

GOVERNMENT OF KIRIBATI

MINISTRY OF EDUCATION

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# KIRIBATI EDUCATION ANNUAL REPORT 2024



# MINISTER'S MESSAGE

This is the Ministry of Education Annual Report for 2024. We had a successful 2024, with substantial gains in the education sector. At the same time, we are working to solve important concerns such as financial sustainability and equitable service delivery across all islands. An increasing student population and the need for improved infrastructure are priorities that necessitate smart action.

One of our most significant accomplishments this year has been the extension of core literacy and numeracy programs, such as Te PEARL for Year 1-2 and the trial of BIG books with Year 3 classes. The start of Ministry's EduKAI T Program funded by Australia was also a significant achievement. These initiatives will improve early learning outcomes, ensuring that children acquire the skills required for lifetime learning. Furthermore, our dedication to teacher development has been demonstrated through improved professional development opportunities and expanded training programs for educators at all levels.

We also acknowledge the government's continued investment in education, with funding allocated for school infrastructure, teacher training, and inclusive education initiatives. The support from our development partners has been instrumental in ensuring the successful implementation of our Education Sector Strategic Plan (ESSP), which aligns with the Kiribati Development Plan (KDP), Sustainable Development Goal 4 (SDG4), and the Pacific Regional Education Framework (PacREF). While we celebrate our achievements, we acknowledge the continuous need for enhanced resource allocation, digital learning integration, and resilience mechanisms in our education system. Moving forward, we will prioritise developing collaborations, growing successful initiatives, and ensuring that every I-Kiribati children has access to a decent education.

I extend my heartfelt gratitude to our teachers, school leaders, students, parents, and all stakeholders who have contributed to the success of our education sector in 2024. Your dedication and commitment remain the driving force behind our continued progress.

Hon. [Minister Ruateki Tekaiara]

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Minister for Education, Kiribati

# SECRETARY'S MESSAGE

The past year has been one of progress, resilience, and transformation in our education sector. The Ministry of Education has remained committed to delivering quality education, ensuring equitable access, and strengthening operational efficiencies in alignment with our Education Sector Strategic Plan (ESSP).

Some of our key achievements this year have been: The continued expansion of foundational literacy and numeracy initiatives, including thePEARL Year 1-2 program. The provision of continuous professional development (CPD) for over 700 primary and JSS teachers.

The construction of Ngaon Te Rababakau (NTR)

These have played a vital role in strengthening early learning outcomes and supporting students' academic growth. Additionally, significant efforts have been made to enhance teacher development through professional training and upskilling programs, ensuring that educators are well-equipped to foster a dynamic learning environment.

From an administrative perspective, the Ministry has made strategic advancements in digital transformation, policy implementation, and school infrastructure development. We have improved data-driven decision-making processes, strengthened school monitoring mechanisms, and reinforced inclusive education strategies to support students with diverse learning needs.

Despite challenges such as financial constraints and logistical hurdles, the Ministry has remained steadfast in its mission to provide a robust and resilient education system. Moving forward, we will focus on strengthening partnerships with stakeholders, further integrating digital learning tools, and enhancing community engagement in education planning and delivery.

I take this opportunity to extend my sincere gratitude to our dedicated educators, school leaders, development partners, and all stakeholders for their unwavering commitment to advancing education in Kiribati. Through our collective efforts, we will continue to build a stronger, more inclusive, and sustainable education system for our future generations

[Secretary Roreti Eritai]  
Secretary, Ministry of Education  
Republic of Kiribati



# EXECUTIVE

## SUMMARY

The Annual Education Report celebrates the progress, achievements, and transformative developments within the education sector over the past year. This report showcases key advancements in policy, curriculum, and student performance, highlighting the collective efforts to enhance educational outcomes, particularly in foundational learning, social-emotional learning (SEL), and numeracy. Additionally, it reflects on the progress made toward the goals set in the Education Sector Strategic Plan (ESSP), outlining both successes and areas for further development.



## Key Highlights

### 1. Achievements and Strategic Advancements

- Successful implementation of key programs aligned with ESSP goals, including literacy and numeracy improvement initiatives.
- Strengthened teacher training programs that have improved instructional quality and student engagement.
- Expansion of inclusive education strategies, ensuring greater access for diverse learners.
- The start of the EduKAiT Program, the launch of the ECCE Curriculum and other enhanced partnerships with international stakeholders, leading to increased funding and resource support.

### 2. Student Performance and Learning Outcomes

- The PEARL (Pacific Early Age Readiness and Learning) initiatives has continued to be implemented to all Year 1-2 students, fostering early literacy skills and setting a strong foundation for lifelong learning.

### 3. Curriculum and Pedagogical Enhancements

- The integration of Dienes' learning principles has enriched instructional strategies in mathematics education, leading to more engaging and effective teaching practices.
- SEL principles have been successfully incorporated into numeracy programs, enhancing student engagement, confidence, and problem-solving abilities.

### 4. Teacher Development and Capacity Building

- The establishment of the Professional Development Steering Group to oversee all teacher in-service professional development, and the trialing of Mauboniaia Ataein Tungaru (MAT) professional development (PD) program which provided training to over 700 primary and JSS teachers..
- Training in SEL and inclusive education strategies has strengthened teachers' ability to support diverse learning needs, fostering a more inclusive classroom environment.

### 5. Infrastructure and Resource Allocation

- Investments in educational infrastructure, including the GPE and ADB funding for classroom enhancements and modern learning materials, have significantly improved the learning environment.
- Increased funding for digital learning tools has expanded access to quality education resources, preparing students for a technology-driven future.

### 6. Policy and Governance

- The Ministry of Education has implemented forward-thinking policies to enhance teacher recruitment, retention, and professional growth. The recruitment of 15 Associate Lecturers shows the government's commitment to teacher training.
- Strengthened collaboration with international partners has accelerated education reforms and capacity-building initiatives, creating new opportunities for students and educators alike.

### **Reflection on Annual Goals and Objectives:**

- **Successes:** Many planned objectives, including improved student assessment results, teacher training expansion, and infrastructure enhancements, were successfully achieved.
- **Challenges and Areas for Further Progress:**
- Some rural areas still experience disparities in learning outcomes due to access and resource limitations.
- Teacher shortages in remote locations remain a challenge, requiring additional targeted recruitment and retention strategies.
- Further investments in digital learning tools and technology integration are needed to bridge gaps in modern education methods.

### **Opportunities for Continued Growth:**

- **Equity in Education:** Continued efforts will ensure that all students, regardless of location, have access to quality learning opportunities.
- **Teacher Support and Growth:** Ongoing investments in professional development and recruitment will sustain a motivated and well-equipped teaching workforce.
- **Technology Integration:** Expanding digital literacy programs will further empower students and educators to embrace modern learning tools.
- **Sustainability of Programs:** Establishing long-term funding strategies will ensure the continued success and expansion of impactful educational initiatives.

## ALIGNMENT OF KPD AND MOE STRATEGIES

Strategy Focus Area	Alignment Activities	Estimated Progress
01 <b>Teacher Capacity Building</b>	<ul style="list-style-type: none"> <li>• 550 ECCE teachers trained</li> <li>• 62 teachers graduated (Primary &amp; JSS)</li> <li>• CPD under review</li> <li>• Teacher housing assessment in 47 schools</li> </ul>	<b>70%</b>
02 <b>Foundational Learning (Lit/Num)</b>	<ul style="list-style-type: none"> <li>• PEARL expanded to Y2–3</li> <li>• Literacy support in 7 schools</li> <li>• Grammar book finalized</li> <li>• Distribution of early reading materials</li> </ul>	<b>60%</b>
03 <b>Inclusive Education and Equity</b>	<ul style="list-style-type: none"> <li>• 9 model inclusion schools active</li> <li>• 15 TAs deployed</li> <li>• Assistive infrastructure completed</li> <li>• GEDSI integration across programs</li> </ul>	<b>75%</b>
04 <b>Learning Assessment and Data use</b>	<ul style="list-style-type: none"> <li>• - EGRA and STAKI conducted</li> <li>• - M&amp;E framework finalized</li> <li>• - MEL system in use</li> <li>• - Data used in school planning (KEMIS)</li> </ul>	<b>65%</b>
05 <b>TVET and Alternative Pathways</b>	<ul style="list-style-type: none"> <li>• Year 12 TVET curriculum finalized</li> <li>• Certificate I &amp; II courses launched</li> <li>• KIT Island Learning Centres expanded</li> <li>• Bridging programs for dropouts</li> </ul>	<b>60%</b>
06 <b>School Leadership and Management</b>	<ul style="list-style-type: none"> <li>• SIPs active in all schools</li> <li>• Teacher registration regulation drafted</li> <li>• HR and asset data digitized</li> <li>• School leadership support under development</li> </ul>	<b>60%</b>

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# ACRONYMS AND ABBREVIATIONS

