



Kiribati Australia Skills for Employment Partnership (KASfEP) Evaluation and Design of New Bilateral Skills Program

Evaluation Report

23 APRIL 2025

ALINEA INTERNATIONAL

Cover photo credit: Pulitzer Center, *Kiribati: Living on the edge*. <https://pulitzercenter.org/stories/kiribati-living-edge>.

CONTENTS

ACRONYMS AND ABBREVIATIONS	3
EXECUTIVE SUMMARY	5
Relevance	5
Effectiveness	5
Efficiency	6
Sustainability and Localisation	6
Cross-cutting Issues	6
Risk Management.....	7
Monitoring, Evaluation, and Learning.....	7
Opportunities and Recommendations for Australian Investment in the Skills Sector	7
INTRODUCTION	10
Evaluation purpose	10
Key users.....	10
BACKGROUND	11
About the Program	11
Development Context	11
Evaluation Methodology	14
EVALUATION FINDINGS	16
1. Relevance	17
2. Effectiveness	20
3. Efficiency	34
4. Sustainability and Localisation	36
5. Cross-cutting Issues: Gender Equality, Disability and Social Inclusion	39
6. Cross-cutting Issues: Climate and Disaster Resilience.....	41
7. Risk Management.....	42
8. Monitoring, Evaluation and Learning	44
LESSONS LEARNED AND CONCLUSIONS.....	46
Lessons Learned	46
Conclusions	46
OPTIONS AND RECOMMENDATIONS	48
Opportunities for Australian Investment in the Skills Sector	48
ANNEXES	52
Annex 1: KASfEP Program Logic.....	53
Annex 2: Evaluation Evidence Matrix	54
Annex 3: Literature and Documents Reviewed	59
Annex 4: Stakeholder Consultation Summary.....	60
Annex 5: Impact Stories	63
Annex 6: Underlying Figure and Table Data	65

Acronyms and abbreviations

APCP – Australia Pacific Climate Partnership
APTC – Australia Pacific Training Coalition
ARF – Adviser Remuneration Framework
CAC – Course Advisory Committee
CSO – Civil Society Organisation
DFAT – Department of Foreign Affairs and Trade (Australia)
EOPO – End of Program Outcome
ESS – Employment Support Services
EQAP – Education Quality and Assessment Program (SPC)
FNU – Fiji National University
FSF – Flexible Support Facility
GBV – Gender-Based Violence
GEDSI – Gender Equality, Disability, and Social Inclusion
GGGI – Global Green Growth Institute
GoK – Government of Kiribati
IDD – Investment Design Document
IO – Intermediate Outcome
IST – International Skills Training
KABVI – Kiribati Association for the Blind and Vision Impaired
KASfEP – Kiribati Australia Skills for Employment Partnership
KCCI – Kiribati Chamber of Commerce and Industry
KEIP – Kiribati Education Improvement Program
KFHA – Kiribati Family Health Association
KFL – Kiribati Fisheries Limited
KIT – Kiribati Institute of Technology
KPA – Key Policy Area
KSCCSN – Kiribati School and Centre for Children with Special Needs
KWCSN – Kiribati Women and Children Support Centre
LFP – Labour Force Participation
LSU – Labour Sending Unit
MEL – Monitoring, Evaluation, and Learning
MEHR – Ministry of Employment and Human Resources
MFAT – Ministry of Foreign Affairs and Trade (New Zealand)
MISE – Ministry of Infrastructure and Sustainable Energy
MoE – Ministry of Education
MTC – Marine Training Centre
NEET – Not in Employment, Education, or Training

PALM – Pacific Australia Labour Mobility
PLF – Pacific Labour Facility
PLMSP – Pacific Labour Mobility Support Program
PLWD – People Living with Disabilities
PUB – Public Utilities Board
PV – Photovoltaic
RPL – Recognition of Prior Learning
RSE – Recognised Seasonal Employer (New Zealand)
SDG – Sustainable Development Goal
SPAG – Strategic Program Advisory Group
SPC – Pacific Community (formerly Secretariat of the Pacific Community)
STAR-C – Solar Technology Application Resource Centre
SSS – Student Support Services
TAE – Certificate IV in Training and Assessment
TESOL – Teaching English to Speakers of Other Languages
TTM – Te Toa Matoa
TVET – Technical and Vocational Education and Training
TVETSSP – Technical and Vocational Education and Training Sector Support Program
UCpG – Unit Cost per Graduate
UNEVOC – UNESCO International Centre for Technical and Vocational Education and Training
USP – University of the South Pacific
VfM – Value for Money

Executive summary

Overview

This Evaluation Report presents the end-of-program evaluation of the Kiribati Australia Skills for Employment Partnership (KASfEP). The purpose of the evaluation is to assess the achievements and challenges of Australia's engagement in the skills sector in Kiribati since 2016, and to inform future programmatic considerations.

KASfEP is a AUD 49.92 million initiative, running from 1 July 2016 to 31 March 2026. The initiative is managed by Palladium and implemented across three phases, with the program currently in its third and final phase. KASfEP's overarching goal is to develop a more capable, qualified, and mobile i-Kiribati (Kiribati citizens) workforce.

There is solid evidence that KASfEP was largely effective in its implementation, and appropriately targeted to achieve its outcomes efficiently. The program supported skills development for 2,734 graduates, and helped enable a monthly average of 1,500 i-Kiribati to work in Australia through the Pacific Australia Labour Mobility (PALM) Scheme. KASfEP has provided a strong foundation for the development of the skills sector in Kiribati, but more focus is now required in supporting employment pathways for graduates and transitioning ownership and coordination of the work to the Government of Kiribati (Gok).

A summary of key findings is detailed below.

Relevance

- KASfEP effectively responded to Kiribati's strategic objectives, with end of program outcomes (EOPOs) aligned with key government policies. The program was well-designed and responsive in strengthening the national skills base to address local employment needs and support labour mobility, albeit with an intentionally (by design) limited scope for actively facilitating direct employment pathways.
- KASfEP aligns strongly with Australia's Aid Investment Plan for Kiribati and regional labour mobility initiatives.
- The program partially aligns with Australia's 2023 International Development Policy, with notably stronger alignment in gender equality, disability, and social inclusion (GEDSI)—particularly gender equality—though disability inclusion requires additional attention. Alignment with climate resilience is limited, likely due to the program's design predating the 2023 policy shift.
- Skills sector coordination strengthening through KASfEP has been adequate but limited. While the Kiribati Institute of Technology (KIT) receives effective strategic direction from the KIT Advisory Council, gaps persist in broader strategic direction and coordination for the wider skills sector—including labour mobility—due to the absence of an updated national skills and labour mobility strategy and the continued resourcing challenges of coordination mechanisms.

Effectiveness

KASfEP has been highly effective overall, successfully achieving EOPOs 1, 2, and 3, though it made limited progress on EOPO 4.

- Participation and graduation inclusion targets have consistently been met within the program, but employability remains lower for women and people living with disabilities (PLWD), indicating persistent cultural barriers to employment.
- KIT's demand-driven course profile has been a key strength. KIT has maintained a consistent focus on domestic and international labour market needs.
- KIT's ongoing accreditation through the SPC's Education Quality and Assessment Program (EQAP) is strong evidence of its quality and reputation.

- Although operational coordination between KIT and the Ministry of Employment and Human Resources (MEHR) has been effective—particularly through Employment Support Services—strategic engagement and meaningful capacity building have been constrained. Improved management and coordination of the skills sector is a critical area of work. Supporting the continued strengthening of MEHR’s systems is resource-intensive and requires layered and multi-faceted interventions, which KASfEP could not fully provide.
- MEHR’s engagement with KASfEP capacity-building initiatives has varied over time, which has presented challenges in fully advancing sector-wide governance improvements and systemic reforms.

Efficiency

KASfEP was an important and appropriate investment, addressing a clear need, aligned to Australian priorities and largely effective in its delivery. The scale of the investment was proportional to the stated goal of “a more capable, qualified and mobile i-Kiribati workforce”.

- As Kiribati’s primary provider of Technical and Vocational Education and Training (TVET), the decision to focus KASfEP around building KIT’s capacity and reach was sound.
- The KASfEP delivery modality was fit-for-purpose and became progressively more cost-effective over time. Reliance on long- and short-term advisers decreased steadily, commensurate to need. Consolidating the Team Leader and KIT Director roles into one position was practical and efficient, although this approach delayed progress toward local leadership. However, joint funding of KIT staff salaries by KASfEP and the GoK limited opportunities to transfer these positions fully onto the GoK establishment register and has limited local ownership and undermines the sustainability of the program.
- Given the substantial resources allocated to staffing through program funding, opportunities were missed to redirect those resources toward other critical areas, such as skills coordination. Additionally, there are ongoing value-for-money concerns regarding infrastructure investments at KIT, as maintenance costs were not adequately accounted for in planning.
- The managing contractor demonstrated adaptability and effective stewardship during periods of fiscal constraint, particularly through careful recruitment of long-term advisers from 2020 onward. Head contract management was efficient, with accurate planning and budgeting. Nearly all activities and outputs were delivered on schedule and within budget, despite significant disruptions due to COVID-19 and resulting budget adjustments.

Sustainability and Localisation

Despite significant improvements in KIT’s capacity to design and deliver courses, KASfEP’s outcomes and benefits are unlikely to be fully sustained without continued Australian funding. Short-term sustainability and Government of Kiribati ownership remain significant risks due to heavy reliance on Australian funding, especially for staffing at KIT. Ensuring long-term viability will require a balanced approach in future programming, with scaffolded support enabling a progressive transition of KIT management and staff to MEHR, and gradual development of a self-sustaining local employment market.

- While KASfEP aligns well with the GoK’s strategic and policy priorities, evidence of consistent ownership of program priorities and results among stakeholders has been mixed. Sustained, strategic engagement from MEHR and other government partners has varied throughout the program’s duration, which has influenced the depth of collaboration and progress toward shared outcomes.

Cross-cutting Issues

- KASfEP adopted a holistic approach to gender equality and women’s empowerment, encompassing policy implementation, practical initiatives, norm-challenging activities, and stakeholder engagement. A key milestone has been achieving above-target women’s participation in skills training at KIT, with female enrolment exceeding 20% in non-traditional trade courses and 50% across all other training

areas. However, employment outcomes for women remain lower compared to their male counterparts, reflecting persistent cultural and societal barriers

- KASfEP has had a meaningful, although modest, impact on people living with disabilities in Kiribati. People living with disabilities have benefited from KASfEP through enhanced opportunities to study at KIT, including targeted courses and improved accessibility of teaching practices and campus facilities supported by student support services. However, employment outcomes for graduates with disabilities remain limited.
- Employer reluctance to hire graduates with disabilities often reflects perceptions about physical limitations in labour-intensive roles, highlighting persistent societal and cultural barriers. While there is growing recognition of the importance of inclusive approaches, available evidence suggests that disability equity has not yet been a strong focus within MEHR's labour mobility initiatives, presenting an opportunity for further prioritisation and integration.
- KASfEP supported partners to address climate change through a mainstreaming approach, achieving some positive progress in increasing climate-risk awareness among KIT staff and students, and embedding climate and environmental considerations into KIT's policies and practices.
- KASfEP's engagement in climate resilience remains underdeveloped and not commensurate with Kiribati's significant vulnerability as one of the world's most remote and climate-affected countries. Actions implemented by KASfEP to enhance climate and disaster resilience show early indicators of potential effectiveness, as many initiatives have only recently commenced and need more time to demonstrate results.

Risk Management

- A comprehensive risk management strategy was effectively applied throughout the KASfEP investment. The program successfully managed operational risks, particularly those associated with COVID-19 disruptions, but two significant high-level risks persisted. First, the risk that KIT will not be fully led and administered by MEHR at the conclusion of KASfEP in 2026. Second, the risk that suitable leaders may not emerge within KIT to sustain ongoing progress.

Monitoring, Evaluation, and Learning

- KASfEP's monitoring, evaluation and learning (MEL) system generally produced credible information that effectively informed management decisions, supported learning, and upheld accountability. It demonstrated strength at the operational level within KIT but requires further strengthening to institutionalise MEL processes within MEHR.
- The results framework effectively tracked outcomes (effectiveness) achieved by KIT, but systematic tracking of EOPO 4 outcomes was not evident. The MEL also successfully captures signals of contextual developments (relevance). However, the absence of a Value for Money framework limits the program's capacity to monitor and report on cost-effectiveness.

Opportunities and Recommendations for Australian Investment in the Skills Sector

KASfEP has undoubtedly significantly strengthened KIT. Ending Australian support in 2026 would pose considerable risks to sustainability and outcomes; continued investment remains well-justified given the program's demonstrated relevance and effectiveness.

Immediate priorities for KASfEP's final 12 months include planning for the transition of leadership at the KIT from expatriate to an I-Kiribati Director, supporting succession planning at KIT, and proactively engaging with MEHR to clarify future funding and structural changes.

The design of the next program should explore opportunities to:

- Strengthen skills sector governance and coordination by identifying specific mechanisms to support MEHR's capacity.

- Transition KIT towards increased localisation and sustainability through phased reductions in external funding and enhanced local leadership development.
- Support labour market reintegration for returning workers through targeted employment pathways, including assessing the feasibility of establishing a respite care centre.
- Expand employment pathways and labour mobility opportunities by enhancing MEHR's Labour Sending Unit policies and creating structured mechanisms for graduate employment.
- Adopt a robust twin-track GEDSI approach, intensifying efforts to improve gender equality and disability inclusion within skills programs, enhancing access to training, and addressing barriers to participation.
- Adopt a robust twin-track approach to climate change by integrating climate considerations into targeted outcomes and mainstreaming across all outcomes, prioritising the development and strengthening of climate resilience and renewable energy skills.
- Implement decentralised training models and centres of excellence, leveraging regional partnerships, blended learning approaches, and industry collaboration to align training with labour market needs.
- Develop early-stage communication and public engagement strategies to boost program visibility and public awareness.
- Apply a balanced implementation modality with a maintained technical assistance approach, utilising a "scaffolded support" modality by progressively reducing reliance on long-term advisers while increasing the pool of short-term expertise, strengthening twinning arrangements between Kiribati and Australian and regional organisations, and enhancing direct collaboration with civil society organisations, particularly for GEDSI initiatives.



2,734 KIT graduates since 2016; with **54%** female graduates



250 graduates from outer islands



39 courses offered, including certificate III in electro engineering, plumbing and construction



96% of graduates surveyed indicated their KIT studies effectively prepared them for employment



54% of graduates sampled were employed at the time of being surveyed



KIT is now a **EQAP** accredited training institution



23% female enrolment in non-traditional courses



Certification in aged care, with **199 workers** engaged through the Pacific Labour Mobility Scheme



Since 2021, there has been an average of **1,407** working in Australia through the Pacific Labour Mobility Scheme.



i-Kiribati are over-represented in PALM. In 2024, i-Kiribati comprised around **2.5% of all workers**, despite Kiribati's working-age population only constituting around 0.89% of the total working-age population of all the countries in the PALM scheme

Introduction

This evaluation report presents findings from the evaluation of the Kiribati Australia Skills for Employment Partnership (KASfEP). It begins with background information on KASfEP and an overview of Kiribati's development context, followed by detailed findings organised around key evaluation criteria: relevance, effectiveness, efficiency, sustainability and localisation, gender equality, disability and social inclusion (GEDSI), climate and disaster resilience, risk management, and monitoring, evaluation and learning (MEL).

