

**[Name of Fund or Joint Programme]**  
**MPTF OFFICE GENERIC FINALPROGRAMME<sup>1</sup> NARRATIVE REPORT**  
**REPORTING PERIOD: FROM *mm.yyyy* TO *mm.yyyy***

<p style="text-align: center;"><b>Programme Title &amp; Project Number</b></p> <ul style="list-style-type: none"> <li>Building Creative Industries for Youth in Kiribati</li> <li>Programme Number <i>(if applicable)</i> 00076335</li> <li>MPTF Office Project Reference Number:<sup>3</sup></li> </ul> <p style="text-align: center;"><b>Participating Organization(s)</b></p> <p>ILO UNESCO</p> <p style="text-align: center;"><b>Programme/Project Cost (US\$)</b></p> <p>Total approved budget as per project document: MPTF /JP Contribution<sup>4</sup>: \$54,750</p> <ul style="list-style-type: none"> <li><i>by Agency (if applicable)</i> Agency Contribution</li> <li><i>by Agency (if applicable)</i></li> </ul> <p>Government Contribution <i>(if applicable)</i></p> <p>Other Contributions (donors) <i>(if applicable)</i></p> <p><b>TOTAL:</b></p> <p style="text-align: center;"><b>Programme Assessment/Review/Mid-Term Eval.</b></p> <p>Evaluation Completed <input type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i></p> <p>Evaluation Report - Attached <input type="checkbox"/> Yes <input type="checkbox"/> No Date: <i>dd.mm.yyyy</i></p>	<p style="text-align: center;"><b>Country, Locality(s), Priority Area(s) / Strategic Results<sup>2</sup></b></p> <p>Kiribati</p> <hr/> <p><i>Priority area/ strategic results</i></p> <p style="text-align: center;"><b>Implementing Partners</b></p> <p>Ministry of Education Ministry of Labour &amp; Human Resource Development</p> <p style="text-align: center;"><b>Programme Duration</b></p> <p>Overall Duration <i>(months)</i> 36 months Start Date<sup>5</sup> <i>(dd.mm.yyyy)</i> 1 October 2012</p> <p>Original End Date<sup>6</sup> <i>(dd.mm.yyyy)</i> 31 March 2013 Actual End date<sup>7</sup> <i>(dd.mm.yyyy)</i> 31 December 2013</p> <p>Have agency(ies) operationally closed the Programme in its(their) system? Yes <input type="checkbox"/></p> <p>Expected Financial Closure date<sup>8</sup>:</p> <p style="text-align: center;"><b>Report Submitted By</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Name: Sue Vize</li> <li><input type="radio"/> Title: Program Specialist</li> <li><input type="radio"/> Participating Organization (Lead): UNESCO</li> <li><input type="radio"/> Email address: s.vize@unesco.org</li> </ul>
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<sup>1</sup> The term “programme” is used for programmes, joint programmes and projects.

<sup>2</sup> Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

<sup>3</sup> The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page on the [MPTF Office GATEWAY](#).

<sup>4</sup> The MPTF/JP Contribution is the amount transferred to the Participating UN Organizations – see [MPTF Office GATEWAY](#)

<sup>5</sup> The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

<sup>6</sup> As per approval of the original project document by the relevant decision-making body/Steering Committee.

<sup>7</sup> If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities. Please see [MPTF Office Closure Guidelines](#).

<sup>8</sup> Financial Closure requires the return of unspent balances and submission of the [Certified Final Financial Statement and Report](#).

## FINAL PROGRAMME REPORT FORMAT

### **EXECUTIVE SUMMARY**

This project was designed to address skills building through school-based education and complementary activities that would improve opportunities of young women and young men in Kiribati to establish small businesses using creative enterprises. A feasibility study conducted in 2010 recommended that these skills were lacking and introduction through the national school system would build these over the longer term.

The work focuses on building skills in two areas: creative skills and financial literacy.

To build creative schools, Waikato University worked with the Curriculum Unit of the Ministry of Education to develop an outline for “art” education from Year 3-13. This outline sets out the scope and a sequence for how the material can be covered as students move up through progressive classes. It covers both arts subjects and others that are complementary to the arts subjects so that a consistent and reinforced content is provided across the curriculum.

