

Kiribati Education Sector Strategic Plan

2020 – 2023



Ministry of Education

August 2020

Minister's Foreword

I am pleased to present this Education Sector Strategic Plan (ESSP) for 2020-2023 that will guide the development of the education sector of the Kiribati Nation. The Education Sector Strategic Plan provides the strategic direction for the Ministry in order to achieve its goals and strategic objectives for the next four years.

The strategic plan comprises 5 goals supported by 16 objectives and 77 strategies, all aimed at improving the quality of education in Kiribati, and to achieve the national aspirations for all children in Kiribati.

The Ministry of Education will, of course, acknowledge there will be a lot to do in the implementation of the Plan and therefore requires the dedication of the entire staff of the Ministry of Education, from school level to senior management. The Ministry of Education also recognizes the importance of strong collaboration with stakeholders and partners in education in fulfilling the goals in this plan.

Monitoring and evaluation are important components of the plan; therefore, mechanisms to monitor the plan implementation and evaluate the progress towards achieving the ESSP objectives, strategies and activities have been included. This monitoring and evaluation will enable the Ministry to report on progress and results in a timely manner. The Ministry of Education will also continue reporting to its stakeholders and Development Partners through the Education Partnerships in Kiribati meetings.

In conclusion, I would like to thank all staff of the Ministry of Education for their hard work and commitment during the implementation of the ESSP 2016-2019. I also take this opportunity to thank our partners in Education and stakeholders for all their support and assistance, and seek their continued support in the implementation of the Education Sector Strategic Plan 2020-2023. The Ministry of Education will continue to strive for the provision of quality teaching and learning, improved learning outcomes, and the production of an educated and skilled human resource for our nation Kiribati.

Te Mauri, Te Raoi ao Te Tabomoa.



*Honourable Alexander Teabo
Minister for Education*

Hon. Alexander Teabo
Minister for Education

Table of Contents

1. Executive Summary.....	1
2. Preface	3
2.1. Context.....	3
2.1.1. Geography and Population.....	3
2.1.2. Macroeconomic context.....	5
2.1.3. COVID-19	7
2.2. The Plan	8
3. Organisational and Management Structure	12
4. Purpose, Vision, Mission, and Guiding Principles.....	14
4.1. Purpose	14
4.2. Vision	15
4.3. Mission.....	15
4.4. Guiding Principles.....	15
5. Recent Ministry Achievements.....	17
5.1. Key Achievements	17
6. Situational Analysis	20
6.1. National Context: Demand for Education 2020-2023	20
ESA Key Findings:	21
6.2. Enrolment & Internal Efficiency	21
ESA Key Findings:	24
6.3. System Quality	24
Education Performance	24
Curriculum	25
Teachers.....	25
ESA Key Findings	27
6.4. External Efficiency	28
ESA Key Findings	28
6.5. Equity.....	29
Gender Equity	29
Disabilities.....	29
Geographic Equity.....	31
ESA Key Findings:	32
6.6. Infrastructure	33
ESA Key Findings:	34
6.7. Key Education Sector Challenges	35
Managerial.....	35

System Quality	35
Learning Environment.....	35
Education Quality.....	35
Partnerships.....	36
7. Goals, Objectives, and Strategies	37
7.1. Theory of Change	37
Theory of Change.....	38
7.2. Overview and Logical Framework	40
7.2.1. Logical Framework	40
7.2.2. Strategies.....	41
7.3. Rationales of Goals and Objectives with Emerging Strategies.	46
7.3.1. Goal 1: MoE is strategically, effectively and efficiently supporting the delivery of quality education and other services.....	46
7.3.2. Goal 2: MoE staff have the skills, knowledge and abilities to deliver high quality education services and lead the education sector into the future	49
7.3.3. Goal 3: All schools are inclusive, accessible and well-resourced to provide safe, comfortable and healthy quality learning environments	52
7.3.4. Goal 4: All school age children in Kiribati have access to a high-quality education ...	54
7.3.5. Goal 5: MoE is maintaining strong partnerships that support the delivery of high-quality education	59
7.4. Strategic Prioritization	60
7.5. Inter-dependencies of ESSP with Other Relevant Strategic and Policy Initiatives	60
7.5.1. COVID-19 Contingency and Response Plan	61
7.5.2. Education Sector Disaster Response	61
7.5.3. National ICT Policy.....	62
8. Key Performance Indicators	63
9. Budget.....	69
9.1. Methodology.....	69
9.2. Fiscal Assumptions	69
9.3. Costing and Funding Gap of the ESSP	73
9.3.1. Costs by Category of Expense.....	74
9.3.2. Costs by Sector of Education	77
9.3.3. Major Activities	78
9.3.4. Closing the Funding Gap.....	80
10. Risk Management.....	82
11. Ministry Operational Plan.....	88
12. Results Management.....	89
12.1 Monitoring and Evaluation	89
13. Annexes.....	90

Annex 1: Ministry Operational Plan (MOP)	90
Annex 2: ESSP, PacREF, and SDG4 linkages.....	113
Annex 3: Resources and Bibliography.....	118

Acronyms and Abbreviations

CDRC	Curriculum Development Resource Centre
CDAD	Curriculum Development and Assessment Division
DOP	Department Operational Plan; see MOP
EAU	Examinations Assessment Unit
ECCE	Early Childhood and Care Education
ECD	Early Childhood Development
EFA	Education for All
EM	Executive Management
EPiK	Education Partners in Kiribati
ESA	Education Sector Analysis
ESL	English as a Second Language; see TESOL
ESSP	Education Sector Strategic Plan
FEdM	Forum Education Ministers
FMU	Facilities Management Unit
GoK	Government of Kiribati
GPE	Global Partnership for Education
ICT	Information and Communication Technologies
IEC	Island Education Coordinator
ISET	Improving School Effectiveness Team
JSC	Junior Secondary Certificate
JSS	Junior Secondary School
KAP	Knowledge, Attitudes and Practices
KEF	Kiribati Education Facility
KEIP	Kiribati Education Improvement Program
KEMIS	Kiribati Education Management Information System
KiEGRA	Kiribati Early Grade Reading Assessment
KiEHCI	Kiribati Early Human Capital Index
KNLA	Kiribati National Libraries and Archives

KTC	Kiribati Teachers College
MoE	Ministry of Education
MOP	Ministry Operational Plan; see DOP
NCAF	National Curriculum Assessment Framework
PacREF	Pacific Regional Education Framework
PDU	Professional Development Unit
PEDF	Pacific Education Development Framework
PPRD	Policy, Planning, Research and Development unit, MoE
SDG	Sustainable Development Goals
SEND	Special Educational Needs and Disability
SIU	School Improvement Unit
SLSS	School Leader Service Standards
SOEs	Stated Owned Enterprises
SST	Support Services Team
TESOL	Teaching English to Speakers of Other Languages;
TEST	Technical and Enablement Services Team
TRC	Teacher Registration Committee
TSIMU	Technical Support Information Management Unit
TSS	Teacher Service Standards
USP	University of the South Pacific

1. Executive Summary

Kiribati is a small island state located in the central Pacific Ocean with a population of c. 110,000 people, with some 40,000 children aged between 2 and 17. The country's education sector is free for up to Year 12 (age 17) and compulsory from ages 6 to 14. Overall the country's education sector is divided into ECE, primary, junior secondary, senior secondary, TVET, and tertiary sections. Of these, the Ministry of Education has governance and oversight of the ECE, Primary and Junior and Senior Secondary sub-sectors. TVET within these sub-sectors is also the mandate of the Ministry of Education with TVET at higher levels under the governance of the Ministry of Employment and Human Resources. There is also a USP campus and the Minister of Education, is a member of the USP Council.

The Education Sector Strategic Plan (ESSP) is a Ministry level policy document that provides the overall guidance for the Ministry of Education (MoE) to implement all Government education policies over a four-year period. The current ESSP 2020-2023 is the new edition of the plan which has reduced the number of goals from nine in the previous ESSP to five and sought to incorporate missing links and gaps as identified in the analytical and study findings. The approach of the current version represents a streamlining of the previous ESSP 2016-2019, which was found to be too ambitious, with its 9 goals, for the MoE to achieve with the limited resources available to it. To further strengthen the methodology of this ESSP, it has drawn on lessons learned, a number of analytical reports, outcomes of national consultations, findings from education research studies, reviews of education policies, results from national and international assessments were all used to inform the development of the current plan.

It also reflects the key priority objectives of Government policies along with regional and international policies on education that include:

- 1 | the Government's Kiribati 20 year Vision 2016-2036 (KV 20) across the four pillars of Wealth; Peace and Security; Infrastructure; and Governance,
- 2 | the Kiribati Development Plan 2020–2023 - Key Performance Area 1: Human Resources Development. - (to be updated once KDP finalised),
- 3 | the Pacific Regional Education Framework (PacREF) that Kiribati, with its Pacific Forum neighbours, under FEdMM has agreed to commit to; and,
- 4 | the Sustainable Development Goal 4 (SDG4) – Education towards 2030, and also to align with the various international conventions that Kiribati has ratified.

Section 7 of this ESSP sets the strategic direction for MoE's 12 Divisions over the next four years to reach the desired outcomes. It identifies the Vision, Mission, Guiding Principles, 5 Goals and 16 Objectives of the plan; these describe what the Ministry expects to achieve and reach. The five high-level goals included in this plan focus broadly on:

- 1 | MoE's effective and efficient management of the education sector;
- 2 | MoE's staff's capability and capacity to deliver the plan;
- 3 | School's learning environment which is resourced and safe;

4 | Access and quality of Kiribati education

5 | International and national partnerships.

The five goals are further divided into 77 strategies, which are set as part of the steps to be taken by the divisions of the Ministry for the implementation of the plan (see MOP on p. 88). The strategies will be further unpacked into key and sub-activities through the annual DOPs and Individual Work Plans. These documents will be developed in alignment with the strategies following the endorsement of this plan.

The key means to ensure a successful implementation of all activities is the availability of the budget which is detailed in Section 9 of this ESSP. The section displays estimated budgets required for existing and new activities for both the Recurrent and Development. It also identifies the funding gaps for particular activities required for each year during the 4-year period of the plan (see funding gap section on p. **Error! Bookmark not defined.**).

The budget is primarily funded through a combination of existing commitments, including investment in MOE staff time and external funding. There remain a number of funding gaps, however, with most of the funding shortfall relating to updated curriculum development, scholarships and infrastructure.

To monitor and evaluate the implementation of the whole plan, monitoring and evaluation (M&E) systems are vital to be in place to provide the Ministry with information on progress in terms of results on achievements, strengths and weaknesses and also ways forward where necessary during the whole 4-year period of the plan.

For this ESSP 2020-2023, the Monitoring and Evaluation (M&E) Plan is briefly summarised in Chapter 8. It sets out the Results Framework to guide the Ministry in checking progress towards the set goals. The Results Framework provides key performance indicators at country and internationally strategic levels. Targets are set for each indicator and become a point of reference or standard for the Ministry to monitor plan implementation progress.

The risks identified, that potentially hinder implementation, are also included in the M&E Plan. The risk management plan that guides the Ministry in managing these risks includes recognition of the importance of communicating this ESSP as widely as possible and ensuring data is well collected to provide evidence for monitoring and reporting on progress. Communicating the ESSP places emphasis on the need for strong partner and stakeholder relationships, support and collaboration. With the theme of this ESSP being:



The emphasis on strong partnerships supports the *Education Partners in Kiribati* forum as an effective mechanism to support implementation, while the Ministry's Division of *Policy, Planning, Research and Development* (PPRD) will coordinate the monitoring and reporting on the progress of this ESSP implementation.

2. Preface

2.1. Context

2.1.1. Geography and Population

Kiribati is a nation of twenty-three atolls and one island spread across 6,300 km² of the Pacific Ocean, with inhabitable islands covering some 811 km². Due to the distance between islands, Kiribati faces both daunting challenges and numerous opportunities in the delivery of education.

Kiribati's population of 110,136¹ with more than 50% of it concentrated in the region of South Tarawa and additional 6% located in North Tarawa. The following table illustrates the unequal distribution:

District	Island Group	Capital	Area (km ²)	Population	Density (pers/km ²)
Tarawa South	Gilbert	Bairiki	3,207	56,388	17.6
Tarawa North	Gilbert	Abaokoro	395	6,629	16.8
Kiritimati	Line & Ph.	London	14	6,456	457.2
Abaiang	Gilbert	Taburao	411	5,568	13.6
Tabiteuea North	Gilbert	Utiroa	142	3,955	27.9
Abemana	Gilbert	Binoiano	109	3,262	29.8
Butaritari	Gilbert	Temwanokunuea	227	3,224	14.2
Marakei	Gilbert	Rawannawi	174	2,799	16.1
Nonouti	Gilbert	Matang	130	2,743	21.1
Tabuaeran	Line & Ph.	Nabari	213	2,315	10.9
Beru	Gilbert	Tabukiniberu	188	2,051	10.9
Makin	Gilbert	Makin	240	1,990	8.3
Maiana	Gilbert	Tebwengetua	123	1,982	16.1
Nikunau	Gilbert	Rungata	84	1,789	21.4
Teraina	Line & Ph.	Washington	47	1,712	36.2
Onotoa	Gilbert	Aiaki	99	1,393	14.1
Tabiteuea South	Gilbert	Buariki	88	1,306	14.9
Aranuka	Gilbert	Buariki	62	1,125	18.2
Tamana	Gilbert	Abaokoro	147	1,104	7.5
Kuria	Gilbert	Tabontebike	80	1,046	13.1
Arorae	Gilbert	Roreti	127	1,011	8.0
Banaba	Gilbert	Ooma	55	268	4.8
Phoenix Islands	Line & Ph.	Pyramid Point	2	20	8.6
Total			6,363	110,136	17.3

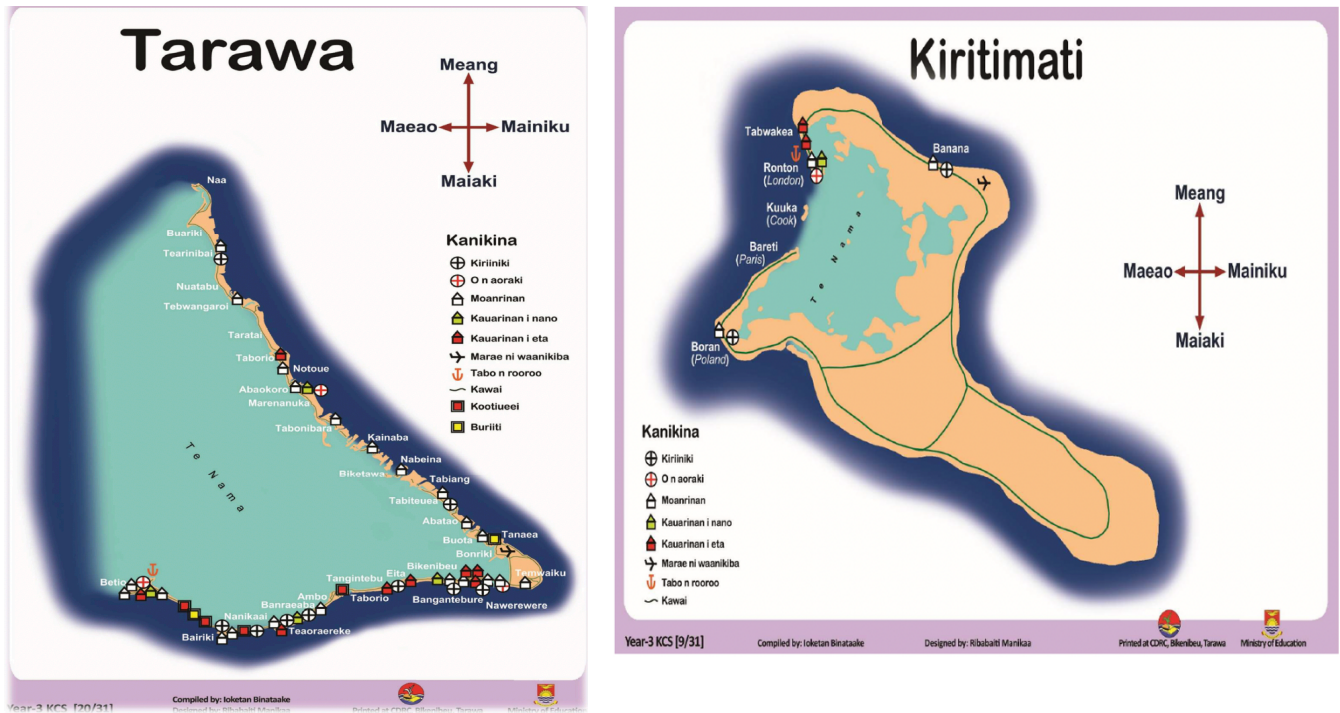
Source: 2015 Population & Housing Census

Due to population sparsity, and the need to provide education in hard-to-reach outer islands with limited choice and resources, the education sector is served primarily by government or church-run institutions with very limited private provision.

¹ 2015 Population & Housing Census

Provision of equitable education across such an expanse requires a large logistical effort. Primary schools cover the country with a junior secondary school placed at the heart of each atoll and senior secondary schools in the main population centres.

Figure 1: School locations on South Tarawa and Kirimati Islands²



Source: (Ministry of Education, 2019)

To overcome some of these challenges related to geographical remoteness, transport such as a truck is provided on a daily basis for students to attend primary and junior secondary schools, and boarding facilities are arranged so that some senior secondary schools attended. Students attending government secondary schools are funded so accommodation and meals are fully provided for boarding students while day scholars are provided with transport allowance in the form of bus tickets and lunch.

Even with these arrangements drop-out rates at different points suggest structural bottlenecks, particularly with regards to access to and relevance of senior secondary education, have a material effect on student progression.

Yet opportunities also exist. The narrow land formations result in single roads which make it easier for transport to be arranged. Populations centred upon villages make it easier for locating schools within easy reach of primary students. Strong community structures enable meaningful community engagement.

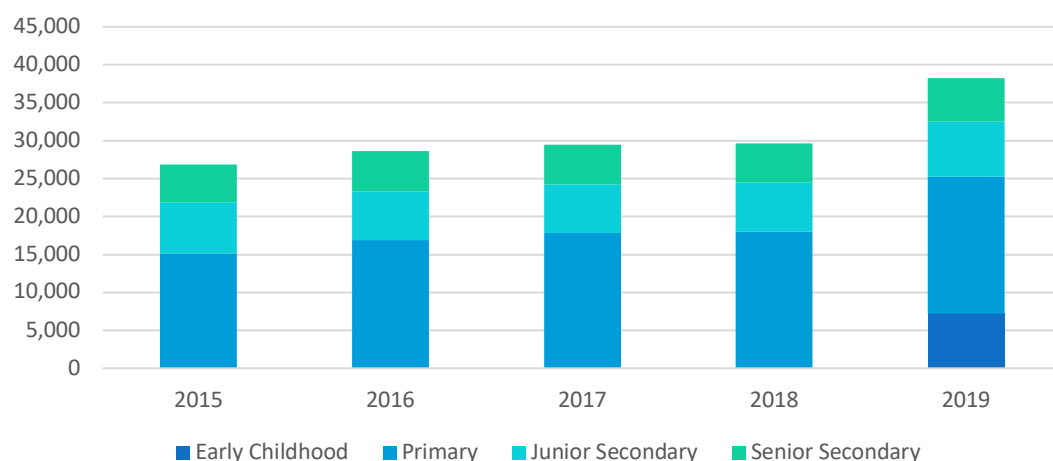
With an increasing population comes an increased demand for education services, with an estimated increase of 4,262 students over the past five years³, not including the additional 7,162 in pre-schools which, previously existing as private providers, have just come into the formal education system with the introduction of early childhood care and education (ECCE)

² Please note that due to the large number of islands in Kiribati, the two islands are included for illustrative purposes. For detailed school locations on all islands, please see the source document.

³ Assuming all children currently registered with early childhood centres represents current demand

in 2019. Structural bottlenecks at junior and senior secondary level have the effect of dampening demand for education, however, recent government policies that address issues such as domestic violence, inclusive education and education for children with disabilities, as well as language policy have gone some way to loosen these constraints. These have had some positive effects on overall enrolment across Kiribati:

Figure 2: Students number in formal, non-tertiary education. Source KEMIS



With the increasing demand for education services, the ministry has put forward objectives in this plan, which aim to address the challenges pertaining to infrastructure and delivery and monitoring of quality education particularly in the outer islands, which can be found in chapter 7.

2.1.2. Macroeconomic context

Kiribati's economy is constrained by its remoteness and limited resource base. Distance from key markets and the high cost of international freight places strain on those few export industries that do exist.

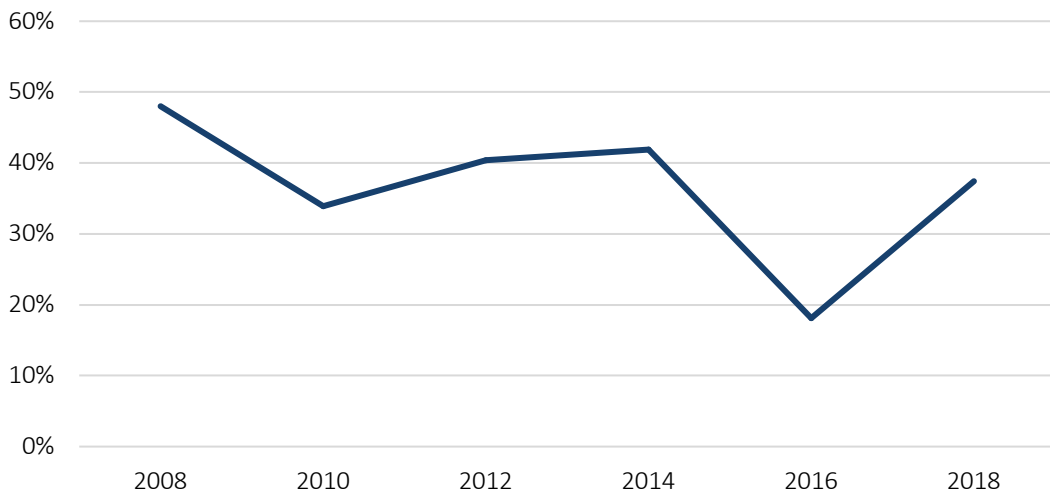
Despite these constraints, the economy in recent years has performed well, though this has primarily been fuelled by high fishing license revenue and the subsequent public investment. *'The economy grew at an average annual pace of 5¼ percent in 2015–17, compared to 1½ percent in 2000–14. The stronger growth reflects in large part higher public spending financed by record-high fishing revenue, and donor-financed infrastructure investment.'*⁴

Despite its recent strong performance, with limited resources and heavy reliance on fishing, the Kiribati economy experiences large annual swings in its performance on a per capita basis and remains relatively vulnerable to external shocks both economic and environmental.

Kiribati also remains largely dependent on external aid. This is illustrated by the Aid Dependency Ratio, which looks at the amount of external aid contribution to the government budget (recurrent + development) as a percentage of the total budget amounts.

⁴ Source: IMF Article IV, 2019

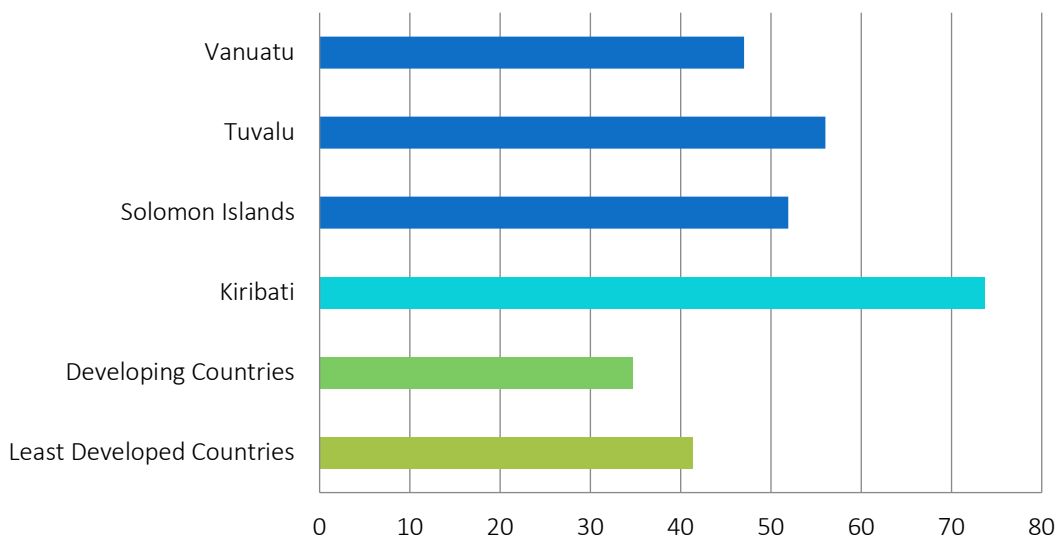
Figure 3: Aid Dependency Ratio of Kiribati between 2008 and 2018



Kiribati’s aid dependency is particularly prominent in the areas of capital and infrastructure investment, which relies heavily on external sources of funding.

Combined with the other macroeconomic factors outlined above, Kiribati’s economic vulnerability has been judged to be the highest among the 145 developing nations evaluated by the Economic Vulnerability Index (EVI). The index looks at the durability and strength of developing nation economies and weighs two sub-indices for (1) exposure and (2) shocks, looking at factors such as population size, remoteness from world markets, exports, share of agriculture, share of population living in low elevated coastal zones, victims of natural disasters, instability in production and exports. High scores correspond to high levels of vulnerability.

Figure 4: 2018 Economic Vulnerability Index



Source: Dep’t for Economic & Social Affairs, Committee for Dev’t Policy, The Least Developed Country Category: 2018 Snapshots

Kiribati has the highest EVI score out of all 145 developing nations evaluated. This made it the most economically vulnerable country in the world primarily due to its remoteness, small population, limited resource base and entire population living in low coastal zones.

2.1.3. COVID-19

At the time of the initial development of this plan and its pre-appraisal in early 2020, the global pandemic of Covid-19 has not yet been fully recognized and under way. At the time of the plan's further revision, the pandemic has affected almost all countries in the world and severely disrupted educational and other governmental programming as well as international funding and programmes aimed at supporting developing countries across all sectors, which will have long-lasting effects on the lives of (not only) Kiribati citizens, but also all children.

COVID-19 was declared by WHO as a global pandemic on March 11, 2020. Following WHO's declaration, Government of Kiribati (GoK) has declared the state of health emergency on 26 March 2020, which resulted in a temporarily school closure from 30 March - 17th April. After confirming there are no positive cases of COVID-19 in Kiribati GoK decided to reopen schools from 20 April 2020. Up to date Kiribati remains to be one of the few countries in the world which has zero confirmed cases of COVID-19, thanks to the early control and closure of its international borders (which remains the case as of early September 2020).

In preparation for the worst-case scenario in which COVID-19 reaches Kiribati, GoK has developed a national preparedness and response plan for COVID-19. Following the development of the national plan, Ministry of Education (MoE), through technical and financial support from UNICEF, developed a contingency plan for COVID-19 which specifically focused on education sector, in alignment with the national plan, to ensure that education system is well prepared for possible closure of schools and adequate on-going support is provided to students during school closure and after reopening of the schools. The plan was consulted with various stakeholders and later endorsed by Local Education Group (LEG).

The education sector contingency plan for COVID-19 aims to **support continuation of quality learning and promotion of health and well-being of all school-aged children (from Early Childhood Care and Education (ECCE) to Senior Secondary School (SSS)) before, during and after Covid-19 and strengthen resilience in education system to future disruptions**, and it has four following key outcomes:

- ⚙️ **Outcome1:** Raise awareness and build capacities of communities, teachers, and MoE personnel to mitigate negative impact of Covid-19 against children (preparedness)
- ⚙️ **Outcome2:** Ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands (response)
- ⚙️ **Outcome3:** Ensure that schools reopen with appropriate services and measures in place and that students re-enter the formal education system (recovery)
- ⚙️ **Outcome4:** Strengthen the resilience of the education system against future emergencies (system strengthening)

To ensure effective coordination and support in education sector, four groups of education task force were developed. The focus of each of the four taskforces are: (i) welfare of students

in Kiribati; (ii) welfare of Kiribati students studying abroad; (iii) learning continuity of students in Kiribati; and (iv) administrative protocol for MoE staff and teachers, respectively.

Various activities on COVID-19 preparedness have already taken place in Kiribati between March and August 2020, before the endorsement of the education sector contingency plan for COVID-19. With regard to risk communication, SMS blast on Covid-19 awareness was launched, reaching 51,000 (almost half of the population) subscribers. Radio programme 'Nimaua Akea' on Covid-19 awareness was aired for six weeks. The Ministry of Health and Medical Services (MHMS) has also put forward an awareness campaign directly targeting students. Songs and videos of the facts and preventative measures on COVID-19 were launched by MoE and disseminated through radio, TV and commuter buses. Regarding WASH, both MoE, supported by UNICEF and MHMS have distributed soaps to Primary Schools, Junior Secondary Schools (JSSs), SSSs and ECCE centres. Handwashing stations were constructed in 18 schools in South Tarawa.

