

Indian & Pakistani School Inspections

Key Findings 2010-2011



Dubai Schools Inspection Bureau

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1. Introduction: Our work with schools

The Indian and Pakistani schools in Dubai have now completed two years of inspection. This report provides an account of the progress made by the schools over the last two years. It identifies a number of success stories and some of the best practice identified by inspectors during inspection visits.

The Knowledge & Human Development Authority (KHDA) seek to improve the quality of education for all students in Dubai as well as effectively engage with our stakeholders and partners. Similarly, Dubai Schools Inspection Bureau (DSIB) works with schools to identify successful practices and areas for development. This work supports parents by providing accurate, objective and comprehensive information about school performance. In this way parents have better information about the quality of education available for their children.

There are **21** schools offering an Indian curriculum in Dubai that were inspected in **2010-2011**. These schools follow the curricula of the Central Board of Secondary Education (CBSE) or International Certificate of Secondary Education (ICSE). There are also **3** schools offering a Pakistani curriculum in Dubai. In total, they make up **28%** of the student population in Dubai.

This summary report shares developments, improvements and also provides direction regarding the way forward. It is our opportunity to identify and celebrate the highlights and work together towards a better future for education in Dubai.

We thank principals and school administrators for their contributions to the report and most importantly for being our partners in this improvement process.





INDIAN SCHOOLS

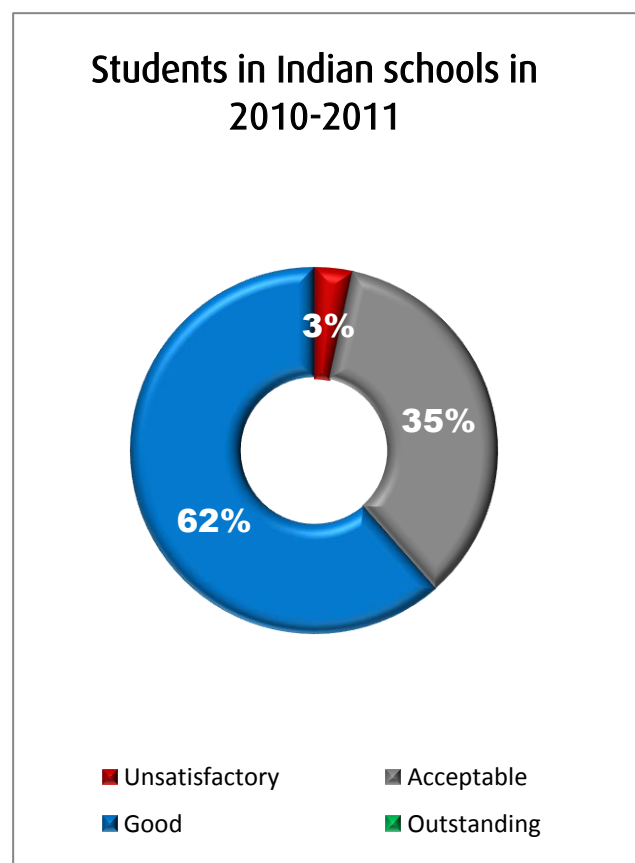
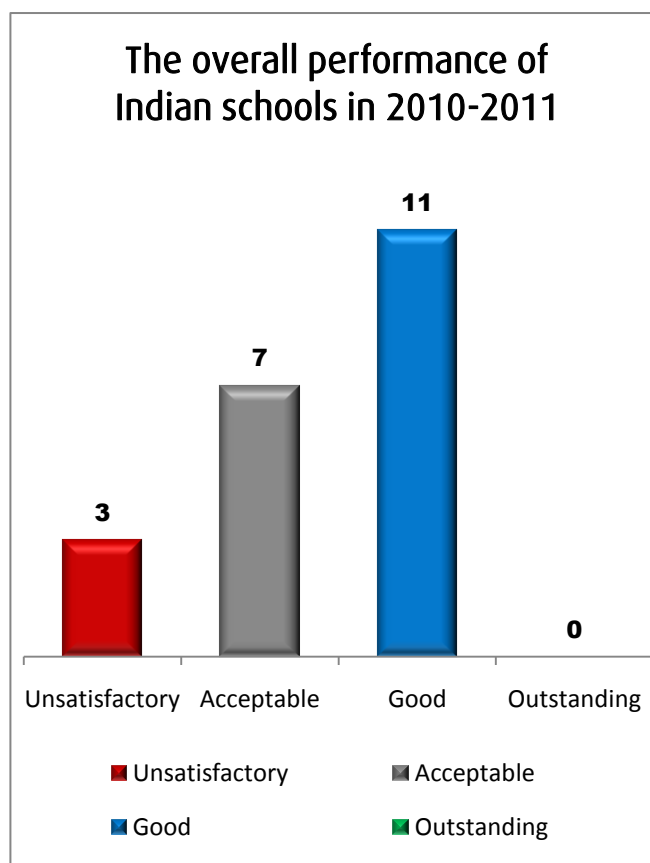


