

EDUCATION SECTOR CONTINGENCY PLAN FOR COVID-19 IN KIRIBATI



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Ministry of Education

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ACRONYMS

ASWO	Administrative Social Welfare Officer
CWDs	Children with Disabilities
ECCE	Early Childhood Care and Education
EPIK	Education Partners in Kiribati
EQAP	Education Quality and Assessment Programme
ESSP	Education Sector Strategic Plan
GoK	Government of Kiribati
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IEC	Island Education Coordinator
JSS	Junior Secondary School
KIT	Kiribati Institute for Technology
KTC	Kiribati Teacher's College
KV20	Vision 2016–2036
LDC	Least Developed Country
LEG	Local Education Group
M&E	Monitoring and Evaluation
MHMS	Ministry of Health and Medical Services
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MTC	Maritime Training Centre
MWYSSA	Ministry of Women, Youth, Sport and Social Affairs
NER	Net Enrolment Ratio
PILNA	Pacific Islands Literacy & Numeracy Assessment
PPE	Personal Protective Equipment
SSS	Senior Secondary School
STAKI	Standardised Test of Achievement in Kiribati
TCH	Tungaru Central Hospital
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
UN	United Nations
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

1. INTRODUCTION

The World Health Organization (WHO) declared COVID-19 a global pandemic on 11 March 2020. The global health crisis has resulted in great disruption to education and social engagement worldwide, with long-lasting implications for children's lives.

Following WHO's declaration, Government of Kiribati (GoK) declared a state of health emergency on 26 March 2020, which resulted in a temporarily school closure from 30 March onwards. After confirming that there were no positive cases of COVID-19 in the country, GoK decided to reopen schools from 20 April 2020. To date, Kiribati remains one of the few countries in the world with zero confirmed cases of COVID-19, thanks to the early control measures and closure of its international borders. On 8 September 2020, GoK officially declared a further extension of its border closures until the end of December 2020, excluding for repatriation flights for Kiribati nationals stranded abroad.

To prevent the arrival of COVID-19 in the country and prepare itself for the worst-case scenario of a COVID-19 outbreak, GoK, led by the Office of Te Beretitenti, developed a national preparedness and response plan. This multi-sectoral plan embodies GoK's administrative framework, which lays out a broad overview and outline of how GoK, as a whole, is orchestrating collaborated efforts in preparedness, response and recovery related to COVID-19. Implementation of the national COVID-19 preparedness and response plan is coordinated through relevant ministries clustered into COVID-19 secretary sub-committees. In the education sector, this has meant the establishment of a Sub-Committee of Education led by the Ministry of Education (MoE), with four education task forces developed to ensure effective coordination and support. The four task forces cover (i) the welfare of students in Kiribati; (ii) the welfare of Kiribati students studying abroad; (iii) the learning continuity of students in Kiribati; and (iv) administrative protocols for MoE staff and teachers, respectively.

Following development of the national COVID-19 preparedness and response plan, MoE, through technical and financial support from UNICEF, developed a contingency plan for COVID-19 focused specifically on the education sector. Aligned with the national plan, this was developed to ensure that the education system would be well prepared for the possible closure of schools and that adequate on-going support would be provided to students during school closure and after reopening. MoE presented this plan during an Education Partners in Kiribati (EPIK)¹ meeting held on 8–9 September 2020; it was endorsed by the Local Education Group (LEG) on **28 September 2020**.

¹ EPIK is an education sector coordination group that consists of representatives of MoE, line ministries, development partners including UN agencies, civil society, faith-based organizations and regional organizations.

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

Outcome 1: Develop a system of learning continuity and build the capacities of communities, teachers and MoE personnel to support remote learning and the well-being of children (preparedness)

Outcome 2: Ensure continuity of learning for all students in Kiribati including children with disabilities (CWDs) and children from the outer islands (response)

Outcome 3: Ensure schools reopen with appropriate services and measures in place and students re-enter the formal education system (recovery)

Outcome 4: Strengthen the resilience of the education system against future emergencies (system-strengthening)

Various activities on COVID-19 preparedness had already taken place in Kiribati between March and August 2020, before endorsement of the education sector contingency plan. To date, with regard to risk communication, an SMS blast on COVID-19 awareness has been launched, reaching 51,000 (almost half of the population) subscribers. A radio programme, “Nimaua Akea,” on COVID-19 awareness was aired for six weeks. The Ministry of Health and Medical Services (MHMS) has conducted a COVID-19 awareness campaign with students in schools. MoE has disseminated songs and videos on the facts of COVID-19 and preventative measures through radio, TV and commuter buses. Regarding water, sanitation and hygiene (WASH), MHMS has distributed soap to primary schools, Junior Secondary Schools (JSSs), SSSs and ECCE centres. Hand washing stations have been constructed in schools in South Tarawa.

The activities related to COVID-19 preparedness, response, recovery and system-strengthening listed in this plan will add to the activities that have already taken place and produce synergetic effects to promote the health and well-being of children, support learning continuity, ensure early recovery and strengthen the education system and resilience for future emergencies.

2. SITUATION ANALYSIS

2.1 Country context

Kiribati is one of the most remote and geographically dispersed countries in the world. It consists of 32 atolls and one island spread across 3,300 km of the South Pacific Ocean, located northeast of Australia, north of Fiji and east of Papua New Guinea. The total population in Kiribati is 110,136, 36% of whom are school-age; about half of the population lives in South Tarawa. The population density of South Tarawa is 3,578 people per km², which is 53 times higher than the average density for the rest of the country (68 people per km).² A combination of high population and continued migration from the outer islands to South Tarawa has overstretched health, sanitation and education services in the latter.

In Kiribati, the majority of people live with a large extended family in a small house without proper doors and windows. Life in Kiribati is very community-focused, *maneaba* (open huts) and churches being the central gathering points for local communities. This housing structure and community-based living style will pose a challenge to home quarantine or minimizing human interaction if COVID-19 reaches the country. The weak health system with limited resources is another concern: the main hospital in South Tarawa, Tungaru Central Hospital (TCH), has only two ICU beds and two ventilators as of mid-May 2020, implying that it cannot manage more than a few critical patients.³

With regard to the economic context, Kiribati is classified among the world's least developed countries (LDCs), with an estimated gross national income per capita of US\$ 3,350 in 2019.⁴ Kiribati's status as an LDC is currently under review, with the country having met the formal criteria for graduation. However, the 2018 Economic Vulnerability Index compiled by the UN placed Kiribati as the most economically vulnerable country in the world.⁵ This owes primarily to its remoteness, small population and limited resource base, and the fact that the entire population lives in low coastal zones, as well as its heavy reliance on fishing revenues (fishing licences and seafarer remittances), which creates uncertainty for government revenues. As a result, there is a high risk that government resources will either be diverted or not reach forecast levels.

Kiribati's population is in general characterized by a high literacy rate among the population aged 15–49, at 96.5%, with a slightly higher rate among women (97.5%) than men (94.4%).⁶ Kiribati's Human Development Index's value for 2018 was 0.623 – 132nd out of 189 countries and territories – placing it in the medium human development category.⁷

² Population Census 2015

³ Draft National COVID-19 Preparedness and Response Plan 2020

⁴ World Bank: <https://data.worldbank.org/indicator/NY.GNP.PCAP.CD?locations=KI&=null>

⁵ UNDESA Committee for Development Policy, Least Developed Country Category: 2018 Snapshots

⁶ Multiple Indicator Cluster Survey 2018/19: percent distribution of women and men age 15–49 years by highest level of school attended and literacy, and the total percentage literate

⁷ UNDP Human Development Report 2019: <http://hdr.undp.org/sites/default/files/hdr2019.pdf>

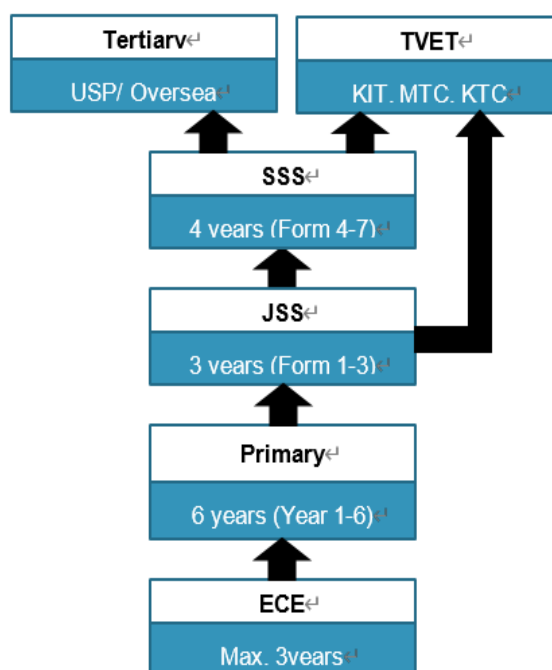
Guiding Kiribati’s development is GoK’s 20-year Vision 2016–2036 (KV20), which has four pillars: wealth, peace and security, infrastructure and governance. Education is covered under the pillar of wealth, with the aim of a highly educated and skilled population by the year 2036. To achieve the targets of the education sector indicated in KV20, to contribute towards the outcomes of the Pacific Regional Education Framework and to achieve the targets of Sustainable Development Goal 4, MoE developed and implemented the Education Sector Strategic Plan (ESSP) 2016–2019. Following on from this, MoE is currently finalizing the ESSP 2020–2023, which will guide its education sector programme implementation for the next four years. The activities planned under the education sector COVID-19 contingency plan align with the goals and objectives of ESSP 2020–2023, thus their implementation will contribute to the achievement of the goals of the ESSP.

2.2 Education context

2.2.1 Education structure

The education structure in Kiribati consists of five main levels (see Figure 1): ECCE; primary; JSS; SSS; and tertiary or technical and vocational education and training (TVET). Compulsory education covers primary to JSS levels. At the end of JSS, a national examination is undertaken to screen eligible learners to proceed to SSS. A further examination occurs at the end of Form 5 and Form 6 at SSS. Avenues for higher education within Kiribati are limited: the University of the South Pacific (USP) has a small campus on South Tarawa and vocational education is available through the Kiribati Teacher’s College (KTC), the Kiribati Institute for Technology (KIT) and the Maritime Training Centre (MTC). For technical skills not available from these institutions, overseas scholarships are provided.

Figure 1: Education structure in Kiribati



2.2.2 Schools

Table 1 summarizes the number of schools by schooling level in Kiribati. At ECCE level, nearly half of centres are under the authority of councils; the other half are managed either by churches or privately. All 96 primary schools and 25 JSSs come under the authority of MoE, while churches manage all combined JSS and SSS and 60% of SSSs.

The unique geographical structure in Kiribati poses challenges to education provision. ECCE centres and primary schools are spread across the country but JSSs are to be found only at the heart of each atoll,

and SSSs are located only in the main population centres. Transport and boarding facilities are arranged so that JSSs can be reached and SSSs attended.⁸ However, the fact that many SSS students attend a school located on an atoll that is not their home atoll implies economic challenges in sending SSS students home if COVID-19 reaches Kiribati, and bringing them back once any threat has passed.

Table 1: Number of schools in Kiribati, 2019

Level of education	Number of schools
ECCE	300
Primary	96
JSS	25
Combined JSS and SSS	24
SSS	10
Total number of schools	455

Source: EMIS 2019

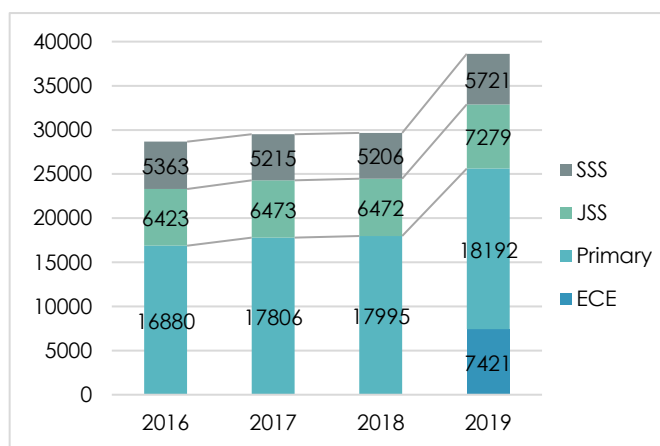
2.2.3 Students

◆ Access to education

The enrolment of students at each level of schooling has increased steadily over the years,⁹ as Figure 2 shows. On the contrary, the net enrolment ratio (NER) decreased slightly between 2018 and 2019 at primary and JSS level, although it increased at SSS level, as Figure 3 shows.

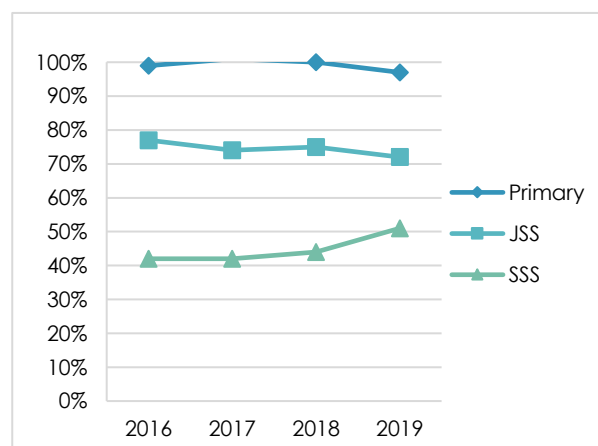
While universal primary education has been almost achieved in Kiribati, challenges remain in completion of JSS and SSS, and transition from JSS to SSS.

Figure 2: Enrolment by level of education, 2016–2019



Source: EMIS 2019

Figure 3: NER by schooling level, 2016–2019



Source: Draft Education Sector Analysis 2020

⁸ Draft Education Sector Analysis 2020

⁹ Data collection on enrolment at ECCE level started from 2019

◆ *Access to education by sex*

Table 2 presents enrolment by level of education in 2019 disaggregated by sex. While there is no significant difference in enrolment between girls and boys at ECCE and primary level, a disparity in favour of girls appears at JSS and SSS level.

Table 2: Enrolment by level of education disaggregated by sex, 2019

Schooling level	Female	Male	Total	Female/male
ECCE	3,694	3,727	7,421	0.99
Primary	8,993	9,199	18,192	0.98
JSS	3,803	3,476	7,279	1.09
SSS	3,308	2,413	5,721	1.37
Total	19,798	18,815	38,613	1.05

Source: EMIS 2019

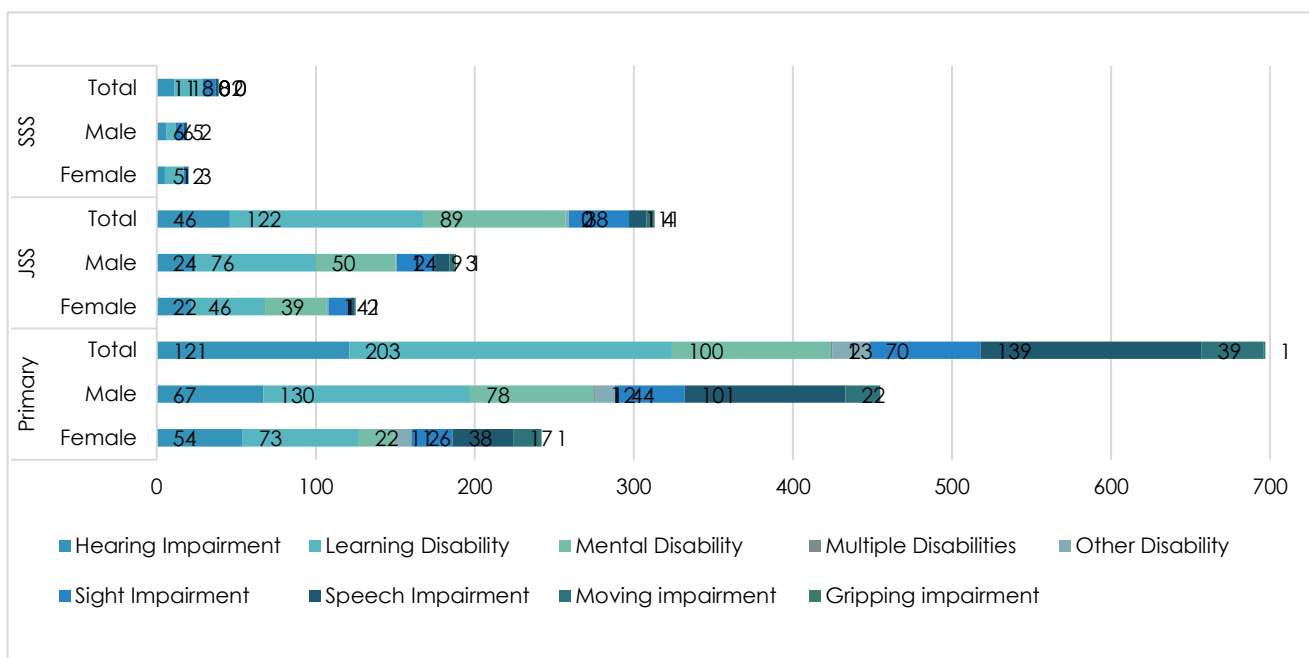
◆ *Access to education among children with disabilities*

The proportion of CWDs enrolled in school out of all children enrolled in school has increased since 2016 except at SSS level, going from 2.22% at primary, 1.34% at JSS and 0.86% at SSS level to 3.83%, 4.30% and 0.68%, respectively.¹⁰ The increase could have a number of explanations: that CWDs in Kiribati who were previously not enrolled gained access to school; that teachers detected CWDs who were already enrolled in school but had not had their disabilities detected; or that CWDs gained the opportunity to transit from primary school to JSS. The decreasing proportion of CWDs out of all children passing from JSS to SSS level (from 4.30% to 0.68% in 2019) indicates that the transition rate of CWDs from JSS to SSS level is much lower than that of all children.