<b>ADB</b>	Asian Development Ban
<b>BCAT</b>	Building Curriculum Assessment Training
<b>CDRC</b>	Curriculum Development and Resource Centre
<b>CKT</b>	Content Knowledge for Teaching
<b>CPD</b>	Continuous Professional Development
<b>ECCE</b>	Early Childhood Care and Education
<b>EduKaiT</b>	Kiribati-Australia Education Program in Tungaru
<b>EGRA</b>	Early Grade Reading Assessment
<b>EMT</b>	Executive Management Team
<b>EQAP</b>	Educational Quality and Assessment Programme
<b>ESSP</b>	Education Sector Strategic Plan
<b>FLE</b>	Family Life Education
<b>GCSE</b>	Graduate Certificate in Secondary Education
<b>GEDSI</b>	Gender Equality, Disability and Social Inclusion
<b>GoK</b>	Government of Kiribati
<b>HOD</b>	Head of Devision
<b>KDP</b>	Kiribati Development Plan
<b>KEMIS</b>	Kiribati Education Management Information System
<b>KIT</b>	Kiribati Institute of Technology
<b>KNLA</b>	Kiribati National Library and Archive
<b>KQA</b>	Kiribati Qualification Authority
<b>KQS</b>	Kiribati Quality Standard
<b>KTC</b>	Kiribati Teachers College
<b>MEL</b>	Monitoring, Evaluation, and Learning
<b>MFAT</b>	Ministry of Foreign Affairs and Trade (New Zealand)
<b>MFED</b>	Ministry of Finance and Economic Development
<b>MHMS</b>	Ministry of Health and Medical Services
<b>MoE</b>	Ministry of Education
<b>MTC</b>	Marine Training Centre
<b>MWYSSA</b>	Ministry of Women, Youth, Sports, and Social Affairs
<b>PacREF</b>	Pacific Region Education Framework
<b>PEARL</b>	Pacific Early Age Readiness and Learn
<b>PFM</b>	Public Financial Management
<b>PSO</b>	Public Service Office
<b>SDG4</b>	Sustainable Development Goal 4
<b>SEL</b>	Social Emotional Learning
<b>SIP</b>	School Improvement Unit
<b>SSS</b>	Senior Secondary School
<b>TA</b>	Technical Adviser
<b>TOR</b>	Terms of Reference
<b>TVET</b>	Technical Vocational Education and Training
<b>UNICEF</b>	United Nations International Children’s Emergency Fund
<b>UNFPA</b>	United Nations Population Fun



# PART 1:

# OVERVIEW AND

# STRATEGIC

# CONTEXT

## Introduction

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This report provides the Ministry of Education Annual Report for 2024. It outlines the progress made toward achieving the Educational Sector Strategic Plan's (ESSP) strategic goals. It outlines challenges and learning and highlights areas to work on in 2025.

Over the past year, the Ministry of Education has demonstrated its commitment to ESSP objectives. The development of the Language and Literacy working group, the trial of shared BIG books for Year 3, and the consolidation of the PEARL Year 1-2 literacy program have provided critical insights into early literacy levels, enabling targeted interventions. Teacher capacity development programs through the MAT-CPD wave implementation model have been introduced to enhance instructional quality in numeracy, literacy, inclusive education, school leadership, and 21<sup>st</sup> century skills, reinforcing the ESSP's focus on foundational learning. Efforts to strengthen inclusive education have led to improved support for students with disabilities through policy amendments and increased access to learning materials. The Ministry has prioritised community and stakeholder engagement, strengthening partnerships that drive sustainable educational development in Kiribati.



# SCHOOL DATA



## Number of Students

### School level (Authority)

Male  
Female

Total

No. of Schools

ECCE

Early Childhood Care Education

**5013**      **4952**      **9965**      **273**

Government  
Primary  
Schools

**8457**      **9000**      **17457**      **97**

Government

**3934**      **3854**

**761            288            1049            3**

**5013           3770           8009           17**

**22404        21864        44268        415**

JSS

Junior Secondary School

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Government

SSS

Senior Secondary School

---

Missio

n

Secondary

School

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Grand Total

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# SCHOOL DATA



**Number of Teachers**

## School level

**(Authority)**

**Male**

**Total**

**No. of Schools**

**Female**

**750      770      273**

**575      684      97**

**271      407      25**

**62**      **97**      **3**

**272**      **341**      **17**

**1930**      **2299**      **415**

ECCE      **20**

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**109**

Government  
Primary Schools

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**136**

Government  
JSS

---

**35**

Government  
SSS

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**169**

Mission Secondary Schools

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Grand Total      **469**

# EDUCATION SECTOR STRATEGIC PLAN (ESSP) 2024-2027

The ESSP seeks to improve learning outcomes and guarantees that all children, particularly those from underprivileged backgrounds, get high-quality education. Through enhanced curriculum, teacher preparation, and assessment, it improves teaching and learning. social-emotional learning (SEL) integration promotes the achievement and well-being of students. In order to create a robust and inclusive educational system, the plan emphasises infrastructure and resources, governance and accountability, and sustainable finance.

## STRATEGIC ALIGNMENT

The Education Sector Strategic plan goals, vision and mission support the Kiribati Development Plan (KPD) (2024), Sustainable Development Goal 4, and the Pacific Education Framework (PacREF, 2024). It's focus on teacher development, equitable access, student learning, and leadership supports KDP's goal of human capital development and economic resilience. The ESSP's emphasis on gender equality, disability, and social inclusion (GEDSI) aligns with SDG 4's commitment to inclusive and lifelong learning opportunities. It also reflects PacREF's pillars by enhancing teaching quality, flexible learning pathways, crisis preparedness, and educational governance (UNESCO, 2024). By integrating these priorities, the ESSP strengthens Kiribati's education system, ensuring students are well-prepared for life, employment, and sustainable national growth.

## ESSP VISION, MISSION, GOAL,



## OBJECTIVES AND PRIORITIES



# GOAL 1:

**Objective 1:** ongoing professional development and well-being of teachers supported

Dedicated teachers deliver teaching and provide learning opportunities to all students.

**Objective 2:** students learning reinvigorated to make it attractive and motivating to children, also addressing life skills, alternative pathways and lifelong learning

outcomes.

**Objective 3:** Adaptive capacity and resilience of the education system strengthened in light of environmental health-related and personal crises

# GOAL 3:

**Objective 4:** Expand and strengthen quality education services and learning support.

# GOAL 4:

**Objective 5:** Educational Leadership, management and planning strengthened.



## PART 2:

# ESSP KEY IMPLEMENTATI ON AREAS AND OPERATIONAL HIGHLIGHTS

### Overview of Achievement and Performance

#### Strengthening the professional development and well-being of teachers

Continuous Professional Development (CPD) was reviewed, 6 new Associate Lecturers recruited with EduKAiT, a CPD Steering and Work Groups established, and new training content trialed and delivered through the 'wave' delivery method. Sessions were conducted for primary, Junior Secondary (JSS), and Senior Secondary (SSS) teachers, enhancing teachers' pedagogical and instructional skills.

The Graduate Certificate in Secondary Education (GCSE) program has been expanded to provide further qualification opportunities. Pre-service teacher training has successfully produced 35 primary and 27 JSS teacher graduates. To support teacher retention, well-being initiatives such as housing assistance for teachers in remote areas have been introduced.

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#### Enhancing student learning and alternative pathways remains

The Pacific Early Age Readiness and Learning (PEARL) program has been expanded beyond Years 1 and 2 to include Years 2 and 3, in South Tarawa, strengthening foundational learning in early grades. The curriculum for Years 1-3 is undergoing revision to improve literacy and numeracy outcomes. Technical and Vocational Education and Training (TVET) pathways have been reinforced with the introduction of Certificate 1 and 2 courses for Year 12 students, equipping them with practical skills for future employment. New digital learning tools have been integrated in some classrooms in South Tarawa primary and secondary schools and in some rural areas, modernising teaching methods and improving student engagement.



## Building resilience in the education system

Disaster risk management and school contingency plans were developed to help schools respond effectively to environmental and health-related crises. Collaboration with UNICEF and UNFPA have. The MoE's Kiribati-Australia Education Program in Tungaru (EduKAIIT) has supported student well-being initiatives, including psychosocial training for student advocates. The Gender-Based Violence Advocates Program was introduced to 4 JSS schools, to eliminate gender based violence and school bullying and promote safer learning environment for all students. Policies have increased the enrollment of students with disabilities. Model inclusion schools were expanded, with trained teacher assistants now supporting students with special needs.

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## Expanding access to quality education

Significant infrastructure improvements were made in 2024, including the construction of new dormitories, classrooms, and sanitation facilities. The school transport system is being evaluated, with efforts underway to provide reliable transportation for primary students. . Inclusive education policies have increased the enrollment of students with disabilities, and model inclusion schools have been expanded, with trained teacher assistants now supporting students with special needs.

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## Improving educational leadership and management

The MoE's structure and human resource processes are under review to enhance operational efficiency. A financial management system aligned with the ESSP has been developed and will be implemented in 2025. Collaborative efforts with stakeholders such as Asian Development Bank (ADB), United Nations International Children's Emergency Fund (UNICEF), and EduKAIIT are supporting key education initiatives. EduKAIIT had provided support through strengthening operational systems, financial management, data systems, and MEL Processes. Key initiatives include adopting a behavioral change model (Walking the Talk) to improve organisational culture, strengthening management, decision-making, budgeting, and communications, enhancing KEMIS with an improved national census and new technology and UNESCO collaboration, improving Public Financial management (PFM) through assessment and a locally led support plan, and building a practical, ministry wide Monitoring, Evaluation, and Learning (MEL) system to ensure regular reporting and efficient tracking of ESSP progress.

Asian Development Bank had provided secure funding for continuation of the KTC Infrastructure Master Plan, which focus on gender responsive, climate resilience, education infrastructure expanded and the KTC Students' accommodation.

UNICEF is also a key development partner to MoE assisting ECCE, KTC and Curriculum Development and Resources Center (CDRC) in providing relevant and quality curricular materials for schools.

The development of a National Education Framework (2028-2036) is in progress, ensuring long-term strategic planning for the sector.

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## plans for 2025

Challenges faced in 2024 included funding constraints, human resource shortages, and implementation delays. In 2025, the MoE will focus on addressing these challenges will scale up successful initiatives and strengthen partnerships to further enhance education in Kiribati.



## GOAL

# 1

**Dedicated teachers deliver quality teaching and provide learning opportunities to all students.**

The Ministry of Education in Kiribati has made significant progress in enhancing teacher professional development, qualifications, and well-being initiatives to build a more effective and motivated workforce.