The activities on COVID-19 preparedness, response, recovery and system strengthening are included in a separate COVID-19 Contingency Plan, which is not directly part of this ESSP, as such this plan and the objectives and strategies included in it, do not include COVID-19 related programming and activities, but the MoE has recognized the urgent need to proactively and steadfastly address the challenges arising from the pandemic and is very much finalizing and implementing a dedicated strategy to address them.

2.2. The Plan

The Kiribati Education Sector Strategic Plan (ESSP) 2020-2023 is informed by key development policies and is therefore intended to reflect their key priority objectives. The policies are at national, regional and international levels that include:

- 1| The Government's *Kiribati 20 year Vision 2016-2036* (KV 20) across the four pillars of Wealth; Peace and Security; Infrastructure; and Governance,
- 2| The *Kiribati Development Plan 2020-2023* - Key Performance Area 1: Human Resources Development. - (to be updated once KDP finalised),
- 3| The *Pacific Regional Education Framework* (PacREF) that Kiribati like all Pacific countries under FEdMM has agreed to commit to and
- 4| The *Sustainable Development Goal 4* (SDG4) – Education towards 2030, and also to align with the various international conventions that Kiribati has ratified.

In the bigger picture with the long-term focus of the KV20, this ESSP contributes towards the *Wealth* pillar, which is aimed at:

[D]eveloping the natural capital, human capital and cultural capital to improve economic growth and reduce poverty. The human capital component seeks to create a highly educated and skilled population, increase access to decent employment; develop a highly skilled, qualified

and efficient work force and accessible and affordable quality healthcare system. The Vision recognizes that creating a globally competitive and healthy human resource base is critical to achieving the overall goal of the Vision given its linkages to employment opportunities.⁵

This ESSP is directly linked to the new Kiribati Development Plan (KDP), with a clear flow of elements from the KV20 down to the KDP as shown in Figure 1. With the ESSP being informed by the KV20, it is therefore guaranteed the ESSP and KDP will complement each other.

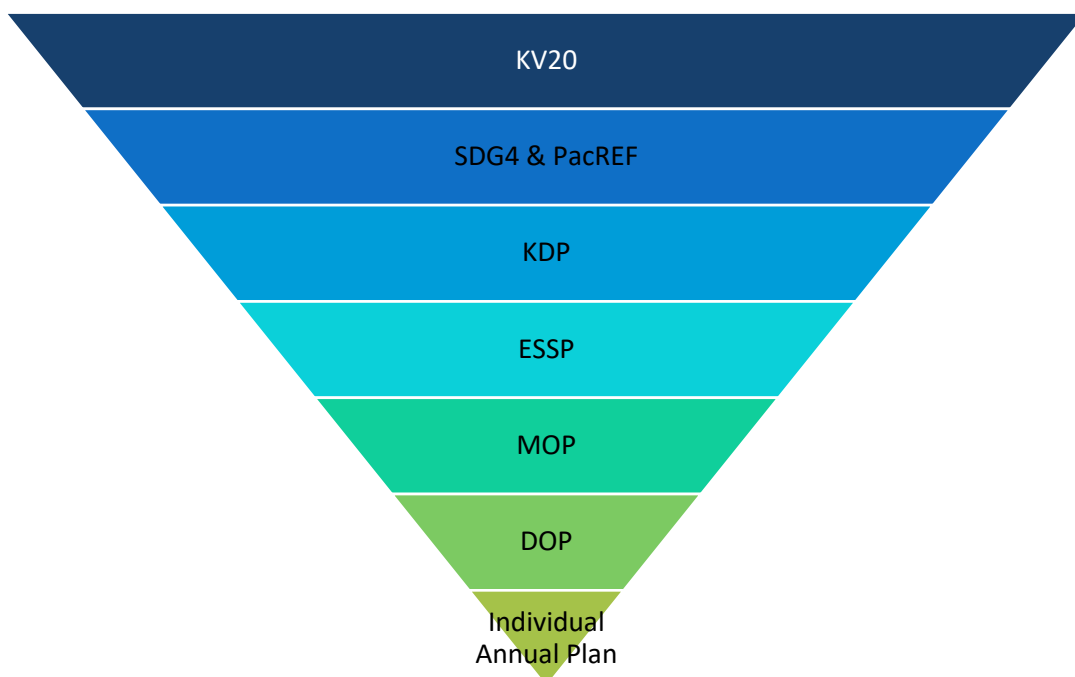
This ESSP also contributes towards the outcomes of the PacREF, primarily those that are in alignment with international commitments around the SDGs where education is largely the key development agenda. Both the PacREF and the SDG4 highly inform this plan, giving attention to the SDG4 targets of which all are aiming at:

[E]nsuring inclusive and equitable quality education and promote lifelong learning opportunities for all.

Please see ‘Annex 2: ESSP, PacREF, and SDG4 linkages’ for a detailed table of linkages between the ESSP, PacREF goals and SDG4 targets.

The figure below displays the cycle elements of the ESSP 2020-2023.

Figure 5: Elements of the ESSP 2020-2023:






While guided by the priorities of key development policies and the linkages cycle above, the overall development of the ESSP 2020-2023 also included careful assessment of the

⁵ Government of Kiribati (2018) Kiribati 20-year Vision 2016-2036, p 8.

implementation and outcomes of the ESSP 2016-2019; both the mid- and end-term evaluations, followed by extensive consultations and planning over an extended time frame. This enabled the ESSP 2020-2023 to respond to a number of challenges and opportunities that emerged during the previous planning period.

In summary these are:

	<p>Managerial</p> <ul style="list-style-type: none"> ⚙️ <i>Efficient delivery of limited resources;</i> ⚙️ <i>Absorbing economic and social shocks;</i>
	<p>System Quality</p> <ul style="list-style-type: none"> ⚙️ <i>Ensuring teacher recruitment and retention results in target class-sizes;</i> ⚙️ <i>Improving the quality of teachers and their service delivery;</i>
	<p>Learning Environment</p> <ul style="list-style-type: none"> ⚙️ <i>Improving the infrastructure levels and management practices;</i> ⚙️ <i>Ensuring school materials both support the needs of schools and arrive in a timely manner;</i>
	<p>Education Quality</p> <ul style="list-style-type: none"> ⚙️ <i>Defining and developing early childhood care & education;</i> ⚙️ <i>Adapting curriculum to enable students to be prepared for the Kiribati economic environment;</i> ⚙️ <i>Increasing access to education for those currently excluded;</i> ⚙️ <i>Improving Kiribati's PILNA, STAKI and other external assessment performance</i>
	<p>Partnerships</p> <ul style="list-style-type: none"> ⚙️ <i>Ensuring donor supported initiatives conform to MOE plans and policies;</i> ⚙️ <i>Involvement of communities;</i>

For more detail, please see section 6.7 Key Education Sector Challenges on page 35.

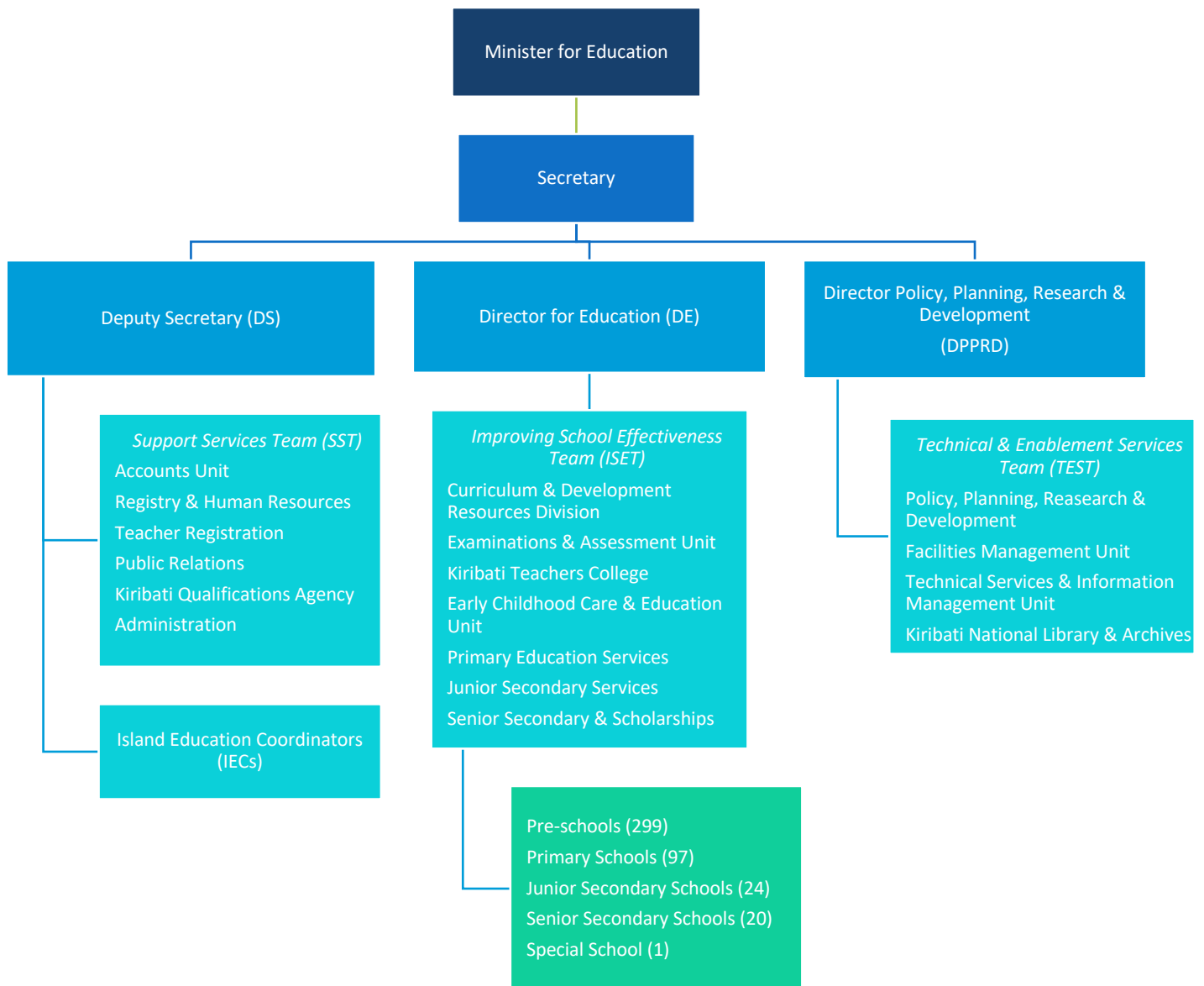
The ESSP development is also based largely on the evidence and analysis presented in a number of key reports, including analysis completed by the Ministry's Policy, Planning, Research and Development (PPRD) Division with support from the Kiribati Education Improvement Program (KEIP), the *Education Sector Analysis 2019* that was prepared with the support from the *Global Partnership for Education (GPE)*, and various other reports as footnoted and included in references.

Collective inputs from extensive consultations through national summits and partner forums, and participatory analysis of the previous plan improved the ability of the new ESSP to emphasise education as a crucial agenda item that provides knowledge, skills, wisdom, morality and ability for all Kiribati young people to strengthen cultural identity, prosper and

thrive amongst the challenges of today and tomorrow. The inclusion of new strategies to strengthen the capability of the school system to deliver accordingly in the plan is also the focus. The new plan consolidates and continues the work undertaken in the previous ESSP and also refines goals and strategies aimed at further improving the quality of educational services to better prepare the young people of Kiribati to take their place in a changing national, regional and global environment.

3. Organisational and Management Structure

Figure 6: Current Structure for the Ministry of Education



The Ministry of Education is led by the Secretary who works directly with members of the Executive Management (EMs) that comprise of Deputy Secretary (DS), Director of Education (DE) and Director Policy, Planning, Research & Development (DPPRD). The EMs have portfolios under their jurisdiction that includes respective divisions of MoE as structured above. The DS is responsible for the SST group, the DE for the ISET and the DPPRD for the TEST.

Recent reforms of the education system in the Ministry provide for the efficiency and effectiveness of education services delivery including portfolios being expanded with new posts and divisions created. New key changes include formulation of the Ministry core groups; ISET, TEST and SST with KNLA move from Administration (SST) to TEST. A new division, Kiribati Qualification Agency, is introduced while IECs are being transferred from SIU (ISET) to SST to better reflect their role and responsibility.

Reporting mechanisms should follow the channels inherent in the structure above whereby staff from under the 3 groups report up to their immediate supervisors one level above their levels. The final decision is always upon the advice of the Secretary who discusses all education matters with the Hon Minister to ensure the Government policies and deliberations are put into effect.

4. Purpose, Vision, Mission, and Guiding Principles

4.1. Purpose

The Ministry of Education, like all other Government Ministries and SOEs has a significant role in the overall conduct of Government business and in implementing the Government's key policy intents such as those in KV20 and KDP. Below is the extract from the *Office of the Beretitenti* (OB) website about the direction of the MoE's assigned responsibilities that provide the sole purpose of its existence.

THE CONSTITUTION OF KIRIBATI (Chapter IV)

Directions Assigning Ministerial Responsibility Botaki Ibukin Te Reirei Ministry of Education

Business of the Government for the conduct of which the Minister is responsible

- Registration and De-registration of Schools
- Primary Education Services
- Junior Secondary Education
- Senior Secondary Education Services
- Support to Pre-schools
- National School Curriculums and Assessment
- Teacher Training and Professional Development
- Teacher registration and de-registration
- Education Quality and Assessment Program (known as SPBEA before)
- Support services to Mission Schools
- Pre-service Scholarship awards
- National Library & Archives
- Language Board
- UNESCO (NATCOM)
- Commonwealth of Learning
- University of the South Pacific

The list above reflects the core business of the MoE in serving its purpose. Over the last four years during the period of the previous plan, new responsibilities listed below were created;

- Policy, Planning, Research & Development
- Early Childhood Care and Education
- Support to the Kiribati School & Centre for Special Needs (KSCSN)

- ⚙ Education Act 2013
- ⚙ Early Childhood Care and Education Act 2017
- ⚙ Public Records Act 1983

There are clear linkages between the Ministry's portfolios above with the 1st pillar of the Kiribati Vision in 20 years (KV20) Wealth which aims at developing Human capital by creating a highly educated and skilled population.

The aim of KV20 Pillar One is strongly emphasised in the extract below (extracted from the Ministry Budget provisions for 2020):

No one denies the fact that no country has succeeded without educating its people; education is the key to sustaining growth and reducing poverty. There are changes in the outcomes sought that come with the newly introduced free education policy and the Education Act, 2013. It is vital to see that education services are aligned with the Government's overall aims of generating '.....a sustained positive, real rate of economic growth per person', through the development of our human resources. The development of our youth through quality and inclusive education is an important part of enhancing the potential of our human resources. The desired outcomes are for the education system to provide quality education with equal opportunity for the development of youth that achieves high standards, broad coverage, relevance and cost-effective delivery. This can be realized through upgraded resourcing of the Primary School System, Free Education for students who pass exams up to Year 12, improved quality and relevance of the education system; improved learning environment and attainment of the potential of our people.

4.2. Vision

The young people of Kiribati have the knowledge, skills, wisdom, morality, and ability to strengthen our cultural identity, prosper and thrive against the challenges of today and tomorrow.

4.3. Mission

The Ministry of Education delivers culturally-grounded and high-quality education to all the young people of Kiribati, based on excellent leadership, good governance, effective teaching, proper resourcing and strong partnerships.

4.4. Guiding Principles

The development of the ESSP 2020-2023 is underpinned by the following 8 underlying principles:

- 1 | Reflects and supports national and international policy priorities for human development (KV20 2016-2036 Pillar 1), SDG4, and Pacific Regionalism through, for example the Pacific Regional Education Framework (PacREF)
- 2 | Provides a strategic, targeted and measurable framework for efficient delivery of school-based education
- 3 | Brings a strategic imperative to:
 - ⚙ equity and access for all
 - ⚙ literacy and numeracy, and
 - ⚙ English language acquisition
 - ⚙ Quality and inclusiveness in all areas
 - ⚙ Alignment of Development Partners' assistance and support to MoE priorities
 - ⚙ Contextualized approach
- 4 | Encourages accelerated strengthening of pathways to tertiary, vocational education and employment focused skills acquisition.
- 5 | Compels elevation of leadership and policy management capability to meet the planning horizon for ESSP 2020-2023 goals and strategies
- 6 | Enables implementation of an effective monitoring, evaluation and reporting framework addressing education system capability and performance
- 7 | Provides an effective framework for development partner collaboration, support, activity design and funding.

5. Recent Ministry Achievements

The implementation of the previous ESSP (2016-2019) involved the diligent efforts of key Ministry staff, Heads of Departments and also the technical and financial support of Development Partners and strong engagement of stakeholders. For most of the first two years of implementation, after being endorsed and signed by the then Honourable Minister Alexander Teabo, it was led by the then Secretary Mrs Kaaro Neeti. Mrs Kaaro worked with two Ministers, when the new Minister David Collins replaced Alexander Teabo in early 2017. Towards the end of 2017, the new Secretary Mrs Bwakura Metutera Timeon came in and continued working on the plan implementation with Hon Minister David Collins till the ending period of the plan.

Some HoDs also changed over the four year period of implementation, with a number of new staff taking their place, however this shift was previously identified as one of the risks that would have negative effects on implementation. With mitigation measures to address these risks, along with strong partnerships with current and new Development Partners and stakeholders, a number of achievements were made during plan implementation, of which several key achievements are identified below:

5.1. Key Achievements

The Ministry key achievements from the previous planning period are provided under the three core groups of the Ministry;

For Improving School Effectiveness Team (ISET)

- ⚙️ Passing of the Early Childhood Care and Education Act in June 2017.
- ⚙️ Establishment of ECCE Unit and creation of positions for ECCE – SEO and EOs
- ⚙️ Completion and endorsement of ECCE Kiribati Quality Standards (KQS)
- ⚙️ Drafting ECCE Regulations
- ⚙️ Drafting of ECCE Curriculum Framework
- ⚙️ Registration of Pre-school Centres and Teachers
- ⚙️ Review of TSS and SLSS
- ⚙️ Implementation of Inclusive Education Policy
- ⚙️ Development of Teaching Guides for teaching students with disability
- ⚙️ Mainstreaming – students with disability to model inclusion schools: 1 SSS, 2 JSS, 3 PRI
- ⚙️ Training of Teacher Assistants
- ⚙️ Gradual improvements of achievements in STAKI and PILNA

- ⚙️ Capacity Building for improving competency of School leaders and Teachers – LLL training and CPD programs
- ⚙️ Teachers Language proficiency – TESOL and ESL
- ⚙️ Development of TELPA – tool to assess English proficiency of teachers
- ⚙️ Completion of Year 7-9 Curriculum
- ⚙️ Implementation of Year 7 & 8 Curriculum
- ⚙️ Literacy and Numeracy Curriculum Review
- ⚙️ Literacy and Numeracy Interventions Programs at the primary level – KEIP Literacy and Numeracy Program and PEARL Intervention

For Technical & Enablement Services Team (TEST)

- ⚙️ Establishment of partnership with more Development partners and stakeholders
- ⚙️ Establishment of the Research Unit with two positions created in the Establishment Register – Research Coordinator and Research Assistant
- ⚙️ Drafting the Education Research Framework
- ⚙️ Drafting the proposal on the development of the Education Research Ethic Committee
- ⚙️ Conducted 11 Education research studies
- ⚙️ Conducted mid- and end-term evaluations of the ESSP 2016-2019
- ⚙️ Conducted 1st ever Education Research Symposium
- ⚙️ Reviewed some existing Education policies
- ⚙️ Developed 24 new Education policies
- ⚙️ Assessment of policy intents on Teacher Quality and Student Assessments using the World Bank SABER assessment tool
- ⚙️ Conducted the analyses of sub-sectors, ECCE, Infrastructure and TVET
- ⚙️ Conducted the national consultations in Kiritimati and South Tarawa Islands
- ⚙️ Development of and drafting the new ESSP for the current 4 years 2020-2023
- ⚙️ Rehabilitation of all Primary and Junior Secondary schools in South Tarawa
- ⚙️ Development of the Operational Maintenance Manual (OMM) for some schools
- ⚙️ Successfully Implemented the WASH in School program and boost
 - i. Around 20 Primary and Junior Secondary schools from 0-Star to 1-Star standards
 - ii. Around 10 Primary and Junior Secondary schools from 0-Star to 2-Star standards
- ⚙️ Furnishing of South Tarawa schools with more furniture
- ⚙️ Development of ICT in Education Master Plan

- ⚙ Establishment of Education Data portal on cloud.moe.gov.ki
- ⚙ Completed the 2016 Digest of Education Statistics
- ⚙ Drafting the 2017/8 Digest of Education Statistics
- ⚙ Trialling of tablets at some primary schools and aptus tablets at JSS in South Tarawa

For Support Services Team (SST)

- ⚙ Establishment of Teacher Registrar position and recruitment of the position holder
- ⚙ Provision of Preschool teachers' salaries
- ⚙ Improvements in governance and management, local community involvement, and teacher quality.
- ⚙ 4D e-registry development and trialling
- ⚙ More than 10 number of positions (newly created posts with recruitment) have been filled up

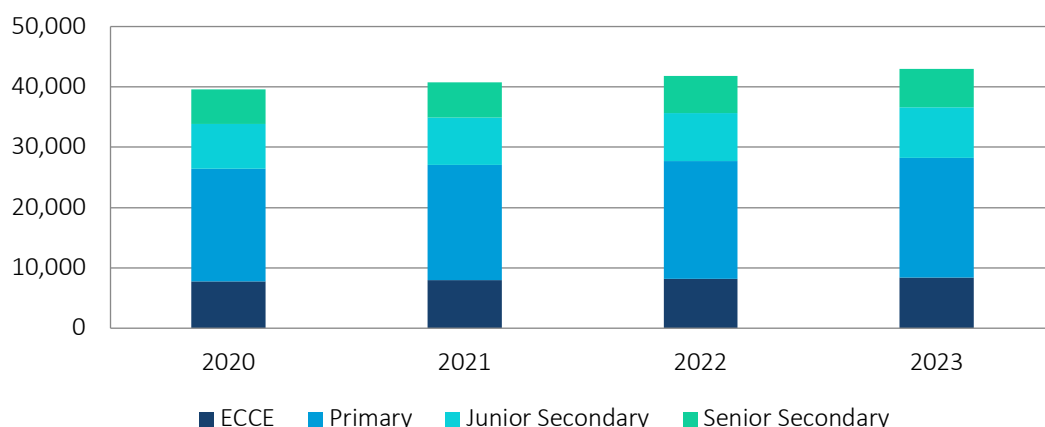
6. Situational Analysis

6.1. National Context: Demand for Education 2020-2023

With a growing population and less children dropping out of school, the number of students continues to grow (with an average 2.75% annual growth from 2016-2019 (MOE, 2020, p. 31)) In addition to this, early childhood education has been brought under the Ministry’s remit, further increasing the sector servicing requirements of MOE. Over the course of the plan the total early childhood and school population is forecasted to increase by 4,707 students⁶.

Whilst the student population is growing, it is not growing evenly with student migration to South Tarawa placing greater pressure on schools there than would be expected from natural increase alone. This reflects broader demographic shifts: over 51 per cent of the Kiribati population now resides in South Tarawa. In 2015 the population density of South Tarawa stood at c. 3,578 per km², against a national average of 68 per km² (MOE, 2020, p. 13). Modelling suggests that this trend is likely to continue – even allowing for increased international migration, some sources suggest that by c. 2050, the population of South Tawara will have reached c. 86,510, comprising a 72 per cent increase from the 2010 census (Oakes, et al., 2016). Similarly, The Pacific Data Hub, forecasts that the total population of Kiribati will increase from 118,700 in 2020 to 181,800 in 2050 (Pacific Data Hub, 2020). Internally, the ‘vast majority’ of movements within Kiribati are to South Tarawa (ibid.), leading to significant challenges with ‘overcrowding’ (ibid.). Many pupils relocate to South Tawara for secondary education (due to issues with access in outer islands), further increasing student numbers in the capital, which also has a significantly higher number of secondary schools than any other region (Coffey International Development, 2016)

Figure 7: Forecasted student numbers using MOE Medium Term Resource Framework



⁶ MOE Medium Term Resource Framework; inclusive of ECCE students

Findings from KiEHCI, KiEGRA and KAP studies mention the significance of strong partnerships with parents in the teaching and learning processes. Parents and other stakeholders in their communities such as Churches, Kiribati Union of Teachers and Island Councils are the Ministry's local counterparts whose engagements in the teaching and learning processes make a significant contribution to improve learning outcomes. One of the statements emerging from the analysis of the 2018 PILNA results mentions the significant support of parents to their children at a young age (preschool) helps their children to achieve better learning outcomes.

ESA Key Findings:

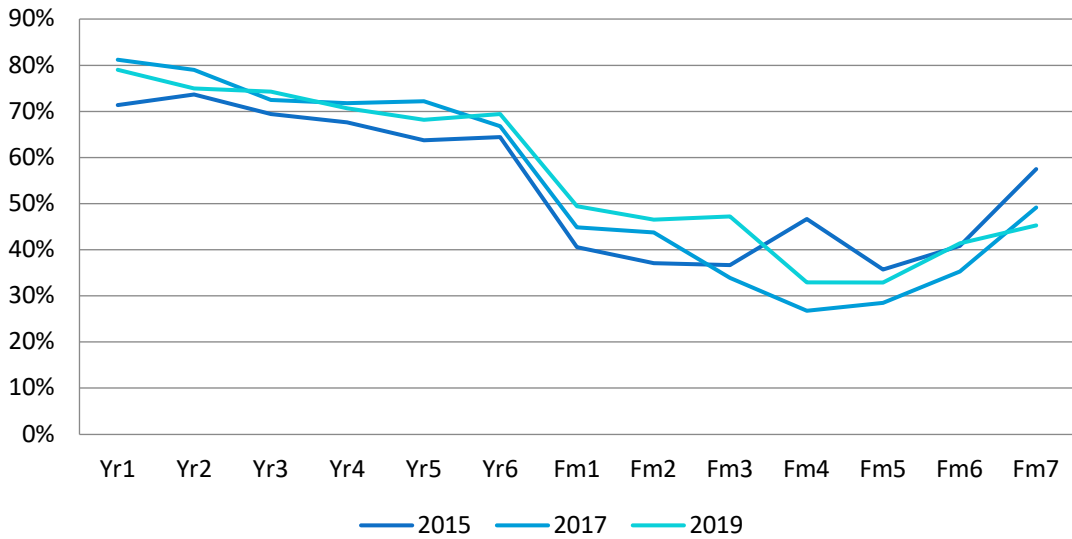
- 1 | **Governments have been fiscally prudent:** Successive Kiribati governments have exercised fiscal prudence running balanced budgets and keeping debt levels low and well within servicing capacity.
- 2 | **Kiribati is economically vulnerable:** The Kiribati economy is not able to withstand large economic shocks. This creates uncertainty in the level of public funds available for education in the medium and long-term.
- 3 | **Economic growth is not expected to continue at current rates:** Forecasts for economic growth are low which means increases in government revenues are not expected to continue at the rates experienced over the past four years.
- 4 | **External donor funds form a large portion of public education investment:** Public investment, particularly in infrastructure, is largely funded by external aid, creating a high level of dependence on aid for such investments.

6.2. Enrolment & Internal Efficiency

The data available on KEMIS includes the spread of ages within each school year level. From this data it is possible to measure the change in class age composition, which occurs due to dropouts and repeaters. The 'Theoretical Age' being the age students are ideally meant to be in each year level.

As noted in Figure 7, there is a consistent drop in the percentage of the Theoretical Age, bracket (where 'Theoretical Age' constitutes the age students should, if enrolment aligned with defined age-expectations, be in each year level) in each year as school progresses, with the exception of the final two years of senior secondary:

Figure 7: the percentage of each school year level that are students that have entered at the age targeted by MOE and who have never failed progressing

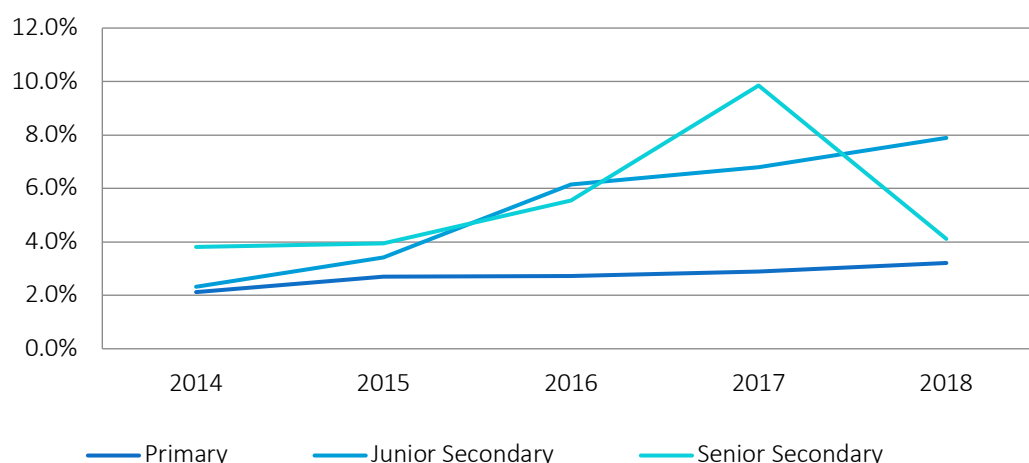


MOE has introduced policies to discourage repeating, however the data suggests these policies are not yet fully achieving the desired effect with the change in age composition away from the Theoretical Age bracket remaining relatively consistent from 2015 through to 2019. As demonstrated within Figure 7, the practical implication of this is that, following Y46, the percentage of learners enrolled in the ‘correct’ (i.e. ‘Theoretical’) year of schooling drops from over 60%, to below 50%, and remains below 60% thereafter (albeit with a slightly higher % in some upper years).

