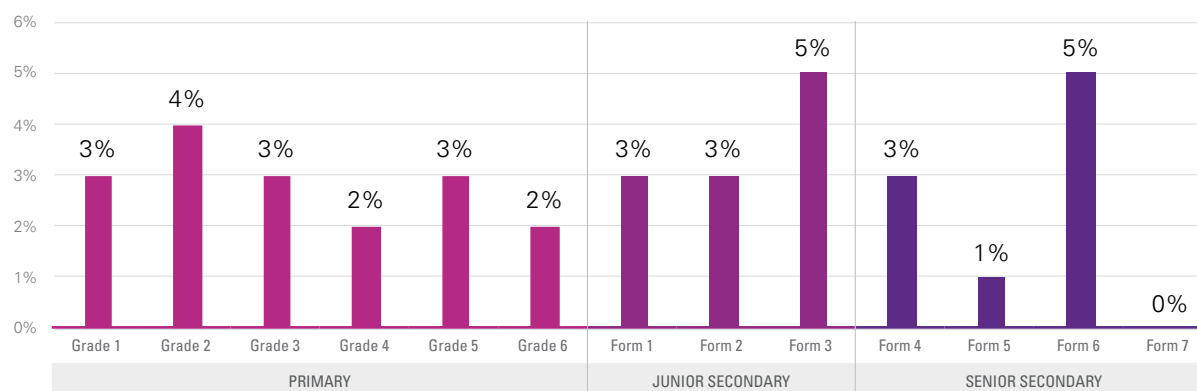


FIGURE 36 Dropout rate by grade

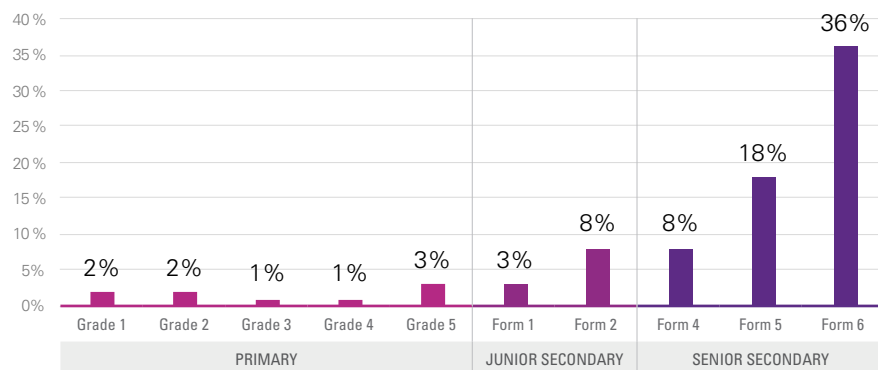


FIGURE 37 Per centage of non-transitioners from last grade of a level to a higher level

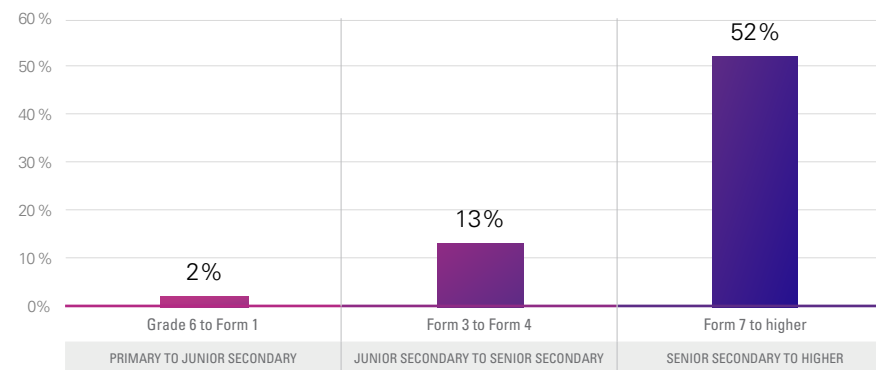
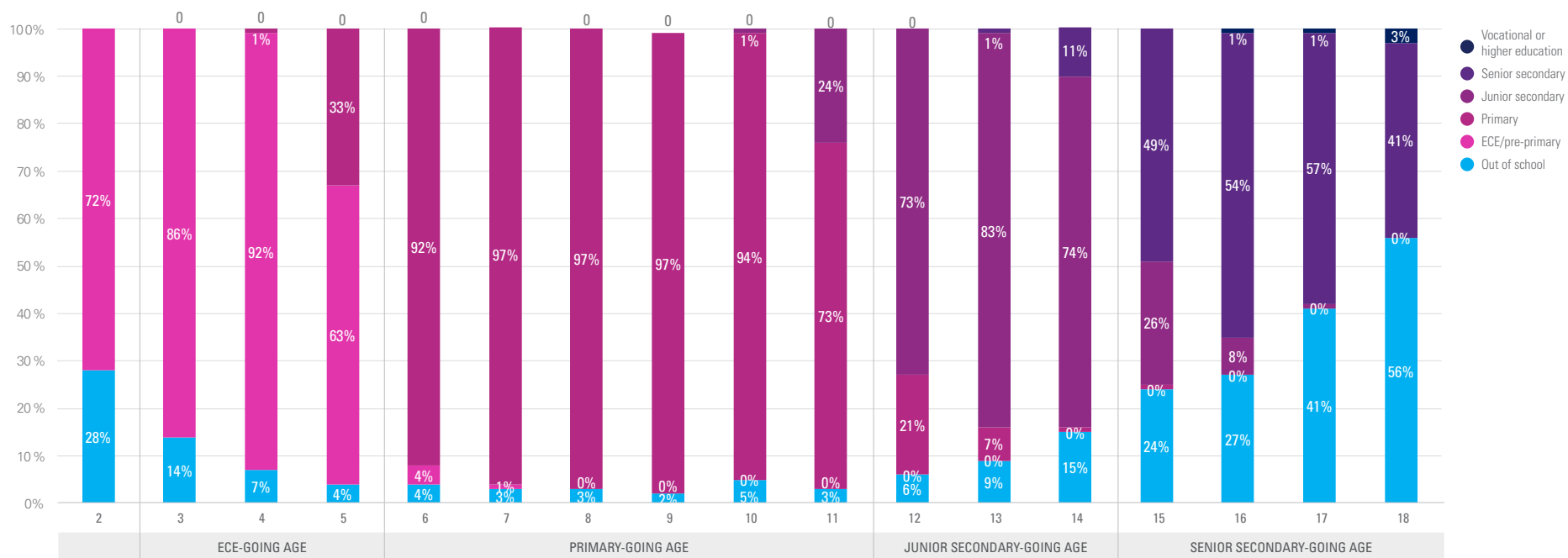


FIGURE 38 Education attendance, by age



Findings

- Repetition rates vary widely for each grade of primary and secondary education.
- In primary, Kiribati has comparatively high repetition rates in the early grades. In junior and senior secondary, repetition is high for the end grades of the level.
- One explanation for the high repetition rate in early primary grades could be early entry. 33 per cent of five year olds attend primary education even though the primary beginning age is six.
- Dropout is low in primary but increases in junior and senior secondary.
- In primary and junior secondary, the non-transition rate is 2 and 13 per cent, respectively. However, in senior secondary it is 52 per cent, meaning that most children did not continue education after attending the last grade of senior secondary.
- The age for early childhood education (ECE) in Kiribati is 3–5, for primary it is 6–11, for junior secondary it is 12–14 and for senior secondary it is 15–18. Most of the 6–10 year olds are in primary but some (24 per cent) 11 year olds have already progressed to junior secondary when they should be in primary.
- Of the junior secondary age group, the majority of 12–14 year olds are in junior secondary. Some 12 and 13 year olds continue to be in primary when they should be in junior secondary.
- Among children aged 14–18, the percentage of children who are out of school increases substantially. This also reinforces that Kiribati schools lose most children at the senior secondary level.



Profile of repeaters, dropouts and non-transitioners (including primary, junior secondary and senior secondary levels)

These profiles are based on the percentage of children who repeat, drop out or do not transition to the next level – i.e., 3 per cent of repeaters, 7 per cent of dropouts and 2 per cent of non-transitioners.

FIGURE 39 Profile of repeaters, dropouts and non-transitioners, by **sex**

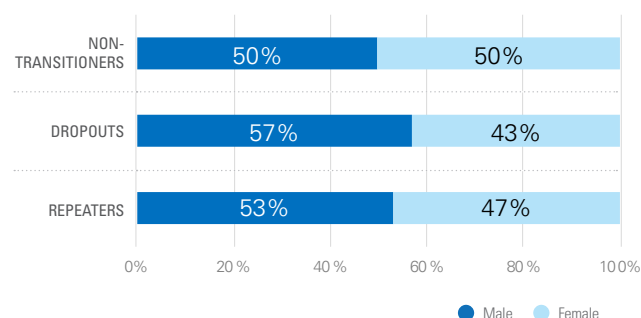


FIGURE 40 Profile of repeaters, dropouts and non-transitioners, by **area**

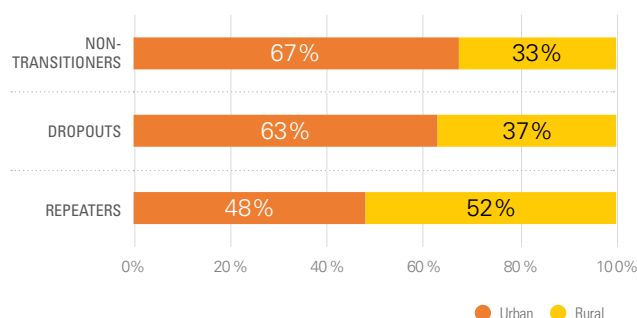


FIGURE 41 Profile of repeaters, dropouts and non-transitioners, by **wealth quintile**

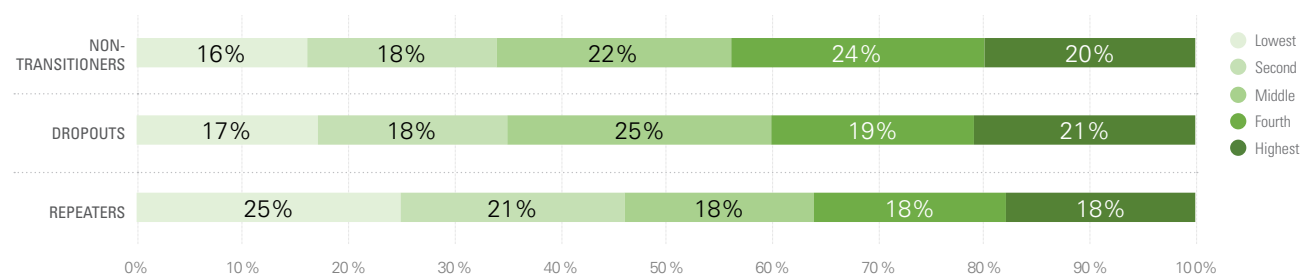
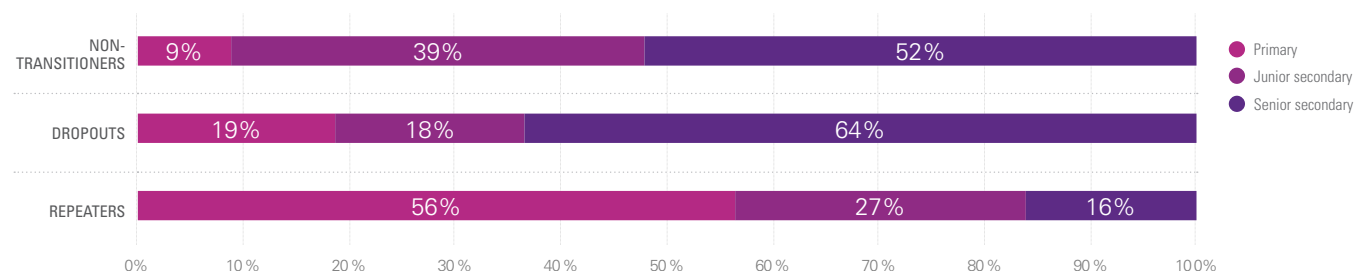


FIGURE 42 Profile of repeaters, dropouts and non-transitioners, **level of education**



Findings

- Of the children who are non-transitioners, the distribution is almost evenly split between girls and boys. However, among those who are repeaters or who drop out, there are more boys than girls.
- Of those who drop out and are non-transitioners, children from urban areas form the majority. This means that more urban children drop out and are unable to transition from the last grade of a level to another level of education.
- Among dropouts and non-transitioners, the percentage representing children of the lowest wealth quintile is lower than for other indicators: the poorest 20 per cent of children are 17 per cent of dropouts and 16 per cent of non-transitioners. But the trend reverses among repeaters.
- In terms of level of education, most repeaters are repeating a grade of primary education. In fact, 56 per cent of repeaters are at the primary level whereas most dropouts and most non-transitioners are in senior secondary. One reason for this is that most children are in school in primary, whereas in junior and senior secondary children drop out and non-transition more than they repeat. The reason for higher dropouts and higher non-transitioners at secondary level could be high stake examinations that screen students to transit to secondary level.

TABLE 3. REPETITION, DROPOUTS
AND NON-TRANSITIONS

**Rates & headcounts by various
socioeconomic characteristics**

		Repetition, dropout and non-transition rates (%)			Headcount of children who repeat, drop out or transition		
		Repetition	Dropout	Non-transition	Repetition	Dropout	Non-transition
TOTAL		3%	7%	12%	906	1559	543
Sex	Male	4%	7%	12%	534	883	278
	Female	3%	6%	12%	372	677	264
Area	Urban	4%	8%	14%	567	1035	357
	Rural	3%	5%	9%	339	524	186
Wealth quintile	Lowest	3%	5%	11%	155	229	92
	Second	3%	5%	11%	142	269	99
	Middle	2%	8%	14%	132	376	117
	Fourth	4%	6%	14%	200	298	132
	Highest	4%	8%	9%	277	387	103
Island group	South Tarawa	4%	8%	14%	567	1035	357
	Northern Gilbert	3%	5%	11%	140	217	100
	Central Gilbert	2%	5%	6%	38	74	16
	Southern Gilbert	2%	5%	8%	88	162	50
	Line and Phoenix	4%	4%	6%	73	72	21

Per centages and headcounts, by various socioeconomic characteristics

These charts show the trade-off between per centages and population size, where the height of the bubble on the Y-axis represents the per centage of children who are repeaters (top), dropouts (middle) and non-transitioners (bottom), meaning that, the higher the bubble, the larger the per centage. Population size is represented by the size of the bubble.