Figure 4 shows the number of CWDs enrolled in primary school, JSS and SSS disaggregated by type of disability and sex in 2019. Among various types of disabilities, the highest type seen among those enrolled in primary school in 2019 was learning disabilities, followed by hearing impairment, speech impairment and mental disabilities. Children with learning disabilities continue to make up the highest proportion at JSS and SSS level. Figure 4 also shows gender disparities in the enrolment of CWDs. It shows a clear trend of lower enrolment among girls with disabilities – opposite to the general enrolment trend of girls and boys in Kiribati, which is characterized by higher enrolment among girls across levels. However, the difference between the rate of enrolment of girls with disabilities and that of boys with disabilities decreases as the schooling level goes up, which implies that, once girls with disabilities are enrolled in school, they have higher retention rate.

Figure 4: Number of CWDs enrolled in primary school, JSS and SSS disaggregated by type of disability and sex

¹⁰ Digest of Education Statistics 2016 and EMIS 2019

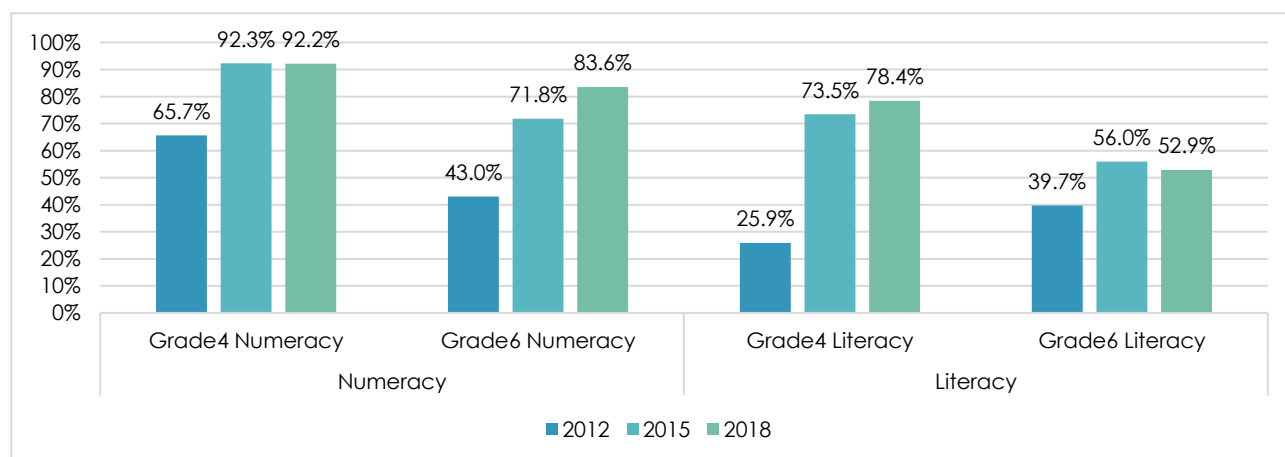


Source: EMIS 2019

◆ Learning outcomes

Figure 5 shows the percentage of students in Grades 4 and 6 at primary level achieving at or above the expected level in numeracy and literacy across years in the Pacific Islands Literacy & Numeracy Assessment (PILNA). Learning outcomes at primary level have improved in general across years, reflected in the gradual increase in the scores in PILNA, except a slight decline in Grade 6 literacy between 2015 and 2018.

Figure 5: Percentage of students in Grades 4 and 6 at primary school achieving at or above the expected level in numeracy and literacy in PILNA 2012, 2015 and 2018

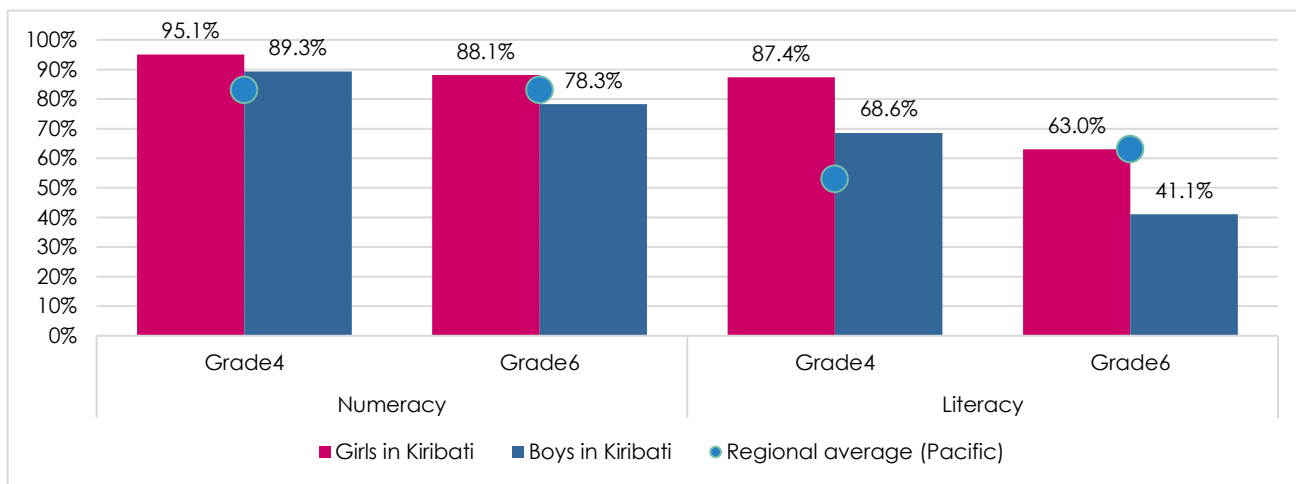


Source: Education Quality and Assessment Programme (EQAP) presentation of PILNA 2018

Figure 6 shows the percentage of Grade 4 and 6 students achieving at or above the expected level in numeracy and literacy in PILNA 2018 disaggregated by sex with regional average scores for comparison. It shows girls in Kiribati exceeded or were equal to the regional average in all the four assessments in

Grade 4 and 6 numeracy and literacy, whereas boys exceeded regional scores only in Grade 4 numeracy and Grade 4 literacy. The gender gap in learning outcomes in Kiribati, which is pro-girls, is especially high in the literacy scores. The same trend – a general increase in learning outcomes in numeracy and literacy across years and higher performance among girls than boys at primary level – was observed in the results of the national learning assessment, the Standardised Test of Achievement in Kiribati (STAKI).

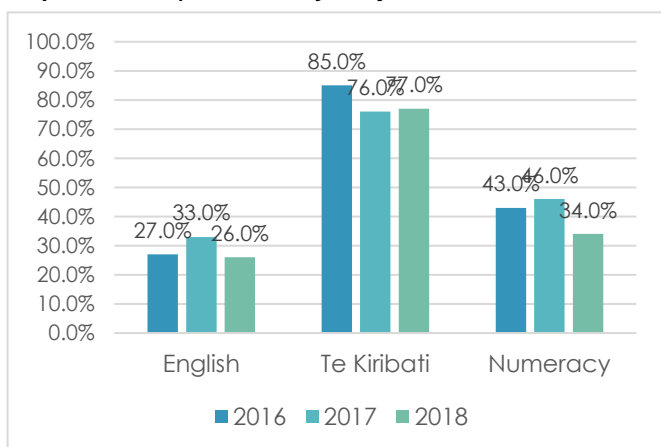
Figure 6: Percentage of students in Grades 4 and 6 achieving at or above the expected level in numeracy and literacy by sex in PILNA 2018



Source: EQAP presentation of PILNA 2018

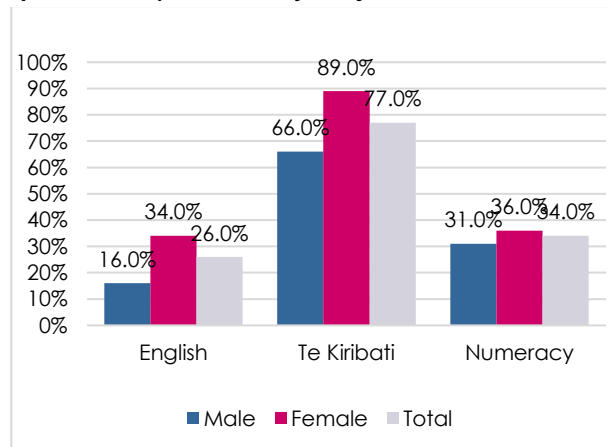
Regarding JSS students in Form 2, the learning outcome measured by STAKI levelled off between 2016 and 2018, as seen in Figure 7. Disparity in learning outcomes by gender, in favour of girls, continues to be an issue even at JSS level, as Figure 8 shows.

Figure 7: Proportion of Grade 8 children demonstrating achievement at the expected standard (working at/above expected level) in STAKI by subject, 2016, 2017 and 2018



Source: STAKI report 2018

Figure 8: Proportion of girls and boys demonstrating achievement at the expected standard (working at/above expected level) in STAKI by subject, 2018



Source: STAKI report 2018

2.2.4 Teachers

Table 3 shows the number of teachers by sex and the student–teacher ratio at each schooling level. All teachers at ECCE level are women. The ratio of female to male teachers decreases as the schooling level goes up. In general, the student–teacher ratio is low, at less than 30:1 for all levels. However, the district-disaggregated student–teacher ratio shows disparities. For instance, while the student–teacher ratio at primary level in South district is 19.9:1, that in Linnix district it is 28.3:1.

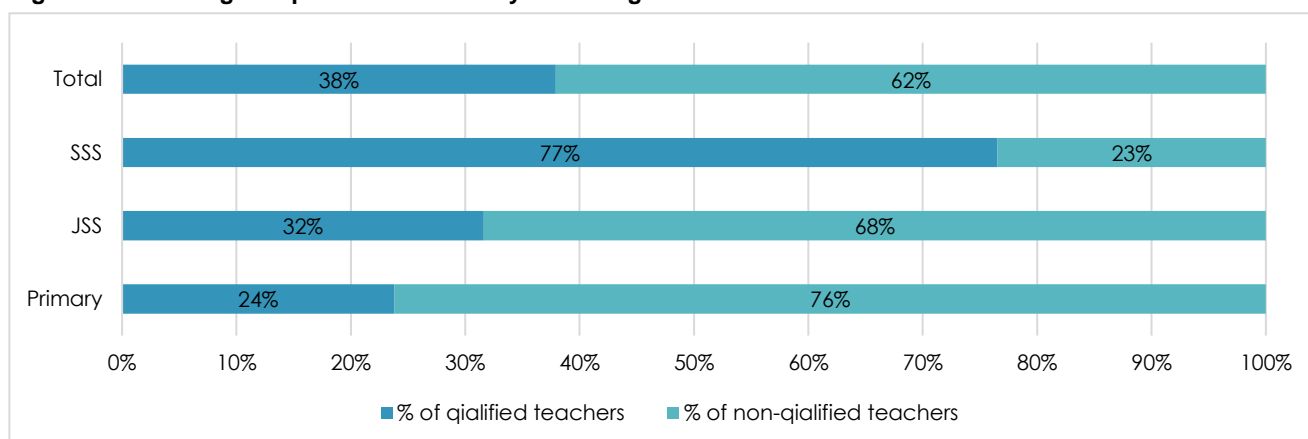
Table 3: Number of teachers and student–teacher ratio by schooling level

Level of education	Number of teachers			Number of students	Student–teacher ratio
	Males	Females	Total		
ECCE	0	659	659	7,421	11.2
Primary	117	580	697	18,192	26.1
JSS	167	282	449	7,279	16.2
SSS	150	178	328	5,721	17.4

Source: EMIS 2019

Figure 9 shows the percentage of qualified teachers at primary, JSS and SSS levels. In total, only 38% of teachers from primary to SSS levels are qualified. The lowest percentage of qualified teachers is observed at primary level, at 24%, followed by JSS level, at 32%. SSS level has the highest percentage of qualified teachers, at 77%.

Figure 9: Percentage of qualified teachers by schooling level



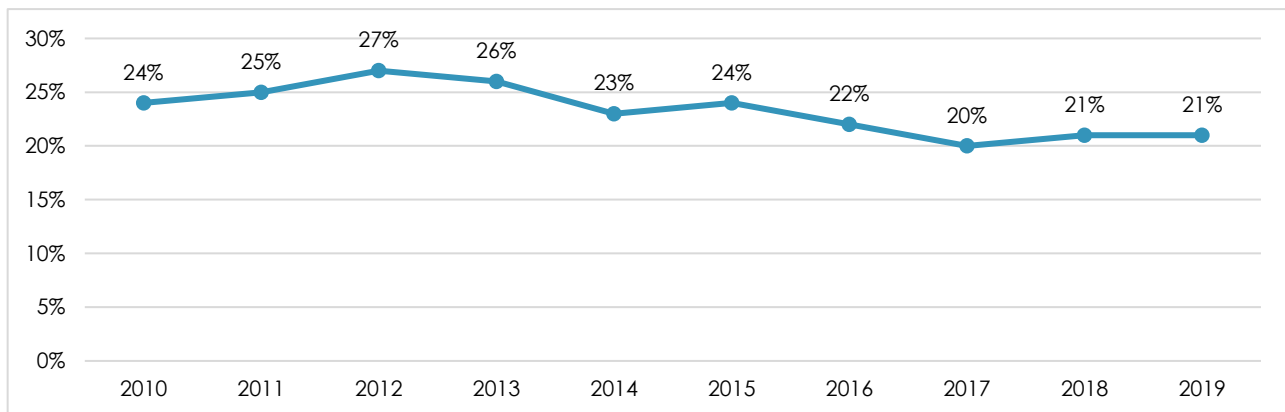
Source: EMIS 2019

2.2.5 Education finance

The education sector absorbs the largest share of the national budget in Kiribati, reflecting its status as a priority sector and the biggest public sector employer. Across the years, the percentage of MoE expenditure in GoK's recurrent expenditure less debt servicing has been beyond the international benchmark of 20%, as Figure 10 shows.¹¹

¹¹ 2018 figures are estimates and 2019 figures are budgeted figures; all others are published actuals

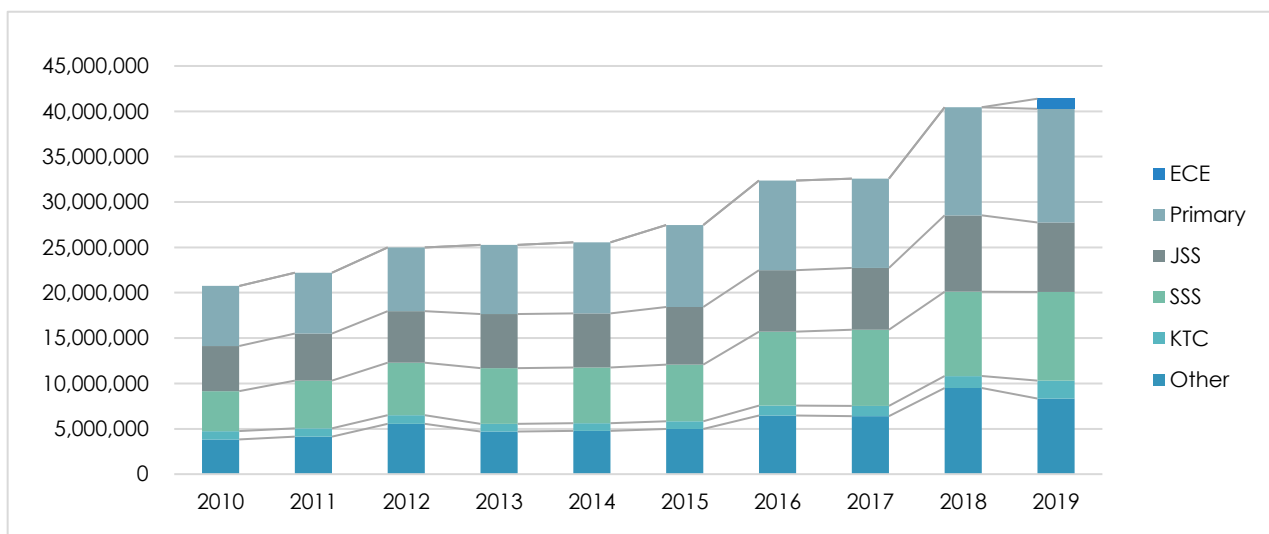
Figure 10: Percentage of MoE’s expenditure out of GoK’s recurrent expenditure less debt servicing across years



Source: Draft Education Sector Analysis 2020

Total expenditure in the education sector has gradually increased across years. 2019 was the first year in which dedicated funding for ECCE was budgeted in the recurrent budget of MoE, as Figure 11 shows. While the allocation to ECCE in 2019 was still low at 2.7% of total education expenditure – less than the internationally recommended allocation of 10% – this is a significant shift, which shows GoK’s commitment to the sub-sector.

