Issues for capacity building in Pacific primary schools

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The study

Child-Friendly Schools (CFS) programme evaluation or baseline:

- Vanuatu (Tanna, Sanma, Penama)
- Solomon Islands (Isabel)
- Kiribati (Abemama, South Tarawa)

The geographical context

Methodology

Sample survey of ten schools in each province/place:

- ~ 30 Year 1-3 students, ~ 30 Year 4-6 students in each sampled school (3,600 students overall) (questionnaires)

  => statistically accurate info for each place, using stratified clustered probability proportional to size samples

- Out-of-school children, teachers, head teachers, community men & women, key informants (questionnaires)

- Observations (checklist, photos)

- Partner governments & donors (structured interviews)

Instruments

Instruments were designed to measure the six locally-developed pillars of quality schooling:

1 Inclusiveness

2 Effective teaching and learning

3 Health, safety and protection

4 Gender responsiveness

5 School-community partnerships

6 Effective leadership

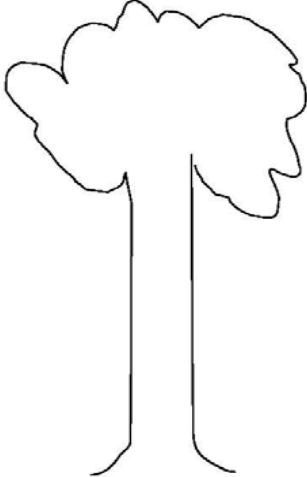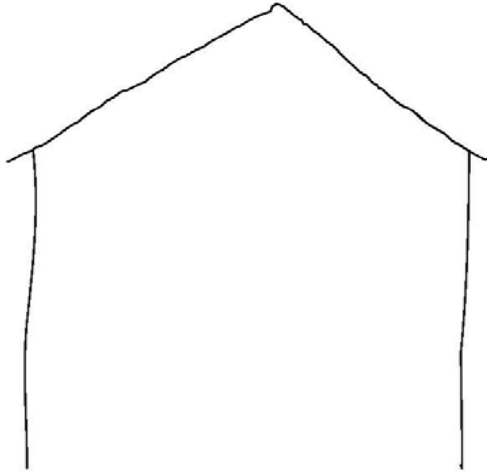# Year 1-3 instrument (Kiribati version)

CFS KIRIBATI QUESTIONNAIRE 1   CHILDREN CLASSES 1-3

Am reirei: _____   Bongin namwakaina: _____   Aram: _____ _____   Aine:___ Mwaane: ___
(school)   (date)   (name)   (girl)   (boy)
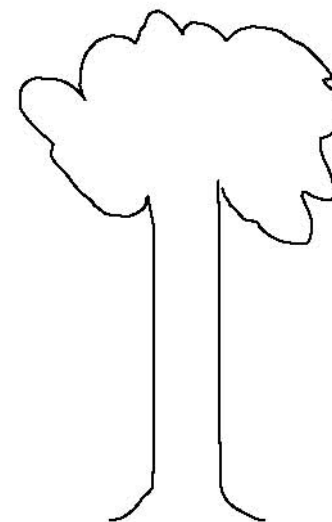
Am tia reirei: _____   Am ririki:_____   Am koraki: _____   Taetae ake ko kamanenai n te reitaki: _____
(teacher)   (age)   (class/form)   (languages)

😊 **Taiaoka koroi tamnein bwaai ake ko TANGIRI ibukin am reirei, ao koroi araia i rarikia.** 😊

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☹ **Taiaoka koroi tamnein bwaai ake ko AKI TANGIRI ibukin am reirei, ao koroi araia i rarikia.** ☹
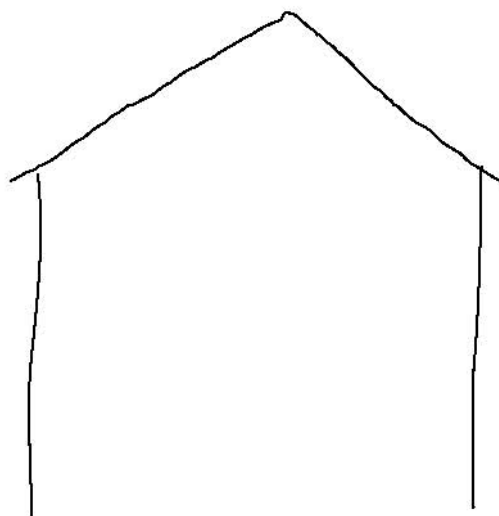
Year 4-6 (Solomon Is version)