2. Inspection and the overall performance of Indian schools

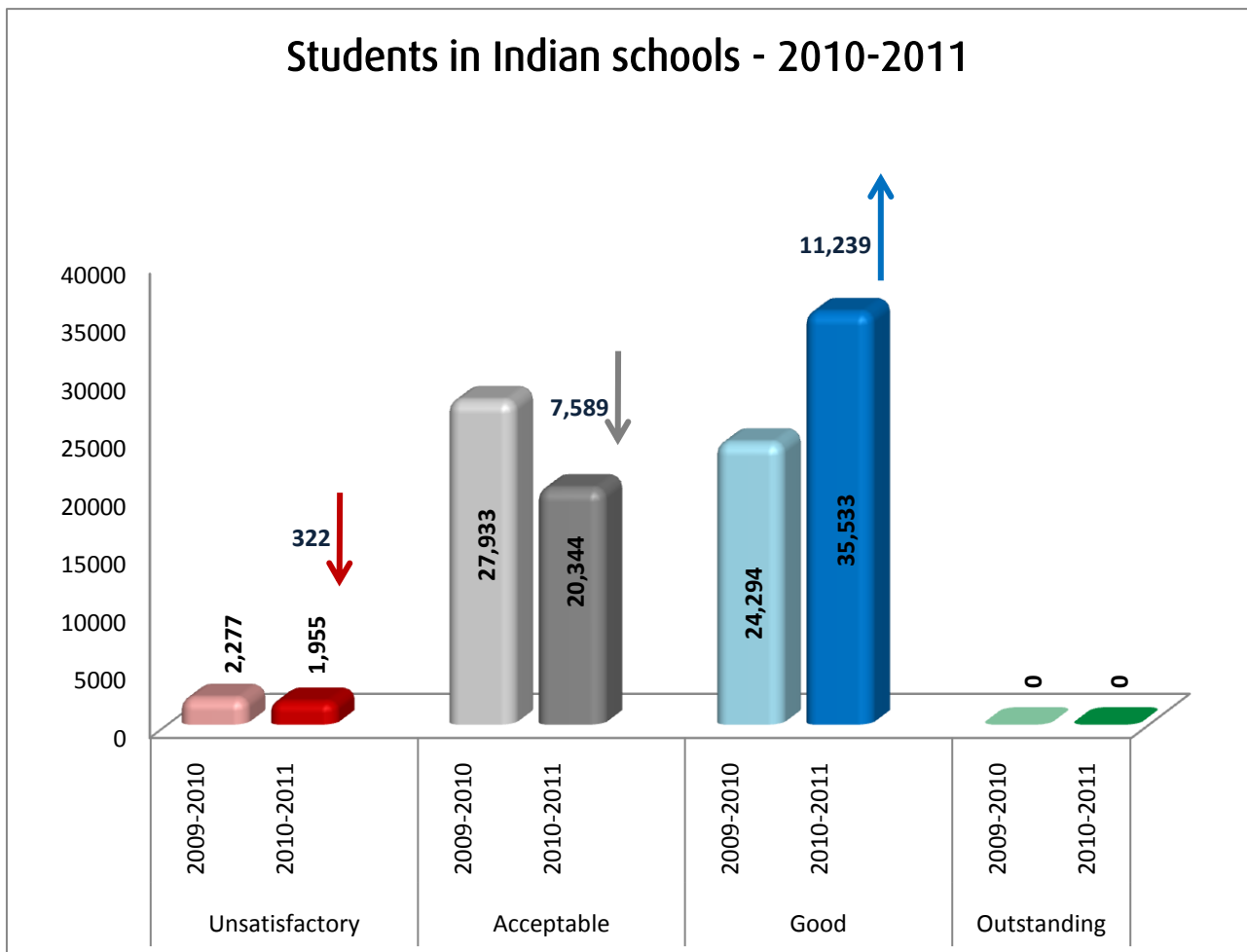
Between November 2009 and January 2010, 20 schools offering an Indian curriculum in Dubai were inspected for the first time. Inspectors found significant variation in the performance of the schools. 7 schools were found to be providing a good quality of education overall. 10 were judged as acceptable. 3 were evaluated as unsatisfactory and, consequently, received further Follow-Through Inspections to check their progress.

Between October and December 2010, all of the schools were inspected for the second time and one new school was inspected for the first time. Inspectors found improvements in almost all of the schools. Three schools improved their overall rating and most of the other schools achieved some improvement in aspects of their work such as the quality of teaching, students' learning or leadership.

Overall, in 2010-2011, 11 schools were found to be providing a good quality of education, 7 were judged as acceptable and three remained unsatisfactory.



Around **58,000** students currently attend schools offering an Indian curriculum in Dubai. Between **2009-2010** and **2010-2011**, the number of students attending schools providing a good quality of education increased from **24,294** to **35,533**. Fewer students now attend acceptable schools. Similarly, the number of students attending schools providing, overall, an unsatisfactory quality of education reduced from **2,277** in **2009-2010** to **1,955** in **2010-2011**.



3. What has led to the improvements?

A number of factors have contributed to the improved performance of the schools. These include:

- Earnest and determined response to the recommendations from the previous inspection report;
- High levels of parent involvement and successful engagement of stakeholders in the process of school improvement;
- Effective school leadership and improved self-evaluation;
- Clear focus upon and success in widening teaching strategies and introducing best international practice, modern methods and resources, including information and communications technology (ICT).

The quality of teaching, learning and assessment has improved in a significant number of schools offering an Indian curriculum. This, in turn, has led to improved attainment and progress in most key subjects.



3.1. What do parents think?

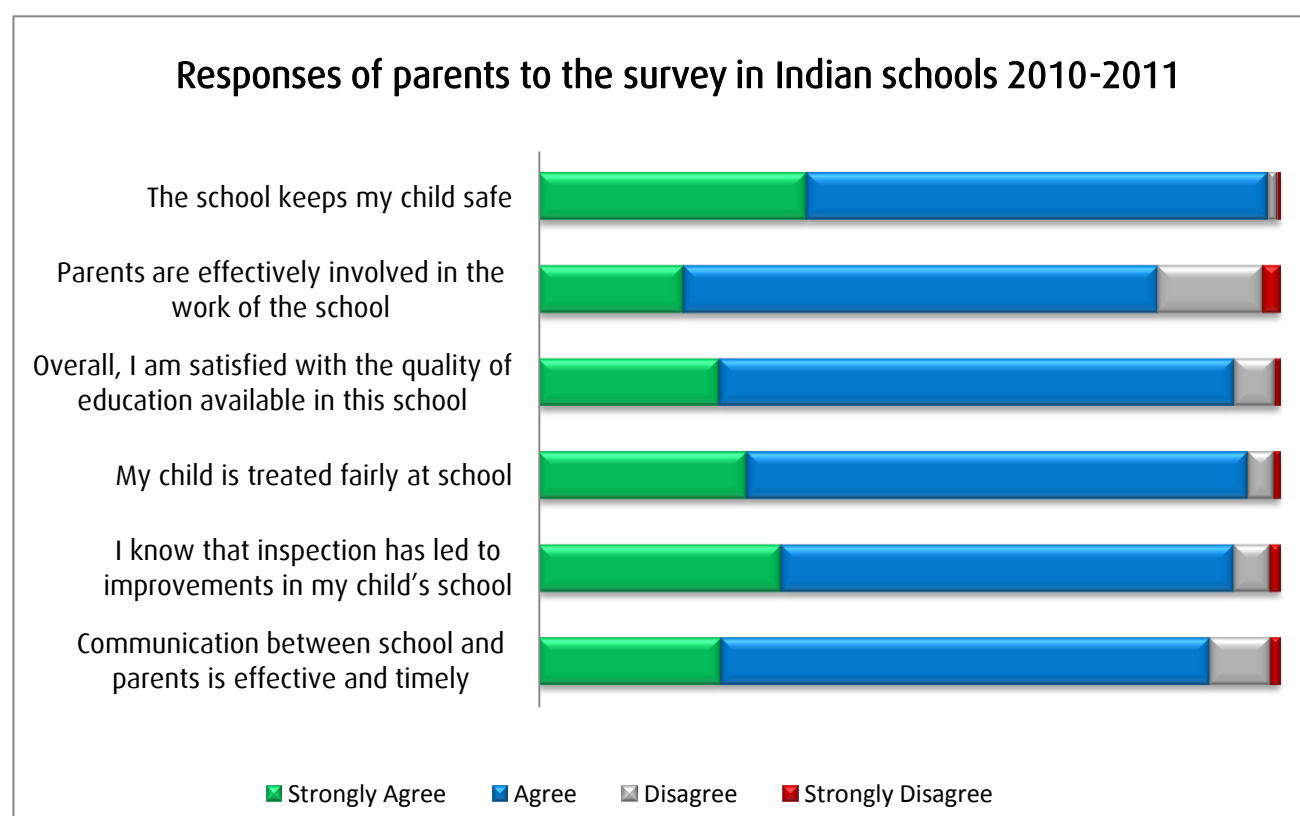
Parents of children attending schools offering an Indian curriculum are, overall, very satisfied with the quality of education provided. Around **25,000** parents responded to the questionnaire. Over **90%** of parents (around **21,000**) agree that their children are achieving well. Parents are most pleased with their children's progress in English and mathematics. They have most concern regarding progress in Arabic and around **10%** of parents (**1,700**) feel that progress in this subject is poor.

