



Cooperation for the Enhancement of Quality Education
Outcomes for our Children

■ Kiribati National Education Summit Outcomes

■ Education Sector Strategic Plan



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This document, approved by Government in July 2008, presents the summarized findings and recommendations of the Kiribati National Education Summit held from 21-24 January 2008.

The Summit was an important milestone in the quest of the people and Government to realize quality and worthwhile education now and in future. It was the first ever major undertaking to bring together representations from across the country to discuss pertinent issues and challenges facing Kiribati education. Perhaps more important the Summit provided an opportunity for stakeholders and clients to assist with development of possible strategies for Government and education providers at all levels to pursue and address in the quest to raise standards and make education more meaningful to the people.

Part 1 of this document presents the main discussions that identified issues/challenges and causes. Part 2 (2008-2011 Education Sector Strategic Plan) lays out the key priorities and strategies to be pursued, to address the issues identified in Part 1, over the next 4 years.

The theme of the Plan “A quality and balanced education for all: our future” encompasses the desire to provide quality education that embraces academic and practical knowledge, moral values and cultural respect. It aspires to prepare our young people now and in future to pursue different pathways where they most fit.

The vision “Nurturing our Children and young people to become wise and worthwhile citizens able to adapt and participate in their challenging world” emphasizes the fact that society is dynamic and what suits today’s generation will not necessarily be the case for the next generation. Our education and school systems should provide enjoyable opportunities for children and young people to learn appropriate skills and knowledge to cope and deal with changes wisely, and provide them the ability to pursue worthwhile lives.

The contents of the 4-Year Plan will be translated into annual Ministry Operational Plans (MOPS). The Education Sector Strategic Plan will link up with the Monitoring & Evaluation Framework for the Kiribati Development Plan (2008-2011) to enable the people (including Government officials) and our partners to monitor and review progress and performances and improve where required.

This is the first ever Education Sector Strategic Plan developed in consultation with the people and stakeholders over a number of years. The challenges are imposing and it is my hope that in setting a strategic direction we will be able to use resources more effectively and achieve better and sustainable results. The Ministry of Education cannot do everything alone. The concerted cooperation of Government as a whole, the community, Education providers and external development partners is crucial to any success to be achieved. In this connection I look forward to working closely with you all over the next 4 years.

Once again I thank the Australian Government and people for financing the 2008 Education Summit. I also acknowledge the financial provisions and technical assistance rendered from the PRIDE project that has enabled the development and finalization of the Education Sector Strategic Plan. Last but not least I acknowledge presentations and contributions of regional organizations, (USP & SPBEA), and local stakeholders, (CEDAK, Youth Groups, students from various schools) and others not mentioned here, who have all contributed to the success of the 2008 Education Summit and the release of this document.

Te Mauri, Te Raoi ao Te Tabomoa to you all.

Hon. James Taom
Minister for Educationⁱ
August, 2008

Cooperation for the Enhancement of Quality Education Outcomes for our Children

KIRIBATI NATIONAL EDUCATION SUMMIT

Tarawa, Kiribati, 21-24 January 2008

OUTCOMES DOCUMENT

The Kiribati National Education Summit was held in Teaoraereke, Tarawa from 21 – 24 January 2008 and was attended by over 200 participants from all islands of Kiribati representing national and local government decision makers, policy advisors, teachers, churches, parents, youth, NGOs and community groups. Representatives from USP and SPBEA in Fiji also attended as facilitators. There were also observers from different Government Ministries, representatives from Australian High Commission, New Zealand High Commission, US Peace Corps and UNICEF.

Beretitenti (President) Anote Tong opened the Summit with a keynote address highlighting the important purpose of the Summit as a means of Government consulting with the people on the challenges and issues facing Education in Kiribati and agree with involved stakeholders the priorities and ways to address identified challenges. Beretitenti Tong also expressed the deep appreciation of the Government and people of Kiribati to the Government of Australia for providing funding assistance for the Summit.

OBJECTIVES & EXPECTED OUTCOMES

Participants noted the stated objectives of the Summit, which were:

- Obtain national understanding of challenges and issues facing the current Kiribati education system
- Encourage cooperation and participation for essential education reforms
- Achieve quality outcomes with more effective use of resources.

Participants noted that the expected outcomes would be to:

- Agree on priorities and categories of issues and challenges facing the Kiribati Education system
- Produce a Strategic Plan 2008-2011 to be pursued by the Ministry of Education and stakeholders as the agreed plan of action for addressing the issues and challenges

OVERVIEW OF CURRENT EDUCATION SERVICES AND PROGRAMS IN KIRIBATI

There were presentations from the main education providers in the country, with the Ministry of Education providing an overview of Government existing policies and services and representatives from different Churches providing an overview of the education services they provide.

Participants noted the Ministry of Education presentation that highlighted the following:

- The Education Ordinance (Cap 29 of the Laws of Kiribati) provided the main legal framework for provision and monitoring of education services in the country. This legislation was developed when Kiribati was still a British colony and has never been substantially reviewed until date.
- There is a notable lack of adherence to Education laws on issues related to Education Advisory Committee and sub-committees, registration of teachers, oversight of government and non-government schools and enforcement of compulsory education provision.
- Notable lack of clear established policies on related educational issues such as progression of students, Early Childhood Education (pre-schools), early school leavers (drop-outs and push-outs), adult learning opportunities, Technical and Vocational Education and Training and others.

- Government is the sole education provider of Basic Education services that covers 6 years of Primary level education (6years-11years) and Junior Secondary School level (12 years-15years) and is free to all. Government and Churches provide education at Senior Secondary School level (15years-18years) to those selected who have to pay school fees.
- The Ministry of Education receives the largest portion of total Government budget every year (2008 \$20m out of Government total budget of \$80m). Fifty percent (\$10m) goes to basic education level but 96% of this sum goes to costs of teachers alone. A minimal 4% is allocated for provision of resources.
- Government run Senior Secondary schools financially fare better than lower level schools and also receive considerably more per head than Church schools that receive Government financial assistance through fee subsidies and grants. School fees in Government schools are much lower than Church run schools.
- A very high percentage of school age students at all levels attend schools in the urban areas (BTC, TUC & Kiritmati) causing overcrowding in these schools and low populations in the outer islands.
- There is a high number of KTC qualified Primary School teachers, more than actually required based on the current Pupil Teacher Ratio (PTR) of 1 teacher to 30 pupils.
- The number of Junior Secondary level KTC qualified teachers is more than that actually required based on approved PTR, however there is excess in some areas but notable lack in Math, Sciences and English language.
- There are not enough qualified teachers for higher levels, especially in English, Maths and Natural Sciences.
- The Curriculum used in schools has not been reviewed for a long time, focuses on narrow academic pathways linked to traditional white collar jobs, does not encourage vocational and technical skills and is perhaps too content focused and exam oriented.
- There is weak support for continued training of teachers at all levels.