CFS SOLOMON IS: QUESTIONNAIRE 2 — CHILDREN CLASSES 4-6

Skul (School) : _____ Provins (Province) : _____ Deit (Date) : _____

Klas (Class) : _____ Nem (Name) : _____ _____

Eij (Age) : _____ Gel (Girl) : ___ / Boe (Boy) : ___ Tisa (Teacher) : _____

Plis tikim olketa boks an soem sapos iu agri weitem olketa toktok/sentens ia. Plis ansam evri kuesten.

KUESTEN

		Barava agri	Agri	Lo midol	No agri	Barava no agri	No save
1-a	Mi save tok langus blong mami blong mi.						
1-b	Mi save tok langus blong dadi blong mi.						
1-c	Mi save tok Pijin.						
2-a	Mi laekem skul.						
2-b	Mi go long skul evride.						
2-c	Pikinini wea no save lukluk an herehere save go long skul tu.						
2-d	Pikinini mas go fastaem long pre-skul bifo go long skul.						
2-e	Mi save tok Pijin long skul.						
2-f	Wei blong me long skul hem semsem olsem taem mi long haus tu.						
3-a	Taem skul waka hem hat, tisa blong mi save helpem mi.						
3-b	Klas test ia hem long olketa topic mifala stadim.						
3-c	Tisa save explenim olketa maka blong mifala from test ia.						

		Barava agri	Agri	Lo midol	No agri	Barava no agri	No save
3-d	Waka blong mi hem stap long wol blong klasrum.						
3-e	Mi waka wetem olketa nara pikinini long skul waka blong mi.						
3-f	Tisa blong mi save kam long skul evride.						
3-g	Tisa blong mi hem wanfala gud tisa.						
3-h	Mi rispektim tisa blong mi.						
3-i	Text buka hem staka fitim evri pikinini.						
3-j	Garem staka riding buka long skul.						
3-k	Mi save garem evri ting fo skul waka blong mi olsem pen, buka and rula.						
3-l	Tisa blong mi rispektim mi.						
4-a	Mi hapi fo iusim toelet blong skul.						
4-b	Long skul mi lanem olketa gudfala wei fo luk aftam bodi blong mi.						
4-c	Mi no save fil hanggre long skul.						
4-d	Mi laekem klasrum blong mi.						

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CFS SOLOMON IS: QUESTIONNAIRE 2 — CHILDREN CLASSES 4-6

		Barava agri	Agri	Lo midol	No agri	Barava no agri	No save
4-e	Sapos taem graon hem sekeseke, mifala save wat fo duim bikos tisa blong mifala lanem mifala.						
4-f	Tisa long skul no save hitim olketa pikinini.						
4-g	No eni pikinini long skul wea save spoilim olketa nara pikinini, mekem olketa faet and krae.						
5-a	Tisa save talem olketa gel fo duim olketa sem waka wea olketa boe save duim.						
5-b	Olketa gel an boe save waka tugeda long skul.						
6-a	Famili blong mi save kam long skul.						
6-b	Olketa famili blong mi save hapi fo kam long skul.						
6-c	Tisa blong mi save tok wetem dadi an mami blong mi samtaems.						
6-d	Samtaems olketa olo lo vilij save kam soem olketa kastom samting long skul.						
7-a	Olketa pikinini save duim olketa project wea olketa laekem, wetem tisa blong olketa, olsem wakem niu gaden.						

8-a Wat nao nem blong taon o vilij wea mami an dadi blong iu stap?

8-b Wat kaen aelan/provins na iu kam from?

8-c Hao meni barata nao iu garem? _____ Hao meni sista nao iu garem?

8-d Hu nao iu stap wetem, taem iu skul?
Mami an dadi ___ Olketa wantok ___ Nara pipol ___ Dormatri long skul ___

		Barava	Samtaem	Ating	Samtaem no	Nomoa stret	Mi no save
8-e	Iu fil sef nomoa taem iu stap long domatri?						

9-a Wae nao samtaems iu save misim skul?

9-b Plis raetim wanem iu laekem long skul blong iu.

9-c Plis raetim wanem na iu no laekem long skul blong iu.