Figure 11: Education expenditure by sub-sector, 2010–2019



Source: Draft Education Sector Analysis 2020

2.3 Context for remote learning

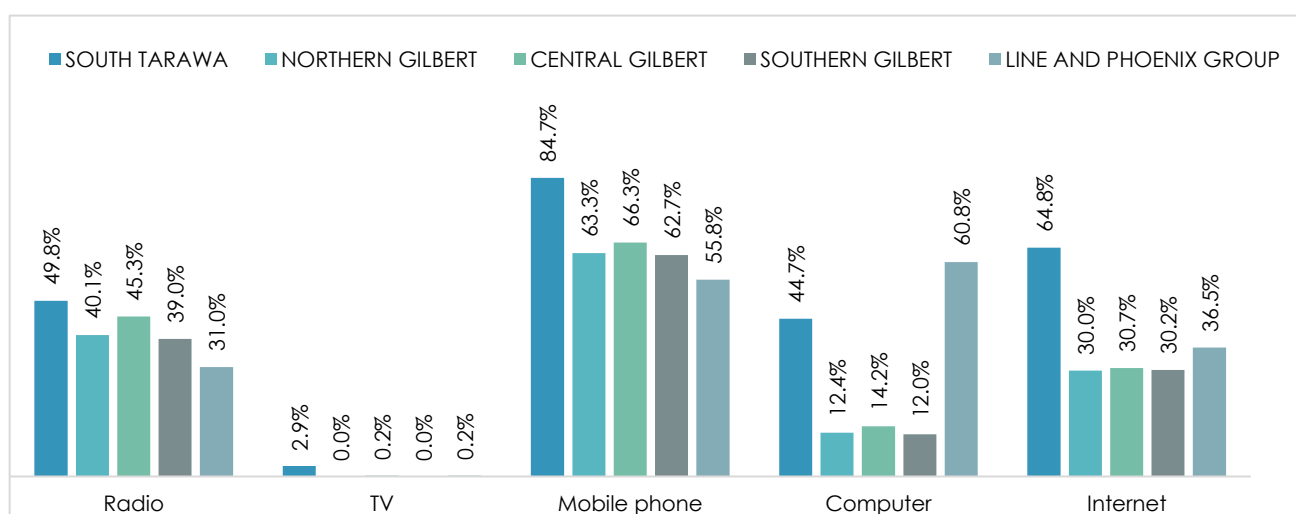
Multiple delivery channels for remote learning are used globally, including TV lessons, radio lessons, online learning (synchronous or asynchronous), take-home learning packages (printed or soft copy) and home visits. In Kiribati, the TV, radio and digital delivery channels, which require electricity, may reach only about a half of children, as only 53.9% of households have access to electricity. There is a huge disparity in access to electricity among different district/island groups: 78.4% in South Tarawa, 40.9% in Line and Phoenix group, 29.7% in Northern Gilbert, 18.1% in Southern Gilbert and 10.6% in Central Gilbert.

The shares of households with a radio, a TV, a mobile phone, a computer or internet in Kiribati are 44.3%, 1.4%, 73.1%, 31.4%, and 47.2%, respectively. This implies that production of TV lessons may not represent value for money in the context of Kiribati, as only one in seventy households owns a TV. Radio lessons and online learning are potential areas of development as about half of households have access to radio and/or internet. However, synchronous online learning through real-time virtual classroom may be difficult as the speed of internet is slow; as such, an asynchronous online learning modality, such as uploading video-recorded lessons onto online platforms, could be introduced. While asynchronous online learning has the disadvantage of not allowing for questions and feedback in real time, it has the advantages that all students can study at a convenient time, repeat lessons as needed and study at their own pace.

In addition to radio learning and asynchronous online learning, take-home learning package must be introduced, as slightly more than 50% of households do not have access to internet and/or radio. This ratio is even higher among households in the outer islands and households in the lower wealth quintiles. Figures 12 and 13 show ownership of information and communication technology (ICT) equipment and internet by geographical area and wealth quintile. While 49.8% of households in Tarawa own a radio, this share is at only 31.0% in Line and Phoenix group. Access to internet among households in South Tarawa is twice as high as in other districts/groups. Meanwhile, the difference in the ownership of ICT equipment and internet among different wealth quintile groups is even larger than the difference among the different geographical groups. For instance, access to internet in the richest quintile is more than six times higher than that of the poorest quintile.

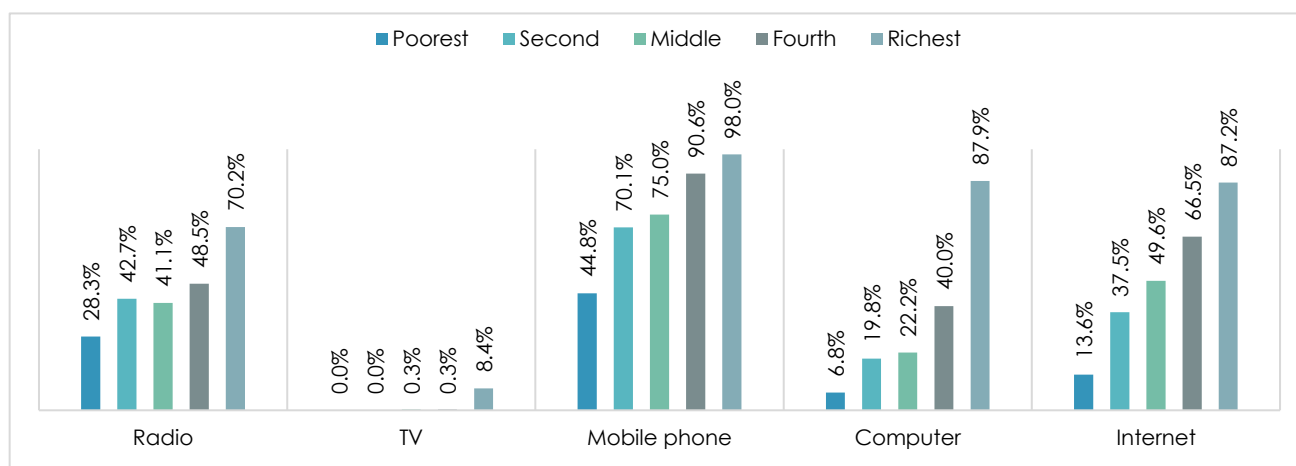
Considering the disparity in access to radio, ICT equipment and internet in Kiribati, different learning modalities, including radio lessons, asynchronous online learning and take-home packages, must be introduced so that every child, regardless of household wealth, living location or environment, can access remote learning during any school closure.

Figure 12: Percentage of households with radio, TV, mobile phone, computer and internet by district/group



Source: Multiple Indicator Cluster Survey (MICS) 2018/19

Figure 13: Percentage of households with radio, TV, mobile phone, computer and internet by wealth quintile



Source: MICS 2018/19

3. EDUCATION SECTOR CONTINGENCY PLAN FOR COVID-19

3.1 Target beneficiaries

The plan targets all 38,613 school-age children from ECCE to SSS studying in Kiribati (7,421 in ECCE, 18,192 in primary, 7,279 in JSS and 5,721 in SSS), students studying overseas, 2,133 teachers (659 in ECCE, 697 in primary, 449 in JSS and 328 in SSS), 455 head teachers and children’s parents and caregivers. Special emphasis is given to the most vulnerable and marginalized children, including CWDs and children in the outer islands.

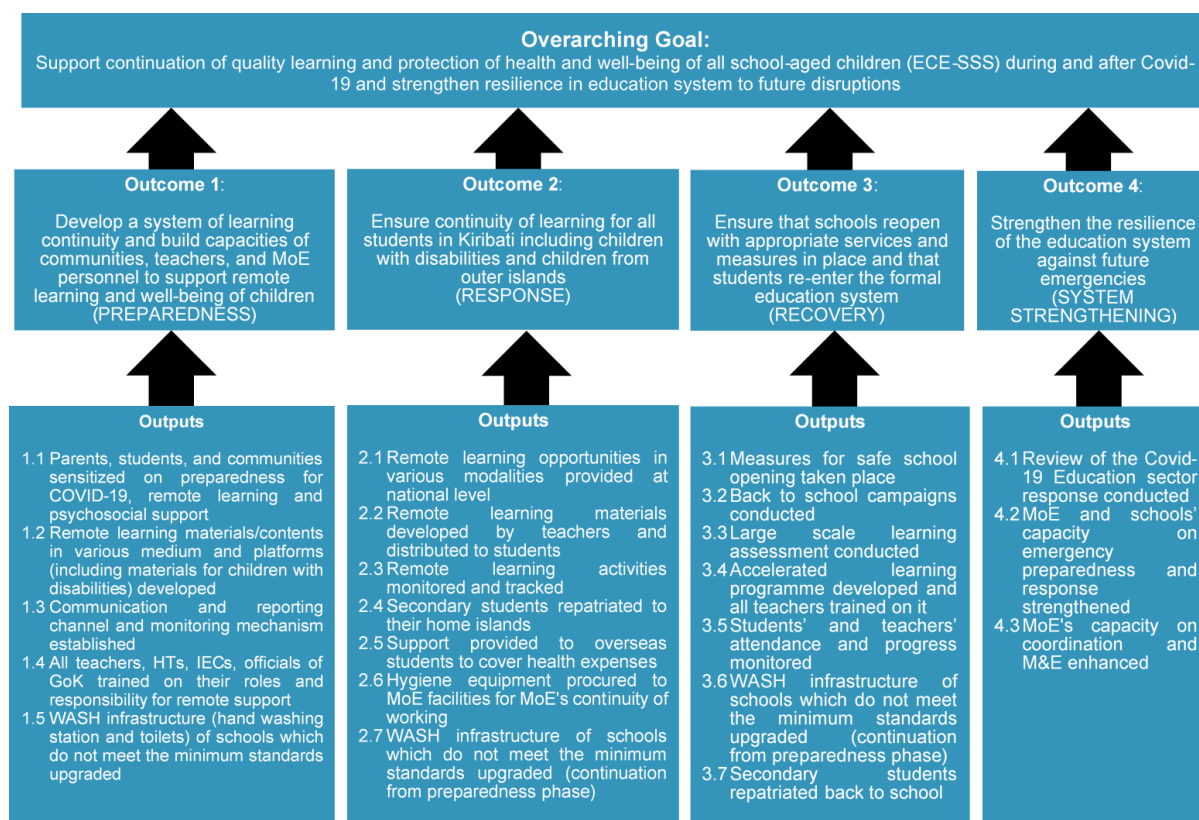
3.2 Implementation period

The implementation period covered in this plan will be 18 months, from November 2020 to April 2022.

3.3 Results framework

The results framework of the education sector contingency plan for COVID-19 consists of one overarching goal, four outcome statements (preparedness, response, recovery and system-strengthening) and 22 outputs, as Figure 14 shows. Each of the 22 outputs will be achieved by implementing a set of activities described in this section.

Figure 14: Results framework



3.4 Key assumptions and risks

3.4.1 Key assumptions

◆ *Possible scenarios*

Three possible scenarios determine types of activities to be implemented and the timeframe for implementation under the education sector contingency plan for COVID-19:

Scenario 1: Schools remain open during the implementation period

Scenario 2: Schools are closed for a short period as a consequence of precautionary measures at borders to quarantine repatriated Kiribati nationals

Scenario 3: Schools are closed for a long period as a result of the identification of positive cases in the country

Under Scenario 1, activities to be implemented will focus on Outcome 1 (preparedness) and Outcome 4 (system-strengthening). Scenarios 2 and 3 will see a focus on activities under all of the four outcomes (preparedness, response, recovery and system-strengthening).

Given that Kiribati has not experienced any cases of COVID-19 to date and has recently officially declared a further extension of its border closures until the end of December 2020, but that at the same time it has started repatriating Kiribati nationals stranded in countries where COVID-19 cases have been observed, Scenario 2 is the most likely of the three scenarios. While schools are open, activities will focus on Outcome 1 (preparedness); however, once they close, activities under Outcome 2 (response) will start running simultaneously with those under Outcome 1 (preparedness).

◆ *Delivery capacity*

The majority of MoE officials will be able to continue working normal hours at their usual place of work without critical staff shortages arising from health or psychosocial issues caused by COVID-19. Even if MoE officials are required to work remotely, material or financial support (e.g. laptops, internet modems) will be provided so their work is not disrupted.

◆ *Funding*

GoK will make efforts to mobilize funding for unfunded activities from development partners or through the domestic budget, possibly by reallocating expected savings that will emerge from the reduction in expenditure as a result of school closure.

3.4.2 Risks

Table 4 presents key risks identified in developing the education sector contingency plan for COVID-19.

Table 4: Risk matrix

Risk	Likelihood	Impact
High number of MoE officials, island education coordinators (IECs) and teachers become sick and unable to work as a result of COVID-19	Low	High
Owing to travel restrictions among islands, MoE staff cannot implement the programme or carry out monitoring	Medium	High
Owing to transport restrictions, materials developed cannot be delivered to the outer islands	Low	Medium
Internet speed on some of the outer islands is too slow to access online resources	High	High
The most vulnerable households cannot receive communications transmitted via radio or SMS	Medium	High
There is nonalignment of the weekly content of radio lessons, online lessons and learning packages	High	Medium

3.5 Outcome 1: Develop a system of learning continuity and build the capacities of communities, teachers and MoE personnel to support remote learning and the well-being of children

Outcome 1 focuses on the stage of **preparedness**, before COVID-19 positive cases are identified in the country, and has five outputs. This stage will entail activities related to raising awareness on COVID-19 for students and sensitizing parents and the community on remote learning (Output 1.1), development of remote learning materials using various media (including materials for CWDs) (Output 1.2), establishment of a communication channel and monitoring mechanism (Output 1.3), training of teachers, head teachers and island education coordinators (IECs) and officials of GoK (Output 1.4) and construction/retrofitting of WASH infrastructure (Output 1.5).

Output 1.1: Parents, students and communities sensitized on preparedness for COVID-19, remote learning and psychosocial support

On-going activities related to awareness-raising and sensitization on hygiene and social distancing for students will take place to ensure students, both those in Kiribati and those overseas, are aware of preventative measures for COVID-19.

Caregivers and communities will be sensitized on their roles and responsibilities with regard to children’s learning and well-being outside of school, as their guidance and support are extremely important to help children maintain routine studying habits at home, keep healthy and maintain their psychosocial well-being – especially for students of ECCE and primary school-going age. Without adults’ supervision and support, children may not benefit from the various modalities for remote learning opportunities that will be available during school closure, or limited social opportunities may have negative impacts on their well-being. Students may also face a higher risk of gender-based violence if schools are closed as they will be confined to the home and community environment, with few opportunities to interact with other people outside of their community.

To support and protect children at home, sensitization messages will be developed for caregivers and communities in the areas of (i) learning supervision and support; (ii) psychosocial support; (iii) awareness of health and hygiene; (iv) risks of gender-based violence and referral procedures; and (v) existence of different modalities for remote learning in case of school closure. The messages will be spread via radio, brochures and SMS to all mobile phone users in Kiribati through Rapid-Pro.

Output 1.2: Remote learning materials/contents using various media and platforms (including materials for CWDs) developed

With regard to remote learning, a combined approach of national and school-level interventions will be used for students from ECCE to SSS levels so that all children, regardless of differences in living environment and conditions, have access to opportunities that will be provided using various implementation modalities, including radio, asynchronous online learning (video-recorded lessons) and take-home learning packages. As mentioned in [Section 2.3](#), only 44.3% of households own a radio and 47.2% have access to internet, which implies that these households will rely on take-home packages.

Considering the current situation in Kiribati – of no COVID-19 cases and the recent official extension of its border closure – Output 1.2 focuses on the development of a system of various remote learning modalities in preparation for school closure, rather than on-going development of comprehensive materials for remote learning. This is to avoid a situation whereby developed materials sit without being used. If schools close during the implementation period, the focus will shift to include the continuous development of remote learning materials using various modalities.

◆ Different remote learning modalities for each schooling level

Systems for different remote learning modalities will be developed for children in different age groups, considering the age appropriateness of the remote learning modalities, as Table 5 shows.