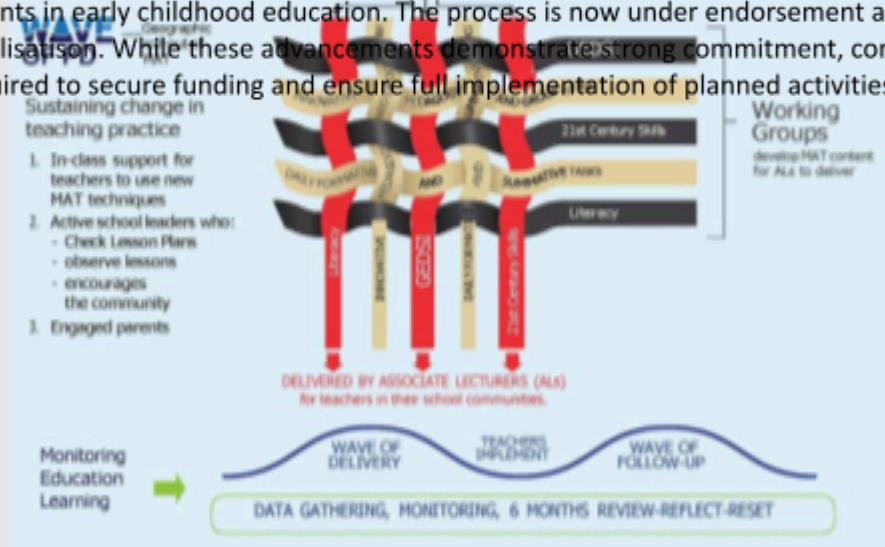
Objective **1**

Strategy **1.1**

Efforts to enhance ongoing professional development and well-being for teachers and school leaders were a priority. The review and harmonisation of Continuous Professional Development (CPD) approaches are ongoing, with CPD opportunities provided for Primary, Junior Secondary School (JSS), and Senior Secondary School (SSS) teachers. The CPD program was reviewed, new training content developed and trialed and a PD Steering Group established to approve and manage all CPD. During 2024 over 700 primary, JSS and SSS teachers benefited from CPD.

### MAUBONIAIA ATAEIN TUNGARU (MAT)

550 Early Childhood Care and Education (ECCE) teachers from eight islands received curriculum training. The Kiribati Quality Standards (KQS) were integrated into ECCE training, reinforcing quality improvements in early childhood education. The process is now under endorsement and progressing toward finalisation. While these advancements demonstrate strong commitment, continued efforts will be required to secure funding and ensure full implementation of planned activities.



## Strategy **1.2**

A concept note and Cabinet paper on teachers' allowance were developed. The strategies to improve incentives for teachers were also developed, and it includes an annual bonus system for JSS/SSS teachers based on performance. Nevertheless, Cabinet endorsement is underway as the Teachers Service Standards Committee needs to re-look into the types of allowances and to further consult the Public Service Office (PSO) and Ministry of Finance and Economic Development (MFED) on the proposed options.

A needs assessment of upgrades and maintenance for teaching housing has begun with **47** out of **102** outer island schools submitting data on teacher housing conditions.

## Strategy **1.3**

## Provide professional training

Training on the Kiribati Quality Standards (KQS) was conducted for 550 teachers as part of the ECCE curriculum rollout. Additionally, the Content Knowledge for Teaching (CKT) training module for Senior Secondary School (SSS) teachers was developed and is scheduled to be rolled out in 2025.

## Provide qualification upgrading support

### Strategy 1.4

The Qualification Upgrading Policy Review was completed, and implementation is planned for 2025. In addition, the review of qualification upgrading programs was completed.

As a result of the Content Knowledge for Teaching (CKT) program, 115 candidates. Thirty five Primary and 27 JSS teachers graduated with Advanced Diplomas in Teaching and several others were awarded Bachelor degrees.

## Strategy 1.5

In 2024, eight KTC lecturers enrolled in Master of Education in-service training. An external review of KTC was conducted and a draft Quality Management Framework and Curriculum Framework was completed to support KTC accreditation.

KTC is in discussion with overseas universities to establish partnerships for English proficiency training. The MoE secured an Asian Development Bank (ADB) grant secured to build gender-responsive student accommodation.

Certification of ALs: Ten ALs were coached to deliver national teacher in-service professional development and to undertake KTC's Advanced Diploma in Teaching (Tertiary) qualification, with all ALs graduating successfully in January 2024.

Qualifications Upgrade: The KTC Qualifications Upgrade Coordinator and some KTC lecturers, with EduKAiT international adviser support, assisted six school leaders to graduate with an Advanced Diploma in School Leadership and similarly, two teachers were the first ones in Kiribati to complete KTC's new Graduate Certificate in Teaching

## GOAL

# 2

**Students are Learning Better and Have Improved Learning Outcomes**

Objective **2** **Reinvigorating Student Learning**

This objective aims to enhance student engagement, introduce alternative

pathways, and integrate life skills into learning while ensuring quality education through innovative teaching strategies and digital education.

### Reform foundational learning needs in year 1-3

## Strategy 2.1

The reform of foundational learning needs for Year 1-3 started with the establishment of working committee to oversee the process of the study and the design of the research proposal. A grammar book was also finalised and is now awaiting Executive Member Team (EMT) endorsement before distribution to schools.

## Strategy 2.2

Year 12 syllabuses were developed following consultation with stakeholders and piloted, with implementation awaiting endorsement by the EMT and Heads of Departments (HODs). Remote learning materials covering ECCE to Senior Secondary levels are about to be completed, supporting access to quality education across all levels.

Teacher Guide Reviews and Development: Core subject teacher guides for JSS were reviewed, and Term 1 and 2 resource use and planning supported through PD sessions for 173 teachers in 4 South Tarawa JSS, and 104 teachers in 8 outer island schools.

## Strategy 2.3

The TVET Year 12 curriculum was completed and is awaiting endorsement from HODs and EMT. To enhance vocational pathways for students, a plan has been introduced to offer Certificate 1 and Certificate 2 programs, providing structured alternatives to traditional academic subjects. The Terms of Reference (TOR) for a working group exploring the integration of TVET subjects alongside academic SSS courses was finalised.

### Introducing Digital Education & Innovative Activities

## Strategy 2.4

Discussions on ICT integration into the curriculum are underway, with digital learning materials in development. A revised Primary curriculum has been developed to incorporate more science and creative activities, although implementation has not yet commenced. Initial trials of digital technologies, including the use of tablets and e-learning tools, have begun in selected primary schools, achieving approximately 10% progress. The initiatives are still at an early stage and require formal endorsement, additional funding, and broader resource support to enable full implementation and expansion.

## Strategy 2.5



Year 1 Pacific Early Age Readiness and Learning program (PEARL) resources were distributed to schools, with surveys underway to track availability and usage. Meanwhile, the ECCE Division is finalising 12 new local storybooks, now in the editorial process, to enhance early childhood education.

**Transforming reading lessons: BIG book success in South Tarawa Schools**

The trial of BIG reading books for whole class instructional reading lessons successfully demonstrated a different way of teaching children. This approach to teaching has been adopted by teachers in South Tarawa schools. Above: a Year 3 teacher at Temaiku Sunrise Primary School takes her class through a reading lesson.

The children are seated on a mat to give the teacher greater control of the group, while the easel and chair bring the teacher into closer contact with the children. This positioning of the teacher is more effective for instructional work than the usual position of the teacher standing in front of the class.



**GOAL**

**3**

**Schools and  
their  
communities  
have strong  
resilience to  
face  
challenges**

Objective **3**

Strategy **3.1**

Climate change and health-related topics have been successfully integrated into the Year 12 syllabus.

### Developing a Resilience Strategy with Island Communities

## Strategy 3.2

Progress was made in developing a resilience strategy for island communities through monitoring of WASH programs, organising cleanliness competitions to promote sanitation awareness, and establishing an early disease detection mechanism. Physical education and sports events have also been successfully implemented to enhance community well-being.