The report concludes with lessons learned, as well as options and recommendations for the final phase of KASfEP and considerations for future investments. These options and recommendations are organised and numbered for ease of reference: 'program' (P1, P2, ...) refers to recommendations relevant to the remaining 12 months of KASfEP, while 'design' (D1, D2, ...) denotes recommendations pertaining to the design of the next program.

Annexes provide supporting information, including the KASfEP program logic, evaluation evidence matrix, literature and documents reviewed, a summary of stakeholder consultations, and illustrative impact stories.

Evaluation purpose

This evaluation provides an assessment of KASfEP, as implemented between 2016 and 2025. Importantly, it evaluates the extent to which the program's end of program outcomes (EOPOs) were achieved and provides an assessment of the efficiency of the investment model. It also considers cross-cutting issues of GEDSI and climate and disaster resilience.

The purpose of this evaluation is to assess the successes and challenges of Australia's engagement in Kiribati's skills sector since 2016. The evaluation has two key objectives: accountability of Australia's investment and identification of future opportunities.

Key users

This evaluation report has been principally prepared for the Department of Foreign Affairs and Trade (DFAT), specifically the Tarawa Post and Canberra-based investment managers and executive staff. Its key findings will be shared with DFAT's whole-of-government partners and key stakeholders within the Government of Kiribati (GoK), including the Ministry of Employment and Human Resources (MEHR) and the Kiribati Institute of Technology (KIT).

The evaluation conforms with [DFAT's Monitoring and Evaluation Standards](#) and [Ethical Research and Evaluation Guidance](#) and will be published in line with [DFAT's Development Evaluation Policy](#) and the [Aid Transparency](#) requirements.

Background

About the Program

The KASfEP is a AUD 49.92 million initiative running from 1 July 2016 to 31 March 2026, managed by the Palladium Group and implemented in three phases:

- Kiribati Facility Phase I (October 2016–March 2020, focused on inception and foundational training)
- Kiribati Facility Phase II (March 2020–March 2023, focused on inclusion and accreditation)
- KASfEP Phase III (March 2023–March 2026, focused on consolidation and sustainability).

KASfEP was designed to address limited paid employment opportunities for i-Kiribati at home, regionally, and internationally. On 1 October 2016, Australia's Technical and Vocational Education and Training (TVET) support transitioned from the Technical and Vocational Education and Training Sector Support Program (TVETSSP) to the Skills for Employment Program (SfEP) under the Kiribati Facility funding mechanism.

KASfEP's goal is to develop "a more capable, qualified, and mobile i-Kiribati workforce." Annex 1 provides the KASfEP Program Logic, which comprises four EOPOs:

- EOPO 1: Increased (equitable) participation of 16-24-year-old women and men in skills development programs
- EOPO 2: Graduates have improved skills for employment in domestic and overseas markets
- EOPO 3: KIT is a high quality, regionally recognised organisation
- EOPO 4: Improved management and coordination of the skills sector.

The program operated through two streams:

- SfEP, which was the overriding core of the program, guided by the program logic and monitoring, evaluation and learning (MEL) framework, and:
- Flexible Support Facility (FSF), designed to respond quickly to emerging priorities and support the development and implementation of priority programs with adaptive planning and flexible resourcing.

Development Context

Kiribati remains a labour surplus economy with limited growth prospects, a small private sector, and constrained productivity opportunities. The country faces significant challenges in labour force participation with a rate of just 35.8%—well below the Pacific regional average of 62.7%¹. This low participation is further exacerbated by gender disparities, with only 28.7% of women engaged in the workforce compared to 43.1% of men². Household responsibilities, skill mismatches, and cultural norms disproportionately limit women's participation in the labour market.

With a median age of 23.9 years, the country has a workforce capable of driving productivity and growth. However, youth unemployment stands at 22.5%—more than double the national average of 8.6%³, indicating that young people face greater barriers to employment than the general workforce. Even more concerning, nearly half (49.8%) of youth aged 15–24 are classified as NEET (not in employment, education, or training)⁴. The high NEET rate suggests that a large proportion of young people lack clear pathways to employment. Without access to education, training, or jobs, they face long-term exclusion from the labour market, economic insecurity, and social disengagement.

¹ Kiribati National Statistics Office. (2021). Kiribati 2019–2020 Household Income and Expenditure Survey Report. Ministry of Finance and Economic Development, Government of Kiribati.

² *Ibid.*

³ Kiribati National Statistics Office. (2024). Kiribati Population and Housing Census 2020. Government of Kiribati.

⁴ *Ibid.*

These challenges highlight the need for sustained investment in education, skills development, and job creation to enhance youth employability and address gender disparities in the workforce. Strengthening equitable pathways into national, regional, and international labour markets is crucial for unlocking Kiribati's workforce potential and driving inclusive economic growth. These priorities are central to the Government of Kiribati's (GoK) development policies, strategies, and plans (summarised below).

The Ministry of Education (MoE) and the MEHR oversee TVET in Kiribati. As a small island state, Kiribati lacks the capacity to sustain a national qualifications authority and framework. Sector-wide capacity constraints make it difficult to establish an additional regulatory authority within MEHR. In the absence of a national TVET regulatory body, Kiribati relies on the Pacific Community (SPC)'s Education Quality Assurance Program (EQAP) for accreditation and recognition of TVET programs.

National skills training providers in Kiribati include the KIT, the Marine Training Centre (MTC), the Kiribati Teachers College (KTC), and the School of Nursing and Health. KIT is the primary TVET provider. In 2018, KIT became the first—and remains the only—TVET institution in Kiribati to achieve Education Quality Assurance Program (EQAP) accreditation. The School of Nursing and Health, previously merged with KIT, was recently transferred to the Ministry of Health (MoH).

Australia has been a key supporter of skills development in Kiribati through bilateral and regional initiatives. As Kiribati's largest bilateral aid donor, Australia's flagship bilateral program is the KASfEP. Regional initiatives include the Pacific Australia Labour Mobility (PALM) Scheme, the EQAP, and the Pacific Skills Program. New Zealand supports the implementation of KIT's Master Plan and recently invested in a new KIT building, completed in February 2025. It also supports the MTC and facilitates labour mobility through the Recognised Seasonal Employer (RSE) scheme.

Kiribati's Development Policy Framework for Skills Development

The **Kiribati 20-Year Vision (KV20) 2016–2036** outlines a strategic approach to human capital development, focusing on education, vocational training, and labour mobility. Pillar 1 (wealth: human capital development) includes two goals relevant to skills development:

- Developing a highly skilled, qualified, and efficient workforce: KV20 emphasises inclusive education and skills development to enhance domestic and overseas employment opportunities. A key strategy is to align vocational training with the needs of key economic sectors.
- Increasing employment opportunities for i-Kiribati: KV20 prioritises expanding overseas employment through the National Labour Migration Policy.

The **Kiribati Development Plan (KDP) 2020–2023** is the second development plan implementing KV20 and continues to focus on the same six key priority areas (KPAs) as the previous KDP 2016–2019.

KPA 1 (harnessing our human wealth) prioritises skills development and focuses on:

- Providing TVET opportunities for school leavers and disengaged youth.
- Strengthening pathways to improve access to formal and informal training.
- Enhancing access and entry into labour mobility programs for i-Kiribati.
- Developing a qualified, competent, and knowledgeable workforce in public and private sectors.

The **Ministry of Employment and Human Resource Strategic Plan 2020–2023** outlines key priority areas (KPAs) focused on skills development and employment. While outdated, it remains a guiding framework until a new plan is developed. Relevant goals and strategies are:

KPA 1: Human resource development

Goal 1: Enhance education and training to equip students with skills for a productive future

Strategies:

- Strengthen and enforce TVET quality standards to ensure providers meet regional and international benchmarks, including KIT accreditation under the Pacific Regional Qualifications Framework.
- Improve access and entry into TVET programs including by developing and implementing an Outer Island and Kiritimati Island strategy.
- Diversify TVET training to better align with industry needs.

KPA 2: Economic growth and poverty reduction

Goal 2: Foster inclusive economic development through sustainable employment, financial inclusion, and private sector growth

Strategy:

- Implement priorities under the labour migration policy to enhance workforce mobility.

The **National Labour Migration Policy** recognises labour migration as a key strategy for permanent migration and population management, emphasising skills training to equip i-Kiribati for skilled job opportunities abroad.

Evaluation Methodology

The evaluation was guided by the KASfEP Evaluation Plan, finalised on 22 January 2025. The evaluation findings were based on a review of program documents and datasets, including KASfEP Annual Reports, KIT student management information system data, and employer-reported employment data, along with insights from stakeholder consultations. A list of literature and documents reviewed is provided in [Annex 3](#) and a summary of stakeholder consultations is included in [Annex 4](#).

Data collection

The evaluation team conducted stakeholder consultations between 22 January and 6 February 2025, with in-country fieldwork from 25 January to 3 February 2025. All individuals consulted provided informed and voluntary consent for participation, including permission for a summary of discussions to be documented by Alinea International.

Semi-structured interviews were held with representatives from the GoK, KASfEP advisers, Palladium (management contractor), employers, civil society organisations (CSOs), and the Australian and New Zealand governments. The evaluation team also facilitated group discussions with KIT staff and graduates at KIT and MTC. These took place in small cluster groups, which included graduates with hearing impairments supported by a sign language interpreter.



104 total stakeholders consulted



Comprising **54 female** and **50 male** participants



Including **six individuals** identified as **living with disabilities** (PLWD)

All interviews and questionnaire results were coded for de-identification of responses. The voluntary printed questionnaire achieved a high response rate of 87% (40 out of 46 responses)⁵.

Criteria used to make evaluative judgement

The evaluation team used structured tools to establish a trail of evidence, linking raw data and insights to identified findings, and findings to opportunities and recommendations. The evaluation evidence matrix (Annex 2: Evaluation Evidence Matrix) includes key evaluation questions (KEQs) and sub-questions, mapped to corresponding data sources (documents, datasets, and stakeholder interviews). This matrix was used to facilitate triangulation across multiple sources and to assess the strength of evidence supporting the findings.

Progressive sense-making was undertaken by sharing preliminary findings with the DFAT Tarawa Post upon completion of primary data collection in Kiribati. An iterative process was used to produce the Aide Mémoire (draft and final) and the Evaluation Report (draft and final), allowing multiple opportunities for DFAT feedback.

⁵ Aged care graduates: 10 out of 10 (100%); other KIT graduates: 8 out of 14 (57%); KIT teachers: 12 out of 12 (100%); and KIT administrative and management staff: 10 out of 10 (100%).

Limitations

Four limitations and challenges affected the evaluation:

- **Absence of input from the Strategic Program Advisory Group (SPAG).** Due to budget and timing constraints an additional mission to Kiribati to validate evaluation findings with SPAG was not possible. This was partially mitigated by sharing and discussing preliminary findings with the DFAT Tarawa Post at the conclusion of the field mission, and through iterative report development which provided DFAT with opportunities for feedback. However, the lack of SPAG engagement remains a shortcoming. Ideally, evaluation findings should have been validated with SPAG members through a workshop, followed by the collective identification, discussion, and prioritisation of opportunities and recommendations, thereby strengthening stakeholder ownership.
- **Limited engagement with stakeholders from outer islands.** Travel to outer islands was not possible due to limited connectivity, infrequent flights to Abemama and Kiritimati Island, and budget and timing constraints. This limitation was partially addressed by consulting with KIT graduates from outer islands who were in Tarawa during the evaluation, and consultations with KIT staff, the KIT executive team, and KASfEP advisers who provided further insights into the program's engagement with outer-island students and employers, and the impacts achieved for these stakeholders. Nevertheless, face-to-face consultations and site visits to KIT campuses on outer islands would have provided richer, more comprehensive insights.
- **Personal turnover and lack of institutional memory.** During the initial nine years of this program there has been considerable personnel turnover, amongst those managing and implementing KASfEP. This is true both of DFAT and key long-term advisers and program staff. Many of those interviewed in country lacked critical knowledge concerning programming decisions and actual program pivots. As a consequence, follow-up interviews and enquiries were made.
- **Stretched capacity of KASfEP advisers.** KASfEP's remaining long-term advisers were extremely supportive of the evaluation mission, but were managing consultations and data consolidation alongside the return of students for the academic year and moving buildings within KIT. Follow-up clarification has been sought on several issues arising from initial consultations.

Evaluation Findings

This chapter addresses the KEQs and sub-questions to assess whether KASfEP has delivered on expectations.



Photo credit: Vladimir Lysenko, [Creative Commons](#)

1. Relevance

1.1. KEQ 1: How relevant was KASfEP to the Kiribati context and government priorities?

Key finding: KASfEP effectively responded to Kiribati's strategic objectives, with EOPOs aligned with key government policies. The program was well-designed and responsive in strengthening the national skills base to address local employment needs and support labour mobility, albeit with an intentionally (by design) limited scope for actively facilitating direct employment pathways.

KASfEP appropriately aligned its EOPOs with key government policies—the Kiribati 20-Year Vision (KV20), the Government of Kiribati's Development Plan 2020–2023, and the MEHR Strategic Plan 2020–2023. **The program was well-designed and responsive in strengthening the national skills base to address local employment needs and support labour mobility, albeit with a deliberately (by design) limited scope for actively facilitating direct employment pathways.** In other words, while the skills training aligns with national policies, its impact on workforce participation could have been greater with targeted support to help graduates transition into employment, so that skill development directly contributes to individual livelihoods and economic growth.

A decade after its design, KASfEP remains relevant, as evidenced by consistent stakeholder perceptions of its relevance during evaluation consultations. Although the current skills policy framework (the MEHR Strategic Plan) is outdated and a new MEHR Strategic Plan remains under development, the government's sustained emphasis on skills development and increasing labour mobility is unlikely to diminish. Consequently, KASfEP continues to provide a critical foundation for addressing Kiribati's evolving employment challenges.

KASfEP's EOPOs 1, 2, and 3 align with the MEHR Strategic Plan 2020–2023 objective for human resource development (Key Policy Area 1), which aims "to enhance education and training to equip students with skills for a productive future." Specifically, EOPO 3 aligns with the strategy of strengthening and enforcing TVET quality standards. This involves ensuring that TVET providers meet regional and international benchmarks, including the accreditation of KIT under the Pacific Regional Qualification Framework.