Table 5: Remote learning modalities by schooling level

	Radio lessons	Video-recorded lessons	Take-home package developed by individual schools, teachers	Parental handbook, storybooks	Materials for CWDs
ECCE	X		X	X	X
Primary	X	X	X		X
JSS		X	X		X
SSS		X	X		X

For children at ECCE level, modalities will include radio lessons, distribution of take-home packages, development and distribution of a handbook of activities on early stimulation and distribution of children’s storybooks. For children at primary level, radio lessons, video-recorded lessons and take-home packages will be used. For JSS and SSS level, video-recorded lessons and take-home packages will be used. In the case of school closure, secondary students will receive these materials on a flash drive.

◆ *Radio lessons*

Radio lessons will target children at ECCE and primary levels. Setting up a system for broadcasting radio lessons will produce (i) a time-framed workplan for the development of radio lessons once schools are closed, (ii) a tentative broadcasting schedule and (iii) sample radio lesson plans in a standard template. The workplan for the development of radio lessons will clearly indicate chosen subjects for radio lessons at each schooling level, the broadcasting length of one lesson, the number of lessons to be broadcast per week by subject, a standard template for radio lesson development, actors to be engaged in the development of radio lessons and those who will convey radio lessons by subject by grade.

◆ *Video-recorded lessons*

An online learning portal that links to MoE's website will be developed through a technical consultancy. The portal will act as a repository for learning resources for students, parents and teachers. Students will be able to obtain learning resources such as video-recorded lessons based on the national curriculum, worksheets, assessments and textbooks. Parents will be able to access young children's storybooks and the parental handbook. Teachers will be able to obtain teachers' guides and other relevant resources for their capacity development.

Concurrently with the elaboration of the online learning portal, (i) a time-framed workplan for the development process of video-recorded lessons in case of school closure and (ii) sample video-recorded lessons will be produced. The workplan will clearly indicate the chosen subjects for video-recorded lessons at each level, the length of one video lesson, the number of lessons to be uploaded/studied by students per week by subject, a standard template for video lesson plans, actors to be engaged in developing video lesson plans, those who will be recorded in video lessons by subject by grade and those who have authority to upload the materials onto the online learning portal.

◆ *One-week trial of radio and video-recorded lessons*

Once the workplans for the development of radio and video-recorded lessons and the broadcasting/uploading schedule have been developed, a one-week trial testing the functionality of these remote learning modalities will take place. The subject-based task forces for remote learning materials development will develop sample radio and video lessons for this trial. Sign language interpretations or subtitles will be added to all trial videos so that children with a hearing impairment can learn on an equal basis to other learners. The project will target children in all schools or children enrolled in schools on selected islands, and free bandwidth access to MoE's learning portal will be arranged with the internet provider during the one-week trial period. The launch of the trial will be communicated to school personnel and parents through handouts, radio and an SMS blast. The results will be measured through a Rapid-Pro survey so that the feedback can be used to improve the implementation of radio and video-recorded lessons in the case of school closure.

◆ *Take-home package*

To complement radio and video-recorded lessons or to act as an alternative learning modality, individual teachers (ECCE to SSS) at school will be trained on how to develop remote learning resources that are inclusive and gender-sensitive. In the case of school closure, individual teachers are expected to develop take-home remote learning materials based on their students' needs. The combination of a national and a school-level approach will assure the quality of remote learning programming as well as providing contextualized support based on the school curriculum.

◆ *Parental handbook and young children's storybooks*

For ECCE level, a handbook of practical activities on early stimulation, based on the new curriculum and parenting manual, which parents can implement with ECCE-age children will be developed, as support from household adult members in learning is especially important for children in this age group. The handbook will be printed and distributed to households of vulnerable and marginalized children. It will also be uploaded to the online learning portal so that households with internet connection can access it.

Locally developed young children's storybooks will be printed and distributed to 20% of marginalized children of ECCE-going age living in the outer islands, as less than 2% of children under age five living in the outer islands own three or more children's books at home. All 300 ECCE centres will also receive eight books per school, as most of ECCE centres do not have enough reading materials to enhance early literacy among young children. The storybooks will be also uploaded to the online learning portal so that anyone with internet access can access them.

◆ *Materials for CWDs*

To support parental engagement in the remote learning of children with different types of disabilities, special learning materials for each type of disability (visual, hearing, physical and intellectual) and a guidance note for their parents on how they can assist children's learning at home will be developed as trial materials.

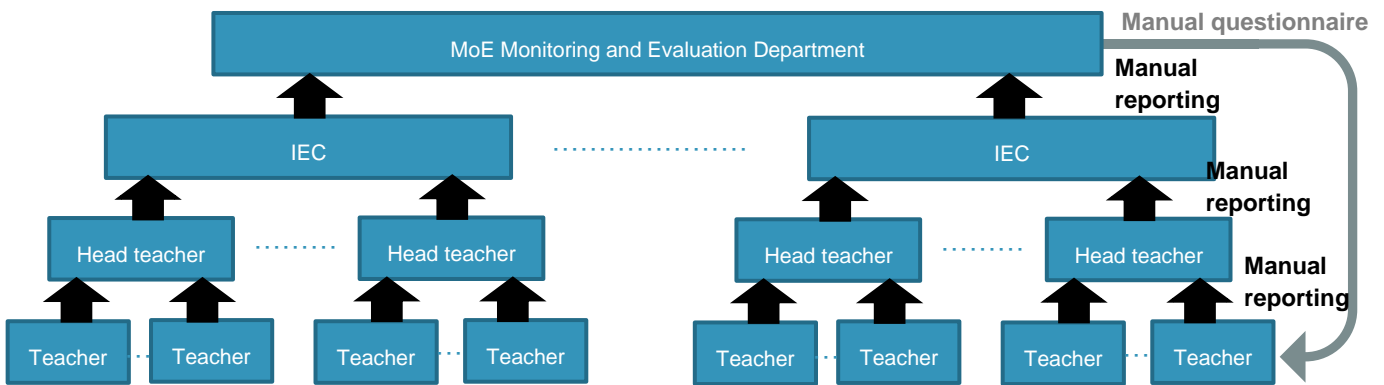
Output 1.3: Communication and reporting channel and monitoring mechanism established

To monitor the progress of students' remote learning during a school closure, (i) a guideline on reporting and monitoring activities for teachers, head teachers and IECs and (ii) monitoring tools to be used by teachers, head teachers and IECs will be developed. Monitoring of activities at school level will be conducted in two ways: (i) through traditional manual data collection and compilation; and (ii) through the use of SMS-based school data collection using Rapid-Pro.

In traditional manual paper-based data collection (see Figure 15), head teachers at each school compile data collected manually by individual teachers. They then submit these data to IECs, who compile the data

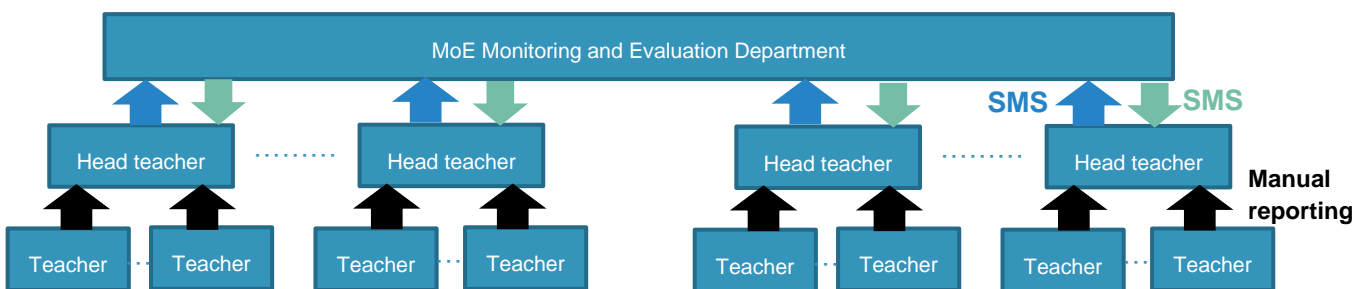
from all schools on their island. Finally, MoE compiles data from all 21 IECs. This approach has the advantage of being able to capture in-depth qualitative information but is time-consuming and yields calculation errors when data are compiled at each level.

Figure 15: Monitoring and reporting structure in MoE under manual data collection



To complement this traditional manual reporting approach, a school-based data collection system through SMS using Rapid-Pro (see Figure 16) will be developed, with relevant MoE officials trained on the system. This SMS-based school data collection system will enable direct data submission from school level to MoE (without going through IECs). MoE will send monitoring questions to all head teachers by SMS. Head teachers will then be expected to instruct teachers to collect data related to monitoring questions manually, to compile the data from teachers and then to send them to MoE by SMS, which means they do not have to bear the sending costs. The data from each school will then be analysed, with the responses from each school on a dashboard that MoE central officers and IECs can view. The SMS-based school data collection system is expected to significantly reduce the time and errors involved in the data compilation process.

Figure 16: Monitoring and reporting structure in MoE using SMS



The school-based data collection system will be useful not only during school closure but also in regular settings when schools are open. MoE can also use it to simply inform school heads about new policy, regulations and other issues, along with sending regular monitoring questions on students' or teachers' attendance and students' learning outcomes, among other things.

Output 1.4: All teachers, head teachers, IECs and GoK officials trained on their roles and responsibilities in remote support

◆ Training for teachers, head teachers and IECs on roles and responsibilities

During the preparedness stage, all teachers, head teachers and IECs will be trained on their roles and responsibilities in remote support. A guideline for teachers, head teachers, IECs and administrative social welfare officers (ASWOs) on their roles and responsibilities during school closure will be developed that focuses on (i) how to support remote learning, (ii) how to provide psychosocial support, (iii) how to detect the signs of gender-based violence and make a referral, (iv) how to conduct learning assessment remotely and (v) how to conduct safe home visits, use monitoring tools and send monitoring data through SMS. Through a cascade training approach (training of 21 IECs and 21 ASWOs as lead trainers, followed by training of all head teachers by lead trainers, followed by training of all teachers by head teachers), all teachers will be trained on their roles and responsibilities.

◆ Training for teachers on remote learning resources development

As mentioned under [Output 1.2](#), all teachers will be also trained on how to develop inclusive and gender-sensitive remote learning resources so they gain in capacity on the production of contextualized remote learning materials for their students. An international technical adviser will be engaged to develop a training programme in this regard, and a trial teacher training programme will be conducted in South Tarawa and on two outer islands. During the trial, pre- and post-self-assessment will be administered to teachers to assess the immediate impact of the teacher training. Upon completion of the trial, a review will be conducted and the programme will be revised based on the recommendations. The revised programme will then be used to train teachers on the remaining 18 islands.

◆ Capacity development of specialist teachers

Specialist teachers working in the domains of different disabilities (visual impairment, hearing impairment, physical disabilities and intellectual disabilities) will trial the remote learning materials for CWDs and the parental guidance note developed under Output 1.2 with selected households and monitor the process of remote learning. Based on the findings and recommendations from the monitoring, the specialist teachers will revise the remote learning materials for CWDs and the guidance note and make a decision on scaling up the project.

◆ Capacity development of GoK officials

With regard to GoK capacity development, clear roles and responsibilities for each MoE department in implementation of the education sector contingency plan for COVID-19 will be developed and officials will be sensitized. Responsibility for the collection of data to monitor each indicator in the monitoring and evaluation (M&E) framework will be also assigned to ensure relevant data are in place for quarterly M&E committee meetings. Line ministries will be also sensitized on the plan through a sensitization meeting.

Output 1.5: WASH infrastructure (hand washing stations and toilets) of schools that do not meet the minimum standards upgraded

Based on the results of the survey on minimum quality standards of WASH facilities, schools that require urgent construction or retrofitting of hand washing stations or toilet facilities will be identified. This will occur through coordination with partners, as many support this area. Construction and retrofitting of hand washing stations and toilets will occur across the stages of preparedness, response and recovery.

3.6 Outcome 2: Ensure continuity of learning for all students in Kiribati including CWDs and children from the outer islands

Outcome 2, with seven outputs, focuses on the stage of **response** in the event that a positive case of COVID-19 is found in the country that leads to school closure. This stage will see implementation of on-going national provision of remote learning using various modalities (Output 2.1), development of remote learning resources at school level (Output 2.2), monitoring of remote learning activities (Output 2.3), repatriation of secondary students to home islands (Output 2.4), provision of health expenses to overseas students (Output 2.5), provision of hygiene equipment to MoE facilities (Output 2.6) and continuous upgrading of WASH facilities (Output 2.7).

Output 2.1: Remote learning opportunities using various modalities provided at national level

To inform the public on the beginning of remote learning and on the available learning modalities (radio lessons, video-recorded lessons, leaning packages), an SMS blast through Rapid-Pro will be used, enabling dissemination of the message to all mobile phone owners in Kiribati.

The workplans for remote learning resource development (radio and video-recorded lessons) developed under [Output 1.2](#) will be activated and the task force on learning continuity will develop the materials on an on-going basis. Radio lessons will be broadcast for students at ECCE and primary levels based on the airing schedule developed in the preparedness stage. The number of radio listeners will be monitored by arrangement with the national radio company. All video-recorded lessons and supporting materials (worksheets, assessments, textbooks, storybooks) will be continuously uploaded to MoE's online learning portal for children from households with internet connectivity to access. For secondary students whose household members have a smartphone or computer, a flash drive with the learning materials available on the portal will be distributed so that students can watch videos without any interruption as a result of slow internet speed. Special arrangements with internet providers on free bandwidth to access the MoE learning portal during school closure will be made.

Output 2.2: Remote learning materials developed by teachers and distributed to students

To complement the remote learning modalities provided at national level under [Output 2.1](#) and/or to provide an alternative for those who do not have access to radio or internet, take-home learning packages will be developed by individual teachers at schools from ECCE to SSS levels who received the training under the preparedness stage, in [Output 1.4](#) under Outcome 1. To support schools in the development or printing of materials, paper, toner and other relevant resources will be provided. The advantage in this modality is that individual teachers can develop learning materials based on their students' level and needs and adjust the content of the weekly learning package based on their progress, which is not possible in radio or video-recorded lessons, which aim to reach a wider audience.

Output 2.3: Remote learning activities monitored and tracked

Remote learning will be monitored through the monitoring mechanism established under [Output 1.3](#). Individual teachers are expected to monitor students' learning modality, learning hours and progress, among other things, based on the monitoring guideline developed under the preparedness stage, Outcome 1. The data teachers collect are to be shared with MoE through traditional manual methods and the SMS-based system through Rapid-Pro presented in Figure 15 and 16. All teachers are to receive personal protective equipment (PPE) to use in conducting safe visits to students' home. An SMS blast will also be used to collect data from parents and caregivers.

Output 2.4: Secondary students repatriated to their home islands

As mentioned in [Section 2.2](#), SSSs in Kiribati are located only in the main population centres, thus many SSS students attend school away from their home island. If COVID-19 affects the country, these students must be repatriated. Their repatriation costs will be covered under this plan.

Output 2.5: Support provided to overseas students to cover health expenses

An extra allowance will be provided to students studying overseas to cover PPE and health expenses. This is important as many of them are studying in countries where COVID-19 cases are increasing.

Output 2.6: Hygiene equipment procured to MoE facilities for MoE's continuity of working

In order to ensure MoE's staff's continuity of work during any COVID-19 outbreak in Kiribati, PPE and hygiene equipment will be distributed to MoE facilities.

Output 2.7: WASH infrastructure of schools that do not meet the minimum standards upgraded

This output is a continuation from [Output 1.5](#) under the preparedness stage.

3.7 Outcome 3: Ensure schools reopen with appropriate services and measures in place and students re-enter the formal education system

Outcome 3 focuses on the stage of **recovery** with seven outputs. At this stage, confirmed positive cases of COVID-19 will have slowed, leading to the GoK decision to reopen schools. Implementation will cover measures for safe school reopening (Output 3.1), back to school campaigns (Output 3.2), large-scale national learning assessment (Output 3.3), an accelerated learning programme (Output 3.4), monitoring of students' and teachers' attendance (Output 3.5), continuous upgrading of WASH facilities (Output 3.6) and transporting SSS students back to school (Output 3.7).

Output 3.1: Measures for safe school opening taken place

A safe school operational guideline including risk assessment, protective measures and safe school operation will be developed by the national task force on welfare to inform schools of measures they should take before reopening schools to ensure the safe return of students. All schools will be disinfected prior to reopening and hygiene kits will be distributed to disadvantaged schools.

Output 3.2: Back to school campaigns conducted

A radio broadcast and SMS blast will be used to disseminate messages on safe school reopening. Posters and brochures will also be developed and distributed to schools. For the disadvantaged outer islands, a community sensitization and outreach campaign will be implemented to inform community members that schools are safe places with protective measures in place.