Parents also feel that teaching is good though a significant minority would like to see more extra-curricular activities made available for their children.

They state also that they are particularly pleased with the quality of care provided by their child's school. They appreciate the concern for children's welfare and the effective arrangements in place to keep their children safe. Over **94%** agree that the school helps the children choose a healthy lifestyle.

Communication between home and the school is vital for effective partnerships. Parents of children attending Indian curricula schools state that this is an important strength of their schools. Over **90%** comment that communication is effective and timely. They find school reports to be helpful and informative. Around **85%** agree that parents are effectively involved in the work of the school but **15%** (**3,000** parents) feel that is an area requiring improvement.

95% of parents indicate that inspection has led to improvement in their child's school and state that good leadership, alongside an effective response to inspection, has been key to improvements.



3.2. What do school principals think?

Overall, school principals of Indian curricula schools in Dubai have engaged fully with the inspection process and have responded positively to inspection and the guidance offered by inspectors. In almost all cases, inspection reports have been shared with parents and with school staff and discussed in governing body or advisory group meetings. This has led to the prompt development of action plans which focus clearly on the recommendations given in the inspection report.

The Central School Syed Ghalib (Principal)

“The school inspection has helped see ourselves as a guide rather than a teacher”

The Kindergarten Starters Lawrence Hartnett (Principal)

“Because of the inspection we are focusing more closely on helping parents to understand what happens in school”

Our Own Indian School Aziz Akhtar (Principal)

“The inspection process has led to a greater understanding of what curriculum means in our school”

The Millennium School Michael Guzder (Principal)

“Our learning from the inspection process has been to value what our learners can do”

Rajagiri International School Fr Varghese Putthusserry (Principal)

“Inspections have been a great help to us here. We now know what our students need to be global citizens”

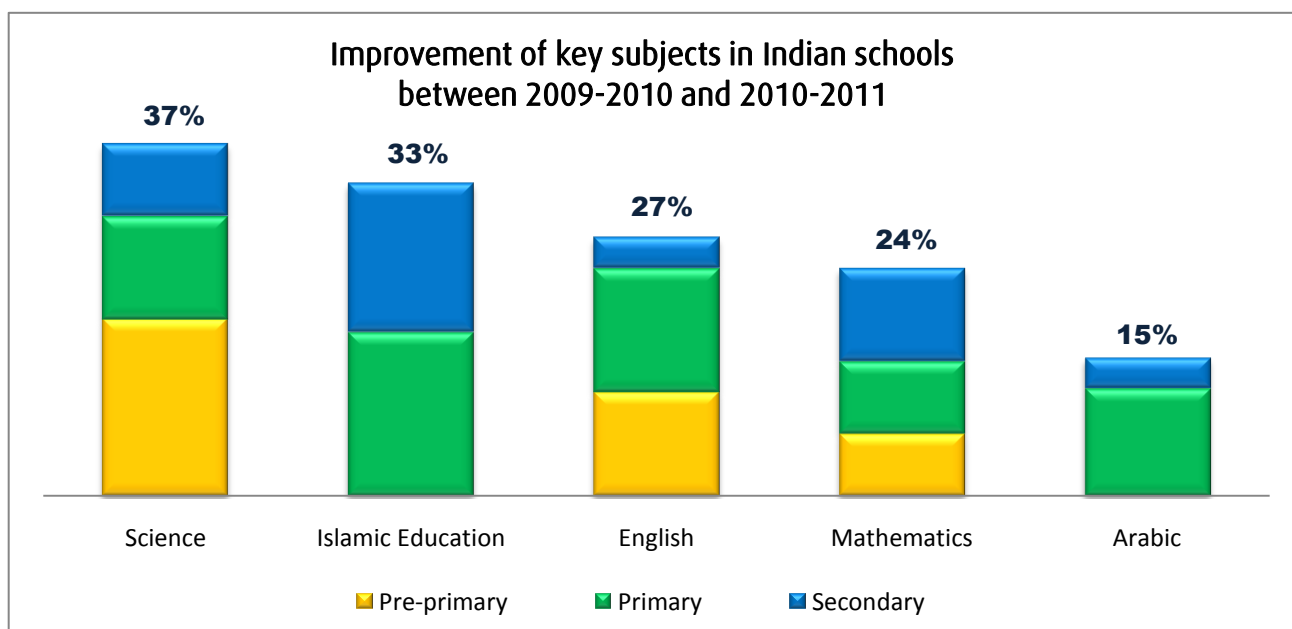
4. Key messages and success stories

4.1. What has improved in students' achievements in the key subjects?

Inspectors noted significant improvements in attainment and progress in all subjects, with the exception of Arabic. The improvements in English, mathematics and science were evident across all phases of the schools, including pre-primary (Kindergarten/Early Years), primary (Grades 1 to 8) and secondary (Grades 9 to 12). Improvements in Islamic Education were evident in primary and secondary phases. Islamic Education was not inspected in pre-primary.