The EOPO 1 **supports the GoK's outer island agenda – leaving no-one behind** – under KV20 by promoting equitable skills development through enhanced access to training in outer islands.

KASfEP's EOPO 4 aligns with the MEHR Strategic Plan's objective for economic growth and poverty reduction (Key Policy Area 2), particularly regarding enhanced labour mobility. This objective is pursued through implementing the National Labour Migration Policy, which emphasises skills training to prepare I-Kiribati for skilled employment abroad. Since KASfEP's inception, the MEHR has increasingly prioritised labour mobility. KASfEP directly supports this priority as an essential enabler of Australia's Pacific Australia Labour Mobility (PALM) Scheme in Kiribati (facilitated through the Pacific Labour Mobility Support Program).

Although climate and disaster resilience were not incorporated into KASfEP's program design (i.e. program logic), the program's activities and achievements demonstrate relevance to the GoK's climate agenda articulated in KV20, the 2018 Climate Change Policy and Action Framework, and the 2019 National Framework for Climate Change and Adaptation. The program contributes to enhancing climate change and disaster risk resilience by equipping i-Kiribati with skills for climate action and by implementing targeted climate initiatives on KIT's campus.

Recommendation:

D5. In designing future programs, consider adopting a holistic investment approach that incorporates targeted support for direct employment pathways, effectively assisting graduates to transition into employment. This will ensure that skill development directly contributes to individual livelihoods and broader economic growth.

1.2. KEQ 2: How relevant was KASfEP to Australia's policy priorities?

Key finding: KASfEP aligns strongly with Australia's Aid Investment Plan for Kiribati and regional labour mobility initiatives. It partially aligns with Australia's 2023 International Development Policy—more strongly in GEDSI, particularly gender equality, with disability inclusion requiring improvement—while alignment on climate resilience is limited, likely because its design predates the 2023 policy shift.

Error! No text of specified style in document. | Error! No text of specified style in document.

KASfEP is aligned with Australia's development priorities for the region, particularly supporting economic growth (Tier 1). In contributing to development outcomes (Tier 2), KASfEP has strengthened governance by enhancing KIT's accountability and inclusion, improved state and community resilience through education, and facilitated connections with Australia's regional architecture by enabling labour mobility.

KASfEP aligns with Australia's Aid Investment Plan for Kiribati (2016–2019)⁶, which prioritises skills development and labour mobility, and with broader regional labour mobility programs in the Pacific. By supporting Kiribati's participation in the PALM scheme, KASfEP promotes economic opportunities for i-Kiribati workers and simultaneously addresses critical labour shortages in rural and regional Australia.

KASfEP's design is partially aligned with Australia's 2023 International Development Policy—strongly aligned on gender equality and disability rights (through EOPO 1's focus on equitable skills access) and localisation (through EOPO 3's strengthening of KIT), but limited on climate resilience, as it lacks climate-related outcomes or mainstreaming within its EOPOs and IOs, likely because the program's design predates the 2023 policy shift. Nevertheless, climate and disaster resilience activities have been implemented.

The EOPO 1, focused on equitable skills, aligns with Australia's 2023 International Development Policy, specifically its commitment that 80% of investments effectively address gender equality and that all new investments over AUD 3 million include explicit gender equality objectives. It also aligns with Australia's International Gender Equality Strategy (2025)—Priority 4 on promoting women's economic equality and inclusive trade—although disability inclusion could be strengthened to improve accessibility and participation in training and employment pathways.

Recommendations:

D7. In a new design, consider strengthening the twin-track approach by explicitly including targeted GEDSI outcomes, particularly for disability inclusion, at the EOPO and IO levels, and systematically mainstreaming GEDSI across other outcomes to achieve full alignment with Australia's 2023 International Development Policy.

D13. Any new investment should consider adopting a twin-track approach by including targeted climate-related outcomes at the EOPO and IO levels, as well as mainstreaming climate resilience considerations across other relevant outcomes, ensuring full alignment with Australia's 2023 International Development Policy.

1.3. KEQ 3: How successful has KASfEP been in promoting Australia's reputation as a quality and reliable partner?

Key finding: KASfEP has largely succeeded in reinforcing Australia's reputation as a reliable development partner in Kiribati's skills sector. Supporting labour mobility was widely recognised by stakeholders including the Government of Kiribati. However, embedding support within KIT—while highly effective for localisation and impact—has diluted KASfEP's visibility.

A wide range of stakeholders, including the GoK, recognise DFAT as the most significant development partner in skills development and education, particularly regarding labour mobility. Notably, labour mobility opportunities also foster people-to-people connections between Kiribati and Australia.

However, public diplomacy dividends and visibility do not appear fully commensurate with the scale of the investment. This is primarily because Australia's strategic decision to embed support within KIT—while logical given KIT's role as Kiribati's primary skills provider and highly effective for localisation and program impact—inadvertently diluted KASfEP's visibility. Some stakeholders perceived KASfEP and KIT as interchangeable, which can be attributed to the KASfEP Team Leader concurrently serving as KIT's Director and program updates being predominantly communicated through KIT's Facebook page while KASfEP maintained a limited social media presence (especially relative to its size and duration).

KIT is one of Australia's most impactful development investments in Kiribati and a major public diplomacy asset, with extensive reach across Kiribati society—in a small country where nearly everyone knows

⁶ In line with Australia's 2023 International Development Policy, Australia is to develop a Development Partners Plan for Kiribati, which will replace the Aid Investment Plan for Kiribati (2016–2019).

someone who graduated from KIT—yet this widespread recognition has not been systematically leveraged to enhance Australia's visibility.

Recommendation:

D20. The design of any new program shall specify that the new program should develop communication and public engagement strategy, including activities aimed at enhancing visibility and public awareness, as early activities. Enhancing the program's public profile through targeted communication—including social media engagement—will help align public recognition with the scale of Australia's investment.

1.4. KEQ 4: How effectively has KASfEP coordinated with and complemented investments by other partners as well as other Australian investments?

Key finding: Skills sector coordination strengthening through KASfEP has been adequate but limited. While KIT receives effective strategic direction from the KIT Advisory Council, gaps persist in broader strategic direction and coordination for the wider skills sector—including labour mobility—due to the absence of an updated national skills and labour mobility strategy and the continued resourcing challenges of coordination mechanisms.

Coordination between KASfEP and other Australian-funded programs has effectively supported labour mobility—through KASfEP's critical role in enabling Australia's PALM Scheme—but it has not been fully leveraged to maximise the collective impact of Australia's investments.

The Flexible Support Facility (FSF) had potential to enhance linkages across Australia's broader investments but was successfully utilised only for smaller activities, such as the partnership with Australia Awards, and remained underutilised.

Collaboration between KASfEP and the Australia Pacific Training Coalition (APTC) has become increasingly strategic. Agreements between KIT and APTC in 2020 and 2024 reflect this. Institutionalised coordination meetings involving KIT, MEHR, DFAT (Tarawa Post and Canberra), and APTC have delivered tangible outcomes, notably a coordinated aged care and meat processing training pathways⁷.

KASfEP's collaboration with the Kiribati Education Improvement Program (KEIP), now EduKAIT, has enhanced alignment between DFAT's education investments. Early engagement with KEIP in 2020 laid the foundation for harmonisation, resulting in the joint delivery of the Certificate IV in TESOL to build English language teaching capacity of KIT trainers and Kiribati Teachers College (KTC) lecturers. Two cohorts completed this training in 2023 and 2024.

KASfEP's collaboration with the Australia Pacific Climate Partnership (APCP) offers potential to strengthen KIT's climate education framework, though impact has yet to be fully realised. APCP is currently reviewing KIT's Climate Change Awareness and Knowledge course for possible integration into the Bridging Course and English curriculum, with KIT intending to seek EQAP accreditation. Additionally, an international adviser from APCP, in partnership with KIT leadership, developed the KIT Environmental Awareness and Action Plan, endorsed in 2020.

There is currently no national strategy to guide coordination of skills development and labour mobility, as the most recent MEHR Strategic Plan covered the period from 2020 to 2023. There was an attempt to establish a separate governance and coordination body for the skills sector, including labour mobility—the National Skills and Employment Sector Committee, led by MEHR. Formed in October 2022, this committee did not become operational due to factors beyond KASfEP's control. In early 2024, the decision was made to discontinue this committee and instead expand the SPAG's mandate to include labour mobility. This extension of SPAG's role was an encouraging step, and the revised group held its first meeting under MEHR's leadership in 2024. However, SPAG has not yet fully shifted from its operational focus—primarily on KIT—to a strategic, sector-wide role. Addressing this gap, identified in the 2019 Midterm Review, requires sustained effort. With SPAG's extended mandate, there is an opportunity to revisit its membership.

⁷ The meat processing course was collaboratively developed in 2021 by KIT, APTC (including TAFE Queensland), DFAT Tarawa Post, the Pacific Labour Facility (PLF), and MEHR, with industry involvement from Kiribati Fisheries Limited (KFL), which provides practical workplace experience to participants before they depart for employment in Australia.

Current members include MEHR, DFAT, MTC, KIT, MFAT, KASfEP's Team Leader, and the managing contractor (Palladium).

KASfEP demonstrates commendable coherence with New Zealand's MFAT investments. Notable evidence of this alignment is seen in the complementary approach where Australia supports KIT and New Zealand MTC, and a particularly successful collaboration between KIT and ChildFund Kiribati (summarised below). MFAT's decision to fund KIT's Master Plan (Phases 1 and 2)—including new facilities at KIT's Betio Campus—was largely based on confidence in KIT's strengthened capacity and institutional performance, driven by KASfEP's capacity-building efforts. It is however not clear whether this alignment has been guided by the Kiribati Development Partner Economic Reform Taskforce or through shared accountability frameworks. While collaboration between DFAT and MFAT has evolved positively, it appears to have developed rather organically.

KIT and ChildFund Kiribati partnership

An example of effective donor coordination between DFAT- and MFAT-funded programs is the partnership between KIT and ChildFund Kiribati. They co-designed and co-delivered the Bridging Course, creating education pathways for early school leavers and unemployed youth. The Certificate I in Bridging has been delivered since 2017 in Betio, Bonriki, and Abemama. In 2020, it was accredited under the EQAP. With this EQAP-accredited qualification, graduates can enrol in mainstream KIT courses across various trade and non-trade disciplines.

Recommendations:

P6. Increase efforts to support MEHR's coordination of the skills sector through SPAG, particularly given SPAG's expanded mandate to include labour mobility.

P10. Consider opportunities to enhance and strategically align Australia–New Zealand coordination in the skills sector.

D1. The design of a new program should explore opportunities to support MEHR in developing a national skills strategy that incorporates labour mobility and reintegration strategies.

D22. In designing a new investment, reconsider the inclusion of the FSF, as there is insufficient evidence to suggest it can be effectively utilised in this context. Alternative mechanisms that offer greater sustainability should be explored.

2. Effectiveness

2.1 KEQ 5: To what extent has KASfEP achieved the intended end of program outcomes (EOPOs).

Key finding: KASfEP has been highly effective overall, successfully achieving EOPOs 1, 2, and 3, though it made limited progress on EOPO 4 (Table 1).

- Participation and graduation inclusion targets have consistently been met within the program, but employability remains lower for women and PLWD graduates, indicating persistent cultural barriers to employment.
- KIT's demand-driven course profile has been a key strength. KIT has maintained a consistent focus on domestic and international labour market needs.
- KIT's ongoing accreditation through the EQAP is strong evidence of its reputation and quality.
- Although operational coordination between KIT and MEHR has been effective—particularly through Employment Support Services—strategic engagement and meaningful capacity building have been constrained. Improved management and coordination of the skills sector is a critical area of work. Supporting the continued strengthening of MEHR's systems is resource-intensive and requires layered and multi-faceted interventions, which KASfEP could not fully provide.
- MEHR's engagement with KASfEP capacity-building initiatives has varied over time, which has presented challenges in fully advancing sector-wide governance improvements and systemic reforms.

Table 1. Summary of outcome achievement

EOPOs	2024
EOP01: Increased (equitable) participation of 16–24-year-old men and women in skills development programs	Green Good progress/achieved
EOP02: Improved graduate skills for employment in domestic and overseas markets	Green Good progress/achieved
EOP0 3: A high quality, regionally recognised organisation in the form of KIT	Green Good progress/achieved
EOP0 4: Improved management and coordination of the skills sector	Yellow Challenges/Partially achieved

Legend: Green – good progress / achieved; Yellow – challenges / partially achieved

IO 1.1: Participation in skills training

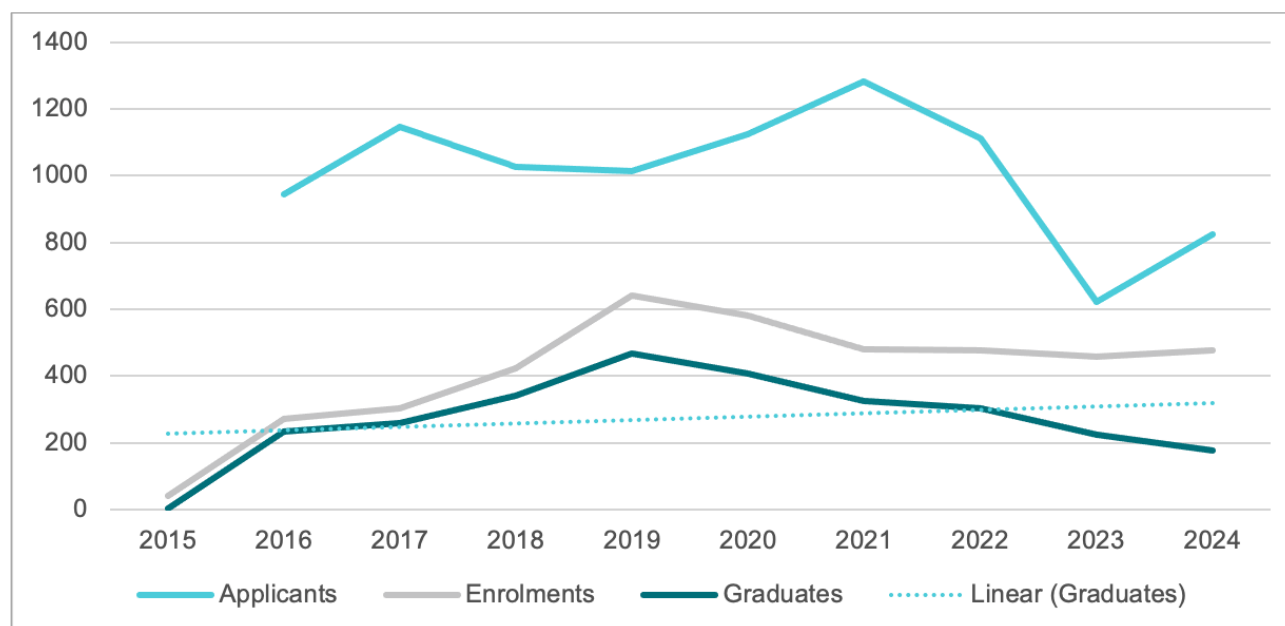
With KASfEP’s support, KIT has expanded access to study opportunities, particularly for women and PLWD, but higher unemployment rates among female graduates and PLWD highlight persistent cultural barriers to employment.