To build financial literacy, an ILO-accredited trainer developed existing ILO financial literacy material for use in i-Kiribati schools. These materials provide a preliminary training to create financial literacy aimed at primary school. The trainer from this introduced the idea in the curriculum revision and redevelopment process so that financial literacy can be built into the curriculum across the entire scope and in sequence, much as is the case with the arts education component.

The final component involved reviewing some complementary short term interventions that could stimulate youth to be involved in the creative sector. A proposal for a creative component at a national youth activity was developed and costed in consultation with the Ministry of Internal & Social Affairs and now rests with the MISA to discuss funding with in-country donors and partners.

### **I. Purpose**

A feasibility study on youth and creative industries undertaken in 2010 highlighted significant barriers developing creative industries in Kiribati and it requires long term strategies to implement any new industry-related venture in the country. There are no quick fix solutions to the problem of youth unemployment and there is a major need to trigger a shift of mindset of the population, which means addressing key issues through the education system. The report therefore recommended a multi-faceted, long term approach to developing creative industries as most likely to provide the best chance of success. The main activity proposed was to review and redeveloped the school-based arts education program and financial literacy to build foundation skills for creative industries (both traditional and contemporary).

The creative industries project aims to address two key aspects of improving the lives of young people:

- Building skills to promote sustainable livelihoods
- Personal development

### **II. Assessment of Programme Results**

Three project components were developed to address the findings of the 2010 feasibility study on youth and creative industries.

1. Integration of Arts and Crafts into the School curriculum

The University of Waikato was contracted to develop a scope and sequencing for arts education in Kiribati schools. Working with the Ministry of Education and aligned under the National Curriculum & Assessment Framework (NCAF), this project mapped out a curriculum framework for arts education from Year 3 to Year 12. Building on the Year 1 and 2 curriculum “Community and Culture” the consultants developed the scope of the arts curriculum and sequence the content over the years 3-12.

The Waikato team developed an “arts” curriculum outline that is appropriately scoped and sequenced according to the NCAF to be used as a guidance tool by the CDRC of the Kiribati Ministry of Education (KMOE) to develop skills in young people of primary and secondary school age. The key subject areas covered were Kiribati Studies (year 3-6), Kiribati Community Studies (year 7-9), and at year 10-12 Music, Fine Arts, Visual & Performing Arts, Local/Traditional Skills, Design Skills, Graphical Communication and Industrial Arts (see NCAF 17-22).

This art education scoping and sequencing provides an holistic approach to teaching and learning of creative and artistic skills in a number of areas including carving, canoe building, visual arts, handicrafts, paintings, use of media, dance and others in line with the culture and everyday life. In Kiribati culture is central to the communities and must be understood and factored into any educational framework intended for them.

## 2. Development of materials on financial literacy for integration into the school curriculum

Ms Tamaroa Teebeki, an ILO certified trainer was engaged to work on the redevelopment of existing ILO business training / financial literacy materials for schools in Kiribati. In consultation with the Kiribati Ministry of Education, the materials have been reviewed and Ms Teebaki prepared and conducted a pilot training with teachers from several schools in Tarawa.

Ms Teebaki also participated in the Ministries curriculum scope and sequencing workshop in December 2012, where financial literacy activities are being integrated within the whole curriculum from Yr3-13. The KMOE has invited her participation in the planning committee to ensure that this important topic can be better integrated across the curriculum.

## 3. Development of opportunities for young people to utilize their skills and generate income through community events

As the first two components addressed the longer term building of a skills pool in Kiribati (both technical/artistic and financial) the final activity looked at the recommendation to also provide short term opportunities to build the confidence of youth and provide opportunities for their creative talents and some generation of income.

Mrs Emily Qoroya, a cultural industries specialist, was engaged to develop, through a consultative process, a proposal to provide short term show casing opportunities for young people’s talents and skills. This is a fully costed funding proposal to support the proposed activity(ies). Mrs Qoroya worked closely with UNESCO, the ILO, UNICEF, the Ministry for Internal & Social Affairs Youth Division, the Ministry of Education, the Ministry of Labour, Kiribati Institute of Technology, the Chamber of Commerce and key NGOs.