Participants noted presentations from Church Schools that highlighted the following:

- The 15 member schools of CEDAK operate at the secondary level only and are concerned about the quality of students entering from the government system, particularly the declining levels of literacy and poor discipline.
- CEDAK is committed to the maintenance of quality in its member schools but the current processes for registration and quality audit of schools is very weak.
- Some church schools want to add junior secondary but would need government support.
- The distribution of government subsidy between Government and Mission schools is unequal and needs to be reviewed.
- The curriculum developed by the MOE is unbalanced, church schools are particularly concerned about the lack of social, emotional and moral education and the lack of opportunities for the majority of students who cannot successfully pursue the narrow academic pathway.
- MOE policies and procedures affecting the running of church schools are often unclear or implemented without full consultation or communication.

ISSUES AND CHALLENGES FOR EDUCATION IN KIRIBATI

The participants welcomed a presentation from a member of the Church Education Development Association Kiribati (CEDAK), Dr. Iotua Tune presenting the main characteristics of the SWOT analysis to guide them in their identification of key issues and challenges of Education in Kiribati. Participants worked in their interest groups and identified issues and challenges and possible responses for meeting these challenges. The group presentations were analysed and the issues were grouped into categories for discussion by all participants during the plenary sessions. The following is a summary of these issues.

Outcomes of the education system

- Declining student performance, particularly in literacy
- The need to educate the whole person – intellectual/cultural/spiritual/ social/emotional learning
- The focus on senior education level and minimal regard for basic education level
- The lack of opportunities for school leavers at Form 3, Form 5 and Form 6 levels

Quality of teaching

- Commitment/ professionalism of teachers
- Competence of teachers
- Encouraged use of English in schools and improved literacy teaching

Teacher conditions of service

- Staffing of schools
- Salary scales and allowances
- Proper training of school teachers including pre-school teachers

Curriculum

- Unbalanced - geared to the academic and not catering for majority
- Exam oriented - emphasis on rote learning not thinking/creative skills.
- No link in the curriculum to adequately prepare students for later studies in the education system
- Current secondary syllabuses are irrelevant or out of date
- There is a need to properly define the place of Religious Instruction in schools

School buildings, facilities and resources

- Poor condition of school buildings –maintenance issues and planning for new buildings
- Shortage of furniture and other facilities for students
- Poor planning of transport often contributing to lateness or absence of teachers and students

Education policy and regulation

- No policies in some key areas e.g. Early Childhood Education, student progression from one grade to next
- Lack of enforcement of some existing policies/legislation e.g. compulsory education
- Weak legislation, regulations and guidelines in key areas e.g. school registration/accreditation
- Inconsistency of application of existing policies e.g. selection processes
- Lack of community awareness or understanding of key policies
- Current education policies disadvantage slow learners (“late bloomers”)

Education management and leadership

- Poor communication between MOE, schools and church school authorities
- Competency of staff in the Ministry to deal with teachers’ personnel matters
- Strong Human resource planning

Funding

- Financial support from government required for pre-schools and basic education needs
- Unequal distribution of government subsidy to churches
- Disparity between Government and Church Senior Secondary Schools

USP perspectives

The participants welcomed a presentation from the USP team led by Teweiariki Teaero from the Faculty of Education and consisting of Dr Ueantabo Mackenzie, Director Tarawa USP Campus, Dr. Priscilla Puamau, Director PRIDE and Uriam Timiti from the Faculty of Banking. The team provided an overview of USP's activities and in relation to the Summit presented some of the challenges that impact on student achievement at the tertiary level.

Participants noted the following information about student performance at the tertiary (USP) level:

- From Laucala Campus figures there is a high failure rate among first year I-Kiribati students but decreases as students progress – indicating lack of preparation in appropriate study skills
- Notable poor English language skills - according to USP's Centre for Excellence in Learning and Teaching (CELT) only 12-14 % of students who sat USP English Language Skills Assessment (ELSA) Test from Kiribati between 2005 and 2007 passed the test with Band 3. The pass rate for all USP Campuses in the same period is 52-54%.
- The majority of I-Kiribati students passes is C grades.

The presenters identified some possible factors contributing to these performance levels:

- Low-achiever complex
- Low English Language literacy
- Lack of essential study skills - note taking, research, and library skills, problem solving skills.
- Cultural and social adjustment problems
- Time management, financial independence and management skills,
- Family and social responsibility issues

The following suggestions about improvements at the school level were presented for consideration:

- More emphasis on study skills prior to studies at tertiary level.
- Further strengthening of teacher education at KTC by including culture, learning about Kiribati indigenous knowledge system(s) and fundamentals of educational leadership
- Revising Cap. 29 & NCS particularly to strengthen the professional competence and status of teachers both at school and tertiary level.

SPBEA Perspectives

The participants welcomed a presentation from Dr Richard Wah on behalf of SPBEA. Dr Wah presented some perspectives on the issues and challenges facing Kiribati education and made suggestions for consideration by the Summit.

a) Declining literacy and numeracy standards

Primary (STAKI Class 4 and 6)

SPBEA has been working with ME since 2001 to monitor the English (literacy), Mathematics (numeracy), Science and Te-Kiribati achievements in Primary schools. Standard Tests of Achievement for Kiribati (STAKI) were developed for Classes 4 and 6 in 2004 and recently in 2007. These assessments had six levels: L0 – L5 with Level 5 the highest level students should achieve if the curriculum is being taught and learned satisfactorily. The 2004 results for Class 4 and 6 English, Kiribati and Maths shows over 80% of those who sat the tests achieved Level 1-0 and less than 2% achieving Level 5.