Although there has not been an increase in overall participation in KIT skills development programs under KASfEP (constrained in part due to COVID-19), women’s representation has remained consistently strong. From 2016 to 2024, a total of 2,734 individuals graduated from KIT, with women representing an average of 54% of graduates during this period, increasing from a baseline of 53% in 2016 to 66% in 2024 (Figure 2).

Trends in total applications, enrolments, and graduates from 2016 to the end of 2024 are illustrated in The student pathway—from application through enrolment graduation—has been inconsistent. While enrolments rose between 2016 and 2024, graduate numbers declined, resulting in the enrolment-to-graduation ratio doubling from 1.25 to 2.5. In other words, whereas in 2016 there was approximately one graduate for every 1.25 enrollees, by 2024 this had dropped to one graduate for every 2.5 enrollees. This divergence suggests potential retention challenges or systemic barriers to program completion. Furthermore, although KIT lacks precise employment data for graduates, the latest graduate tracer survey indicated that approximately 55% of respondents were employed within 12 months of graduation. While these findings are not generalisable, they provide valuable insight into the student trajectory.

Figure 1. The student pathway—from application through enrolment graduation—has been inconsistent. While enrolments rose between 2016 and 2024, graduate numbers declined, resulting in the enrolment-to-graduation ratio doubling from 1.25 to 2.5. In other words, whereas in 2016 there was approximately one graduate for every 1.25 enrollees, by 2024 this had dropped to one graduate for every 2.5 enrollees. This divergence suggests potential retention challenges or systemic barriers to program completion. Furthermore, although KIT lacks precise employment data for graduates, the latest graduate tracer survey indicated that approximately 55% of respondents were employed within 12 months of graduation. While these findings are not generalisable, they provide valuable insight into the student trajectory.

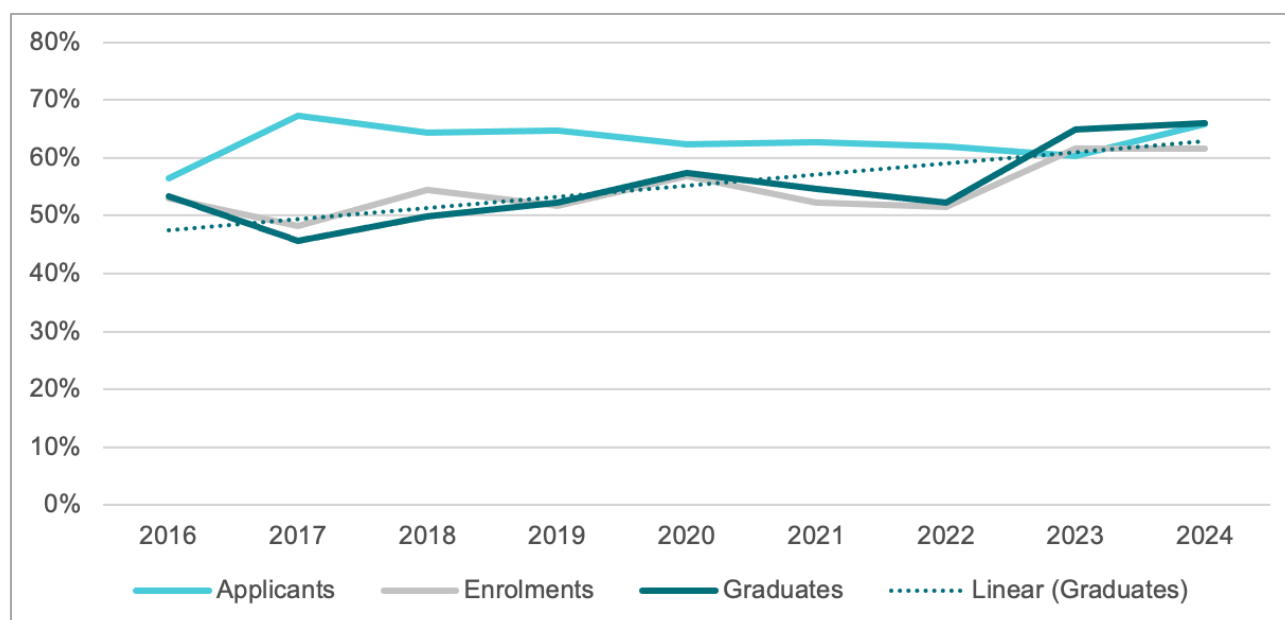
Figure 1. KIT application, enrolment and graduation trends, 2016–2024



Source: KIT Student Management Information System data, 2016–2024

Women are an increasingly large proportion of KIT’s enrolled students and graduates, despite application rates from women remaining largely consistent (Figure 2). In 2024, women made up 62% of total enrolments (+9% from 2016) and 66% of total graduates (+13% from 2016). While not uniform, these trends validate anecdotal evidence suggesting that KIT’s inclusion initiatives—such as awareness raising, improved support services, and targeted quotas in non-traditional courses—have been effective.

Figure 2. Percentage of women applying, enrolling and graduating from KIT, 2016–2024



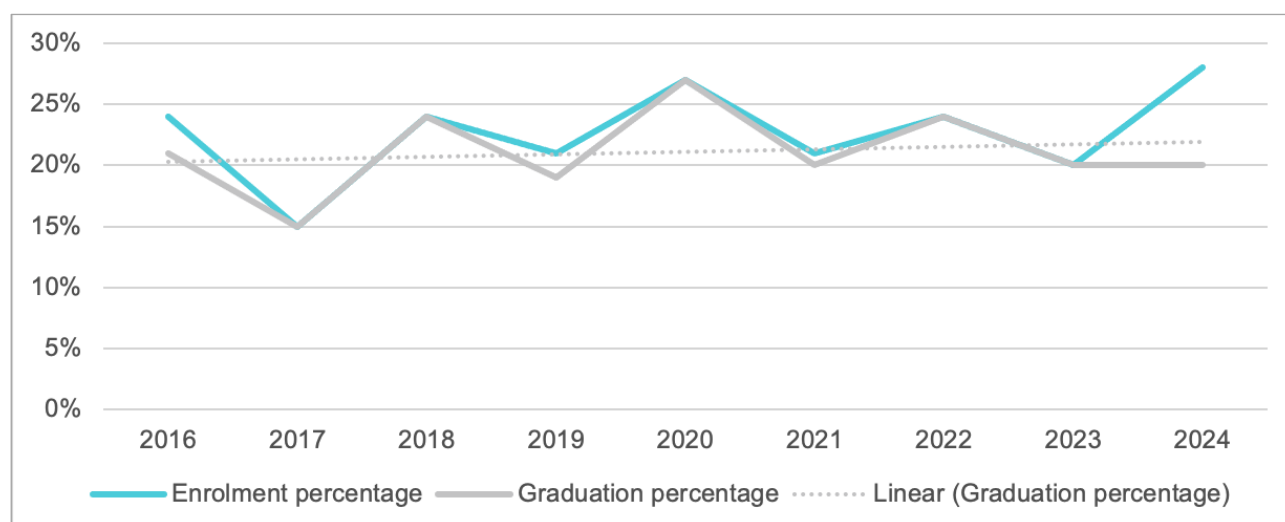
Source: KIT Student Management Information System data, 2016–2024

Quotas in courses such as construction and plumbing have not seen organic increases year-on-year in women graduating from these ‘non-traditional’ courses, but the completion rate has remained high – averaging 21% since 2016 (Figure 3), meeting targets. While anecdotal evidence suggests that

stereotypes and limited awareness continue to deter some women from these fields, female graduates who become role models are inspiring others and gradually shifting perceptions about women's roles in these industries. Interviews with graduates working in construction highlighted the value of opportunities for women in sectors traditionally viewed as the domain of men:

"My parents are very proud – I'm their only child in Tarawa. Sometimes I didn't feel confident, but my trainers and other students always provided support. Now my other brothers and sisters now have attended courses in Abemama at the learning center."

Figure 3. Percentage of women enrolled and completing 'non-traditional' courses at KIT, 2016–2024



Source: KIT Student Management Information System data, 2016–2024

There is currently no formalised, competency-based TVET pathway from secondary schools. Not all pilot TVET programs in high schools utilise competency-based student assessments aligned with KIT's standards, despite relevant teacher training already provided (e.g., via the IST Course). As a result, students lack formal recognition of their skills and clear progression pathways into KIT's accredited Certificate II programs. This represents a missed opportunity to broaden equitable access to TVET and strengthen students' transition from secondary to post-secondary education.

Recommendation:

D16. Any new investment design could explore opportunities with KIT to expand its role in supporting TVET pathways from secondary schools.

IO 1.2: Student Support Services

KIT's Student Support Services (SSS) have been an important enabler of participation growth and would not have been established without KASfEP. SSS initiated and managed formal partnerships, including with the Kiribati Women and Children Support Centre (KWCS), the Kiribati Family Health Association (KFHA) and BIMBA⁸ while also offering direct support to students. As of 2023, 41% of students were reported to have engaged SSS, including to access counselling services or referral and support pathways to report gender-based violence (GBV). Anecdotally, SSS have been effective in seeding cultural changes in KIT, with returning students interviewed by the evaluation team observing marked differences in attitudes to women and inclusion.

"There has been a growth among staff and students around acceptance. The culture is very traditional, but it is a new norm now in KIT"

⁸ The Boutokaan Inaomataia ao Mauriia Binabinaine Association (BIMBA) is a civil society organisation in Kiribati that advocates for the rights and inclusion of LGBTQI individuals.

Although SSS have substantially improved inclusiveness at KIT, childcare responsibilities remain a persistent barrier for female students and staff. Consultations indicate that some students struggle to balance academic commitments and caregiving responsibilities. Current childcare facilities, including the mother's room, require expansion and improvement. With women constituting a growing proportion of KIT enrolments and graduates, addressing childcare challenges would enhance attendance, retention, and course completion rates.

Opportunities for PLWD at KIT have increased under KASfEP but remain limited. Meaningful progress was evident to foster more accessible and inclusive courses for PWLD, including staff training, purchasing accessibility aides and, most prominently, engaging a Kiri-sign translator. Partnerships have been initiated with the Kiribati Special School and (informally) with T Four courses were specifically run for PLWD, while four students living with a disability (three visually impaired, one hearing impaired) completed standard certificate courses at KIT since 2016. The experiences of these students were broadly positive; but cultural barriers continue to limit job opportunities for graduates.

KASfEP has supported growing opportunities for marginalised young people and people living on outer islands. The bridging program for disengaged youth is highly regarded for providing inclusive and accessible learning pathways. The partnership with ChildFund Kiribati (who manage the bridging program) was widely endorsed by interviewees. An interview with an alumna who completed a bridging course demonstrated how foundational training enabled her to progress successfully through further pathways, including an English Language course and a short Aged Care course in 2022 as preparation for certification (see

Annex 5: Impact Stories).

"I never believed this could happen for me, but now I have hope for my future. I can even work in aged care, which I never thought was possible."

Since 2016, 250 people from outer islands have completed courses, with five courses delivered on outer islands (Abemama – Certificate I in English; Kiritimati Island – Certificate I in English, Certificate II in Business, Certificate III in Accounts Administration; Marakei – English Training and Assessment).

Recommendations:

D9. Any new investment should continue to prioritise opportunities to integrate GBV prevention and response in skills sector development. This could include collaboration with government ministries and local CSOs to protect students' and staff members' rights.

D10. Any new investment should consider incorporating childcare support for KIT staff and students. This could include dedicated gender-focused staff to enhance accessibility, retention, and educational outcomes for women. Childcare support is an important enabler of women's participation and for KIT's inclusiveness and long-term growth.

D11. Any new investment should consider including initiatives that enhance opportunities and accessibility for PLWD. This may involve investment in resources, facilities, and trainer expertise to ensure a safe and inclusive learning environment, as well as expanding and diversifying courses tailored for PLWD, supported by targeted accessibility funding.

2.2. EOPO 2: Improved graduate skills for employment in domestic and overseas markets

IO2.1: Increased alignment between the skills of KIT graduates (technical and employability) and employer requirements

The increased alignment between KIT graduates' skills and employer needs is demonstrated through improved employability and employment rates. While precise data is unavailable, it is likely that over 50% of graduates secure employment within 12 months of graduation. Employer feedback consistently highlights graduates' strong workplace readiness.

Employment rates among KIT graduates are positive, although still moderate; an average of 54% of surveyed graduates were employed at the time of the 2023 survey (Figure 4). Certain KIT programs—notably Business, Accounting, and IT—demonstrate particularly high employability, with graduates commonly securing roles in government ministries, (KTC, ANZ Bank, and Vodafone). There is also evidence of circular employment, with some KTC teaching assistants transitioning into roles at KIT after completing professional development in English language delivered by KIT.

However, gender disparity remains a significant challenge. Male graduates consistently secure employment at higher rates than their female counterparts, despite KIT producing more female graduates overall. This gender gap is influenced by multiple factors, including women's decisions to pursue further education, delays in visa processing (such as Australian employment visas for HealthX roles), family responsibilities (childcare and maternity commitments), and persistent cultural barriers. Additionally, people living with disabilities experience significantly lower employment rates due to systemic barriers and limited workplace inclusion.

KIT graduates are generally workplace-ready, supported by structured industry placements. There is compelling evidence that KIT graduates significantly improved their technical and employability skills. Survey data confirms that a majority have gained both the technical and soft skills needed for success in the labour market, with nearly all (98%) indicating their KIT studies effectively prepared them for employment (Figure 4). Specifically, the 2023 KIT Graduate Tracer Survey results indicate that graduates:

- Acquired technical competencies and felt ready for employment (62%).
- Experienced enhanced motivation, initiative, and punctuality due to training (69%).
- Improved their reliability in the workplace (66%).

- Increased their self-confidence as a result of the training (71%).⁹

Graduate perspectives on these skills are illustrated below, while ‘

⁹ KIT Graduate Tracer Survey (2023), responses from 58 graduates.

Annex 5: Impact Stories' presents two examples demonstrating how KIT training has positively influenced graduates' career trajectories.

Figure 4. KIT graduates' employability and employment outcomes



Source: KIT Graduate Tracer Surveys (2020, 2021, 2023)

Interviewed employers also highlighted graduates' strong entry-level competencies, particularly English communication, basic computer literacy, and workplace health and safety. They regarded KIT graduates as better prepared for immediate employment compared to university graduates, for example from Fiji National University (FNU). This feedback aligns with data from the 2023 KIT Employer Survey, where most employers (73%) rated KIT graduates' technical and employability skills as good or excellent.

