



Kiribati Fono: Feedback Summary

"Minority groups are often falling through the cracks. We are not seen... We want to be seen and visible."

Kiribati adult

Are the proposed areas important?

- All proposed key shifts/areas for action are viewed as important
- Positive feedback on **valuing** the Pacific teachers we already have
- A number of comments about addressing racism and discrimination being important, one comment questioning the word 'end' as being unrealistic
- It is not just important to get more Pacific teachers, it is about educating the Palagi teachers to acknowledge different cultures and values
- Special mention of the first ever Kiribati bilingual unit at Finlayson park and the adult literacy programme at the school that supports parents to learn to use a computer, fill in drivers licence forms etc.
- Strong support for ethnic specific focus and that these differences mean success is defined differently

"We want more resources to be translated into our language... that is a challenge for our youth, to develop and translate resources."

Kiribati adult

Is there something missing? What would you change?

- More resources in Kiribati language
- Educate non-Pacific teachers so they know about the Island Kiribati
- Acknowledging difficulty in getting more Pacific teachers when English is a barrier. Lots of people would be great teachers of the language but they only speak basic English
- Desire to see cultural values and principles front and centre throughout the Action Plan
- Some would like to see a Kiribati early childhood centre
- End racism instead of calling it out, however others have said you can't end it but should support victims
- Teachers to teach about I-Kiribati, not just other cultures – look after minority cultures
- Quality teaching as a focus
- *"Some NZ & Kiribati trained teachers want to create resources that are relevant to Kiribati culture and context which are supportive to our youth and community. Publishing them is an issue"*

What questions do you have?

- Is there financial support for community leaders to promote cultural awareness?
- Who is responsible for these changes and how will they be implemented?
- How often will community be engaged?
- Who is accountable if students fail or don't perform?
- Do you take student input at these fono?

What does success look like for you?

Top 3

Pacific learners and their families are free from racism and discrimination in education

Non Pacific educators can teach Pacific learners in a way that values their culture

Pacific learners and their families feel accepted and included

Top 6

Pacific learners faiths and beliefs and cultures are valued in education

Education leaders do things to show they value Pacific cultures

There are no financial barriers to accessing education for Pacific learners and families