Form 6 Secondary (PSSC: Eng/Maths)

The 2003-2007 results of Kiribati students in the Form 6 Pacific Senior Secondary Certificate Exams compared with regional results showed that in English Kiribati students have generally achieved 10 marks below the regional mean. In Mathematics Kiribati students used to perform at or above regional levels but are now declining.

Form 7 Secondary (SPFSC: Eng/Maths)

The 2004-2006 results of Kiribati students in the Form 7 South Pacific Form 7 Certificate Exams compared with regional results showed the same trend in English and Statistics, but have performed at or above regional mean in Calculus.

b) Academic focus/narrow pathway of Education system

- Heavy focus on academic tertiary level studies (USP Centre/Teacher Training etc)
- Only a small percentage of I – Kiribati students reach these pathways.
- Comparison between PSSC and SPFSC shows that only those students with an aggregate in English and best three subjects between 4 – 12 have a reasonable chance of passing SPFSC and Kiribati is wasting resources by allowing students with aggregate grades of over 12 to study for SPFSC. Unfortunately this is encouraged by narrow pathways.
- A notable trend in Kiribati is the pressure from various sectors to move toward MASS EDUCATION – with the emphasis on trying to get as many students as possible into Seventh form and University. Is this consistent with your goals for the I-Kiribati children? Do you want a large proportion of your country to feel that they are failures ... we know many fail before they reach SPFSC and USP Foundation. It is very improvement to set up appropriate pathways for the global and special as pathway for intensive group is already in place ... **what does the country want for each of these groups?**
- To improve the Education System, there is a need as a country to agree on the national VISION of and for ALL I-Kiribati Children to be able to decide:
 - What the educational institutions should be like
 - What capacities and conditions are necessary to achieve our vision of I-Kiribati Children?

- It is crucial that this NATIONAL discussion is started in a forum like this and continues till consensus / compromise is reached in the development of this VISION.
- Once the VISION has been articulated and has received majority consensus nationally – it can be presented to donors and development partners but NOT BEFORE otherwise we develop the wrong type of child.

The following suggestions were presented for consideration:

- Ministry of Education (ME) MUST provide leadership in the development of the VISION and clarification of the VISION. Strategies used to realise the VISION. Strategies must be I-Kiribati friendly and processes suggested must be evidence based – no guess work or working on past methodologies.
- Serious consideration must be given to: the development of the whole child – mind, body and spirit with appropriate resource allocation.
- Monitoring, assessing and evaluating systems needs to be put into place and sustained.
- Systems being put into place need sustainable support and resources.
- Need to be innovative - “Think outside the Box”
- Teacher quality is as much an issue within Kiribati as it is across the Pacific. SPBEA has been doing a lot of work here and in other countries on “Teacher Competency” and stands ready to continue to help in this and other areas.

WAY FORWARD

The Summit was requested to advise and guide Government on the development of a feasible and sustainable plan and strategies to address the identified issues and challenges in future.

The Ministry of Finance & Economic Development gave a presentation outlining the Government’s planning procedures and priorities for the next 4 years.

MFED presentation highlighted the following:

- The National Development Plan (NDP) is in its final stages of preparation and the released document would set national priorities of Government for the next 4 years.
- NDP has been formulated taking into account the 2004-2007 NDS, Government Policy statement and outcomes of consultations with line Ministries and non-state actors.
- Sector strategic plans should be developed taking into account the approved priorities of the NDP.
- Given resource constraints Government places emphasis on the need to prioritise activities and prepare costing estimates of plans as a sustainable way forward.

The Ministry of Education presented its “Draft Strategic Plan 2008-2011” (Strategic Plan) to the Summit for discussion. The Strategic Plan provided possible strategies to address the identified issues and challenges. The revised version of the draft SP is attached as Annex 1. The Summit noted the preparation of the Education Sector Plan before the completion of the National Development Plan. The Ministry explained that the Strategic Plan had been prepared using the Key Priority Areas identified in the 2004-2007 National Development Strategy, the Policy Statements of Government and outcomes of reports, discussions with stakeholders and evidence gathered by the Ministry officials over past years.

The Summit endorsed the following strategies:

1. Agreed that the draft SP presented by the ME would serve as a blue-print for the way forward to improving education outcomes and quality and should be taken up by the ME for approval by Government in the first quarter of 2008.
2. The need to amend the Strategic Plan to align it with the key priorities of the National Development Plan, currently prepared by the Ministry of Finance & Economic Development.
3. Endorsed the following goals of the draft SP:

GOAL 1: Deliver a high quality, coherent and relevant curriculum for Kiribati schools.

This involves improving the quality of curriculum and assessment, raising educational standards and providing quality curriculum resources for schools.

GOAL 2: Provide a conducive teaching and learning environment for teachers and students in Kiribati schools.

This involves providing healthy and safe school buildings and facilities, essential materials, resources and equipment for schools and improving the quality of teaching.

GOAL 3: Develop a competent and effective school education work force.

This involves improving work force planning for teachers and managers, developing conditions of service for teachers linked to professional standards, strengthening school administrations and providing effective support services to schools.

GOAL 4: Strengthen the Ministry's policy framework and planning systems

This involves improving policy development, monitoring and evaluation, financial planning and use of data as a tool for effective planning.

GOAL 5: Strengthen the legislative and regulatory framework for managing the school sector.

This involves reviewing the legislative framework to support the Ministry's mandate and implement quality audit of the school system.

GOAL 6: Consolidate partnerships with stakeholders.

This involves strengthening school/community relationships and public awareness of education policies and initiatives.

4. Planning for the improvement of education must be guided by a clearly stated **mission** (why the education system exists) and **vision** (what the education system will look like in the future).
5. Strategies proposed in the ME strategic plan should be reviewed to take into account suggestions made by Summit participants.
6. The ME should take the lead in implementing the strategies proposed in the Strategic Plan but to note the important need for extensive consultation with key stakeholders in pursuance of the stated goals.
7. Education plans and policies should give high priority to improving educational outcomes for all levels, in particular at the younger level (Early Childhood, Primary and JSS).