Tagio tumas

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Data collection - children
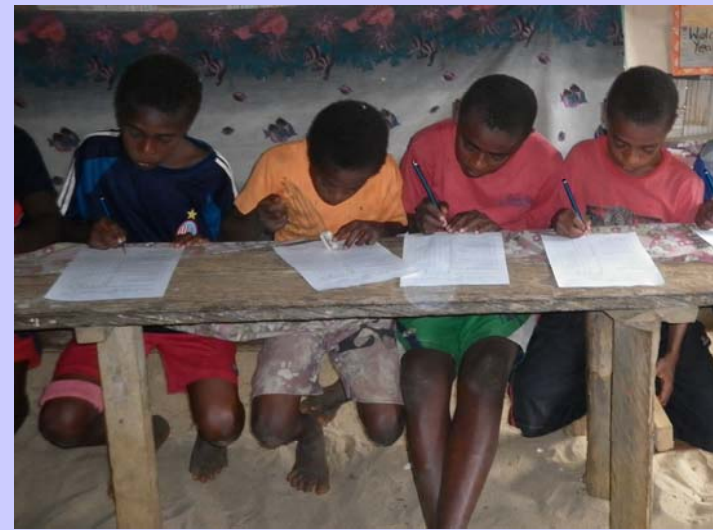
Data collection - adults
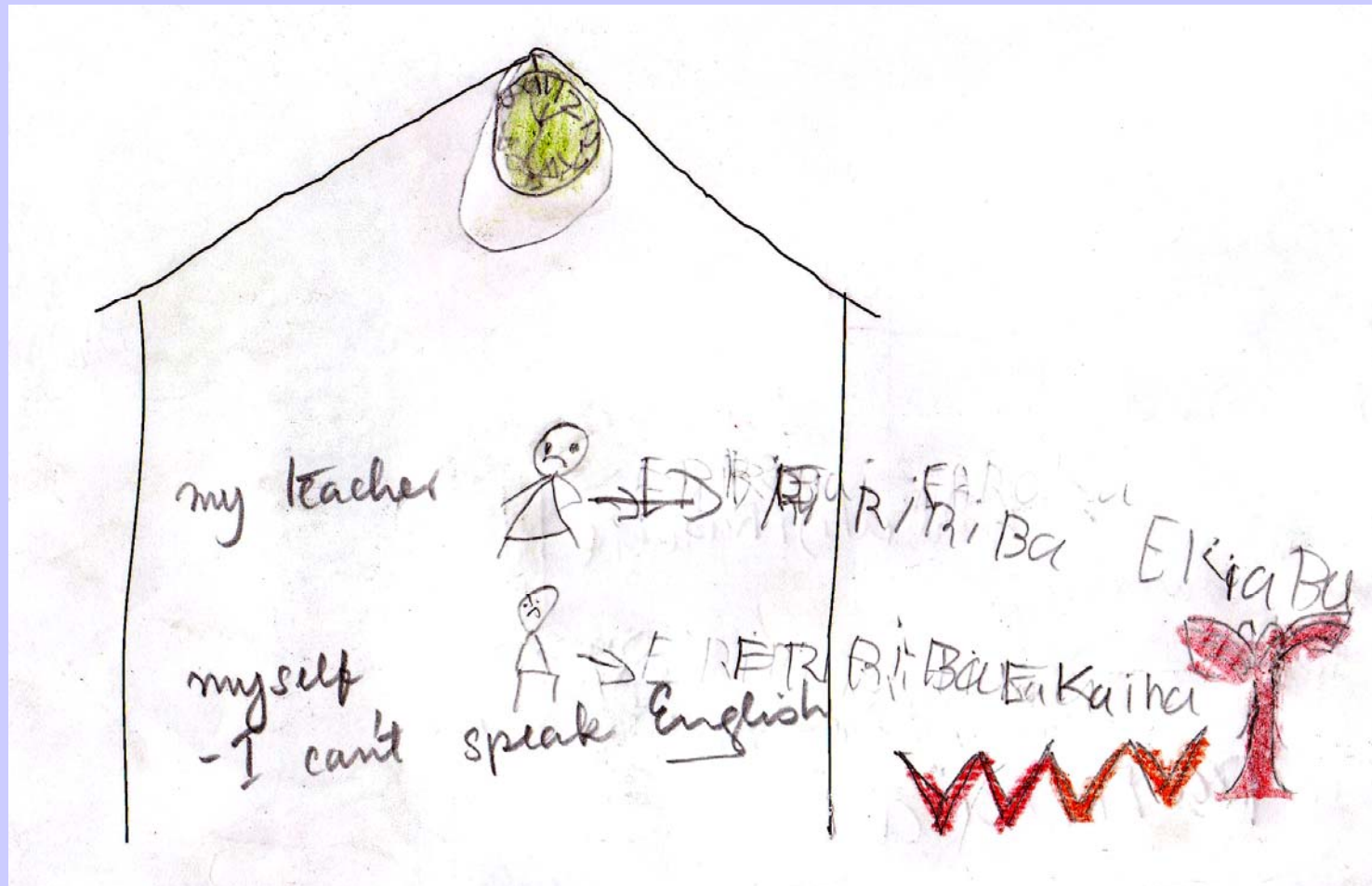
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Pillar 1: Inclusiveness