Output 3.3: Large-scale learning assessment conducted

To assess levels of learning loss during school closure, a large-scale national learning assessment will be implemented for Grade 4 primary students (Kiribati and Maths) and Form 2 JSS students (English and Maths). The results will be used to fill the learning gaps and inform accelerated learning strategies.

Output 3.4: Accelerated learning programme developed and all teachers trained on it

Accelerated learning packages (primary to SSS) will be developed through condensing the national curriculum. Video-recorded training on accelerated learning packages will be developed and uploaded to MoE's leaning portal, where teachers can access the training contents. For ECCE level, the existing seven-week curriculum for the accelerated school readiness programme will be used.

Output 3.5: Students' and teachers' attendance and progress monitored

Rapid-Pro surveys to monitor whether learners and teachers are back in school will be conducted through an SMS blast and the school-based SMS data collection system. In addition to the quantitative data collection, MoE will conduct joint monitoring visits to disadvantaged outer islands to collect in-depth qualitative data on the challenges of bringing students and teachers back to school.

Output 3.6: WASH infrastructure of schools that do not meet the minimum standards upgraded

This output is a continuation from [Output 1.5](#) under preparedness and [Output 2.5](#) under response.

Output 3.7: Secondary students transported back to school

Those SSS students repatriated back to their home island under the COVID-19 outbreak, mentioned in [Output 2.4](#), will return to school once COVID-19 has been eased out. They will be supported to pay for transportation so they can resume studying at SSS once schools reopen.

3.8 Outcome 4: Strengthen the resilience of the education system against future emergencies

Outcome 4 focuses on system-strengthening against future emergencies beyond COVID-19. It has three outputs: (i) review of the education sector's COVID-19 response (Output 4.1), MoE and school capacity development on emergency preparedness and response (Output 4.2) and MoE capacity development on coordination and M&E (Output 4.3).

Output 4.1: Review of the COVID-19 education sector response conducted

After 12 months of implementation, an annual review of the education sector contingency plan for COVID-19, involving various stakeholders, will take place to discuss achievements and success factors as well as bottlenecks and issues identified that should be resolved to expedite achievement of results within the remaining six months.

At the end of the implementation period, an institutional consultant will be engaged to conduct a review of the education sector contingency plan for COVID-19 to document successes and lessons learnt. The review findings and recommendations will be utilized for the development of an education sector contingency plan for emergency preparedness, response and recovery to cover all possible emergency scenarios, including natural disasters, pandemics and other emergencies.

Output 4.2: MoE and school capacity on emergency preparedness and response strengthened

An institutional consultant will be engaged to develop an education sector contingency plan for emergencies and a guideline on the development of school-level contingency plans (disaster risk reduction and resilience). Twenty-one IECs will be trained as trainers on their roles and responsibilities in implementation of the plan and on how to facilitate the development of school-level contingency plans based on the guideline. The trained IECs will then organize workshops on the development of school-level contingency plans with all schools (ECCE–SSS) on their respective islands.

Output 4.3: MoE capacity on coordination and M&E enhanced

An M&E committee for the education sector contingency plan for COVID-19, consisting of divisional heads led by the director of policy, planning, research & development, will be set up, and the responsible division or person for each indicator will be assigned, to ensure accountability. The M&E committee is expected to meet at least quarterly to assess performance against targets, to review monitoring data and to develop an *ad hoc* strategy. An international technical adviser and a national M&E officer will assist the committee with technical oversight and day-to-day administrative support.

The M&E committee is expected to organize the annual stakeholder review after 12 months. It is also expected to lead the programme review process to be conducted by an institutional consultant on completion of the implementation period of the contingency plan.

4. M&E FRAMEWORK

The M&E framework was developed for the purpose of tracking the progress of activity implementation and results achievement in the education sector contingency plan for COVID-19. Regular monitoring will be conducted by various actors for timely completion of the planned activities and achievements of the results. The regular monitoring process also enables identification of factors of success and lessons learnt for future programme improvement. In this way, M&E ensures accountability, generates evidence and shares relevant information among key stakeholders and policy-makers to contribute to a better response to future emergencies and strengthening the general education system.

An M&E committee for of the education sector contingency plan for COVID-19 consisting of divisional heads led by the director of policy, planning, research & development will be set up and the responsible division or person for each indicator will be determined, for accountability purposes. The committee is expected to meet at least quarterly to maintain strong coordination and collaboration among partners. An international technical adviser and a national M&E officer will assist the committee with technical oversight and day-to-day administrative support.

After 12 months of implementation, a comprehensive annual review, involving various stakeholders, will take place to discuss achievements and success factors as well as bottlenecks and issues identified that should be resolved to expedite achievement of results within the remaining six months.

At the end of the implementation period, a programme review of the plan by an external consultant will be conducted to assess effectiveness, relevance and efficiency of the programme.

Development of the M&E framework was conducted using the Global Partnership for Education (GPE) COVID-19 M&E guideline. Each outcome statement includes outcome indicator(s), followed by output indicators. Both qualitative and quantitative indicators will be collected to monitor progress, with multiple means of verification, including a Rapid-Pro survey for entire households or all school heads, MoE monitoring reports and availability tangible outputs.

Outcome 1: Develop a system of learning continuity and build capacities of communities, teachers and MoE personnel to support remote learning and well-being of children

Outcome 1: Develop a system of learning continuity and build capacities of communities, teachers and MoE personnel to support remote learning and well-being of children					
Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Number (and %) of parents and caregivers reached through mechanisms to inform parents and community members of distance learning content and their roles and responsibilities during school closure (GPE indicator – amended)	70% of 18,000 households have children aged 5–17. 80% of parents/caregivers reached Target: $18000 \times 0.7 \times 0.8$	Technical Services & Information Management Unit	0	10,000 (80%)	Rapid-Pro survey to all mobile phone owners
Number (and %) of teachers who attended at least one capacity development opportunity related to remote learning support	90% of teachers in all schools Target: (ECCE659+primary697+JSS449+SSS328)*0.9	Technical Services & Information Management Unit	0	1,920 (90%) (F: 1,529 M: 391)	School-based Rapid-Pro SMS survey

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Output 1.1: Parents and communities sensitized on remote learning and psychosocial support					
Appropriate mechanisms developed and used to inform parents and community leaders of distance learning content and teaching methods (GPE indicator)	Mechanism includes (i) radio message; (ii) SMS blast; and (iii) brochures	Curriculum Development & Resource Unit	None	Appropriate mechanism exists	MoE report
Output 1.2: Remote learning materials/content using various media and platforms (including materials for CWDs) developed					
Online learning portal that links to MoE's website developed		Technical Services & Information Management Unit	None	Online learning portal in place	MoE report
Number of children (ECCE+primary) reached through trial radio lessons	80% of children living in a household with a radio access trial radio lessons and 44.3% of children have access to radio Target: (7421+18192)*0.443*0.8	Technical Services & Information Management Unit	0	9,077 (F: 4,496 M: 4,581)	Rapid-Pro survey to all mobile phone owners Number of radio listeners obtained from radio company

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Number of children (primary+JSS) benefiting from trial video-recorded lessons	80% of children living in a household with internet access trial video-recorded lessons and 47.2% of children have access to internet Target: (18192+7279)*0.472*0.8	Technical Services & Information Management Unit	0	9,618 (F: 4,832 M: 4,786)	Rapid-Pro survey to all mobile phone owners Number of accesses to online learning portal
Handbook for ECCE parents developed		ECCE Unit	None	Handbook in place	Approved handbook
Number of children and teachers who receive young children's storybooks	Each of 300 school receives 4 books and 20% vulnerable children living on selected outer island receive 2 books Target: 300 teachers+7421children*0.2	Curriculum Development & Resource Unit/KTC	None	300 teachers 1,484 children (F: 739 M: 745)	MoE report School delivery note
Trial programme for teachers on how to develop remote learning resources developed (NZ NatCom indicator)		Curriculum Development & Resource Unit/KTC	None	Trial programme in place	Approved copy of training programme
Remote learning materials for CWDs and guidance notes for parents developed and trialled		Curriculum Development & Resource Unit/KTC	None	Remote learning materials for children with disabilities in place and trialled	MoE report
Output 1.3: Communication and reporting channel and monitoring mechanism established					
School-based data collection system through Rapid-Pro in place		Technical Services & Information Management Unit	None	School-based data collection system in place	MoE report
Output 1.4: All teachers, head teachers, IECs and officials of GoK trained on their roles and responsibility in remote support					
Number of teachers (and % of teachers in programme area) trained in development of distance learning materials (GPE core indicator – amended/NZ NatCom indicator)	80% of all teachers to be trained Target: (ECCE659+primary697+JSS449+SSS328)*0.8	Technical Services & Information Management Unit	0	1,706 (80%) (F: 1,359 M: 347)	School-based Rapid-Pro SMS survey

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Review of teacher training on development of remote learning materials conducted (NZ NatCom indicator)		Curriculum Development & Resource Unit/KTC	None	Review conducted	Review report
Number of teachers trained on their roles and responsibilities during school closure including provision of psychosocial support to children using distance methods (GPE indicator – amended)	80% of all teachers to be trained Target: (ECE659+primary697+JSS449+SSS328)*0.8	Technical Services & Information Management Unit	None	1,706 (80%) (F: 1,359 M: 347)	School-based Rapid-Pro SMS survey
Number of officials of MoE and line ministries sensitized on education sector COVID-19 contingency plan and their roles and responsibilities		Policy, Planning, Research & Development Unit	0	TBA	MoE report
Output 1.5: WASH infrastructure (hand washing stations and toilets) for schools that do not meet the minimum standards upgraded					
Number of hand washing stations constructed/retrofitted (GPE indicator – amended)	Prioritizing 25% of primary schools that require urgent support Target: 96 primary schools*0.25	Facilities Management Unit	0	24	MoE report
Number of toilets constructed/retrofitted	Prioritizing 3 mega JSSs Target: 3 JSSs in South Tarawa and Betio	Facilities Management Unit	0	3	MoE report

Outcome 2: Ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands

Outcome 2: Ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands					
Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Number (and %) of children of ECCE- to SSS-going age supported with remote learning programmes (learning package/radio lessons/video-recorded lessons on learning portal) (GPE indicator – amended)	80% of all children (ECCE–SSS) Target: (ECCE7421+primary18192+JSS7279+SSS5721)*0.8	Technical Services & Information Management Unit	0	30,890 (80%) (F: 15,838 M: 15,052)	School-based Rapid-Pro SMS survey

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Output 2.1: Remote learning opportunities in various modalities provided by national level					
Number of pre-school children supported with distance/home-based learning (GPE indicator)	80% of ECCE children Target: ECCE7421*0.8	Technical Services & Information Management Unit	0	5,937 (80%) (F: 2,955 M: 2,982)	Rapid-Pro survey to all mobile phone owners/school-based SMS survey
Number of hours of radio educational programmes broadcasted (GPE indicator)		Curriculum Development & Resource Unit	0	TBA	MoE report
Number of video-recorded lessons uploaded on online educational platform		Technical Services & Information Management Unit, Curriculum Development & Resource Unit	0	TBA	MoE report
Output 2.2: Remote learning materials developed by teachers and distributed to students					
Number of teachers who developed and distributed remote learning resources for students	80% of all teachers Target: (ECCE659+primary697+JSS449+SSS328)*0.8	Technical Services & Information Management Unit	0	1,706 (80%) (F: 1,359 M: 347)	School-based Rapid-Pro SMS survey
Number of schools that received grants/materials for developing/printing of remote learning resources	80% of all schools Target: (ECCE300+primary96+JSS25+combined JSS&SSS24+SSS10)*0.8	ECCE Unit, Primary Education Services Unit, JSS Unit, SSS Unit	0	364 (80%)	MoE disbursement/procurement record

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Number of secondary students who received flash drives with remote learning materials	50% of JSS7279+SSS5,721 students live in a household with smartphone/computer Target: $(7279+5721)*0.5$	JSS Unit, SSS Unit	0	6,500 (50%) (F: 3,556 M: 2,944)	Delivery notes from schools
Output 2.3: Remote learning activities monitored and tracked					
Number of teachers who have received PPE	80% of all teachers Target: $2133*0.8$	ECCE Unit, Primary Education Services Unit, JSS Unit, SSS Unit	0	1,707 (80%)	Delivery notes from schools
Number of SMS-based surveys (school-based data collection system or entire households) conducted	At least once every two months a survey is conducted	Technical Services & Information Management Unit	0	9	Rapid-Pro records
Output 2.4: Secondary students repatriated to their home island					
Number of SSS students repatriated		SSS & Scholarship Unit	0	TBA	MoE report
Output 2.5: Support provided to overseas students to cover health expenses					
Number of overseas students who received extra allowances to cover PPE and health expenses		SSS & Scholarship Unit	0	TBA	MoE report
Output 2.6: Hygiene equipment procured for MoE facilities for MoE's continuity of working					
Number of hygiene equipment procured for MoE facilities		Facilities Management Unit	0	TBA	MoE report
Output 2.7: WASH infrastructure of schools that do not meet the minimum standards upgraded (continuation from preparedness phase)					
		Facilities Management Unit	0	Continuation from Output 1.5	MoE report

Outcome3: Ensure schools reopen with appropriate services and measures in place and students re-enter the formal education system

Outcome 3: Ensure schools reopen with appropriate services and measures in place and students re-enter the formal education system					
Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Number (and %) of children previously enrolled in grant-supported schools who return to school once the school system is reopened (GPE indicator)	80% of children from ECCE to SSS (ECCE7421+Primary18192+JSS7279+SSS5721) return to school 1 month after school re-opening Target: (7421+18192+7279+5721)*0.8	Technical Services & Information Management Unit	0	30,890 (80%) (F: 15,838 M: 15,052)	School-based Rapid-Pro SMS survey

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Output 3.1: Measures for safe school opening taken place					
Develop safe school operational guideline		Facilities Management Unit	None	Safe school operational guideline in place	Approved safe school operational guideline
Number (and %) of schools disinfected or received hygiene kits	80% of all schools Target: (ECCE300+primary96+JSS25+combinedJSS&SSS24+SSS10)*0.8	Facilities Management Unit	0	364 (80%)	MoE report/ delivery notes from schools
Number of grant-supported schools (and % of schools in programme area) reopened (GPE indicator)	90% of all schools reopen 1 month after GoK's declaration of safe school reopening Target: (ECCE300+primary96+JSS25+combinedJSS&SSS24+SSS10)*0.9	Technical Services & Information Management Unit	0	409 (90%)	School-based Rapid-Pro SMS survey/ MoE monitoring report

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Number (and %) of teachers in grant-supported schools who return to school once the school system is reopened (GPE indicator – amended)	90% of teachers in all schools Target: (ECCE659+primary697+JSS449+SSS328)*0.9	Technical Services & Information Management Unit	0	1,920 (90%) (F: 1,529 M: 391)	School-based Rapid-Pro SMS survey
Output 3.2: Back to school campaigns conducted					
Number of islands that have conducted community sensitization and outreach activities to bring children back to schools		Primary Education Services Unit	0	5	MoE report
ECCE is included in grant-supported mass re-enrolment campaigns (GPE indicator)		ECCE Unit	None	ECCE included in back to school campaign	MoE report
Output 3.3: Large-scale learning assessment conducted					
Number of children (and % of children in programme area) whose learning is assessed to evaluate loss of learning during school closure	1/3 of Grade 4 students (32 schools with 1,100 G4 students) and 1/2 of Form 2 students (12 schools with 1,200 G8 students) have learning assessed through large-scale national assessment	Examination & Assessment Unit	0	2,300 (33% G4 learners+50% G8 learners)	MoE report (number of answer sheets)
Output 3.4: Accelerated learning programme developed and all teachers trained on it					
Number of teachers (and % of teachers in programme area) trained to provide accelerated programmes to mitigate loss of learning during school closure (GPE indicator)	70% of teachers in all schools Target: (ECCE659+primary697+JSS449+SSS328)*0.7	Technical Services & Information Management Unit	0	1,493 (70%) (F: 1,189 M: 304)	School-based Rapid-Pro SMS survey
Number of children (and % of children in programme area) provided accelerated programmes to mitigate loss of learning during school closure (GPE indicator)	60% of children from ECCE to SSS (ECCE7421+primary18192+JSS7279+SSS5721) benefited from accelerated learning 2 months after school reopening Target: (7421+18192+7279+5721)*0.6	Technical Services & Information Management Unit	0	23,168 (60%) (F: 11,879 M: 11,289)	School-based Rapid-Pro SMS survey

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Output 3.5: Students' and teachers' attendance and progress monitored					
Number of Rapid-Pro surveys conducted		Technical Services & Information Management Unit	0	3	Rapid-Pro records
Output 3.6: WASH infrastructure of schools that do not meet the minimum standards upgraded (continuation from preparedness phase)					
		Facilities Management Unit	0	Continuation from Outputs 1.5 and 2.7	MoE report
Output 3.7: Secondary students transported back to school					
Number of SSS students transported		SSS & Scholarship Unit	0	TBA	MoE report

Outcome 4: Strengthen the resilience of the education system against future emergencies

Outcome 4: Strengthen the resilience of the education system against future emergencies					
Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Number of MoE, IECs and teachers trained on development of contingency plans	5 officials at MoE, 21 IECs and 775 teachers will be trained	Policy, Planning, Research & Development Unit	0	801	MoE report (attendance sheet)

Indicator	Assumption	Responsible unit	Baseline	Target	Means of verification
Output 4.1: Review of the COVID-19 education sector response conducted					
Annual review conducted		Policy, Planning, Research & Development Unit	None	Annual review conducted	Report of annual review in place
Review report of education sector contingency plan for COVID-19 in place		Policy, Planning, Research & Development Unit	None	Review report in place	Approved review report
Output 4.2: MoE and schools' capacity on emergency preparedness and response strengthened					
Number of schools trained on development of school-level contingency plan	5 teachers from 80% of primary, JSS and SSS will be trained Target: (Primary96+JSS25+combinedJSS&SSS24+SSS10)*0.8	Policy, Planning, Research & Development Unit	0	124	MoE report (attendance sheet)
Output 4.3: MoE's capacity on coordination and M&E enhanced					
Number of meetings conducted by M&E committee to assess performance against targets, review monitoring data and develop <i>ad hoc</i> strategy	M&E committee meets at least once in 2 months	Policy, Planning, Research & Development Unit	0	4	MoE report (meeting minutes)

5. BUDGET

The education sector contingency plan for COVID-19 is structured with four outcomes and 22 outputs, each output composing interventions and activities that are essential to ensure continuation of quality learning and promotion of health and well-being of all school-age children (ECCE–SSS) during and after COVID-19 and to strengthen resilience in the education system to future disruptions. The total financing requirement to fully implement the plan is estimated at US\$ 3.92 million, of which the New Zealand Committee for UNICEF will finance US\$ 0.09 million (2%) and GPE will finance US\$ 0.75 million (19%).