Ministry of Education

STRATEGIC PLAN

2008 – 2011

Approved by Cabinet in July 2008

Preface

This is the Kiribati Education Sector Strategic Plan (ESSP) 2008 – 2011. The plan is linked to the Government of Kiribati *National Development Plan 2008–2011 Key Focus Area 1: Human Resources Development*. The early development of the ESSP was linked with Key Focus Area 4 of the 2004-2007 National Development Strategies: *Equipping People to Manage Change*.

The ESSP proposes a range of strategies aimed at improving the quality of educational services to better prepare the young people of Kiribati to take their place in a changing regional and global environment.

The plan demonstrates commitment to the international desire for better and equitable education impounded in the MDG Objective 2 and detailed in the six *Education For All (EFA)* goals and regional agreement to the principles of the EFA goals outlined in the Forum Basic Education Action Plan (FBEAP) endorsed by the Forum Education Ministers in 2001. The EFA and FBEAP seek “to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin” and acknowledges that “successful education programmes require:

- (1) healthy, well-nourished and motivated students;
- (2) well-trained teachers and active learning techniques;
- (3) adequate facilities and learning materials;
- (4) a relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the teachers and learners;
- (5) an environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe;
- (6) a clear definition and accurate assessment of learning outcomes, including knowledge, skills, attitudes and, values;
- (7) participatory governance and management; and
- (8) respect for and engagement with local communities and cultures.”ⁱⁱ

Development of the plan has involved extensive consultation over several years and incorporates the outcomes from the National Education Summit conducted in January 2008. The Summit endorsed the plan’s six goals and strategic directions as the basis for planning improvements to the education system.

In setting its strategic directions for the next four years the Ministry has been very mindful to ensure the manageability and sustainability of the activities it undertakes. The plan calls for pooling scarce resources and working more strategically with potential donors. It particularly recognises the need to deliver quality programs and services to Kiribati’s scattered and isolated population if migration to Tarawa is to be contained.

The PRIDE Project, at the University of the South Pacific has provided financial and technical assistance for the development of the plan. AusAID also provided technical assistance for the Ministry’s management to complete the plan.

Copies of the Strategic Plan may be obtained from the Secretary, Ministry of Education

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1. Meeting the future needs of Kiribati schools

Theme

The theme underpinning the ESSP for improving the quality of learning in Kiribati schools is

A quality and balanced education for all: our future

All young people should have positive experience from school that prepares them for the future they want. If we want our young people to access the knowledge and economy of the future, we have to ensure they all have the chance to achieve education levels and skills that are up with the best in our region. The focus for the next decade will be on strengthening the foundations of education for all Kiribati young people. Highest priority will be given to ensuring that basic education in Kiribati gives all our children a fair opportunity to access the pathways beyond compulsory schooling, whether it is through further schooling, vocational training or making the transition to community life.

Quality education is found in how and what children are learning in our schools. It is found in the staff of the school system - the standard of educational leadership and the performance of teachers. It is found in the standard of government and mission schools that guarantees all students are given the chance to achieve regardless of location. It is found in schools' relationships with parents and local communities. Quality is also found in a learning environment that promotes flexibility; the capacity to problem solve and to adapt to change.

A balanced education provides opportunities to develop the whole person so students can grow as individuals and members of the wider Kiribati society. It focuses on the development of essential qualities and skills to be good citizens of the traditional and modern society. It ensures that all students have the chance to develop basic knowledge and skills essential to their intellectual, physical, social and moral development.

Vision

The vision for the future of Kiribati schools is

Nurturing our children and young people to become wise and worthwhile citizens able to adapt to, and participate in, their changing world.

The world is changing rapidly and for Kiribati this presents unique challenges. Young people and adults are increasingly required to adapt to changes in their livelihoods that increase their vulnerability to risks associated with climate change, water supply; sanitation; coastal erosion, disappearing traditional knowledge and increasing income generation activities, amongst others. The challenge for education partners is to work together to find the way to get the best from these changes that are reshaping the life chances and opportunities of our young people. This requires a shift in the current education system that focuses on preparing professional students for tertiary and higher educational opportunities and non-manual work in the government sector and neglects the majority of students seeking livelihood skills. It requires a system flexible to accommodate a disparate geographic profile of Outer Islands so all Kiribati students have access to full and meaningful educational opportunities nationally and throughout the Pacific Region.

Nurturing young people to be wise and worthwhile citizens is more than preparation for livelihoods. It also means fostering their growth as individuals with a strong sense of family and community and a commitment to enduring Kiribati values that make them responsible citizens of their nation. Nurturing our children is something all partners in education need to do by providing a safe, challenging and caring environment for children to study and grow. It means encouraging them to develop good attitudes and habits that will help them be worthwhile citizens who are honest, respectful, know I-Kiribati culture and traditions, can read/write and do basic mathematics, have personal, moral, ethical

responsibility and have life-skills. They can confidently say: “I am ...” and “I care ...”. They have the self esteem, problem solving and critical thinking skills to adapt to change while holding fast to a strong sense of personal and national identity They can confidently say: “I can ..” and “I will ...”, participate in a changing world have the essential skills to live successfully in the village and urban areas and survive in other Pacific Islands and anywhere in the world.

Goals

To achieve this vision the ESSP has set six broad goals for planning. These are to

1. Deliver a high quality, coherent and relevant school curriculum for Kiribati children.
2. Provide a conducive learning environment in Kiribati schools.
3. Develop a competent and effective school education work force.
4. Strengthen policy and planning systems for achievement of quality education outcomes
5. Strengthen the legislative and regulatory framework for managing the school sector
6. Consolidate partnerships with stakeholders in the education system.

In the following section each of the goals is explained more fully and gives the Ministry’s priorities for action during the planning period.



CEDAK Representatives



USP Delegates



SPBEA Delegates



Education Officials

2. Goals for improving school education

GOAL 1:

Deliver a high quality, coherent and relevant school curriculum for Kiribati children.

Improving the quality of curriculum and assessment, raising educational standards and providing quality curriculum resources for schools.

Going to school should be a satisfying experience for students so that they leave school with a sense of achievement and feel prepared for life after school. This means having a curriculum that enables them to become responsible and independent learners. It means equipping them to access opportunities for further education and training as well as educating them for survival and improving their quality of life.