Practical training provided at KIT, using industry-standard tools and equipment, ensures that Certificate II Trade graduates can perform workplace tasks independently. While employers confirmed these graduates as workplace-ready, some expressed a preference for graduates with higher-level technical competencies, suggesting the need for expanding Certificate III Trade qualifications.

The Certificate II in Hospitality, co-delivered with the MTC in Tarawa and Kiritimati Island, closely aligns with local employment opportunities in hospitality and tourism. The service standards and style of accommodation on both islands match the Certificate II training and equips students with skills appropriate for lodge-style accommodations.

KIT graduate perspectives on skills and knowledge gained from training

Sector-specific technical skills

"I use MYOB for financial tasks such as managing sales and salaries. This course has been incredibly beneficial. One of the most valuable things I learned was how to use MYOB and Excel. I am passionate about accounting, and I believe this course will help me secure a good job."

Employability ('soft') skills

"I apply skills like time management, communication, and taking initiative in my work. These skills are essential when managing projects, consulting with engineers and lawyers on contracts, and advising my team."

"I have learned how to handle difficult customers effectively. I can also manage my workload efficiently because I understand how to prioritise tasks and complete them on time."

Skills beyond employment

"I may not have secured a job yet, but the skills and knowledge I gained at KIT stay with me. I apply them in various aspects of my life—at home, in church, and with my family. For example, I help my nephews and nieces with their homework, translate movie subtitles for elderly relatives, and communicate in a polite and professional manner. I want to set a good example for the next generation."

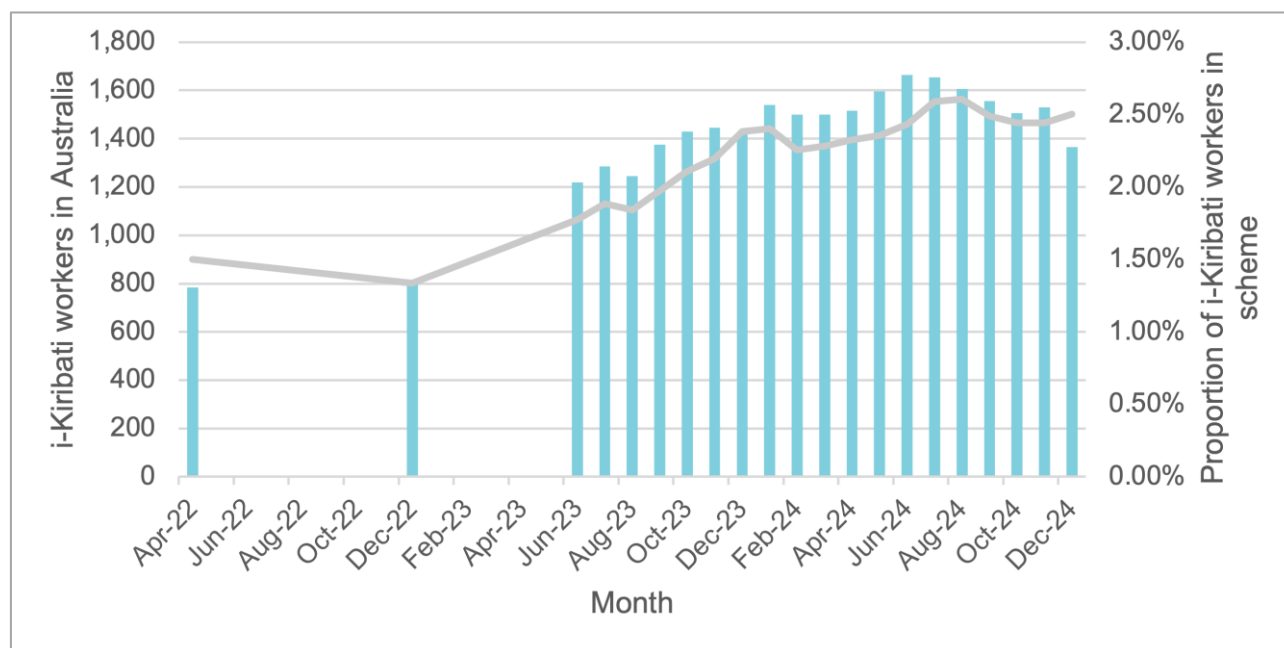
Source: Alinea International. (2025). Interviews with KIT graduates, January 2025.

Overseas labour market

KASfEP strengthened support for i-Kiribati participation in labour mobility initiatives, including the PALM scheme. An average of 1,407 workers from Kiribati are engaged through PALM. The introduction of the Aged Care course and the significant expansion of the ESS highlight significant investment outcomes. Kiribati's aged care workers have developed a strong reputation, with endorsement from recognised employers such as HealthX¹⁰. KIT's English language programs have provided the essential foundation required not only for entry into aged care training but also for accessing a broader range of overseas employment opportunities.

However, support through ESS has so far been limited to pre-departure assistance, with no formal reintegration strategy for workers returning at the end of their contracts. Once the MEHR develops a reintegration strategy, KIT will have the opportunity to design targeted training programs to support returning workers in successfully re-entering the local labour market.

Figure 5. I-Kiribati workers in Australia (numbers and proportion in regional PALM scheme)



Source: Ministry of Employment and Human Resources, Labour Mobility Data, 2020–2024

While labour mobility creates valuable opportunities, it also places additional pressure on an already stretched local labour market. As one stakeholder observed:

"Despite receiving construction training, many KIT graduates choose to work overseas in fruit picking rather than taking up construction jobs. This could be due to higher wages abroad or limited job opportunities locally."

¹⁰ HealthX. (2024). Aged care workers from Kiribati. <https://healthx.com.au/latestnews/aged-care-workers-from-kiribati/>

Although this issue falls outside the direct scope of KASfEP, it warrants further investigation to better understand its impact and explore potential responses.

IO2.2: A demand-driven course profile for KIT

KIT's ability to adapt and respond to industry demands is one of its key strengths. It has aligned its course offerings with labour market needs through engagement with MEHR and local employers. A key indicator of its status as a genuinely demand-driven training provider is that employer perspectives are shaping KIT's course profile.

KIT has introduced several new courses directly in response to employer demand. These include:

- Certificate III in Information, Digital Media, and Technology, addressing the growing need for advanced ICT skills, and Certificate I in Information Technology, currently under development for visually impaired learners, which will undergo EQAP accreditation.
- Certificate II in Plumbing was adapted from the previous Australian qualification to better meet local industry needs.
- KIT has expanded its English language training, delivering multiple Certificate I and II courses and a number of short courses, including on Kiribati Island. English proficiency remains essential for graduates' access to further education and labour mobility opportunities.
- Workplace attachment program was introduced in response to employer requests and has been successful, as evidenced by the growth of the local employer base participating in the program from five at inception to 27 by 2020 (latest available data).

Some employers have identified skill gaps among graduates, particularly in higher-level qualifications such as Certificate III in Trade and specialised technical skills required to meet evolving industry needs:

"We operate a fleet of heavy vehicles, but KIT only provides training in light vehicle maintenance. We would love for them to offer this training to support us."

"The demand for steel construction skills is growing as the industry shifts from timber to steel structures. KIT offers welding training, but we need short courses on new equipment and welding techniques. Refresher courses, like one-day workshops, would help fill this skills gap."

A key challenge in expanding higher-level qualifications is meeting compliance requirements for trainer qualifications, as trainers must hold credentials at least one level above the course they deliver. For example, a Certificate III course requires trainers with Certificate IV qualifications. KIT is addressing this through professional development for trainers. Automotive trainers recently undertook professional development in Australia, and it is anticipated that KIT can offer Certificate III Automotive in near future.

KIT meaningfully engaged with the MEHR and with employers on its course profile in line with its mandate to be a demand-driven training organisation. Formal mechanisms such as the Labour Market Study and regular meetings of the KIT Advisory Council and the Course Advisory Committee (CAC) ensured that employers have an opportunity to communicate their current and likely future demand for skills. Qualitative feedback from employers and stakeholders validated the utility and effectiveness of this outreach.

There is strong evidence KIT has adapted its courses and approaches to better meet local market needs, including:

- Establishing a workplace attachment scheme to ensure all KIT graduates receive 'on-the-job' training
- Expanding the Business Incubator (which provides a variety of pathways into employment)
- Introducing and/or redesigning courses in Hospitality (implemented in conjunction with the MTC)
- Introducing its higher-level qualifications, introducing Certificate III in Electrotechnology and Construction, alongside the existing Certificate III in Plumbing and Certificate IV in Business/Accounting. However, as new programs have not yet had graduates, some stakeholders remain uncertain about their necessity.
- KIT is among the few Pacific training institutes implementing flexible training and assessment strategies for electrotechnology studies. Following a review, it acquired a customised training and assessment resource package for its Certificate III in Electrotechnology, aligning with industry

requirements, particularly those of the Public Utilities Board (PUB). The updated course received positive endorsement at the CAC meeting in August 2023.

KIT also gathers student feedback at course completion and engages graduates through an alumni association established under KASfEP in 2018. This network helps KIT track graduate experiences and employment outcomes while maintaining long-term connections with industry.

One delivery gap, identified in the 2019 Midterm Review Report was the Labour Market Information System (a key deliverable under EOPO 2) that has yet to be developed. The decision was taken by DFAT to hold-off on this deliverable because it was developing its own 'labour mobility database management tool', which would be managed by the Pacific Labour Facility (now PLMSP). However, such a tool has yet to materialise, and as a consequence, the KASfEP is limited in its ability to assist the MEHR with regards to data management systems, albeit it has provided IT equipment and internet to support MEHR labour mobilisation process.

Recommendation:

D1. The design of next program should explore opportunities for the program to support MEHR in developing a reintegration strategy for returning workers.

2.3. EOPO 3: A high quality, regionally recognised organisation in the form of KIT

IO3.1: Effective governance, management and structure of KIT

KIT has established robust governance, management, and organisational structures. It benefits from effective governance oversight and strategic direction provided by the KIT Executive Council. The members meet bi-annually to review the previous year's outcomes, plan the coming year's program delivery, and consider employer feedback and employment data from MEHR's Labour Sending Unit (LSU), which has improved in quality and regularity over the past five years. Senior Leadership Team meetings include the Student Support Manager to address student welfare, and Heads of Schools to address student outcomes.

KIT's management structure has evolved throughout KASfEP implementation, but the transition to an i-Kiribati Director has not yet been achieved, which has caused disappointment among KIT's executive staff. From the inception of KASfEP, leadership involved a dual role, with the expatriate KASfEP Team Leader simultaneously serving as KIT Director and reporting jointly to the Palladium (the managing contractor) and MEHR. Although national staff have progressively assumed senior positions as Deputy Directors and Department Heads, KIT leadership remains externally held by an expatriate Acting Team Leader following recent personnel changes. It is evident that national capacity has been built during KASfEP, and momentum is growing, as Deputy Directors express readiness and willingness to assume full leadership. This signals that a strategic transition to an i-Kiribati Director is now appropriate, which is also aligned with recommendations from the 2019 Mid-Term Review.

KIT's structure appears to have an appropriate staffing level to sustain its work, with a suitable balance between management, operational staff, and trainers. However, there has been a persistent challenge in transferring KASfEP-funded KIT staff onto the Government Establishment Register, hindering a full or substantial transition from program funding to the government payroll. Gender balance at KIT is strong, with women's voices appropriately represented across governance structures, leadership roles, and training staff.

The SPAG and KAC are chaired by women. KIT has exceeded its target of 50% female representation within management teams, with women holding 53% (10 out of 19) of leadership positions. In 2025, women at KIT hold the following positions:

- Officer in Charge/Deputy Director Quality and Executive Member
- Head of School, Business
- Head of School, Hospitality, Aged Care and Community Education
- Head of Department, Plumbing
- Manager/Senior Technician ICT
- Office Manager, GoK Admin
- Manager, Finance and Admin, KASfEP
- Deputy Head of School, General Studies

- Coordinator, Aged Care
- Deputy Manager, Student Support Services.

Women also account for nearly half (49%) of all KIT training staff.

IO3.2: Increased institutional capacity at KIT to deliver high quality training

KIT has significantly enhanced its institutional capacity, evident in its accreditation achievements, staff capability improvements, quality assurance systems, and upgraded facilities. KIT is recognised as a quality TVET provider, comparable to larger institutions in the Pacific, due to its accreditation by the EQAP.¹¹ KIT's executive team is now confident in managing future accreditation independently or with minimal external support, a testament to the success of KASfEP's capacity building efforts.

EQAP accreditation has reduced KIT's reliance on third-party training providers and improved the efficiency of issuing qualifications. There is strong evidence that regional recognition through EQAP accreditation has led to higher educational standards, improved industry collaboration, and a stronger institutional reputation for KIT. However, there is no indication that EQAP-accredited qualifications are actively sought outside Kiribati or that local employers prioritise accreditation status when hiring. Many Kiribati employers, as revealed in consultations, are unfamiliar with EQAP accreditation and place more emphasis on job readiness than on the accreditation authority.

Despite these limitations, EQAP accreditation remains a cornerstone of KIT's quality assurance framework—especially since Kiribati lacks a national qualifications framework and is unlikely to establish one soon. Government officials and KIT staff take pride in the institution's regional recognition as a leading training provider. Other training institutions, such as KTC, regard KIT as a benchmark for TVET education and have indicated their intention to pursue EQAP accreditation in the future.

The following KIT courses are accredited with EQAP:

- Certificate I in English (2019)
- Certificate I in Vocational Preparation (2019)
- Certificate I in Bridging (2019)
- Certificate II in English (2020)
- Certificate IV in TESOL (2021).

KIT is currently developing two new courses for EQAP accreditation, though they have not yet been submitted:

- Certificate I in Information Technology for Visually Impaired Learners
- Certificate II in Plumbing.

KIT is a key contributor to EQAP's accredited training providers, with its five accredited courses making up one-fifth of EQAP's 24 registered qualifications. This is a notable achievement for an institution from a small Pacific nation.

KIT expanded its delivery methodology by incorporating Recognition of Prior Learning (RPL) through partnerships with Australian Registered Training Organisations. As a result, KIT has graduates accredited with the following Australian recognised Qualifications:

- Certificate II in Automotive, Electrotechnology, Community Services, Hospitality, Business, and ICT
- Certificate III in Aged Care, as part of a blended labour mobility program
- Certificate IV in Accounting.

¹¹ The foundation for KIT's accreditation was a Cabinet decision by the Government of Kiribati to adopt the Pacific Qualification Framework (PQF) and the Pacific Quality Assurance Framework (PQAF) as the country's first national qualifications and quality assurance frameworks. This decision enabled SPC to provide external accreditation services for both training providers and qualifications in Kiribati. KIT initially obtained provisional registration as a training provider in 2017 and achieved full institutional accreditation in 2018, making it one of the first institutions from a small Pacific nation to gain such recognition. In 2023, KIT successfully renewed its accreditation for another five-year period.