With the total financing gap of the education sector contingency plan for COVID-19 estimated at US\$ 3.07 million (78%), urgent action is required to seek and mobilize financing towards activities in a way that would enable the implementation schedule to be met. Table 6 provides a summary of planned expenditure in total, by outcome and by output with a breakdown by planned financing source. An exchange rate of AU\$ 1= US\$ 0.72 was used for conversion of the currency.

Table 6: Planned total expenditure and by outcome and output

Planned expenditure total								
	AU\$				US\$			
	Total	GPE-funded	NZ NatCom-funded	Other non-funded	Total	GPE-funded	NZ NatCom-funded	Other non-funded
Total amount	\$5,439,084	\$1,041,667	\$128,900	\$4,268,517	\$3,916,140	\$750,000	\$92,808	\$3,073,332
Percentage	100%	19%	2%	78%	100%	19%	2%	78%

Planned expenditure by outcome								
	AU\$				US\$			
	Total	GPE-funded	NZ NatCom-funded	Other non-funded	Total	GPE-funded	NZ NatCom-funded	Other non-funded
Outcome 1: Develop a system of learning continuity and build capacities of communities, teachers and MoE personnel to support remote learning and well-being of children	\$755,248	\$503,402	\$128,900	\$122,946	\$543,778	\$362,449	\$92,808	\$88,521

Planned expenditure by outcome								
	AU\$				US\$			
	Total	GPE-funded	NZ NatCom-funded	Other non-funded	Total	GPE-funded	NZ NatCom-funded	Other non-funded
Outcome 2: Ensure continuity of learning for all students in Kiribati including CWD and children from outer islands	\$2,671,433	\$339,283	\$0	\$2,332,150	\$1,923,432	\$244,284	\$0	\$1,679,148
Outcome 3: Ensure schools reopen with appropriate services and measures in place and students re-enter the formal education system	\$1,682,841	\$5,000	\$0	\$1,677,841	\$1,211,646	\$3,600	\$0	\$1,208,046
Outcome 4: Strengthen the resilience of the education system against future emergencies	\$152,479	\$16,899	\$0	\$135,580	\$109,785	\$12,167	\$0	\$97,618
Outcomes 1–4: Contingency cost and Grant Agent cost	\$177,083	\$177,083	\$0	\$0	\$127,500	\$127,500	\$0	\$0
Total	\$5,439,084	\$1,041,667	\$128,900	\$4,268,517	\$3,916,140	\$750,000	\$92,808	\$3,073,332

Planned expenditure by output								
	AU\$				US\$			
	Total	GPE-funded	NZ NatCom-funded	Other non-funded	Total	GPE-funded	NZ NatCom-funded	Other non-funded
1.1: Parents, students and communities sensitized on preparedness for COVID-19, remote learning and psychosocial support	\$47,379	\$17,379	\$0	\$30,000	\$34,113	\$12,513	\$0	\$21,600
1.2: Remote learning materials/contents in various media and platforms (including materials for CWDs) developed	\$243,809	\$136,113	\$52,000	\$58,196	\$175,542	\$96,201	\$37,440	\$41,901
1.3: Communication and reporting channel and monitoring mechanism established	\$11,250	\$10,250	\$0	\$1,000	\$8,100	\$7,380	\$0	\$720
1.4: All teachers, head teachers, IECs and officials of GoK trained on their roles and responsibility in remote support	\$269,060	\$192,160	\$76,900	\$0	\$193,723	\$138,355	\$55,368	\$0
1.5: WASH infrastructure (hand washing stations and toilets) of schools that do not meet minimum standards upgraded	\$174,000	\$150,000	\$0	\$24,000	\$125,280	\$108,000	\$0	\$17,280
2.1: Remote learning opportunities in various modalities provided at national level	\$629,974	\$329,974	\$0	\$300,000	\$453,581	\$237,581	\$0	\$216,000
2.2: Remote learning materials developed by teachers and distributed to students	\$215,000	\$0	\$0	\$215,000	\$154,800	\$0	\$0	\$154,800
2.3: Remote learning activities monitored and tracked	\$115,959	\$9,309	\$0	\$106,650	\$83,490	\$6,702	\$0	\$76,788

Planned expenditure by output								
	AU\$				US\$			
	Total	GPE-funded	NZ NatCom-funded	Other non-funded	Total	GPE-funded	NZ NatCom-funded	Other non-funded
2.4: Secondary students repatriated to their home island	\$1,500,000	\$0	\$0	\$1,500,000	\$1,080,000	\$0	\$0	\$1,080,000
2.5: Support provided to overseas students to cover health expenses	\$207,500	\$0	\$0	\$207,500	\$149,400	\$0	\$0	\$149,400
2.6: Hygiene equipment procured to MoE facilities for MoE's continuity of working	\$3,000	\$0	\$0	\$3,000	\$2,160	\$0	\$0	\$2,160
2.7: WASH infrastructure of schools that do not meet the minimum standards upgraded (continuation from preparedness phase)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1: Measures for safe school opening taken place	\$60,400	\$5,000	\$0	\$55,400	\$43,488	\$3,600	\$0	\$39,888
3.2: Back to school campaigns conducted	\$20,914	\$0	\$0	\$20,914	\$15,058	\$0	\$0	\$15,058
3.3: Large-scale learning assessment conducted	\$15,480	\$0	\$0	\$15,480	\$11,146	\$0	\$0	\$11,146
3.4: Accelerated learning programme developed and all teachers trained on it	\$72,200	\$0	\$0	\$72,200	\$51,984	\$0	\$0	\$51,984
3.5: Students' and teachers' attendance and progress monitored	\$13,847	\$0	\$0	\$13,847	\$9,970	\$0	\$0	\$9,970
3.6: WASH infrastructure of schools that do not meet the minimum standards upgraded (continuation from preparedness phase)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.7: Secondary students transported back to school	\$1,500,000	\$0	\$0	\$1,500,000	\$1,080,000	\$0	\$0	\$1,080,000
4.1: Review of COVID-19 education sector response conducted	\$33,800	\$13,740	\$0	\$20,060	\$24,336	\$9,893	\$0	\$14,443
4.2: MoE and schools' capacity on emergency preparedness and response strengthened	\$125,270	\$0	\$0	\$125,270	\$90,194	\$0	\$0	\$90,194
4.3: MoE's capacity on coordination and M&E enhanced	\$3,159	\$3,159	\$0	\$0	\$2,274	\$2,274	\$0	\$0
5.1: Contingency cost for GPE activities	\$72,917	\$72,917	\$0	\$0	\$52,500	\$52,500	\$0	\$0
5.2: GPE Grant Agent cost	\$104,167	\$104,167	\$0	\$0	\$75,000	\$75,000	\$0	\$0
Total	\$5,439,084	\$1,041,667	\$128,900	\$4,268,517	\$3,916,140	\$750,000	\$92,808	\$3,073,332

6. TIMEFRAME OF ACTIVITIES

As mentioned in [Section 3.4](#), three possible scenarios determine types of activities to be implemented under the education sector contingency plan for COVID-19 and the timeframe for implementation:

Scenario 1: Schools remains open during the implementation period

Scenario 2: Schools are closed for a short period owing precautionary measures at the border to quarantine repatriated Kiribati nationals

Scenario 3: Schools are closed for a long period owing to the identification of positive cases in country

Under Scenario 1, activities to be implemented will focus on Outcome1 (preparedness) and Outcome 4 (system-strengthening); Scenarios 2 and 3 focus on activities under all four outcomes (preparedness, response, recovery, system-strengthening). Given that Kiribati has not observed any COVID-19 positive cases in country to date and has recently officially declared a further extension of its border closures until the end of December 2020, but that it has started repatriation of Kiribati nationals stranded in countries where a COVID-19 outbreak has been observed, Scenario 2 is the most likely among the three. While schools are open, activities will focus on Outcome 1 (preparedness); once they close, activities under Outcome 2 (response) will start running simultaneously with the activities under Outcome 1 (preparedness).

Table 7: Timeframe of activities by output

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
1.1: Parents, students and communities sensitized on preparedness for COVID-19, remote learning and psychosocial support	<COVID-19 awareness programme for students> Conduct awareness programmes on COVID-19 for students in Kiribati	X																
	<COVID-19 awareness programme for students> Conduct awareness programmes on COVID-19 for students overseas	X																
	<Parents' and communities' sensitization on support for children outside of school> Develop key messages/materials for parents and caregivers of ECCE–SSS children on (i) importance of learning supervision and support; (ii) psychosocial support; (iii) awareness of health and hygiene, (iv) risk of gender-based violence and referral procedures; (v) existence of different modalities of remote learning in case of school closure	X																
	<Parents' and communities' sensitization on support for children outside of school> Transmit key messages through radio	X	X															
	<Parents' and communities' sensitization on support for children outside of school> Transmit key messages through SMS blast	X	X															

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	<Parents' and communities' sensitization on support for children outside of school> Print and distribute brochures on message	X	X															
1.2: Remote learning materials/content using various media and platforms (including materials for CWDs) developed	<Development of remote learning resource development programme for teachers> Develop trial programme for teachers (ECCE-SSS) on how to develop remote learning resources for students' self-learning	X																
	<Handbook for ECCE parents> Develop handbook of practical activities on early stimulation based on new curriculum and parenting manual that parents can implement with ECCE-age children		X															
	<Handbook for ECCE parents> Print handbook			X	X													
	<Young children's storybooks> Print young children's storybooks	X	X															
	<Young children's storybooks> Distribute young children's storybooks		X	X														
	<Development of a workplan on radio and video-recorded lessons production> Conduct workshop to develop (i) overall workplan for development process of radio and video-recorded lessons that specifies chosen subjects at each school level, minutes per lesson, number of lessons to be broadcast/studied per week by	X																

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	subject, standard template for lesson plan, actors to be engaged in development process and actors to convey lessons by subject by grade; and (ii) tentative broadcasting or uploading schedule in case of school closure																	
	<Development of radio trial lessons> Develop one-week trial radio lessons for ECCE and primary level for selected core subjects		X															
	<Broadcasting of trial radio lessons> Broadcast one-week trial radio lessons for ECCE and primary level for selected core subjects			X														
	<Development of video trial lessons for primary and JSS level> Develop one-week trial video lessons for primary and JSS level for selected core subjects		X															
	<Development of video trial lessons for SSS level> Develop one-week trial video lessons for SSS level for selected core subjects		X															
	<Online learning portal development> Develop online learning portal of distance learning that links to MoE website on which all learning materials (video-recorded lessons, learning packages, textbooks, assessments, handbook for ECCE parents, young children's storybooks) and teacher resources (curricula, teachers' guides) can	X	X															

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	be downloaded and developed materials can be uploaded																	
	<Online learning portal free access> Arrange with internet providers free bandwidth to access MoE's learning portal during one-week trial of radio and video lessons			X														
	<Communication for one-week trial project on radio and video lessons> Print and distribute information and schedule for one-week trial project of radio and video-recorded lessons to all students from ECCE to secondary			X														
	<Communication for one-week trial project on radio and video lessons> Disseminate information and schedule for one-week trial project of radio and video-recorded lessons through SMS blast			X														
	<Monitoring of number of beneficiaries on trial radio and video lessons> Conduct Rapid-Pro survey through school-based data collection system				X													
	<Specific learning materials for children with disabilities> Develop trial remote learning materials for children with different types of disabilities (visual, hearing, physical and intellectual) and guidance note for		X															

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	parents on their engagement and support in remote learning																	
1.3: Communication and reporting channel and monitoring mechanism established	<MoE–schools communication> Inform schools about MoE's on-going plans for preparedness for and response to COVID-19 through mass media	X																
	<Monitoring of remote learning> Develop a (i) guideline of reporting and monitoring activities for teachers, head teachers and IECs and (ii) monitoring tools to be used by teachers, head teachers and IECs at response and recovery stage		X															
	<Monitoring of remote learning> Develop a school-based data collection system through SMS using Rapid-Pro	X	X															
	<Monitoring of remote learning> Train relevant staff in MoE on how to administer school-based data collection system		X	X														
1.4: All teachers, head teachers, IECs and officials of GoK trained on their roles and responsibility in remote support	<Training for education practitioners on their roles and responsibilities> Develop a guideline for teachers, head teachers, IECs and ASWOs on their roles and responsibilities during any school closure that has a focus on and clarifies (i) how to support the remote learning of students, (ii) how to provide psychosocial support, (iii) how to detect the signs of gender-based violence and make a referral, (iv) how to conduct		X															

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	assessment remotely and (v) how to conduct safe home visits, fill in/compile monitoring tools and send data through SMS to MoE																	
	<Training for education practitioners on their roles and responsibilities> Conduct training of trainers for 21 IECs and 21 ASWOs on (i) their roles and responsibilities during school closure; (ii) roles and responsibilities of teachers and head teachers during school closure using the guidelines; and (iii) communication and reporting structure for monitoring results			X														
	<Training for education practitioners on their roles and responsibilities> Cascade the training on roles and responsibilities of teachers and head teachers to all head teachers (ECCE-SSS)			X	X													
	<Training of teachers on how to develop remote learning resources> Conduct training of trainers for 21 lead trainers on how to develop remote learning resources for students' self-learning as a trial project	X																
	<Training for teachers on how to develop remote learning resources> Cascade the training on the development of remote learning resources to teachers in 3 islands (South Tarawa and two outer islands) as a trial project	X	X															

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	<Training for teachers on how to develop remote learning resources> Conduct a review of trials of teacher training and revise the programme			X														
	<Training for teachers on how to develop remote learning resources> Retrain 21 lead trainers on how to develop remote learning resources for students' self-learning based on the revised programme			X	X													
	<Training for teachers on how to develop remote learning resources> Cascade the training on the development of remote learning resources to teachers in remaining 18 islands based on the revised programme				X	X												
	<Capacity development of specialist teachers and parents of CWDs> Conduct trial training for the selected parents of children with different disabilities (visual, hearing physical and intellectual) in South Tarawa on the remote learning materials and guidance note for parents developed under Output 1.2 (conducted by specialist teachers)			X														
	<Capacity development of specialist teachers and parents of CWDs> Monitor children's use of remote learning materials				X													

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	supported by parents (conducted by specialist teachers)																	
	<Capacity development of specialist teachers and parents of CWDs> Revise the remote learning materials and guidance note based on monitoring				X	X												
	<Sensitization on education COVID-19 plan> Conduct a sensitization workshop for officials of MoE on the education sector contingency plan and develop clear roles and responsibilities for each department	X																
	<Sensitization on education COVID-19 plan> Conduct sensitization meeting for officials of line ministries on the education sector contingency plan	X																
1.5: WASH infrastructure (hand washing stations and toilets) of schools that do not meet the minimum standards upgraded	<Primary school WASH> Construct/retrofit WASH facilities that do not meet minimum standards		X	X	X	X	X	X										
	<JSS on South Tarawa and Betio WASH> Construct/repair toilet facilities		X	X	X	X	X	X										
2.1: Remote learning opportunities in various modalities provided at national	Disseminate SMS message that informs on the beginning of remote learning and different modalities								X									
	Develop radio lessons (ECCE+primary) based on the workplan developed in preparedness phase								X	X	X	X	X	X				