A quality curriculum is relevant to the social, spiritual and resource development needs of Kiribati. It prepares students for work in a formal and informal world and equips them with the knowledge, skills, values and attitudes needed to adapt to change both locally and globally. A relevant curriculum stresses the importance of Kiribati culture and language to enhance a sense of pride and well-being at the individual and community levels that will lead to sustainable national development. It develops positive values in individual students so that they may be able to be accepted in their own community and live cooperatively and harmoniously.

Quality curriculum is inclusive of all students. This means providing all groups of students, irrespective of education settings and locations, with access to a wide range of knowledge, skills and values. It means recognizing and accommodating the different starting points, abilities, gender, interests, religious and socioeconomic backgrounds of an individual student or groups of students. All students, regardless of whether they are on an outer island or in Tarawa, in a small multi-grade school or a large five stream school, should be able to achieve the curriculum outcomes.

Quality curriculum is coherent, ensuring that there is a progressive flow of learning from one grade of schooling to another with curriculum content and pedagogy recognising the differences in the cognitive or developmental level of the learner at each stage. It also means ensuring that there is coherence across the different learning areas so that what is taught in one learning area or subject complements, reinforces, or buttresses what is done in another. A coherent curriculum also recognises the holistic nature of learning and considers aspects such as knowledge (understanding), skills (thinking, practical, etc.), attitudes and values at all levels. Finally, it contains an appropriate balance between the Kiribati and the introduced, between the “academic,” vocational” and “village”.

A quality curriculum sets high but achievable expectations for students. It is based on the assumption that all students have the potential to achieve the curriculum outcomes though some may take longer than others and not all will necessarily achieve at the same level. The important thing is that the expected standards are clear and are aligned to regional and international benchmarks to ensure that Kiribati students are marketable in both Kiribati and internationally.

To achieve the goal of a high quality, coherent and relevant curriculum for Kiribati the Ministry of Education will undertake a long-term (10-15 years) strategy for the comprehensive reform of curriculum and assessment for all primary and secondary schools. For the current planning period priority will be given to development of a National Curriculum and Assessment Framework, the review of language and literacy curriculum, setting of national benchmarks and providing curriculum resources and training to support implementation of new curriculum. The Ministry will also develop a policy for the use of ICT and Media Enhanced Learning in schools with a view to future development in these areas.

GOAL 2:

Provide a conducive teaching and learning environment in Kiribati schools.

Providing healthy and safe school buildings and facilities, essential materials, resources and equipment for schools and improving the quality of teaching.

What takes place in classrooms and the whole school environment is fundamentally important to the future well-being of children, young people and adults. A conducive learning environment is one in which students are physically and emotionally safe, have access to the basic facilities and resources needed to achieve the learning outcomes and are taught by professional and competent teachers.

The use of sub-standard, unsafe and unhygienic infrastructure impacts on the efficient and effective delivery of education services and the quality of learning outcomes. Provision of safe, healthy buildings and facilities requires a sustainable preventative maintenance plan based on clear national infrastructure standards (NIS) that set the minimum requirements for all schools. Such standards are essential for fair and equitable management of limited resources. The Ministry's priority for the planning period is to upgrading primary schools using the NIS already developed, develop NIS for managing the future upgrade of secondary schools and KTC and implement a sustainable facilities maintenance schedule. This will require negotiations with, and enhanced cooperation between, School Committees, Island Councils and MISA to clarify responsibilities and efficiently manage the funds available.

A conducive learning environment also means that all school are adequately supplied with the resources, materials and equipment students and teachers need to be able to achieve the curriculum outcomes. Immediate priority in the planning period will be to identify the level of resources that is needed for schools to be able to ensure optimal learning and establish sustainable systems for efficient distribution and maintenance of supplies for all schools. Achieving improved levels of resources will require the Ministry and school administrations to work cooperatively to ensure that the limited resources available are used to the best effect, are equitably distributed, are looked after and well stored. The ministry will undertake a process to ensure that all schools have an assets register, are trained in its use and are regularly monitored.

Teachers are essential players in providing a conducive learning environment and no education reform is likely to succeed without the active participation and ownership of teachers. This requires implementing strategies to identify, attract, train and retain good teachers who are able to understand diversity in learning styles and in the physical and intellectual development of students, and to create stimulating, participatory learning environments. Teachers must also accept their professional responsibilities and be accountable to both learners and communities. A major priority for the Ministry is to develop a high quality, professional teaching service and improving the capacity of Principals and Head Teachers to provide the leadership needed at both school and local community level to implement effective school improvement strategies. (See Goal 3)

GOAL 3:

Develop a competent and effective school education work force.

Improving work force planning for teachers and managers, developing conditions of service for teachers linked to professional standards, strengthening school administrations and providing effective support services to schools.

Development of a high quality, professional teaching service is essential to improving educational outcomes for students. During the planning period the Ministry will commence a long-term process towards this goal by setting benchmarks expected of teachers at different stages of their professional careers to guide professional development of teachers and entry into the teaching service. The benchmarks will define the competencies and standards for recognition as teachers within Kiribati and will be subject to regular review and renewal. The MOE will ensure that initial teacher training is

consistent with the benchmarks and provides a basis for the future career development of teachers. A quality professional development program is also central to human resource management and during the planning period will be based on providing the opportunity for all teachers to acquire the minimum standards required by the benchmarks.

For the Ministry, priority will be given to reviewing its organisational structure so that it is better able to plan and manage the school education system within its current establishment. It will be particularly important to strengthen the skills and capacity of top and middle management personnel, where all of the responsibility for policy-making, planning and managing the education system resides. The Ministry will undertake an audit of its current capacity to identify structural, training and recruitment needs and develop a work force plan to address these needs.

GOAL 4:

Strengthen the Ministry's policy framework and planning systems

Improving policy development, monitoring and evaluation, financial planning and use of data as a tool for effective planning.

The experience of the past decade has underscored the need for better governance of education systems in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continuously changing needs of learners. Effective educational management needs to move from highly centralised, standardised and command-driven forms of management to more decentralised and participatory decision-making, implementation and monitoring at lower levels of accountability.ⁱⁱⁱ These processes must be supported by a clear policy framework and a management information system that ensures that planning and policy development is based on timely, relevant and accurate information.