FIGURE 43 Per centage and headcount of **repeaters**

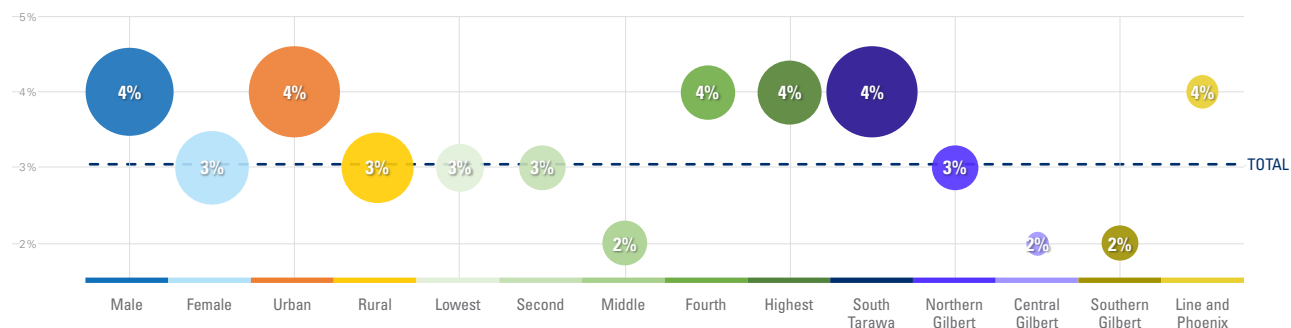


FIGURE 44 Per centage and headcount of **dropouts**

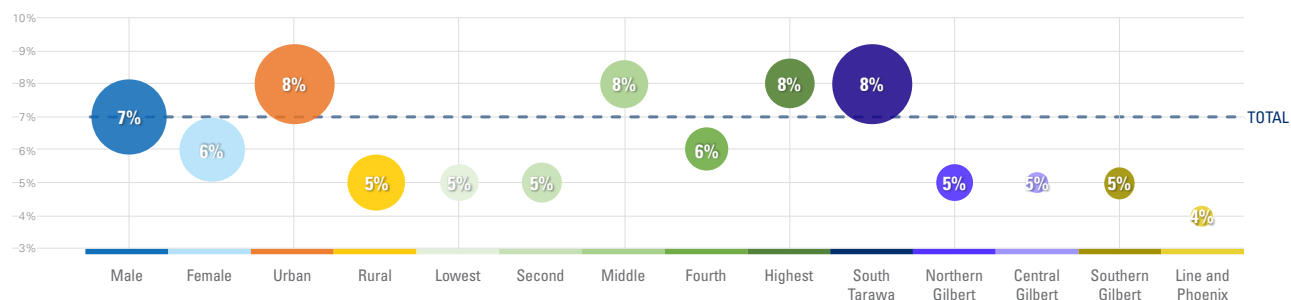
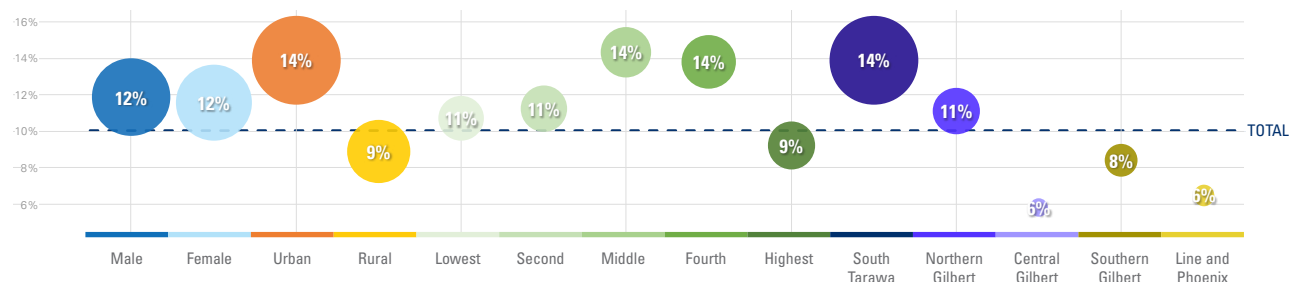


FIGURE 45 Per centage and headcount of **non-transitioners**



Findings

Repetition rate:

- The per centage of repeaters varies across groups. Repetition rates are higher among wealthier children.

Dropout rate:

- Dropout rates also vary by group. The rate is higher in urban areas and in South Tarawa.
- The headcount for dropout is largest in South Tarawa.

Non-transitioners

- The per centage and headcount of non-transitioners is high in urban areas compared with rural areas. Among regions, South Tarawa and Northern Gilbert have a higher per centage compared with other island groups, with South Tarawa having the biggest headcount.



Multiplication with carrying .

$$\begin{array}{r} 1. \quad 58 \\ \times 2 \\ \hline 116 \end{array}$$

$$\begin{array}{r} 2. \quad 35 \\ \times 3 \\ \hline 105 \end{array}$$

Topic 5

Early Childhood Attendance and Development

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is the Early Child Development Index (ECDI)?

The ECDI is a 10-item module that UNICEF has developed to measure the percentage of children aged three to four who are developmentally on track in literacy, numeracy, physical, social-emotional and learning domains.

FIGURE 46 Age distribution at Grade 1 of primary education

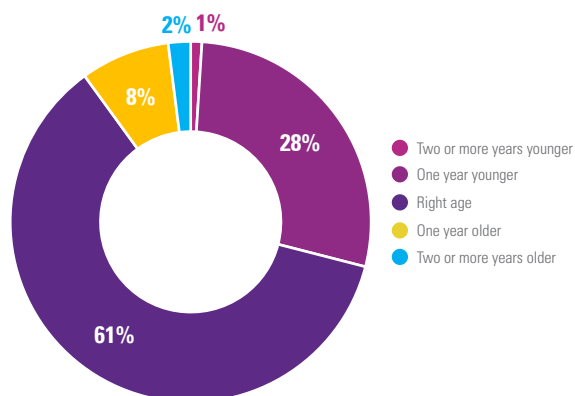


FIGURE 47 Percentage of children of specific age attending school by school level

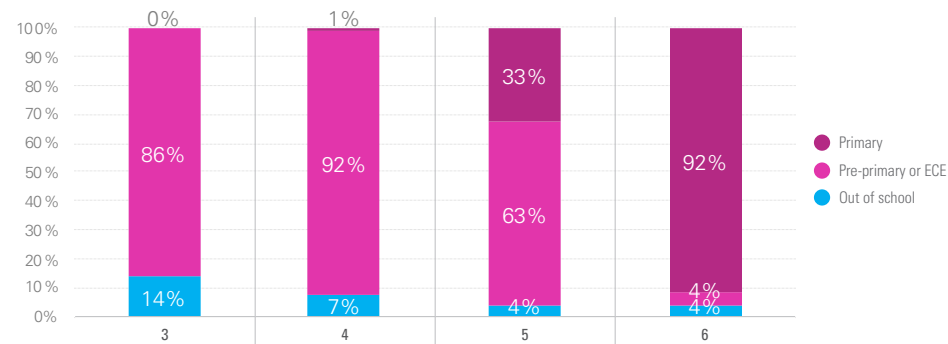


FIGURE 48 Percentage of 3–4 year olds who are developmentally on track using ECDI

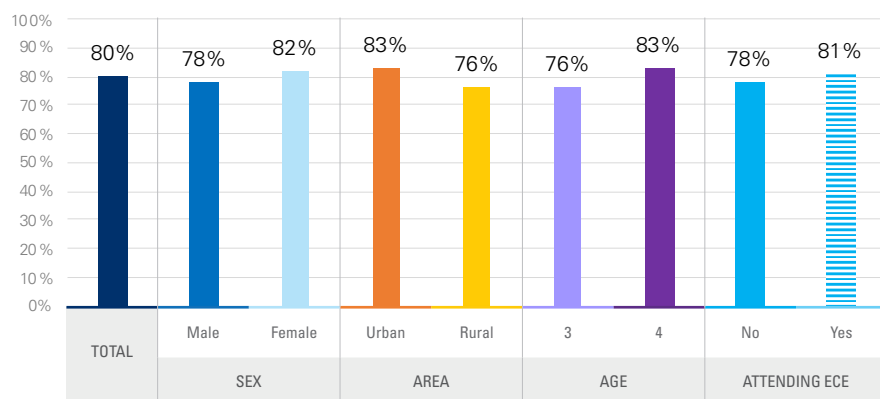
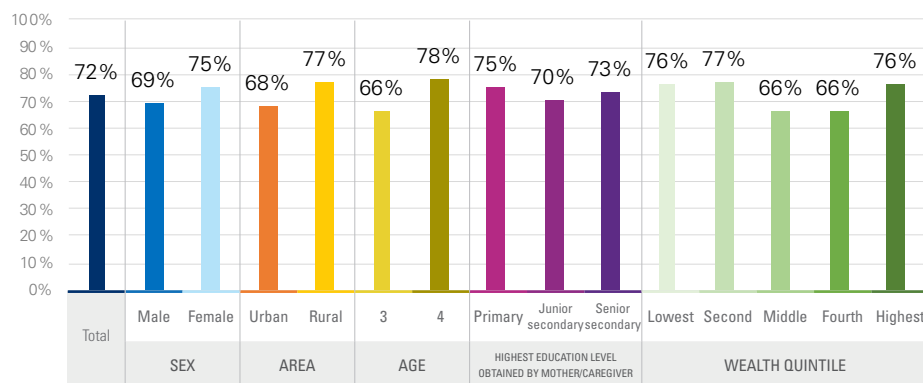


FIGURE 49 Percentage of 3–4 year olds attending early childhood education

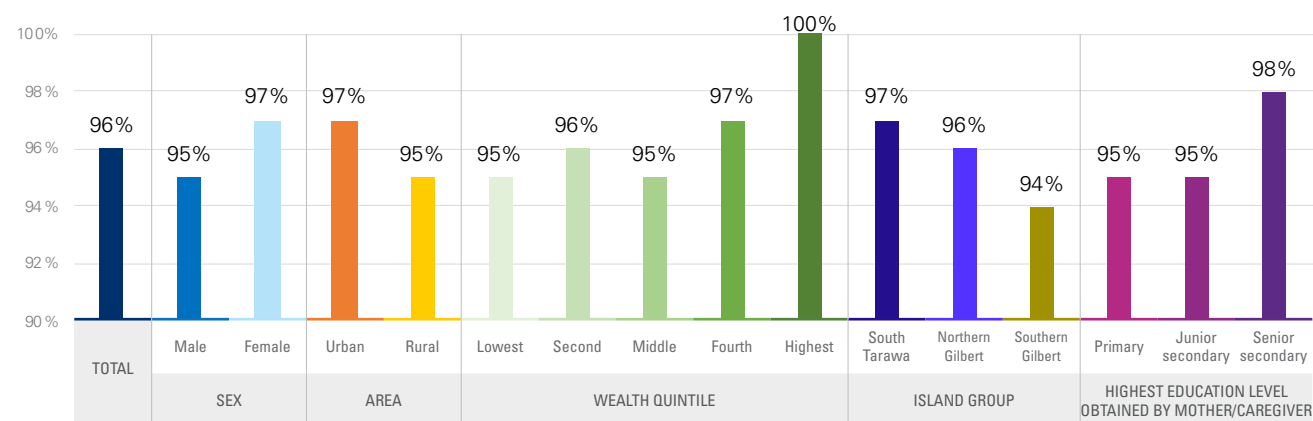


Findings

- Around 80 per cent of children aged three to four are developmentally on track, based on the ECDI.
- The per centage of children developmentally on track is higher for girls and urban children.
- The per centage of children attending ECE who are developmentally on track is about 3 per centage points higher than that of children not attending ECE. However, this difference is not statistically significant.
- More girls than boys attend ECE. ECE attendance is higher among rural children and children who are four years old.
- Mother/caregiver's level of education and ECE attendance do not show a clear relationship.
- Wealth quintile and ECE attendance do not show a clear relationship.
- Based on level of education attended by age, the majority of three to four year olds in Kiribati are attending ECE or pre-primary. 86 per cent of three year olds are in ECE or pre-primary and 92 per cent of four year olds are in ECE or pre-primary.
- Six is the official starting age for primary school in Kiribati with 92 per cent of six year olds attending primary.
- However, younger children attend primary as well, with 33 per cent of five year olds attending primary.
- In Grade 1, the majority of students are at the official starting age. However, 28 per cent of children are a year younger and 8 per cent of children are a year older than the right age.

Participation rate in organized learning

FIGURE 50 Per centage of children age one year younger than the official primary school entry age **attending ECE or primary education**



Findings

- Nationally, 96 per cent of children aged one year younger than the official primary starting age are attending either pre-primary or primary education.
- The rates are over 90 per cent across all socioeconomic and demographic groups.
- All five-year-old children from the highest wealth quintile are in primary or in pre-primary whereas 95 per cent of children from the poorest wealth quintile are in primary or pre-primary.
- The participation rate in organized learning is higher for girls compared with boys, and among urban children compared with rural children.
- Between island groups, South Tarawa has higher rates and Southern Gilbert has the lowest (Central Gilbert and Line and Phoenix groups are not shown in Figure 50 because there were fewer than 50 unweighted observations)

Regional disaggregation

FIGURE 51 Per centage of 3–4 year olds who **are attending ECE**

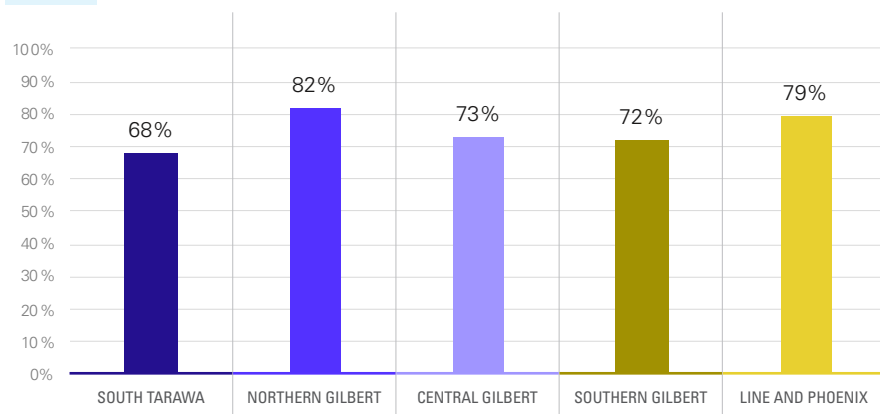
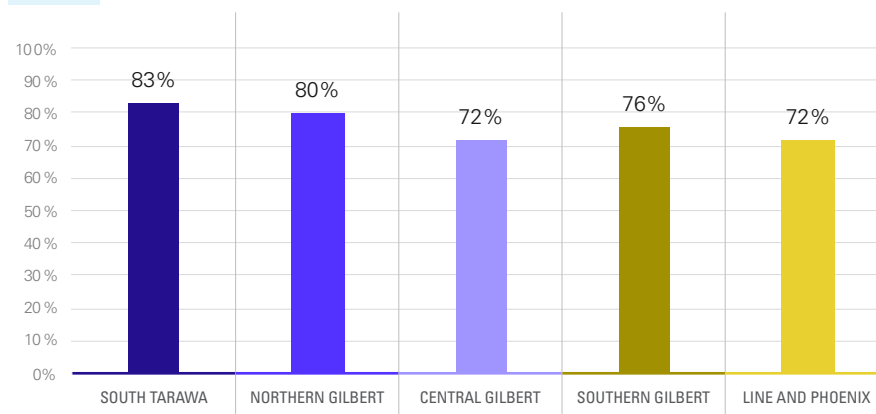


FIGURE 52 Per centage of 3–4 year olds who **are developmentally on track**



Findings

- ECE attendance is highest in the Northern Gilbert island group and lowest in South Tarawa. There is a 14 per centage point difference between the two island groups.
- Despite the difference in ECE attendance, the per centage of children who are developmentally on track in South Tarawa is the highest of all regions.
- The Central Gilbert island group has both comparatively low ECE attendance and a low per centage of children on track in ECDI.

Profile of young children not attending ECE or not developmentally on track

These charts are based on the percentage of three to four year olds not attending ECE and not developmentally on track – i.e., of the 28 per cent not attending ECE and the 20 per cent not on track on ECDI.