KIT's UNESCO-UNEVOC accreditation enhances its global TVET standing, offering access to training resources, collaboration, and leadership mentoring. Maximising its benefits will require dedicated resources and strategic investment.

KIT's partnerships

KIT is strong in domestic and operational partnerships, evident in its collaboration with the MTC to deliver the Certificate II in Hospitality, with ChildFund Kiribati to co-design and co-deliver the Bridging Course, supporting student transitions, and with the KFHA and the KSCCSN for inclusive education and specialised training. KIT has not fully leveraged regional partnerships to expand its institutional reach and sector influence, though it has recently strengthened ties with FNU. Engagement with the University of the South Pacific (USP) remains limited.

Staff qualifications and professional development

Prior to KASfEP, KIT lacked core functions now recognised as essential, including dedicated student support services, a disability officer, alumni engagement, and specialised maintenance staff. KIT staff acknowledge KASfEP's significant contribution to establishing these functions. Currently, all KIT lecturers either hold or are completing essential training and assessment qualifications, specifically the International Skills Training (IST) or the Certificate IV in Training and Assessment (TAE 40122). The IST qualification is considered appropriate for Kiribati as it aligns with local requirements and avoids the intensive compliance associated with Australian training packages.

KIT has established partnership agreements with APTC and Chisholm Institute (Australia) to deliver the TAE, IST, and RPL programs, enabling Australian accreditation for courses delivered at KIT. It also provided specialised professional development in gender and disability inclusion, sign language, LGBTQ+ awareness, dementia care, and stress management. Certificate IV in TESOL training has strengthened instructors' English language teaching skills. Trainers consistently noted that these professional development initiatives have improved their teaching effectiveness, broadened their skillsets, and strengthened their ability to foster inclusive and engaging learning environments, as illustrated below.

KIT trainer perspectives on skills and knowledge gained from professional development

"Solar PV training was valuable because the country has limited resources, and solar energy provides a sustainable electricity supply."

→ Trainers recognise the importance of equipping students with renewable energy skills to address national resource constraints and sustainability challenges.

"IST training gave me ideas on how to integrate interactive content, such as movies and music, into teaching. I now incorporate music and songs into grammar lessons and use drama techniques in my teaching."

→ Exposure to innovative teaching strategies has encouraged trainers to use multimedia and creative techniques to enhance student engagement and comprehension.

"I learned how to develop formative assessments."

→ Trainers have strengthened ability to design assessments that support continuous learning and provide better insights into student progress.

"The training has helped me plan and organise my classes more effectively, and I now feel more confident using progressive teaching strategies, such as student-centred learning and critical thinking."

→ Professional development has increased trainer confidence in applying modern, student-focused methodologies that foster critical thinking.

Source: Alinea International. (2025). Interviews with KIT trainers, January 2025

KIT's quality assurance system is effective in maintaining training standards and includes:

- Mentoring and classroom observations by short-term advisers, with feedback for trainers
- Formal audits and course validation, overseen by KIT's quality assurance team
- Monthly reflection meetings on teaching methods and course delivery.

KIT's facilities are adequate to meet course demand, but ongoing maintenance remains a risk without continued donor funding.

In 2019, KIT expanded its presence by establishing a new campus on Kiritimati Island, further increasing its training capacity. MFAT funded Stage 1 and Stage 2 of the KIT Master Plan (2018) for the new building.

Recommendations:

P3. Support KIT to develop maintenance plan and work with MEHR to influence budget decision to include sufficient operations and maintenance (O&M) budget

P4. Develop a joint transition plan (DFAT–GoK) for KIT staff financing and leadership (e.g., i-Kiribati Director by a set date), including succession planning for senior positions in KIT

2.4. EOPO 4: Improved management and coordination of the skills sector

IO 4.1: MEHR has increased capacity to manage and coordinate the skills sector

KASfEP has had limited success supporting MEHR's capacity.

SPAG is the primary source of high-level advice to the program. It provides a forum for the development partners to meet and assess progress of the program. Where appropriate, it also provides advice on new directions or proposed changes. SPAG provides high-level advice to KIT. The SPAG membership notionally comprised of representatives from MEHR, DFAT, MTC, MFAT, KIT and the Contractor representative. The Team Leader of KASfEP is a member of SPAG. There was an attempt to establish a separate governance and coordination body for the skills sector, including labour mobility—the National Skills and Employment Sector Committee, led by MEHR. Formed in October 2022, this committee did not become operational due to factors beyond KASfEP's control. In early 2024, the decision was made to discontinue this committee and instead expand the existing SPAG mandate to include labour mobility stakeholders. This extension of SPAG's role was an encouraging step, and the revised group held its first meeting under MEHR's leadership in 2024. However, SPAG has not yet fully shifted from its operational focus—primarily on KIT—to a strategic, sector-wide role. Addressing this gap, identified in the 2019 Midterm Review, requires sustained effort.

The SPAG meets bi-annually, although meetings were postponed in 2024 during elections to political transition process. The KASfEP Team leader and Director of KIT is a senior member of the MEHR senior management team which meets monthly to review financial and strategic matters. Interviews and feedback during the workshop with members of the different components of the governance structure suggest that the KASfEP has a relatively strong working relationship with the MEHR, key ministries and state-owned enterprises, the MTC and employers.

While advisory support—particularly at the Team Leader level—has been valued, MEHR's capacity and sustained engagement with KASfEP's capacity-building efforts have been somewhat limited.

Initial plans to establish a counterpart for labour market research did not progress as intended, affecting opportunities for deeper collaboration and skills development. Strengthening MEHR's role in labour market analysis remains important to support the Government's labour mobility goals.

Current training delivery in Kiribati lacks clear institutional delineation, at times leading to duplication and under-utilisation of expertise and resources across institutions. While KIT has established strengths in aged care training and youth work programs, other training providers—including MTC, the Ministry of Education, and regional programs and universities—have comparative advantages in hospitality, school-based TVET, and specialised business and IT programs, respectively.

Recommendations:

P7. Re-engage MEHR to identify high-level policy dialogue incentives and preferences on skills and labour mobility governance.

D1. The design of any future program should ensure a comprehensive and integrated focus on the broader skills sector, embedded across multiple outcomes within the program logic. It should explore opportunities for the program to support MEHR in developing a robust national skills strategy, including labour mobility and reintegration strategies. Additionally, the program should incorporate capacity-building measures to

strengthen MEHR's coordination and governance of the skills sector, including labour mobility initiatives, ensuring adequate budget and resources are allocated.

D2. All stakeholders, including DFAT Tarawa Post and MEHR, should consider opportunities to revitalise strategic engagement through intensified, high-level policy dialogue.

D15. Consider adopting a decentralised training model built around centres of excellence that leverage regional networks and industry partnerships. This approach would consolidate expertise within specialised institutions, with KIT serving as a centre of excellence for aged care training and youth community programs, directly linked to labour mobility and reintegration for returning workers; MTC as the lead institution for hospitality training; the Ministry of Education delivering Certificate I-level TVET in schools; and regional programs and universities specialising in business and IT programs.

IO 4.2: Worker mobilisation systems for overseas employment

KASfEP has undoubtedly provided valuable support for worker mobilisation for overseas employment. As of 2023, 1,062 i-Kiribati have completed pre-departure courses through KIT. ESS provides comprehensive pre-departure briefings for workers mobilising through the PALM scheme, with KASfEP currently funding three of the five ESS positions. KIT notionally liaises fortnightly with the Labour Sending Unit (LSU) (based in MEHR) though needs are often communicated on an ad hoc basis. According to interviewees, KIT has been a responsive and reliable partner.

“Without those positions funded through KASfEP, we just wouldn’t be able to deliver those pre-departure briefings.”

The quality of pre-departure courses and pre-departure briefings is difficult to assess. Some stakeholders engaged noted that there is scope for improvement in the delivery modalities and expressed concerns regarding the English language proficiency of some deployees. While all workers undergo language testing, the threshold for mandatory training, the stringency of assessing courses (attendance rather than competency based) and the necessity for re-testing prior to departure are all policy questions resting with MEHR. These elements require further attention and enhancement, led by PLMSP.

Since 2020, KIT has effectively developed a direct labour mobility pipeline through its aged care program. The training model is strong and cost-effective, combining three months of training at KIT in Kiribati, where graduates complete the partial requirements of an Australian recognised Certificate III in Aged Care, with RPL aligned to Australian standards. This is followed by three months in Australia, where they complete their qualification through intensive work placement. The blended approach optimises costs while maintaining high-quality learning outcomes and ensuring graduates are job-ready. Work to establish Kiribati’s Solar Technology Application Resource Centre (STAR-C) in collaboration with the ISA highlight’s KIT’s capacity to foster partnerships to support worker mobility.

Recommendations:

D6. Any new investment should prioritise labour mobility reintegration initiatives to address Kiribati’s lack of structured mechanisms supporting migrants returning to the local economy and labour market. Options the new program design could consider include enhancing remittance pathways to stimulate local development, assisting KIT to deliver targeted training for returnees in financial literacy, entrepreneurship, and employment-related skills, and supporting MEHR’s LSU to strengthen its policies, practices, and collaboration with KIT to reduce the duration graduates spend in the job-ready pool.

P9. Explore options to strengthen KIT’s English language training for labour mobility.

3. Efficiency

3.1. KEQ 6: Has the investment made appropriate and efficient use of Australia's and partners' time and resources to achieve the EOPOs?

Key finding: KASfEP was an important and appropriate investment, addressing a clear need, aligned to Australian priorities and largely effective in its delivery. The scale of the investment was proportional to the stated goal of “a more capable, qualified and mobile i-Kiribati workforce”. As Kiribati's primary provider of TVET, the decision to focus KASfEP around building KIT's capacity and reach was sound.

As already noted, KASfEP was largely effective in meeting its stated EOPOs, doing so largely within budget and time parameters. It is assessed that the more limited progress toward EOPO 4 (IO 4.1: MEHR has systems and processes to improve skills sector management and coordination) more-so reflects a design limitation than implementation shortfall. However, value for money in infrastructure investments remains a challenge. While capital investments were necessary, ongoing maintenance costs were not fully accounted for, according to interviewees.

The flexible funding mechanism was a sound initiative, but underutilised resource. The mechanism existed within the program to allow DFAT to fund initiatives that were not directly linked to KIT, or to provide supplementary support to respond to natural disasters. A few small projects—such as collaborations with Australia Awards and the Kiribati Police Force—were funded, but was never a core part of the investment strategy.

KASfEP did not develop a Value for Money (VfM) framework, which limited its ability to systematically measure and report on cost efficiency, including metrics such as Unit Cost per Graduate (UCpG) and reductions in per-student costs. Although KASfEP adopted the UCpG methodology outlined in the Investment Design Document and reported this indicator in annual reports from 2019 to 2022, reporting was later discontinued. Developing a comprehensive VfM framework would have strengthened KASfEP's ability to accurately assess and demonstrate cost efficiency and effectiveness.

As noted in the 2019 Midterm Review Report, a **key challenge is the joint funding of KIT staff salaries by KASfEP and the GoK**, with limited opportunities to shift KASfEP-funded positions to the GoK establishment register, affecting financial sustainability. Additionally, the 30% public service pay rise in January 2018 placed further strain on the program, requiring AUD 366,000 to align the salaries of 47 staff members with GoK rates between January 2018 and March 2020 (an ongoing cost burden absorbed annually). Ensuring pay equity is essential for staff retention, recruitment, and continuity of KIT services; however, achieving this has necessitated budget adjustments and cost reductions in other areas of the program.

Recommendations:

D17. Any new investment should continue to encourage private-sector involvement (e.g., public-private partnerships for advanced trades and apprenticeships) to diversify the funding base. This model could combine apprenticeships and extended work placements, with KIT trainers delivering up-to-date technical instruction, industry partners providing resources and maintaining equipment, and students receiving fair remuneration corresponding to their training level. Equipment procurement and maintenance could be managed by industry partners.

D19. Any new investment should develop a fit-for-purpose VfM framework to effectively assess and demonstrate cost-effectiveness.

D21. The design of any new program shall consider a scaffolded implementation modality with a balanced mix of technical assistance—fewer long-term advisers complemented by increased short-term expertise. The scaffolded modality sees support de-structured over time as the staff/mentee skills are strengthened and they no longer require intensive adviser/mentor support.

3.2. KEQ 7: How efficient was KASfEP's delivery modality? Were the KASfEP delivery modalities (technical assistance, operational support and funding, training and professional development, etc.) the most efficient way to provide support to the sector?

Key finding: The KASfEP delivery modality was fit-for-purpose and became progressively more cost-effective over time. Reliance on long- and short-term advisers decreased steadily, commensurate to need. Consolidating the Team Leader and KIT Director roles into one position was practical and efficient, although

Error! No text of specified style in document. | Error! No text of specified style in document.

this approach delayed progress toward local leadership. However, joint funding of KIT staff salaries by KASfEP and the GoK limited opportunities to transfer these positions fully onto the GoK establishment register. This has limited local ownership and undermines the sustainability of the program.

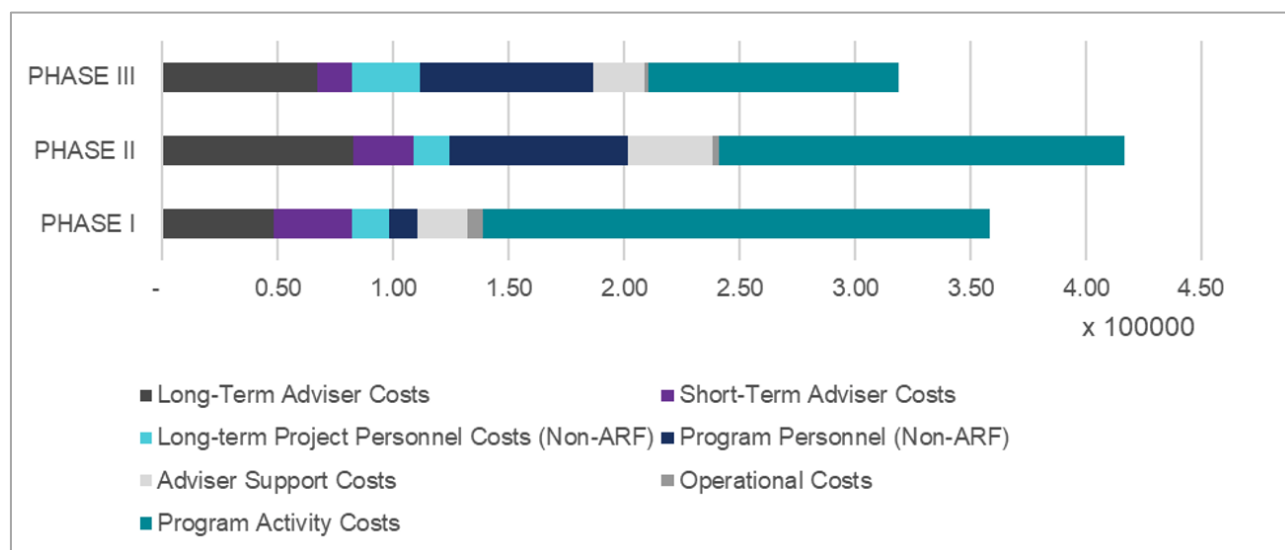
Given the substantial resources allocated to staffing through program funding, opportunities were missed to redirect those resources toward other critical areas, such as skills coordination. Additionally, there are ongoing value-for-money concerns regarding infrastructure investments at KIT, as maintenance costs were not adequately accounted for in planning.