Some of the more entrenched problems for the MOE relate to the habits that have been developed regarding decision-making in the absence of written guidelines, the lack of communication about decisions and a general lack of a team approach to problem solving. Given the difficulties of operating in the Kiribati environment because of geographical and climatic features such as small scattered populations and a harsh environment in which materials and buildings deteriorate rapidly, it is important that management has a planned approach that can be flexible when needed. The current environment in MOE has resulted in a flexible approach but without the planning and monitoring required to keep the organisation focused on its priorities.

Priority in the planning period will be given to identifying the policies that need to be developed or strengthened to support achievement of strategic outcomes, establishing an ongoing process for monitoring achievements under the strategic plan, implementing effective financial planning processes and strengthening the capacity of KEMIS as a tool to support the Ministry's planning needs.

GOAL 5:

Strengthen the legislative and regulatory framework for managing the school sector.

Reviewing the legislative framework to support the Ministry's mandate and implement quality audit of the school system.

The *Laws of Kiribati CAP 29 (Education)* provides the broad legislative authority for running the school education system and allows for the President to regulate a wide range of functions on the advice of Cabinet. Currently the regulations and associated guidelines required to support some of these key functions are either weak or non-existent. This situation severely limits the Ministry's authority to enforce key policies such as compulsory attendance, teacher registration, accreditation of schools, and control of student migration to Tarawa etc. During the planning period the Ministry, with support from the Attorney General, will review CAP 29 and, as appropriate, develop Regulations.

The existing legislation allows the establishment of an Education Advisory Committee (EAC) of experts and stakeholder representatives to advise the Minister about “formulation of plans and policies for the development of education.”^{iv} The EAC has not operated for several years and its reactivation as the peak decision-making body for education policy and quality standards is a high priority for the planning period.

GOAL 6:

Consolidate partnerships with stakeholders.

Strengthening school/community relationships and public awareness of education policies and initiatives.

Successful achievement of educational outcomes for students requires the active participation of the community in decision-making processes. Such participation, especially at the local level through partnerships between schools and communities, should not only be limited to endorsing decisions or financing programmes of the government. At all levels of decision-making there should be mechanisms for dialogue enabling the community to contribute to the planning, implementation, monitoring and evaluation of school education. Initial focus will be on fostering a greater sense of ownership by parents and other stakeholders in the school community. This will involve strategies such as the establishment of PTAs, having regular parent/teacher consultations in schools and fostering stronger school involvement in community events. An important priority will be to improve community awareness of matters affecting their schools by establishing improved mechanisms for ensuring there is a regular, accurate and timely flow of information between the Ministry, schools and community.

3. Quality Framework

The Quality Framework describes each goal's outcomes, strategies and performance indicators. It provides the **monitoring and evaluation framework** for the Strategic Plan.

Divisions, working collaboratively with all relevant stakeholders will

- Report on progress
- Manage risks
- Amend outputs if required.

Senior Divisional Managers will track the progress of the performance indicators and provide standardised reports on progress for the six goals at least twice a year. Reporting will include comments on the status of the plan's progress according to GoK National Development Plan, the EFA and FBEAP goals and the PRIDE Project Benchmarks.

The quality framework follows.

Ministry of Education

STRATEGIC PLAN

2008 – 2011

Quality Framework

Goal 1: Deliver a high quality, coherent and relevant curriculum for Kiribati children.

Outcome	Strategies	Performance Indicators
1.1 National Curriculum & Assessment Framework.	1. Produce Curriculum & Assessment Improvement Strategy (CAIS) for GOK approval and funding basis. Strategy will address the following: i. National Curriculum & Assessment Framework ii. Decision Making & quality assurance processes iii. Establishment of relevant Educational Committees iv. Implementation & Management Plans v. Production needs vi. Assessment strategies vii. Teacher Training Needs viii. Monitoring & Evaluation 2. Develop a National Curriculum and Assessment Framework (NCAF) through consultations that: - is consistent with the National Goals for Education - sets linked learning pathways between primary, junior secondary, senior secondary, TVET and employment and village life. - establishes quality criteria to guide the development of curriculum and assessment materials - ensures the curriculum includes areas such as good governance, civic responsibilities and social, spiritual, moral, economic and cultural development of students; traditional skills and values for economic and social development; - personal health and safety, targeting alcohol abuse, smoking, obesity, diabetes, HIV/AIDS and sanitation.	Jun 2008 - Cabinet paper on CAIS submitted for GOK Approval. July 2008 - Approved CAIS submitted to donors. May – Oct 2008 – 100% consultations undertaken. July 2008 – Approval of National Curriculum Board Nov 2008 - Submit NCAF for Cabinet approval.

Outcome	Strategies	Performance Indicators
1.2 Improved Curriculum for schools.	3. Establish clear decision-making and quality assurance processes for development of national curriculum and role of relevant Committees. 1. Develop Curriculum Management Plan to (CMP) 2008-2011 for implementation of Curriculum Improvement that will include: - Identified priority subject areas to be revised 2008-2011. - Strategies for development of syllabuses and support material for identified priority subject areas. 2. Develop, distribute and implement new syllabuses, assessment, teachers and student support materials in accordance with the CMP. 3. Provide Teacher in-service training to support new curriculum.	Dec 2008 CDRC <i>Curriculum Development Handbook</i> produced – documenting procedural guidelines and quality assurance processes. Dec 2008 – Cabinet paper on decision-making and quality assurances committees – e.g Educational Advisory Committee & relevant Curriculum/Assessment Committees. July 2008 - CMP 2008-2011 approved. July 2008 – priority subject areas identified (nos?) Dec 2008 – draft strategies for implementation of CMP 2008-2009 – Phase 1 syllabuses completed 2010 – implement Phase 1 syllabuses in schools - Phase 2 syllabuses completed 2011 – implement Phase 2 syllabuses in schools - Phase 3 syllabuses completed Dec 2008 - Teacher In-service Plan 2009-2012 & Annual Training Activities 2009 2009 – training on Phase 1 syllabuses & 2010 Training Activities 2010 – training on Phase 2 syllabuses & 2011 Training Activities 2011 – training on Phase 3 syllabuses & 2012 Training Activities 2008-2011 – progress reports every 6 months. 2010 – mid-term review on impact of new curriculum.