FIGURE 53 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **sex**

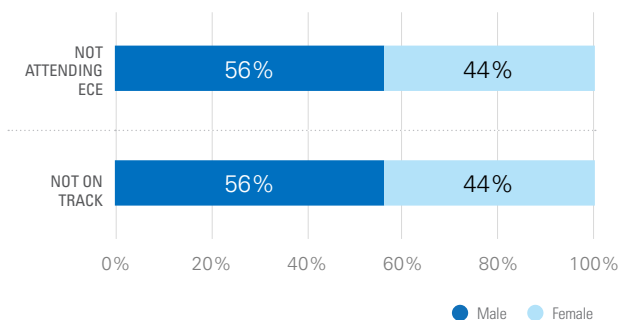


FIGURE 54 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **area**

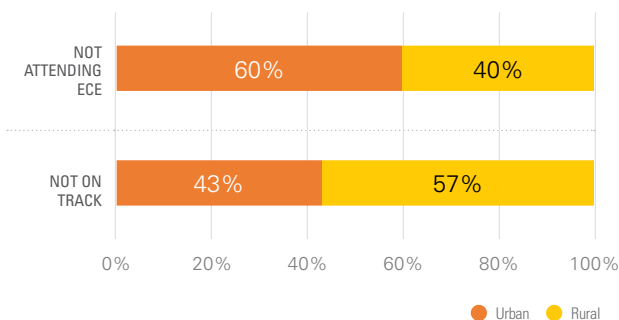


FIGURE 55 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **wealth quintile**

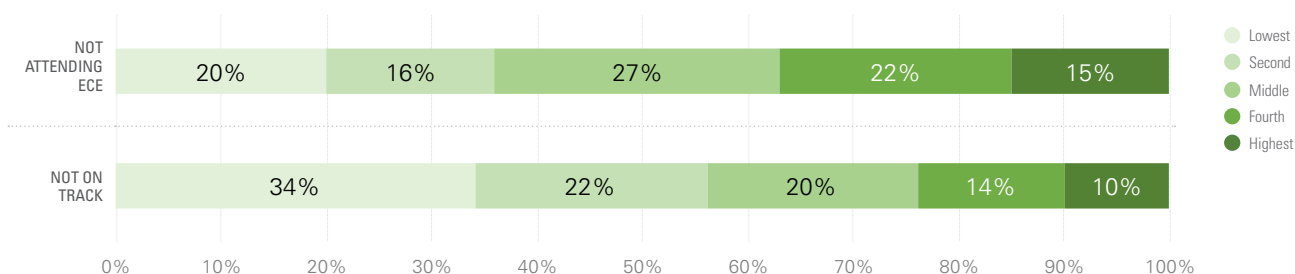
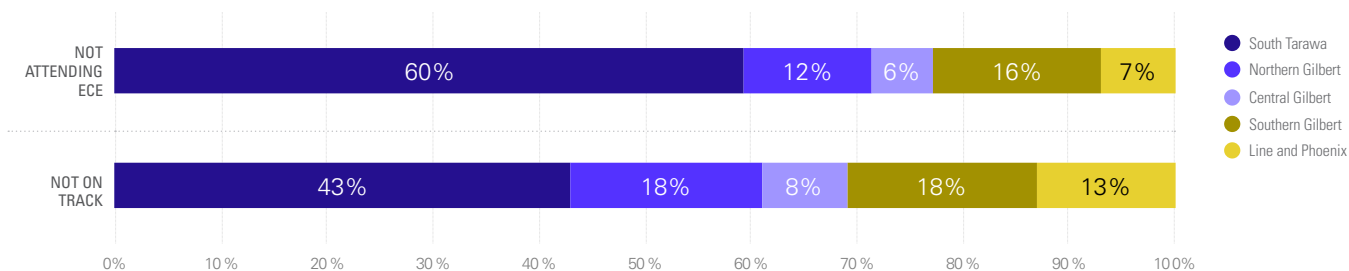


FIGURE 56 Profile of young children aged 3–4 not attending ECE or not developmentally on track, by **island group**



Findings

- More boys than girls are not attending ECE and are not on track on the ECDI.
- More rural children are not on track on the ECDI but urban children are the majority among those not attending ECE.
- Socioeconomic background affects the ECDI: a large percentage of children not developmentally on track (56 per cent) belong to the poorest two-fifths of the population.
- Among children who are not attending ECE, 60 per cent are in South Tarawa, followed by Southern Gilbert. South Tarawa also has the majority of children not on track on the ECDI followed by the Northern and Southern Gilbert island groups.



TABLE 4. EARLY CHILDHOOD
ATTENDANCE AND DEVELOPMENT
**Rates & headcounts by various
socioeconomic characteristics**

		Rate of children aged 3–4 (%)		Headcount of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
TOTAL		20%	28%	1,144	1,580
Sex	Male	22%	31%	635	884
	Female	18%	25%	509	696
Area	Urban	17%	32%	492	946
	Rural	24%	23%	652	633
Wealth quintile	Lowest	30%	24%	391	309
	Second	22%	23%	252	258
	Middle	18%	34%	231	428
	Fourth	16%	34%	159	345
	Highest	11%	24%	112	241
Island group	South Tarawa	17%	32%	492	946
	Northern Gilbert	20%	18%	207	186
	Central Gilbert	28%	27%	96	92
	Southern Gilbert	24%	28%	203	246
	Line and Phoenix	28%	21%	146	108

* Headcounts based on population data from UNSD.

Per centages and headcounts, by various socioeconomic characteristics

These charts show the trade-off between per centages and population size, where the height of the bubble on the Y-axis represents the per centage of children who are not on track on the ECDI (top) and who are not attending ECE (bottom), meaning that, the higher the bubble, the larger the per centage. Population size is represented by the size of the bubble.

FIGURE 57 Per centage and headcount of children who are **not on track on the ECDI**

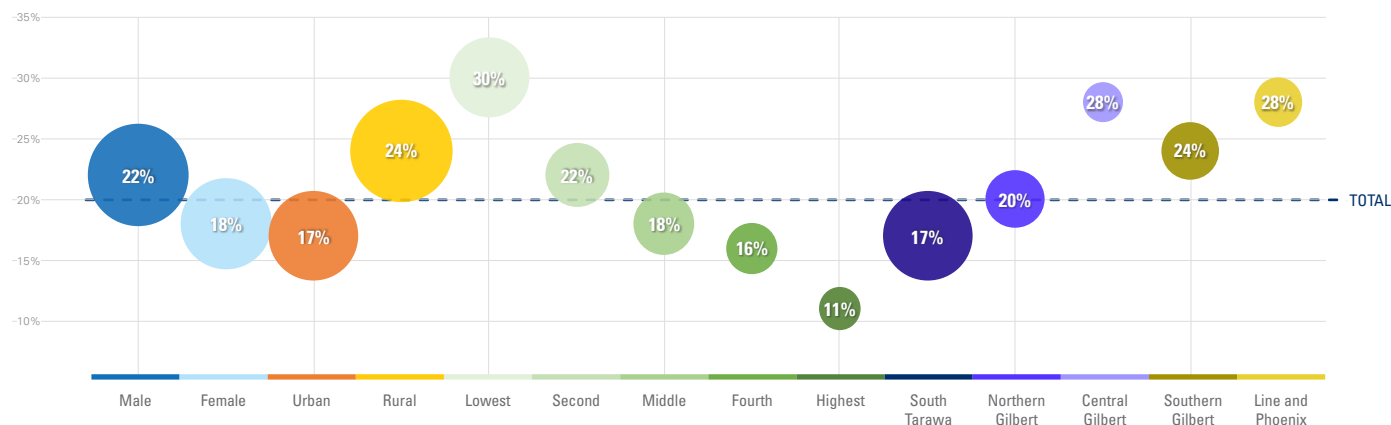
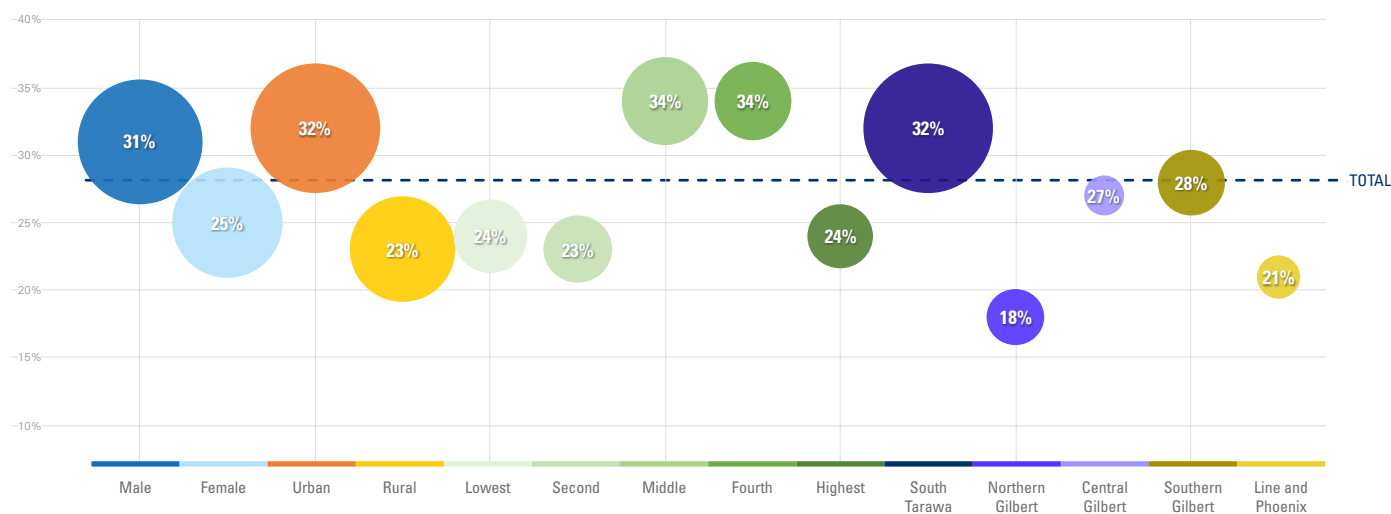


FIGURE 58 Per centage and headcount of children who are **not attending ECE**



Findings

Children not on track on the ECDI:

- The per centage for children from the Central Gilbert and Line and Phoenix island groups is higher than that for other island groups. However, the headcount of children not on track on the ECDI is the largest for South Tarawa, followed by Northern Gilbert and Southern Gilbert. One explanation for this is the larger population of children aged three to four in these island groups, which results in lower per centages being translated to higher headcounts.

- The children in the two poorest wealth quintiles are at least twice as likely not to be on track on the ECDI compared with children in the highest wealth quintile. On the ECDI, higher per centages of comparatively poorer children are not developmentally on track whereas in ECE attendance higher per centages of children from the middle and fourth wealth quintiles are not attending ECE.

Children not attending ECE:

- For children who are not attending ECE, South Tarawa has both the highest per centage of children not attending ECE and the largest headcount. Central Gilbert and Southern Gilbert have similar per centages of children not attending ECE, but the headcount in Southern Gilbert is larger.

Topic 6

Foundational Learning Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills measured as the skills expected at Grades 2 and 3 level?
2. What characteristics are linked to higher percentages in reading and numeracy skills?
3. What percentage of each group of young people are literate and what percentage have ICT skills?
4. What is the profile of children who are not demonstrating achievement at the expected level?

Foundational reading and numeracy skills (based on contents for Grades 2 and 3)

What are foundational learning skills?

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7–14 years. This data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grades 2 and 3 achieving minimum proficiency in reading and mathematics, by sex.

In Kiribati, foundational reading skills in English were assessed. The medium of instruction used to measure the reading and numeracy skills was vernacular in Kiribati.

FIGURE 59 Per centage of children aged 7–14 with foundational learning skills, by **grade**, by current grade attended

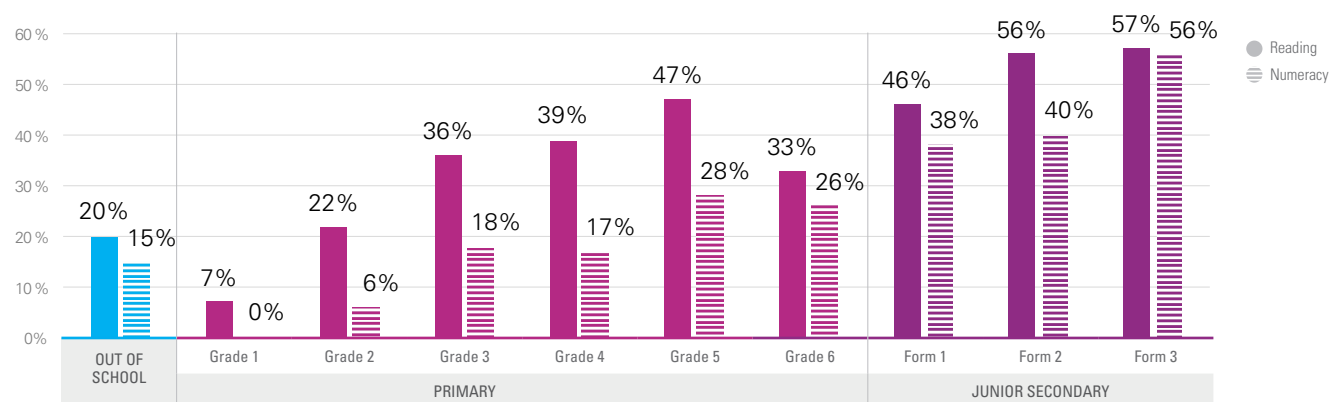
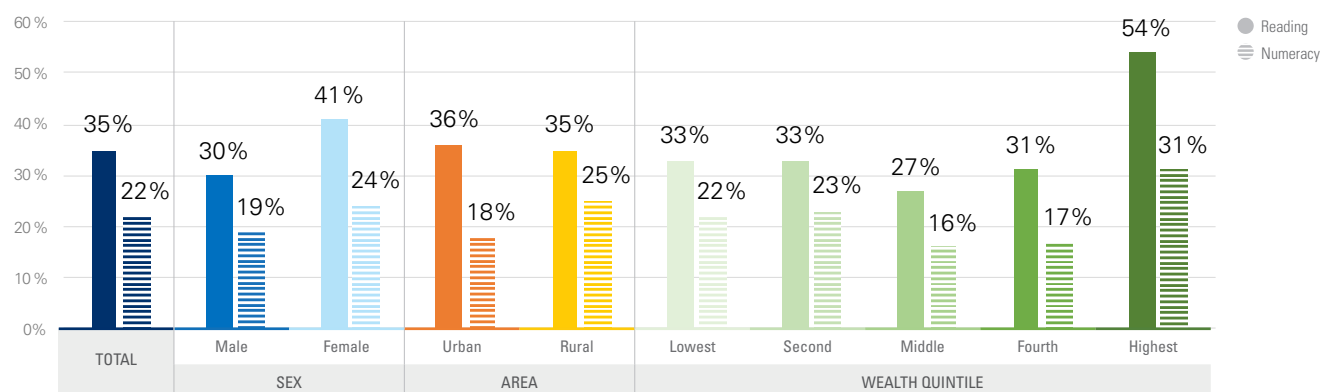


FIGURE 60 Per centage of children aged 7–14 with foundational learning skills, by **various socioeconomic factors**

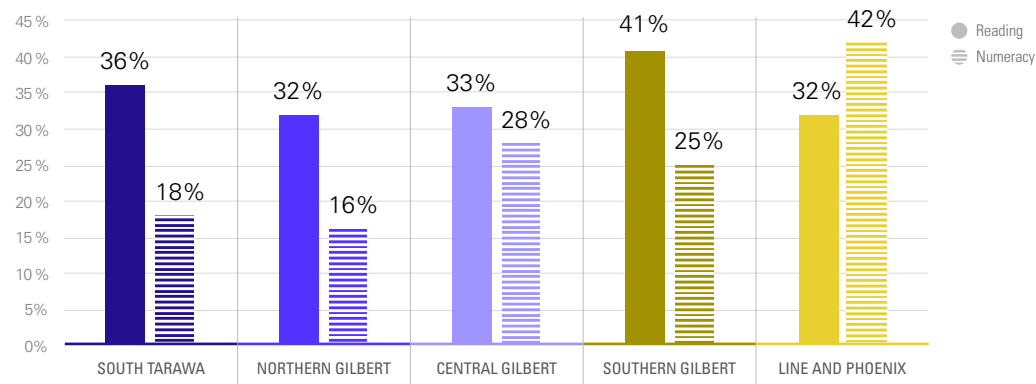


Findings

- In Kiribati, for foundational reading skills, only 36 per cent of children in Grade 3 have the expected foundational reading skills.
- In Grades 2, 3 and 4 less than 20 per cent of children have the expected foundational numeracy skills measured at Grade 2/3 level.
- Data indicates that children learn by staying in school. The per centage of children with foundational reading skills at Grade 2/3 level increases from 36 per cent in Grade 3 to 57 per cent in Form 3. However, the increase is more drastic in numeracy. The per centage of children with foundational numeracy skills at Grade 2/3 level increases from 18 per cent in Grade 3 to 56 per cent in Form 3.
- Across all grades, the per centage of children with foundational reading skills is higher than that of children with foundational numeracy skills. This means a greater per centage of children display foundational skills measured at Grade 2/3 levels in reading than in numeracy for each grade.
- The skills of out-of-school children are particularly low. Out-of-school children here include both children who have never attended school and those who have not attended school in the current year. Only 15 per cent of out-of-school children aged 7–14 have foundational numeracy skills at Grade 2/3 level. This means that, although these children may have been able to do one numeracy task, they were not able to do all four tasks: reading numbers, addition, discriminating between numbers and recognizing patterns. In contrast, 20 per cent of out-of-school children aged 7–14 have foundational reading skills.
- A higher per centage of female children have both foundational reading and numeracy skills compared with their male counterparts. While the per centage of urban and rural children with foundational reading skills is equal, the per centage of rural children with foundational numeracy skills is higher.
- The learning gap between the wealthiest 20% and the remaining 80% is notable. 54 per cent of children from the highest wealth quintile have foundational reading skills compared with 33 per cent of the poorest children. A similar gap is evident in foundational numeracy skills: a larger per centage of children from the highest quintile present these skills. This indicates that richer children may be facing some advantages compared with other quintiles.