KASfEP's delivery model has understandably evolved over time and become increasingly cost-effective. Uplifting KIT has undoubtedly had a net positive impact for graduates, employers and families benefiting from labour mobility. While the delivery modality was resource intensive, KASfEP's implementation demonstrated efficiencies in several areas.

- KASfEP has provided targeted technical assistance, supporting internal professional development and course delivery. The expertise and dedication of long-term advisers have contributed to efficient program implementation, particularly in IT system improvements, digitisation of training delivery, and integration of Australian standards into aged care training and employment pathways.
- The refined model—with fewer but well-integrated long-term advisers—has been effective, ensuring knowledge transfer and institutional capacity building, while minimising the costs associated with expatriate personnel.
- The focus on KIT professional development and institutional accreditation were important priorities to support sustainable outcomes through KASfEP.
- KIT has developed a range of different partnerships with other institutions to enhance its efficiency. For instance, it has been proactive in working with other donors (MFAT) and other DFAT programs (such as APTC) to deliver courses jointly and improve the infrastructure of KIT. KIT is also jointly delivery courses with the MTC, which illustrates an example of the shared use of facilities and resources between two divisions within the MEHR. The partnership with APTC has enabled KIT staff to undertake the IST course aimed at upgrading the teaching qualifications of lecturers.
- The accreditation processes tested by KIT moved from highly cost-ineffective to the most efficient model (institutional and, where possible, course accreditation through EQAP) over the course of the investment. Short-term advisers were initially engaged to review courses individually before shifting to a RPL accreditation model (using a 'panel of experts' or registered training organisations to certify courses). As recommended in the Midterm Review Report, this model was reconsidered after budget cuts to the program necessitated a more cost-effective accreditation model (EQAP) was adapted, without impacting labour mobility prospects for graduates.

Substantive reductions in the head contract between investment phases necessitated a more streamlined program. This resulted in a notable reduction in program activity costs (from an average of AUD 358,116 per month in Phase I to AUD 108,211 in Phase III) and short-term adviser costs (from an average of AUD 33,703 per month in Phase I to AUD 15,335 in Phase III). The growth of non-ARF personnel costs (up 500% from Phase I) represents staff salary increases implemented by MERH and matched by KIT staff funded by KASfEP.

Figure 6. Program's average monthly spend from head contract, Phase I to Phase II



Palladium. (2024). Financial data for KASfEP [Unpublished raw data]

The overheads of funding of KIT staff and covering ad hoc operational expenses (such as meal allowances) were necessary but are not sustainable. Over the course of the investment, KASfEP has, on average, funded approximately 45 positions at KIT— a considerable fiscal burden accounting for nearly 20% of the total contract in Phase III. Without KASfEP funding these positions, it is likely that KIT's staff would have been significantly reduced, severely constraining EOPO progress – particularly around equitable participation. A more streamlined investment of KIT could have allowed for greater resourcing to support labour mobility objectives and broader labour market investments.

Recommendation:

D4. DFAT and GoK shall collaboratively develop a joint transition plan for KIT staff financing and leadership, outlining clear targets for transitioning KIT staff from Australian funding to MEHR administration. DFAT Tarawa shall strengthen policy dialogue with MEHR to facilitate this gradual transition while ensuring KIT's operational and academic standards are maintained.

3.3. KEQ 8: How efficient was the management modality?

Key finding: The managing contractor demonstrated adaptability and effective stewardship during periods of fiscal constraint, particularly through careful recruitment of long-term advisers from 2020 onward. Head contract management was efficient, with accurate planning and budgeting. Nearly all activities and outputs were delivered on schedule and within budget, despite significant disruptions due to COVID-19 and resulting budget adjustments.

There is no evidence suggesting the management modality could have been more efficient. The consolidation of the Team Leader and KIT Director roles under one position was a sensible and efficient approach, albeit at the cost of advancing local ownership (discussed further under 'Sustainability and Localisation'). Interviewees highlighted management's adaptability and carefully stewardship of the program through progressive fiscal pressures. Management should be commended for astute staff recruitment – particularly long-term advisers since 2020. Ensuring the right people are in the right roles at the right time is an essential ingredient for program success.

4. Sustainability and Localisation

4.1. KEQ 9: To what extent are KASfEP's outcomes and benefits likely to be sustained after Australian funding ceases?

Key finding: Despite significant improvements in KIT's capacity to design and deliver courses, KASfEP's outcomes and benefits are unlikely to be fully sustained without continued Australian funding. Short-term sustainability and GoK ownership remain significant risks due to heavy reliance on Australian funding, especially for staffing at KIT. Ensuring long-term viability will require a balanced approach in future programming, with scaffolded support enabling a progressive transition of KIT management and staff to MEHR, and gradual development of a self-sustaining local employment market.

There is evidence that KASfEP has been effective at focusing investment to support sustainable outcomes. As noted in the 2019 Midterm Review Report, this includes the activities to gain and maintain KIT accreditation as a higher education provider, increasing the teaching and administrative capacity of staff, a focus to implement the English language strategy, and reducing the emphasis on expatriate trainers. KIT is also implementing its Master Plan for the campus which will see a rapid expansion in its physical capacity and assist in meeting the growing demands for its courses

The KIT-APTC partnership has played a valuable role in strengthening KIT's staff capacity through targeted professional development. Many of KIT's trade trainers initially qualified at APTC. Collaboration dates back to at least 2016, when an Advisory Group was formed with APTC to support Certificate III programs in Community Services, Roofing, and Carpentry. In 2017, i-Kiribati trainees undertook Certificate III in Individual Support and Certificate III in Hospitality with APTC in Fiji. Between 2021 and 2024, APTC provided IST and Advanced IST courses to KIT staff. Additionally, APTC has delivered training in meat processing, and as the APTC project concludes this quarter, it is mentoring KIT trainers to independently deliver this program.

But the short-term sustainability of the program and buy-in from the GoK remain significant risks. If the program were fully transferred to MEHR in the near term, substantial budget cuts would likely follow. KASfEP funds about 80% of KIT's annual budget. It is unlikely that GoK's investment in KIT will increase substantially in the medium term, which means KIT will continue to require substantial investment from development partners. In labour mobility, the reliance on a single employer as the pathway for KIT graduates (HealthX) poses a vulnerability for the program. Diversifying the employer base is crucial for long-term sustainability and reducing risks of program failure.

Ensuring the program's sustainability requires a deep understanding of Kiribati's unique development challenges as a small island state. Long-term viability will depend on a balanced approach, combining continued donor investments with the gradual establishment of a self-sustaining local employment market. Given Kiribati's heavy reliance on external funding to develop its workforce and expand economic opportunities, financial independence was never a short-term goal of KASfEP. However, transitioning towards greater local ownership remains a critical priority for long-term success.

Recommendations:

D3. Support to KIT in any new investment should continue, with an increased emphasis on localisation and sustainability. The next program should maintain support for leadership development within KIT, including a phased reduction of externally funded positions accompanied by strengthened local leadership and targeted short-term technical assistance (with priority given to GEDSI).

4.2. KEQ 10: What evidence exists to indicate ownership of KASfEP priorities and results amongst program stakeholders, include GoK?

Key finding: There is mixed evidence to suggest ownership of KASfEP priorities and results amongst program stakeholders. While KASfEP aligns well with the GoK's strategic and policy priorities, evidence of consistent ownership of program priorities and results among stakeholders has been mixed. Sustained, strategic engagement from MEHR and other government partners has varied throughout the program's duration, which has influenced the depth of collaboration and progress toward shared outcomes.

KIT is unquestionably committed to KASfEP priorities and results. KIT has been a responsive, engaged and, according to interviewees, enthusiastic program partner throughout the program cycle. Senior leadership have expressed a desire to have more ownership of KIT's priorities and management.

As noted earlier, significant work has been dedicated to uplifting the skills and capacity of KIT staff – particularly trainers. KASfEP's alignment with KIT's strategic goals provides a strong foundation for local ownership. But the reliance on KASfEP resourcing as core funding for KIT, the resource constraints of MEHR and the absence of an i-Kiribati as head of KIT have curtailed KASfEP's localisation agenda.

- **All staff holding either IST certification or Certificate IV in Training and Assessment (TAE), and local staff increasingly holding senior roles, including Deputy Director positions.** However, the pending transition from expatriate to i-Kiribati leadership in the KIT Director role has raised stakeholder concerns about local ownership and KIT's ability to respond to local priorities. MEHR's leadership capacity for governance and coordination of the skills sector is an area for further development.

Local ownership and commitment to the program within the GoK is less certain. Strategic engagement has been patchy, while the long-duration of the investment—where KIT costs have been predominantly covered by KASfEP for nearly 10 years—has removed an important test of the GoK's ability and willingness to make skills development a fiscal priority. Variable engagement with MEHR's leadership over the course of the investment highlights an important opportunity to deepen strategic alignment and strengthen GoK's ownership of program outcomes in future phases.

A key debate earlier in the program was whether to transition the KIT director role to an i-Kiribati leader. Ultimately, capacity concerns led to the decision not to proceed. However, this decision was perceived by some as undermining local ownership and limiting KIT's ability to respond effectively to local demand. For example, frustration was expressed over the lack of authority to progress Certificate III qualifications.

With KIT's ongoing institutional strengthening, it is timely to reassess leadership structures and consider the nationalisation of the director role as part of a long-term sustainability strategy. A phased approach with scaffolding support would ensure a smooth transition while maintaining operational and academic standards. Further development of heads of department remains critical to preparing future deputy directors, ensuring a pipeline of national leadership within KIT.

Recommendations:

P1. Initiate planning between KASfEP and KIT for leadership transition within KIT.

P2. Prioritise identifying and providing mentoring support to emerging KIT leaders – particularly at Head of School level.

5. Cross-cutting Issues: Gender Equality, Disability and Social Inclusion

5.1. KEQ 11: To what extent did KASfEP deliver results on gender equality and women and girls' empowerment (including implementation of its gender strategy, gender action plan)?

Key finding: KASfEP has adopted a holistic approach to gender equality and women's empowerment, encompassing policy implementation, practical initiatives, norm-challenging activities, and stakeholder engagement. A key milestone has been achieving above-target women's participation in skills training at KIT, with female enrolment exceeding 20% in non-traditional trade courses and 50% across all other training areas. However, employment outcomes for women remain lower compared to their male counterparts, reflecting persistent cultural and societal barriers.

KASfEP made important progress with regards to gender equality and women and girls' empowerment. As already noted, women are an increasingly large proportion of KIT's enrolled students and graduates, making up 62% of total enrolments in 2024 (+9% from 2016) and 66% of total graduates (+13% from 2016). While not uniform, these trends validate anecdotal evidence suggesting KIT's inclusion initiatives; from awareness raising, improved support services and targeted quotas in non-traditional courses have been effective.

KASfEP's Gender Equality Strategy (2020-2022) and the SfEP Gender Review (2019) have provided effective foundations for the investment's approach to supporting equality and empowerment. The Strategy prioritised three objectives:

1. To enhance and increase participation and decision-making involvement of women in all areas of the KIT's operations.
2. To support the achievement of inclusive skills training targets.
3. To provide education, information and access to services for women's sexual and reproductive health, family planning, counselling and GBV.

KASfEP approached gender equality and women's empowerment holistically, from policy and practice to norm challenging and engagement. Enhancing and supporting participation of women was an important milestone, with targets of 20% places for women in non-traditional trade course areas and 50% in all other course areas exceeded. KIT did establish a referral point and protocol for staff and students to the KWCSK at KFHA for counselling, health and social support, providing an important trauma-informed pathway for female students. Importantly, sex-disaggregated data is available for regular performance and decision-making, courtesy of KIT's education management information system.

Entrenched societal challenges continue to significantly impact gender equality and women's empowerment and addressing them remains priority. As noted in the Gender Equality Strategy: "women in Kiribati face considerable barriers to participating in skills training at KIT". This includes:

- Traditional views on the role and responsibilities of women in the family, particularly in terms of providing care for infants and young children
- Cultural norms and strict perceptions of what constitutes 'suitable' work and environments for women – mainly linked to how many men they may interact with – is also a barrier and is particularly the case for women studying non-traditional courses.
- Attitudes towards the acceptance of domestic violence, coupled with a lack of feeling safe, present a complex challenge to implementing the principles of gender equality and women's empowerment in Kiribati. In addition to the prevalence of domestic violence, lack of opportunities in tertiary and vocational education, and formal employment has resulted in a large cohort of disenfranchised youth.

Recommendation:

D8. Any new investment should explore opportunities to align gender equality initiatives with broader systemic gender equality and women's empowerment interventions. Initiatives to identify and address

employment barriers for women should be included, such as collaboration with employers to establish clear employment pathways (e.g., paid internships) and workplace awareness initiatives.

5.2. KEQ 12: To what extent has KASfEP made a difference for people with disabilities? How have people with disabilities benefited from KASfEP?

Key finding: KASfEP has had a meaningful, although modest, impact on people living with disabilities in Kiribati. People living with disabilities have benefited from KASfEP through enhanced opportunities to study at KIT, including targeted courses and improved accessibility of teaching practices and campus facilities supported by student support services. However, employment outcomes for graduates with disabilities remain limited. Employer reluctance to hire graduates with disabilities often reflects perceptions about physical limitations in labour-intensive roles, highlighting persistent societal and cultural barriers. Additionally, there is limited evidence that disability equity has been prioritised by MEHR, particularly within labour mobility initiatives.

KASfEP has had a small yet meaningful impact for PLWD in Kiribati, though significantly more work is required to enhance job opportunities. The KIT Disability Support Plan provides a comprehensive foundation and workplan that informed KASfEP equity work for PLWD, spanning partnerships, capacity building and mainstreaming. KIT (via SSS) has effectively formed partnerships with all major disability rights advocates in Kiribati, including Te Toa Matoa (TTM), Kiribati School and Centre for Children with Special Needs (KSCCSN), Kiribati Deaf Association (KDA), Te Meeria, and Kiribati Association for people who are Blind or Vision Impaired (KABVI). Anecdotal evidence indicates that while partnerships have been broadly appreciated, some partners feel there has been insufficient regularity in engagement.