Outcome	Strategies	Performance Indicators
	4. Develop Monitoring and Evaluation Framework to monitor progress of CAIS and impact of new curriculum on learning outcomes.	June 2011 - CMP 2008-11 reviewed. July-Dec 2011 - CMP 2012-15 developed.
1.3 Resources to support curriculum & assessment.	1. Produce and Distribute teachers and students teaching and learning resources to support revised Curriculum. 2. Develop Media in Schools Policies to support teaching and learning. 3. Develop ICT in Education Policies to support teaching and learning.	Dec 2008 – Production & Distribution Plan 2009-2012 2009 – 33% production of resources. 2010 – 66% production of resources. 2011 – 100% production of resources. Dec 2008 – Full review recommendations from Media Enhanced Learning Review 2004. June 2009 - Media use in Education policy developed & Cabinet Paper submitted to Cabinet Dec 2009 – Submit long-term strategy to achieve objectives of policy. 2010 - Training Plan on new Media Resources 2010 – 2011 – 25% implementation of strategy. June 2009 – Develop ICT in Education Policy. Dec 2009 – Develop long-term strategy for achieving objectives of approved policy. 2010-2011 – 10% implementation of strategy.

Goal 2: Provide conducive teaching and learning environment in Kiribati schools.

Outcome	Strategies	Performance Indicators
Infrastructure <i>(school buildings & facilities – including teachers homes for rural schools)</i> 2.1 Healthy, safe buildings and adequate facilities in schools.	1. Develop National Infrastructure Standards and Maintenance/ Upgrading Plans and systems. 2. Secure GOK & external financing. 3. Establish sustainable system for maintaining and upkeep of school buildings and facilities.	June 2009 – National Infrastructure Standards (NIS) for Primary Schools (P/S) approved. Dec 2008 – Facilities Maintenance Plan (FMP) for P/ S. 2009 – NIS for JSS & SSS approved. 2010 – FMP for JSS & SSS. 2010 – 2011 - Upgrading commences with target of 5 islands p/a. 2009-2011– Annual review and amendment of FMP. 2008 – Financing strategy completed. 2009 - GOK financing mechanism agreed. 2009 – Donor assistance finalised. 2010-2011 – 50% works implemented. 2008 – Improved systems and processes for P/S. 2009 – 100% of Phase 1 consultations with community & stake-holders. 2010–2011- Systems & processes trialled out on islands where upgrades have been done. 2010-2011 – annual consultations to develop sustainable maintenance systems & encourage community partnership. 2010-2011– annual review of systems and processes.
Resources <i>(visual & audio aids, text books, library materials, computer, copying machine, charts, paper, etc)</i> 2.2. Appropriate and sustainable level of materials, equipment and resources	1. Establish sustainable levels & system for provision of school resources and supplies.	Dec 2008 - Complete review on types and levels of materials and equipment currently provided 2009 - Revise types and levels of resources in line with review recommendations. 2009 - Procurement & dispatch system based on recommendations of review. 2009-2010 – concept paper on decentralising procurement of materials to schools. 2010 – Standard Assets Register developed. 2011 – 100% visits to all schools to assess new systems. 2011 – strategies to strengthen systems & processes drafted.

Outcome	Strategies	Performance Indicators
	4. Establish conducive and rewarding recruitment and advancement career paths. (Refer 3.2)	recommendations. 2008-2011 – annual monitoring of pupil population to determine increase/decrease. 2008-2011 – annual updating of staff list. 2008-2011 – annual recruitment of required teachers. 2008-2011 – annual intake of pre-service teachers. 2008-2011 – timely deployment of teachers to working stations. <i>Performance indicators as for 3.2</i>

Goal 3: Develop a competent and effective education work force.

Outcome	Strategies	Performance Indicators
3.1 Comprehensive work force needs for National Education system. (HQ, CDRC, KTC & Teachers – Government & Non-Government)	1. Identify teacher training needs and strategies in National Human Resources Development Plan. 2. Review Education Structure system to ensure continued capacity to meet evolving needs and priorities.	2008 – submit needs to PSO. 2008 – teacher lists for all Government schools finalised. 2008 – 25% training strategies submitted. 2009 – 25% short-term training needs conducted. 2009 – 75% training strategies submitted. 2010-2011 – on-going short-term training for 75% needs. 2009-2011 – long-term training for 25% of needs. 2011 – assess competency levels against benchmarks. 2008-2009 – complete review of National Education System with recommendations submitted to Cabinet. 2009 – develop strategies on approved recommendations. 2010-2011 – implementation of strategies.
3.2 Improved conditions of service established for the teaching profession.	1. Develop conditions of service specific to teaching profession in consultation with relevant authorities (including salary review). 2. Institute an effective and transparent performance appraisal and annual reporting system for teaching profession to meet NCS requirements and conditions. 3. Strengthen Registration of Teachers	2008- submit outcome of consultations with KNUT to PSO. 2008-2009 – participate 100% in review of NCS and salary review. 2010 – 2011 new conditions effective. 2008 – New Appraisal system adopted. 2008 - training on Appraisal system for Inspectors. 2009-2010 – new performance appraisal system used to meet NCS reporting requirements. 2011 – review of appraisal system. 2009 - Teachers Code of Conduct in schools and non-school based agencies adopted. 2009- KTC training to provide experience to enable graduates to meet registration requirements. 2010 - Registration of teachers commence. 2011 - Graduates from KTC meet beginning teacher registration requirements.