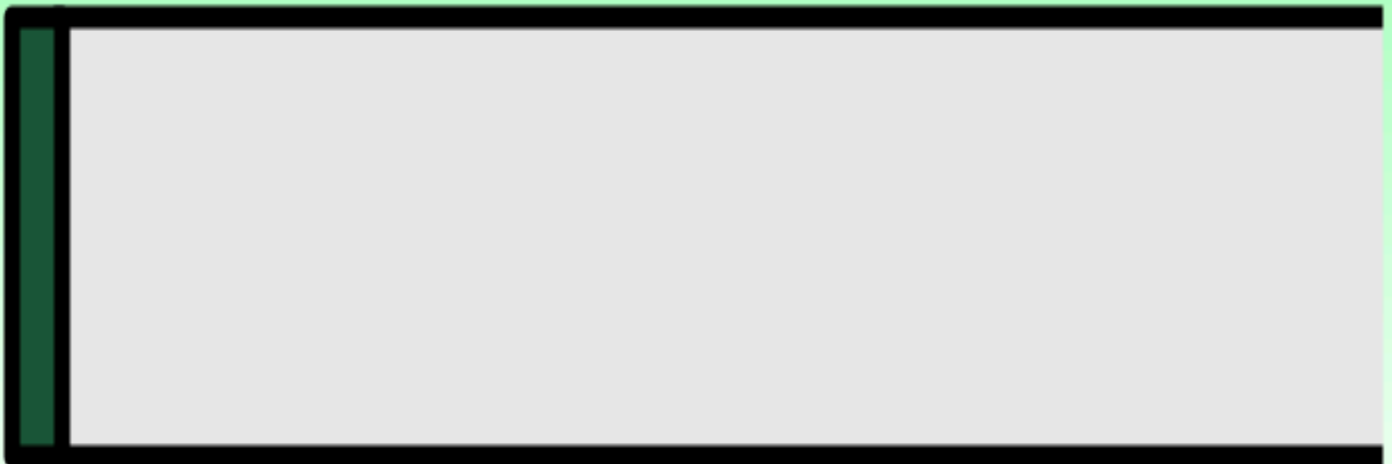
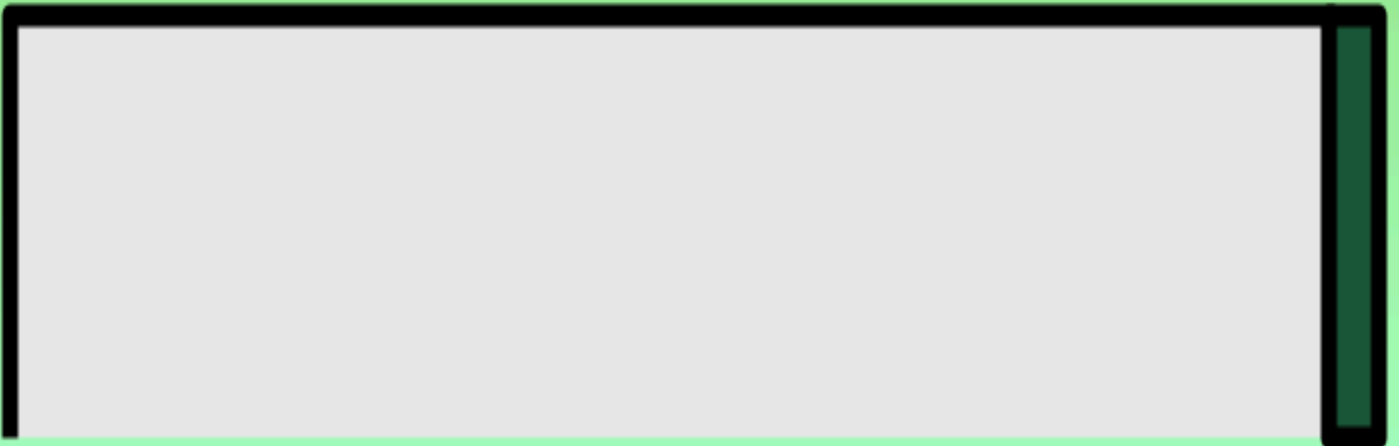
Psychosocial training was delivered in partnership with EduKAIT to selected student advocates known as Gender Equality Advocates (GEAs). The induction and initial training began in South Tarawa with **48** advocates, followed by a rollout to North Tarawa and Arorae, where an additional **24** advocates were trained. **2** Male advocates from the Ministry of Women, Youth, Sport and Social Affairs (MWYSSA) are facilitating workshops with perpetrators, and four GEAs have been assigned to Junior Secondary Schools in South Tarawa to support ongoing awareness and behavior change initiatives.

## Strategy 3.3

Engagement with MWYSSA and the Kiribati Women and Children Support Centre expanded access to social services for vulnerable groups, strengthening disaster preparedness and social safety nets.

Resilience-building efforts also focused on monitoring school meal and hygiene programs, conducting cleanliness competitions to promote sanitation awareness, and establishing an early disease detection mechanism.

Physical education and sports events fostered community well-being, while psychosocial training for student advocates has enhanced youth support systems. MWYSSA male advocates conducted workshops with perpetrators, with four advocates assigned to Junior Secondary Schools in South Tarawa to support behavioral change.



## Strategy 3.4

Efforts to strengthen traditional Kiribati culture in education were successful, with annual Cultural Day events and competitions implemented effectively. Story Writing competition was successfully completed by Primary Schools on South Tarawa only for traditional Kiribati culture strengthened.

The Kiribati National Library and Archives (KNLA) supported cultural education through the setup of school libraries across four islands—Marakei, North Tarawa, Tab-South, and Kuria. These libraries promote access to traditional knowledge and local literature. Outreach programs were also conducted in communities such as Bonriki, Temwaiku, and Betio to raise awareness of library services and the importance of reading. These initiatives contribute to the broader goal of preserving and promoting Kiribati heritage through education.



## GOAL

# 4

### Students access to quality education services and learning supports

Expand and Strengthen quality education services and learning supports.

#### Objective 4

**Construct, expand and/or renovate schools, with a particular focus on inclusion, accessibility and equity issues and WASH**

#### Strategy 4.1

The Employment Register 2025 proposal and submission for six Islands to retain the existing New Zealand Ministry of Foreign Affairs and Trade (MFAT) project personnel on the outer islands to execute the priority list for school maintenance and renovation. General maintenance was done to school office buildings and tied houses.[1]

Including Banaba, Aranuka, Butaritari, Kuria and Onotoa. In 2025 internet access will be procured for the remaining targeted schools.

**Improve provision of transport to students, making it possible for a larger number of children to reach school.**

#### Strategy 4.2

There was no progress being made toward this strategy in 2024. This will be prioritised in 2025.

## Strategy 4.3

Provide Internet to Junior Secondary Schools and Senior Secondary Schools including Primary School head teachers.

All Government Senior Secondary Schools (SSS) have access to internet. Schools received Starlinks. Provision of internet services are underway for Four Junior Secondary Schools including Banaba, Aranuka, Butaritari, Kuria and Onotoa. In 2025 internet access will be procured for the remaining targeted

[ ] Houses that are under the Kiribati Housing Cooperation allocated for the Minister and Secretary only and are taken care of by the concerned Ministry which is in this case, the Ministry of Education.

## Strategy 4.4

A survey to identify and confirm the number of students with special needs is being finalised and the data is now available. The construction of school facilities in all upgrading and renovation activities such as ramps, sanitation, handrails were completed. There are 9 model inclusion schools in South Tarawa, with 15 Teacher Assistants. 10 out of 15 teacher assistants were paid by the Government recurrent and 5 were paid by EduKAiT program. Their roles were to demonstrate that children with disabilities can be mainstreamed in public schools when support and assistive devices are provided

### Five calming houses installed

Five calming houses installed in Model Inclusions Schools and the Special School to assist children with autism. “The Calming House was very effective for the more severely impacted students such as those with severe autism, cerebral palsy, hyperactive students and intellectual impairments. Teachers have shared their experiences at school assembly on how useful the 'Calming House' has been on their students - transforming their hyperactivity to calm and quiet when they get into the calming house. Some students have also gone to sleep in the calming house. Once they come out of the calming house, they are back to normal and join in the class activities. Grateful thanks to EduKAiT for providing such a useful resource to help our students.”

Linda Uan, Project Manager

Kiribati School & Centre for Children with Disabilities

Neurodiversity Training: **68** educators, including **25** staff from the Kiribati Centre for Children with Special Needs, received training at the MoE focused on neurodiversity.

Gender Equality Advocacy: Training sessions were held for **72** GEAs and **20** teachers and principals to

establish advocate groups in five JSS, including 2 outer islands, enhancing gender equality initiatives.

**30** girl and **30** boy advocates: from each JSS in South Tarawa and North Tarawa.

**6** girl and **6** boy advocates from the JSS in Arorae Island

Facilitate re-entry into formal education and training

## Strategy 4.5



CDRC collaborated with School SSS and the University of the South Pacific (USP) to establish a center for dropped-out students, providing a re-entry pathway into education. meetings with Kiribati Institute of Technology (KIT) and Marine Training Center (MTC) explored alternative TVET programs for Year 12 students, to expand opportunities for those seeking to re-enter the formal education system.

TVET Curriculum Development Officer (CDO) is collaborating with Moroni, King George the Fifth (KGV), and KIT to develop Building Curriculum Assessment Training certificate (BCAT) is underway. TVET pathways for Year 12 students, creating structured alternative learning routes. Discussions were held with the World Bank to expand the TVET program, ensuring broader access to alternative pathways for students transitioning from Junior Secondary School into TVET.

## GOAL

# 5

**MoE delivers efficient and effective education services**

**MoE delivers efficient and effective education services**

**Objective 5**

**Institutional strengthening of MoE to improve efficient and effective service delivery.**

**Strategy 5.1**

The MoE Human Resource database was regularly updated. Development of a data base system to align financial system tools with ESSP is planned for 2025. The asset register was successfully developed and is now available on the MoE portal. Staff have been trained to keep the register updated. Press releases and announcements are regularly posted on the MoE Kiribati official Facebook page. This is important for building and maintaining a strong public image and good relationship with stakeholders.

## Strategy 5.2

The MoE Monitoring and Evaluation (M&E) framework was successfully completed. It is now available in both the ESSP and Multi-Year Implementation and Operational Plan (MYIOP) documents, with the attachments extracted from the quarterly report template, M&E reporting mechanisms, and the implementation plan.

The MoE data base KEMIS has improved its reliability and access for MoE staff. Recent achievements have been in demonstrating its potential to present data in ways which assist MoE staff to analyse the data to use in decision-making. The annual school census has been improved with additional features which include data entry verification to ensure all data fields are completed before sending. The next step in improving its usefulness to the MoE is the inclusion of rosters – details of individual student records which will increase the accuracy of school data entry.

*An example of the improved MoE Annual School Census*

The image displays two pages of the MoE Annual School Census form. The left page is the cover page, titled 'KEMIS SURVEY 2015 Secondary', and features a red and white design with a photo of students. The right page is a data entry form with sections for 'School Information', 'General Information', 'General School Structure', and 'Community Support'. The form includes various input fields and checkboxes for data collection.

## Strategy 5.3

- 
- 
- 
- 
- 

This is scheduled to begin in 2025.

**Strengthen MoE engagement with national stakeholders and development partners.**

## Strategy 5.4

Five Junior Secondary Schools participated in a drama competition in with the theme “Supporting each other, supporting ourselves: an incident and what we can do to support each other.”. This competition was attended by four Government Junior Secondary Schools and one Junior secondary

school from the Mission schools;

Animarao JSS,

Betio Junior Secondary School (BTC),

Tarawa Urban Council JSS (TUC),

Ngaon Te Rababakau (NTR), and

Saint Maria college (Mission Schools)

Three primary schools on South Tarawa participated in a story competition.