Regional disaggregation

FIGURE 61 Per centage of children aged 7–14 with foundational learning skills, by island group



Findings

Foundational reading skills, by island group:

- Between island groups, Southern Gilbert has the highest per centage of children with foundational reading whereas Northern Gilbert and Line and Phoenix have the lowest per centage of children.

Foundational numeracy skills, by island group:

- Line and Phoenix (42 per cent) has more than twice the per centage of children with foundational numeracy skills of South Tarawa (18 per cent).

Comparison of foundational reading and numeracy skills, by island group:

- Across all island groups except Line and Phoenix, the per centage of children with foundational numeracy skills is much lower than the per centage with foundational reading skills.
- Within island groups, South Tarawa, Northern Gilbert and Southern Gilbert have large differences between the per centage of children with foundational reading and numeracy skills. In South Tarawa and Northern Gilbert, a two-times greater per centage of children have foundational reading skills compared with numeracy skills.

Foundational learning skills among children aged 7–14 years, by language

FIGURE 62

Per centage of children aged 7–14 with foundational skills, by language spoken at home

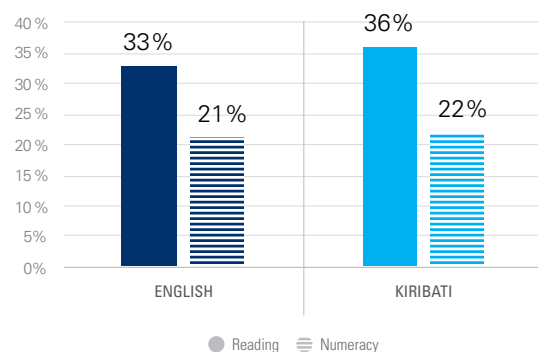


FIGURE 63

Per centage of children aged 7–14 with foundational skills, by language teacher uses most often in class

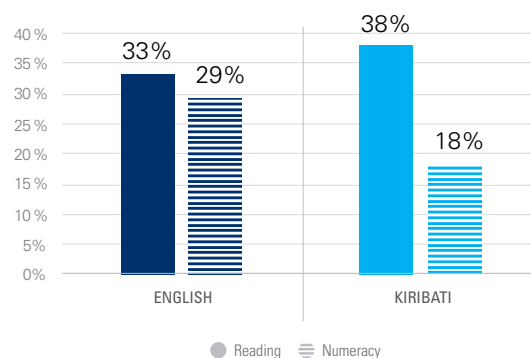
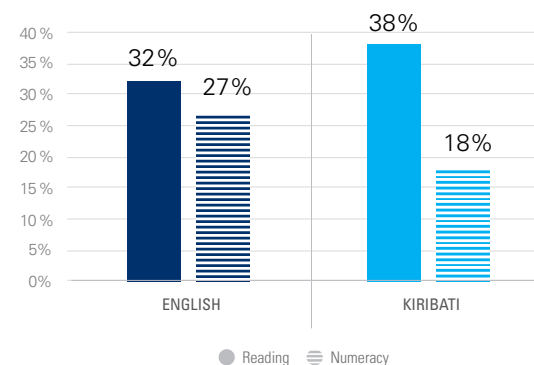


FIGURE 64

Per centage of children aged 7–14 with foundational skills when language at home and language of instruction is the same



Findings

- Variations exist in the per centage of children with foundational reading and numeracy skills based on language spoken at home. The per centage of children with foundational reading skills is higher among those who speak Kiribati at home (36 per cent) compared with those who speak English at home (33 per cent) whereas there is no difference in the per centage of children with foundational numeracy skills by language spoken at home.
- This disparity is amplified with regard to the language of instruction, with the per centage of children whose teacher uses Kiribati as the language of instruction having foundational reading skills higher than that of children whose teacher uses English. However, a higher per centage of children whose teacher uses English as the language of instruction have foundational numeracy skills.

Profile of children who do not demonstrate foundational learning skills

The profiles of children who do not demonstrate foundational learning skills provide information on children aged 7–14 who do not demonstrate reading and numeracy skills at Grade 2/3 level according to the foundational learning module in MICS6. The information in these charts shows the profiles of the (1) 65 per cent of 7–14 year olds not learning in reading and (2) 78 per cent of 7–14 year olds not learning in numeracy.

FIGURE 65 Profile of children who do not demonstrate foundational learning skills, by **sex**

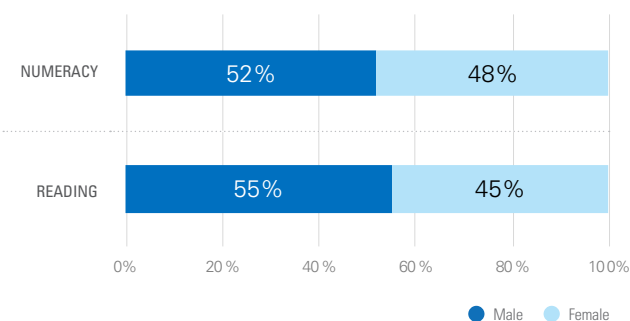


FIGURE 66 Profile of children who do not demonstrate foundational learning skills, by **area**

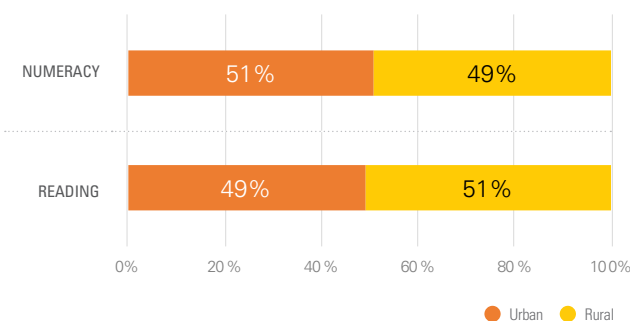


FIGURE 67 Profile of children who do not demonstrate foundational learning skills, by **wealth quintile**

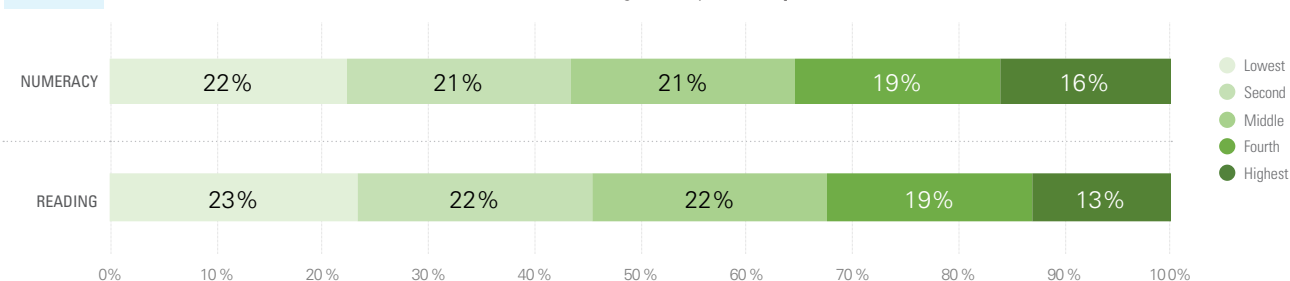
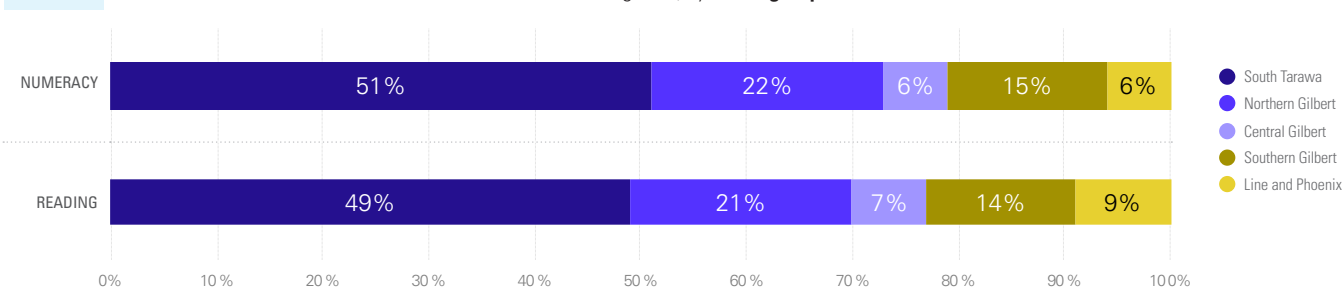


FIGURE 68 Profile of children who do not demonstrate foundational learning skills, by **island group**



Findings

- Among those who do not have foundational reading and numeracy skills, there are more boys than girls.
- There is an almost even split between children in urban and rural areas who do not demonstrate foundational reading and numeracy skills.
- Children from the wealthiest quintile form a significantly smaller proportion of children who do not have foundational numeracy skills and children who do not have foundational reading skills.
- Children from South Tarawa and Northern Gilbert island groups form the majority among those who do not have foundational reading or numeracy skills. One explanation for this is that these island groups are more populous than others and therefore more represented here. The majority of children not demonstrating foundational learning skills are in South Tarawa, largely because of its big population size compared with other island groups.

TABLE 5. FOUNDATIONAL
LEARNING SKILLS
Rates & headcounts by various
socioeconomic characteristics

		Rate of children (age 7–14) not learning (%)		Headcount of children without foundational learning skills	
		Reading	Numeracy	Reading	Numeracy
TOTAL		65%	78%	13,471	16,424
Sex	Male	70%	81%	7,309	8,545
	Female	59%	76%	6,162	7,878
Area	Urban	64%	82%	6,668	8,497
	Rural	65%	75%	6,803	7,926
Wealth quintile	Lowest	67%	78%	3,107	3,667
	Second	67%	77%	2,945	3,403
	Middle	73%	84%	3,064	3,562
	Fourth	69%	83%	2,553	3,082
	Highest	46%	69%	1,803	2,710
Island group	South Tarawa	64%	82%	6,668	8,497
	Northern Gilbert	68%	84%	2,872	3,556
	Central Gilbert	67%	72%	902	996
	Southern Gilbert	59%	75%	1,870	2,399
	Line and Phoenix	68%	58%	1,159	975

* Headcounts based on population data from UNSD.

Per centages and headcounts of children who do not demonstrate foundational skills, by various socioeconomic characteristics

These charts show the trade-off between per centages and population size, where the height on the Y-axis of the bubble represents the per centage of children who do not have foundational skills, meaning that, the higher the bubble, the larger the per centage. Population size is represented by the size of the bubble. For example, these charts show that the most significant differences among the per centages of children not learning are based on wealth and island group. Similar per centages of children not learning are found based on gender and urban–rural location.

FIGURE 69 Per centage and headcount of children who do not demonstrate **foundational reading skills**

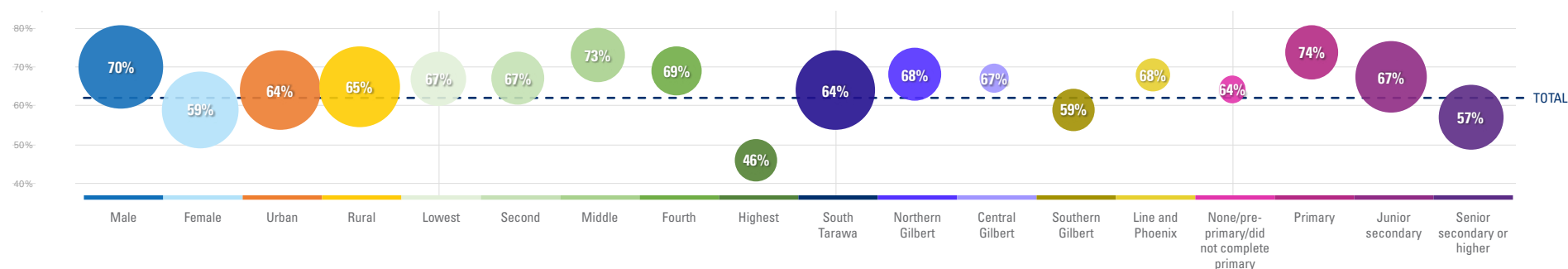
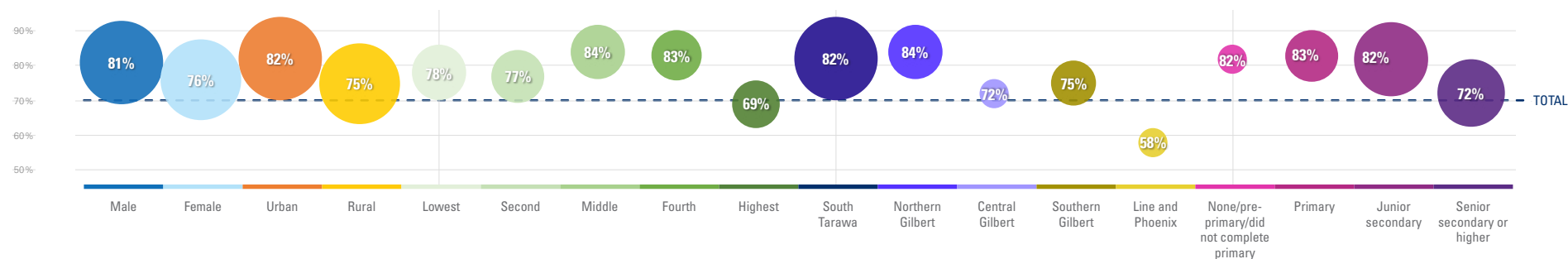


FIGURE 70 Per centage and headcount of children who do not demonstrate **foundational numeracy skills**



Findings

Foundational reading skills:

- Among wealth quintiles, children from the highest wealth quintile are the most advantaged. They have both a low per centage not learning reading and also a smaller headcount of children not demonstrating foundational reading skills.
- A much higher per centage of boys do not demonstrate foundational reading skills compared with girls.
- Among island groups, the per centage of children not demonstrating foundational reading skills is similar in South Tarawa, Northern Gilbert, Central Gilbert and Line and Phoenix. However, South Tarawa has a headcount much larger than any other island group. This difference owes to South Tarawa being more populous than the other island groups.