Main findings

- Little community mapping of out-of-school children

- Language policies do not support learning

- Needs of students with disabilities not understood

- Differing views on incorporating local custom and culture into schooling

Pillar 2: Effective teaching and learning

Main findings

- Many classroom environments do not support learning

- Little classroom-based teacher development

- Lack of durable, appropriate learning materials in national and local languages

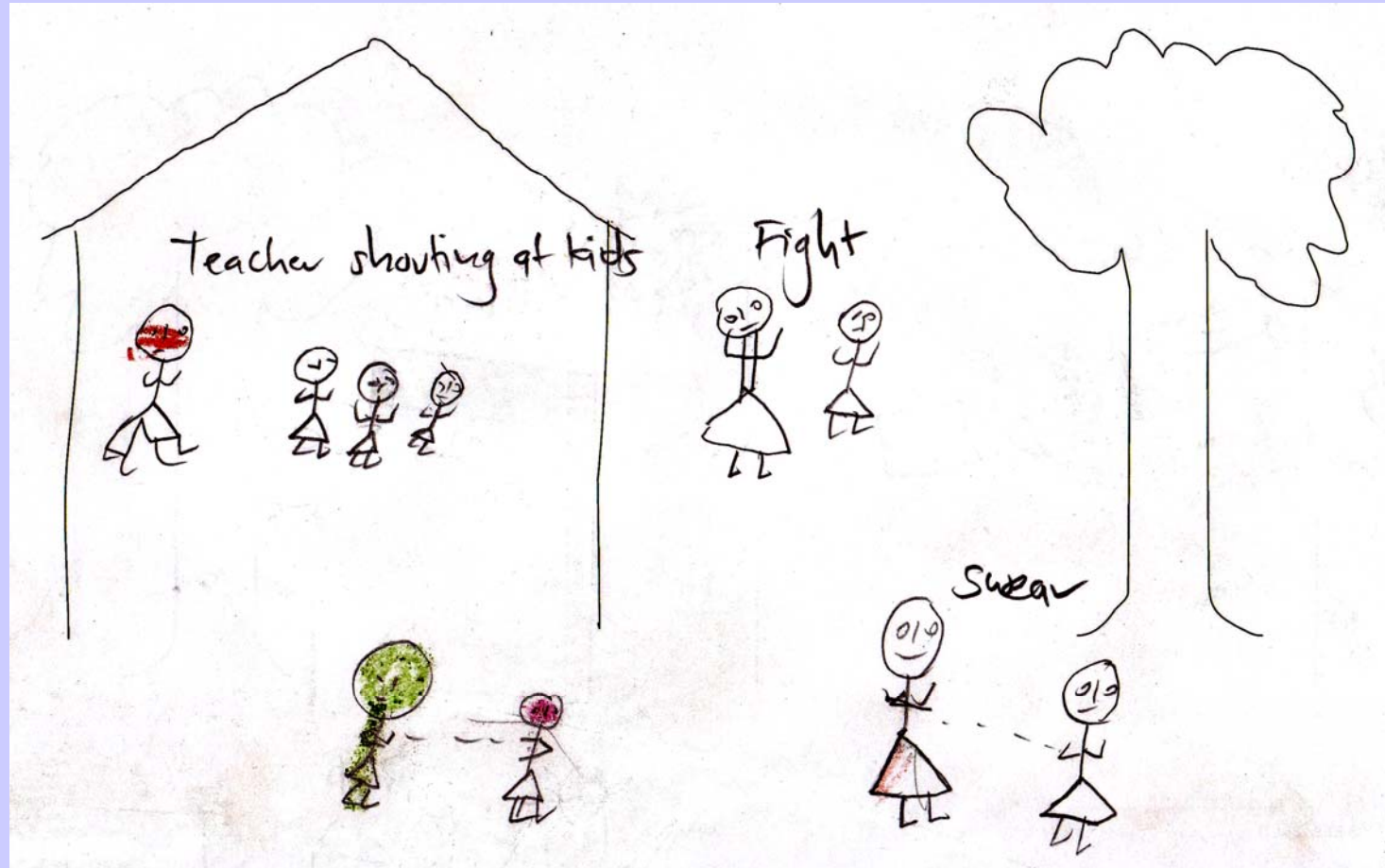# Pillar 3: Health, safety and protection