EduKAIT supported these activities with funding. EduKAIT also supported the construction of multi-purpose courts in four Junior Secondary schools' to determine the extent to which the provision of multipurpose courts with sports equipment and structured physical education improves boys' attendance retention, behavior, and academic performance in JSS in south Tarawa.

Multi-purpose courts have been completed for the following schools;Animarao JSS, Ngaon te Rabakau JSS, and William Goward Memorial College . A court will be established in the Betio Town Council (BTC) JSS in 2025. The courts form part of a trial to test the impact sports and physical education lessons have on boys' attendance, retention, behaviour and academic performance.

All Schools in Kiribati have established School Improvement Program (SIP) to ensure such committees active and contributes to the welfare and development of schools. Promoting and monitoring the implementation of PTA programs at all school level.

**Implement the Teacher Registration Regulations.**

## Strategy **5.5**

A review of Teacher regulations was conducted in 2024 and draft amendments were developed. The new 2024 regulation for the Legal Review was finalised and sent for endorsement. The plan for Trial registration was completed, and the implementation awaits regulation endorsement. The development of Registration Plan Nationwide was completed but it is pending Cabinet approval before implementation.

**Strengthen the Kiribati Qualification Authority**

## Strategy **5.6**

Kiribati Quality Assurance (KQA) worked collaboratively with the Educational Quality and Assessment Performance EQAP to process the recognition of some foreign qualifications that are used by I-Kiribati.

# ESSP MONITORING & EVALUATION



## THE M&E FRAMEWORK

- Internal Monitoring at School Level – Schools conduct regular monitoring and provide data on implementation progress.
- Divisional Monitoring – Heads of Divisions and technical teams conduct quarterly reviews to analyze progress.
- Executive and External Monitoring – The Education Management team compiles reports for ministerial review and external assessments.

## FINDINGS OF M&E EFFORTS

- Internal Monitoring at School Level – Schools conduct regular monitoring and provide data on implementation progress.
- Divisional Monitoring – Heads of Divisions and technical teams conduct quarterly reviews to analyze progress.
- Executive and External Monitoring – The Education management team compiles reports for ministerial review and external assessments.



## FINDINGS OF M&E EFFORTS

The ESSP monitors two levels of indicators:

- Key Performance Indicators (KPIs) – These measure the overall impact of interventions.
- Activity Indicators – These track the completion of specific activities.



### Key Performance Highlights:

- **Teacher Training & Development:** The percentage of teachers undergoing annual professional development is yet to be determined. However, efforts are in place to improve teacher well-being, including reviewing service conditions and incentive programs.
- **Student-Teacher Ratios:** The current student-teacher ratio for Primary Schools (PS) is 26:1, Junior Secondary Schools (JSS) 18:1, and Senior Secondary Schools (SSS) 15:1, with targets to improve these ratios by 2028.
- **Educational Access:** The Gross Enrolment Rate (GER) for Primary Schools is 98%, and for JSS, it is 106%, with a target to increase access further.

*The detailed table of the updated KIP performance is annexed (see annex 1)*

### Areas needing Improvement

- **Data Collection & Reporting:** Strengthening the Kiribati Education Management Information System (KEMIS) to enhance data accessibility and reliability. Timely Policy Implementation: Some strategic policies, such as the Safe Schools Policy and the MoE Research Framework, are pending endorsement and need to be fast-tracked.



**Monitoring of School Resilience Plans:** Schools are yet to receive full support for implementing resilience and emergency preparedness strategies

# PART 3

# GOVERNANCE, FINANCIAL OVERSIGHT AND STRATEGIC PLANNING







# 15<sup>th</sup> EDUCATION PARTNERS IN KIRIBATI Forum

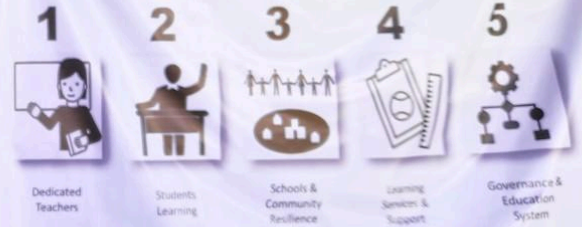
7<sup>th</sup> May – 8<sup>th</sup> May 2024



Theme: "The move towards resilience and prosperity through strong partnership"

Supported by the Government of Kiribati & Australia

## ESSP Goals 2024 - 2027



# 1

## Stakeholder and Community Engagement



Stakeholder

Contributions

EduKAiT (DFAT)

ADB (Asian Development Bank)

World Bank

UNICEF

UNFPA

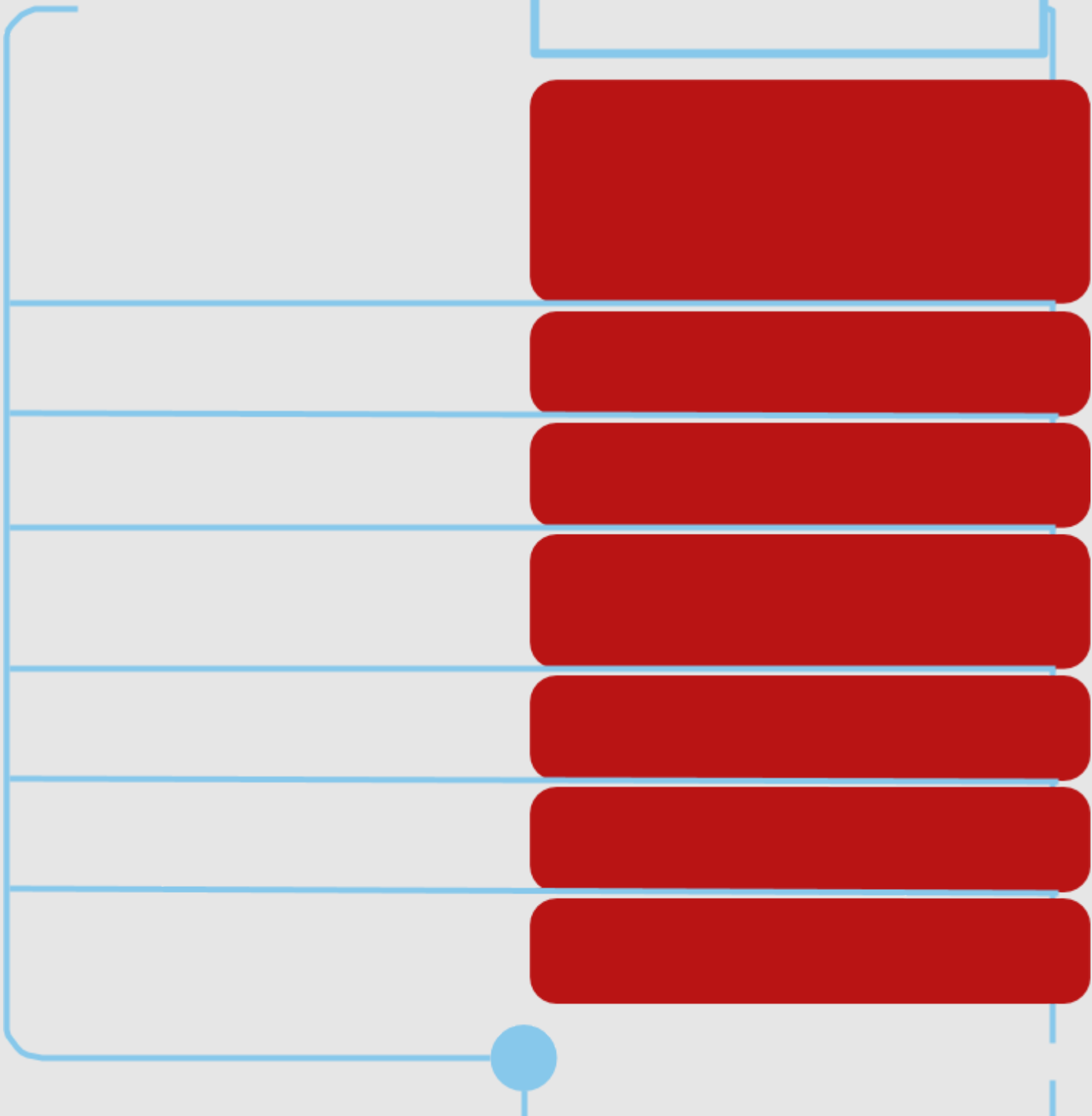
**MFAT (New Zealand Government)**

Supported the Family Life Education (FLE) program, Gender Equality Advocates (GEA) training, and Comprehensive Sexuality Education (CSE) workshops.

**MFED (Ministry of Finance and Economic Development)**

Funded maintenance and improvements of school infrastructure on outer islands under the "School Improvement to Schools at Outer Islands" project

Provided recurrent funding for maintenance activities and overall financial management support.



**MHMS (Ministry of Health and Medical Services)**

Provided operational maintenance manuals and policies for school maintenance.

**MWYSSA (Ministry of Women, Youth, Sport and Social Affairs)**

Delivered Gender Equality training and workshops for Junior Secondary School students and perpetrators.

**KIT (Kiribati Institute of Technology)**

Partnered with MOE to deliver TVET programs (Cert I and II) for Year 12 students.

**USP (University of the South Pacific)**

Collaborated on supporting pathways for students who dropped out of school.