Her findings recommend that the show case be held in conjunction with Kiribati annual national youth activities.

## i) Narrative reporting on results:

- **Outcomes:**

The project outcomes were to come extent way finders leading on to larger and longer term results. The project outcomes themselves were all met and all go some way to achieving longer term results. The longer term and more meaningful results are being followed up for two of the project components: arts education and financial literacy. Both of these were always long term aims.

Development of Financial Literacy Materials for use in schools – The ILO training materials were adapted for use in schools, tested and used in a pilot training. These are now available for use in schools in Kiribati and the content is also being integrated into the K-13 curriculum as it is revised and improved. The KMOW has included the consultant in its advisory committee so that this content can be integrated across the learning path of students. This will be accompanied by teacher training, supporting materials, etc as the curriculum develops and the KMOW has budget and staff able to follow up and ensure this continues.

Arts Education curriculum scope and sequencing – UNESCO's partner University of Waikato completed the scope and sequencing for year 3 to 13 (year 1 and 2 curriculum has already been set). The project was very comprehensive and reviewed every core arts subject including design, but also several subjects which potentially touch on culture, traditional knowledge and arts. Each subject was broken down into a series of strands and learning outcomes were proposed for each of these. The themes build as students progress from Year 2 to Year 13. The KMOW is competent to utilize this as a tool when preparing the syllabus for each year level and UNESCO is able to provide on-going technical support and funding. Additional assistance will be required also for development of resource materials and teacher training.

Youth Creative Festival – the feasibility on whether a youth festival could be used to promote creative industries was completed, including a project proposal and budget. It was not envisioned that the Festival itself could be conducted without additional funding. The feasibility study found that the concept was sound and that there were several key opportunities that could be used to host the Festival, in particular with national youth week. The proposal was left with the KMISA for feedback and to raise funds for implementation but no feedback was ever provided despite several requests. At this stage the Festival concept partly happens but the connections are not being made between the youth side and creative industries as a developmental area.

- **Outputs:**

The following are the key outputs:

Training materials on Financial Literacy  
Training Pilot course on Financial Literacy  
Curriculum Scope and Sequencing document  
Feasibility Study on Youth Festival  
Funding proposal and budget for Youth Festival

All were completed and have been provided to the Government of Kiribati for their further use.

- **Qualitative assessment:**

The financial literacy materials were reviewed by ILO staff and the Ministry of Education and have been accepted by both. As this material was based on one of ILO's global training programs, developed under rigorous methods, the quality of the starting material was assured. The adaptation to local circumstances and language has further improved the utility of the original training materials.

The arts education materials were developed by a strong academic team from both New Zealand and Kiribati. There is a strong emphasis on i-Kiribati culture. The team included artists, designers, teachers and education research specialists, all having a strong background in Pacific cultures and heritage. This was done in close collaboration with the Ministry of Education. The material were reviewed by UNESCO staff.

The Youth Festival proposal was developed in consultation with the Ministry of Internal And Social Affairs and reviewed by ILO and UNESCO. The MISA was given the opportunity to review the document but did not submit any response.

The collaboration between the ILO and UNESCO made this project possible by combining the expertise of the two agencies; ILO – business training / financial literacy and UNESCO – education and culture (including arts education). Both agencies also work extensively with youth.

## ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Project Document / AWP**s - provide details of the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why.

	<b><u>Achieved</u> Indicator Targets</b>	<b>Reasons for Variance with Planned Target (if any)</b>	<b>Source of Verification</b>
<b>Outcome 1<sup>9</sup></b> Enhance the knowledge and capacity of the ILO tripartite partners, Ministry of Education and key stakeholders to promote entrepreneurship and enterprise development in the area of creative industries in the national education curriculum of Kiribati			
<b>Output 1.1</b> Locally adapted training manual developed and tested <b>Indicator 1.1.1</b> Local consultant selected <b>Baseline:</b> <b>Planned Target:</b> 1 October 2012	Yes		Report from Tamaroa Business Services. Reviewed by ILO.
<b>Indicator 1.1.2</b> Draft manual available and shared for review <b>Baseline:</b> <b>Planned Target:</b> 15 November 2012	Yes		Report from Tamaroa Business Services. Reviewed by ILO
<b>Indicator 1.1.3</b> Draft Manual Tested & Finalized <b>Baseline:</b> <b>Planned Target:</b> 1 December 2012	Yes		Report from Tamaroa Business Services. Reviewed by ILO
<b>Output 1.2</b> Local school teachers trained in delivering the training using the training manual <b>Indicator 1.2.1</b> Local schools for pilot	Yes		Report from Tamaroa Business Services. Reviewed by ILO