Main findings

- Emergency preparation tends to be at community level

- Huge water and sanitation needs

- Frequent teacher use of corporal punishment; student aggression/bullying is common

Pillar 4: Gender responsiveness

Main findings

- Dynamics of traditional gender roles are complex
- Lack of understanding of the needs of both girls and boys
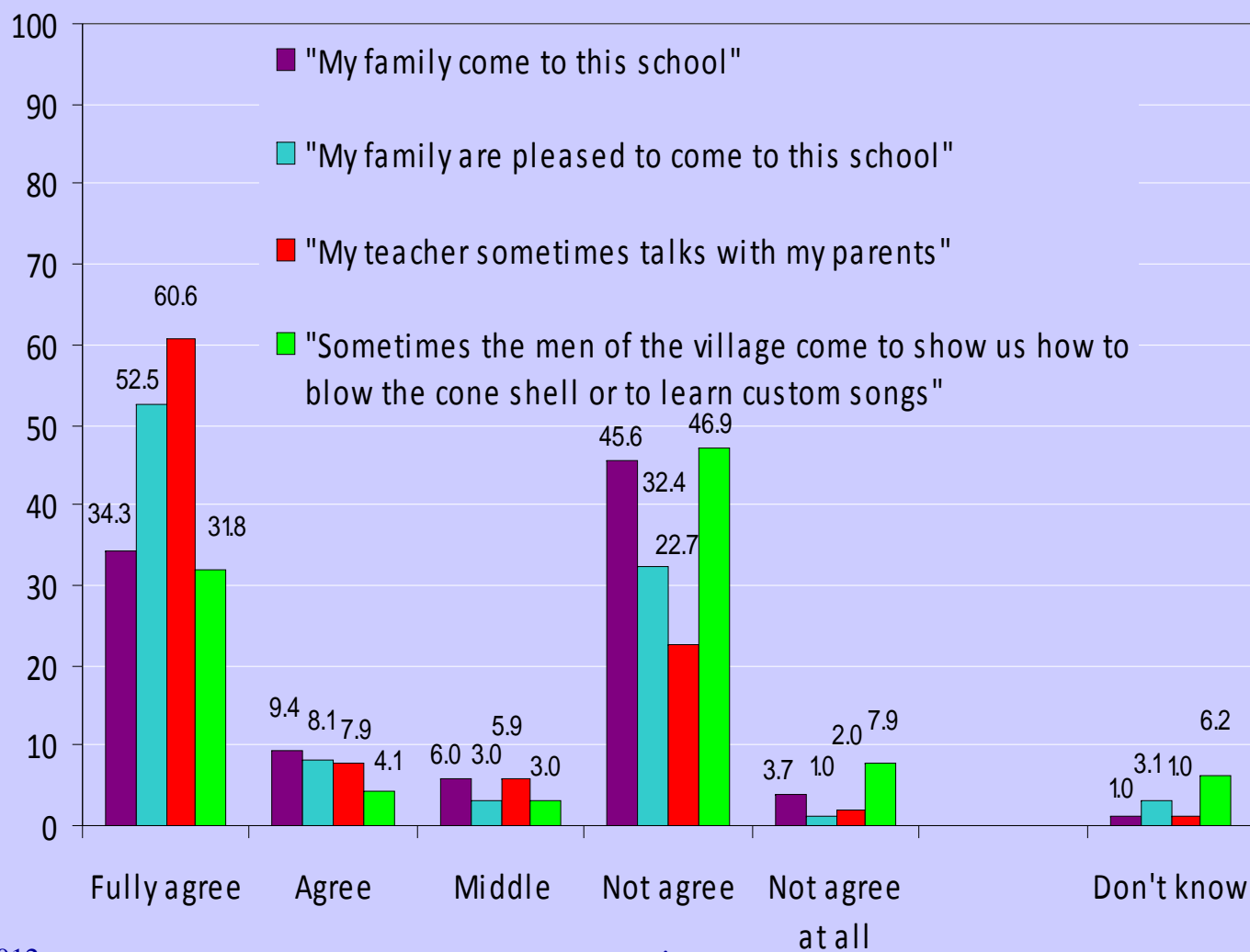
Pillar 5: School-community parterships