The consistent increase in the final two years of senior secondary is to be expected as students who have repeated and are struggling drop-out and a core group of high performing students from the Theoretical Age bracket remain in the system. This has tapered slightly in 2019 due to the policy of improving accessibility to senior secondary school which was introduced in 2016.

This reinforces the importance of effectively reducing (with a view to eliminating) grade repetition, which itself serves as a key contributory risk factor to drop-out.

Figure 8: Data from KEMIS showing the average number of students repeating in Primary, Junior and Senior Secondary (2014-2018)



The figure above displays repeating rates at both junior and senior secondary schools that keep increasing significantly but drop in 2018 for senior secondary schools while it increases at a very minimal rate for the Primary schools. While student retention is on the rise, there is a need to focus upon providing students the skills to pass through the system without the need to repeat levels, as well as addressing systemic factors, including teacher attitudes and practices, to minimise grade repetition. As noted in Figure 7, risks of Grade Repetition peak between and Form 5 (with lower rates thereafter likely attributable to drop out, and resultant reductions in access), as reflected in Figure 8, where Junior Secondary appears to be the highest risk category. It is likely, given significant student migration flows to South Tawara, or other urban/peri urban settings for secondary education, that these risks also relate to lower aptitudes amongst certain migrant student groups, as well as the higher levels in poverty in South Tarawa, which has the highest level of secondary enrolments (Coffey International Development, 2016).

Noting the important limitation that NER for Kiribati is reliant on estimates (due to a lack of individual student data in KEMIS), figures for 2019 reflect the findings detailed previously, with a reduction in NER estimates for Junior Secondary (and a slight decrease in Primary). Higher NER in Senior Secondary is likely attributable to drop-outs at earlier stages of the education system (as noted previously):

NER for Kiribati Schools at all Levels				
	2016	2017	2018	2019
ECE	n/a	n/a	n/a	0.68
Primary	0.99	1.01	1.00	0.97
JSS	0.77	0.74	0.75	0.72
SSS	0.42	0.42	0.44	0.51

Source: KEMIS

ESA Key Findings:

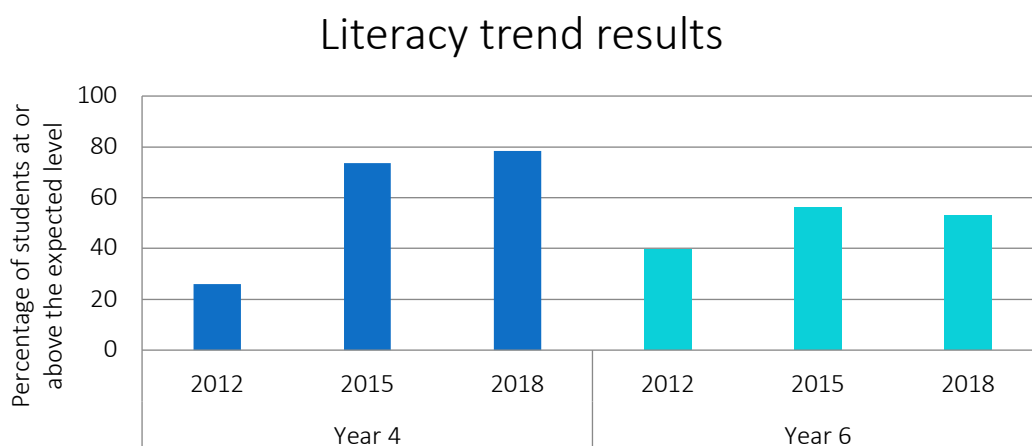
- 1| **There is a growing demand for education:** student numbers have continued to rise over the period and are to continue to rise in line with projected population growth of 1.7%.
- 2| **The demand for education is greatest on South Tarawa:** a combination of high population and continued migration of students from outer islands has seen an increase in the demand for education beyond that of natural population growth.
- 3| **Student retention is improving:** There has been a steadily increasing retention of students over the period, further contributing to student population growth.
- 4| **Faith based schools are growing:** An increase in JSS and SSS numbers is not reflected by commensurate increases in student populations at GoK JSS and SSS. The additional student population is being absorbed by faith-based schools.
- 5| **There are no formal avenues available for furthering the education of out-of-school children:** Once children leave the formal education system there are no systems or processes from MOE to either provide alternative education avenues or to support their return to the formal education system

6.3. System Quality

Education Performance

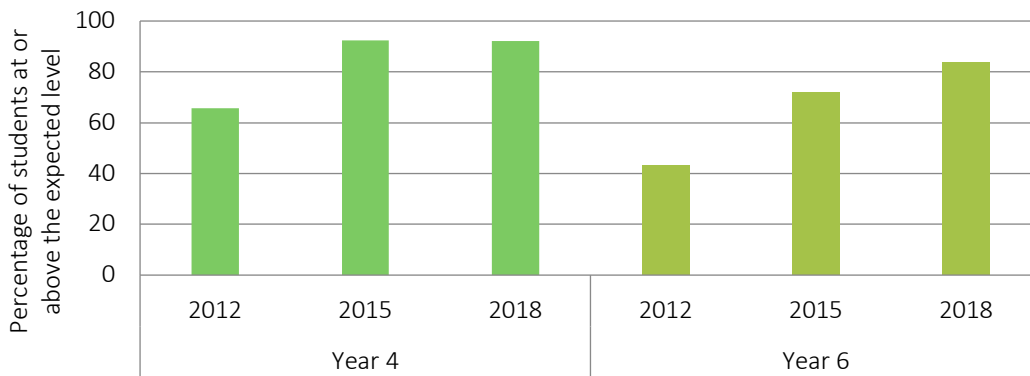
Results in the Pacific Literacy & Numeracy Assessment (run by the *Education Quality & Assessment Programme* of the *Secretariat of the Pacific Community*) Kiribati students are performing above the regional average in numeracy and literacy and have been improving except for a recent downturn in Year 6 literacy results⁷.

Figure 9: Numeracy and Literacy results from the 2018 Pacific Islands Literacy and Numeracy Assessment (PILNA) which is undertaken periodically throughout the Pacific by the Education Quality & Assessment Program of the Pacific Community.



⁷ 2018 PILNA Summary

Numeracy trend results



Curriculum

The current status of curricula is as follows:

Early Childhood: There is currently no approved standard curriculum for early childhood education (ECE) – work is ongoing to develop a standardized curriculum for ECE, and the finalization and implementation of this comprises a key constituent component of this Plan.

Primary & JSS: Curricula for Years 1 to Form 3 have been updated over the course of the previous ESSP. This includes texts, teacher guides and training.

There is no TVET component in the updated curricula.

SSS: Curricula for Form 4 to Form 7 have not received substantive changes since 1992.

Teachers

As student numbers increase there is a need to increase the number of teachers to ensure class-sizes meet the policy target of 1 teacher per 25 students. Currently there are sufficient numbers of JSS teachers however more primary teachers are required.

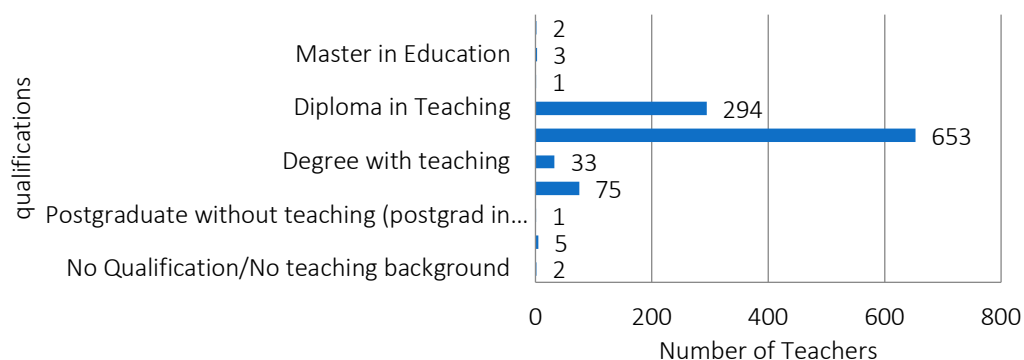
Teacher quality is another issue and during the previous period minimum qualification standards were developed. These will be enforced during the 2020-2023 planning period. Investment in up-skilling existing teachers to ensure they meet these standards will need to be made as the minimum requirement for Primary and JSS teachers will be an Advanced Diploma. This will mean over 600 teachers upskilling from a Diploma and over 400 from a Certificate⁸.

The figure below displays the number of teachers in the workforce and the qualifications they attain while serving the children of Kiribati at Primary and Junior Secondary schools⁹. The majority of teachers have either a Certificate or Diploma in teaching that requires upgrading to meet the new level of minimum teacher qualifications.

⁸ MOE Teacher Registry

⁹ MOE Teacher Registry

Figure 8: The Teacher's Qualifications (contains data from the MOE Registry on all teachers currently in the system)



Further disaggregation of Teacher Qualifications is detailed below:

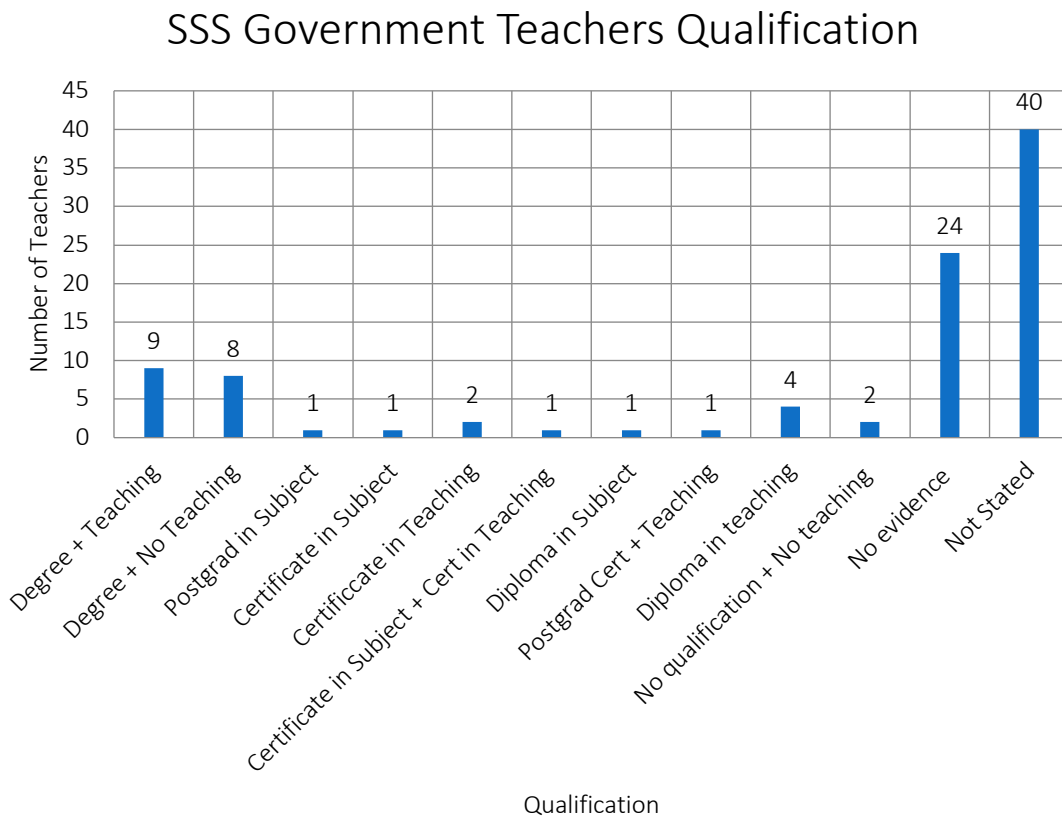
Teacher Qualification & Gender Composition (Junior Secondary and Primary)

JSS	Males	Females	Total
Certificate in Teaching	100	115	215
Diploma in Teaching	34	77	111
Degree + Ed Qual	7	14	21
Post Grad Educ	1	0	1
Not known	4	5	9
Total	146	211	357

Primary	Males	Females	Total
Certificate	79	357	436
Diploma	30	151	181
Degree	1	5	6
Total	110	513	623

For Senior Secondary the minimum requirement is degree level, which will require significant investments in existing teachers are to be upskilled.

Figure 11: Senior Secondary school teacher qualifications as recorded in the MOE Registry 2019



ESA Key Findings

- 1| **Teachers are under-skilled:** Teacher qualifications and English proficiency are often less than the minimum standard however programmes and policies are in place to raise their standards.
- 2| **Professional Development has mixed results:** PD activities are available but are not being undertaken at the same rate, nor with the same results, across the country.
- 3| **School management positions are not decided by MOE:** The recruitment of Principals, Head Teachers and their deputies is undertaken by PSO with MOE only having technical input in relation to their qualifications.
- 4| **Improving results suggest improving delivery of education:** There have been steadily improving results in Kiribati education, as compared regionally, which suggests steady improvement in the delivery of education. This suggests that a number of new policies and practices are having a positive effect.
- 5| **The majority of technical support is troubleshooting:** Most of TSIMU’s time is spent solving technical problems for individual users in MOE, leaving inadequate time and resources for statistics, information, technical training and development.
- 6| **Student consumables are supplied but resource mismatching occurs:** Schools receive resources however some are receiving them after the school year has begun and

inadequate communication between schools and MOE headquarters results in oversupply in some items and undersupply in others.

- 7| **Government education expenditure levels are consistent:** GoK is consistent in the portion of the national budget it allocates towards education. This has been reflected in the portion of MOE budget allocated to sub-sectors.
- 8| **Linkages between planning and budgeting are weak:** There has been little change in the structure of the MOE budget composition over the period despite significant policy changes over the same period which have seen changes in actual expenditure.
- 9| **Wages and conditions are skewed from lower year levels to higher:** There is a strong bias in the salary structure towards those teacher older students. Schools servicing older students are also in more desirous locations (island capitals and major population centres).
- 10| **Investment per student is skewed from lower year levels to higher:** As with wages, other expenditure per-student increases from Primary through to Senior Secondary.
- 11| **There are no TVET options in the curriculum:** TVET is not offered as part of the existing JSS or SSS curriculum.
- 12| **GoK invests more in TVET than in Higher Education:** 56% of the government's further education expenditure is in TVET.
- 13| **Senior Secondary Curriculum is out-dated:** The Senior Secondary curriculum has not been revised since 1992
- 14| **The majority of public expenditure on ECD has been on health:** Until recently, there has been little focus on the education aspect of ECD. This changed in 2019 with expenditure approved to support early childhood centres.
- 15| **The 2010 Early Childhood Education Policy was unenforced:** The policy developed in 2010 was not enforced by the MOE nor were resources allocated towards its enforcement.
- 16| **The inclusion of education support has seen a significant increase in GoK ECD expenditure:** With the inclusion of early childhood teacher wage support, the investment of GoK in early childhood development has risen from AUD306 per child in 2016 to AUD380 per child in 2019. This signals an increased commitment by GoK in ECD.

6.4. External Efficiency

ESA Key Findings

- 1| **The labour market is oversupplied:** While higher education does enable access to higher paid work, the number of formal job openings per level of education is less than the number of graduates.

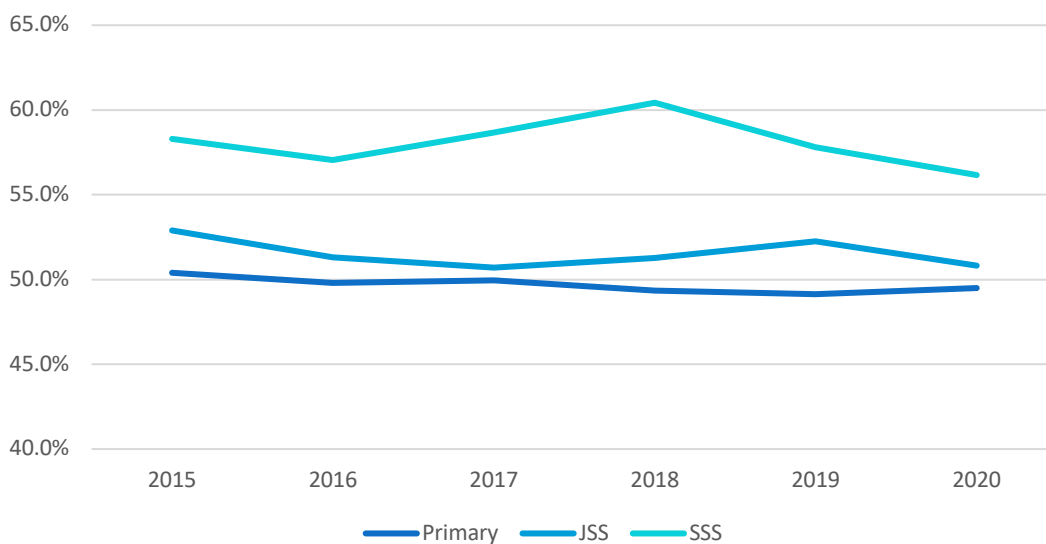
- 2| **The structure of the labour market is not forecasted to change in the medium term:** Over the next four years there is no forecasted significant change in the structure of the labour market, with service industry jobs and employment in government or in industries relying upon government patronage to dominate the labour market. Self-employment will continue to be a major factor in the economic contribution of graduates in the medium term.
- 3| **There is little correlation between a child’s development and the education level of parents:** The development level of children is determined by a number of social factors that do not derive directly from the education level of parents.

6.5. Equity

Gender Equity

There is little gender bias in access to basic education, though boys are both dropping out at a greater frequency¹⁰ and achieving lower test results¹¹ than girls.

Figure 12: The percentage of female students for primary, junior secondary and senior secondary for 2015-2020 (as portion of actual / gross enrolment)



Disabilities

The prevalence of disabilities in the community¹² compared to the number of students with disabilities suggests that some students with disabilities may not be attending school: The 2015 Kiribati Population National Census estimated the total number of people (5 years and over) with disabilities to comprise c. 9% of the population (MOE, 2020, p. 31) – with total enrolment at c. 29,679 for 2018, even if enrolment had increased significantly from 2015 (where records are available, and disabled enrolment at all levels comprised c. 370 pupils),

¹⁰ KEMIS Data

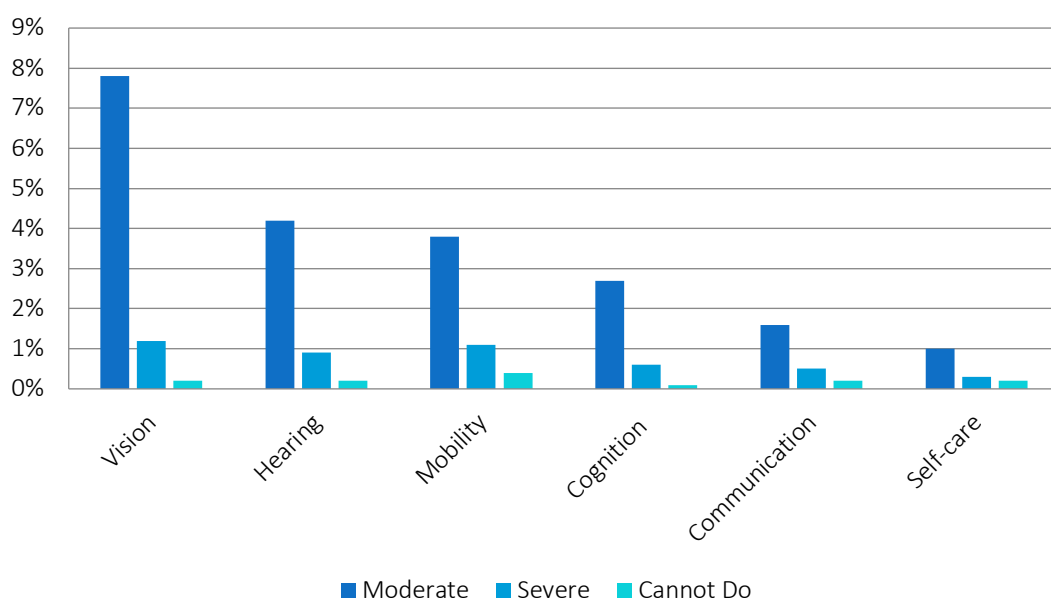
¹¹ 2018 PILNA Summary

¹² 2015 Census

figures suggest significant under enrolment of pupils living with disabilities (ibid., p. 94). While there have been improvements with the introduction of model inclusion schools on South Tarawa, the number of students with disabilities supported compared to the number in the general population is minimal.

While census data (ibid.) suggests unusually high levels of individuals living with disabilities (5% of the population is reported as having a hearing impairment, and 9% a sight impediment), students with severe hearing or sight impairments make up c. 0.5% of the senior secondary school population and c. 1.64% of students in total. While there may be cases of under diagnosis, underreporting, or under enrolment (ibid., p. 96), this broadly aligns with national census data on severe disabilities:

Figure 9: % of Population with Disability



Of those pupils living with disabilities enrolled in schooling, 90% are in Primary schools (6-11 years) and the remaining in junior and senior secondary. The prevalence of disability was higher for males than females at the Primary levels, while prevalence of reported disability was much lower in the secondary sector, primarily as support for students has not been widely available at this level. Learning disabilities (36.7%) were the most common for both sexes, followed by speech (19.8%) and hearing impairments (19.3%). This varies from the census data primarily as the census was self-reporting whereas the school data is the result of student assessment where learning difficulties in particular are easier to identify (ibid., p. 94).

Primary schools on South Tarawa have ramps and are better equipped than those on outer-islands to service students with limited mobility. This is primarily due to the concentration of infrastructure efforts on South Tarawa by the KEIP programme (ibid.)

Geographic Equity

For primary and junior secondary schools, the policy of geographical placement of schools resulted in a degree of equity in access. Whilst access to junior secondary schools on outer islands may be more difficult than on South Tarawa, it is still possible.

This is less certain in regard to senior secondary schools. In order to provide an equitable solution, GoK has three senior secondary schools which provide boarding facilities and for which annual transportation to and from the student's home island is provided. An overview of the (currently South Tarawa-centric distribution of secondary schools in Kiribati is detailed in the figure below).

The limited number of spaces, however, has meant that GoK senior secondary schools account for only 22% of senior secondary students, with the remaining 78% in mission schools¹³. The mission schools were established independently, so subsequent equity in regard to geographical access needs to be examined.

In 2019, 47% of the student population (from Year 1 to Form 7) were in schools on South Tarawa. Despite this large percentage, only 12 Primary Schools, 3 Junior Secondary, 4 JSS/SSS combined schools and 3 Senior Secondary are located on South Tarawa. Primary schools on South Tarawa have seen an increase in capacity with classrooms being upgraded and added with assistance from KIEP, however the schools continue to experience overcrowding. (MOE, 2020, p. 90)

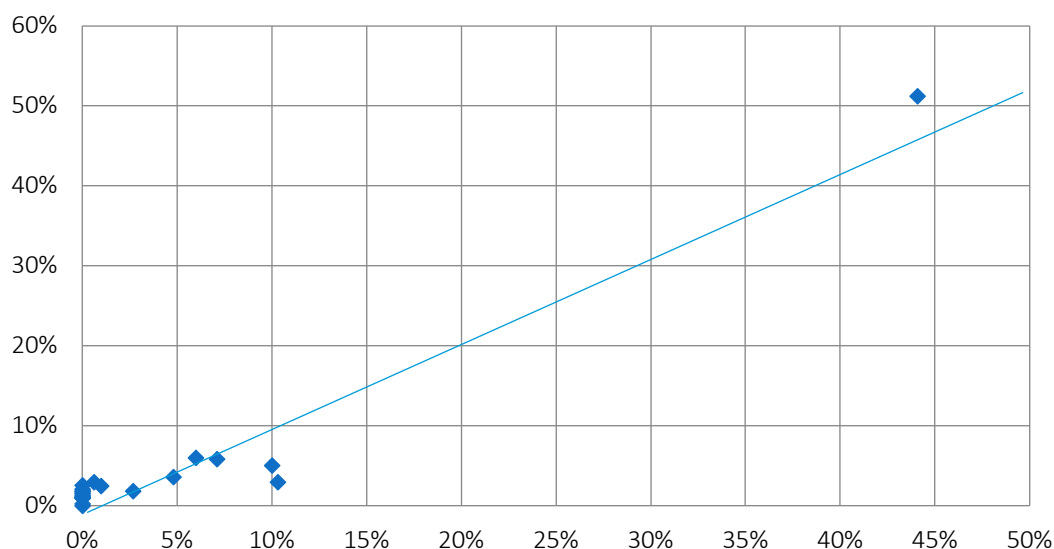
While the schools on South Tarawa carry the largest student populations, they also have the most modern facilities at primary level, with all schools being of permanent structures and having received infrastructure support from KEIP over the past ten years.

Schools on the rural outer islands are less congested but have different challenges, including a lack of sealed roads, delays in resource deliveries, and non-permanent construction (for a majority of outer-island primary schools). Small class sizes also results in increased incidents of multi-grade teaching (MGT) in outer-islands – this does not occur in any substantive manner in South Tarawa (ibid.).

These challenges notwithstanding, access for primary (and to a lesser degree Junior Secondary) provision in outer islands is relatively widespread, despite geographical challenges. Access to Secondary Schools out with the context of South Tarawa (and a small number of other locations) is limited, as such, GoK senior secondary schools account for only 22% of senior secondary students, with the remaining 78% in mission schools (ibid.). In this context, there are challenges in relation to equitable access for Senior Secondary Schools. To mitigate this, GoK has three senior secondary schools which provide boarding facilities and for which annual transportation to and from the student's home island is provided (ibid., p. 91).

¹³ KEMIS 2019 student data

Figure 13: The percentage of senior secondary students compared to the percentage of population at each island



The figure above compares the percentage of senior secondary school students studying on an island compared to that island’s share of the national population. The closer to the red line an island is, the closer it is to having a senior secondary school population that is the same proportion as its national population.

In summary: Seven senior secondary schools are in South Tarawa, one in North Tarawa, two in Abaiang, three in Abemama, one each in Nonouti, Tabiteuea North, Beru and Tabuaeran (in the Phoenix Island Group) and two in Kiritimati island (in the Line Island Group) (Coffey International Development, 2016).

As the graph shows, despite mission schools being established independently, there is a relatively equitable distribution of students. The main outliers are Abaiang and Abemama, who each have 10% of the senior secondary student population whilst only having 5% and 3% of the national population respectively.

The data does not provide information as to level of cross-denomination access in individual mission schools.

ESA Key Findings:

- 1 | **There is a higher degree of equity in access to primary and junior secondary education with limitations on access to senior secondary:** The distribution of primary schools is consistent across the country, with each island having access to a junior secondary school. Limited number of senior secondary schools means most islands do not have such a facility.
- 2 | **There is limited gender bias in access to basic education:** The prevalence of primary schools, social attitudes towards education and the management of schools has resulted in relatively even access to basic education for either gender.
- 3 | **Children with disabilities are missing education:** The prevalence of disabilities in the community compared to that of the school population suggests a large number of

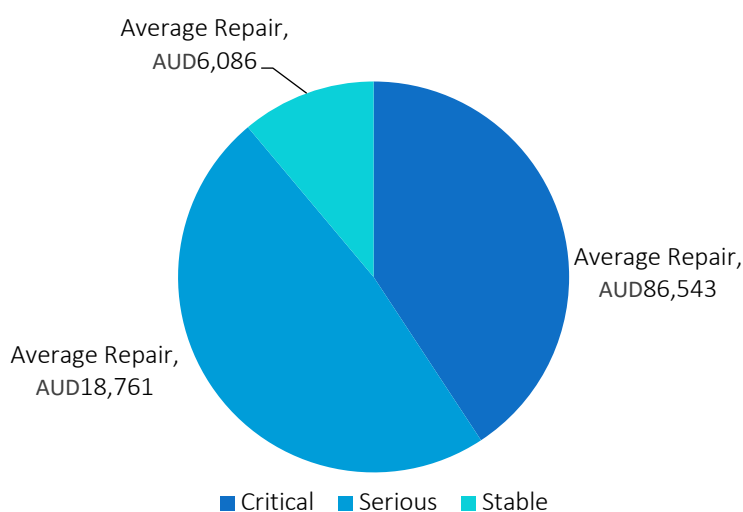
children with disabilities are not attending school. Recent developments in inclusivity have begun to address aspects of this problem.

- 4| **Boys are under-performing and are underrepresented:** Boys are both dropping out at a higher rate and achieving lower average results than girls at all year levels tested. This holds for both numeracy and literacy

6.6. Infrastructure

The absence of regular maintenance has had a predictably negative result on school infrastructure. In 2017 KIEIP undertook a survey of twenty-eight permanent schools across Kiribati¹⁴. Of these only three were deemed in a stable condition with a further thirteen in a serious condition. Eleven schools were deemed in a critical condition where school structures risked student safety.