Foundational numeracy skills:

- Per centages of children not demonstrating foundational numeracy skills based on gender and urban–rural location are similar. Among wealth quintiles, the richest children have the lowest per centage not demonstrating foundational numeracy skills whereas the per centages for the middle and fourth wealth quintiles are larger than for other wealth groups.
- In terms of island groups, South Tarawa has both a high per centage of children not demonstrating foundational numeracy skills and a large headcount of children not learning numeracy. Line and Phoenix has both the lowest per centage of children not learning numeracy and the smallest headcount.

Foundational numeracy and literacy:

- Children with a mother with higher than senior secondary education have higher foundational numeracy and literacy skills than children with a mother with a lower than senior secondary qualification.

Literacy and ICT skills

How literacy and ICT skills were measured?

ICT skills

ICT skills were based on information on women and men aged 15–49 about whether they had carried out at least one of nine specific computer-related activities in the past three months.

Literacy

Literacy was assessed for women and men aged 15–24 years on the ability to read a short simple statement or based on school attendance. Those who have ever attended lower secondary or higher education are immediately classified as literate, owing to their education level, and are therefore not asked to read the statement. All others who successfully read the statement are also classified as literate.

FIGURE 71 Per centage of youth aged 15–24 who are literate

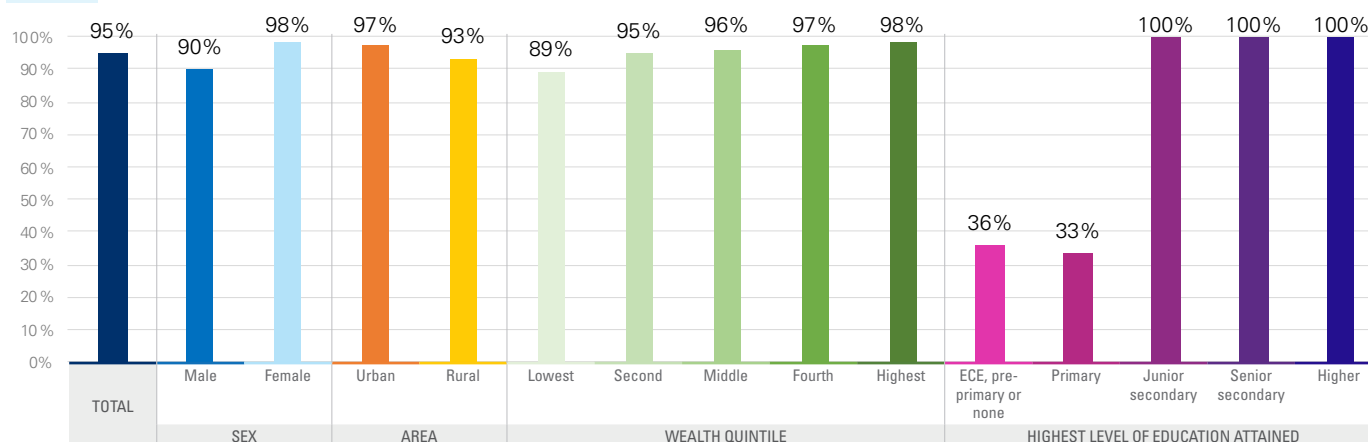
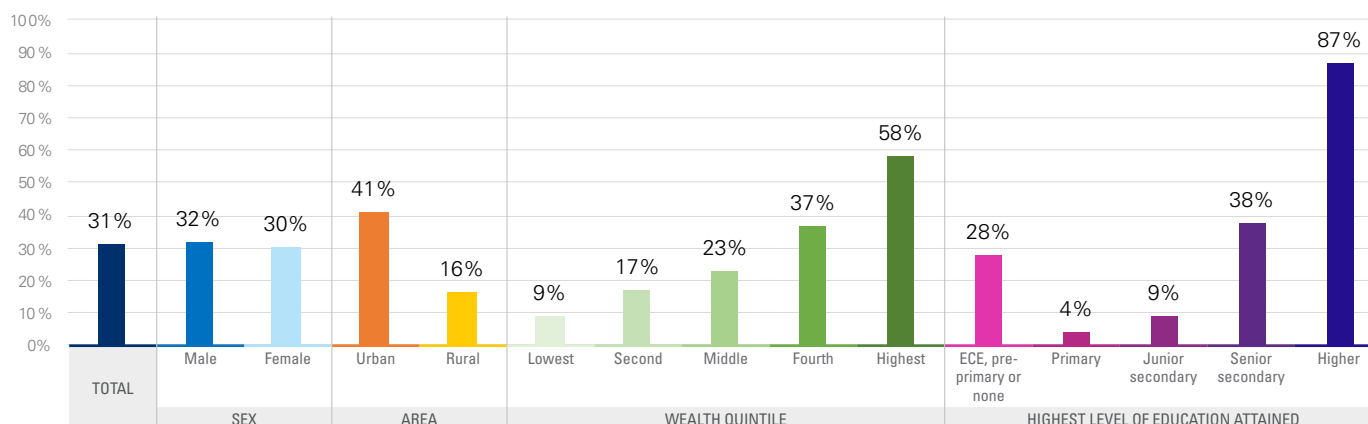


FIGURE 72 Per centage of youth aged 15–24 who perform any ICT-related activity (ICT skills)



Findings

Literacy

- About 95 per cent of 15–24 year olds are literate. However, only 33 per cent of those whose highest level of education is primary were found to be literate. Female youth, those living in urban areas and youth in the highest wealth quintile have a higher per centage of literacy compared with their peers from the respective socioeconomic grouping.

ICT skills

- ICT skills is a new module included in MICS6. To assess the prevalence of ICT skills, the module collects information on the recent use of ICT skills by measuring certain activities related to the use of ICT. About 31 per cent of 15–24 year olds reported engaging in any ICT-related activity in the three months prior to the survey.
- The per centage of 15–24 year olds engaging in any ICT-related activity is almost 2.5 times higher in urban areas than in rural areas. Only 9 per cent of youth from the lowest wealth undertake any ICT-related activity whereas 58 per cent from the highest quintile do so.
- The biggest driver of youth ICT skills is educational attainment, with a large jump in the per centage of youth performing any ICT-related activity from junior secondary (9 per cent) to senior secondary (38 per cent) to higher education (87 per cent).



Topic 7

Education for Children with Disabilities

Guiding questions

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Overview

What are functional difficulties?

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years.

In the case of children under 5, data on functional difficulties is collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing and controlling behaviour.

For children aged 5–17 years, data on functional difficulties is collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends and affect (or children with difficulties controlling their emotions, which is calculated using metrics for anxiety and depression).

FIGURE 73 Prevalence of functional difficulties in at least one domain (children aged 2–4)

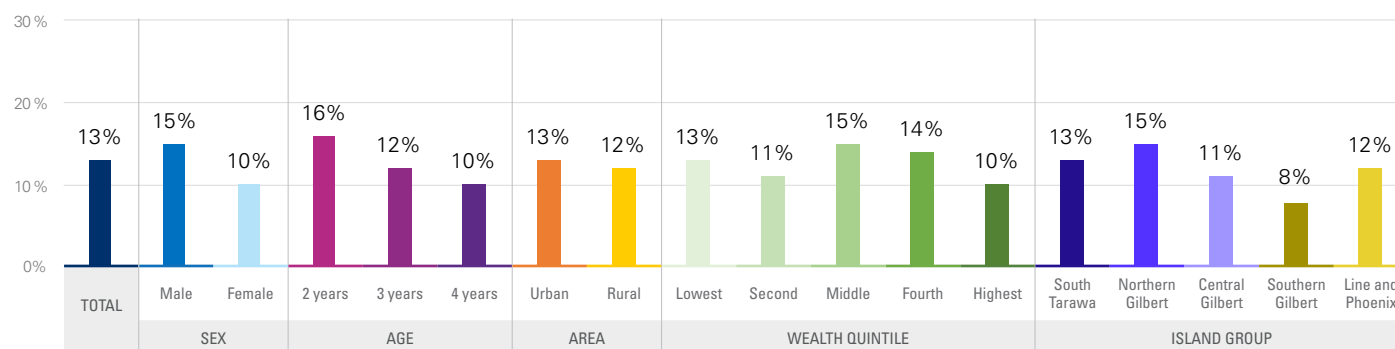


FIGURE 74 Prevalence of functional difficulties in at least one domain (children aged 5–17)

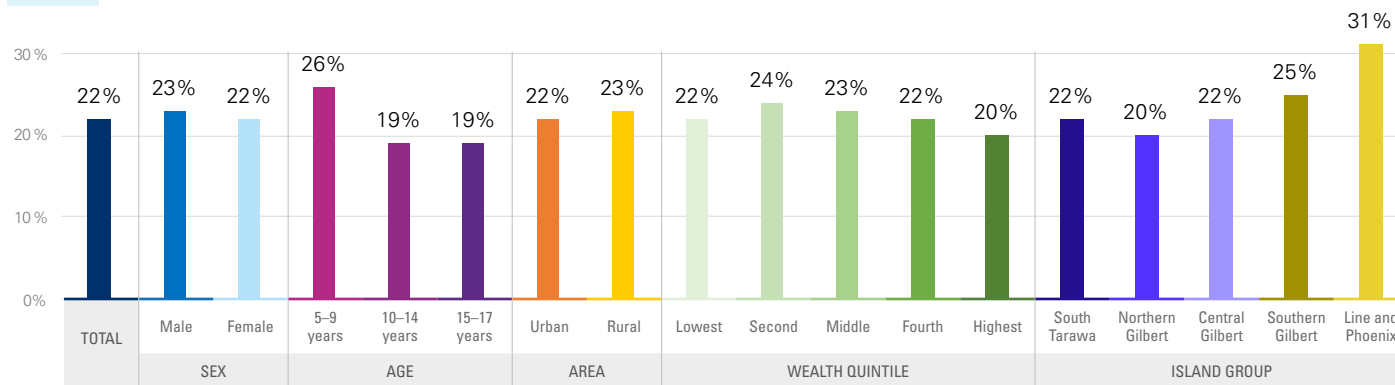


FIGURE 75 Prevalence of types of functional difficulty (children aged 2–4)

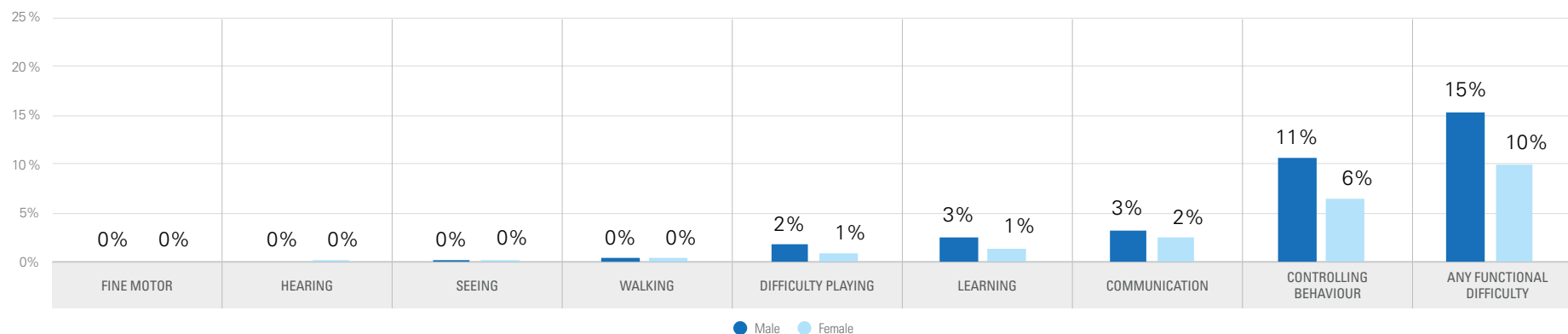
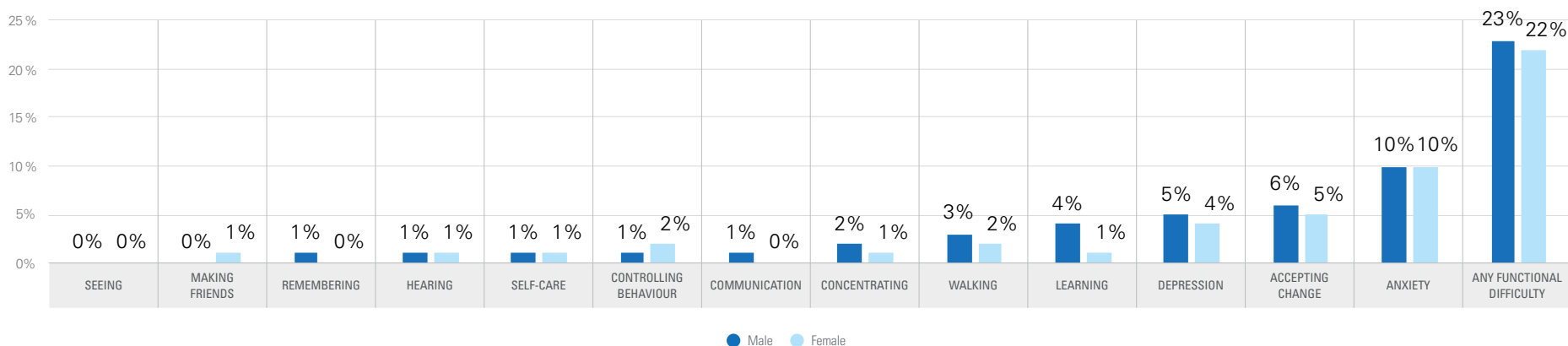


FIGURE 76 Prevalence of types of functional difficulty (children aged 5–17)



Findings

- 13 per cent of two to four year olds in Kiribati have functional difficulties. Among this age group, the share is higher among boys and among children in Northern Gilbert island group.
- Among children aged 2–4, comparing functional difficulty domains, children with difficulty controlling their behavior make up the highest share.
- Across the country, among 5–17 year olds, 22 per cent of children have functional difficulties. The share is similar between boys and girls, as well as by urban and rural location. However, there are differences by island group.
- Among 5–17 year olds, 10 per cent of boys and girls were reported by their mothers/caretakers to feel anxious daily.