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
level	Develop video lessons (primary+JSS) based on the workplan developed in preparedness phase							X	X	X	X	X	X					
	Develop video lessons (SSS) based on the workplan developed in preparedness phase							X	X	X	X	X	X					
	Broadcast daily radio programmes through national radios for learners at ECCE and primary level							X	X	X	X	X	X					
	Arrange with national radio companies to monitor the number of listeners by island							X										
	Upload remote learning materials on online learning portal (continuation from preparedness stage)							X	X	X	X	X	X					
	Arrange with internet providers for free bandwidth in access to MoE's learning portal during school closure							X										
	Procure flash drives with learning materials (video-recorded lessons, textbooks, learning packages) and adapters for learners from JSS to SSS who have computers or smartphones							X										
2.2: Remote learning materials developed by teachers and distributed to students	Develop remote learning resources at each level based on learning from training on how to develop these and distribute them to students							X	X	X	X	X	X					
	Provide paper, toner and other relevant materials to schools (primary-SSS) for developing/printing of remote learning resources							X	X									
	Provide materials for ECCE for developing remote learning resources							X	X									

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
2.3: Remote learning activities monitored and tracked	Implement home visits by teachers (ECCE-SSS), monitor students' progress and fill in monitoring tools								X	X	X	X	X	X				
	Procure PPE for school teachers								X									
	Conduct Rapid-Pro survey on remote learning to teachers through school-based data collection system developed preparedness stage								X	X	X	X	X	X				
	Conduct Rapid-Pro survey on remote learning to parents and caregivers through SMS blast								X	X	X	X	X	X				
2.4: Secondary students repatriated to their home island	Repatriate SSS students back to their home island								X									
2.5: Support provided to overseas students to cover health expenses	Provide extra allowance to overseas students to cover PPE and health expenses								X	X								
2.6: Hygiene equipment procured for MoE facilities for MoE's continuity of working	Procure PPE and hygiene equipment for MoE facilities								X									
2.7: WASH infrastructure of schools that do not meet the minimum	Construct/retrofit WASH facilities (continuation from preparedness stage)	X	X	X	X	X	X	X	X	X	X	X	X	X				

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
standards upgraded (continuation from preparedness phase)																		
3.1: Measures for safe school opening taken place	Develop a safe school operational guideline					X									X			
	Disinfect all schools														X			
	Distribute hygiene kits to disadvantaged ECCE and primary schools														X			
3.2: Back to school campaigns conducted	Air radio messages that inform on safe school reopening															X		
	Disseminate SMS message that informs on safe school reopening															X		
	Conduct community sensitization and outreach activities to bring children back to school in 5 outer islands															X	X	
	Develop, print and distribute communication materials (posters and brochures) to bring children back to school														X	X		
3.3: Large-scale learning assessment conducted	Develop a large-scale national assessment for Grade 4 (Kiribati, Maths) and Grade 8 (English, Maths) students, and administration and marking guidelines														X	X		
	Print national assessment papers and administration guideline															X		

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
	Conduct large-scale national assessment for Grades 4 and 8 students to identify learning gaps																X	
	Compile and analyse results of national assessment																X	
3.4: Accelerated learning programme developed and all teachers trained on it	Develop accelerated instruction packages (primary-SSS) through condensing curriculum (for ECCE use existing accelerated school readiness curriculum)					X	X								X	X		
	Produce video-recorded training on accelerated instruction packages for teachers (primary-SSS)						X									X		
	Upload accelerated instruction package on MoE's learning portal and sensitize school heads						X									X		
	Implement accelerated learning																X	X
3.5: Students' and teachers' attendance and progress monitored	Conduct Rapid-Pro survey early in stage to monitor whether learners and teachers are back to school through SMS blast and school-based data collection															X	X	
	Conduct inspections and joint monitoring visits to 5 disadvantaged outer islands																X	
3.6: WASH infrastructure of schools that do not meet the minimum standards upgraded (continuation from preparedness phase)	Construct/retrofit WASH facilities (continuation from preparedness and response stages)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Output	Activity	Timeframe																
		Scenarios 1, 2 and 3						Scenarios 2 and 3										
		Preparedness (Outcome 1) and system-strengthening (Outcome 4)						Response (Outcome 2)					Recovery (Outcome 3)					
		2020	2021				2022		Once school closure is announced by GoK					Once school reopening is announced by GoK				
		4Q	1Q	2Q	3Q	4Q	1Q	2Q	First 3 months	3-6 months	6-9 months	9-12 months	12-15 months	15-18 months	1st month	2nd month	3rd month	After 4th month
3.7: Secondary students transported back to school	Transport SSS students back to schools from home island														X	X		
4.1: Review of education sector response conducted	Conduct programme end stakeholder review of the implementation of activities under education sector contingency plan (after 18 months)						X											
	Conduct annual stakeholder review of contingency plan for COVID-19 after one year of implementation					X												
	Conduct final review of preparedness, response and early recovery interventions (institutional consultant)						X											
4.2: MoE and schools' capacity on emergency preparedness and response strengthened	Develop education sector contingency plan for emergencies and guideline on development of school-level contingency plans (disaster risk reduction and resilience plan)					X												
	Print education sector contingency plan for emergencies	X																
	Train IECs on how to facilitate development of school-level contingency plan and sensitise them on national contingency plan					X	X											
	Conduct workshops with schools on development of school-level contingency plan						X											
4.3: MoE capacity on coordination and M&E enhanced	Strengthen sector coordination and evidence generation to inform learning and progress tracking	X	X	X	X	X	X	X										

ANNEX

Activities with budget

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
Outcome 1: Develop a system of learning continuity and build capacities of communities, teachers and MoE personnel to support remote learning and well-being of children							
1.1: Parents, students and communities sensitized on preparedness for COVID-19, remote learning and psychosocial support	<COVID-19 awareness for students> Conduct awareness programmes on COVID-19 for students in Kiribati	\$6,000	pack	1	\$6,000	Other	Cost extracted from Kiribati national COVID-19 preparedness and response plan
	<COVID-19 awareness for students> Conduct awareness programmes on COVID-19 for students overseas	\$4,000	pack	1	\$4,000	Other	Cost extracted from Kiribati national COVID-19 preparedness and response plan
	<Parents' and communities' sensitization on support for children outside school> Develop key messages/materials for parents and caregivers of ECCE–SSS children on (i) importance of learning supervision and support; (ii) psychosocial support; (iii) awareness of health and hygiene, (iv) risk of gender-based violence and referral procedures; (v) existence of different modalities of remote learning in case of school closure	\$1,200	day	4	\$4,800	GPE	Workshop with 20 (MoE, MWYSSA, IEC and teachers) participants for 4 days Cost: (\$50/personday*20ppl)*4days+\$200/venue*4days)
	<Parents' and communities' sensitization on support for children outside school> Transmit key messages through radio	\$600	slot	10	\$6,000	GPE	Each of 5 topics will be broadcast 2 times Cost: \$600/slot*10 slots
	<Parents' and communities' sensitization on support for children outside school> Transmit key messages through SMS blast	\$0.05	SMS	131,580	\$6,579	GPE	Cost: Approximately 18,000 households *0.731(% of households with mobile)*\$0.05/SMS*10SMS
	<Parents' and communities' sensitization on support for children outside school> Print and distribute brochures of the message	\$0.5	brochure	40,000	\$20,000	Other	All students (38,613 ECCE–SSS) receive 1 brochure from school and give it to parents Cost: \$0.5/brochure*40,000 students

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
1.2: Remote learning materials/contents in various medium and platforms (including materials for CWDs) developed	<Development of remote learning resource development programme for teachers> Develop a trial programme for teachers (ECCE–SSS) on how to develop remote learning resources for students' self-learning	\$52,000	pack	1	\$52,000	NZ NatCom	Hiring an international individual consultant for 90 days. Cost extracted from proposal submitted to NZ NatCom Cost: NZ\$ 56,000=AU\$ 52,000
	<Handbook for ECCE parents> Develop a handbook of practical activities on early stimulation based on new curriculum and parenting manual that parents can implement with ECCE-age children	\$950	day	10	\$9,500	GPE	Workshop with 15 participants from ECCE curriculum technical working group for 10 days Cost: (\$50/personday*15ppl)*10days+venue\$200/day*10days
	<Handbook for ECCE parents> Print handbook	\$10	book	3,800	\$38,000	Other	50% of caregivers of ECCE-age children (7421*0.5) do not have internet access at home, receive hard copies Cost: \$10/handbook*7421*0.5
	<Young children's storybooks> Print young children's storybooks	\$43,684	pack	1	\$43,684	GPE	Each of 300 schools receives 4 books; 25% of vulnerable children in selected outer islands receive 2 books; books will be printed in Fiji Cost: \$7.5/book*4books*300 schools+\$7.5/book*7421 children *0.25*2books+\$5000shipment
	<Young children's storybooks> Distribute young children's story-books	\$400	island	21	\$8,400	GPE	Cost: \$400/island*21islands
	<Development of workplan on radio and video-recorded lesson production> Workshop to develop (i) overall workplan that specifies chosen subjects at each level, minutes per lesson, number of lessons to be broadcast/studied per week by subject, standard template for radio and video lesson plans, actors to be engaged in development process and to convey lessons by subject by grade; and (ii) tentative broadcast/uploading schedule in case of school closure	\$1,700.0	day	4	\$6,800.0	GPE	Workshop with 30 participants from taskforce (ECCE to SSS) for 4days Cost:\$50/person day*30ppl*4days+\$200/venue day*4days

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
	<p><Development of radio trial lessons> Develop one-week trial radio lessons for ECCE and primary level for selected core subjects</p>	\$4,000	pack	1	\$4,000	GPE	<p>For ECCE: two subjects (early numeracy and literacy) and for primary 3 core subjects (Kiribati, Maths, English) -Each subject to be broadcast twice a week -Each subject working group consisting of 5 people will develop one lesson plan per day -One representative of each subject working group will do recording Cost: \$50/personday*5persons*5subjects*2days for trial lesson development+\$50/personday*1person*5subjects*2days for radio recording+fees for recording studio(\$1,000)</p>
	<p><Broadcasting of trial radio lessons> Broadcast one-week trial radio lessons for ECCE and primary level for selected core subjects</p>	\$600	slot	10	\$6,000	GPE	<p>Broadcasting 2 subjects for ECCE and 3 subjects for primary, with each subject being broadcast 2 times a week Cost :\$600/slot*5subject*2times</p>
	<p><Development of video trial lessons for primary and JSS level> Develop one-week trial video lessons for primary and JSS level for selected core subjects</p>	\$4,300	pack	1	\$4,300	GPE	<p>Primary and JSS: 3 core subjects (Kiribati, Maths, English) -Each subject to be uploaded twice a week -Each subject working group consisting of 5 people will develop one lesson plan in one day -One representative of each subject working group will do recording Cost:50/personday*5persons*6subjects*2days for trial lesson</p>

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
							development+\$50/personday*6subjects*1person*1day for video recording+fees for recording studio(\$1,000)
	<Development of video trial lessons for SSS level> Develop one-week trial video lessons for SSS level for selected core subjects	\$3,750	pack	1	\$3,750	Other	For SSS: 5 core subjects -Each subject to be broadcast twice a week -Each subject working group consisting of 5 people will develop one lesson plan in one day -One representative of each subject working group will do recording Cost: 50/personday*5persons*5 subjects*2days for trial lesson development+\$50/personday*5subjects*1day*1person for video recording+fees for recording studio(\$1,000)
	<Online learning portal development> Develop online learning portal of distance learning that links to MoE website where all learning materials (video-recorded lessons, learning packages, textbooks, assessments, handbook for ECCE parents, young children's storybooks) and teacher resources (curricula, teachers' guides) can be downloaded and materials uploaded	\$20,000	consultant	1	\$20,000	GPE	Hiring individual consultant for development of a learning portal
	<Online learning portal free access> Arrange with internet providers on free bandwidth in access to MoE learning portal during one-week trial of radio and video lessons	\$3,500	day	5	\$17,500	GPE	Cost:\$43500/day*5days
	<Communication for one-week trial project on radio and video lessons> Print and distribute information and schedule	\$0.5	handout	32892	\$16,446	Other	Students (ECCE–JSS, 32,892 students) receive handout from school and give it to parents

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
	for one-week trial project of radio and video-recorded lessons to all students from ECCE to secondary						Cost:\$0.5/handout*32892 students
	<Communication for one-week trial project on radio and video lessons> Disseminate information and schedule for one-week trial project of radio and video-recorded lessons through SMS blast	\$0.05	SMS	39,474	\$1,973.7	GPE	Cost: Approximately 18000households*0.731(% of households with mobile)*\$0.05/sms*3sms
	<Monitoring of number of beneficiaries on trial radio and video lessons> Conduct Rapid-Pro survey through school-based data collection system	\$0.05	SMS	9,100	\$455	GPE	Cost: 455head teachers*\$0.05/sms*20sms
	<Specific learning materials for CWDs> Develop trial remote learning materials for children with different types of disabilities (visual, hearing, physical and intellectual) and guidance note for parents on their engagement and support in remote learning	\$1,100.0	day	10	\$11,000	GPE	Workshop with 30 specialist teachers/KTC lecturers/MoE for 10 days Cost:(\$20/personday*20ppl+\$50*10ppl)*10days+venue \$200/day*10days
1.3: Communication and reporting channel and monitoring mechanism established	<MoE–schools communication> Inform schools on MoE's on-going plans for preparedness and response on COVID-19 through mass media	\$1,000	pack	1	\$1,000	Other	Cost extracted from Kiribati national COVID-19 preparedness and response plan
	<Monitoring of remote learning> Develop (i) guideline on reporting and monitoring for teachers, head teachers and IECs and (ii) monitoring tools to be filled by teachers, head teachers and IECs to be used at response and recovery stages	\$950	day	3	\$2,850	GPE	3-day workshop for 15 MoE staff, head teachers, teachers and IECs Cost: \$50/personday*15 ppl*3days+\$200/venue day*3days
	<Monitoring of remote learning> Develop school-based data collection system through SMS using Rapid-Pro	\$6,000	system	1	\$6,000	GPE	A system of sending an SMS to head teachers of 455 schools will be developed by UNICEF's Rapid-Pro team in house. In case technical assistance is needed, \$6000 is allocated
	<Monitoring of remote learning> Train relevant staff in MoE on administering school-based data collection system	\$700	day	2	\$1,400.0	GPE	2-day workshop for 10 MoE staff Cost: \$50/personday*10 ppl*2days+\$200/venue day*2days

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
1.4: All teachers, head teachers, IECs and officials of GoK trained on their roles and responsibility in remote support	<Training for education practitioners on their roles and responsibilities> Develop a guideline for teachers, head teachers, IECs and ASWOs on their roles and responsibilities during school closure on (i) how to support remote learning, (ii) how to provide psychosocial support, (iii) how to detect the signs of gender-based violence and make a referral, (iv) how to conduct assessment remotely and (v) how to conduct safe home visits, fill in/compile monitoring tools and send data through SMSs	\$1,200.0	day	4	\$4,800	GPE	4-day workshop for 20 MoE, MWYSSA, head teachers, teachers, IECs and ASWOs Cost: \$50/personday*20ppl*4days +\$200/venue day*4days
	<Training for education practitioners on their roles and responsibilities> Conduct training of trainers for 21 IECs and 21 ASWOs on (i) their roles and responsibilities during school closure; (ii) roles and responsibilities of teachers and head teachers during school closure using the guidelines; (iii) communication and reporting structure of monitoring results	\$33,180	pack	1	\$33,180	GPE	3-day workshop with 7 central MoE, 3 central MYSSA, 21 IECs and 21 ASWOs Cost: (\$50*10ppl+\$80*42ppl)*3days +travel costs of 21IECs and 21ASWOs(\$500*42ppl)+\$200*3 days for venue
	<Training for education practitioners on their roles and responsibilities> Cascade the training on roles and responsibilities of teachers and head teachers to all head teachers (ECCE–SSS)	\$15,400	pack	1	\$15,400	GPE	3 days in total for head teacher training. Trained head teachers are expected to train all teachers in their schools. ECCE: 1 day, primary HTs: 1 day, JSS and SSS HTs: 1 day Cost: \$50*2ppl(IEC+ASWO)*3days*21 islands+\$20*455HTs for refreshment*1 day
	<Training for teachers on how to develop remote learning resources> Training of trainers for 21 lead trainers on how to develop remote learning resources for students' self-learning as a trial project	\$19,300	pack	1	\$19,300	NZ NatCom	Cost extracted from proposal submitted to NZ NatCom Cost: NZ\$ 20,735=AU\$ 19,300