Figure 14: Status of 28 permanent schools surveyed by KIEIP in 2017 and reported on in 2018, including the average estimated repair cost for each school



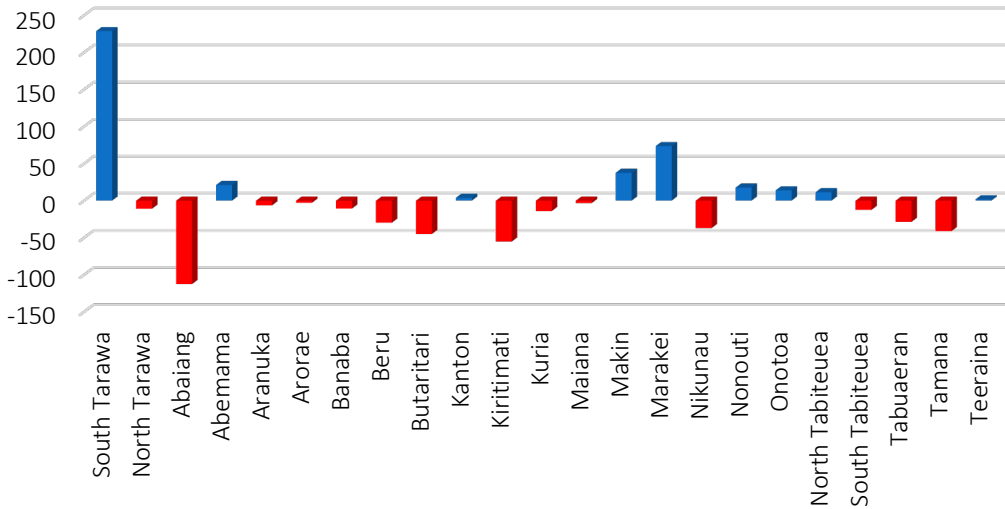
During the previous period there was no scheduled maintenance activity for government schools and the Ministry was not provided a maintenance line in its budget, with responsibility for maintenance resting primarily with MISE for permanent structures and MIA for locally constructed primary schools and teacher accommodation on outer islands.

Student numbers are not increasing at the same rate across Kiribati due to migration. Many students are leaving their home islands for other islands, and in primary alone this amounts to approximately 110 children moving to South Tarawa every year. That is the equivalence of 4 additional classrooms per year, not including the natural increase which is the equivalence of a further 10 classrooms per year.

¹⁴ School Repair and Maintenance Survey Report 2018, KEF Infrastructure

Figure 15: The graph shows the difference in the actual Primary student population from the amount expected by natural increase. This is used as a proxy indicator for student migration

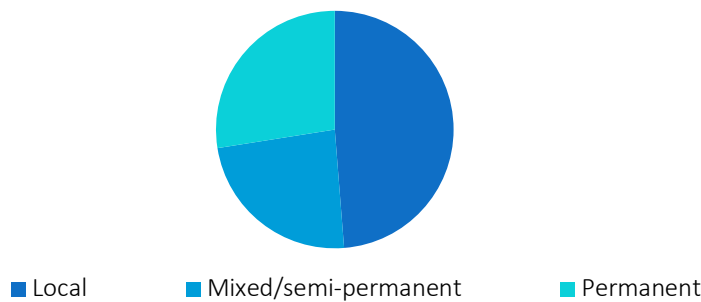
Primary Student Migration 2016-2018



There is a disparity in the quality of infrastructure provided to Primary school children. Those on South Tarawa receive an education in permanent buildings of higher quality than those in outer-islands, many of which are local construction with no furniture and crushed coral floors overlain with woven mats.

Figure 16: Data from KEMIS showing the divide between different primary school construction types in Kiribati

Primary Schools Infrastructure Type (2018)



ESA Key Findings:

- 1| Ownership of assets is unclear:** Government infrastructure assets do not appear on the accounts of any ministry, making their ownership within government unclear.
- 2| MOE is not in charge of its own maintenance:** Responsibility for maintenance of infrastructure lies with a number of ministries, none of whom are MOE.

- 3| **Infrastructure is not receiving maintenance:** There has been little maintenance beyond responding to critical infrastructure failure which is decreasing the life of school buildings and decreasing the quality of the learning environment.
- 4| **Permanent buildings are cheaper:** Permanent structures with regular maintenance are cheaper over the long-term than any other infrastructure mix.

6.7. Key Education Sector Challenges

Managerial

- 1| **Efficient delivery of limited resources:** improving management systems so that the limited resources available to both the Ministry and schools are used efficiently and are not wasted as demand for education increases. *(Situation Analysis 6.1.b, 6.1.c, 6.3.c, 6.3.e, 6.3.j)*
- 2| **Absorbing economic and social shocks:** strengthening elements of the management system so quality education is able to continue to be delivered in times of economic or social shock at either the local or national level. *(Situation Analysis 6.1.b, 6.3.h)*

System Quality

- 3| **Ensuring teacher recruitment and retention results in target class-sizes:** Increasing student numbers, improving retention and the movement of students all prove challenging in ensuring the right number of teachers is at the right places. *(Situation Analysis 6.2.a, 6.2.b, 6.2.c, 6.5.a)*
- 4| **Improving the quality of teachers and their service delivery:** Teacher quality needs to improve however the remote locations of many of the teachers make professional development a challenge. *(Situation Analysis 6.3.a, 6.3.b, 6.3.d, 6.3.i)*

Learning Environment

- 5| **Improving the infrastructure levels and management practices:** Infrastructure impacts students' safety and learning and this needs to improve. The Ministry needs to improve control over maintenance and usage of infrastructure. *(Situation Analysis 6.6.a, 6.6.b, 6.6.c, 6.6.d)*
- 6| **Ensuring school materials both support the needs of schools and arrive in a timely manner:** Without school resources it is difficult to deliver education. Teachers and students alike need to have the resources on hand before the school year, something that has proven problematic for those on remote outer-islands. *(Situation Analysis 6.3.f)*

Education Quality

- 7| **Defining and developing early childhood care & education:** Whilst the principles of ECCE are largely formed, the scope is not. This needs to occur to ensure the Ministry

has the resources and capacity to manage the sub-sector effectively. (*Situation Analysis 6.3.n, 6.3.o, 6.3.p*)

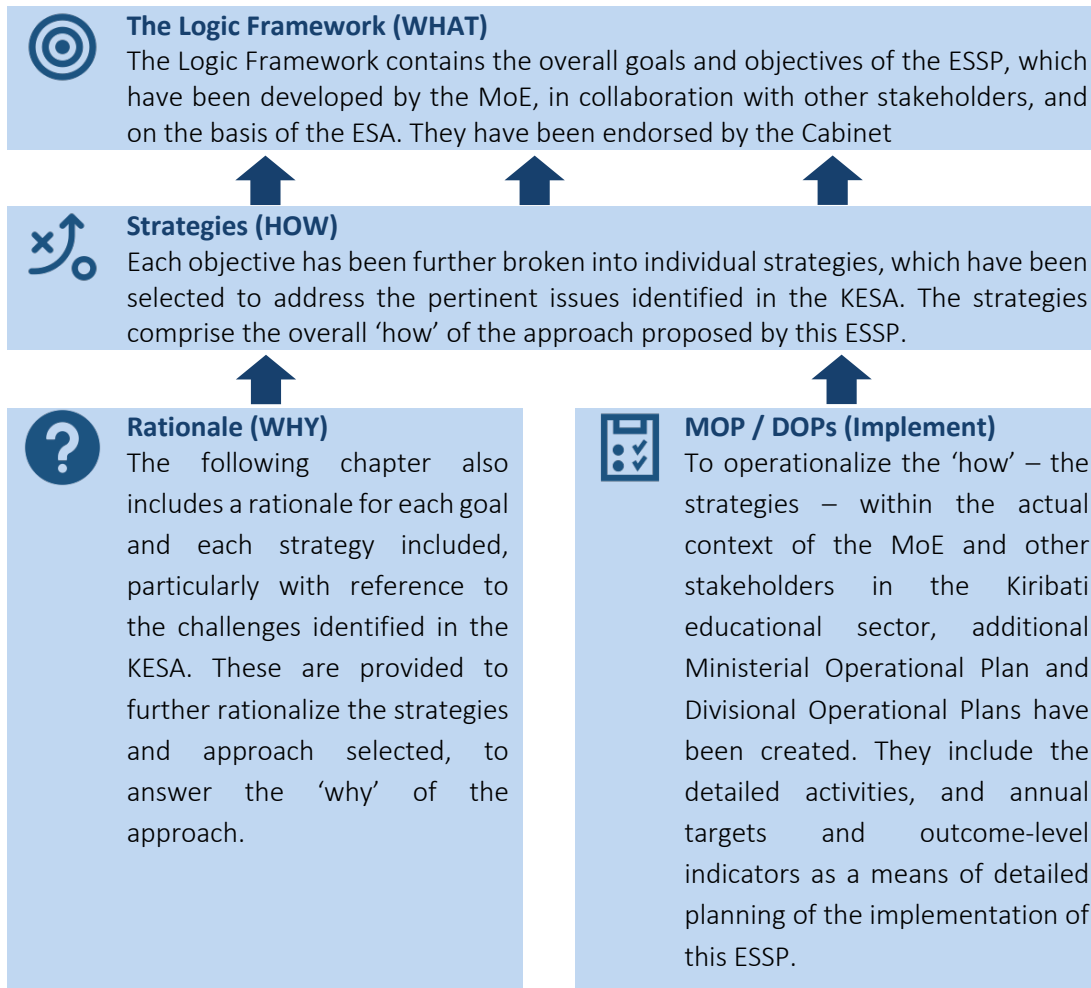
- 8| **Adapting curriculum to enable students to be prepared for the Kiribati economic environment:** As there are for more graduates annually than job openings, there is a need to tailor curriculum to assist those students who are not able to readily find employment. (*Situation Analysis 6.4.a, 6.4.b, 6.3.k, 6.3.m*)
- 9| **Increasing access to education for those currently excluded:** The Ministry has a duty to delivery education to all children and many with disabilities are missing out. (*Situation Analysis 6.2.e, 6.5.b, 6.5.c, 6.5.d*)
- 10| **Improving Kiribati’s PILNA performance:** As one of the better measures of education sector performance in Kiribati, the PILNA results need to improve to determine the effectiveness of current policies and measure the quality of the education delivered. (*Situation Analysis 6.2.d, 6.3.a, 6.5.d*)

Partnerships

- 11| **Ensuring donor supported initiatives conform to MOE plans and policies:** International partners have their own policies and objectives, and it is important that dialogue is maintained so that the policies and objectives of GoK are followed and supported to ensure partners are not working against each other and wasting their investment. (*Situation Analysis 6.2.d*)
- 12| **Involvement of communities:** Community participation in school management is challenging on South Tarawa where there is not always a strong link between the school location and the location of students, coupled with the issue of student migration. This is also a problem on outer-islands where some communities serviced by their local JSS are far from the school. (*Situation Analysis 6.1.b, 6.2.b*).

7. Goals, Objectives, and Strategies

The purpose of this chapter is to provide a detailed overview of the intended approach and methodology for achieving general improvement in Kiribati’s educational sector within the framework of this ESSP with regards to its intended vision and mission. It is further divided into:

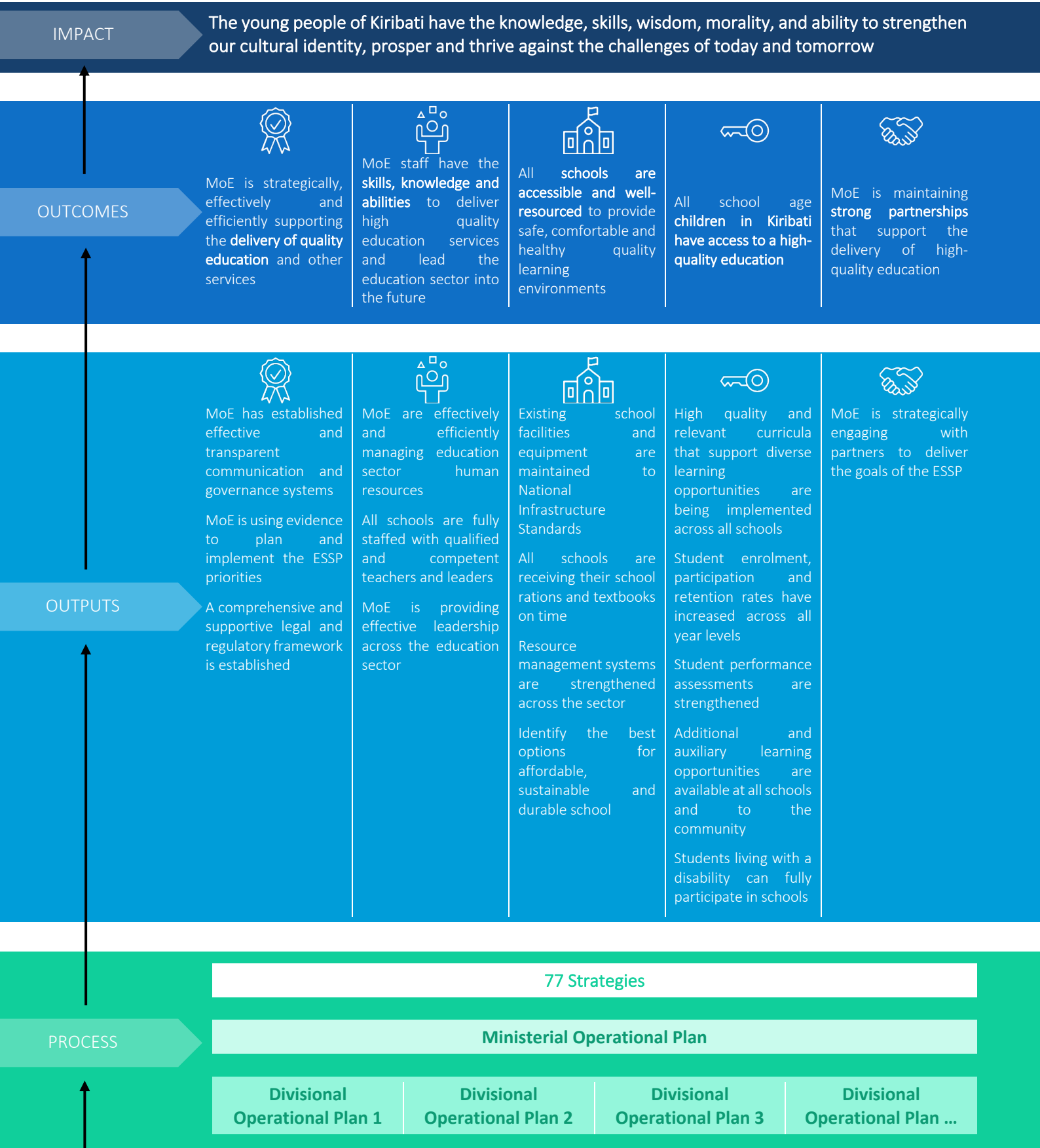


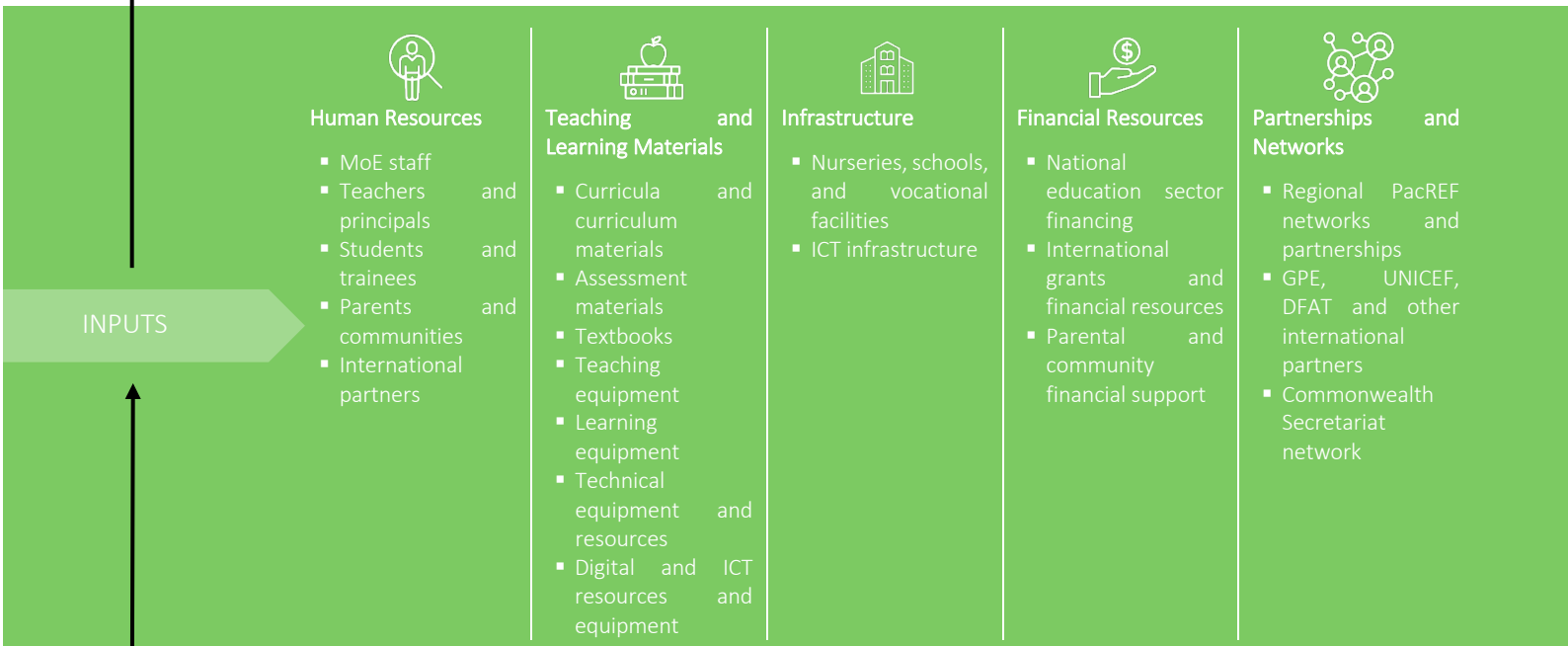
7.1. Theory of Change

The ESSP’s overall approach to achieving improvement in the Kiribati education sector can also be summarized in the following Theory of Change:

Theory of Change






Kiribati ESSP 2020-2023





7.2. Overview and Logical Framework


There are 5 goals of the Education Sector Strategic Plan (ESSP) 2020-2023; the number being reduced from 9 in the previous plan after the Ministry’s evaluation on the implementation of the previous plan and finding it too ambitious and beyond Ministry resources. The 5 goals, after wide consultations as specifically elaborated under the *Preface* section, were carefully considered, revisited a number of times and refined to produce the following:

-  **Goal 1:** MoE is strategically, effectively and efficiently supporting the delivery of quality education and other services
-  **Goal 2:** MOE staff have the skills, knowledge and abilities to deliver high quality education services and lead the education sector into the future
-  **Goal 3:** All schools are accessible and well-resourced to provide safe, comfortable and healthy quality learning environments
-  **Goal 4:** All school age children in Kiribati have access to a high-quality education
-  **Goal 5:** MOE is maintaining strong partnership that supports the delivery of high-quality education.


The same process applied in the development of the above goals was also employed for the development of Objectives and Strategies and these are framed logically to show their linkages with each relevant goal. The Logic Framework below represents an abbreviated, structured summary of the Theory of Change included above:

7.2.1. Logical Framework


Vision

 The young people of Kiribati have the knowledge, skills, wisdom, morality, and ability to strengthen our cultural identity, prosper and thrive against the challenges of today and tomorrow

Mission

 *MoE delivers culturally grounded and high-quality education to all the young people of Kiribati, based on excellent leadership, good governance, effective teaching, proper resourcing and strong partnerships*

Goals






				
1. MoE is strategically, effectively and efficiently supporting the	2. MoE staff have the skills, knowledge and abilities to deliver high quality	3. All schools are accessible and well-resourced to provide safe, comfortable and	4. All school age children in Kiribati have access to a high-quality education	5. MoE is maintaining strong partnerships that support the

delivery of quality education and other services	education services and lead the education sector into the future	healthy quality learning environments		delivery of high-quality education
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Objectives

<p>1.1. MoE has established effective and transparent communication and governance systems</p> <p>1.2. MoE is using evidence to plan and implement the ESSP priorities</p> <p>1.3. A comprehensive and supportive legal and regulatory framework is established</p>	<p>2.1. MoE are effectively and efficiently managing education sector human resources</p> <p>2.2. All schools are fully staffed with qualified and competent teachers and leaders</p> <p>2.3. MoE is providing effective leadership across the education sector</p>	<p>3.1. Existing school facilities and equipment are maintained to National Infrastructure Standards</p> <p>3.2. All schools are receiving their school rations and textbooks on time</p> <p>3.3. Resource management systems are strengthened across the sector</p> <p>3.4. Identify the best options for affordable, sustainable and durable school</p>	<p>4.1. High quality and relevant curricula that support diverse learning opportunities are being implemented across all schools</p> <p>4.2. Student enrolment, participation and retention rates have increased across all year levels</p> <p>4.3. Student performance assessments are strengthened</p> <p>4.4. Additional and auxiliary learning opportunities are available at all schools and to the community</p> <p>4.5. Students with special needs can fully participate in schools</p>	<p>5.1. MoE is strategically engaging with partners to deliver the goals of the ESSP</p>
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Challenges

 Managerial	 System Quality	 Learning Environment	 Education Quality	 Partnerships
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7.2.2. Strategies

Each objective under the different goals is further divided into a number of strategies, which are included comprehensively below for reference, and discussed further within the subsequent section of this chapter:

1

MoE is strategically, effectively and efficiently supporting the **delivery of quality education** and other services

#	Objectives	#	Strategies
1.1.	MoE has established effective and transparent communication and governance systems	1.1.1.	Budgeting and expenditure systems are aligned to ESSP
		1.1.2.	Expenditure control and reporting systems are strengthened
		1.1.3.	Review the MoE administration systems (including staffing set up) to identify opportunities to better deliver education support services
		1.1.4.	Improve communication systems with schools (including data collection and reporting)
		1.1.5.	The National Archive continues to preserve and safeguard the historical information of Kiribati
		1.1.6.	Review the gaps and challenges in provision of ECE to ensure equity.
1.2.	MoE is using evidence to plan and implement the ESSP priorities	1.2.1.	Strengthen KEMIS system to ensure up to date and reliable data is available to inform decision making and policy
		1.2.2.	Monitoring, evaluation and reporting systems are established and maintained to support ESSP implementation and decision making
		1.2.3.	Forecasting is evidence informed
		1.2.4.	HoDs strengthen their data literacy skills
		1.2.5.	MoE is generating research in keeping with priority information needs (ESSP priorities)
		1.2.6.	Review and harmonisation of standards and school governance strengthening
1.3.	A comprehensive and supportive legal and regulatory framework is established	1.3.1.	Formulate frameworks and regulations in keeping with ECCE Act 2017 and Education Act 2013.
		1.3.2.	Formulate communication strategies to raise awareness of and support for education regulations and acts.
		1.3.3.	Monitor the implementation of regulations
		1.3.4.	KTC is accredited in keeping with the EQAP regional standards and is delivering accredited qualifications.
		1.3.5.	Review the Kiribati Public Record Act 1983

2

MoE staff have the **skills, knowledge and abilities** to deliver high quality education services and lead the education sector into the future

#	Objectives	#	Strategies
2.1.	MoE are effectively and efficiently	2.1.1.	Evidence is used to inform workplace planning and pay-scales

managing education sector human resources	2.1.2.	Review and update teacher conditions of service
	2.1.3.	MoE better supports teacher well-being, and better manages teacher absences
	2.1.4.	Position descriptions reflect the knowledge and technical skills needed to implement the ESSP and support education
2.2. All schools are fully staffed with qualified competent teachers and leaders	2.2.1.	The Teacher Registration process is completed in keeping with the regional standards, operational and communicated
	2.2.2.	All new teachers meet basic qualification requirements
	2.2.3.	All existing teachers are qualified or working towards basic qualification requirements
	2.2.4.	All teachers have access to relevant and useful CPD opportunities (including on outer islands)
	2.2.5.	Peer learning groups and ALs are supporting teacher learning and skill improvement in all schools
	2.2.6.	School leaders have improved access to professional development and support
	2.2.7.	Regular teacher observations by school leaders and IECs to contribute to teachers professional development and reporting on teacher performance against national standards (standards are adapted and expanded to include ECE)
2.3. MoE is providing effective leadership across the education sector	2.3.1.	MoE is fully staffed and have the capability to deliver education support
	2.3.2.	HoDs and MoE Technical leads have access to relevant and job-specific professional development opportunities
	2.3.3.	Administration staff are better able to respond to and support schools to deliver education services
	2.3.4.	IECs are better supporting school leaders and teachers and providing leadership on outer islands.

3

All schools are accessible and well-resourced to provide safe, comfortable and healthy quality learning environments

#	Objectives	#	Strategies
3.1.	Existing school facilities and equipment are maintained to National Infrastructure Standards	3.1.1.	All schools have maintenance plan and safety guidelines in place (for security, WASH, classrooms, staff facilities, furniture, playgrounds, DRR)
		3.1.2.	All buildings that do not comply with the NIS have been assessed and scheduled for upgrading
		3.1.3.	FMU has the requisite staff, skills and equipment to implement the maintenance schedule (including potentially having staff based on outer islands)
		3.1.4.	School facilities are regularly being inspected by FMU and MISE.

3.2. All schools are receiving their school rations and textbooks on time	3.2.1.	Strengthen the procurement system to ensure the timely acquisition of annual school ration packages and textbooks
	3.2.2.	Strengthen the dispatch process to outer islands, to ensure the timely supply of school rations and textbooks (including ensuring appropriate staffing levels)
	3.2.3.	CDRC are producing school resources in a timely manner each year
	3.2.4.	Support schools to establish and use libraries and resource rooms, and provide schools with more appropriate listening reading resources
3.3. Resource management systems are strengthened across the sector	3.3.1.	Resource Management Plans are developed and implemented across all schools
	3.3.2.	MoE is monitoring the management and use of resources across schools
3.4. Identify the best options for affordable, sustainable and durable school	3.4.1.	Review and implement potential models for school buildings

4

All school age children in Kiribati have access to a high-quality education

#	Objectives	#	Strategies
4.1.	High quality and relevant curricula that support diverse learning opportunities are being implemented across all schools	4.1.1.	Develop and implement an ECE curriculum
		4.1.2.	Review and update the PS (ensuring alignment to both ECE and JSS curriculum to allow smooth transitions)
		4.1.3.	Review and update the JSS curriculum (ensuring alignment for smooth transitions).
		4.1.4.	Develop a new SSS curriculum, in keeping with NCAF (and building on previous learning)
		4.1.5.	Curricula and teaching resources recognize gender and disability
		4.1.6.	Implement additional pathways for technical qualifications (TVET)
		4.1.7.	Implement aspects of competency and skills-based education into the national curricula across all stages
4.2.	Student enrolment, participation and retention rates have increased across all year levels	4.2.1.	Conduct consultations with communities and parents to promote enrolment and support
		4.2.2.	Promote student centered learning practices and more engaging activities
		4.2.3.	Strengthen the monitoring of attendance
		4.2.4.	Work with relevant counterparts who have stakes to enforce Education Act (incl. compulsory attendance)
		4.2.5.	Develop programs to remedy dropouts

		4.2.6.	Investigate and implement options for providing school counselling services across the country.
		4.2.7.	Monitor and promote equity across all levels of education, and across all major groups (e.g. by gender, SEND status, locality, etc.) through data-driven interventions
4.3.	Student performance assessments are strengthened	4.3.1.	Outcome based assessments are being implemented in all PS and JSS classrooms and the results are routinely compiled, analysed and reported.
		4.3.2.	Ensure that STAKI, JSC, KNC, CAT and KSSC continue to be applied consistently and routinely across the relevant grades
		4.3.3.	Update assessment system for SSS in keeping with new curriculum
		4.3.4.	Develop remedial interventions based on assessment results (esp. to promote literacy and numeracy in lower grades)
		4.3.5.	The MoE encourages motivated and well trained teachers to improve student learning outcomes in all schools and classrooms
4.4.	Additional and auxiliary learning opportunities are available at all schools and to the community	4.4.1.	MoE investigates the feasibility of delivering or supporting extra-curricular and auxiliary learning opportunities (for example school clubs and groups, inter-school competitions, and online learning)
		4.4.2.	Parental engagement programs are designed and implemented to encouraged greater parent participation in student learning
		4.4.3.	Library and archive continue to provide quality information and services
		4.4.4.	Post – secondary (Tertiary) education supported by scholarships and student loans.
4.5.	Students with special needs can fully participate in schools	4.5.1.	Development and implement programs to identify children living with special needs
		4.5.2.	Appropriate mainstreaming of students with special needs into model inclusion schools, including support for these students once mainstreamed
		4.5.3.	Continue to provide support for students living with severe disabilities to achieve an education through KSCCSN
		4.5.4.	Implement inclusion policy and professional development training to be delivered at all schools in Kiribati

5

MoE is maintaining **strong partnerships** that support the delivery of high-quality education

#	Objectives	#	Strategies
5.1.	MoE is strategically engaging with	5.1.1.	MoE reviews its current and new partnerships to ensure alignment to the new ESSP

partners to deliver the goals of the ESSP	5.1.2.	MoE revisits new and existing strategies to foster greater community support and partnerships
	5.1.3.	MoE is leveraging EPIK as the central driver for communication, collaboration and coordination between partners
	5.1.4.	Undertake long term agreements with institutes of higher learning in Kiribati or outside to ensure strong capacities are built in areas where there are gaps (e.g. ECE workforce development)

7.3. Rationales of Goals and Objectives with Emerging Strategies.

7.3.1. Goal 1: MoE is strategically, effectively and efficiently supporting the delivery of quality education and other services

Goal 1 seeks for a strategic, effective and efficient management and support in the delivery of quality education and other services within the MoE and across Kiribati. Strong systems are of a relatively high importance for a small country such as Kiribati, with limited resources, where any systemic errors can be extremely costly and limit resources available for other initiatives.