Improvements in teaching methods, assessment and students' positive attitudes to learning have been key factors that have increased the rate of improvement in the Indian curricula schools.

Inspectors noted improved skills in scientific enquiry, arising from more regular and carefully planned science lessons which involved investigation and experimentation. In mathematics, students' mental calculation skills continue to be a strength at all stages but further improvements have been identified in students' skills in problem-solving and using mathematical skills in real contexts. In English, schools developed the curriculum to provide more regular and meaningful contexts for students to speak, listen, read and write. Where students had English as an additional language, teachers' use of more appropriate teaching strategies supported improved progress and achievement.



The inspection process provides a separate rating by inspectors for each stage of the school. The percentage figure on the charts relates to the proportion of stage ratings that had improved. This figure has been broken down further to give a comparative indication of the relative numbers for each stage level.

In Arabic, however, progress has been less positive. Inspectors identified weak teaching skills, poor subject knowledge and poor curricula planning as contributory factors to the lack of progress in this subject. Indian schools need to recruit teachers who demonstrate good subject knowledge and use effective, modern teaching methods.

Rajagiri International School - Writing in English

“The most important skills are the skills by which children can read independently and write to express their ideas”.

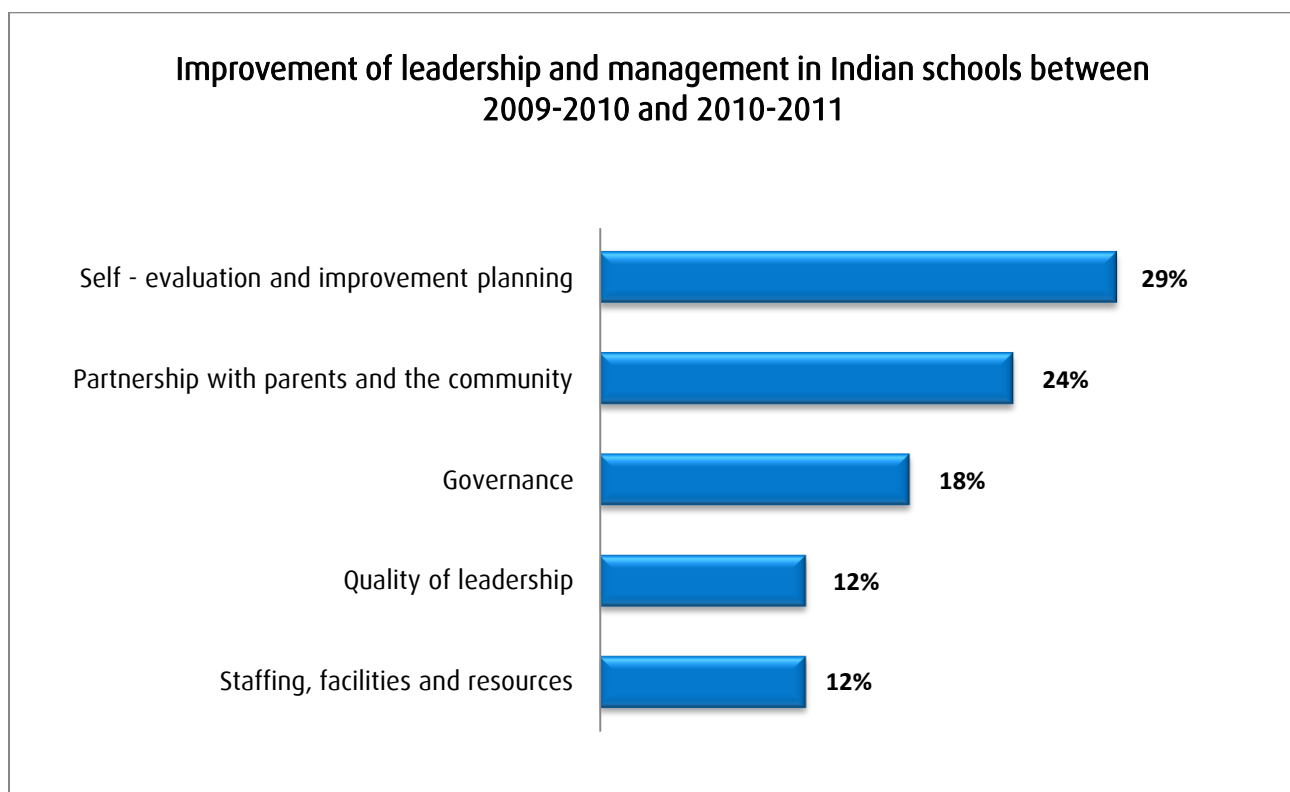
At Rajagiri, children enter Kindergarten with low levels of spoken English. Teachers promote formal listening skills through a series of games, fun activities and “show and tell” opportunities. Their spoken skills develop rapidly due to the consistent focus on phonics, support for parents at home through the home links system and the regular pre-writing activities across the curriculum. By the end of Kindergarten 2, most children are using a wide range of vocabulary and are able to write sentences independently.

With careful planning, teachers ensure that all students get regular, meaningful opportunities to expand their skills in handwriting, personal writing and creative writing. For parents in Rajagiri, the orientation programme sets out the intentions of the school from the start. The school designs its own specific CDs and English handbooks for parents of students in all grades. It is made very clear for parents what particular focus they need to have with their children at home in order to develop letter, sound and word recognition skills. As students progress through the school, they are exposed to many opportunities to use their English writing talents. This is done, for example, through the “Discovering Science” books that help the students to write in a variety of genres.

The success of the school in improving English writing for students who are learning it as an additional language is down to outstanding planning. Teachers of all grades, Heads of Department and the senior leaders ensure that cross-curricular links, so important in the acquisition of early language and writing skills, are purposefully constructed and implemented for all students. The students are active participants in multi-sensory and trans-disciplinary learning experiences all of the time. They write independently, imaginatively and accurately in all subject areas by the end of the primary stage. The school attractively displays the writing completed by all students and the ICT laboratory is used to integrate all subject topics with the writing targets for each student. English writing in Rajagiri is excellent because the teachers link it well with listening, speaking and reading activities. All topics are used to promote English and students have great fun while they are learning!