## Notable Program and initiatives being made in 2024

### ECCE Curriculum Rollout and Literacy Improvement



- Project: Rolling out a new ECCE curriculum and expanding literacy programs to non-model inclusion schools.
- Objective: To improve early childhood education standards and support struggling readers.
- Implementation:
  - 550 ECCE teachers trained across 8 islands.
  - Merged PEARL and KTC Literacy approaches introduced to help struggling readers in 7 primary schools.
- Impact: Significant reading fluency improvements observed in some schools.
- Quote from ECCE Division:

*"It is found in some schools [there is a] big improvement while others do not."*

## Library Outreach and Community Engagement (KNLA)



- Project: Outreach program and library setup in remote islands.
- Objective: Support literacy through school libraries and promote library use among communities.
- Implementation:
  - Library services introduced and school libraries set up in Marakei, North Tarawa, Tab-South, and Kuria.
  - Awareness programs conducted in Bonriki Temwaiku and Betio communities.
- Impact: Increased public engagement with library services; children access books during breaks.
- Quote from KNLA:

***“Sharing to parents and the community important factors and values of libraries.”***

## Gender Equality Advocacy in Schools (Inclusive Education Program)



- Project: Upscaling Gender-Based Violence Advocate Programs.
- Objective: Promote gender equality and respectful relationships among students.
- Implementation:
  - 60 Gender Equality Advocates trained in South Tarawa and Arorae JSS schools.
  - Psychosocial training for student advocates with support from EduKAiT.
- Impact: Advocacy activities active in schools; community engagement increased.
- Quote:

***“Psychosocial training has been conducted to selected Students advocates.”***

## School Infrastructure and Community Resilience (FMU Projects)



- Project: Construction of inclusive school facilities like accessible toilets and ramps.
- Objective: Build resilience and promote inclusivity in schools.
- Implementation:
  - UNICEF-supported WASH facilities built in nine North Tarawa schools.
  - Inclusive designs (ramps, handrails) adopted in new school facilities.
- Impact: Improved accessibility for students with disabilities.
- Quote:

***“Inclusiveness is applied in all new and upgraded school facilities.”***



# Successful Projects Contributing to Ministry's Strategic Goals



## Literacy strategy development with EduKAiT

- Strengthens foundational learning and literacy across ECCE and Primary Education (ESSP Goal 2)

## TVET Year 12 Certification Pathway

- Expands alternative education pathways for students (ESSP Goal 2)

## Establishment of Community Libraries (KNLA)

- Supports Goal 5: Enhance access to quality education materials

## School Hygiene Program with UNICEF

- Strengthens school resilience to health crises (ESSP Goal 3)

## Family Life Education (FLE) Program with UNEPA

- Promotes life skills and inclusive education (ESSP Goal 3)

# Quotes and

## Testimonials from Stakeholders

### • On Literacy and Teacher training

“TA from EduKAIT being recruited to support the development of literacy strategies for English and Te Kiribati.” — CDRC Division

### • on Community Library

“Parents bring their children to the library for reading and storytelling programs every Saturday.” — KNLA Division

### • On Gender equality

“Male advocates are allocated to 4 JSSs on South Tarawa to work with perpetrators.” — Inclusive Education Division

### • On school infrastructure

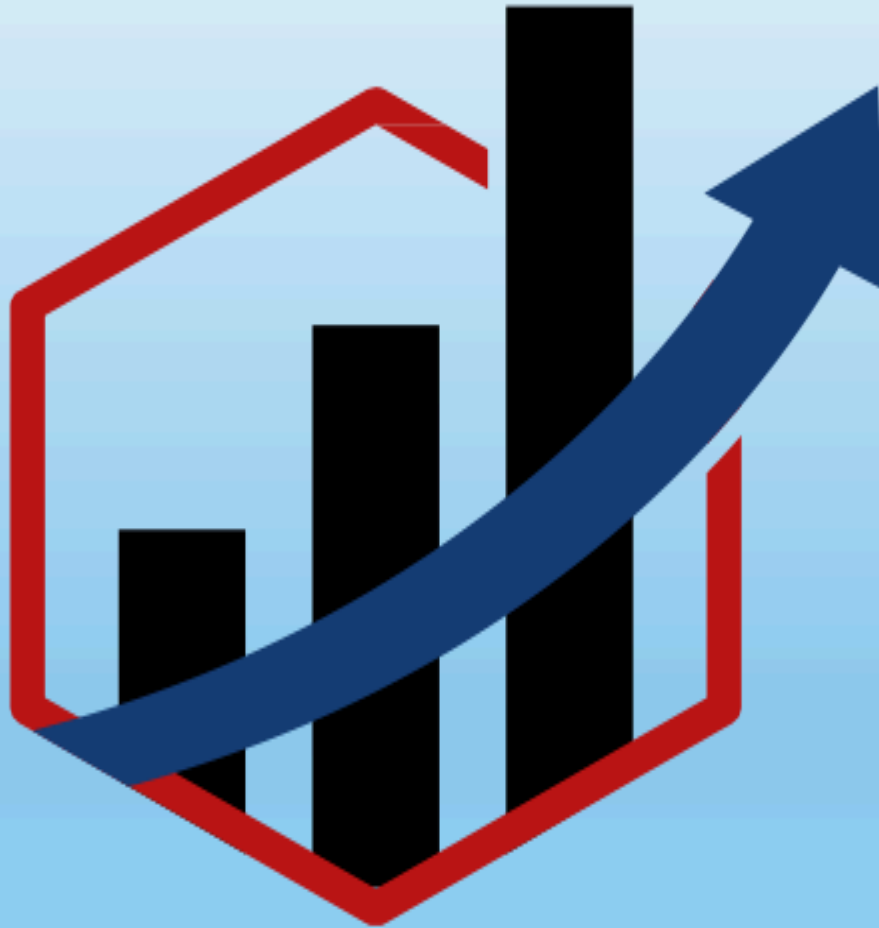
“All new school facilities constructed with inclusiveness in mind — ramps, handrails, accessible toilets.” — FMU Division

### • On collaborative engagements

“Collaboration with UNICEF, EduKAIT, UNFPA, World Bank continues to be instrumental for developing quality curricular materials.” — CDRC Division

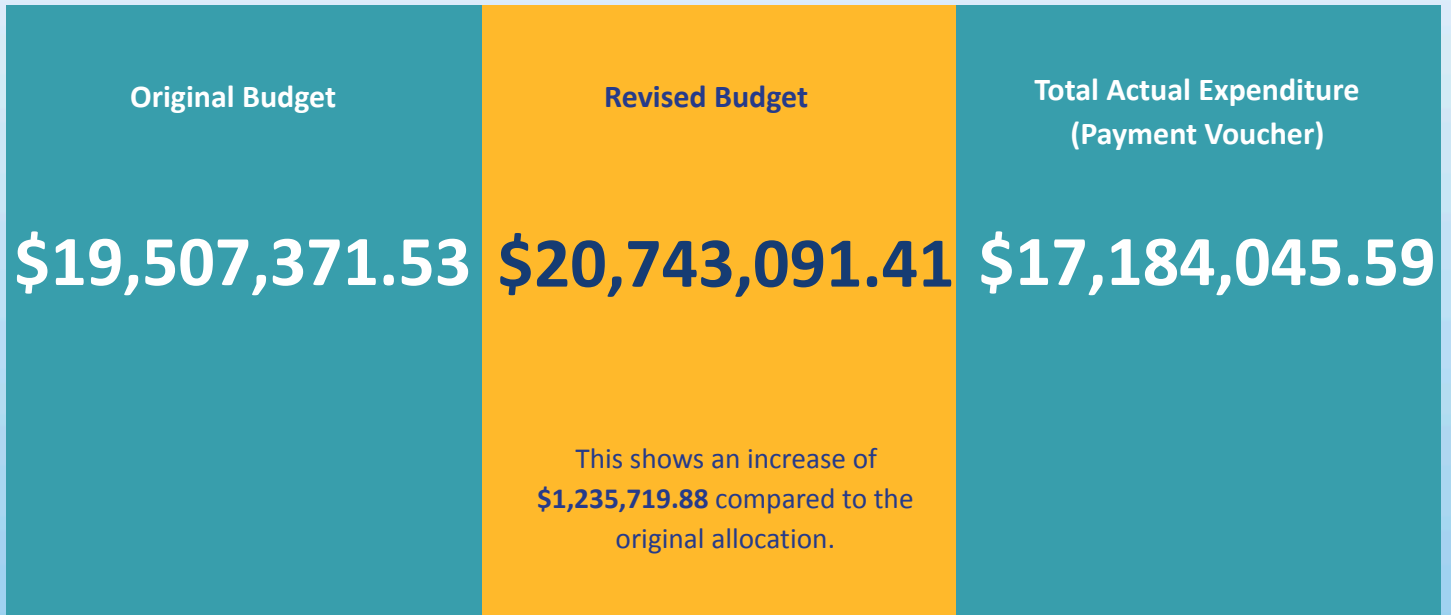




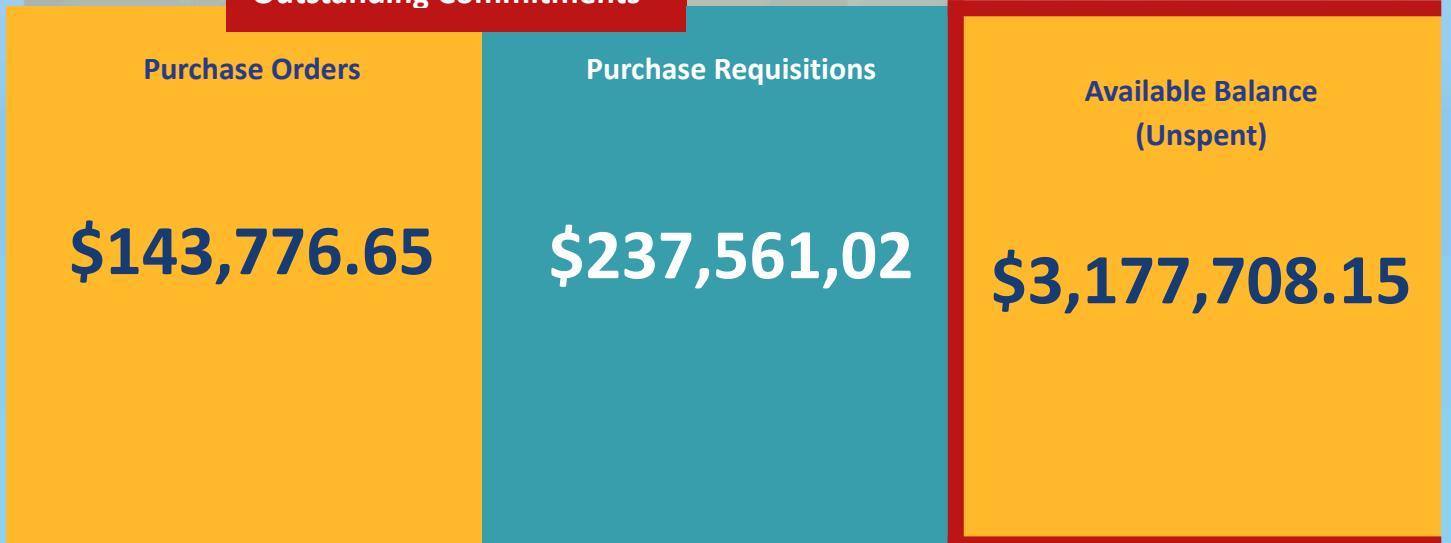


# FINANCIAL REVIEW AND BUDGET UTILISATION

## OVERVIEW OF THE CURRENT YEAR 2024



### Outstanding Commitments



#### Key Observation

A significant portion of the revised budget (approximately 84.2%) has been either spent or committed.