1.1. MoE has established effective and transparent communication and governance systems

Objective Rationale	Strategies
<p>The MoE's practice in terms of communications and its transparency has been insufficiently coordinated and lacked transparency. There is no policy set for communication with and within the ministry, and formal channels are often bypassed. There is no annual MoE calendar of critical dates or events.</p> <p>External communications have historically relied on radio, which has been discontinued due to cost. The MoE website has been expanded to contain key policies and communication documents, however, due to issues of access in the regions, this has not had the desired effect in terms of knowledge sharing.</p>	<ul style="list-style-type: none"> ⚙️ 1.1.1. Budgeting and expenditure systems are aligned to ESSP ⚙️ 1.1.2. Expenditure control and reporting systems are strengthened ⚙️ 1.1.3. Review the MoE administration systems (including staffing set up) to identify opportunities to better deliver education support services ⚙️ 1.1.4. Improve communication systems with schools (including data collection and reporting) ⚙️ 1.1.5. The National Archive continues to preserve and safeguard the historical information of Kiribati ⚙️ 1.1.6. Review the gaps and challenges in provision of ECE to ensure equity.

Coordinated, structured, and transparent communications internally and externally are essential for effective operations of the ministry, and crucial for some aspects of its mandate such as budgeting, expenditure control and reporting.

Finally, the ECE sector has received limited attention due to its importance having been fully acknowledged only relatively recently. Detailed budget and governance planning for the sector are required to integrate it fully into MoE's management

As such the ESSP has included a range of strategies focused on improving communications, internal processes, and integrate ECE fully into its processes to improve its efficiency and effectiveness.

1.2. MoE is using evidence to plan and implement the ESSP priorities

Objective Rationale

The KEMIS system was intended as the central and sole repository of all relevant education data and indicators in Kiribati. Its use remains limited, however, particularly due to 'very few ministry officers understand[ing] the planned function of KEMIS and its capacity'. This has meant that ministry officials keep data on their laptops rather than centrally, bypass KEMIS, and the data is in low demand from higher-level management, and not used to effectively inform policy, planning and research.

Furthermore, the data that is available has already revealed significant and important disparities between e.g. genders, urban and rural schools, mission and state schools, schools with different languages of instruction etc. This data is not being effectively used to analyse, understand, and inform policy of addressing key differences and promote effective interventions.

Strategies

- ⚙ 1.2.1. Strengthen KEMIS system to ensure up to date and reliable data is available to inform decision making and policy
- ⚙ 1.2.2. Monitoring, evaluation and reporting systems are established and maintained to support ESSP implementation and decision making
- ⚙ 1.2.3. Forecasting is evidence informed
- ⚙ 1.2.4. HoDs strengthen their data literacy skills
- ⚙ 1.2.5. MoE is generating research in keeping with priority information needs (ESSP priorities)
- ⚙ 1.2.6. Review and harmonisation of standards and school governance strengthening

Furthermore, this has also affected the ability to effectively monitor and implement the previous ESSP and its objectives.

Finally, data and indicators on ECE is limited and needs to be analysed to strengthen the interventions and strategies planned for the sector.

As such a number of strategies have been identified with regards to the use of data, and particularly the data included in KEMIS, to effectively deliver and implement the current ESSP.

Building on maintenance and infrastructure standards, the MoE also needs to further monitor and implement KQS standards, tools and processes, and potentially engage technical assistance to do so.

As such a number of strategies have been developed focused on strengthening the capacity of the FMU and MoE and creating a more robust approach to the monitoring and implementation of the NIS and KQS.

1.3. A comprehensive and supportive legal and regulatory framework is established

Objective Rationale	Strategies
<p>In recent years, Kiribati has undertaken the development of a number of new policies and acts, such as the ECCE Act in 2017 or the Education act in 2013.</p>	<ul style="list-style-type: none"> ⚙️ 1.3.1. Formulate frameworks and regulations in keeping with ECCE Act 2017 and Education Act 2013
<p>These were often developed to address central regulatory needs that arose, and sometimes to replace previous ineffective or unenforced policies (e.g. due to lack of resources and capacity).</p>	<ul style="list-style-type: none"> ⚙️ 1.3.2. Formulate communication strategies to raise awareness of and support for education regulations and acts. ⚙️ 1.3.3 Monitor the implementation of regulations
<p>To fully operationalize these high-level policies, detailed regulations, guidelines and communication strategies for them are yet to be developed. Lack of awareness and guidance on how to enact these policies in</p>	<ul style="list-style-type: none"> ⚙️ 1.3.4. KTC is accredited in keeping with the EQAP regional standards and is delivering accredited qualifications. ⚙️ 1.3.5. Review the Kiribati Public Record Act 1983

schools and other educational institutions has impeded their implementation.

As such a number of strategies were included with the aim of creating a comprehensive and more importantly *supportive* legal and regulatory framework for the education sector, that is available and accessible to all relevant stakeholders.

7.3.2. Goal 2: MoE staff have the skills, knowledge and abilities to deliver high quality education services and lead the education sector into the future

The second goal of the plan sets the direction for the Ministry of Education’s works and activities to ensure its skilled and effective workforce. The goal sets the role of the Ministry to ensure quality, leadership and allocation of the workforce. The appropriate capacity of MOE staff including teachers’ need to match the increasing workloads as the number of students and sector complexity also increase. With an anticipated 3,461 additional students from Year 1 to Form 7, there will be a further 138 teachers required in addition to replacing those who are retiring or leaving the workforce¹⁵.

The three objectives below are a guide for the MoE to work towards achieving Goal 2. The focuses are around (1) managing the sector human resources, (2) provision of schools with qualified and competent teachers and leaders and (3) the leadership that is effective across the education sector.

There are fourteen strategies altogether, setting the appropriate key activities of the Ministry to support achieving the three objectives.

2.1. MoE are effectively and efficiently managing education sector human resources

Objective Rationale	Strategies
<p>There was a large increase in the MoE’s 2018 budget related to civil service-wide salary raises. The MoE’s direct salary component accounted for c. 64% of its recurrent expenditure that year. This is increasing the pressure on the MoE’s expenses.</p> <p>Combined with the rise in expected demand for teachers (anticipated 138 by end of ESSP</p>	<ul style="list-style-type: none"> ⚙️ 2.1.1 Evidence is used to inform workplace planning and pay-scales ⚙️ 2.1.2 Review and update teacher conditions of service ⚙️ 2.1.3 MoE better supports teacher well-being, and better manages teacher absences

¹⁵ MOE Medium Term Resource Framework

period), it is important that salaries are managed effectively to ensure the MoE's financial sustainability.

Furthermore, there is a need for a more comprehensive review of the MoE's approach to HRM, to ensure that the outputs and impact produced by its teaching and administrative staff match their remuneration and vice versa.

As such the ministry has developed a range of strategies aimed at achieving a more efficient and effective HRM within the ministry and its schools.

⚙️ 2.1.4 Position descriptions reflect the knowledge and technical skills needed to implement the ESSP and support education

2.2. All schools are fully staffed with qualified and competent teachers and leaders

Objective Rationale

The Education Act 2013 has established a requirement for all teachers to be registered and with an appropriate qualification. Yet, a significant percentage of teachers remain un- or under-qualified.

Schools are also now required to have at least 70% of teachers qualified to be allowed to operate.

There are CPD programmes in place offered by KTC, but their accessibility, particularly for teachers in remoter regions remains limited.

Limited CPD opportunities, specifically aimed at school leaders are currently being offered. Bilingual education is a priority for school leaders training. This is also relevant with regards to the language challenges faced by current teachers, whose level of English and thus ability to deliver teaching in EMI is limited. Additional training focused on this is required.

There are no formal rules for knowledge sharing and capacity development between schools.

Strategies

⚙️ 2.2.1. The Teacher Registration process is completed in keeping with the regional standards, operational and communicated

⚙️ 2.2.2. All new teachers meet basic qualification requirements

⚙️ 2.2.3. All existing teachers are qualified or working towards basic qualification requirements

⚙️ 2.2.4. All teachers have access to relevant and useful CPD opportunities (including on outer islands)

⚙️ 2.2.5. Peer learning groups and ALs are supporting teacher learning and skill improvement in all schools

⚙️ 2.2.6. School leaders have improved access to professional development and support

⚙️ 2.2.7. Regular teacher observations by school leaders and IECs to contribute to teachers' professional development and reporting on teacher performance against national standards (standards

As such a number of strategies have been developed aiming at ensuring that all teaching staff and school leaders receive relevant training and qualifications both pre- and in-service, and that additional channels for skills development and knowledge sharing are established.

are adapted and expanded to include ECE)

2.3. MoE is providing effective leadership across the education sector

Objective Rationale

The KESA has identified some concerns regarding the MoE's staff, including HoDs, technical leads, administrative staff, and island education coordinators' capacity and capability with regards to their abilities to implement and monitor the implementation of a number of initiatives and high-level policies.

For examples, the IECs and ALs have been shown to have a weak understanding of the ESL programmes, even though they have been key stakeholders in its implementation.

Schools have also reported very different experiences with their IECs and ALs depending on personality and rapport.

As such a number of strategies have been introduced aimed at creating an MoE workforce that is able to provide effective and coordinated leadership across the sector. The intention is to achieve this through building sufficient internal capacity (staffing), providing targeted professional development opportunities, and strengthening administration and coordination of ministry activities and better support to schools.

Strategies

- ⚙️ 2.3.1. MoE is fully staffed and have the capability to deliver education support
- ⚙️ 2.3.2. HoDs and MoE Technical leads have access to relevant and job-specific professional development opportunities
- ⚙️ 2.3.3. Administration staff are better able to respond to and support schools to deliver education services
- ⚙️ 2.3.4. IECs are better supporting school leaders and teachers and providing leadership on outer islands.
- ⚙️

7.3.3. Goal 3: All schools are inclusive, accessible and well-resourced to provide safe, comfortable and healthy quality learning environments

An increasing number of students means pressure on infrastructure and resources is growing, particularly on South Tarawa.

Assets, particularly outer-island junior secondary schools, have degraded significantly in quality and many required major renovations to meet National Infrastructure Standards.

Scheduled maintenance for all school buildings and grounds is required of National Infrastructure Standards are to be met. Constructing permanent schools will also decrease the maintenance cost of buildings while increasing the quality of the learning environment; as long as they are maintained.

Resource distribution also needs to take into account changes in student populations to ensure the right type and amount of materials reach each school. Importantly, these materials need to reach outer-island schools well in advance of the start of the school year.

Child protection and safeguarding, especially violence against children in schools, remain a concern in many Kiribati schools, and as such must be firmly and resolutely address in policy and practice.

To address all of these challenges, the Goal 3 has been divided into four distinct objectives within this plan. The focuses are around maintenance, resourcing and construction. The eleven strategies direct key activities of the Ministry of Education to achieve results around durable Infrastructure and facilities and quality Resources:

3.1. Existing schools and equipment are maintained to NIS

Objective Rationale	Strategies
The National Infrastructure Standards have been set and are meant to be followed by the schools and institutions and monitored by the Facilities Management Unit.	<ul style="list-style-type: none"> 3.1.1. All schools have maintenance plan and safety guidelines in place (for security, WASH, classrooms, staff facilities, furniture, playgrounds, DRR)
The Facilities Management Unit also provides rations and supplies to each school every year on the basis of the number of students.	<ul style="list-style-type: none"> 3.1.2. All buildings that do not comply with the NIS have been assessed and scheduled for upgrading
The NIS must contribute significantly to creating a safe and violence-free environment for all students in all schools, particularly through the implementation of the Child Safe School framework.	<ul style="list-style-type: none"> 3.1.3. FMU has the requisite staff, skills and equipment to implement the maintenance schedule (including potentially having staff based on outer islands)

Currently the FMU does not have sufficient capacity, nor reliable and comprehensive enough data on maintenance and the state of the MoE-managed facilities, to undertake an effective evaluation of maintenance and upgrading needs, and to address these needs as required.

- ⚙️ 3.1.4. School facilities are regularly being inspected by FMU and MISE.

3.2. All schools are receiving their school rations and textbooks on time

Objective Rationale

The Curriculum Development and Resource Centre has faced significant challenges in the past with preparing and dispatching all school resources in timely manner.

A review of procurement practices over the period also suggests there is room for increasing the efficiency of procurement in the short to medium term; and better matching of supplies and rationing to actual student populations, particularly in outer islands.

Finally, many schools have not been particularly effective in using their own resources and building resource repositories, such as libraries and resource rooms, which could temporarily bridge some of those resourcing and textbook gaps in the short term, and provide additional learning opportunities in the long-term.

As such a number of strategies aimed at the improving the procurement, and resourcing practices of the CDRC and individual schools, with the view of ensuring full resourcing of all schools over time.

Strategies

- ⚙️ 3.2.1. Strengthen the procurement system to ensure the timely acquisition of annual school ration packages and textbooks
- ⚙️ 3.2.2. Strengthen the dispatch process to outer islands, to ensure the timely supply of school rations and textbooks (including ensuring appropriate staffing levels)
- ⚙️ 3.2.3. CDRC are producing school resources in a timely manner each year
- ⚙️ 3.2.4. Support schools to establish and use libraries and resource rooms, and provide schools with more appropriate listening reading resources

3.3. Resource management systems are strengthened across the sector

Objective Rationale

Strategies

Further to the above, schools have not been particularly effective at sourcing and using additional teaching and learning materials on their own, nor at planning which resources may be required when. This has made central resource planning management even more challenging.

As such the MoE has developed a couple of strategies focused specifically in creating a better resource planning and management process within schools and monitoring it on a regular basis.

⚙️ 3.3.1. Resource Management Plans are developed and implemented across all schools

⚙️ 3.3.2. MoE is monitoring the management and use of resources across schools

3.4. Identify the best options for affordable, sustainable and durable school facilities

Objective Rationale	Strategies
<p>A portion of schools still operates in traditional buildings, or with insufficient facilities. Growing demand for schooling is likely to put further pressure on the existing infrastructure / lead to demand for additional educational infrastructure.</p> <p>To ensure the best value for money, the MoE intends to explore and identify the best, most affordable and sustainable option for building durable school facilities – a strategy has been included in this plan as a milestone for these efforts.</p>	<p>⚙️ 3.4.1. Review and implement potential models for school buildings (including KitSet designs, local materials, permanent, semi-permanent), school security, WASH facilities and playgrounds</p>

7.3.4. Goal 4: All school age children in Kiribati have access to a high-quality education

Goal 4 is key to the overall planning. It elaborates the MoE’s core focus on children’s learning that should take place in each classroom to the fullest possible extent and to the highest possible quality standard. All children of school age must receive quality and inclusive education to ensure their learning in school prepares them to not only survive but thrive in the Kiribati society and economy, to face global challenges, be employable and employers to create prosperity for their nation.

The fourth goal comprises five objectives which focus on Curriculum, attendance and assessment, and which direct the Ministry of Education to ensure improved learning

outcomes and education standards. Altogether there are 23 strategies that set out the direction for the Ministry of Education to follow, in order to achieve the overall goal.

4.1. High quality and relevant curricula that support diverse learning opportunities are being implemented across all schools

Objective Rationale	Strategies
<p>There are a number of challenges facing Kiribati with regards to the curricula across its education sector.</p>	<ul style="list-style-type: none"> ⚙️ 4.1.1. Develop and implement an ECE curriculum.
<p>The ECCE curriculum has been under development for several years, but is not yet completed, validated, or implemented.</p>	<ul style="list-style-type: none"> ⚙️ 4.1.2. Review and update the PS (ensuring alignment to both ECE and JSS curriculum to allow smooth transitions)
<p>Generally, the national curriculum, developed in 1991-1993 is traditional, knowledge-driven with limited focus on skills.</p>	<ul style="list-style-type: none"> ⚙️ 4.1.3. Review and update the JSS curriculum (ensuring alignment for smooth transitions).
<p>Some teachers remain unaware of certain aspects of the curricula (e.g. sexual health), which also indicates some insufficiencies in terms of its implementation.</p>	<ul style="list-style-type: none"> ⚙️ 4.1.4. Develop a new SSS curriculum, in keeping with NCAF (and building on previous learning)
<p>The JSS curriculum has been re-written in 2020, but not yet implemented.</p>	<ul style="list-style-type: none"> ⚙️ 4.1.5. Curricula and teaching resources recognize gender and disability
<p>There are limited TVET options in the curriculum, and those that exist are not easily available to OOSC, and those with alternative education backgrounds. There is therefore a need for alternative TVET pathways and a broader expansion of the education system progression to allow for reintegration of students to the system at all stages.</p>	<ul style="list-style-type: none"> ⚙️ 4.1.6. Implement additional pathways for technical qualifications (TVET)
<p>Finally, students' education remains largely knowledge-driven, with limited links to life- and job-skills. Comprehensive review of existing and reformed curricula to make them more focused on skills and competencies, relevant for the current labour market in Kiribati is required. Limited job opportunities and ability of graduates to find relevant job, must also drive the prioritization of entrepreneurship-focused programmes to be integrated in secondary and technical curricula.</p>	<ul style="list-style-type: none"> ⚙️ 4.1.7. Implement aspects of competency and skills-based education into the national curricula across all stages

To address these challenges in a coordinated and comprehensive manner, the MoE has proposed a number of curriculum-oriented strategies with the view of developing and implementing high quality and relevant curricula that support diverse learning opportunities and are effectively implemented across all schools.

4.2. Student enrolment, participation and retention rates have increased across all year levels

Objective Rationale	Strategies
<p>Enrolment is relatively strong in primary and rising in ECE. It drops significantly in JSS and SSS.</p>	<ul style="list-style-type: none"> ⚙️ 4.2.1. Conduct consultations with communities and parents to promote enrolment and support
<p>Furthermore, attendance rates vary significantly by gender and SEN status. Male students, in particular, seem to be significantly and disproportionately affected by dropouts. In many schools, attendance is also insufficiently monitored and analyzed to be able to evaluate the key drivers of poor attendance and address them through targeted initiatives, focusing on the gender-specific drivers of school retention.</p>	<ul style="list-style-type: none"> ⚙️ 4.2.2. Promote student centered learning practices and more engaging activities ⚙️ 4.2.3. Strengthen the monitoring of attendance ⚙️ 4.2.4. Work with relevant counterparts who have stakes to enforce Education Act (incl. compulsory attendance) ⚙️ 4.2.5. Develop programs to remedy dropouts
<p>Similarly, significant dropouts at key stage transition points suggest structural bottlenecks, which have material effect on student progression.</p>	<ul style="list-style-type: none"> ⚙️ 4.2.6. Investigate and implement options for providing school counselling services across the country.
<p>Some dropouts are driven by unsafe schools and violence against children in school. These need to be comprehensively addressed across schools to promote retention and higher learning outcomes.</p>	<ul style="list-style-type: none"> ⚙️ 4.2.7. Monitor and promote equity across all levels of education, and across all major groups (e.g. by gender, SEND status, locality, etc.) through data-driven interventions
<p>There are also additional issues pertaining to insufficient attention paid to girls' menstruation, bullying, and other matters driving absenteeism not only among girls, which need to be systematically explored and addressed.</p>	
<p>Currently there are also significant issues of equity of access to education, particularly</p>	

between genders, SEND and non-SEND students, and geography/locality. These issues need to be explored in detail and interventions addressing them designed and implemented.

As such, the ESSP was made to comprise a number of strategies pertaining to educational efficiency, and at its improvement. Promoting community-supported enrolment, student-centered learning practices, stricter monitoring of attendance, and developing programmes to remedy dropouts and to provide school counselling are all included to address issues of educational efficiency.

4.3. Student performance assessments are strengthened

Objective Rationale

Some systemic challenges pertaining to assessment have been identified in the KESA. These included but were not limited to inconsistency in how and when assessments are administered across relevant grades, access to assessment, particularly in remoter regions, performance on assessment due to language barriers, and limited use of assessment data to inform policy and planning, and to design relevant interventions.

As such a series of strategies were developed for this ESSP aimed at strengthening and improving the consistency of the assessment regime in Kiribati, in order to be better able to prepare students for it and eventually improve their performance in it.

Strategies

- ⚙️ 4.3.1. Outcome based assessments are being implemented in all PS and JSS classrooms and the results are routinely compiled, analyzed and reported.
- ⚙️ 4.3.2. Ensure that STAKI, JSC, KNC, CAT and KSSC continue to be applied consistently and routinely across the relevant grades
- ⚙️ 4.3.3. Update assessment system for SSS in keeping with new curriculum
- ⚙️ 4.3.4. Develop remedial interventions based on assessment results (esp. to promote literacy and numeracy in lower grades)
- ⚙️ 4.3.5. The MoE encourages motivated and well trained teachers to improve student learning outcomes in all schools and classrooms

4.4. Additional and auxiliary learning opportunities are available at all schools and to the community

Objective Rationale

Strategies

The KESA has also identified opportunities in stronger parental and community engagement, particularly with regards to creating extra-curricular and/or auxiliary learning opportunities (e.g. clubs, competitions, etc.).

In order to build these dedicated parental engagement programmes and capacity building trainings will be required.

To further support parental and community engagement, particularly in ECCE, a dedicated Communication for Development strategy is required defining and detailing the specific guidelines and approaches to parental and community engagement across sectors.

To strengthen learning beyond the classroom and after secondary, the ESSP has been expanded by a number of strategies also focusing on these two aspects of educational provision.

- ⚙ 4.4.1. MoE investigates the feasibility of delivering or supporting extra-curricular and auxiliary learning opportunities (for example school clubs and groups, inter-school competitions, and online learning)

- ⚙ 4.4.2. Parental engagement programs are designed and implemented to encouraged greater parent participation in student learning

- ⚙ 4.4.3. Library and archive continue to provide quality information and services

- ⚙ 4.4.4. Post - secondary (Tertiary) education supported by scholarships and student loans.

- ⚙ 4.4.5. Engage technical support to develop and implement Communication for Development (C4D) strategy to systematically define and unpack family and community engagement and reach out to the most vulnerable parents. Develop clear terms of references and coordination mechanisms for island council members, teachers and community heads to engage in the implementation of C4D strategy for parental and community engagement.

4.5. Students with special needs can fully participate in schools

Objective Rationale

The KESA has also identified a number of children with disabilities and special educational needs that were not being sufficiently catered to in regular education and/or were significant factors in increasing the likelihood of dropping out.

Specific policies and methodologies then are planned to be introduced on the basis of three strategies formulated here to ensure development and implementation of programmes for children with SEND, their

Strategies

- ⚙ 4.5.1. Development and implement programs to identify children with special needs

- ⚙ 4.5.2. Appropriate mainstreaming of students with special needs into model inclusion schools, including support for these students once mainstreamed

- ⚙ 4.5.3. Continue to provide support for students with severe special needs to achieve an education through KSCCSN

appropriate mainstreaming, and continued support.

- ⚙ 4.5.4. Implement inclusion policy and professional development training to be delivered at all schools in Kiribati
- ⚙ 4.5.5. Engage with inclusive education specialists to ensure teacher development and training programmes are reviewed and revised so that teachers receive training on working with children with SEN.

7.3.5. Goal 5: MoE is maintaining strong partnerships that support the delivery of high-quality education

Maintaining strong partnership with education partners and stakeholders is the focus of Goal 5. The goal recognises the slogan depicted in the plan that education is everyone’s business. The Ministry of Education’s capacity to implement and achieve all of the ESSP, and to deliver high-quality, relevant education, is significantly enhanced through strong national and international partnerships.

The following table breaks out the one objective of the Goal 5 into three strategies. The strategies emphasise strengthening partnership with current and new partners.

The major focus of the one objective in Goal 5 is on strong partnership and engagement that supports the delivery of all the five ESSP goals. The Ministry of Education places these three strategies to assist, maintain and improve partnerships for successful implementation of the plan.

5.1. MoE is strategically engaging with partners to deliver the goals of the ESSP

Objective Rationale	Strategies
<p>The MoE is supported, and its capacity is enhanced through a number of existing national and international partnerships. These have been leveraged for the implementation of past ESSPs and for the general improvement of the education sector with varying degree of success in the past.</p> <p>This objective stems not from a <i>deficit</i> per se, as much as it seeks to enhance the utility that the MoE derives from these</p>	<ul style="list-style-type: none"> ⚙ 5.1.1 MoE reviews its current and new partnerships to ensure alignment to the new ESSP ⚙ 5.1.2 MoE revisits new and existing strategies to foster greater community support and partnerships ⚙ 5.1.3 MoE is leveraging EPIK as the central driver for communication, collaboration and coordination between partners

partnerships to an even greater extent, to use them as a financial and non-financial resource, and to drive communication and implementation of the ESSP and its strategies during the next period.

Specific attention is given again to building a task force for ECE, as this recently added education sector requires additional support to be fully integrated and effectively implemented.

⚙️ 5.1.4. Undertake long term agreements with institutes of higher learning in Kiribati or outside to ensure strong capacities are built in areas where there are gaps (e.g. ECE workforce development)

7.4. Strategic Prioritization

During the ESSP's preparation, it has become apparent that the 257 activities that comprise it may constitute a significant operational and resource burden on the ministry, and its feasibility has been put in question. It is for this reason that the ministry has held a series of in-depth discussions during its 13th EPIK Forum held on the 8th and 9th of September 2020, to determine feasibility and prioritize implementation of the ESSP strategies.

Generally, it has been concluded, that though 257 activities represent a significant nominal amount, many of the activities require minimal inputs from ministry staff and low amount of resources. In fact, 127 activities (49%) have been modelled to cost less than \$6,000 AUD (including costed labour inputs). Moreover, many of the activities that require labour inputs from ministry staff are assumed to be covered by existing and planned resources, and will be delivered as part of the ministry's staff regular operational labour inputs.

Nevertheless, in the view of potential further disruption to the implementation schedule and availability of resources, the EPIK team has prepared a prioritization plan under each goal, specifying which objectives will be pursued first, and which will be pursued later, in case operational, logistical, and resourcing gaps affect the ministry's ability to implement the ESSP comprehensively.

7.5. Inter-dependencies of ESSP with Other Relevant Strategic and Policy Initiatives

During the extended period of the development of the ESSP document, the government of Kiribati has also developed and ratified a number of other key strategic documents, some with significant implications for the education sector in the country and some with inter-dependent or overlapping policy goals.

The following section provides a brief overview of some of the most important inter-dependent government documents, and outlines the relevant overlaps as well as financial cross-dependencies between the ESSP and the selected document.

7.5.1. COVID-19 Contingency and Response Plan

When the ESSP began to be developed, the COVID-19 pandemic has not yet posed a significant challenge to Kiribati's education system. Before the ESSP was finalized, this has changed rapidly and significantly. As such, the MoE was forced to develop a comprehensive and focused COVID-19 strategy to ensure that Kiribati's education can operate throughout the pandemic and that relevant tools and procedures are developed to help mitigate its impact. It was not possible to await the formal conclusion, endorsement, and ratification of the ESSP, due to the speed of the pandemic's spread.

As such the MoE opted for a bifurcated strategy of continuing to develop the ESSP addressing all needs identified in the ESA, and a dedicated COVID-19 response strategy, addressing all needs arising from the spread of the novel coronavirus. As such the two documents remained largely dichotomous with limited inter-dependencies in terms of the strategies, activities and monitoring and evaluation approach. The budget and financial requirements of the new COVID-19 plan have also remained separate from that of the ESSP.

That said, COVID-19 still remains relevant to the ESSP insofar as it poses a significant risk to the ministry's ability to implement the ESSP, and the way in which it does so. As such COVID-19 was added to the Risk Management chapter of the ESSP to further guide the MoE's approach to the ESSP implementation and to explicitly consider the risks related to it.

7.5.2. Education Sector Disaster Response

Kiribati is among states which are most at risk of being affected by natural disasters, such as global warming, sea-level rise, and others. Government policy in Kiribati has historically paid insufficient attention to these risks and as such they were not reflected in policy. Following the 2019 'Disaster Risk Reduction in the Republic of Kiribati Status Report', Kiribati has opted to develop a dedicated policy and guidelines for the Education Sector Disaster Response.