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
	<p><Training for teachers on how to develop remote learning resources> Cascade the training on the development of remote learning resources to teachers in 3 islands (South Tarawa and 2 outer islands) as a trial project</p>	\$27,000	pack	1	\$27,000	NZ NatCom	Cost extracted from proposal submitted to NZ Nat Com Cost: NZ \$29,156=AU\$ 27,000
	<p><Training for teachers on how to develop remote learning resources> Conduct review of trials of teacher training and revise the programme</p>	\$30,600	pack	1	\$30,600	NZ NatCom	Cost extracted from proposal submitted to NZ NatCom Cost: NZ \$32,962=AU\$ 30,600
	<p><Training for teachers on how to develop remote learning resources> Retrain 21 lead trainers on how to develop remote learning resources for students' self-learning based on the revised programme</p>	\$19,300	pack	1	\$19,300	GPE	Use the same cost as NZ NatCom's proposal Cost: \$19,300
	<p><Training for teachers on how to develop remote learning resources> Cascade the training on the development of remote learning resources to teachers in remaining 18 islands based on the revised programme</p>	\$6,000	island	18	\$108,000	GPE	\$6000/island*18islands
	<p><Capacity development of specialist teachers and parents of CWDs> Conduct trial training for the selected parents of children with disabilities (visual, hearing physical and intellectual) in South Tarawa on the remote learning materials and guidance note for parents developed under Output 1.2 (conducted by specialist teachers)</p>	\$760	day	3	\$2,280	GPE	3-day parental training for 20 selected parents of different types of disabilities Cost:(\$20/parentday*20ppl+\$20/specialist teacher day*8specialist teachers+\$200/venue day)*3days
	<p><Capacity development of specialist teachers and parents of CWDs> Monitor children's use of remote learning materials supported by parents (conducted by specialist teachers)</p>	\$60	teacher	20	\$1,200	GPE	20 specialist teachers monitor implementation process of 20 selected parents through 3 visits Cost: \$20/teacherday*20teachers*3visits
	<p><Capacity development of specialist teachers and parents of CWDs></p>	\$400	day	5	\$2,000	GPE	20 specialist teachers revise the materials for 5 days

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
	Revise the remote learning materials and guidance note based on monitoring						Cost: \$20/teacher day*20teachers*5days
	<Sensitization on education sector COVID-19 plan> Conduct a sensitization workshop for officials of MoE on education sector contingency plan for COVID-19 and develop clear roles and responsibilities for each department	\$1,500	day	3	\$4,500	GPE	3-day workshop for MoE officials. Venue at MoE's conference room Cost: \$50/person*30ppl*3days
	<Sensitization on education sector COVID-19 plan> Conduct a sensitization meeting for officials of line ministries on education sector contingency plan for COVID-19	\$50	person	30	\$1,500	GPE	1 day meeting for line ministry officials. Venue at MoE's conference room Cost:\$ 50/person*30ppl
1.5: WASH infrastructure (hand washing stations and toilets) of schools that do not meet the minimum standards upgraded	<Primary school WASH> Construct/retrofit WASH facilities that do not meet minimum standards	\$1,000	facility	24	\$24,000	Other	Prioritising 25% of primary schools that require urgent support. Unit cost extracted from MoE's COVID-19 response plan Cost: \$1,000/school*96 primary schools*0.25
	<JSS on South Tarawa and Betio WASH> Construct/repair toilet facilities	\$50,000	JSS	3	\$150,000	GPE	Prioritising 3 JSS on South Tarawa and Betio, all requiring urgent support of major rehabilitation to their existing toilet blocks
Outcome 2: Ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands							
2.1: Remote learning opportunities in various modalities provided at national level	Disseminate SMS message that informs on the beginning of remote learning and different modalities for remote learning	\$0.05	SMS	39,474	\$1,973.7	GPE	Cost: Approximately 18000households*0.731(% of households with mobile)*\$0.05/sms*3sms
	Develop radio lessons (ECCE+primary) based on the workplan developed in preparedness phase	\$3,800	day	20	\$76,000	GPE	Primary level: Cost: \$20/personday*10ppl* 6grades*3subjects*20days+reco rding studio ECCE level: Cost: \$20*10ppl*20days +recording studio

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
	Develop video lessons (primary+JSS) based on the workplan developed in preparedness phase	\$5,400	day	30	\$162,000	GPE	Primary level: Cost: \$20/personday*10ppl*6grades*3subjects*30days+ recording studio JSS level: Cost: \$20/personday*10ppl*3 grades*3subjects*30days
	Develop video lessons (SSS) based on the workplan developed in preparedness phase	\$4,000	day	30	\$120,000	Other	SSS level: Cost: \$20/personday*10ppl*4 grades*5subjects*30days
	Broadcast daily radio programmes through national radio for learners at ECCE and primary level	\$1,000	day	90	\$90,000	GPE	Cost*\$1000/day(ECCE, G1-G6 primary for 4 subjects)*3days/week*5weeks/month*6 months
	Arrange with national radio companies to monitor the number of listeners by island	\$0		1	\$0	N/A	
	Upload remote learning materials on online learning portal linked to MoE website (continuation from preparedness stage)	\$0		1	\$0	N/A	Carried out by ICT officer at MoE
	Arrange with internet providers on free bandwidth in access to MoE's learning portal during school closure	\$50,000	provider	1	\$50,000	Other	
	Procure flash drives with learning materials (video-recorded lessons, textbooks, learning packages) and adapters for learners from JSS to SSS with computers or smartphones	\$20	flash drive and adapter	6,500	\$130,000	Other	50% of 7,279 JSS and 5,721 SSS students live in a household with smartphone/computer Cost: \$20/flash drive*(7279+5721)*0.5
2.2: Remote learning materials developed by teachers and distributed to students	Develop remote learning resources at each school level based on learning from the training on how to develop remote learning resources and distribute them to students	\$0		1	\$0	N/A	
	Provide paper, toner and other relevant materials to schools (primary to SSS) to develop/print remote learning resources	\$1,000	school	155	\$155,000	Other	Cost: 155schools(96primary+25JSS+24combinedJSS&SSS+10SSS)*\$1000/school
	Provide materials for ECCE for developing remote learning resources	\$200	centre	300	\$60,000	Other	Cost: \$200/centre*300ECCE centres

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
2.3: Remote learning activities monitored and tracked	Implement home visits by teachers to students from ECCE to SSS level, monitor students' progress and fill in monitoring tools	\$0			\$0	N/A	
	Procure PPE for school teachers	\$50	teacher	2,133	\$106,650	Other	All teachers (ECCE–SSS) receive PPE for safe home visits Cost: \$50/teacher*2133teachers
	Conduct Rapid-Pro survey on remote learning to teachers through school-based data collection system as developed in preparedness stage	\$0.05	SMS	54,600	\$2,730	GPE	Cost: 455 head teachers(ECCE–SSS)*\$0.05/sms*10sms/month*12months
	Conduct Rapid-Pro survey on remote learning with parents and caregivers through SMS blast	\$0.05	SMS	131,580	\$6,579	GPE	Cost: Approximately18000 households*0.731(% of households with mobile)*\$0.05/sms*10 sms
2.4: Secondary students repatriated to their home island	Repatriate SSS students back to their home island	\$1.5 million	pack	1	\$1.5 million	Other	Cost extracted from Kiribati national COVID-19 preparedness and response plan
2.5: Support provided to overseas students to cover health expenses	Provide extra allowance to overseas students to cover PPE and health expenses	\$207,500	pack	1	\$207,500	Other	Cost extracted from Kiribati national COVID-19 preparedness and response plan
2.6: Hygiene equipment procured for MoE facilities for continuity of working	Procure PPE and hygiene equipment for MoE facilities	\$3,000	pack	1	\$3,000	Other	Cost extracted from Kiribati national COVID-19 preparedness and response plan
2.7: WASH infrastructure of schools that do not meet the minimum standards upgraded (continuation from preparedness phase)	Construct/retrofit WASH facilities (continuation from preparedness stage)	\$0		0	\$0	N/A	Continuation from preparedness stage, budgeted under Outcome1
Outcome 3: Ensure schools reopen with appropriate services and measures in place and students re-enter the formal education system							
3.1: Measures for safe school opening have taken place	Develop a safe school operational guideline	\$1,000	day	5	\$5,000	GPE	5-day workshop, 20 participants Cost: (\$50/personday*20ppl)*5days
	Disinfect all schools	\$100	school	455	\$45,500	Other	Cost: \$100/school*455schools
	Distribute hygiene kits to disadvantaged ECCE and primary schools	\$100	school	99	\$9,900	Other	25% of ECCE (300) and primary (96), which are most

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
							disadvantaged, receive kits Cost: \$100/school* (300+96)schools*0.25
3.2: Back to school campaigns conducted	Air radio messages that inform on safe school reopening	\$150	message	5	\$750	Other	Cost: \$150/message*5messages
	Disseminate SMS message that informs on safe school reopening	\$0.05	SMS	39,474	\$1,973.7	Other	Cost: Approximately 18000 households*0.731(% of households with mobile)*\$0.05/sms*3sms
	Conduct community sensitization and outreach activities to bring children back to schools in 5 outer islands	\$1,000	island	10	\$10,000	Other	2 outreach events take place in each of 5 outer islands Cost: \$1000/outreach*2 outreaches/island*5islands
	Develop, print and distribute communication materials (posters and brochures) to bring children back to schools	\$6	poster	1,365	\$8,190	Other	5 posters distributed to each of 455 schools (ECCE–SSS) Cost: \$6/poster*3posters*455schools
3.3: Large-scale learning assessment conducted	Develop large-scale national assessment for Grade 4 (Kiribati, Maths) and Grade 8(English, Maths) students, administration guideline and marking guideline	\$2,200	day	5	\$11,000	Other	5-day workshop, 40 participants (10 in each subject). Cost: (\$50personday*40ppl+venue\$200/day)*5days
	Print national assessment papers and administration guidelines	\$0.03	cent/copy	50,000	\$1,500	Other	Guideline 10 pages; assessment paper for numeracy and literacy each 10 pages. Students to sample: 1/3 of 32 primary schools (1,100 G4) and 1/2 of 12 JSSs (1,200 G8) Cost: 0.3cent/page*10pages* (32+12)schools*4 sets+0.3cent/page*(10+10)pages* (1100+1200)students
	Conduct large-scale national assessment for Grades 4 and 8 students to identify learning gaps	\$20	person	44	\$880	Other	1 inspector at each school (44). Unit cost for inspector: \$20. Teachers to mark papers at each school at no cost Cost: \$20/person*44schools

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
	Compile and analyse results of national assessment	\$700	day	3	\$2,100	Other	3-day workshop, 10 participants. Cost: (\$50/personday* 10ppl+venue\$200/day)*3days
3.4: Accelerated learning programme developed and all teachers trained on it	Develop accelerated instruction packages (primary to SSS) through condensing the curriculum (for ECCE, existing accelerated school readiness curriculum to be used)	\$3,800	day	15	\$57,000	Other	Development period: 3 weeks per subject per grade. Working group of 10 for each grade and subject. Schools as venue. In total 19 subjects (primary: 4, JSS: 5, SSS: 10). Cost: \$20/personday*10ppl* 19subjects*15days
	Produce video-recorded training on accelerated instruction packages for teachers from primary to SSS	\$3,040	day	5	\$15,200	Other	Development period of 3 weeks (1st week for primary, 2nd for JSS, 3rd for SSS). Working group of 8 (2 video editors). Cost: \$20*8ppl*19subjects*5days
	Upload accelerated instruction package on MoE's learning portal and sensitize head teachers	\$0	day	0	\$0	Other	MoE's learning portal managed by IT officer at MoE
	Implement accelerated learning	\$0		1	\$0	N/A	
3.5: Students' and teachers' attendance and progress monitored	Conduct Rapid-Pro survey in early recovery stage to monitor whether learners and teachers are back to school through SMS blast and school-based data collection	\$0.05	SMS	78,948	\$3,947.4	Other	Cost: Approximately 18000 households*0.731(% of households with mobile)*\$0.05/sms*6sms
	Conduct inspections and joint monitoring visits to 5 disadvantaged outer islands	\$9,900	pack	1	\$9,900	Other	\$80/person day*3ppl* 2days*5islands+transport\$500/ round trip*5islands*3ppl
3.6: WASH infrastructure of schools that do not meet the minimum standards upgraded (continuation from preparedness phase)	Construct/retrofit WASH facilities (continuation from preparedness and response stages)	\$0		0	\$0	Other	Continuation from preparedness stage, budgeted under Outcome 1
3.7: Secondary students transported back to school	Transport SSS students back to school from home island	\$1.5 million	pack	1	\$1.5 million	Other	Cost extracted from Kiribati national COVID-19 preparedness and response plan
Outcome 4: Strengthen the resilience of the education system against future emergencies							

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
4.1: Review of COVID-19 education sector response conducted	Conduct programme end stakeholder review of the implementation of activities under education sector contingency plan (after 18 months)	\$3,740	pack	1	\$3,740	GPE	20 MoE central officials+3IEC representatives+20 partners \$50*20+(\$80+\$500)*3+\$50*20+venue\$200
	Conduct annual stakeholder review of education sector contingency plan (after 1 year of implementation) for COVID-19	\$20,060	pack	1	\$20,060	Other	21 IECs, 20 partners and 40 central MoE officials attend 2-day review. Unit cost IEC=\$80, partner=\$50, MoE=\$50 Cost: \$500flight cost*21+(\$80*21+\$50*20+\$50*40)*2days+\$200 for venue
	Conduct final review of education sector's preparedness, response and early recovery interventions on COVID-19 by institutional consultant	\$10,000	consultant	1	\$10,000	GPE	Institutional consultancy for evaluation of contingency plans across Pacific countries will be hired and Kiribati bears cost of \$10,000)
4.2: MoE and schools' capacity on emergency preparedness and response strengthened	Develop education sector contingency plan for emergencies and guideline on the development of school-level contingency plans (disaster risk reduction and resilience)	\$50,000	consultant	1	\$50,000	Other	TA: Individual consultancy Cost: \$50,000
	Print education sector contingency plan for emergencies	\$15	copy	650	\$9,750	Other	All schools (455), line ministries and development partners will receive the copy Cost: \$15/copy*650copies
	Train IECs on how to facilitate development of school-level contingency plans and sensitize them on national contingency plan	\$22,020	pack	1	\$22,020	Other	4-day workshop with 20 MoE officials and 21 IECs Cost: (\$50*20ppl+\$80*21ppl)*4days+travel costs of 21IECs (\$500*21ppl)*\$200*4days for venue
	Conduct workshops with schools on development of school-level contingency plans	\$43,500	pack	1	\$43,500	Other	IEC organizes 1 workshop combining 2 or 3 primary schools and 1 workshop for each of JSS and SSS. 5 teachers attend from each school. Schools used for venue. 1 workshop takes 2 days.

Output	Activity	Unit cost (AU\$)	Unit	Quantity	Total (AU\$)	Funding source	Costing assumptions
							Cost: \$50/IEC*10days*21 islands+\$20/teacher for refreshment and transport*(96 primary schools+25JSSs+24combinedJSS&SSS+20SSSS)*2days*5teachers
4.3: MoE's capacity on coordination and M&E enhanced	Strengthen sector coordination and evidence generation to inform learning and progress tracking	\$3,158.9	pack	1	\$3,158.9	GPE	
Outcome1-4:Contingency cost and Grant Agent cost							
5.1 Contingency cost for GPE activities	Contingency cost for flexible GPE activities (7% of GPE application amount of US\$ 750,000=AU\$ 1,041,667)	\$72,916.7	pack	1	\$72,916.7	GPE	7% of total GPE amount will be used as flexible activity costs
5.2 GPE Grant Agent cost	Staff cost (technical support)	\$90,277.8	pack	1	\$90,277.8	GPE	
	Travel (Suva-Tarawa)	\$6,944.4	pack	1	\$6,944.4	GPE	
	M&E, quality assurance (technical support)	\$6,944.4	pack	1	\$6,944.4	GPE	

Summary statistics of enrolment, number of teachers and number of schools used for planning

Education level	Grade	Enrolment by grade	Enrolment by education level			Number of teachers			Number of schools
			Female	Male	Total	Female	Male	Total	
ECCE	N/A	7,421	3,694	3,727	7,421	659	0	659	300
Primary	YR 1	3,149	8,993	9,199	18,192	580	117	697	96
	YR 2	3,369							
	YR 3	3,089							
	YR 4	3,042							
	YR 5	2,879							
	YR 6	2,664							
JSS	Form 1	2,605	3,803	3,476	7,279	282	167	449	25
	Form 2	2,358							(JSS only)
	Form 3	2,316							24
SSS	Form 4	1,782	3,308	2,413	5,721	178	150	328	(combined JSS+SSS)
	Form 5	1,674							10
	Form 6	1,507							(SSS only)
	Form 7	758							
Total		38,613	19,798	18,815	38,613	1,699	434	2,133	455

Results framework