<sup>9</sup> Note: Outcomes, outputs, indicators and targets should be **as outlines in the Project Document** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

	<b><u>Achieved</u> Indicator Targets</b>	<b>Reasons for Variance with Planned Target (if any)</b>	<b>Source of Verification</b>
selected <b>Baseline:</b> <b>Planned Target:</b> 1 December 2012	No	Delays due to MOE commitments. Final report submitted in	Report from Tamaroa Business Services. Reviewed by ILO
<b>Indicator 1.2.2</b> Local teachers selected for training <b>Baseline:</b> <b>Planned Target:</b> 1 December 2012	No	Delays due to MOE commitments. Final report submitted in	Report from Tamaroa Business Services. Reviewed by ILO
<b>Indicator 1.2.3</b> Training for teachers delivered <b>Baseline:</b> <b>Planned Target:</b> 15 December 2012			
<b>Output 1.3</b> Pilot training conducted in selected schools  <b>Indicator 1.3.1</b> Training for selected schools using local teachers and materials delivered <b>Baseline:</b> <b>Planned Target:</b> 15 December 2012	No	Delays due to MOE commitments. Final report submitted in	Report from Tamaroa Business Services. Reviewed by ILO

	<b><u>Achieved</u> Indicator Targets</b>	<b>Reasons for Variance with Planned Target (if any)</b>	<b>Source of Verification</b>
<b>Outcome 2<sup>10</sup></b> Integrate arts and culture activities within the Kiribati curriculum			
<b>Output 2.1</b> Curriculum framework for arts/culture education K-12  <b>Indicator 2.1.1</b> Framework developed with input from local stakeholders	No	Delays due to MOE commitments. Final report submitted in	Report from University of Waikato. Reviewed by UNESCO

<sup>10</sup> Note: Outcomes, outputs, indicators and targets should be as outlines in the Project Document so that you report on your actual achievements against planned targets. Add rows as required for Outcome 2, 3 etc.

	<b><u>Achieved</u> Indicator Targets</b>	<b>Reasons for Variance with Planned Target (if any)</b>	<b>Source of Verification</b>
<b>Baseline:</b> <b>Planned Target:</b> 30 November 2012  <b>Indicator 2.1.2</b> Framework reviewed and revised (independent reviewer) <b>Baseline:</b> <b>Planned Target:</b> 15 December 2012	No	Delays due to submission of 2.1.1.	Report from University of Waikato. Reviewed by UNESCO
<b>Indicator 2.1.3</b> Training on use of Framework provided to CRDC <b>Baseline:</b> <b>Planned Target:</b> January 2013	No	Delays due to submission of 2.1.1.	Report from University of Waikato. Reviewed by UNESCO

### iii) Evaluation, Best Practices and Lessons Learned

The best opportunity to evaluate the project will be when the new curriculum is released (this is done on approximately annual basis in 2 year blocks). The draft Year 3 & 4 curriculum was released during the period of the project, so the delays experienced may mean that arts and financial literacy are not well reflected when this final curriculum is released. When the draft Year 5 and 6 curriculum is released is the best time to conduct this evaluation.

- Report key lessons learned and best practices that would facilitate future programme design and implementation, including issues related to management arrangements, human resources, resources, etc. Please also include experiences of failure, which often are the richest source of lessons learned.