Inclusive education among 3–17 year olds

FIGURE 77 Per centage of 5–17 year olds currently attending school, by functional difficulty

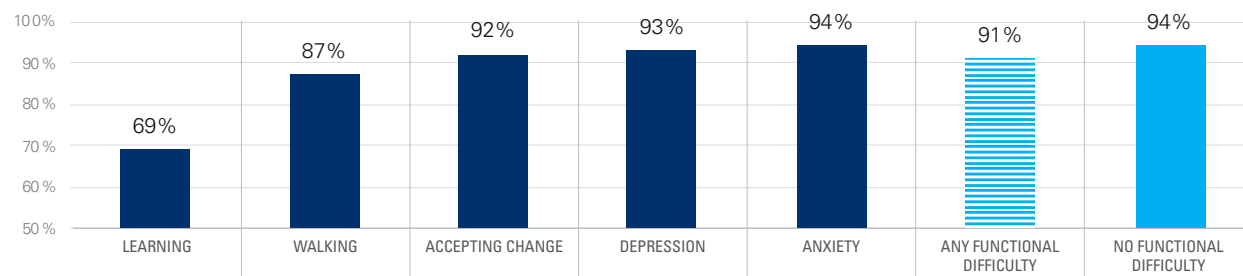


FIGURE 78 ECE attendance rate and per centage of children who are developmentally on track (ECDI) for 3–4 year olds, by functional difficulty status

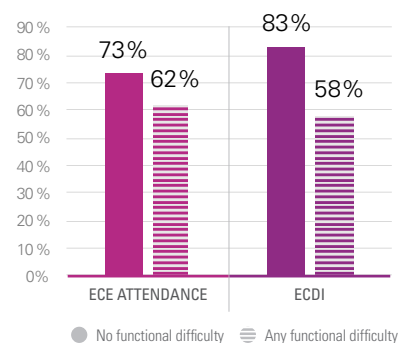


FIGURE 79 ANAR at primary and junior secondary level, by functional difficulty status

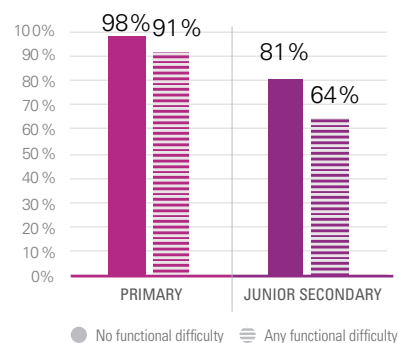


FIGURE 80 Dropout rate among 5–17 year olds, by functional difficulty status (includes dropouts and non-transitioners)

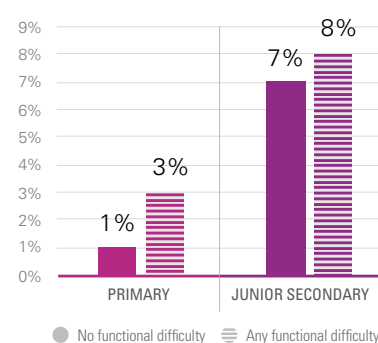


FIGURE 81 Repetition rate among 5–17 year olds, by functional difficulty status

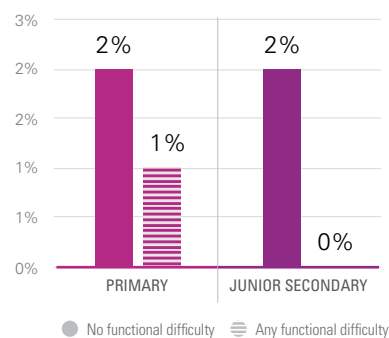


FIGURE 82 Out-of school rate, by functional difficulty status

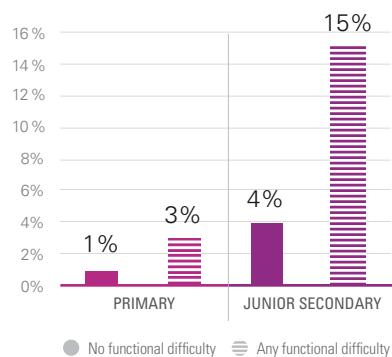
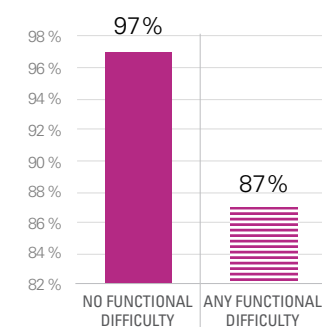


FIGURE 83 Primary completion rate, by functional difficulty status

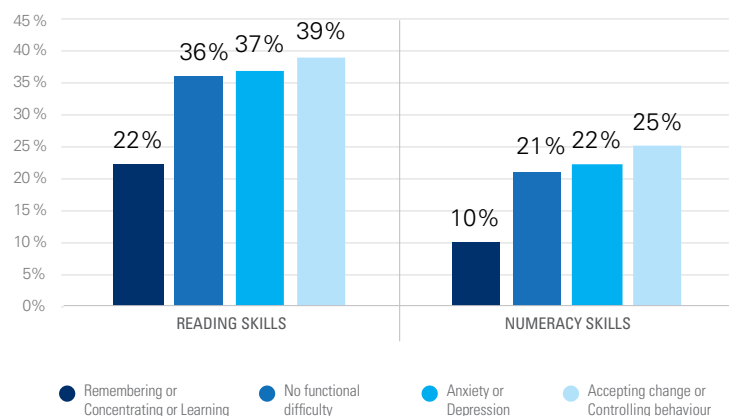


Findings

- Figure 77 uses information on whether the child is attending any level of education and disaggregates this by functional difficulty domains with an adequate sample size. The difference is statistically significant across all groups, except for children with anxiety difficulties and children with no functional difficulty. Percentages of children attending school with difficulties in seeing, hearing, making friends, self-care, communication, remembering, concentrating and controlling are not presented owing to low sample sizes in these categories.
- In ECE attendance, there is a statistically significant difference between ECE attendance by functional difficulty status, in favour of children without functional difficulties.
- In primary and junior secondary, children without have any functional difficulty have a higher ANAR. This difference is statistically significant.
- In dropout, in both primary and junior secondary, children with functional difficulty have a higher dropout rate than those children without functional difficulties. However, this difference is not statistically significant.
- In repetition, in primary, a higher per centage of children without functional difficulty repeat than for children with functional difficulties. The difference is statistically significant.
- Out-of school rates are higher for children with functional difficulty at both primary and junior secondary levels. These differences are statistically significant.
- The primary completion rate for children with functional difficulty is much lower than that for children without functional difficulty. This difference is also statistically significant.

Foundational learning skills and functional difficulty among 7–14 year olds

FIGURE 84 Foundational skills among 7–14 year olds, by functional difficulty grouping



Findings

- In both reading and numeracy skills, there are differences in the percentage of children with the skills based on the functional difficulty grouping. Children with functional difficulties in seeing, hearing, walking, self-care and communication are not included owing to limited number of cases.
- In both reading and numeracy, children whose mothers reported them to seem anxious or depressed daily have similar shares of foundational skills as children with no functional difficulty. Children with difficulties accepting change and children with controlling behaviour have slightly higher shares of foundational skills.
- Children with some functional difficulties may face additional disadvantages in foundational learning skills compared with their peers. Compared with other groups, a lower share of children with difficulties in remembering, learning or concentrating have foundational skills. In foundational reading skills, this difference is statistically significant.

Profile of children who do not demonstrate foundational learning skills or who are out of school, by functional difficulty status

FIGURE 85 Profile of children aged 7–14 not demonstrating foundational learning skills, by functional difficulty status

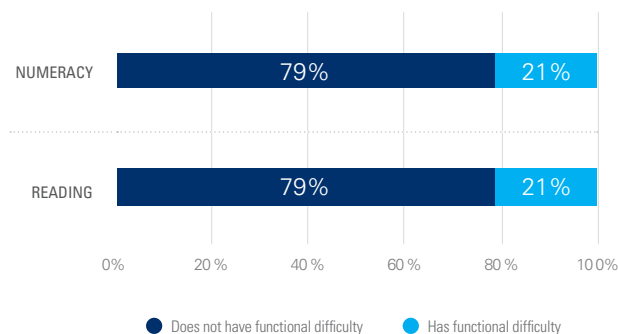
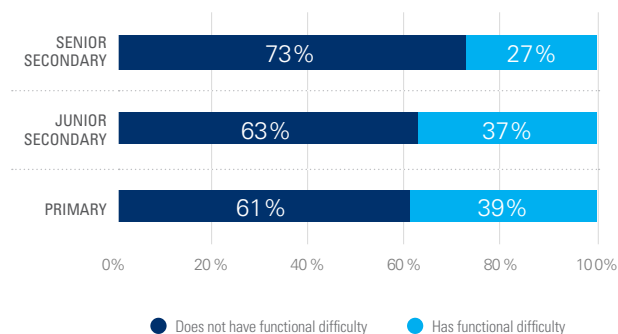


FIGURE 86 Profile of children out of school, by functional difficulty status



Findings

- 21 per cent of children aged 7–14 in Kiribati experience a functional difficulty, and they are proportionally represented among children not demonstrating foundational learning skills.
- At primary level, children with functional difficulties make up 39 per cent of those who are out of school. The rates at lower secondary and senior secondary are 37 per cent and 27 per cent, respectively. Across all levels, among out-of-school children, the share of children with functional difficulties is higher: 22 per cent of 5–17 year olds have functional difficulties; among out-of-school children the share ranges from 27 per cent to 39 per cent.



Topic 8

Child Protection

Guiding questions

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to education attendance and foundational learning skills?
4. How does child labour explain the profile of children out of school or not learning in school?

Overview

What is child marriage?

Child marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of three categories: economic activities, household chores and hazardous conditions. For each category, there is a time threshold based on different age groups.

FIGURE 87 Per centage of 20–24 year old males and females, by marriage status

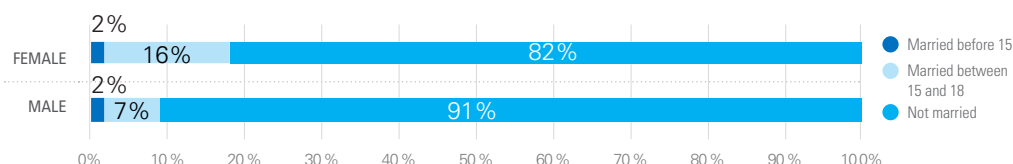


FIGURE 88 Per centage of 20–24 year olds with ICT skills, by marriage status

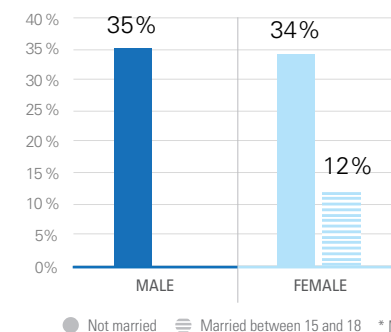


FIGURE 89 Per centage of 20–24 year olds who are literate, by marriage status

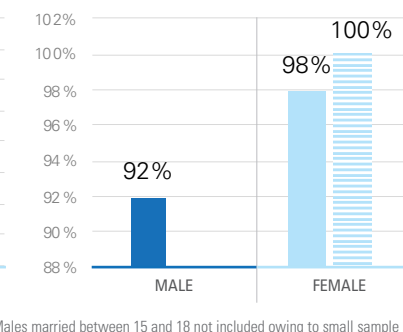


FIGURE 90 Per centage of 20–24 year old females who married early

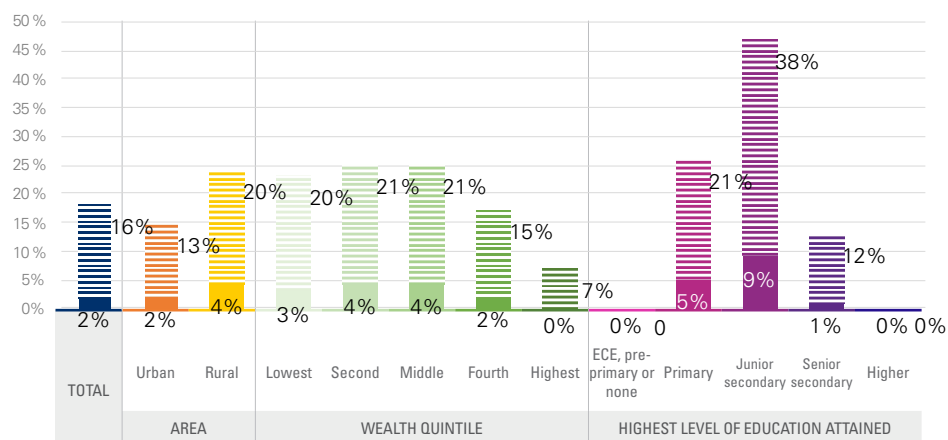
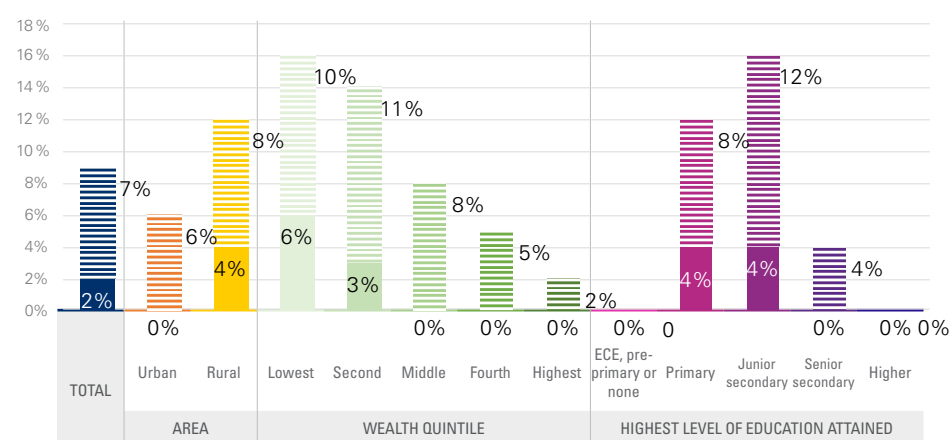


FIGURE 91 Per centage of 20–24 year old males who married early



Findings

- Prevalence of child marriage is higher for women than for men. However, similar percentages of men and women were married before 15.
- Prevalence of marriage between 15 and 18 is higher for women. While only 7 per cent of men aged 20–24 were married between 15 and 18, about twice as many females were married for the same reference year.
- Education is strongly associated with early marriage. Among youth who attended higher education, no women and men aged 20–24 reported entering a union or marriage before 18. In stark contrast, almost a half of the 20–24-year-old women whose highest education was junior secondary were married before age 18.
- For ICT skills, the difference between females who married early and those who did not is statistically significant. Three times more women who did not marry early have ICT skills compared with those who did. For males, comparison of ICT skills and early marriage was not possible owing to a lack of cases of males who had married early.
- In terms of the youth literacy rate, there is a statistically significant difference between males and females who did not marry early and who are literate. The difference in the literacy rate between females who married early and those who did not is not statistically significant.

Overview of child labour and education

FIGURE 92 Prevalence of child labour for 5–17 year olds

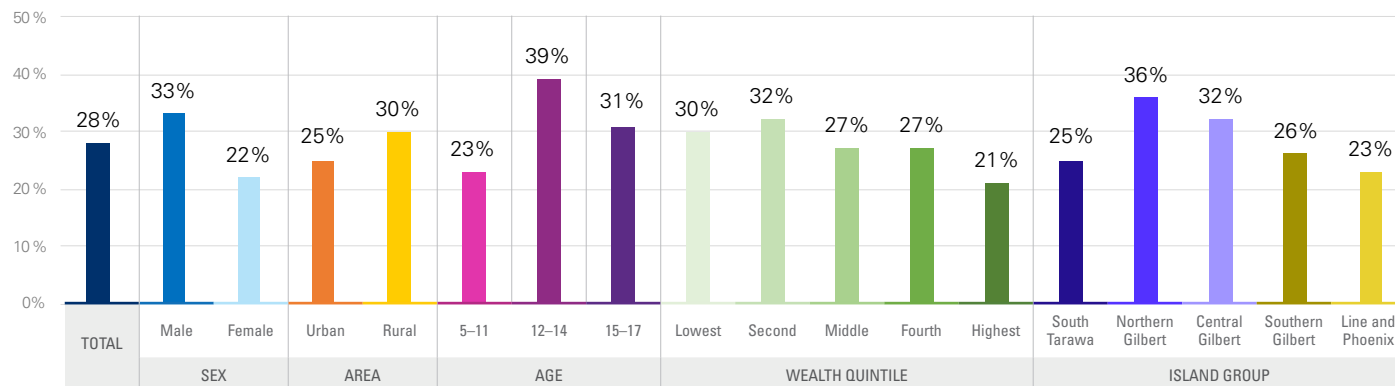
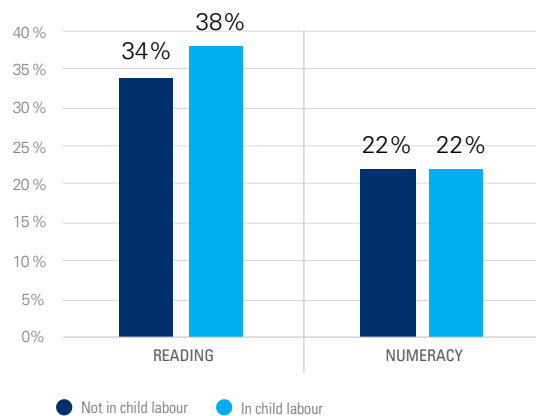


FIGURE 93 Per centage of 7–14 year olds who demonstrate foundational learning skills, by child labour status



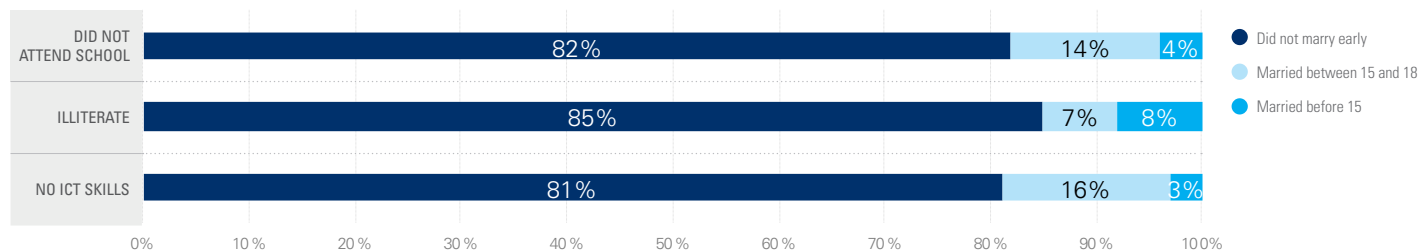
Findings

- About 28 per cent of children aged 5–17 years are engaged in some form of child labour. More males and rural children/adolescents are in child labour than their female and urban counterparts. Children from poorer backgrounds and those in the island group Northern Gilbert work in greater percentages than those from other island groups.
- In foundational reading skills, although children who are in child labour have marginally higher percentages on reading than children who are not, this difference is not statistically significant.