Similarly to COVID-19, the strategies and activities of the DRR policy have been kept separate to those of the ESSP, and as such there is largely no overlap in practice. That said, the ESSP makes reference to the DRR policy under strategy 3.1.1. 'All schools have maintenance plan and safety guidelines in place (for security, WASH, classrooms, staff facilities, furniture, playgrounds, DRR)', where it is used as the key reference document for setting DRR targets and maintenance procedures, and against which schools will be evaluated.

In terms of financial resources, this has meant that whilst the policy's development has already been completed and thus funded, its implementation and monitoring within schools is considered part of the ESSP and costed within the model.

7.5.3. National ICT Policy

The national ICT policy development and implementation has been spearheaded by the Ministry of Information Communication, Transport & Tourism Development. It has fostered greater development of ICT infrastructure, to improve access to internet services, and the country's overall cybersecurity strategy.

The ICT strategy has some broad implications for the education sector in the country, particularly with regards to ensuring greater access to ICT infrastructure of both teachers and students, and particularly in remote areas of Kiribati, and using ICT as means to greater development of skills and promotion of new and improved job opportunities.

In terms of its inter-dependency with the ESSP, this has been primarily three-fold. The new ICT policy requires some infrastructure updates to current school's equipment, which is included particularly under Strategy 3.1.1. 'Existing school facilities and equipment are maintained to National Infrastructure Standards', and costed as such.

Second, it has some implications for the content and focus of the reformed curriculum currently being developed, in that it will focus more on computer literacy, and will integrate computer-oriented skills in its content. Finally, at the top-level, improved computer infrastructure and ICT literacy has been reflected through increased expectations for the use and maintenance of KEMIS and other ICT-based tools and resources, which can aid education sector policy-making; a number of training for school leaders, as well as ministry staff related to ICT literacy and use are integral in the ESSP.

In terms of the financial implications, this has meant that all resources required for the implementation and monitoring of the relevant parts of the ICT policy have already been integrated in the ESSP and costed as such.

8. Key Performance Indicators

As provided below, the section portrays the high level (Objective level) key performance indicators of the plan. It also includes targets to meet as a measure of the objectives at the end of the planning period with the means of verification for the indicators to be measured. The KPIs are provided for all sixteen Objectives of the plan.

The following Outcome Targets and Annual Milestones will be monitored to measure progress towards the outcomes of the ESSP

1 MoE is strategically, effectively and efficiently supporting the delivery of quality education and other services

#	Outcome/Output Indicator	Baseline 2019	2021	2022	2023	Means of Verification	Frequency of Data Collection
1.1.	By 2024, policies and regulations are fit for purpose, evidence based and effectively and transparently communication with stakeholders	n/a	Statistical digests up to date. Policies updated as per annual review cycle	-	-	MoE website	Upon completion of exercise
1.2.	MoE regularly uses KEMIS data and analysis in ESSP planning and implementation meetings	n/a	Key strategic meetings make direct use of KEMIS data and analysis.	All ESSP-related meetings use data and analysis for planning and decision-making.	All ESSP-related meetings and all other strategic meetings use data and analysis for planning and decision-making	Meeting minutes and meeting presentations / resources	Twice a year (EPIK used as measure)
1.3.	By 2024, stakeholders in the education sector are aware of the legal framework,	n/a	ECCE Act 2017 and Education Act 2013 are	Stakeholders receive communications	All relevant stakeholders regularly and	KEMIS Compliance trackers	Annual

understand it, implement it and report on it regularly

reviewed, and associated regulations developed

/ training on the updated acts and associated regulations

accurately report on relevant processes and regulations

Training records
IEC reports

2 MoE staff have the **skills, knowledge and abilities** to deliver high quality education services and lead the education sector into the future

#	Outcome/Output Indicator	Baseline 2019	2021	2022	2023	Means of Verification	Frequency of Data Collection
2.1.	By 2024, a new human resources plan (incl. guidance on workplace planning, pay-scales, teacher well-being, absenteeism, and position descriptions) is in place and implemented	n/a	Data is collected to inform new HR plan	New plan is completed and communicated to all key stakeholders	HR practices in schools are aligned with MoE HR Plan	MoE Website School Reports IECs report on progress	Annual
2.2.	% of teachers with at least minimum qualification AND % of teachers involved in CPD	TBD	Determine baseline	80% teachers	95% teachers	KEMIS Teacher qualification records Training records HR and staffing records	Annual
2.3.	% of Principals who report that they are dissatisfied with support and leadership provided by the MoE	TBD	Develop and implement Principal satisfaction collection tool	<25% of principals are dissatisfied	<10% of principals are dissatisfied	Principal satisfaction survey	Semi-annual

3

All schools are accessible and well-resourced to provide safe, comfortable and healthy quality learning environments

#	Outcome/Output Indicator	Baseline 2019	2021	2022	2023	Means of Verification	Frequency of Data Collection
3.1.	% of schools that pass the FMU and MISE inspection as per the NIS standards	TBD	Develop and implement a clear inspection process for NIS compliance	80% schools	95% schools	NIS inspection records KEMIS	Annual
3.2.	% of schools who receive their full rations and textbook allocations on time	TBD	70% schools	80% schools	95% schools	School and MoE procurement records Delivery notifications	Annual
3.3.	% of schools with appropriate resources and resource management plans in place	TBD	Develop and implement RMP practice and tracking in schools	80% schools	95% schools	School and MoE RMP plan records and reports	Annual
3.4.	3 best alternatives, in terms of their Value-for-Money are identified for upgrading of school facilities	TBD	Develop a long-list of suppliers, approaches, and models for upgrading school facilities that meet the needs of teachers and	3 best alternatives shortlisted	Approach decided and communicated, relevant contracts closed, and sustainability strategy clearly defined	Sustainable strategy for durable school facilities document	Upon completion

pupils and are sustainable vis-à-vis current enrolment trends

4 All school age children in Kiribati have access to a high-quality education

#	Outcome/Output Indicator	Baseline 2019	2021	2022	2023	Means of Verification	Frequency of Data Collection
4.1.	% of schools with new curricula implemented effectively	n/a	Complete curriculum review and update for ECE, PS, JSS, SSS, and TVET, including additional focus on skills- and competency-based education and inclusion	Update TLM and train teachers on curriculum use. Pilot new curricula. Achieve 50% implementation by EOY	95% schools	Curriculum documents TLM Training records	Semi-annually
4.2.	GER, NER, and Survival rates by stage and gender are above regional averages	ECE GER M/F/Σ: ECE NER M/F/Σ: JSS GER M/F/Σ: JSS NER M/F/Σ: SSS GER M/F/Σ: SSS NER M/F/Σ: TVET GER M/F/Σ: TVET NER M/F/Σ: ECE SR M/F/Σ:	50% of rates above regional averages	60% of rates above regional averages	75% of rates above regional averages	Statistical digest Statistical digest of regional countries	Termly

		JSS SR M/F/Σ: SSS SR M/F/Σ: TVET SR M/F/Σ:					
4.3.	Students performance on STAKI, JSC, KNC, CAT and KSSC continue to improve year on year, across different groups (e.g. by gender, SEND, and region)	STAKI M/F/SEND/Σ: JSC M/F/SEND/Σ: KNC M/F/SEND/Σ: CAT M/F/SEND/Σ: KSSC M/F/SEND/Σ:	Median scores of different groups improve by 5% for 50% of the tests on average.	Median scores of different groups improve by 5% for 75% of the tests on average.	Median scores of different groups improve by 5% for 95% of the tests on average.	Statistical digest Assessment data and records	Annually
4.4.	% of schools with at least 3 auxiliary and extra-curricular programmes available to students and/or the community and with a clear community engagement process in place	TBD	Develop and implement extra-curricular and auxiliary community engagement policy and guidelines	50% schools	75% schools	School reporting School inspection visits KEMIS	Annually
4.5.	% of SEND students in mainstream education	TBD	Develop and implement inclusion policy. Identify SEND students. Train teachers and staff on mainstreaming and inclusion. Place SEND students into mainstream education	70% students	80% students	90% students	Semi-annually

5

MoE is maintaining **strong partnerships** that support the delivery of high-quality education

#	Outcome/Output Indicator	Baseline 2019	2021	2022	2023	Means of Verification	Frequency of Data Collection
5.1.	# of formal partnerships established to deliver high quality education in Kiribati	n/a	Establish partnership coordination mechanism and practice through EPIK. Identify and approach partners.	10 partnerships closed	20 partnerships closed	Partnership agreements	Semi-annual

9. Budget

9.1. Methodology

To develop a detailed budget for the ESSP, the MoE team has applied an activity-based costing approach. This approach relies on the detailed breakdown of the ESSP into constituent activities and subsequent costing of individual activities. As such the costing model is less reliant on complex enrolment and demand/supply forecasts, which may be subject to significant prediction errors, and builds on the costing of operational requirements to deliver the ESSP activities, which is both better understood and easier to predict for local teams.

This process was supported by an international consultant, who oversaw the process and prepared the model structure to facilitate the costing approach, but entirely led by local staff. The MoE has identified five 'Goal Leaders', who were each assigned all activities under one of the ESSP's five constituent goals, and they then developed the costing activity-by-activity. Individual inputs, assumptions, and estimates were later validated by both other members of the ESSP working group, and the international consultant.

The costing model has also been developed to allow for dynamic review and amendment in the future, creating a tool that can be used by the Goal leaders to revisit and review the costing estimates, and cost items in light of any future operational or resourcing developments.

Finally, throughout this process the Goal teams also provided inputs regarding the portion of the activities that can be completed with available resources, both human and financial, and those, that are currently not able to be delivered with existing resources. This has allowed for the costing exercise to provide an estimated gap in funding required to deliver the plan in its entirety. Self-reliance on existing resources was assumed as far as possible, and all activities that can be delivered by local staff and with local resources were assumed to be delivered in such a way.

The following chapter provides an overview of the relevant budget and costing for the ESSP, to underpin the strategy and outcomes outlined above. With that in mind, the associated costing model is an inherent part of this ESSP document and should be reviewed and referred to separately for individual assumptions and activity costings.

9.2. Fiscal Assumptions

It is assumed that there will be no material changes to the fiscal strategy of the government and that resourcing for the education sector will remain constant. The section below reproduces some of the key summary sections of the MoE's short and medium-term financial planning to provide an overview of the anticipated revenue and expenditure.

Table 1: MoE Medium-Term Revenue and Expenditure framework 2018-2023

Code	Description	2018 Actual	2019 Budget	2019 Revised	2020 Budget	2021 Est.	2022 Est.	2023 Est.
REVENUE								
2060	Fees Rurubao School	85,681	48,000	76,677	85,650	89,590	93,801	98,022
3050	Rental of Properties	7,161	500	7,158	7,150	7,479	7,830	8,183
3061	KGV and EBS Fees	25,911	-	33,365	-	-	-	-
4062	MTSS School Fees	31,917	-	5,508	-	-	-	-
5063	TC School Fees	4,055	-	2,494	-	-	-	-
1015	Fare on Charter Vessel	-	9,000	154,305	154,305	161,403	168,989	176,593
7064	National Certificate	5,952	20,000	14,125	14,250	14,906	15,606	16,308
7065	Certification of Exam Results	33,720	10,000	8,595	8,500	8,891	9,309	9,728
9002	Library Fines	71	100	17	100	105	110	114
9003	Membership Fees	5,049	500	2,836	2,800	2,929	3,066	3,204
9006	Recovery of costs:photocopy	8,332	12,000	7,857	7,850	8,211	8,597	8,984
004	Sundry	-	-	-	3,000	3,138	3,285	3,433
Total Revenue		207,849	100,100	312,937	283,605	296,651	310,593	324,570
EXPENDITURE								
201	KPF contribution	1,359,084	1,421,453	1,460,287	1,505,473	1,544,307	1,544,307	1,544,307
202	Salaries	15,634,209	18,329,824	18,847,606	19,435,679	19,953,461	19,953,461	19,953,461
203	Housing assistance	134,916	202,236	202,236	195,405	195,405	195,405	195,405
204	Allowances	423,931	425,195	425,195	404,749	404,749	404,749	404,749
205	Overtime	167,147	70,667	70,667	81,841	81,841	81,841	81,841
206	Temporary assistance	2,436,044	618,551	618,551	637,296	637,296	637,296	637,296
207	Wages	-	-	-	93,448	93,448	93,448	93,448
208	Leave grants	1,941,533	2,250,000	2,250,000	2,277,500	2,295,500	2,295,500	2,295,500
Sub Total		22,096,864	23,317,926	23,874,542	24,631,391	25,206,007	25,206,007	25,206,007
215	Transport to work	348,733	349,166	349,166	366,808	375,979	385,378	395,013
216	Internal travel	294,008	351,992	474,542	449,940	586,802	601,472	616,509
217	Local training	6,959	36,702	36,702	58,051	59,502	60,990	62,515
218	Local accom & allowances	148,625	530,040	530,040	24,580	25,195	25,824	26,470
219	Local catering	12,143	13,065	13,065	19,560	24,457	25,068	25,695
220	Local course fees	-	1,200	1,200	500	513	525	538
221	Overseas training	-	-	-	4,247	4,353	4,462	4,574
225	Relocation expenses	128,073	211,866	211,866	211,866	217,163	222,592	228,157
227	External travel	131,101	97,455	109,995	70,240	84,850	86,971	89,145
230	Cleaning	1,037	1,952	1,952	6,640	6,805	6,976	7,150
231	Communications	202,420	235,338	235,338	273,835	280,681	287,698	294,890
232	Electricity & gas	344,854	333,064	333,064	355,095	363,972	373,072	382,398
235	Office transport	135,786	171,640	171,640	172,840	177,161	181,590	186,130
237	Advertising/Media	22,788	47,128	47,128	37,768	38,712	39,680	40,672
239	Entertainment	21,741	19,472	19,472	13,000	13,325	13,658	14,000
240	Printing	41,225	58,909	58,909	45,550	46,689	47,856	49,052
241	Stationery & supp	212,623	414,483	414,483	348,093	356,795	365,715	374,858
242	Food & rations	392,054	783,450	783,450	788,796	808,516	828,729	849,447
243	Purch office equip	1,112,002	438,009	438,009	453,057	464,383	475,993	487,893
244	Repairs equip	41,469	28,635	28,635	71,397	73,182	75,011	76,887
248	Comp. for trees	25,850	10,000	10,000	10,000	10,250	10,506	10,769
250	Local services	1,190,297	553,253	553,253	526,901	540,074	553,575	567,415
251	Overseas Serv.	150,888	405,040	405,040	348,429	357,139	366,068	375,220
255	Commitment/other fees	38,635	56,640	56,640	58,440	59,901	61,399	62,933
278	Sundry purchase	-	-	-	16,600	17,015	17,440	17,876
285	Hire of plant and equip	-	-	-	5,000	5,125	5,253	5,384
287	Fixed plant & eq	-	-	-	21,000	21,525	22,063	22,615
289	Building & infra maint	-	-	-	67,527	69,215	70,946	72,719
Sub Total		5,003,313	5,148,499	5,283,589	4,825,759	5,089,278	5,216,510	5,346,922
Total Recurrent Exp		27,100,177	28,466,425	29,158,131	29,457,150	30,295,284	30,422,516	30,552,929
263	Secondary Mission Schools	4,678,432	2,989,434	3,879,040	5,372,655	3,161,306	3,161,306	3,161,306
264	In- country tertiary support	522,336	522,336	522,336	1,039,785	522,336	522,336	522,336
350	School stationery for Primary & JSS students	1,276,880	1,278,250	1,278,250	1,278,250	1,342,961	1,376,535	1,376,535
353	Subsidy for School Fees	2,867,176	3,200,000	3,200,000	3,428,800	3,362,000	3,446,050	3,446,050
360	Support for Pre Schools	-	1,100,000	1,100,000	2,000,000	1,100,000	1,100,000	1,100,000
354	School for Special Needs Children	102,376	102,376	102,376	102,376	102,376	102,376	102,376
266	USP Contribution	654,925	875,980	875,980	875,980	729,984	729,984	729,984
357	Allowances-Pocket money for KTC students	-	-	-	527,040	527,040	527,040	527,040
345	Contrib to Dev Fund	3,828,742	3,955,569	5,185,480	8,504,381	4,303,954	4,303,954	4,303,954
Sub Total		13,930,868	14,023,945	16,143,462	23,129,266	15,151,958	15,269,582	15,269,582
GRAND TOTAL		41,031,045	42,490,370	45,301,593	52,586,416	45,447,242	45,692,098	45,822,511

Source: (MoE, 2020)

Table 2: MoE Budget 2020

Code	Description	2019 Budget	2019 Revised	2020 Budget	2020 Budget vs 2019 Revised (\$)	Admin 01	Primary 02	JSS 03	PPD & TR 04	Teabike 05	KTC 06	Exams 07
REVENUE												
2060	Fees Rurubao School	48,000	76,677	85,650	8,973		85,650					
3050	Rental of Properties	500	7,158	7,150	(8)		7,150					
3061	KGV and EBS Fees		33,365		(33,365)							
4062	MTSS School Fees		5,508		(5,508)							
5063	TC School Fees		2,494		(2,494)							
1016	Fare on Charter Vessel	9,000	164,305	164,305	(0)	164,305						
7064	National Certificate	20,000	14,125	14,250	125							
7065	Certification of Exam Results	10,000	8,595	8,500	(95)							14,250
9002	Library Fines	100	17	100	83							8,500
9003	Membership Fees	500	2,836	2,800	(36)							
9006	Recovery of costs:photocopy	12,000	7,857	7,850	(7)							
004	Sundry			3,000	3,000							
Total Revenue		100,100	312,937	283,605	9,540	157,305	92,800					22,750
EXPENDITURE												
201	KPF contribution	1,421,453	1,460,287	1,505,473	45,187	32,534	699,159	478,347	3,970	39,094	46,105	9,871
202	Salaries	18,329,824	18,847,606	19,435,679	588,073	424,596	9,100,079	6,114,724	52,931	511,259	580,616	129,522
203	Housing assistance	202,236	202,236	195,405	(6,831)	12,564	13,488	21,024	4,800		24,276	12,684
204	Allowances	425,195	425,195	404,749	(20,446)	21,998	222,040	118,560	2,480	25,553	6,106	640
205	Overtime	70,667	70,667	81,841	11,174	14,700				21,400	16,686	3,400
206	Temporary assistance	618,551	618,551	637,296	18,745	9,196	222,040	263,236		10,000	34,112	2,088
207	Wages			93,448	93,448	5,000		50,000				38,448
208	Leave grants	2,250,000	2,250,000	2,277,500	27,500	51,069	1,117,965	693,351	3,006	61,581	78,107	15,020
Sub Total		23,317,926	23,874,542	24,631,391	756,849	571,687	11,374,771	7,899,282	67,187	668,887	786,008	211,672
215	Transport to work	349,166	349,166	368,808	17,642	40,509	81,085	99,600	500	12,900	34,868	6,741
216	Internal travel	351,992	474,542	449,940	(24,602)	48,023	9,136	23,326	2,481	13,300	71,120	108,834
217	Local training	36,702	36,702	58,051	21,349	40,000		3,470				900
218	Local accom & allowances	530,040	530,040	24,880	(505,460)							
219	Local catering	13,065	13,065	19,560	6,495	4,000				8,000		
220	Local course fees	1,200	1,200	500	(700)							
221	Overseas training			4,247	4,247							
225	Relocation expenses	211,866	211,866	211,866			156,801	55,065	4,247			
227	External travel	97,455	109,995	70,240	(39,755)			6,000			5,000	10,300
230	Cleaning	1,952	1,952	6,640	4,688			4,885				200
231	Communications	235,338	235,338	273,835	38,497		9,948	24,000		7,000	64,800	7,500
232	Electricity & gas	333,064	333,064	355,095	22,031		12,800	33,600		16,655	64,200	5,000
235	Office transport	171,640	171,640	172,840	1,200			1,640				
237	Advertising/Media	47,128	47,128	37,768	(9,360)			27,128	840	3,000		
239	Entertainment	19,472	19,472	13,000	(6,472)							
240	Printing	58,909	58,909	45,550	(13,359)					3,500		
241	Stationery & supp	414,483	414,483	348,093	(66,390)	157,809	7,000	1,250	719	20,000	22,959	80,000
242	Food & rations	783,450	783,450	786,796	5,346					246,746	140,000	
243	Purch office equip	438,009	438,009	453,057	15,048	42,000	50,912	30,700	4,000	32,345	84,000	10,300
244	Repairs equip	28,635	28,635	71,397	42,762	5,000			1,000	3,000	11,000	
248	Comp. for trees	10,000	10,000	10,000								
250	Local services	553,253	553,253	526,901	(26,352)	13,100	21,000	56,075	5,000	22,670	54,936	208,751
251	Overseas Serv.	405,040	405,040	348,429	(56,611)				4,500	22,000		39,040
255	Commitment/other fees	56,640	56,640	58,440	1,800	56,640						
278	Sundry purchase			16,600	16,600					15,000		
285	Hire of plant and equip			5,000	5,000			5,000				
287	Fixed plant & eq			21,000	21,000						21,000	
289	Building & infra maint			67,527	67,527						7,527	
Sub Total		5,148,489	5,283,589	4,825,759	(457,830)	776,189	348,682	329,456	48,017	440,143	552,883	477,566
Total Recurrent Exp		28,466,425	29,158,131	29,457,150	299,019	1,347,846	11,723,453	8,028,708	115,204	1,109,030	1,338,891	689,238
263	Secondary Mission Schools	2,989,434	3,879,040	5,372,655	1,493,615							
264	In- country tertiary support	522,336	522,336	1,039,785	517,449							
266	USP Contribution	875,980	875,980	875,980								
350	School stationery for Primary & JSS students	1,278,250	1,278,250	1,278,250								
353	Subsidy for School Fees	3,200,000	3,200,000	3,428,800	228,800							
354	School for Special Needs Children	102,376	102,376	102,376								
357	Allowances-Pocket money for KTC students			527,040	527,040						527,040	
360	Support for Pre Schools	1,100,000	1,100,000	2,000,000	900,000	2,000,000						
345	Contrib to Dev Fund	3,955,569	5,185,480	8,504,381	3,318,901	1,010,501						7,493,880
Sub Total		14,023,945	16,143,462	23,129,266	6,985,804	15,108,346					527,040	7,493,880
GRAND TOTAL		42,490,370	45,301,593	52,586,416	7,284,823	16,456,192	11,723,453	8,028,708	115,204	1,109,030	1,865,931	8,183,118

Code	Description	2019 Budget	2019 Revised	2020 Budget	2020 Budget vs 2019 Revised (\$)	CDRC 08	Library & Archive 09	SSS 10	FMU 11	Stats & IT 12	KG&EBS 13	KQA 14	ECCE 15
REVENUE													
2060	Fees Rurubao School	48,000	76,677	85,650	8,973								
3050	Rental of Properties	500	7,158	7,150	(8)								
3061	KGV and EBS Fees		33,365		(33,365)								
4062	MTSS School Fees		5,508		(5,508)								
5063	TC School Fees		2,494		(2,494)								
1016	Fare on Charter Vessel	9,000	164,305	164,305	(0)								
7064	National Certificate	20,000	14,125	14,250	125								
7065	Certification of Exam Results	10,000	8,595	8,500	(95)								
9002	Library Fines	100	17	100	83			100					
9003	Membership Fees	500	2,836	2,800	(36)								
9006	Recovery of costs:photocopy	12,000	7,857	7,850	(7)			7,850					
004	Sundry			3,000	3,000								
Total Revenue		100,100	312,937	283,605	9,540				10,750				
EXPENDITURE													
201	KPF contribution	1,421,453	1,460,287	1,505,473	45,187	24,229		13,971	20,126	11,169	5,322	99,681	2,667
202	Salaries	18,329,824	18,847,606	19,435,679	588,073	318,971		175,286	264,046	115,664	66,958	1,289,098	35,558
203	Housing assistance	202,236	202,236	195,405	(6,831)	12,564			8,448			85,557	256,373
204	Allowances	425,195	425,195	404,749	(20,446)	4,132		3,240					
205	Overtime	70,667	70,667	81,841	11,174	14,700			300		2,600		11,705
206	Temporary assistance	618,551	618,551	637,296	18,745	9,086		11,000	4,296	33,259	4,000	39,983	
207	Wages			93,448	93,448								
208	Leave grants	2,250,000	2,250,000	2,277,500	27,500	37,549		27,036	6,008	13,518	7,510	162,214	3,004
Sub Total		23,317,926	23,874,542	24,631,391	756,849	403,582	239,533	294,775	182,058	86,390	1,688,238	41,228	40,553
215	Transport to work	349,166	349,166	368,808	17,642								
216	Internal travel	351,992	474,542	449,940	(24,602)	14,990		13,744	41,185	30,000	6,560	3,200	64,041
217	Local training	36,702	36,702	58,051	21,349								
218	Local accom & allowances	530,040	530,040	24,880	(505,460)								
219	Local catering	13,065	13,065	19,560	6,495			1,540	4,420				1,600
220	Local course fees	1,200	1,200	500	(700)				500				
221	Overseas training			4,24									

It is assumed that existing activities will be funded via an annual increment of 1.5% as per the MFED Medium Term Expenditure Framework. Resources will be primarily constrained by this increment and are not driven by inflation nor changes in student numbers, with the exception of salaries though this is muted slightly over the period as a number of vacancies exist.

Figure 10: MoE Recurrent Expenditure between 2018 and 2023

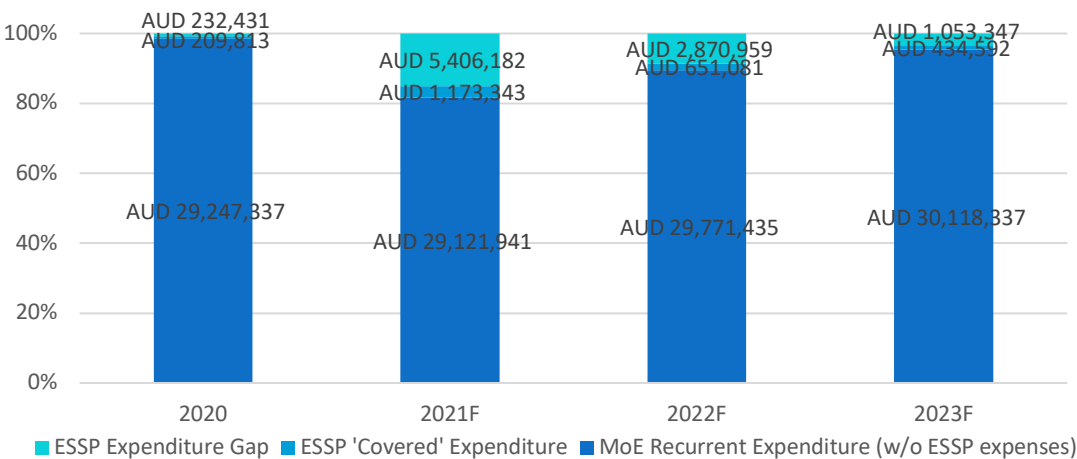


Source: (MoE, 2020), (IMF, 2021)

An analysis of the MoE Recurrent Expenditure and projections show a growing nominal expenditure for the MoE, however a decreasing share of expenditure as a share of GDP, suggesting a sustainable growth overall.

Though a significant portion of the ESSP expenditure is currently classified as a ‘gap’ and has not yet been allocated a source of funding, the following graph illustrates that the gap identified generally represents only a minor share of the total planned MoE expenditure:

Figure 11: MoE Planned Recurrent, ESSP-Covered, and ESSP Gap Expenditure



Source: (MoE, 2020), (IMF, 2021)

In fact, the gap represents only 1% of MoE recurrent expenditure in 2020, 18% in 2021, 9% in 2022, and 3% in 2023.

9.3. Costing and Funding Gap of the ESSP

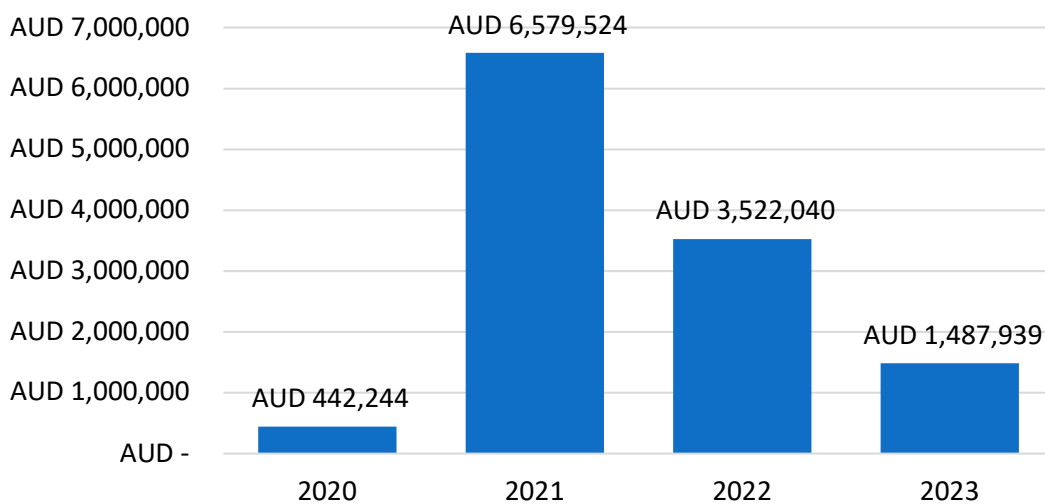
The ESSP for 2020-2023 has introduced a number of new activities and initiatives to be rolled out during this period, which will require dedicated resources, both financial and human, to realize.