- The unspent balance of \$3.18 million indicates potential underutilization or savings, possibly due to project delays, cost savings, or inefficiencies.

## FINANCIAL CHALLENGES ENCOUNTERED

### 1. Delayed or Unreleased Funding:

Several divisions, including ECCE and CDRC, reported delays in receiving funds, particularly from external donors (e.g., UNICEF, EduKAIT). Activities such as ECCE curriculum roll-out and FLE program implementation were postponed due to funding delays.

### 2. Insufficient Recurrent Budget:

The ECCE Division struggled with inadequate recurrent funding to support key activities like inclusive education and literacy programs. Some programs had to be "piggybacked" onto other funded initiatives to proceed.

### 3. High Cost of Outer Island Operations:

The FMU Division highlighted logistical and geographical challenges in transporting materials and staff to outer islands, significantly increasing costs.

Chartering vessels for construction and maintenance remains expensive and often underfunded.

### 4. Underutilization of Budget in Some Areas:

Despite an increased revised budget (\$20.74 million), over \$3.17 million remained unspent, suggesting bottlenecks in implementation, possibly due to procurement delays or staff/resource constraints.

### 5. Infrastructure Gaps:

The Facilities Management Unit noted that many projects (like SSS toilets, school fencing, and maneaba construction) remained unimplemented due to the absence of secured funding.

## RESOURCE MOBILISATION STRATEGIES

### 1. Reprogramming of Donor Funds:

The ECCE Division reallocated UNICEF remaining funds to serve two simultaneous priorities: KQS follow-up inspections and ECCE curriculum roll-out.

EduKAIT and UNFPA funds were redirected to support activities like psychosocial training and the FLE program.

### 2. Donor Partnerships:

Key development partners such as ADB, EduKAIT, UNICEF, World Bank, and UNFPA provided both technical and financial support.

For example, ADB contributed to infrastructure (e.g., KTC accommodations), and EduKAIT supported literacy and training programs.

EduKAIT also supported Saturday literacy programs and resource upgrades via the KNLA.

### 3. In-Kind Contributions & Collaborative

**Delivery:** Divisions coordinated with others to share resources (e.g., vehicles, trainers, office space) to reduce costs. Outreach and training activities were sometimes conducted alongside other planned missions to maximise travel funding.

### 4. Grants and Memberships:

Memberships with associations like SEAPAVAA and PARBICA allowed KNLA staff to attend international workshops, indirectly strengthening capacity without new local funding.

# CHALLENGES AND MITIGATION

## STRATEGIES

Challenges

Mitigation Strategy

1

2

3

4

5

6

Seek additional donor support (e.g., UNICEF, EduKAIT, World Bank)

Reallocate and prioritize existing budgets Combine activities to share cost

Recruit temporary or technical support staff Improve internal coordination and scheduling Delegate tasks more effectively across available team

Plan and submit required documents earlier Regular follow-up with approving authorities Engage key decision-makers early in the process

Conduct direct site visits where possible Provide

better training and support for data collection Use remote monitoring tools and online reporting

Charter transport when necessary, budgeting for higher costs

Bundle activities into fewer, more efficient trips Strengthen local partnerships to assist remotely

Train staff in customer service and conflict resolution Strengthen public communication and awareness campaigns

Train staff in customer service and conflict resolution Strengthen public communication and awareness campaigns



Dependency on external funding for key activities

8

Diversify funding sources  
Build internal capacity to sustain core activities even if external funds are delayed

Limited awareness or understanding of new programs among communities

9

Increase community engagement and awareness campaigns  
Use schools, churches, and local media to spread information



## WAYS FORWARD

Building on the achievements of 2024, the Ministry of Education will prioritize the full implementation of activities that were reviewed and prepared during the year. Key actions scheduled for 2025 include the implementation of the reviewed Qualification Upgrading Programs to support continuous teacher professional development. Ongoing efforts will also focus on the roll-out of the Content Knowledge for Teaching (CKT) training module for Senior Secondary School (SSS) teachers, alongside the continued delivery of the Graduate Certificate in Secondary Education (GCSE) program to in-service teachers.

The Ministry will further enhance literacy and numeracy initiatives through the expansion of literacy training for Primary teachers and the use of Big Books, with an emphasis on strengthening foundational learning in the early years. Preparation for accreditation will continue, with the finalization and submission of the Kiribati Teachers College (KTC) Accreditation Application to EQAP scheduled for 2025.

Efforts to institutionalize quality assurance measures, such as the full roll-out of the Kiribati Quality Standards (KQS) and improvements to school leadership training, will be pursued in alignment with the Education Sector Strategic Plan (ESSP) 2024–2027.

The Ministry remains committed to overcoming funding and staffing constraints by seeking additional donor support and strengthening internal capacity through targeted professional development, stakeholder engagement, and partnership initiatives. These actions aim to ensure continuous improvement in the quality of education services across Kiribati.

# Appendices

## Annex 1: Indicator Update

Strategy & Activity	MYIOP Indicator	Baseline / Target	2024 Progress (Per Q3/14 report)	Status
1.1.4 Train all ECCE Teachers	Number of ECCE teachers trained in applying the new ECCE curriculum	0 / 524	550 trained (including Kiritimati and 8 islands)	Achieved
1.1.7 Conduct Certificate 4 courses	Number of Certificate 4 courses conducted on teaching the ECCE curriculum	0 / 4+	Not reported in 2024	Not started
1.2.3 Annual bonus payment for JSS/SSS teachers	Availability of bonus policy and implementation	No / Yes	Concept and Cabinet paper completed; implementation pending	Partial
1.2.4 Improve incentives for teachers on outer islands	% of teachers benefiting from incentives	0 / TBD	Strategies developed and Cabinet paper submitted; no implementation	Partial
1.2.6 Priority list of teacher houses	Priority list of teacher housing construction and renovation	0 / 1	Priority list submitted and remedial plan executed	Achieved
1.2.7 Construct/renovate teacher houses	Number of new/improved houses	0 / TBD	Construction/remedial support implemented via MoE	Achieved

1.3.4 Train teachers on KQS	% of ECCE teachers trained in applying the new curriculum (KQS embedded)	0 / 100%	550 ECCE teachers trained (KQS included)	Achieved
1.5.6 Secure KTC infra funding	Submission of Master Plan to donor	0 / 1	Infrastructure Master Plan shared with ADB	Achieved

Strategy & Activity	MYIOP Indicator	Baseline / 2024 Progress (Per Q3/14 Target)	Status	
2.1.2 Conduct foundational learning research	Completion of baseline assessments	No / Yes	Initial meetings held; led by PPRD; ECCE involved	Partial
2.1.3 Develop literacy and numeracy strategy	Strategy and procedures developed	No / Yes	Literacy TA recruited, workshops held, strategy under development	In progress
2.5.5 Develop ECCE storybooks	Number of storybooks developed	0 / 12	Final illustrations and editorial work underway (UNICEF)	Nearing completion
3.2.1 Develop and implement health, meal & safety policy	Availability of policy and % of schools with plans	No / 100%	Policy revised and submitted; implementation delayed	Partial
3.2.2 Implement infrastructure components		TBD / TBD	Toilets built in 9 North Tarawa schools & 1 JSS	Ongoing
4.1.9 Maintenance policy	Implementation of maintenance manual-based policy	No / Yes	Annual maintenance conducted across MoE infrastructure	Achieved
4.4.3 Upgrade for inclusion	Inclusive features added to school facilities	0 / Yes	Inclusive features implemented in all new/renovated structures	Achieved

# Annex 2:

**Legend**

- Not Started/ Problematic/ Not on Track
- In
- Progress
- On- Track

On- Track

Complete

**Director  
of  
Education**

**Director of PPRD**

**Deputy Secretary 1**

**Deputy Secretary 2**

**Strategy 1.1**

Review and harmonise existing approaches of service providers in continuous professional development (CPD) of ECCE, Primary, JSS, SSS teachers.

**Strategy 1.2**

Improve teachers' wellbeing and conditions of service

**Strategy 1.3**

Provide professional trainings to ECCE, Primary, JSS and SSS teachers and school leaders.

**Strategy 1.4**

Provide qualification upgrading support to teachers and school leaders.