Profile of children not learning and out of school, by child labour, and uneducated or unskilled youth, by early marriage

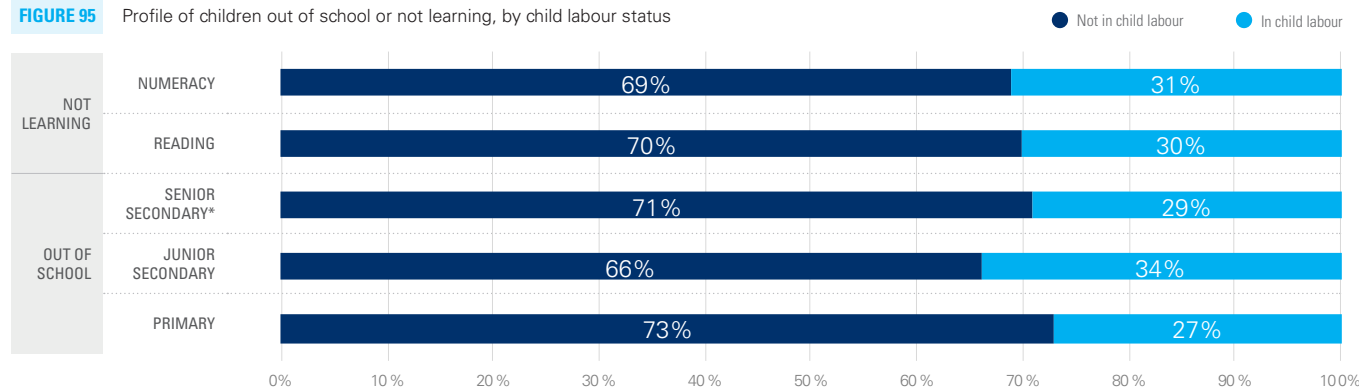
FIGURE 94 Profile of 20–24 year olds who did not attend school, are illiterate and do not undertake any ICT-related activity, by early marriage



Findings

- It is critical to note that, on average, 8 per cent of 20–24 year olds have married early. But, among 20–24 year olds who do not have ICT skills, 19 per cent married early. Among 20–24 year olds who are illiterate, 15 per cent married early. Among 20–24 year olds who did not attend school, 18 per cent married early.
- 28 per cent of all children aged 5–17 years are in child labour. However, among those not learning foundational reading skills, 30 per cent are in child labour. Similarly, of those not learning foundational numeracy skill, 31 per cent are in child labour.

FIGURE 95 Profile of children out of school or not learning, by child labour status



* 18 year olds not included here; therefore senior secondary here covers only 15–17 year olds.



Topic 9

Remote Learning

Guiding questions

1. What per centage of students live in households with access to internet, radio, television and electricity?

2. How is remote learning associated with foundational learning?

3. What are the profiles of children who do not have access to TV, radio and internet?

Access to internet, radio, television and electricity for 3–24 year olds

FIGURE 96 Per centage of 3–24 year olds with access to internet, radio, television and electricity

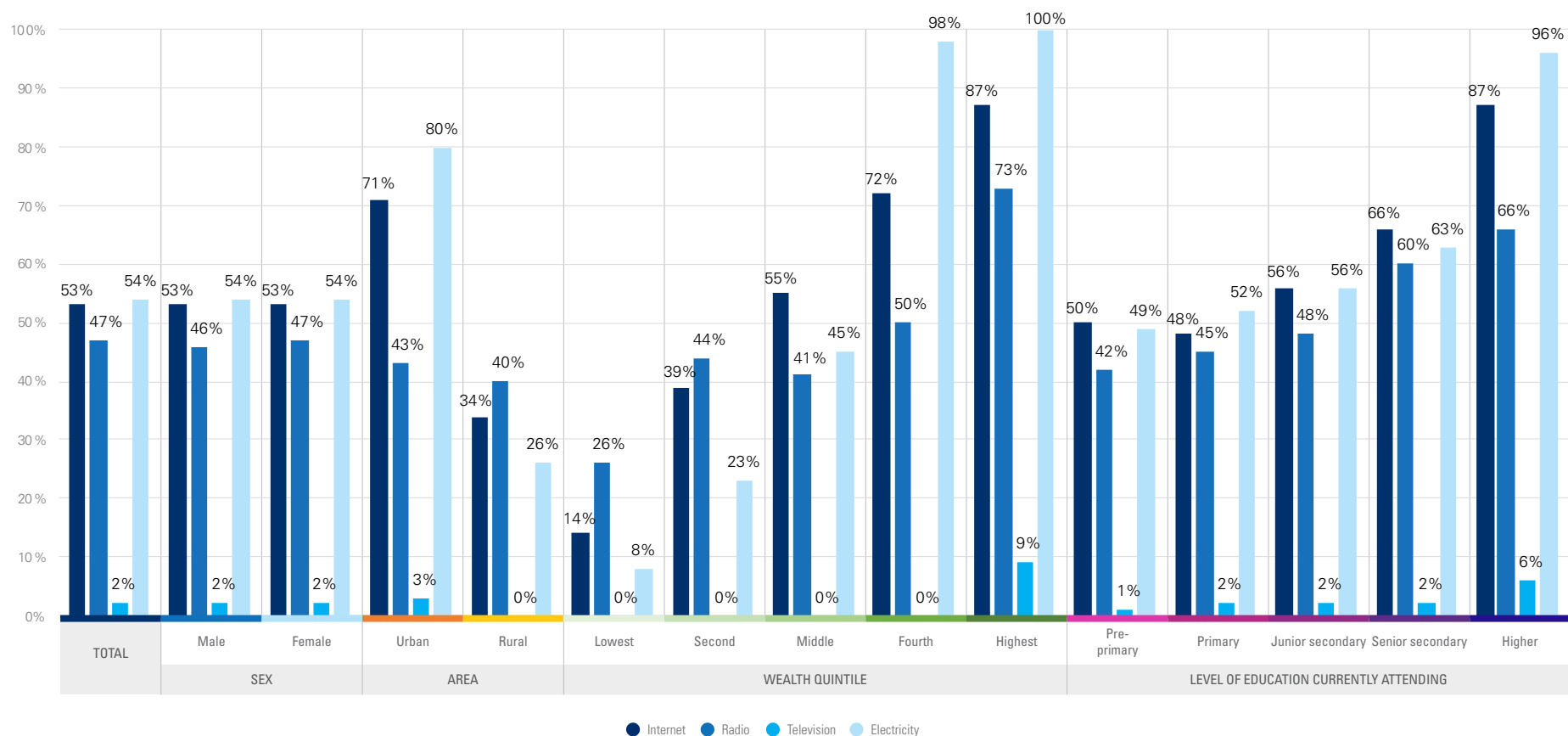


FIGURE 97 Per centage of 3–24 year olds with access to internet and/or radio

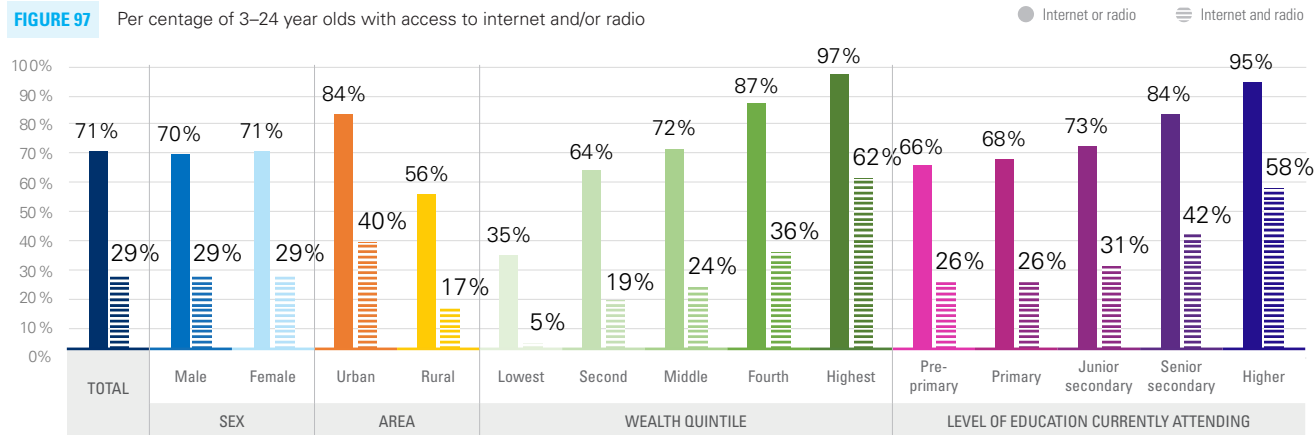


FIGURE 98 Per centage of 3–24 year olds with no TV, radio or internet in the household

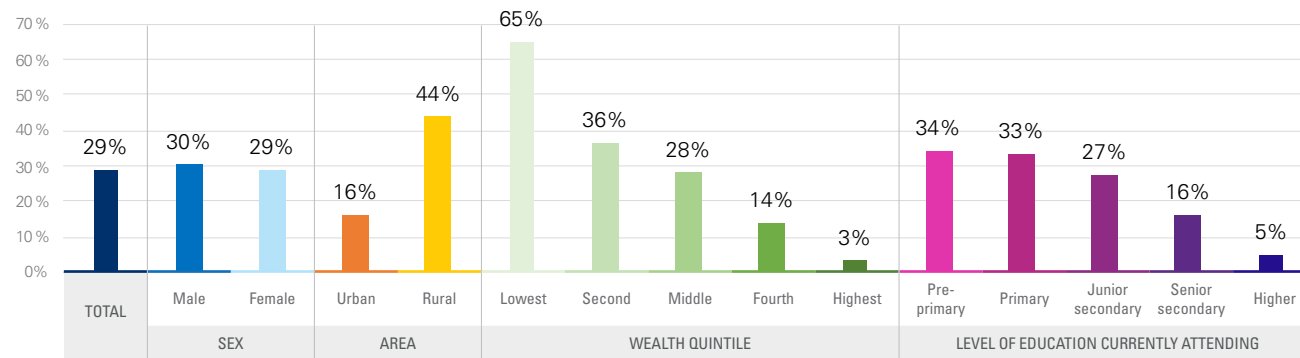
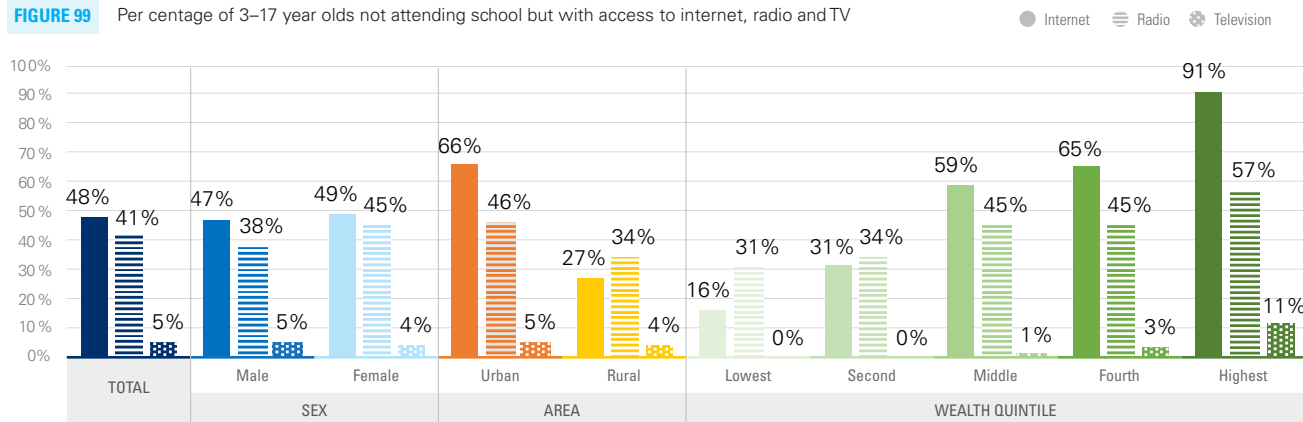


FIGURE 99 Per centage of 3–17 year olds not attending school but with access to internet, radio and TV



Findings

- Nationally, 53 per cent of children who are in school between the ages of 3 and 24 live in households with internet connectivity.
- Internet and radio have a larger prevalence in households and may be better tools for remote learning to reach children: 47 per cent of children are living in households that have a radio.
- Only a small per centage of children have access to a TV, with access limited to children from the highest wealth quintile.
- Data suggests that children belonging to the lowest wealth quintile have extremely low access to remote learning tools at home.
- Across levels of education, children have more access to internet than radio.
- Access to electricity is a critical issue for the three poorest wealth quintiles. Remote technologies may rely on access to electricity for efficient functioning.
- 29 per cent of students do not have access to any of the digital or broadcast remote learning tools. This means children cannot access remote learning through any of these channels.
- Children who are not attending any level of education may benefit from remote learning programmes during school closure. 48 per cent of children who are not attending school have internet in their household, and 41 per cent have a radio.

Foundational learning among 7–14 year olds, by access to internet, radio, television and electricity

FIGURE 100 Per centage of 7–14 year olds with foundational reading skills, by remote learning tool access

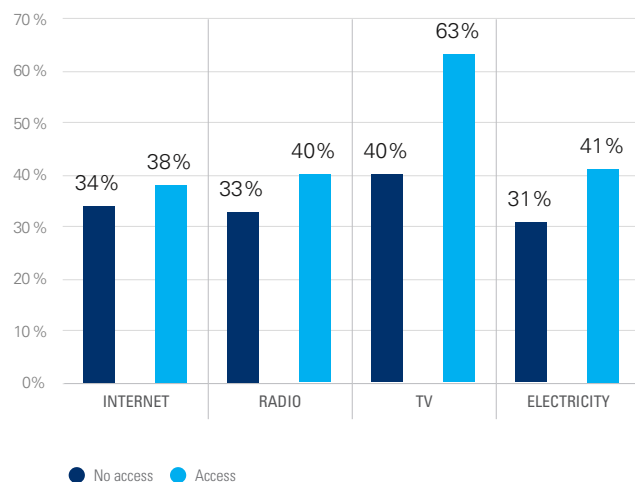
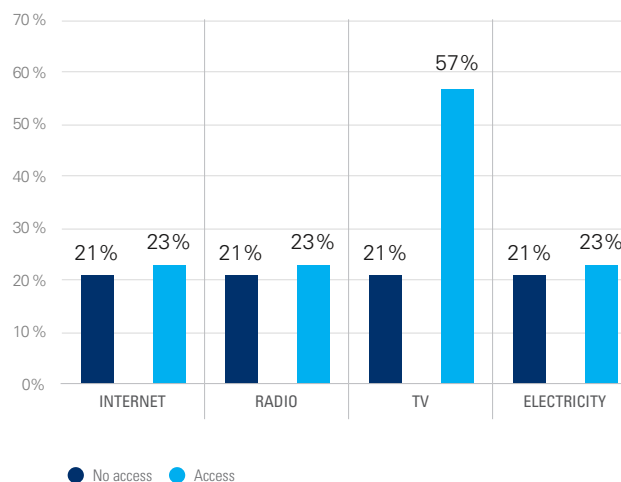


FIGURE 101 Per centage of 7–14 year olds with foundational numeracy skills, by remote learning tool access



Findings

- Among all remote learning tools, access is associated with a higher per centage of children with foundational reading skills. The difference is also statistically significant, except in access to internet.
- In particular, access to TV, which as we saw earlier is limited to children from the highest wealth quintile, is associated with a stark increase in the per centage of children with foundational skills both in reading and in numeracy.
- In foundational numeracy skills, the differences are small between the per centages of children by access to remote learning tools.