To reflect the resources needed, and thus the total cost of the ESSP, the model was developed by costing individual component activities, categorising activity-level expenditure by key categories of cost.

Subsequently, the relevant MoE’s personnel were divided into teams, each responsible for one of the five ESSP goals. Each team then reviewed the costing sub-components for each activity and provided input regarding whether and to what extent each component could be delivered with existing MoE resources (human, financial, and otherwise), and which components would require external resources to be implemented fully.

Overall, the total expenditure required to implement all ESSP activities has been modelled to be **\$12,031,748 AUD**, which will be divided among the ESSP implementation years as follows:

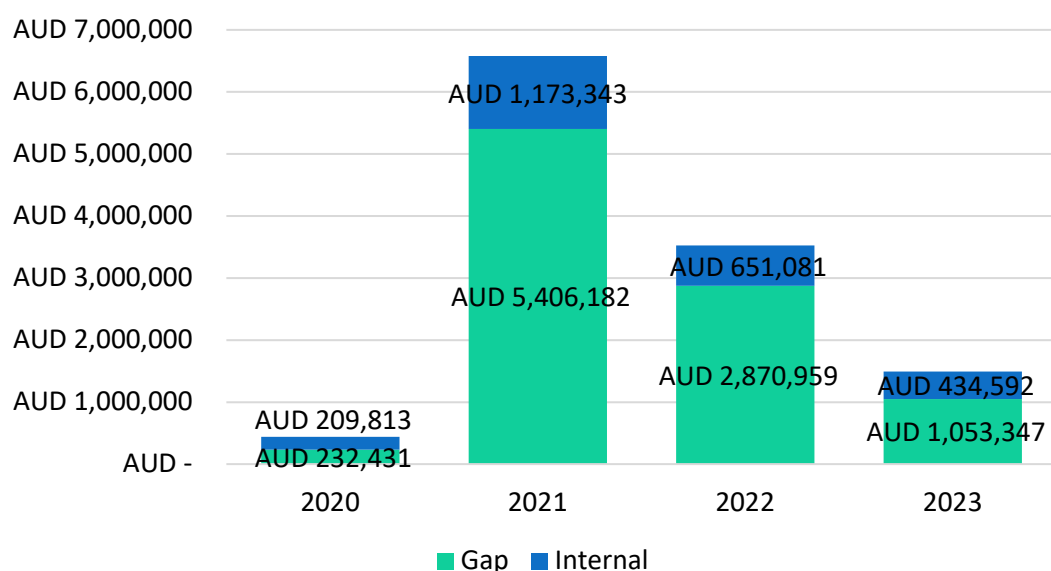
Figure 12: Total Cost to Implement ESSP by Year



The chart illustrates that there have already been some costs incurred in 2020, in preparation for the ESSP implementation, but that the majority of the costs AUD 6,579,524 (or c. 55%) will be incurred in 2021. This is primarily due to the fact that majority of the activities required to set the plan underway must be completed at the start of the ESSP implementation. This is reflected in high Labour and Travel, Consultancy, as well as TLM costs in that year, as is further illustrated in the charts below.

The modelled costs have also revealed a substantial gap in financing for the ESSP of **AUD 9,562,919** or **79%** of the projected costs:

Figure 13: Total costs to implement ESSP internal funding and anticipated gap



9.3.1. Costs by Category of Expense

The costs were also divided according to category of cost. These were:

Cost Category	Details
Labour and travel	<p>This category includes all expenditures related to the labour and travel of internal ministry staff, e.g. work-days taken by a member of staff to develop a policy document or undertake an activity, and costs related to island travel to deliver a workshop.</p> <p>Please note that though these expenditures have been assigned a financial value on the basis of pro-rated labour inputs, they do not always represent a direct cash cost to the MoE, as they simply quantify and value the labour required to complete an activity or its component, which is often undertaken by permanent salaried staff and as such represents a 0 marginal cost to the MoE, as long as the total work load required to implement the ESSP does not exceed the work that can be completed by current staff, without the need of hiring additional staff members.</p>
Consultancy	<p>This category represents expenditures on consultancy, both domestic and international, where external technical staff is needed to deliver an activity or its component, e.g. consultancy fees for an international consultant to review and update the Kiribati school quality standards.</p>
Teaching and Learning Materials (TLMs)	<p>This expenditure category includes all expenses related to the printing, distribution, and procurement of teaching and learning materials. This means not only the textbooks and teacher guides, but also any consumables such as stationery, laboratory equipment and materials, sports equipment, etc.</p>

Equipment and Materials (other)	This expenditure category has been reserved for any expenses related to equipment and materials that is not directly used for teaching and learning. This can include but not be limited to items such as office equipment, printing of leaflets and informational posters, workshop supplies, etc.
Infrastructure	This category includes all capital expenditure of the ESSP which results in the creation of assets. This includes but is not limited to investment in school buildings and maintenance, internet and communications infrastructure, building of ECCE centres, playgrounds, sportsgrounds, etc.
Grants	This category includes all direct and indirect transfers of funds from the ministry to students, teachers, administrators and educational institutions, which is intended to support the achievement of the goals of the ESSP and the MoE more broadly. This includes but is not limited to scholarships, feeding programme funding, maintenance and school improvement grants, etc.
Training	This category includes all spending related to training and continuous professional development, both of teachers and other MoE staff. It can include any and all costs related to trainer fees, venue hire, catering and materials for training, etc.

Further breakdown of costs by type and year, as well as sector per year, reveals some important insights about the anticipated ESSP expenses:

Table 3: Total ESSP Costs by Category

Category	2020	2021	2022	2023	Total
Labour & Travel	168,453	1,257,349	587,734	227,528	2,241,065
Consultancy	146,200	1,338,800	450,800	89,200	2,025,000
Eq. & Mat. (Other)	10,298	101,171	59,166	40,252	210,886
TLMs	102,373	2,841,076	1,425,710	195,104	4,564,263
Infrastructure	-	536,000	450,000	360,000	1,346,000
Grants	8,440	89,440	442,440	392,440	932,760
Training	6,480	415,688	106,191	183,415	711,774
Total	442,244	6,579,524	3,522,040	1,487,939	12,031,748

Figure 14: Total ESSP Costs by Category



The chart and table above help illustrate that the highest overall expenditure is expected to be made in the Teaching and Learning Materials (TLMs) category (total of AUD 4,564,263 over 4 years). This is primarily driven by the development and distribution of new curriculum materials across all education sections of Kiribati.

Consultancy and Labour and Travel represent the second and third highest category of expense accordingly. For the consultancy category, the major expenses are associated with activities focused on obtaining external support to lead and provide technical assistance for the improvement of student learning outcomes, development of new standards, associated monitoring and evaluation of the policies’ implementation, and further strengthening of the MoE’s operational policies and procedures.

In terms of Labour and Travel, 5 activities account for almost a third of the allocated costs. These are the activities related to establishment of education partnerships, new curriculum development, implementation and monitoring, and implementation and training relating to new school policies and standards.¹⁶

The cost modelling has also revealed the categories with most significant gaps in currently allocated funding. Whilst Equipment and Materials have a gap of only 14%, the absolute amount of cost is very low. All other categories require over 50% of funding to be sourced from external sources:

Table 4: Total Gap in Expenditure by Category

Category	2020	2021	2022	2023	Total	Gap % of Total
Labour & Travel	8,268	783,851	268,094	95,693	1,155,906	52%
Consultancy	115,200	1,002,600	296,000	76,800	1,490,600	74%
Eq. & Mat. (Other)	600	26,267	1,200	1,200	29,267	14%
TLMs	102,373	2,756,076	1,425,710	195,104	4,479,263	98%
Infrastructure	-	434,400	360,000	288,000	1,082,400	80%
Grants	2,000	56,600	424,000	384,000	866,600	93%
Training	3,990	346,388	95,955	12,550	458,883	64%
Total	232,431	5,406,182	2,870,959	1,053,347	9,562,919	79%

The largest gap by category of expenditure has been identified in Teaching and Learning Materials, with c. 98% of the planned expenditure requiring external funding. In absolute terms, TLMs are followed by Consultancy, then Labour & Travel, and finally Infrastructure. In relative terms, Grants, then Infrastructure represent the largest gaps with 93% and 80% respectively.

Assessing the gap by year, 2021 will see the most significant gap in expenditure, with a gap almost twice as large as 2022 (in nominal terms). The gap amounts, however, generally correspond to the overall planned expenditure totals across the years.

9.3.2. Costs by Sector of Education

The costing model has also permitted the expenditure to be broken down by sector of education. It is to be noted, however, that the sector allocation has been done on the basis of *principle* rather than *reporting* or *funding body*. That is to say, that each expenditure was allocated to the particular sector, to which it applied most naturally (or split between sectors according to rational allocation), rather than to the sector, under which it may be reported for the purposes of accounting or funding. Some expenses, which are planned for general

¹⁶ Specifically, these are (1) 5.1.4.2. Establish partnerships and agreements with selected institutions, (2) 4.1.1.3. Implement new ECE curriculum and monitor its implementation, (3) 3.1.1.4. Develop and deliver training to school leaders on all guidelines and their implementation, (4) 4.1.2.2. Implement the PS curriculum and monitor its implementation, (5) 4.1.4.1. Develop a new SSS curriculum, in keeping with NCAF (and building on previous learning).

improvement of the education sector, e.g. through policy strengthening or development of ministry staff, have been allocated to the 'General' sector.

The following table presents the final breakdown:

Table 5: Total ESSP Expenditure by Sector of Education

Type	2020	2021	2022	2023	Total
General	40,529	1,057,505	377,668	73,681	1,549,383
ECE	200	662,595	272,083	231,453	1,166,331
Primary	139,534	2,037,136	579,914	360,939	3,117,522
Secondary	217,779	2,674,728	1,715,747	383,164	4,991,419
TVET	44,202	49,585	43,877	17,202	154,865
Tertiary	-	97,976	532,751	421,501	1,052,228
Total	442,244	6,579,524	3,522,040	1,487,939	12,031,748

As can be seen the highest expenditures are expected in the Secondary and Primary sectors, which together account for c. 67% of the total ESSP budget across all years and sectors. These expenditures are followed by the General and ECE sectors.

By year, 2021 is again the most significant year of expenditure allocation, after which the required budget approximately halves each year.

As for the gaps in planned expenditure, the nominal gap amounts correspond significantly to the total nominal amounts:

Table 6: Total Gap in ESSP Costs by Sector

Type	2020	2021	2022	2023	Total	Gap % of Total
General	5,082	420,240	128,957	17,125	571,403	37%
ECE	100	609,118	133,360	-	742,578	64%
Primary	95,300	1,761,804	449,792	279,156	2,586,052	83%
Secondary	102,473	2,507,080	1,648,618	334,864	4,593,035	92%
TVET	29,476	22,940	20,232	17,202	89,850	58%
Tertiary	-	85,000	490,000	405,000	980,000	93%
Total	232,431	5,406,182	2,870,959	1,053,347	9,562,919	79%

That said, Tertiary and Secondary sectors currently show very high external funding requirements. These are mostly driven by the curriculum initiatives in secondary, and partnership scholarship initiatives for tertiary. Both are expected to draw external funding without much issue.

9.3.3. Major Activities

The previous analysis reveals that the costing model contains a number of activities that have a disproportionately large bearing on the overall cost to implement the ESSP. It is these strategic activities that will require prioritization and additional planning, at the start of the

ESSP implementation process to ensure their successful funding and completion within the given time-frame.

For the purposes of transparency and accountability, the following table lists the top 20 activities (by total cost per activity).

Table 7: Top 20 Activities of the ESSP by Total Cost

A#	Activity	% total cost	% of gap
4.1.4.1.	Develop a new SSS curriculum, in keeping with NCAF (and building on previous learning)	15%	18%
4.1.5.1.	Implement the new SSS curriculum and monitor its implementation	15%	19%
3.1.2.2.	Create and budget an upgrading plan on the basis of needs identified	10%	11%
5.1.4.3.	Provide scholarships / loans to partner institutions	6%	8%
4.1.2.2.	Implement the PS curriculum and monitor its implementation	5%	6%
4.1.1.3.	Implement new ECE curriculum and monitor its implementation	4%	4%
3.2.4.2.	Procure reading and listening resources on the list and distribute them to all schools	2%	2%
4.1.3.2.	Implement the updated JSS curriculum and monitor its implementation	2%	2%
5.1.4.2.	Establish partnerships and agreements with selected institutions	2%	2%
4.3.1.3.	Monitor teachers' compliance with the training and guidelines	2%	2%
1.2.7.5.	Develop and deliver training on the use of KQS tools and processes	2%	0%
3.1.1.1.	Create a comprehensive list of policies, plans and guidelines to be used by each school	1%	2%
3.1.1.2.	Develop detailed guidelines on development, maintenance, and implementation of required plans and policies	1%	1%
3.1.1.4.	Develop and deliver training to school leaders on all guidelines and their implementation	1%	1%
4.1.6.3.	Develop curricula / guidelines for new programmes in collaboration with businesses and entrepreneurs	1%	1%
1.1.5.1.	Review reports, information and data for inclusion in archive, designate future reports and data for inclusion	1%	0%
3.2.4.3.	Establish a library and resource room grant and granting conditions	1%	1%
2.1.1.5.	Implement new workplace planning and pay-scales policy	1%	0%
4.1.3.1.	Review and update the JSS curriculum	1%	0%
3.1.2.1.	Identify buildings that do not comply with NIS during inspections	1%	1%
Cumulative Totals		73%	82%

The top three activities, account for c. 40% of total cost, and 48% of total gap. Overall, the top 20 activities are primarily related to the development, implementation, and monitoring of new curricula, infrastructure upgrades, scholarships for tertiary students, and development and implementation of the KQS standards.

9.3.4. Closing the Funding Gap

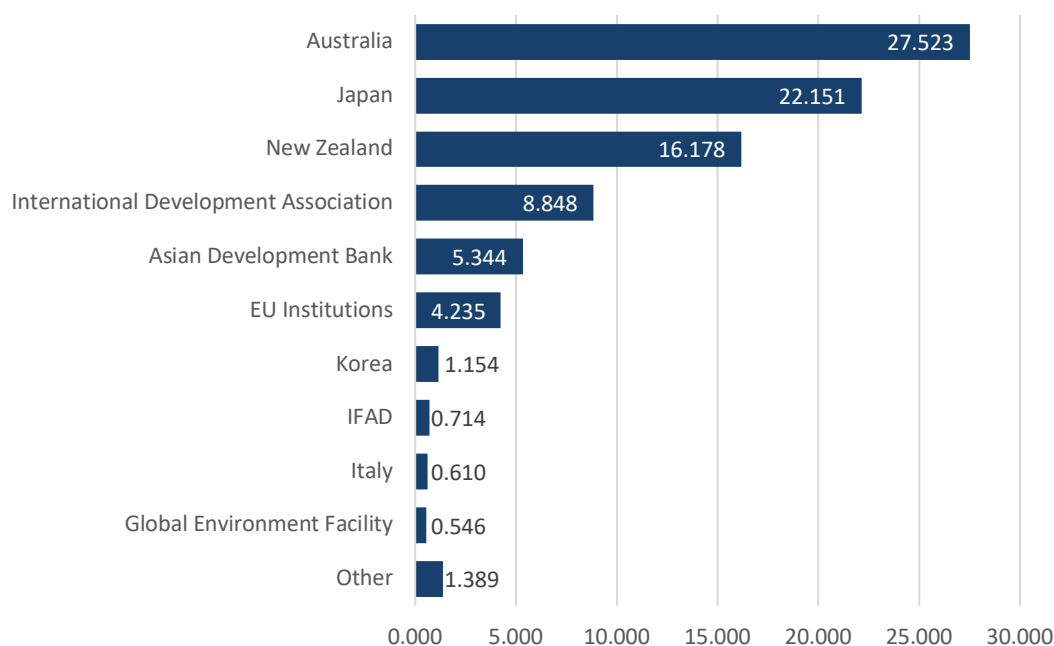
Kiribati National Economic Planning Office undertakes limited analysis of annual Official Annual Development Assistance flows and trends. Furthermore, during the time of the development of this ESSP, the global pandemic of COVID-19 has worsened steadily, with no clear and well-defined end in sight at the time of writing. This has affected, not only the scope and focus of many ODA-funded programmes, but also the funding landscape in general. Many donors are in the process of re-evaluating the purpose and amounts provided in assistance. As such, some have been reluctant to make funding commitments already waiting for some progress of the pandemic.

That said, during the EPIK endorsement of the draft ESSP document, some partners have already expressed interest in funding certain selected, currently ‘uncovered’ activities, though their commitments are yet to be formalized.

In contrast with overall ODA that Kiribati receives each year, however, the funding gap appears reasonable and achievable with the ESSP funding gap representing only a minor portion of the ODA and education-specific ODA received by Kiribati.

The following chart presents the largest donors to Kiribati, in terms of their average gross ODA contributions between 2018-2019:

Figure 15: Average Gross ODA between 2018-2019 by donor in AUD million¹⁷

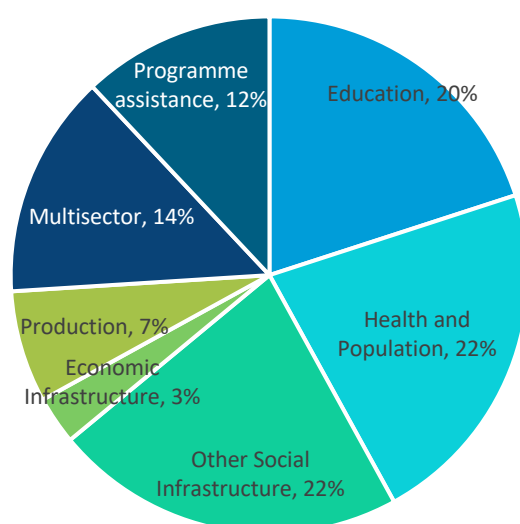


¹⁷ Please note official statistics are available in USD only, so numbers here were converted using the average closing exchange rate for the 2018-2019 period of 0.75 USD to AUD

Source: (OECD, 2021)

Together all ODA accounted for c. AUD 88.7 million on average between 2018 and 2019. Furthermore, the following chart suggests that education accounted for over 20% of all gross bilateral aid provided to Kiribati, though some expenditure that would be provided to the ESSP is likely to be reported in other categories such as social infrastructure, health and/or programme assistance.

Figure 16: Bilateral ODA by Sector for Kiribati, 2018-19 average



Source: (OECD, 2021)

Therefore assuming that the ODA assistance remains the same over the next 4 years, and that the share of education remains unchanged as well, the anticipated ESSP gap expenditure represents only 2.7% of all gross ODA and c. 13.5% of the ODA allocated only to education.

(numbers in AUD million)	2020	2021	2022	2023	Total
Average Gross ODA	AUD 88.69	AUD 88.69	AUD 88.69	AUD 88.69	AUD 354.76
Average ODA to Education	AUD 17.74	AUD 17.74	AUD 17.74	AUD 17.74	AUD 70.95
Anticipated ESSP Funding Gap	AUD 0.23	AUD 5.41	AUD 2.87	AUD 1.05	AUD 9.56
ESSP Gap as % of Gross ODA	0.26%	6.10%	3.24%	1.19%	2.70%
ESSP Gap as % of Education ODA	1.31%	30.48%	16.19%	5.94%	13.48%

Source: (OECD, 2021), (ESSP, 2020)

Though the impact of COVID-19 is likely to affect some of these numbers and proportions, it is unlikely that it will alter the funding trends and amounts to the point where the ESSP funding gap becomes unachievable.

10. Risk Management

Several issues are identified to be potential significant risks to the achievement of this Strategic Plan. These will be grouped into the following categories:

- 1 | Staffing Numbers and Capacity
- 2 | Governance
- 3 | Financial
- 4 | Communications
- 5 | Environmental
- 6 | Reporting and Implementation

The matrix below provides details of these identified risks, strategies to manage them and identifies the key responsible authorities for each.

KEY

Risk Likelihood / Impact:	Degree of Control and Influence:
H = High;	NIL = Risks that are outside of our influence and over which we have no control; and
M = Medium; and	L = Limited influence or control over risk; and
L = Low	C = Risk over which we do have influence and can plan to mitigate against

Table 8: Identified Risks that will potentially affect the implementation of the ESSP and management strategies of these risks

Risks	Impact and Threat to ESSP	Risk likelihood	Risk impact	Degree of Control	Risk management strategy	Responsibility
10.1 Staff Numbers and Capacity						
Existing size and structure of Ministry workforce cannot cope with increasing workload arising from growing numbers of students and teachers and increased responsibilities: <ul style="list-style-type: none"> ⚙ HRD & Accounts with additional SSS teachers, growing teacher numbers, ECCE sector. ⚙ SIUs with growing teacher and student numbers and stringent performance assessments against higher standards ⚙ FMU struggling with both Maintenance tasks and rations for schools ⚙ TIMSU with general IT tasks and managing KEMIS. 	Divisional functions collapse and objectives and targets will not be achieved.	M	H	L	<ul style="list-style-type: none"> ⚙ Undertake work-load assessment to determine required size of Ministry Divisions with emerging workload. ⚙ Timely submissions of substantial justifications to the PSO and MFEP for approval of new positions and increase in budget to meet costs of new positions. 	DS
Ministry staff lack capacity to understand and implement ESSP effectively: <ul style="list-style-type: none"> ⚙ CDRC unable to develop quality secondary school curricula; ⚙ SIUs unable to effectively carry out new teacher 	<ul style="list-style-type: none"> ⚙ School curricula do not meet quality standards and student results suffer. ⚙ Teacher performance management systems collapse. ⚙ Teacher competence not improved, quality teaching 	M M M	H M M	C C L	<ul style="list-style-type: none"> ⚙ Explore existing curricula options in the region ⚙ Engage secondary school curricula specific officers for curricula development ⚙ Provide strengthened on the job training and mentoring of SIU staff in 2020; ⚙ Objectively defined cooperation with school leaders, teachers and the KUT will help facilitate a swift implementation of the new 	DE/CDRC DE/HOD SIUS DE/KTC Principal

<p>performance management systems based on new and higher standards;</p> <ul style="list-style-type: none"> ⚙️ KTC lacks resources and capacity to deliver CPD to teachers and the risk of teachers not wanting to engage in CPD activities. 	<p>targets and objectives not achieved and learning outcomes suffer.</p>				<p>Performance Management System as there are both International and National Standards for the teaching profession pointing out roles and responsibilities. This may require pre-emptive action from Ministry to engage in consultations on a regular basis.</p> <ul style="list-style-type: none"> ⚙️ Provide realistic budgetary support for CPD programmes; ⚙️ Incorporate CPD completion as part of Teacher Registration requirements and include in Performance Management systems; ⚙️ Set contents of CPD modules to appropriate levels. 	
10.2 Governance						
<p>Large change in government policy</p>	<p>ESSP no longer reflects government policy</p>	L	H	L	<ul style="list-style-type: none"> ⚙️ Ensure the Minister is able to fully brief Cabinet on the impact of any large policy shifts 	EMT
<p>Delayed adoption of critical Regulations of Education Act 2013 and ECCE Act 2013 and relevant policy documents.</p>	<p>Hinder implementation of critical activities of the ESSP – e.g. Teacher Registration.</p>	H	M	C	<ul style="list-style-type: none"> ⚙️ Ensure early development of key regulations and policies to support the principle laws 	EMT
10.3 Financial						
<p>Government revenues decline or alternative demands for financing take priority and funding for key strategies is unavailable</p>	<p>ESSP is unable to be fully implemented</p>	M	H	L	<ul style="list-style-type: none"> ⚙️ Ensure all new policy initiatives are fully costed and committed to by Go 	DS
<p>Alignment of MoE recurrent budget to GOK budgetary</p>	<p>ESSP strategies and activities not sustainable.</p>	M	H	L	<ul style="list-style-type: none"> ⚙️ Ensure MoE management staff understand core business of Ministry and links with ESSP 	DS/SA

systems not sufficiently robust for transparent support of ESSP implementation.						
10.4 Communication						
ESSP not communicated widely	Cause failure in relay and understanding of information.	H	H	C	<ul style="list-style-type: none"> ⚙️ Communication Strategy for ESSP developed ⚙️ Regular periodic consultations to be part of MoE strategies. 	DPPRU
10.5 Environmental						
Storm surges and sea level rise damage school infrastructure	School buildings in some schools become unusable	M	M	L	<ul style="list-style-type: none"> ⚙️ Ensure maintenance on schools and supporting infrastructure such as sea walls is undertaken. 	DPPRU/FMU/Admin/SIU
Change in weather conditions (air humidity, etc) damage school infrastructure	School building become unsafe	M	M	L	<ul style="list-style-type: none"> ⚙️ Prioritise construction of sea walls and similar for at-risk schools. 	DPPRU/FMU/Admin/SIU
Storm surges, sea level rise and drought affect water quality affecting students' and teachers' wellbeing	Affects students' performance	H	H	L	<ul style="list-style-type: none"> ⚙️ Relocate schools to more sheltered grounds ⚙️ Ensure rust-proof materials are used ⚙️ Ensure regular maintenance on schools ⚙️ Ensure regular cleaning of school buildings ⚙️ Prioritise having rainwater tanks for at-risk schools ⚙️ Negotiate with nearby community for provision of good water supply to school ⚙️ Installation of desalination plant ⚙️ Relocate schools to better place 	DPPRU/FMU/Admin/SIU
10.6 Implementation and Reporting						
Absence of critical data and evidence to enable accurate reporting and analysis	Monitoring and evaluation will not be accurate to enable early detection of problems and consideration of remedial actions.	M	M	C	<ul style="list-style-type: none"> ⚙️ Ensure plan is widely disseminated within the Ministry and among its stakeholders. ⚙️ The various functional components of the Ministry must draw up annual implementation plans for parts of the ESSP that fall within their responsibility. 	DPPRU

					<ul style="list-style-type: none"> ⚙ HODs must manage implementation of ESSP, and compilation of an annual report on implementation; making particular reference to the KPIs and the achievement or otherwise of the set targets. ⚙ If it seen that targets are not being met the responsible HOD must take immediate action and mobilisation in order to achieve the targets by the end of the planning period (2022). ⚙ An annual review meeting for all stakeholders may be useful to ensure the pursuit of the ESSP targets are on track. 	
10.7 COVID-19						
Ability to travel, deliver in-person training, and implement some activities is affected by social distancing, lock-downs, curfews and other measures introduced in response to the continued spread of COVID-19	The MoE will be unable to deliver parts or all of some activities, particularly those requiring in-person presence, and its focus on the implementation of the ESSP will be diluted by the additional operational strain resulting from having to address the pandemic	H	H	L	<ul style="list-style-type: none"> ⚙ Ensure that the ESSP strategies and activities are reviewed in light of the national COVID-19 strategy ⚙ Take additional precautions in social interactions, keep social distance where possible, and maintain hygiene ⚙ Prioritize inoculation strategy for the adult and non-adult population to build immunity ⚙ Develop and implement COVID-19 protocols for schools to contain spread and limit impact of the disease ⚙ Monitor and report on the impact of COVID-19 on educational outcomes and ESSP targets on at least quarterly basis and adjust / amend the targets as necessary ⚙ Plan for COVID-19 related delays in implementation – all operational and strategic plans should include buffers in terms 	DPPRU

					of time, and COVID-19 contingency alternative approaches where possible.	
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11. Ministry Operational Plan

The *Ministry Operational Plan* (MOP) outlines the implementation phase of the ESSP. The entire plan forms ANNEX 1 of this document.

This plan is an overview only, which provides guidance to the MOE divisions for their annual Division Operational Plans (DOPs) which contained funded activities and information linked to the M&E Plan.

The MOP is inclusive of ESSP objectives and strategies but does not include those core business activities which are not articulated in the ESSP. These core business activities are included in sub-sector plans and annual DOPs.

12. Results Management

12.1 Monitoring and Evaluation

The Ministry of Education will take a results-based management approach to implementing the strategies detailed in the ESSP. A detailed Monitoring and Evaluation (M&E) Plan will be developed to outline how MoE and its partners will measure progress. A key feature of which will be establishing meaningful and practical key performance indicators that can be tracked over the implementation period aligned to the strategies, outcomes and goals of the ESSP.

It is expected that the M&E system will work at two levels:

- ⚙️ **Level 1:** The M&E system will monitor and evaluate progress towards the strategic level as per the strategies and objectives of ESSP. This process will be led by the PPR&D team. The results of which will be compiled in a MoE Annual Report.
- ⚙️ **Level 2:** The M&E system will monitor and evaluate activity implementation, as outlined in annual Divisional Operational Plans (DOPs). The development and implementation of DOPs, along with annual performance indicators, will be led by the HODs. Progress will be routinely reported to the Secretary.

The data produced at these two levels will be reviewed on an annual basis and will inform annual planning (i.e. DOP development). Additionally, periodic reflection and evaluation sessions will be undertaken, to gather a deeper understanding of key issues. Where possible, evaluations will be undertaken by independent evaluators. The M&E Plan will be reviewed and updated as a part of these processes.