**Strategy 1.5**

Provide support towards the institutional strengthening of KTC

**Strategy 2.1**

Reform Foundational Learning in Years 1-3 to comprise three learning areas, Language, Mathematics and Personal Development

**Strategy 2.2**

Improve teaching and learning and assessment beyond foundational level or year 4 and above


















**Strategy 2.3**

Link TVET elements to the promotion of Cultural History and Heritage, life skills, and alternative pathways

**Strategy 2.4**

Introduce digital education and more innovative activities into the teaching

and learning process, , directed towards students' active involvement and fostering critical thinking

<b>Strategy 2.5</b> Provide all schools with quality teaching and learning resources			
<b>Strategy 3.1</b> Utilise the existing curriculum and possible modifications during future revisions for building capacities of students towards preparedness for environmental and health-related crises			
<b>Strategy 3.2</b> Develop and implement a resilience strategy for schools in good partnership with island communities.			
<b>Strategy 3.3</b> Build capacities of MoE staff, school leaders, teachers and communities in disaster risk management (DRM)			
<b>Strategy 3.4</b> Strengthen the role of traditional Kiribati culture in education, through learners' active engagement with traditional heritage and participation in cultural activities			
<b>Strategy 4.1</b> Construct and renovate schools including WASH facilities in line with NIS/building codes.			
<b>Strategy 4.2</b> Improve provision of transport to students, making it possible for a larger number of children to reach school			
<b>Strategy 4.3</b> Provide Internet to Junior Secondary Schools and Senior Secondary Schools including Primary School head teachers			
<b>Strategy 4.4</b> Expand Model Inclusion Schools and islets primary schools to JSS.			
<b>Strategy 4.5</b> Facilitate re-entry into formal education and training			
<b>Strategy 5.1</b> Institutional strengthening of MoE to improve efficient and effective service delivery			
<b>Strategy 5.2</b> Harmonise data collection procedures			

**Strategy 5.3**

Develop the Kiribati Education Vision 2028-2035

**Strategy 5.4**

Strengthen MoE engagement with national stakeholders and development partners

**Strategy 5.5**

Implement the Teacher Registration Regulations

**Strategy 5.5**

Strengthen the Kiribati Qualification Authority

# Annex 3:

## Details of Professional Development Delivered

Table #: Summary of courses delivered an teacher and school leader attendance

Performance Indicator	Process for determining achievement of the result	Due date for achievement	Actual attendance
1. Teacher professional development delivered to 400 teachers and school leaders from South Tarawa.	School based professional development in 6 thematic areas delivered by associate lecturers with direct advisor support.	29 Feb 2024	<b>798</b> teachers & school leaders from South Tarawa attended <b>6</b> thematic training sessions over 2 weeks. <b>227</b> individual primary teachers ( <b>82%</b> ) & <b>114</b> individual JSS teachers ( <b>85%</b> ) attended the training sessions.

3. Teacher professional development delivered to 300 teachers and school leaders on four outer islands.

School based professional development in 6 thematic areas delivered by associate lecturers with remote advisor support.

31 May 2024

A total of **2,189** teachers & school leaders from **12** outer islands attended professional development training over 2 weeks. All teachers attended multiple training sessions.  
**716** individual teachers & school leaders attended professional development in **12** outer islands.

**Table #:** PD courses delivered January to May 2024, including dates, PD topic detail, location, number of participants and the content

Dates	CPD Modules	Locations	Participants	Description
22 January – 2 February (school holidays)	Resources for literacy (one day)	South Tarawa (13 PS venues, school by school)	22 men   194 women	'Resources for Literacy' was a 6-hour module that shows teachers how to use graded readers from the library and reading box to help children improve reading and comprehension skills. The library included English and te-Kiribati story books available in school and on the <i>Library for All</i> app. The module also included activities to use the picture dictionary and reviews activities from the Literacy Guide for Upper Primary.
25 February – 15 March		Marakei	4 men   23 women	
		Maiana	1 man   22 women	
23 February – 12 March		Kuria	2 men   7 women	
4–21 March		Nikanau (three venues)	1 man   13 women	
4–22 April		Beru	3 men   15 women	
		Nonouti	5 men   28 women	
2–16 April		Abemama	1 man   17 women	
8–22 April		Kiritimati	8 men   39 women	
6–17 May (school holidays)			North Tarawa 5 (individual schools)	
		Tab North	5 men   25 women	
		Abaiang	2 men   14 women	
		Butaritari (six PS venues)	4 men   16 women	
22 January – 2 February	Addressing Disability in classrooms	Marakei	5 men   46 women	
		Maiana	1 man   35 women	
		Kuria	12 men   19 women	
		Nikanau	1 man   39 women	
	Addressing Gender in classrooms	Marakei	0 men   27 women	
		Maiana	1 man   35 women	
		Kuria	5 men   17 women	

		Nikanau	3 men   42 women	
22 January – 2 February (school holidays)	Resources for numeracy (one day)	South Tarawa (13 PS venues, school by school)	21 men   202 women	'Resources for Numeracy' was a 6-hour module that showed teachers how to plan, use and manage resources in math lessons. Teachers practiced delivering active, hands-on activities with low-cost resources to help students learn mathematical concepts. Effective strategies to manage resources in the classroom were also included.
25 February – 15 March		Marakei	4 men   23 women	
		Maiana	1 man   24 women	
23 February – 12 March		Kuria	2 men   7 women	
4–21 March		Nikanau (three venues)	1 man   13 women	
4–22 April		Beru	3 men   15 women	
2–16 April		Nonouti	5 men   28 women	
		Abemama	1 man   17 women	
8–22 April		Kiritimati	8 men   39 women	
6–17 May (school holidays)		North Tarawa (five PS venues)	1 man   16 women	
	Tab North	5 men   26 women		
	Abaiang	2 men   14 women		
	Butaritari (six PS venues)	4 men   16 women		
22 January – 2 February	Actioning positive discipline (two days)	South Tarawa (13 PS venues, school by school)	27 men   200 women	The professional development <i>Actioning Positive Discipline</i> provided participants with skills and knowledge focused on differing approaches to student behaviour management. The 2-day course included specific practices to improve positive discipline in the classroom and school compound, including in regard to whole school approaches and bullying. Tasks included documenting expectations about behaviour in the classroom, reflections about current practices and changes needed, as well as thinking about whole school practices and consistent consequences.
25 February – 15 March		Marakei	6 men   36 women	
		Maiana	1 man   28 women	
23 February – 12 March		Kuria	1 man   28 women	
4–21 March		Nikanau	5 men   12 women	
4–22 April		Beru	16 men   48 women	
2–16 April		Nonouti	11 men   32 women	
8–22 April		Abemama	25 men   87 women	
	Kiritimati	14 men   55 women		

6–17 May (school holidays)		North Tarawa	4 men   20 women	<p>The PD Term 1 Curriculum Planning and Resources provided participants with the skills and knowledge to develop a Term planner and do detail lesson planning. The focus was on designing lessons using textbooks, experiments and other concrete materials and doing activities to ensure students are more actively engaged in their learning. Participants applied the skills and knowledge learned to create lesson plans which are resource rich and demonstrate these aspects of the lessons to others in the workshop, while also reflecting on their workshop learning.</p> <p>The PD Term 2 Curriculum Planning and Resources provided participants with the skills and knowledge to develop a Term planner and do detail lesson planning. The focus was on designing lessons using</p> <p>textbooks, experiments and other concrete materials and doing activities to ensure students are more actively engaged in their learning. Participants applied the skills and knowledge learned to create lesson plans which are resource rich and demonstrate these aspects of the lessons to others in the workshop, while also reflecting on their workshop learning.</p> <p>The Leading Learning Instructional Leadership Recharge three-day workshop was available to all current and aspiring Kiribati school leaders (including principals, deputies, heads of department, head teachers, first assistants). The PD revisited</p>
		Tab North	11 men   31 women	
		Abaiang	13 men   100 women	
		Butaritari	13 men   63 women	
22 January – 2 February	Term 1 JSS curriculum planning & resources (two days)	South Tarawa (four JSS venues, school by school)	27 men   87 women	
25 February –15 March		Marakei	-	
23 February – 12 March		Maiana	-	
4–21 March		Kuria	3 men   5 women	
4–22 April	Term 2 JSS Curriculum planning & Resources (two days)	Nikanau	3 men   7 women	
2–16 April		Beru	4 men   5 women	
8–22 April		Nonouti	6 men   4 women	
6–17 May (school holidays)		Abemama	3 men   8 women	
6–17 May (school holidays)		Kiritimati	6 men   16 women	
		South Tarawa (at each JSS for two days through Curriculum Review / Curriculum team)	17 men   69 women	
		North Tarawa	2 men   4 women	
		Tab North	6 men   7 women	
		Abaiang	6 men   17 women	
6–17 May (school holidays)	Leading Learning Instructional Leadership Recharge (three days)	Butaritari	5 men   8 women	
		South Tarawa	2 men   16 women	
		North Tarawa	4 men   15 women	
		Tab North	11 men   33 women	
		Abaiang	10 men   39 women	

		Butaritari	2 men   30 women	instructional leadership aspects, while also highlighting good practice in schools and the challenges faced by school leaders and their communities in making positive change to the learning environment. Focus areas included are leadership principles and collaborative vision; teacher sharing in PLGs/ALTs; observations, as well as revising positive learning environment and discipline, also parent participation. The workshop also includes disability and inclusive education and student-centred practices.
6–17 May (school holidays)	English for Academic Purposes (five days)	South Tarawa	1 man   6 women	
		North Tarawa	4 men   13 women	
		Tab North	11 men   22 women	
		Abaiang	3 men   35 women	
		Butaritari	5 men   16 women	
6 April	Practical Science experiments for JSS (one day)	Abaiang	4 men   7 women	This professional development was intended to familiarise teachers with experiments relevant to the yr. 7–9 curriculum, so teachers were aware of how to engage students in the scientific process and in
13 April		S Tarawa	4 men   13 women	
				observing and recording data. In the PD session, experiments were set up in various stations and teacher groups modelled the experiments for others, highlighting science concepts and talking about language vocabulary used.