4.2. What has improved in the leadership and management of Indian schools?



Self-evaluation and improvement planning has improved in around one third of the Indian schools. In these schools comments from parents and students are used alongside regular, rigorous classroom monitoring. School leaders also check students' attainment and progress against well-established international measures, including international CBSE data. These schools check not only whether the students have passed their examinations but also how many have passed with the highest marks. They check from year to year that the number of students achieving highly is increasing and improving. Several schools use the DSIB inspection handbook as a framework for self-evaluation and, in **2010-2011**, the DSIB on-line resource materials helped such schools to facilitate self-review. Improvement planning in these schools has developed with wider and more effective consultation and improved involvement of governors, often with parental input. The accuracy of self-evaluation is the most significant factor and confirms the capacity for improvement in many of these improving schools.

Indian High School & Branch – Shared Governance

“At Indian High School, we value independent thinking and don’t believe in following trends but rather making choices that lead to innovation”.

The school has a very conscientious, well-established and experienced governing body with full responsibility for its strategic direction, providing an impartial, objective and supportive voice to the school. The governing body incorporates a range of representation from parents, staff and members of the local business community. Governors have appointed 15 honorary consultants, each an expert in their field, who provide excellent strategic guidance and executive decision-making in areas such as information and communication technology and e-learning. The recent development of the school’s website has led to even greater inclusion of parents in the life of the school through such initiatives as a digital edition of ‘e-expressions’; an on-line project to encourage and share writing across the school community. The management team of governors and the Chief Executive Officer meet often to monitor the school’s development, ensure accountability and manage events and initiatives throughout the academic year. Parents have good access to the chairman through e-mail and he visits the schools regularly. Families also benefit from direct involvement in school self-evaluation through the on-line portal for parents.



The Kindergarten Starters – Working with Parents

“We are here to celebrate and share good teaching and learning with our children”.

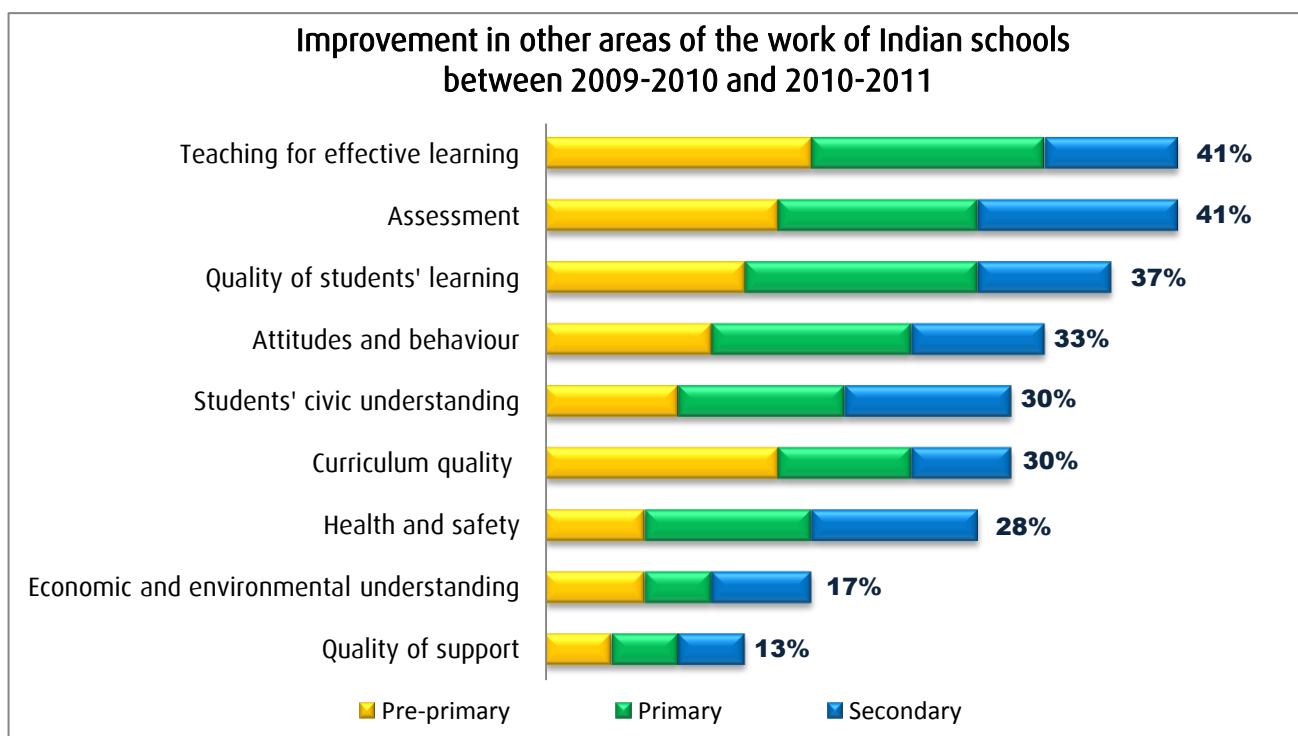
At The Kindergarten Starters School in Garhoud, there has been significant improvement engaging parents regularly and meaningfully in the learning experiences of their children. The ‘Parents in Partnership’ programme has been very successful in designing opportunities for all parents to have the knowledge, purpose and skills necessary to play a central part in the education provided. Through focused long term activities and regular weekly projects, the school’s senior management team has carefully monitored the parental role.

The curriculum review team identifies gaps in individual students’ learning. A series of hands-on activities are then prepared that allow students and their parents to learn together. Teachers co-ordinate their work to ensure that the subject matter has enough breadth, balance and progression. Subject co-ordinators plan the wide range of possible links that can be used to meet the needs of all students. When this work has been completed, students, parents and teachers then learn together in Arabic, English, art, mathematics and science through activity-based experiences. This programme is successful and highly effective because teachers, parents and students all have a chance to offer their thoughts and ideas. Cricket with Grade 5 students and their dads, talk shows, visiting speakers, a ‘Cook Without Fire’ programme, ‘Playing the Games of Old’, art and craft fairs and coffee mornings are all used to create learning opportunities for everyone in the school. Regular senior management team meetings with parents and teachers ensure that all information that can enhance the students’ learning is captured and used productively.