Main findings

- Parents often unaware of how to support school work
- Community ownership of schools weak

Abemama, Kiribati

Class 4-6 children's attitudes towards parent and community involvement (percentages)

Legend:
- "My family come to this school"
- "My family are pleased to come to this school"
- "My teacher sometimes talks with my parents"
- "Sometimes the men of the village come to show us how to blow the cone shell or to learn custom songs"

Category	My family come to this school	My family are pleased to come to this school	My teacher sometimes talks with my parents	Sometimes the men of the village...
Fully agree	34.3	52.5	60.6	31.8
Agree	9.4	8.1	7.9	4.1
Middle	6.0	3.0	5.9	3.0
Not agree	45.6	32.4	22.7	46.9
Not agree at all	3.7	1.0	2.0	7.9
Don't know	1.0	3.1	1.0	6.2

Pillar 6: Effective leadership

Main findings

- Lack of in-depth engagement with traditional and religious community leadership

- Lack of integrated support for head-teachers and teachers

Year 1-3 Summary (Solomon Is)

Items which Year 1-3 children in Isabel like at school (n=300)

Groups	Item drawn	Percent of children who drew item	Standard error	Design effect
Outdoor environment	flowers	18.7	(6.1)	7.4
	planting flowers/garden	7.1	(2.4)	2.7
	sun	6.9	(3.8)	6.7
Sports and games	ball	14.7	(3.9)	3.6
	games/sport/playing	41.8	(7.4)	6.7
	soccer/football	23.5	(7.0)	8.0
	volleyball	5.0	(2.1)	2.7
Classroom items	blackboard	8.2	(2.9)	3.3
	desks/tables	10.3	(3.4)	3.8
	pencil/pen	6.0	(2.1)	2.4
Learning activities	drawing pictures	20.6	(4.4)	3.5
	reading	65.3	(4.3)	2.5
	writing	19.8	(4.9)	4.4
People	friend/s	7.3	(2.6)	3.0
	teacher	33.9	(5.1)	3.4
Built environment	school	6.2	(3.5)	6.4
Cleaning activities	brush(ing)	4.9	(4.9)	15.2
Transport	paddling/rowing	7.2	(5.4)	13.0

Year 1-3 Summary (Solomon Is)

Items which Year 1-3 children in Isabel do not like at school

Groups	Item drawn	Percent of children who drew item	Standard error	Design effect
Behaviour	bullying (pencil breaking/poking)	13.2	(4.1)	4.3
	fighting – children/girls/boys children	51.1	(6.0)	4.3
	disrupting/fighting/playing in classroom	6.2	(2.3)	2.8
	climbing trees	11.8	(5.3)	8.0
	children stealing from classroom	9.1	(8.7)	27.5
	swearing	7.0	(1.8)	1.5
Weather	flooding	4.7	(2.8)	5.2
	rain	26.7	(6.6)	6.6
	sun (strong)	10.0	(3.0)	3.0
Animals	dog	5.4	(3.2)	6.2
Sport	games/sport/playing	8.9	(2.1)	1.6
People	teacher/teacher grumpy/ teacher hitting/whipping	18.5	(4.2)	3.3
Travel	distance to school far away	6.9	(3.1)	4.6
	walking to school(home)	5.3	(3.5)	7.4

Issues for capacity-building

- Need for increased levels of pre-service teacher education
- Need for long-term classroom-based and school-based teacher development, especially for student management
- Need for evidence-based policy-making, e.g. in language-in-education policies
- Need for in-depth, nuanced understanding of cultural contexts
- Need for increased donor coordination and planning in partnership with local and national leadership

Our sincere thanks to the children and their school communities in Vanuatu, Solomon Islands, and Kiribati for their generous and thoughtful participation in this study.

Tank yu tumas
Ko bati n rabwa
Tagio tumas