The arts education curriculum scope and sequencing represents a best practice for the region as the product is of excellent quality and probably the only one with this depth and richness in the region. It covers:

- Traditional heritage and crafts in i-Kiribati culture
- Contemporary arts, crafts and design
- Historical, geographical, cultural and economic context of both
- Arts subjects and complementary subjects in the humanities to ensure that messages are reinforced and consistent across the curriculum

#### **Problem / Challenge faced:**

This project in the first instance encountered a number of internal administrative problems. We had been advised by the Administering Agent that funds would go directly to each of the agencies involved in the project and then each agency could apply its own internal administrative practices. This did not happen and 100% of the funds was transferred to UNESCO. We spent many months trying to transfer part of the funding to the ILO including review of different types of joint UN agreements. Unfortunately the sticking point was that UNESCO would not pass on the administrative fee (7%) to the ILO as the prodocs mentioned only UNESCO and not that this was a joint activity. After some months the ILO Director Suva proposed that UNESCO administer 100% of the funds and both agencies supervise the components of the work relevant for their components. This solution was put in place and therefore UNESCO managed all contracts and expenditure for the whole project.

The second key challenge was finding space on the very packed Kiribati Ministry of Education (KMOE) agenda. The KMOE is part was through a whole ministerial overhaul which includes restructuring of the Ministry, a new operation plan, a new curriculum, revamping of the teacher training program, review of administrative assessment personal management procedures. KMOE staff in all divisions are fully committed in terms of the annual plans for achievement of the results needed in the overall review process. As the initial works were delayed, other activities were moved into the annual schedule and then it was necessary to renegotiate time to undertake the project activities. These were aligned as much as possible with the on-going changes, such as the curriculum review.

The third key challenge for Kiribati is changing the attitude, especially within Government, of responsibility for making things happen. Many activities can be implemented with limited budget, staff time and some ingenuity. The KMOE is demonstrating a significant philosophical shift in their commitment and work ethic. This has enabled the KMOE to take on such a large project, and although there are delays and problem areas, move towards real change in the whole education system. This can be seen in KMOE staff working

after hours and on weekends, increasing their collaboration and consultation with the wider community, increasing internal training and skills building. The KMISA has not undergone this type of change and there remains a challenge of them having expectations that development partners will raise money and organise everything for them.

**Programme Interventions:** How was the problem or challenged addressed through the Programme interventions?

The administrative challenge was addressed as stated above: UNESCO took on additional responsibilities to ensure that the project could proceed.

The timing challenge was managed in consultation with KMOE, and as mentioned, as much as possible aligned with the ongoing annual plan of the Ministry.

The change in attitude evident in KMOE has developed over a long period and through sustained support from development partners. KMISA is less fortunate and does not have such strong in-country partners. The UN in general has tried to address this through the establishment of satellite offices in countries such as Kiribati. Unfortunately smaller agencies such as UNESCO and the ILO are not in a position to this and programs remain supported from Fiji and Samoa. The KMISA staff and budget is very limited with only one officer assigned to Youth Affairs. This is also problematic.

**Result (if applicable):** Describe the observable *change* that occurred so far as a result of the Programme interventions. For example, how did community lives change or how was the government better able to deal with the initial problem?

The KMOE now has a state of the art model for arts education that blends traditional knowledge, cultural skills and contemporary arts, and also links this to the agenda of sustainable development through providing critical thinking skills, understanding the social and economic context of arts and culture, and building self confidence in students. This curriculum can also be linked and reinforced across subjects.

The KMOE also has an opportunity to build skills that currently don't exist in many sectors of the community, viz financial literacy. The lack of such skills is a barrier to developing entrepreneurship and business development. Traditional mathematics teaching programs in the Pacific have not provided these skills and often do not support learners even to develop a sound arithmetic base for the future. Financial literacy provides context to mathematics learning and real skills for life. There is considerable excitement within the Curriculum Unit about this opportunity for change.

Actual results in terms of community change from these interventions, will take a number of years. This was intentional and mentioned in the proposal that it is this long term change that is needed to underpin the development of creative (and other) industries in Kiribati.

The Youth Festival component reviewed the feasibility of short term interventions and prepared a proposal and budget to enable this to happen. The Kiribati Ministry of Internal and Social Affairs did not take up the proposal and promote it with local donors. The proposal is still valid but requires this kind of political commitment if it is going to be of use.

**Lessons Learned:** What did you (and/or other partners) learn from this situation that has helped inform and/or improve Programme (or other) interventions?

The timeframe required for even a project of a relatively small size such as this needs to be considerable to enable a good working relationship in Kiribati and sustained progress on results. At least 2 years was needed for this project including start up and consultation time with the country.