Students in all grades lead their own learning conferences and parents enjoy the opportunity to celebrate their children’s learning and the teachers’ skills. Teachers see productive home school links supporting the learning process. The commitment of the entire school community to learning together ensures that all students make good progress.



4.3. What has improved in other areas of the work of schools?



With regard to students' personal and social development, teaching and learning, the curriculum and support for students, there has been improvement in a significant number of school phases, as indicated in the data above. The most significant improvement has been in teaching, learning and assessment. In around **4** out of **10** phases inspected, inspectors noted improvements in one or more of the three key quality indicators relating to key question three "how good are the teaching and learning?". In the pre-primary and primary phases, in particular, inspectors noted that teachers used activities and organised their classes in a way which reflect an improved understanding of how young children learn.

Students' attitudes and behaviour continued to improve. Inspectors judged attitudes and behaviour to be good or better in most Indian schools. Inspectors identified this as a particular strength in **2009-2010** in Indian schools and schools have continued to build on this success. Students regularly display an enthusiastic and mature approach to their learning and this, alongside positive relationships with their teachers, leads to an effective climate for learning.

The curriculum has also improved with an increased emphasis placed in secondary and late primary stages upon links with the community including, for example, community service. In the improving schools there are better transition arrangements evident, as well as careful planning for learning and well-organised and effective use of visits and visitors.

In a small number of schools the arrangements to support students with special educational needs have been reviewed and improved. Outstanding practice is evident in a small number of Indian schools. These schools prepare individual educational plans for such students and establish strong links with specialist staff and parents. However, in too many schools, arrangements for admission and support are weak and fragmented. Too often, schools restrict admissions into the school claiming that they lack the resources to meet the educational needs of students. This leaves families and children with restricted choice, access and opportunity.

The Millennium School – An Inclusive Approach

“We choose to care in a special way”

In The Millennium School, there is a focus on inclusion of students with special educational needs and the capacity of primary and secondary students to engage in community service actions. This is resulting in some remarkable outcomes. Through the ‘Best Buddies’ and ‘Round Square’ programmes the school has succeeded in embedding the core principles of inclusion and community service firmly into the learning experiences of the students.

‘Best Buddies’ empowers students to work, share and play with students with special needs in the school and in other special schools. Through close and productive links with partner special schools, a wide range of programmes is available. Students work together in key academic subjects, they engage in sports, dance, art and music experiences and celebrate everyone’s achievements. Students state that “we see abilities rather than disabilities” and they understand very clearly that they can learn a lot from everyone. The students with special educational needs at The Millennium School have been at the forefront of this inclusive and innovative approach to education for all.

As part of the ‘Round Square’ project in the UAE, The Millennium School has supported the community service aspect of their students’ development very successfully. Through a series of global links with 80 other Round Square schools, the students have visited and learned with students in other schools across the region. They have visited South Africa, for example, to build classrooms, repair tsunami damage and give to others less fortunate. Self-managed, the students who lead the school’s participation in the programme proudly say that they “have come together for a global cause”.

Significantly, the students at The Millennium School do not wait for someone else to lead the way. There are several examples of students in primary and secondary stages of the school seeing global needs and designing programmes to gather funds and useful items for other students in socially disadvantaged settings. For example, one group of students sent 1,500 pairs of shoes to South Africa and collected books for those in need. The leading of these programmes by students themselves is admirable. Through the highly organised and passionate staff and leadership in the school, they have developed the capacity to act when necessary, plan carefully and inspire others to follow.



The Central School – Improving Learning

“We want to be guides rather than simply teachers”.

Systematic, teacher-led planning has been the key agent for change in The Central School. Taking the recommendations from the previous inspection report, the school rapidly developed a series of actions designed to improve the students’ learning experience. Where there was a need to improve communication skills in Arabic, the school responded impressively. Organising a special curriculum and teaching committee, teachers designed a new booklet specifically for the school itself. This led to content realignment, broadening of agreed teaching strategies and closer monitoring of student learning outcomes.



Senior leaders in the school supervised the work and supported it enthusiastically. Staff see the benefit of students doing things for themselves. They provide opportunities for the students to speak on a range of topics and construct activities that enable the students to be self-motivated. Teachers report that they see clear improvements in learning outcomes. They have used the good practice in Arabic communication to influence other aspects of the curriculum. School leaders report that the students have been liberated through the new styles of teaching where rigidity no longer has a place. Tasks are designed to engage the whole class. Students have the chance to teach their teacher and all share their learning in a positive way.

Students report that they see a significant change in the teaching styles used in the classrooms. There are more games, fun activities and computer-based opportunities for them. The Students’ Council report that teachers are now able to give full and proper support to their work, inform them of the post-secondary opportunities that are available and help them in their day to day learning. Through an integration of new sporting and performance experiences, students gain confidence in their skills. They are proud learners, willing to go the next level to ensure that they can maximise their literacy, numeracy and speaking skills. Impressively, older students choose to support those in lower grades. This is done sensitively and with a respect that highlights the learning benefit for all involved. Students debate, act, sing, play and focus on the development of themselves and everyone else. They wish to create a “legacy of responsibility” that will continue after they leave.



The openness of the school’s leadership to new ideas and ways of learning has accelerated these improvements. New initiatives such as the Junior Assemblies have sent the message to all; “Your contribution to the learning experience is vital to the continued success of our school, we can all learn together”.

Our Own Indian School – Curriculum Development

“Learning will be joyous”.

Our Own Indian School is proud of the broad and balanced curriculum it has developed for the 3,600 students attending this improving school. Senior leaders take great care to develop a comprehensive range of student, parent and teacher-led committees that ensure all students have access to the learning experiences on offer. The decision to broaden the curriculum was made to deliver the school’s mission; valuing diversity through opportunities to develop the students’ all-round potential.

The school has started to implement the new CBSE-I curriculum, initially in Grades 1 and 9. This has required significant planning, professional development for teachers, information and guidance for parents and a change of focus for the delivery to those students. A greater range of specific activities that are more relevant to lesson objectives supports the effort to individualise the curriculum. Students are exposed to a broad range of actions and experiences that aim to develop their skills holistically. United Nations Simulation Conferences, debating competitions, drama festivals, environmental campaigns and sports days at off-site stadia all provide the students with positive learning experiences and outcomes. The professional development programme has increased the capacity of the teaching staff to encourage learning in this way. Through Parental Engagement Weeks, Teacher Awards and Globex - a global perspective on learning, the school teaches all students that they can make a significant contribution to creating a better world.