Learning environment at home among children aged 7–14

FIGURE 102 Per centage of children with no child-oriented books in the household

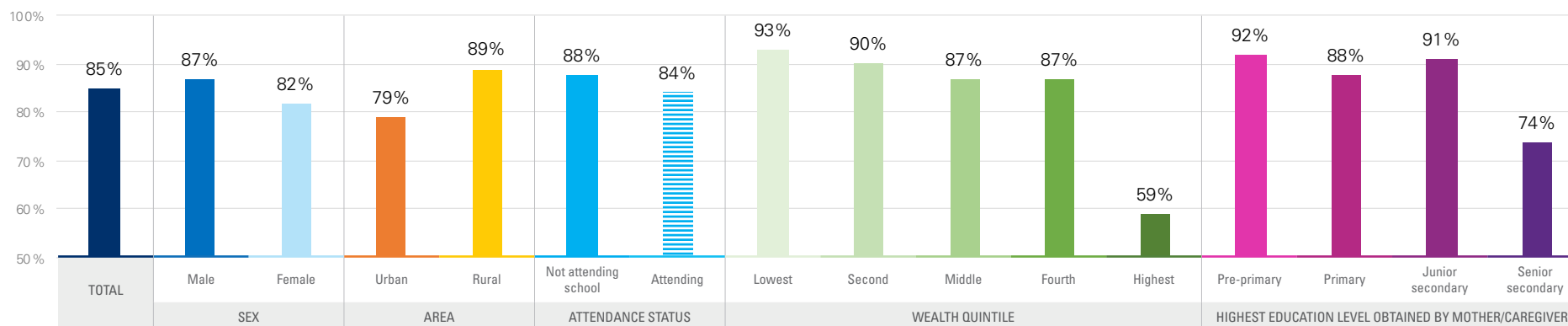
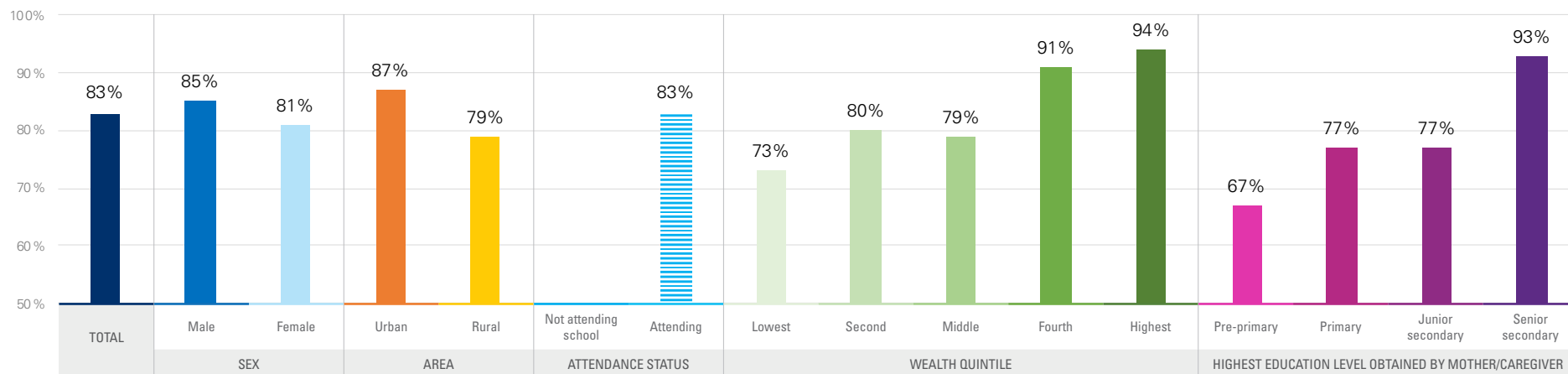


FIGURE 103 Per centage of children who receive help with homework



Findings

- 85% of children live in households where there are no child-oriented books. “Child-oriented” refers to books for children besides schoolbooks and religious texts. Children who are not attending school, the poorest children and rural children have higher per centages on no books in the household. Absence of books signals a division as to which children are able to practise reading at home using age-specific books.
- 83% of children receive help with their homework. However, gaps prevail along socioeconomic lines in favour of children belonging to the highest wealth quintile and those with more educated mothers/caregivers.



Profile of students with no access to internet, TV or radio

*These profiles are based on data collected on household access to internet, tv and radio – i.e., for the 47 per cent of students with no access to internet, 53 per cent with no access to radio, 98 per cent with no access to TV and 29 per cent with no access to radio, tv or internet.

FIGURE 104 Profile of students with no access to remote learning tools, by **sex**

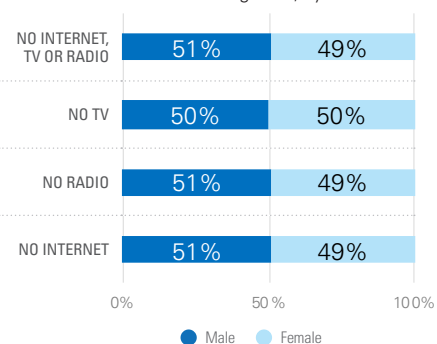


FIGURE 105 Profile of students with no access to remote learning tools, by **area**

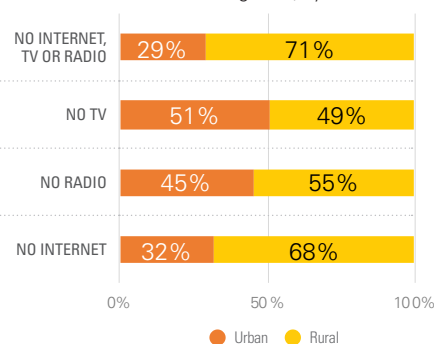


FIGURE 106 Profile of students with no access to remote learning tools, by **wealth quintile**

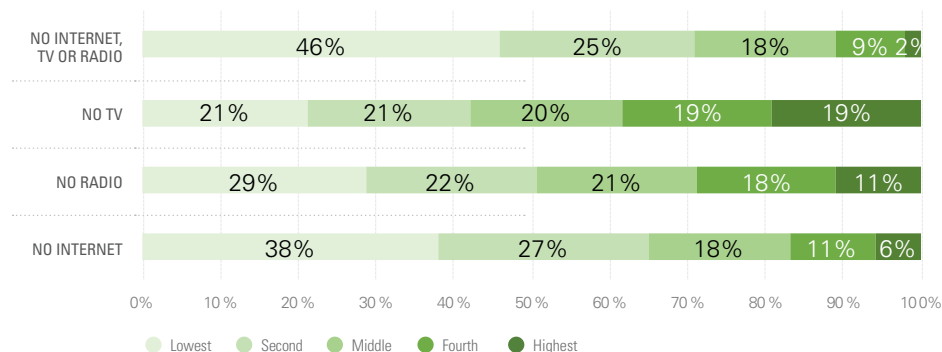


FIGURE 107 Profile of students with no access to TV, radio or internet, by **island group**

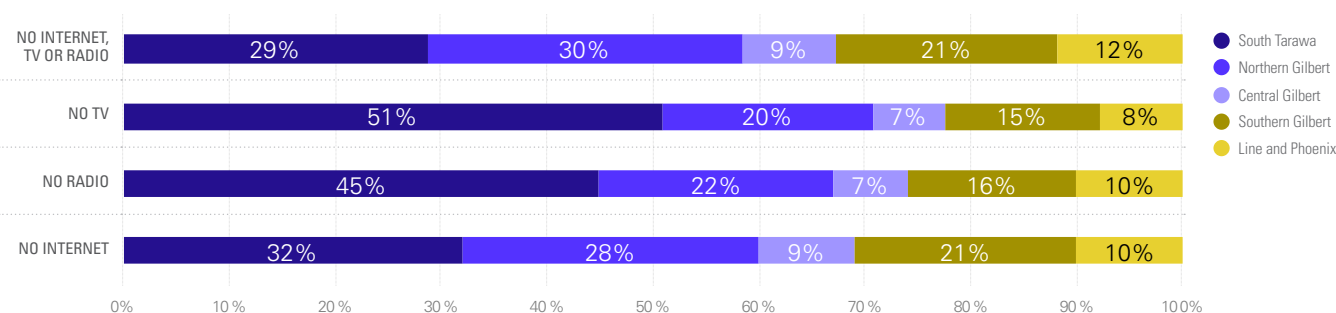
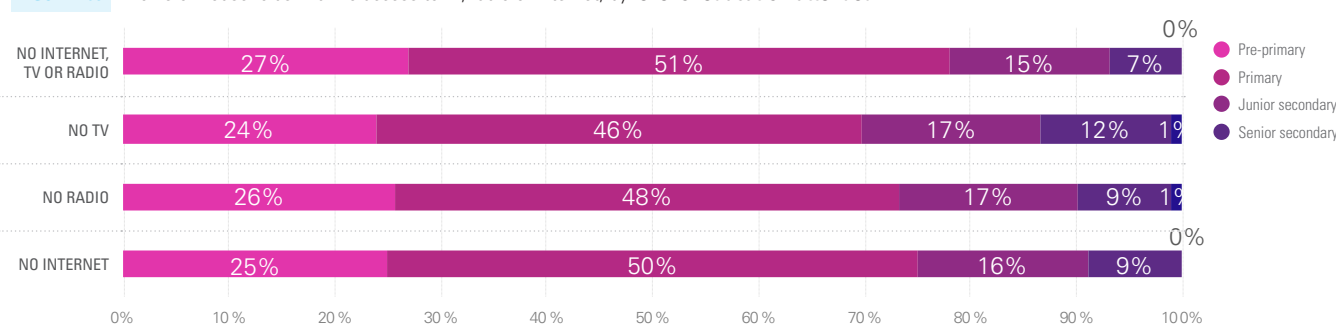


FIGURE 108 Profile of households with no access to TV, radio or internet, by **level of education attended**



Findings

- Girls and boys have equal percentages on lack of access to remote learning technologies.
- The majority of those who do not have access to internet, TV or radio are in rural areas.
- The two poorest wealth quintiles form the majority of those who do not have radio or internet, even though they make up only two-fifths of the population.
- South Tarawa is under-represented in all categories except the category of no TV.
- Among children who do not have internet, radio or TV, 51 per cent are attending primary education.

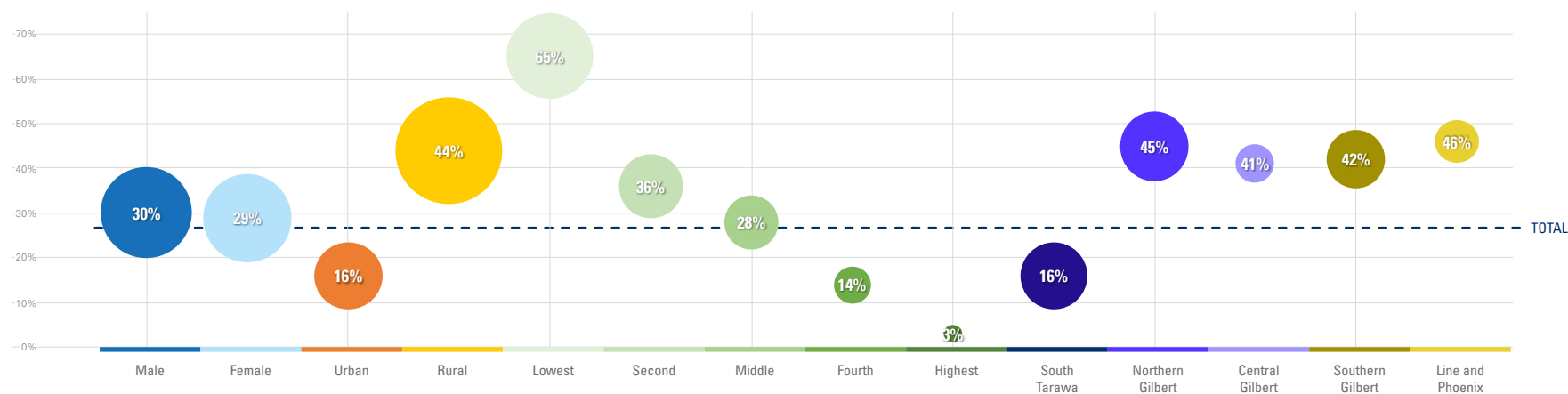
TABLE 6. REMOTE LEARNING
Rates & headcounts by various
socioeconomic characteristics

		Rate of students aged 3–24 who have (%)				Headcount of students aged 3–24 who have			
		No internet	No radio	No TV	No internet, TV or radio	No internet	No radio	No TV	No internet, radio or TV
TOTAL		47%	53%	97%	29%	18,108	20,316	20,207	11,221
Sex	Male	47%	54%	97%	30%	9,125	10,361	10,189	5,780
	Female	47%	53%	96%	29%	8,983	9,955	10,018	5,441
Area	Urban	29%	47%	96%	16%	5,813	9,187	15,310	3,186
	Rural	66%	60%	100%	44%	12,294	11,130	4,897	8,035
Wealth quintile	Lowest	86%	74%	100%	65%	6,821	5,861	668	5,121
	Second	61%	56%	100%	36%	4,845	4,383	1,813	2,866
	Middle	45%	59%	100%	28%	3,330	4,307	3,341	2,052
	Fourth	28%	50%	100%	14%	2,051	3,596	7,124	969
	Highest	13%	57%	91%	3%	1,061	2,169	7,261	214
Island group	South Tarawa	29%	47%	96%	16%	5,813	9,187	15,310	3,186
	Northern Gilbert	67%	60%	100%	45%	5,065	4,466	2,281	3,346
	Central Gilbert	66%	55%	99%	41%	1,688	1,390	282	1,025
	Southern Gilbert	69%	60%	100%	42%	3,807	3,301	1,075	2,319
	Line and Phoenix	59%	67%	100%	46%	1,735	1,973	1,259	1,345

Per centages and headcounts, by various socioeconomic characteristics

This chart shows the trade-off between per centages and population size, where the height of the bubble on the Y-axis represents the per centage of students aged 3–24 who do not have access to radio, internet or TV, meaning that, the higher the bubble, the larger the per centage. Population size is represented by the size of the bubble.

FIGURE 109 Per centage and headcount of students who lack access to radio, internet or TV



Findings

- A larger number and per centage of rural children do not have access to remote learning tools compared with urban children.
- While very few, and a low per centage of, children from the highest wealth quintile have no access to any remote learning tools, both the per centage and the headcount of children without access to remote learning tools increases as the wealth quintile lowers.
- Children in South Tarawa have much higher access to remote learning tools compared with other islands.





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