Please refer to the full details of the Results Management provided in a separate document on the M&E Plan for the ESSP 2020-2023

13. Annexes

Annex 1: Ministry Operational Plan (MOP)

Goal 1: MoE is strategically, effectively and efficiently supporting the delivery of quality education and other services.							
Objective 1.1 MoE has established effective and transparent communication and governance systems							
Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
1.1.1 Budgeting and expenditure systems are aligned to ESSP	Recurrent	# of annual budgets that are produced using cost codes aligned to ESSP	Accounts / Admin / All divisions	Alignment of 2021 budget and DOPs with ESSP	Continued adjustment for 2022	Mid Term Review adjustments	Continued adjustments for 2024
1.1.2 Expenditure control and reporting systems are strengthened	Recurrent	% of payment vouchers (PVs) are recorded and reported on a weekly basis Number of training conducted to MOE staff on Finance expenditure control and reporting systems	Accounts / Admin	Implementation of PFM manual Training of non-accounting staff	Trainings of non-accounting staff – payments and budget management	Annual refresher training – asset management	Annual refresher training – acquittals and budget management
1.1.3 Review the MoE administration systems (including staffing set up) to identify opportunities to better deliver	Recurrent/ Development	% of administration systems reviewed % of administration systems improved the deliver better support services	Admin		HR & Systems Review	Implementation of findings	Implementation of findings

education support services								
1.1.4 Improve communication systems with schools (including data collection and reporting)	Recurrent	% of school who return their complete school census by <insert cut-off date> each year	TSIMU / SIU / EAU	Review of communications	Implementation of recommendations	Review of results	Remedial action	
1.1.5 The National Archive continues to preserve and safeguard the historical information of Kiribati	Recurrent	% of new documents that are registered and available to the public within <insert maximum number of days> % of archived documents lost to damage/theft each year (the target here would be to keep it low)	KNLA	Review of KEMIS constraints Development of reporting templates for usage of KEMIS data	Review of Library and Archive Services Implementation of Recommendations	Implementation of Recommendations	Review	
Review the gaps and challenges in provision of ECE to ensure equity. (specific attention to vulnerable and marginalized communities, and collaboration with NGOs to design and implement specific	Development	ECE NER/GER in remote areas % students (of relevant age group) with a disability attending ECE		SWOT analysis with stakeholders (NGOs in marginalised/vulnerable communities). Selection and prioritisation of interventions	Piloting of interventions Ongoing liaison with VAG Coordination with other government agencies as relevant	Continued piloting and review	Planning for upscaling of interventions and attention to emerging priorities.	

programmatic interventions for ECE in those communities.							
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Objective 1.2 MoE is using evidence to plan and implement the ESSP priorities							
Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
1.2.1 Strengthen KEMIS system to ensure up to date and reliable data is available to inform decision making and policy	Recurrent/ Development	<p>% of new data that is quality assured and entered into KEMIS within <insert number of days></p> <p>AND</p> <p>% of requests for information from KEMIS that are completed within 48 hours</p> <p>OR</p> <p>% of MoE decision makers who are accessing KEMIS to inform decision making</p> <p>Updated and reliable data are well kept within the KEMIS system for informing decision making and policy</p>	TSIMU / EAU	<p>Review of KEMIS constraints</p> <p>Development of reporting templates for usage of KEMIS data</p> <p>Development and implementation of new indicators and data on ECE</p> <p>Focus on: Planning & Budgeting, Curriculum, Human Resources, Family & Community Engagement &</p>	<p>Implementation of recommendations</p> <p>Technical support</p>	Review of KEMIS efficacy	Remedial actions

				Quality Assurance			
1.2.2 Monitoring, evaluation and reporting systems are established and maintained to support ESSP implementation and decision making	Recurrent	% of required data received at MOE % of indicators in the M&E Plan for which updated data is available for reporting % of decision makers who review M&E reports prior to making decisions		Management & Implementation of live M&E Plan	Management & Implementation of live M&E Plan	Management & Implementation of live M&E Plan	Management & Implementation of live M&E Plan
1.2.3 Forecasting is evidence informed	None	% of ESSP related Activities derived from data	TSIMU / PPRD	Forecasting Templates developed Forecasting	Forecasting	Forecasting	Forecasting
1.2.4 HoDs strengthen their data literacy skills	None	% of HODs that can demonstrate data literacy skills (maybe this could be part of a performance assessment?)	Admin / TSIMU / All Divisions	HOD Training Report Templates with Analysis Requirements	Analysis Reporting &	Analysis Reporting &	Analysis Reporting &
1.2.5 MoE is generating research in keeping with priority information needs (ESSP priorities)	Recurrent	% of research studies are generated in keeping with priority information needs	PPR&D / All Divisions	Research	Research	Research Mid-Term Review	Research
1.2.6 Review and harmonisation of standards and school governance strengthening	Development	% of standards are reviewed to form harmonisation with school's governance	PPR&D / SIU / Admin	Review standards	Review standards	Develop, pilot, and implement a quality assurance process and standards building upon the KQS, involving	Final Standards are put altogether as one harmonised document with supporting QA processes.

							tools and processes for (1) registration, (2) licensing for operation, (3) accreditation, and (4) review and renewal, and disseminate these standards to island councils and all ECE providers through consultations and capacity building.	
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Objective 1.3 A comprehensive and supportive legal and regulatory framework is established							
Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
1.3.1 Formulate regulations in keeping with ECCE Act 2017 and Education Act 2013.	Recurrent/ Development	% of frameworks and regulations formulated	PPR&D / SIU / CDRC / EAU	Regulation Development & Enforcement	Regulation Enforcement	Regulation Review & Adjustment	Regulation Enforcement
1.3.2 Formulate communication strategies to raise awareness of and support for education regulations and acts.	Recurrent	Communication strategies are formulated	SIU	Development of Strategies Implementation	Implementation	Effectiveness Review	

1.3.3 Monitor the implementation of regulations	Recurrent	% of schools that have implemented regulations	SIU / IECs	Monitoring	Monitoring	Monitoring	Monitoring
1.3.4 KTC is accredited in keeping with the EQAP regional standards and is delivering accredited qualifications.	Recurrent	KTC is fully accredited against the EQAP Regional Standards	KTC / KQA / PPRD	Criteria Review and KTC Development	KTC Development	Accreditation	
1.3.5 Review the Kiribati Public Record Act 1983	Recurrent	Reviewed ACT is endorsed	PPRD / KNLA		Review	Implementation of Recommendations	Endorsement of Reviewed ACT

Goal 2: MoE staff have the skills, knowledge and abilities to deliver high quality education services and lead the education sector into the future.

Objective 2.1 MoE are effectively and efficiently managing education sector human resources

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
2.1.1 Evidence is used to inform workplace planning and pay-scales	Recurrent	Degree to which evidence is informing workforce planning and pay scale decisions salary structure review to be completed	Admin HR / SIU	Review of Practices	Implementation of Recommendations		Review
2.1.2 Review and update teacher conditions of service	Recurrent/ Development	Number of Consultation on the review of teacher conditions of service A new Teacher Condition of Service (TCS) to be developed Number of awareness on the new TCS conducted Degree to which the Teacher Conditions of Service meet international standards.	Admin / SIU / PPRD	Salary & Conditions Review	Salary & Conditions Review		
2.1.3 MoE better supports teacher wellbeing, and better manages teacher absences	Recurrent	Incentives to be provided to teachers to improve their wellbeing Average number of days teachers are absent from school per term.	Admin / SIU / FMU		Analysis of Absences	Post Review and Analysis Planning	Implementation of Plan

2.1.4 Position descriptions reflect the knowledge and technical skills needed to implement the ESSP and support education	Recurrent	<p>Number of Position descriptions reviewed</p> <p>Number of MoE staff receive capacity building on skills needed to implement the ESSP and education system</p> <p>% of position descriptions that clearly align to ESSP goals/objectives</p>	Admin HR / All Divisions		PD Review		
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Objective 2.2 All schools are fully staffed with qualified and competent teachers and leaders

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
2.2.1 The Teacher Registration process is completed in keeping with the regional standards, operational and communicated	Recurrent	<p>The Teacher Registration to be completed and implemented</p> <p>% of teachers registered</p>	SIU / Admin Registrar	Registration	Registration	Registration	
2.2.2 All new teachers meet basic qualification requirements	Recurrent	% of teachers meeting the Advance Diploma qualification for TR requirements	KTC / Admin TR / KQA	Upskilling	Upskilling	Upskilling	Upskilling
2.2.3 All existing teachers are qualified or working towards basic qualification requirements	Recurrent	<p>% of existing teachers who meet basic qualifications</p> <p>% of existing teachers who do not meet basic qualifications and are enrolled in courses at</p>	SIU / KTC / Admin TR	Professional Development Activities	Professional Development Activities	<p>Professional Development Activities</p> <p>Mid-Term Review of Qualifications</p>	Professional Development Activities

		KTC or USP to acquire qualifications				and PD Effectiveness	
2.2.4 All teachers have access to relevant and useful CPD opportunities (including on outer islands)	Recurrent	% of teachers who attended at least one CPD module in the last year	SIU / KTC	Professional Development Activities	Professional Development Activities	Professional Development Activities Mid-Term Review of Qualifications and PD Effectiveness	Professional Development Activities
2.2.5 Peer learning groups and ALs are supporting teacher learning and skill improvement in all schools	Recurrent	% of teachers engaged in Peer Learning Groups supported by Associate Lecturers % of schools that report ALGs/PLGs are meeting at least once a quarter.	SIU / KTC	Peer Learning	Peer Learning	Peer Learning	Peer Learning
2.2.6 School leaders have improved access to professional development and support	Recurrent	% of School Leaders receiving PDs	SIU / KTC	Identification of constraints and development of plan for 2020-23	Leader Development	Leader Development	Leader Development
2.2.7 Regular teacher observations by school leaders and IECs contribute to teachers professional development and reporting on teacher performance against national standards (standards are adapted	Recurrent	School leader and IECs observations of teachers contribute to teachers' annual performance assessments and are incorporated into their individual professional development plans.	SIU	Evaluate the effectiveness of teacher observations against the current Teacher Service Standards (TSS)	Either (1) use TSS observation tool or develop an alternative teacher observation tool or (3) incorporate the alternative teacher	Implementation of the revised TSS or alternative after School Leader and IEC training.	Annual implementation of teacher observations

and expanded to include ECE)					observation tool into a revised TSS.		
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Objective 2.3 MoE is providing effective leadership across the education sector							
Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
2.3.1 MoE is fully staffed and have the capability to deliver education support	Recurrent	% of MOE staff positions that have been vacant for more than 6 weeks % of staff reviews where staff are assessed to be at or above the performance requirements outlined in their position description	Admin HR / All divisions	Staff Assessment and Recruitment	Recruitment	Recruitment	
2.3.2 HoDs and MoE Technical leads have access to relevant and job-specific professional development opportunities	Recurrent	% of HODs and technical leads who have participated in at least one professional development opportunity in the last year, that clearly links to an area identified in their last performance review	Admin HR / All divisions	Development of PD Performance Reviews	Performance Reviews PD Activities	Performance Reviews PD Activities	Performance Reviews PD Activities
2.3.3 Administration staff are better able to respond to and support schools to deliver education services	Recurrent	Level of satisfaction School Leaders express from support provided to them by MOE	Admin HR / All divisions		Admin Staff Review	Implementation of Recommendations	Effectiveness Review
2.3.4 IECs are better supporting school	Recurrent	Level of satisfaction by School Leaders and teachers with	Admin / SIU	IEC Training and Review	Implementation of Recommendations	Mid-Term Review	Remedial Activities

leaders and teachers and providing leadership on outer islands.

services provided to them by IECs

Goal 3: All schools are accessible and well-resourced to provide safe, comfortable and healthy quality learning environments

Objective 3.1 Existing schools and equipment are maintained to National Infrastructure Standards

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
3.1.1 All schools have a maintenance plan in place (for security, WASH, classrooms, staff facilities, furniture, playgrounds)	Recurrent	% of schools that have a school maintenance plan that meets MoE quality standards	SIU / FMU	Introduction of Maintenance Planning for Schools; development of plans for 2021	Planned Maintenance 2022 Plan development	Planned Maintenance 2023 Plan development	Planned Maintenance 2024 Plan Development Review of Maintenance
3.1.2 All buildings that do not comply with the NIS have been assessed and scheduled for upgrading	Recurrent/ Development	% of school buildings that have been assessed for compliance with NIS (denominator: total number of school buildings, numerator: number assessed) % of school buildings that do not meet NIS and have been scheduled for upgrading in MoE maintenance plan (denominators: total number of assessed school buildings that do not meet NIS, numerator: number scheduled)	FMU	Assessment Critical Infrastructure refurbishment	Critical infrastructure and seriously deteriorated infra refurbishment	Refurbishment programme Upgrading programme begins	Refurbishment programme Upgrading Programme Review for ESSP 2024-27
3.1.3 FMU has the requisite staff, skills and equipment to implement the maintenance schedule (including	Recurrent	% of items on the school maintenance schedule that are completed in a timely manner.	FMU / Admin HR	Review of Maintenance approach Filling of vacancies	Upskilling based on review	Mid-term Review Adjustments based upon review findings	

potentially having staff based on outer islands)							
3.1.4 School facilities are regularly being inspected by FMU and MISE.	Recurrent	% of schools that are inspected jointly by FMU and MISE at least once a year.	FMU	Inspection programme	Inspection programme	Inspection programme	Inspection programme

Objective 3.2 All schools are receiving their school rations and textbooks on time							
Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
3.2.1. Strengthen the procurement system to ensure the timely acquisition of annual school ration packages and textbooks	Recurrent	All the items for school ration packages and school textbooks are delivered to MoE by <insert relevant date> each year.	FMU / Account / CDRC / Admin / SIU	Procurement Review	Implementation of Review Recommendations	Review of new system and adjustments made	Impact assessment of changes
3.2.2 Strengthen the dispatch process to outer islands, to ensure the timely supply of school rations and textbooks (including ensuring appropriate staffing levels)	Recurrent	% of schools receiving rations on a timely manner (checking on school returns)	FMU / CDRC / Admin / SIU / Account	Dispatch Review	January dispatch using recommendations from review Assessment of effectiveness		
3.2.3 CDRC are producing school resources in a timely manner each year	Recurrent	All school resources are finalized by <insert relevant date> and printed by <insert relevant date> ready for distribution by <insert relevant date> each year.	CDRC	Review of CDRC processes and timelines Production	Production	Production	Production

3.2.4 Support schools to establish and use libraries and resources rooms, and provide schools with more appropriate listening reading resources	Recurrent	% of schools having a minimum standard of reading resources	KNLA / CDRC / SIU	Library resourcing	Library resourcing	Library resourcing	Library resourcing
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Objective 3.3 Resource management systems are strengthened across the sector

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
3.3.1 Resource Management Plans are developed and implemented across all schools	Recurrent	% of schools implementing the resource management plan	SIU/ CDRC	Development of plan template and training on planning	Management based upon plans	Management based upon plans	Management based upon plans
3.3.2 MoE is monitoring the management and use of resources across schools	Recurrent	At least one round of MOE inspection of schools on the management and use of resources	SIU	Monitoring	Monitoring	Monitoring Mid-Term review	Monitoring

Objective 3.4 Identify the best options for affordable, sustainable and durable school

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
3.4.1. Review potential models for school buildings (including KitSet designs, local	Recurrent	% of potential models reviewed	FMU	Ongoing construction and feedback on existing processes	Review Building construction	Building construction	Building construction

materials, permanent, semi-permanent), school security, WASH facilities and playgrounds		A production of the review report that suggest the best model					
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Goal 4: All school age children in Kiribati have access to a high-quality education

Objective 4.1 High quality and relevant curricula that support diverse learning opportunities are being implemented across all schools

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
4.1.1 Develop and implement an ECCE curriculum , including a costed implementation plan, communication strategy, and M&E mechanism	Recurrent	% of registered preschools implementing the ECCE curriculum according to the expected standards	CDRC/ SIU / KTC	Planning (costed) and Initial Development	Curriculum Development, teacher training and materials distribution	Implementation and M&E	Implementation and M&E
4.1.2 Review and update the PS curriculum – ensure alignment to ECE and JSS for seamless transitions	Recurrent/ Development	# of PS subjects that are reviewed and updated	CDRC	Review (KEIP supported) Updating		Mid-Term Review	
4.1.3 Review and update the JSS curriculum – ensuring alignment to PS and SSS for seamless transitions.	Recurrent/ Development	# of JSS subjects for each Grade that are reviewed and updated	CDRC	Review (KEIP Supported) Updating		Mid-Term Review	

4.1.4 Develop a new SSS curriculum, in keeping with NCAF (and building on previous learning)	Recurrent/ Development	A new SSS Curriculum is developed that meets quality standards and aligns NCAF	CDRC	Review and Planning	Full Curriculum Development	Teacher training and materials distribution	Implementation
4.1.5 Curricula and teaching resources recognize gender and disability	Recurrent	# of teaching resources that positively represent gender and disability	CDRC /SIU	Review of existing materials	Updating		Whole of Curricula Review
4.1.6 Implement additional pathways for technical qualifications (TVET)	Recurrent	# of TVET-related elective subjects developed and implemented for SSS	CDRC / SIU	Planning	Development with SSS & JSS Curricula activities	Teacher training and materials distribution	Implementation
4.1.7 Ensure that competency and skills-based education are incorporated into classroom practice in all schools.	Recurrent	TSS observations include competency and skills-based practices, and these practices are supported by curriculum and Assessment practices	SIU, CDRC & Assessment Divisions	Map competency and skills-based classroom and curriculum practices against current practices and propose costed changes to current practice	Develop an implementation plan and communication strategy and commence implementation	Continued implementation of the agreed international partnership plan.	continued implementation and evaluation of the impact to date.

Objective 4.2 Student enrolment, participation and retention rates have increased across all year levels

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
4.2.1 Conduct consultations with communities and parents to promote enrolment and support	Recurrent	# of communities consulted on the importance of enrolment and attendance at school	SIU	Consultations	Consultations	Consultations	Consultations

4.2.2 Promote student centered learning practices and more engaging activities	Recurrent	% of teachers complying with students centred learning practices as per TSS	KTC / SIU		Review of current practices	Implementation of recommendations from review	
4.2.3 Strengthen the monitoring of attendance	Recurrent	% of schools complete attendance records on a weekly basis (student and teachers)	SIU		Review of current practices	Implementation of recommendations from review	
4.2.4 Work with Police to enforce Education Act (incl. compulsory attendance)	Recurrent	MoE has established an agreement with the Police to better enforce the Education Act	SIU	Research into issue	Planning	Implementation	Review with Police
4.2.5 Develop programs to remedy dropouts	Recurrent	# of remedial programs that are developed aimed at reducing dropout rates	SIU/ CDRC		Preliminary planning	Remedial program development	Implementation
4.2.6 Investigate options for providing school counselling services across the country.	Recurrent	# of schools that access to qualified school counsellors	SIU			Development and assessment of options	Implement pilot programme
4.2.7 Monitor and promote equity across all levels of education, and across all major groups (e.g. by gender, SEND status, locality, etc.) through data-driven interventions	Recurrent	# of indicators disaggregated by at least gender, geography and SEND.		(part of KEMIS review)	Implementation	Implementation	Implementation

Objective 4.3 Student performance assessments are strengthened

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
4.3.1 Outcome based assessments are being implemented in all PS and JSS classrooms and the results are routinely compiled, analyzed and reported.	Recurrent	% of students for which an outcome-based assessment report card is produced and shared with parents/guardian % of students who meet or exceed the minimum curriculum benchmarks	EAU / SIU	Review of current assessments	Adjustments in assessments made and implemented		Review
4.3.2 Ensure that STAKI, JSC, KNC, CAT and KSSC continue to be applied consistently and routinely across the relevant grades	Recurrent	% of exam processes (development, validation, sitting, supervision, marking, reporting) that are completed on time each year	EAU / SIU	Implementation and monitoring	Implementation and monitoring	Implementation and monitoring	Implementation and monitoring
4.3.3 Update assessment system for SSS in keeping with new curriculum	Recurrent/ Development	New assessment is developed in keeping with the new curriculum	EAU / SIU			Development in line with SSS curriculum development	Implementation
4.3.4 Develop remedial interventions based on assessment results (esp. to promote literacy and numeracy in lower grades)	Recurrent	# of remedial intervention programs developed	SIU/ CDRC		Remedial intervention development	Implementation	Implementation & review
4.3.5 The MoE encourages motivated and well-trained teachers to improve student learning	Recurrent	Students' performances in STAKI, PILNA, JSC, KNC, CAT and KSSC improve year on year, across different groups (e.g., by gender, SEND, and region)	CDRC & Assessments	Historical performances of student learning outcomes are mapped, and	Student learning outcome strategies incorporated into School	Continued implementation and refinement.	Continued implementation and evaluation of the costs and

outcomes in all schools and classrooms.				baseline data established. Where necessary, strategies to improve student learning outcomes per subject are incorporated into school improvement plans.	Improvement Plans as necessary. Including strategies to celebrate great teaching and learning.		benefits of the program.
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Objective 4.4 Additional and auxiliary learning opportunities are available at all schools and to the community							
Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
4.4.1 MoE investigates the feasibility of delivering or supporting extra-curricular and auxiliary learning opportunities (for example school clubs and groups, inter-school competitions, and online learning)	Recurrent/ Development	# of pilot extra-curricular and auxiliary learning opportunities explored and documented	SIU			Planning & Development	Implementation of pilot programmes
4.4.2 Parental engagement programs are designed and	Recurrent	# of pilot parent engagement programs explored and documented	SIU	Program design	Implementation	Mid-Term Review & changes made	Implementation

implemented to encouraged greater parent participation in student learning							
4.4.3 Library and archive continue to provide quality information and services	Recurrent	% of national library customers who report being satisfied with the service that they receive	KNLA	Implementation	Implementation	Implementation	Implementation
4.4.4 Post – secondary (Tertiary) education supported by scholarships and student loans. lan rework	Recurrent	Increased number of post-secondary scholarships are targeted to high demand areas	SIU SSS / Admin	Increased scholarship awards	Increased scholarship awards	Increased scholarship awards	Increased scholarship awards

Objective 4.5 Student living with a disability can fully participate in schools							
Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
4.5.1 Development and implement programs to identify children living with disabilities	Recurrent/ Development	% of teachers trained on how to identify students with different types of disabilities (physical and intellectual, including dyslexia, hearing, sight)	SIU	Ongoing (KEIP)	Implementation	Mid-Term Review	Implementation
4.5.2 Appropriate mainstreaming of students living with disabilities into model inclusion schools, including support for	Recurrent	% of mainstreamed students who have an IEP, access to a teacher assistant, and appropriately trained teacher in inclusive education	SIU	Ongoing (KEIP)	Resourcing for ongoing activities	Mid-Term Review	ongoing

these students once mainstreamed							
4.5.3 Continue to provide support for students living with severe disabilities to achieve an education through KSCCSN	Recurrent	Grant to KSCCSN are provided annually	SIU / Account	Ongoing	Ongoing	Ongoing	Ongoing
4.5.4 Implement inclusion policy and professional development training to be delivered at all schools in Kiribati.	Recurrent	MoE Inclusive Education Policy implemented and effectively communicated	SIU	MoE Inclusive Communication strategy developed, and implementation is commenced. Review and revise teacher training and PD programmes	Continued implementation of communication strategy and teacher PD	Continued implementation of communication strategy and teacher PD	Evaluate the effectiveness of the MoE implementation policy and associated communications strategy and teacher professional development

Goal 5: MoE is maintaining strong partnerships that support the delivery of high-quality education

Objective 5.1: MoE is strategically engaging with partners to deliver the goals of the ESSP

Strategies	Financial Implications	Key Performance Indicator	Responsible Unit	2020	2021	2022	2023
5.1.1 MoE reviews its current and new partnerships to ensure alignment to the new ESSP	None	% of partnership agreements that align to the ESSP Denominator: Total number of education sector partners Numerators: Number that have a partnership agreement with MoE AND which aligns to the ESSP	PPR&D / All Divisions	Review of partnerships	Negotiations on partnership restructuring		
5.1.2 MoE revisits new and existing strategies to foster greater community support and partnerships	None	% of community groups that express support for the ESSP	PPR&D / SIU / KNLA		Community Support Review Implementation of Review Recommendations		
5.1.3 MoE is leveraging EPIK as the central driver for communication, collaboration and coordination between partners	Recurrent	% of EPIK participants who believe that EPIK promotes better communication, collaboration and coordination	PPR&D	EPIK	EPIK	EPIK	EPIK
5.1.4 Undertake Partnership with Kiribati and international institutes of higher educations to support both MoE pre-service	Recurrent/ Development	Current staff and new MoE staff have the appropriate skills to effectively undertake their roles. MoE annual staff performance assessments support this process. Analysis	PPRD/ KTC	Map potential MoE higher education partners and undertake a gap analysis		Start signing and communicating agreed higher education partnerships.	Continue developing partnerships and evaluate costs and benefits of existing partnerships.

skills and capabilities development and in-service training for MoE staff.

of personnel development plans should allow the MoE to identify and partner with organisations to solve skill shortfalls.

Annex 2: ESSP, PacREF, and SDG4 linkages

ESSP GOALS	ESSP OBJECTIVES	PacREF Focus Area	Outcome Statement	SDG	Relevant Kiribati Data (Sets)
1. MoE is strategically, effectively and efficiently supporting the delivery of quality education and other services	1.1 MoE has established effective and transparent communication and governance systems	Learning Pathways	An enabling policy environment which is rights based with appropriate resourcing.		
	1.2 MoE is using evidence to plan and implement the ESSP priorities	Quality and Relevance	Strategy: ...improve learner's information systems... outcomes and impact of education		
	1.3 A comprehensive and supportive legal and regulatory framework is established				
2. MoE staff have the skills, knowledge and abilities to deliver high quality education services and lead the education sector into the future	2.1 MoE are effectively and efficiently managing education sector human resources	The Teaching Profession	All three outcome statements with reference to, qualifications, ongoing developments and professional status.	4.c.1 Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the	Percentage of Qualified Teachers

	2.2 All schools are fully staffed with qualified and competent teachers and leaders	The Teaching Profession	All teachers and school leaders in the Pacific are qualified and skilled certified professionals	relevant level in a given country, by sex
	2.3 MoE is providing effective leadership across the education sector	The Teaching Profession	Strategy: Develop regional standards for school leadership and sector management	
3. All schools are accessible and well-resourced to provide safe, comfortable and healthy quality learning environments	3.1 Existing school facilities and equipment are maintained to National Infrastructure Standards	Quality and Relevance	Quality learning environments that support learning at all levels of education	4.a.1. Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) Infrastructure reports (against national standards)
	3.2 All schools are receiving their school rations and textbooks on time			
	3.3 Resource management systems are strengthened across the sector			

	3.4 Identify the best options for affordable, sustainable and durable school facilities	Quality and Relevance	Quality learning environments that support learning at all levels of education	4.a.1. Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-s	Infrastructure reports (against standards)	national
4. All school age children in Kiribati have access to a high-quality education	4.1 High quality and relevant curricula that support diverse learning	Quality and Relevance	Curriculum and programmes are embedded in the Pacific context that reflect Pacific values, cultures, traditional knowledge and skills that draw on the land that we live and exist upon and the ocean that surrounds and binds us all. Curriculum and programmes, with appropriate pedagogy, are inclusive, rights based, promote gender equality, flexible and responsive to innovation and change and are adaptable to new learning opportunities.	4.7.1 Extent to which global citizenship education, education for sustainable development are mainstreamed at all levels in national education policies, curricula, teacher education and student assessment 4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	GER/NER Curriculum reports Student outcomes	review learning

<p>4.2 Student enrolment, participation and retention rates have increased across all year levels</p>	<p>Student outcomes and wellbeing</p>	<p>Improved participation and success rates at all levels, especially in ECE, secondary and TVET</p>	<p>4.2.2. Participation rate in organized learning (one year before the official primary entry age), by sex 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p>	<p>Age Specific Enrolment Rate for pre-primary year. Enrolment rates for TVET programmes in schools, KTI and community based As ESSP is all levels then GER/NER across all sub sectors</p>
<p>4.3 performance assessments are strengthened</p>	<p>Student are outcomes and wellbeing</p>	<p>Strategy: Build awareness and capacity of students and teachers to continuously utilise assessment for learning</p>	<p>4.1.1 Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</p>	<p>STAKI PILNA</p>
<p>4.4 Additional and auxiliary learning opportunities are available at all schools and to the community</p>	<p>Learning Pathways</p>	<p>Linked pathways between levels of schooling and beyond Strategy: Develop and implement second chance and alternative pathways.</p>		<p>Transition rate (proxy)</p>

	<p>4.5 Students with special needs can fully participate in schools</p>	<p>Learning Pathways</p>	<p>Our most vulnerable learners fully participate in a wide range of learning.</p>	<p>4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated</p>	<p>All enrolment data reported by gender, geography and students with a disability</p>
<p>5. MoE is maintaining strong partnerships that support the delivery of high-quality education</p>	<p>5.1 MoE is strategically engaging with partners to deliver the goals of the ESSP</p>				<p>No. of formal partnerships No. of active EPIK members</p>

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