5. Summary findings and recommendations

5.1. Overall, what have been the most significant improvements?

- The quality of teaching has improved significantly. **13** schools improved teaching in at least one phase of the school. Most notably, schools had taken very seriously the identified weaknesses in Kindergarten and early primary teaching. A key success has been the prompt and effective response to inspection recommendations and the introduction of more age-appropriate and effective teaching strategies for younger students.
- Students in the majority of Indian schools in Dubai perform highly in their CSBE (Central Board of Secondary Education) examinations in English, mathematics and science. Students in Dubai perform well compared to other students internationally following the CBSE and ICSE (International Certificate of Secondary Education) curriculum. Inspectors identified improved progress and attainment in all of these subjects and also in Islamic Education (for Muslim students only).
- Students' attitudes and behaviour continued to improve. Inspectors judged attitudes and behaviour to be good or better in most Indian schools. Inspectors noted this as a particular strength in **2009-2010** in Indian schools and schools have continued to build on this success. Students regularly display an enthusiastic and mature approach to their learning and this, alongside positive relationships with their teachers, leads to an effective climate for learning.
- Linked to the improvements in teaching has been the development of better assessment strategies in Indian schools. Teachers are now making better use of on-going assessment to help improve students' work. The quality of learning has also improved in **12** schools with, in particular, greater engagement of students. Inspectors noted that students were working more regularly on tasks that were better matched to the levels of ability and were more often engaged in research and open-ended tasks which successfully promoted higher order and critical thinking skills.



5.2. What still needs to be done?

Despite these significant improvements, a number of important challenges remain for schools offering an Indian curriculum.

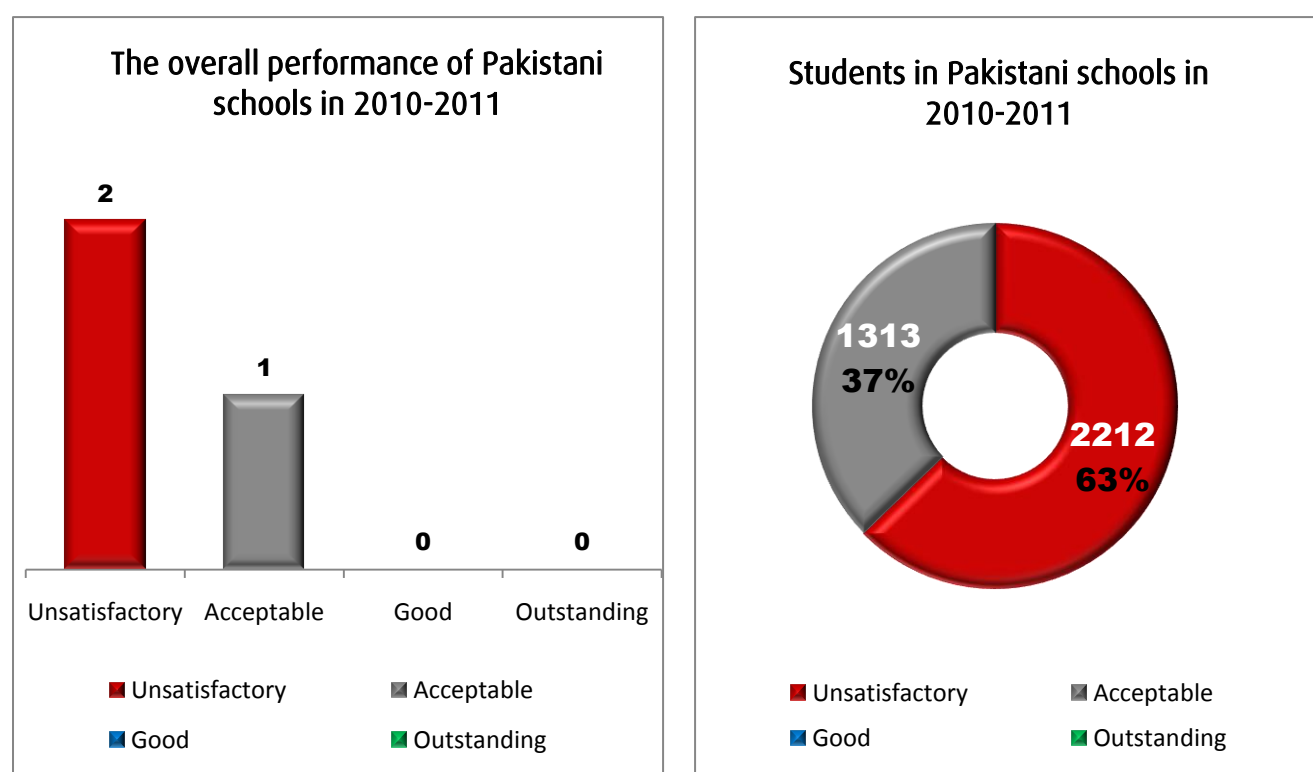
- Although there have been notable improvements in the performance of most Indian schools in Dubai, too many are still performing at an acceptable level; the minimum expected standard for Dubai. **11** schools are good; the expected level of performance and there are no outstanding schools. The rate of progress needs to continue to ensure that schools in Dubai offering these particular curricula achieve in line with best international practice.
- Three schools were judged as unsatisfactory. Each of the three schools has been re-inspected again on two further occasions following the first inspection. In all three schools progress has been slow and most have made little headway in addressing the recommendations from the original inspection. Several of the schools lack the capacity to improve. At present, around **2,000** students attend these unsatisfactory schools.
- Students' attainment and progress and the quality of teaching in Arabic remain a significant weakness and there has been little improvement between **2009-2010** and **2010-2011**. Teachers' subject knowledge and their skills in teaching this subject continue to limit the rate of progress made by students in their care.
- Teaching continues to be didactic and over dependent on text books in a significant minority of lessons. Improved early years provision is not yet a feature of all schools offering an Indian curriculum. In particular, teachers' talk dominates lessons and there are too few opportunities for students to be active in their learning.
- The facilities in a significant minority of schools are of poor quality and have not improved since last year. Inspectors noted large class sizes, limited resources or insufficient access to ICT in around half of the schools inspected in **2010-2011**.