Outcome	Strategies	Performance Indicators
3.3 Strong school administrations established.	1. Strengthen school leadership. 2. Develop a phased training plan to strengthen leadership, management and planning skills of school and educational managers/administrators through mentoring, on the job training, appropriate training programs locally or overseas.	2008 – 2011 – annual improvement of communication between ME HQ and schools. 2008 - Confirm Principal and Head-teacher appointments. 2009 – Produce procedure manuals for appointed head-teachers. 2010 – hold consultations with Community on role of School Committees 2010 – Submit Concept paper on School Committees. 2011 – Concept Paper on de-centralising Budget & Management of schools to School Leadership. 2008 – training strategy for leadership identified. 2009 - conduct 2 leadership trainings for Head-teachers & Principals of Primary Schools & JSS. 2010 – conduct 2/3 leadership trainings for Head-teachers & School Committees 2011 – continued training and mentoring.
3.4 Improved & Effective support services for efficiency of Ministry.	1. Develop standard operating procedures (SOPs) for Basic & Secondary divisions, Admin staff, Registry & Accounts staff to ensure accurate timely management of records/files and financial payments. 2. Strengthen personnel management and administration of NCS.	2008 – 2009 - SOP confirmed & distributed. 2009 – awareness programmes on confirmed SOPs & commence use. 2010-2011 – ongoing use, review and improvement of SOPs. 2010 – 2011 – ongoing awareness on imposed changes. 2008– Produce SOPs Skills Manual 2009 – train staff on Manual 2009 – start use of new SOP. 2010-2011 – ongoing training and gaps identified and training provided.

Goal 4: Strengthen the Ministry's policy framework and planning systems

Outcome	Strategies	Performance Indicators
4.1 A clear policy framework established to support improved educational outcomes.	Conduct a National Education Summit involving major stakeholders and national and international expertise to endorse a set of goals for the future of school education Kiribati. Bring to the attention of the summit issues the Ministry needs to consider when formulating the goals including but not restricted to: - Curriculum & Assessment Improvement - Language Policy - Teacher Competency and Conduct - Early Childhood Education - Inclusive Education - Gender Equity - Access to post compulsory education and training Formulation of Education Policies through consultative process.	Mar 2008 - National Education Summit completed June 2008 - Summit Outcomes document endorsed by government 2008-2009 – public awareness on Summit outcomes and strategies to pursue. 2008-2009 – in-house training to Senior Management team on policy development 2009 – 2011 – develop policies on 3/4 key areas per annum. 2011 – initial review of policies. 2008 – approval for NCAF, Assessment Quality processes, Language Policy and ECE. 2009–2011 - approval for Decision making processes, IE policy, Media in Education, ICT in Education Policy, National Teaching standards & Advancement and Primary Schools, Retention & Progression Policy, Amended Education Act,
4.2 Strategic planning and management evident within ME senior management.	Develop Education Sector Strategic Plan 2008-2011 aligned with GoK priorities in KDP and ME internal commitments with M & E framework.	2008 –2008-2011 Strategic Plan approved comprising long-term strategies for achievement of stated outcomes. 2008 - Monitoring and Evaluation Framework formulated and implemented. 2008–2009 – Plan Budget prepared. 2008-2011–annual work programmes and budgets. 2008-2011 – annual progress reports to MFED. 2011 – review of ESSP 2008-2011 & preparation of next ESSP.

Outcome	Strategies	Performance Indicators
	2. Improve capacity of ME Senior Management staff for strategic thinking and analysis to achieve national & sector priorities stated in KDP & ESSP.	2008- recruit Director of Education. 2008 – 2009 – develop financial and planning systems. 2009-2010 - create Planning & Policy division. 2008-2010 – specific training and on-job mentoring provided to up-scale skills of senior management team.
4. 3 Strong Management & Information System to support ME planning & decision making.	1. Strengthen Statistics Office personnel and consolidate processes for data collection and analysis. 2. Strengthen the collection, analysis and use of KEMIS data to support planning and decision making.	2008 – 100% posts in Statistics & Project Office filled. 2008 – submit long-term plan for development of KEMIS to provide relevant data – key indicators. 2008 – Initial training for Statistics personnel on KEMIS. 2010 – KEMIS data informing all levels of planning and decision making. 2010 -sustainable plan for expansion of KEMIS. 2009 – Phase 1 training of Schools on Annual School Surveys and processes completed. 2009 – Phase 1 training of senior and mid-management team on analytical use of KEMIS in planning and decision making processes & to develop measurable and tangible performance indicators. 2010 – Clear Performance indicators developed. 2010 - KEMIS data used in planning and decision making 2011 – training plan for expanded KEMIS.

Goal 5: Strengthen the legislative and regulatory framework for managing the education system and schools.

Outcome	Strategies	Performance Indicators
5.1 Legislative framework strengthened for regulating the school system.	Review of education ordinance to strengthen legislative powers and processes to regulate conduct of government and non-government schools. Undertake consultative process to seek views of stakeholders on proposed amendments.	2008 – revive Education Advisory Committee (EAC). 2009 – EAC submits recommendations on legal review. 2009-2010 – review and amendment processes – drafting and Parliament approval. 2011 – New law comes into effect & appropriate regulations formulated. 2009-2010 – national consultations on proposed Education Bill. 2011 – Public awareness on new law.
5.2 Quality approval, assurance and audit processes clearly defined.	Develop and document appropriate policies on areas not specified in Education Ordinance that clearly specify quality processes and assurance systems. Provide training to Ministry Personnel responsible for implementation of policies and processes. Public awareness on policies and processes.	2008 – revive EAC as main advisory body for Education system. 2008 – produce plan on policy development initiatives aligned with specific outcomes stated in Goals 1-4. 2008 – 2011 – implement Policy Development Plan. 2011 - review progress 2008-2011 and prepare next plan. 2009 – identify training needs. 2009 – prepare training plan & secure funding. 2009-2011 – implement training plan. 2011 – review progress and prepare next plan. 2008-2011 – annual dissemination of information.

Goal 6: Consolidate partnerships with stakeholders.

Outcome	Strategies	Performance Indicators
6.1 Strong Community ownership and involvement to improve educational outcomes.	1. Increase public awareness programmes to inform of policy changes and development to foster greater commitment, involvement and a sense of ownership by parents and other stakeholders. 2. Strengthen social dialogue & interaction between Ministry, schools and community.	2008-2011 – annual observation of National Education Day/ Teachers Day. 2008-2009 – Public Relations policy established. 2009–2010 - increased role of School Committees and PTAs embodied in revised legislations. 2009-2011—annual school open days and parents day. 2009-2011 – increase teachers’ and public awareness about Education developments and policies. 2009-2011 —monthly dissemination of information.

Education For All: Meeting Our Collective Commitments Text adopted by the World Education Forum
Dakar, Senegal, 26-28 April 2000, paragraph 44

EFA op cit
Laws of Kiribati, Chapter 29 Education, Part 3