PAKISTANI SCHOOLS

6. Inspection and the overall performance of Pakistani schools

Between November **2009** and January **2010** all three schools offering a Pakistani curriculum in Dubai were inspected for the first time. Inspectors found that all three schools had significant weaknesses and the overall performance of two of the three schools was unsatisfactory.



3,525 students currently attend the three Pakistani schools in Dubai. All three schools follow a curriculum based on the Pakistani Federal Board of Secondary and Intermediate Education.

HH Sheikh Rashid Al Maktoum Pakistani School was inspected in November **2009** and again in November **2010**. On each occasion the school was found to be performing, overall, at an acceptable level.

The other two schools, Pakistan Education Academy and Al Farooq Pakistani Islamic School were judged, overall, as unsatisfactory when they were inspected in December **2009**. Subsequently, both schools have received two Follow-Through Inspections. In this time the schools have made little progress towards addressing the recommendations in the initial inspection report.

All three schools demonstrate important weaknesses in key aspects of their work. Their rate of progress is slow despite, in certain cases, changes in leadership at the school. In particular, inspectors identified weak leadership and poor governance as contributory factors limiting the pace of improvement. Poor relationships between school owners and the principal, in one of the schools, led to unsatisfactory leadership.

Although students' attainment and progress in Islamic Education was judged as acceptable, or better, in all three schools, this was not the case with other key subjects. Students' achievement in other key subjects, including Arabic, English, mathematics and science were variable with unsatisfactory

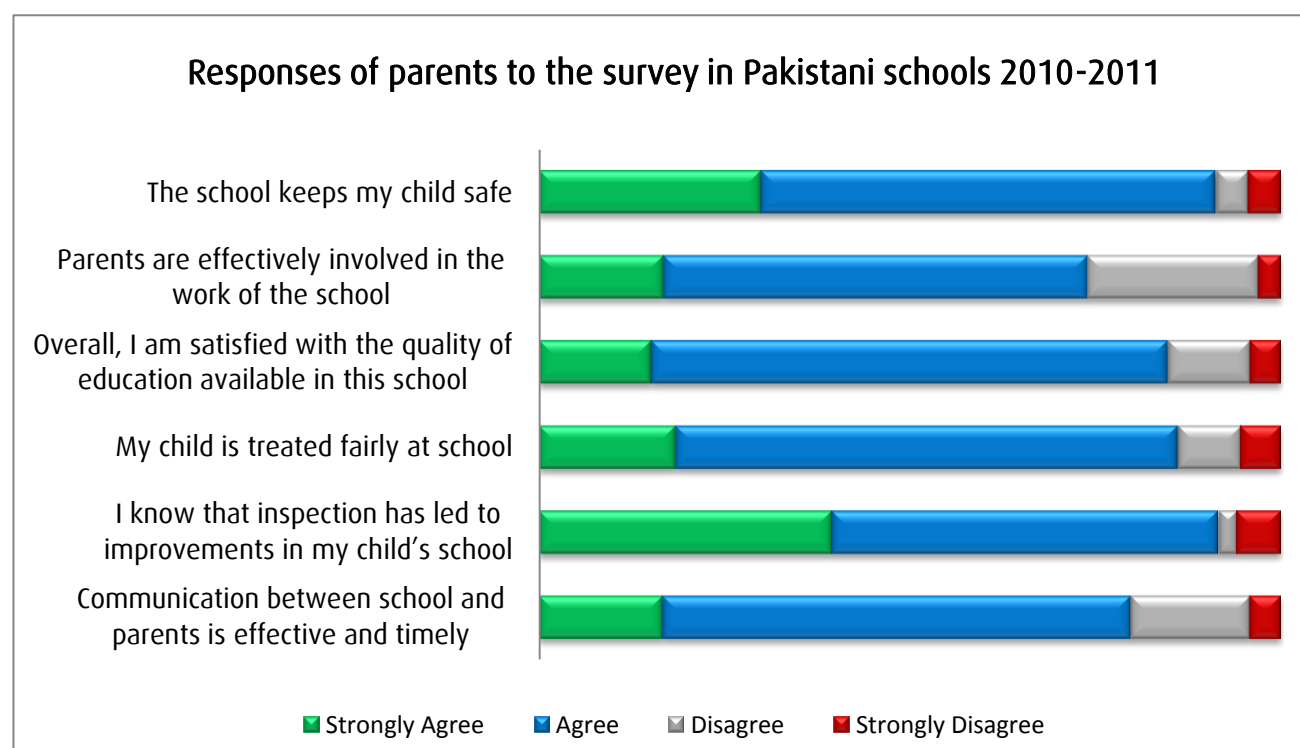
attainment and progress in one or more phases of the different schools. Attainment and progress was better in the one school judged as acceptable, overall.

In all three schools attendance was found to be unsatisfactory; significantly below the average level of attendance for Dubai. Irregular attendance, often with long periods of extended absence, was found to contribute significantly to lack of progress and low achievement.

All three schools were found to have important weaknesses in staffing, facilities and resources. These weaknesses related to shortages in teaching staff, poor equipment, lack of maintenance and limited facilities. The schools lack modern resources, including technology, to meet the learning needs of students.

Similarly, teachers in Pakistani schools reported poor access to professional development. Teachers who were observed as part of the inspection process generally lacked awareness of best international practice. Links with other schools, self-evaluation and improvement planning were under developed in all three schools. This limits their capacity for improvement without direct external intervention and support.

6.1. What do parents think?



Parents of students attending Pakistani schools expressed higher levels of dissatisfaction than that found in other curricula schools in Dubai. Around one quarter of parents were concerned that they were not effectively involved in the work of the school. A similar proportion felt that communication between home and school was poor. Parents felt that inspections had helped identify weaknesses in the school and had led to some improvements.

6.2. Key messages

- The performance of schools offering a Pakistani curriculum remains weak;
- Parents wishing to choose such a curriculum have limited choice in Dubai and the quality of provision is poor;
- Academically, the students in these schools do not perform highly and key aspects of the work of a school, including teaching, learning and leadership are, in most cases, unsatisfactory;
- There is an urgent need for improved facilities, resources, and investment in the schools to ensure better access and opportunity for students;
- The two schools judged as providing an unsatisfactory quality of education overall, lack the capacity to improve. Consequently, there is slow progress in these schools towards tackling identified weaknesses.

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