Opportunities for PLWD to study at KIT have been enhanced through KASfEP. A total of 48 i-Kiribati (22 female; 26 male) identifying with a disability enrolled in certificate and short courses in 2023. KIT delivered two customised short courses at Te Toa Matoa in Nanikaai, with another dedicated short plumbing course delivered for PLWD. Participation in certificate courses has been more limited, reflecting the accessibility and cultural challenges faced by PLWD. The evaluation team interviewed four PLWD who had completed courses at KIT. While all felt supported by KIT—particularly with access to a Kiri-sign translator—access to assistive technology was mixed and working in English was challenging. Interviewees noted that there have been some exceptional KIT trainers over the years, but then they are generally spread thin.

Approximately 12% of i-Kiribati live with some form of disability, many of whom experience discrimination and exclusion from education, skills development and employment¹². As such, 25.3% of i-Kiribati with disability aged 5-24 years never attended school¹³. Providing financial assistance has been an important enabler of study at KIT (covering transportation and meal costs); positively reflecting KASfEP's willingness and capacity to meet diverse needs in flexible ways.

Despite improved access to skills development opportunities, employment outcomes for PLWD have been limited. Employment pathways for PLWD in Kiribati are historically few and far between; with exclusion from the labour market contributing to poorer socio-economic and health outcomes of individuals, their families, and communities. There is little evidence to suggest that disability equity has been a priority for MEHR, particularly regarding labour mobility pathways. Without GoK support, or more active mainstreaming within PALM, the capacity for KASfEP to affect substantive change for PLWD will continue to be constrained.

Recommendations:

D11. Any new investment should consider including initiatives that enhance opportunities and accessibility for PLWD. This may involve investment in resources, facilities, and trainer expertise to ensure a safe and inclusive learning environment, as well as expanding and diversifying courses tailored for PLWD, supported by targeted accessibility funding.

D12. Any new investment should establish a structured pathway to enhance local employment and labour mobility outcomes for PLWD. The program could implement employer awareness campaigns alongside

¹² The Pacific Community. (2024). Kiribati Disability Monograph – From the 2020 Population and Housing Census. Noumea, New Caledonia: The Pacific Community.

¹³ *Ibid.*

targeted pilot work placements, which could later be expanded into a structured paid internship scheme. The investment should encourage disability-inclusive approaches within PALM pathways

6. Cross-cutting Issues: Climate and Disaster Resilience

6.1. KEQ 13: How has KASfEP supported partners to address climate change? Were the actions taken by KASfEP to increase climate and disaster resilience effective?

Key finding: KASfEP supported partners to address climate change through a mainstreaming approach, achieving some positive progress in increasing climate-risk awareness among KIT staff and students, and embedding climate and environmental considerations into KIT's policies and practices.

KASfEP's engagement in climate resilience remains underdeveloped and not commensurate with Kiribati's significant vulnerability as one of the world's most remote and climate-affected countries. Actions implemented by KASfEP to enhance climate and disaster resilience show early indicators of potential effectiveness, as many initiatives have only recently commenced and need more time to demonstrate results.

KIT has established some strategic partnerships to strengthen climate resilience. It collaborated with the Global Green Growth Institute (GGGI) to support green entrepreneurship training and with the Australia Pacific Climate Partnership (APCP) to enhance its Climate Change Awareness and Knowledge course, which KASfEP is supporting for accreditation. KIT also engaged with the International Solar Alliance (ISA) to establish a Solar Technology Application Resource Centre (STAR-Centre), in partnership with the Ministry of Infrastructure and Sustainable Energy (MISE) and the Ministry of Employment and Human Resources (MEHR). Additionally, KIT worked with the Public Utilities Board (PUB) to relocate solar panels as part of climate-resilient infrastructure development under the Master Plan, funded by New Zealand's Ministry of Foreign Affairs and Trade (MFAT).

KIT has established a foundational capacity in solar energy training and research, and ongoing efforts are needed to strengthen expertise in the sector. With support from KASfEP, KIT partnered with the ISA to establish the STA- Centre as a hub for solar energy training and research. From December 2024 to February 2025, KIT hosted training sessions delivered by third-party provider Firstgreen Consulting for industry practitioners and experienced electricians, with 43 participants completing the program. The train-the-trainer component included KIT Electrotechnology trainers, who also completed the training, building local expertise for program continuity. As a result of STAR-C's establishment, KIT Electrotechnology trainers received scholarships to undertake and complete the Certificate IV in Electrical–Renewable Energy with SkillBuild Australia.

The MISE and KIT are formalising further capacity building efforts through a memorandum of understanding. With ongoing large-scale solar energy and infrastructure projects led by the PUB, MISE, Te KAI, and the World Bank, there is growing demand for qualified professionals in construction, plumbing, electrotechnology, and solar energy.

Recommendation:

D14. Any new investment should consider opportunities to support KIT in expanding workforce skills in renewable energy, sustainable infrastructure, and environmental management, closely aligning with Kiribati's national climate agenda.

6.3. KEQ 14: Were the actions taken by KASfEP to minimise negative impacts of climate change and climate-related disasters effective?

Key finding: KASfEP has been partially effective in minimising the negative impacts of climate change and related disasters. Progress in embedding sustainability practices at KIT has been incremental, with notable advancements in reducing KIT's carbon footprint—through the installation of solar panels—and promoting environmental awareness across campuses, guided by KIT's Environmental Awareness and Action Plan.

KASfEP has made progress embedding sustainability practices at KIT, though more time and resources are needed to fully realise these efforts. Early achievements have been made across four "4G" pillars.

Green campus: KIT's Betio campus now generates surplus electricity after installing solar panels¹⁴ and rainwater tanks demonstrate climate-resilient practices. KIT prioritises environmentally friendly procurement and exports electronic waste to Australia for recycling. It earned national recognition as the "Cleanest Tertiary Institution" from the Ministry of Environment, Lands and Agriculture Development.

Green skills: In collaboration with the GGGI, KIT is embedding green-entrepreneurship concepts in its business program, but its effectiveness is not known as students have yet to complete the course. KIT developed an eight-module climate change course aimed at EQAP accreditation, pending implementation due to staff capacity constraints and concerns about complexity. KIT hosted renewable energy training sessions, such as STAR-C solar mini-grid and water-pumping training, building local capacity for the expanding clean-energy infrastructure.

Green culture: The 2019 Environmental Awareness Plan has established institution-wide norms for waste reduction and ethical conduct. Initiatives like water-refill stations and solid-waste clean-ups have begun to foster low-waste habits among staff and students. **Green community:** KIT has supported community-level climate action and knowledge exchange. Alumni-led mangrove planting initiatives contribute to coastal protection and climate adaptation.



Photo credit: Vladimir Lysenko, [Creative Commons](#)

7. Risk Management

7.1. KEQ 15: Has risk management of KASfEP been effective?

Key finding: A comprehensive risk management strategy was effectively applied throughout the KASfEP investment. The program successfully managed operational risks, particularly those associated with COVID-19 disruptions, but two significant high-level risks persisted. First, the risk that KIT will not be fully led and administered by MEHR at the conclusion of KASfEP in 2026. Second, the risk that suitable leaders may not emerge within KIT to sustain ongoing progress.

The risk management strategy and business continuity plan were reviewed and updated regularly in response to changing circumstances throughout the year, with key mitigation actions implemented to address anticipated and emerging risks. Anecdotally, risks were reportedly discussed at daily KASfEP

¹⁴ In 2019, KIT's baseline recorded 228,202 kWh of solar photovoltaic (PV) production and 242,285 kWh of total electricity consumption. Over time, electricity consumption has declined, and excess solar energy is now fed back into the national grid.

leadership team meetings, fortnightly KIT Executive Team meetings and where relevant, during the monthly Contract Management Group meetings with DFAT. Identified risks were addressed through appropriate channels and actions and the Risk Register was updated where required.

The KASfEP Risk Register covers five risk areas:

- Operating environment
- Fraud/fiduciary
- Resources, management, and planning
- Environment and social safeguards
- Other.

KASfEP has effectively navigated operational risks and has particularly demonstrated strong resilience in adapting to the disruptions brought about by the COVID-19 pandemic. The program adapted by integrating digital learning tools; however, virtual delivery in the outer islands remained challenging due to limited IT infrastructure.

Two important risks persisted across KASfEP. First, the risk that KIT is not fully led and administered by MEHR in 2026 at the end of KASfEP (and managed accordingly as a high risk in the Risk Register). As has been discussed, KASfEP in its current form is not sustainable long-term, while GoK have indicated they do not have the capacity to absorb KIT operational costs within existing budgets. KASfEP has made little progress to effectively mitigate this risk, with most measures beyond the scope of the program to influence. The lack of an overarching national strategy for the skills sector has contributed to governance and coordination challenges.

Second, the risk that there are not suitable leaders emerging within KIT to sustain progress. According to program implementing interviewees, there has been little meaningful succession planning within KIT's leadership, with few incentives or pathways for younger professionals.

KIT's infrastructure maintenance is an emerging risk due to the ongoing funding required to sustain capital investments. Without a maintenance strategy and sufficient operational and maintenance funds, KIT's operational capacity could deteriorate over time. Additionally, dependence on a single employer (HealthX) for aged care labour mobility placements creates vulnerability, necessitating greater diversification in employer partnerships. If HealthX cannot employ additional trainees, limited alternative pathways would reduce KIT's training impact.

Recommendation:

P8. Continue to classify the risk that KIT may not be fully led or administered by MEHR at the conclusion of KASfEP as "high risk" in the Risk Register and manage accordingly.

8. Monitoring, Evaluation and Learning

8.1. KEQ 16: Did the KASfEP MEL system generate credible information that has been used for management decision-making, learning and accountability purposes?

Key finding: KASfEP's MEL system generally produced credible information that effectively informed management decisions, supported learning, and upheld accountability, demonstrating strength at the operational level within KIT but requiring further strengthening to institutionalise MEL processes within MEHR. The framework effectively tracked outcomes (effectiveness) achieved by KIT, but systematic tracking of EOPO 4 outcomes was not evident. The MEL also successfully captures signals of contextual developments (relevance), but the absence of a VfM framework limits the program's capacity to monitor and report on cost-effectiveness.

KASfEP's MEL system generally produced credible information that informed management decisions, supported learning, and upheld accountability.

There is a comprehensive MEL Plan with a results framework for SfEP, but not for the FSF. This omission is likely intentional, as the FSF was introduced specifically to respond rapidly to emerging priorities and support the adaptive planning and flexible resourcing of priority programs, making a results framework difficult to implement. The MEL framework is adequate for tracking outcomes (effectiveness), using a balanced mix of quantitative and qualitative indicators, with data disaggregated by gender, disability, and geographic location. The MEL system also captured signals of change and allowed reporting on contextual developments in annual reports (relevance). The absence of a VfM framework limits the monitoring and reporting of cost-effectiveness.

KIT uses the student management information system, EduPoint, to monitor student enrolments, withdrawals, and completions for certificate and short courses, including training provided through Employment Support Services. EduPoint is no longer fit for purpose; a suitable replacement has been identified, but implementation is delayed due to funding constraints.

Significant investment has improved KIT's data collection and monitoring system. Stakeholder perspectives are primarily captured through four surveys: End-of-Semester/End-of-Course Survey, Graduate Tracer Survey, Staff Engagement Survey, and Employer Survey, complemented by interviews presented as case studies. Surveys are conducted online in Tarawa but require resource-intensive, face-to-face administration using printed forms in outer islands. Survey response rates frequently fall below thresholds required for statistical significance, reducing reliability and generalisability. The Graduate Tracer Survey, essential for assessing employment and training outcomes, has had notably low response rates (see [Box 5](#)) and has been administered inconsistently (2018, 2020, 2021, and 2023), limiting meaningful comparisons across years.

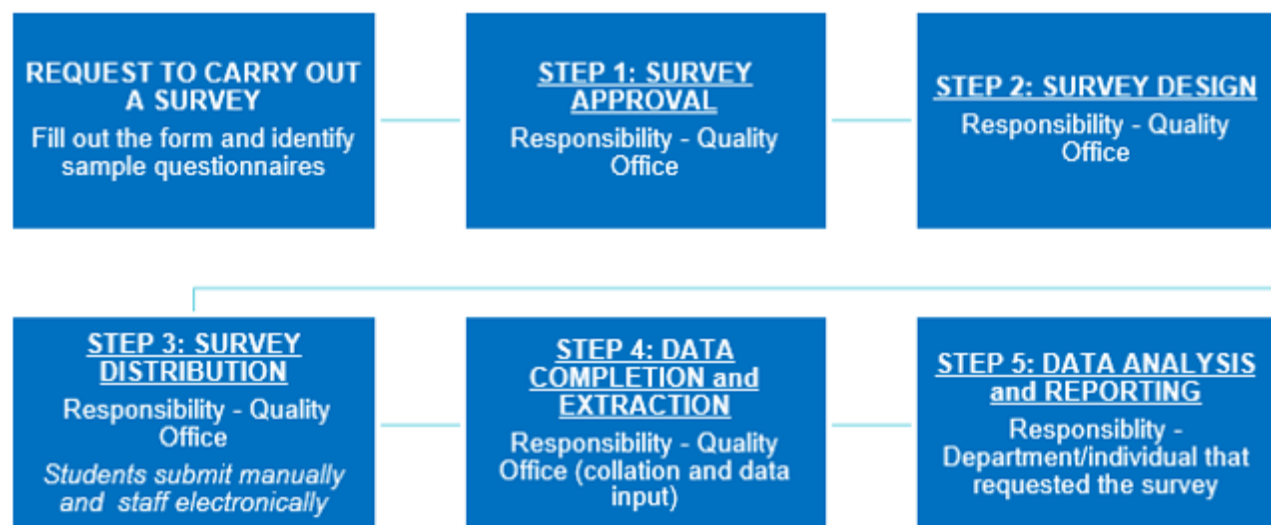
Box 5: KIT Graduate Tracer Survey Response Rates

The KIT Graduate Tracer Survey response rates have improved over time but remain limited:

- 2020: **15% response rate**, 61 responses from 406 graduates (69% female, 31% male).
- 2021: **22% response rate**, 73 responses from 326 graduates (60% female, 37% male, 3% undisclosed gender).
- 2023: **26% response rate**, 58 responses from 225 graduates (78% female, 22% male).

KASfEP demonstrated a commitment to ongoing improvement, introducing an improved survey administration process ([Figure 7](#)), adopting refined survey designs, and establishing more structured feedback loops—such as monthly KIT Executive reflection meetings.

Figure 7. Process for conducting surveys



Source: KASfEP. (2024). Internal program documentation [Unpublished internal document].

The program has successfully integrated data-driven decision-making, particularly in GEDSI-focused initiatives. The MEL Results Framework guides data collection and analysis of KIT enrolments, applications, and graduations, disaggregated by gender, disability (using the Washington Group Short Set of Questions), and geographic location, including outer islands. A tracking system monitors student use of student support services, helping identify barriers for students with disabilities and outer island students, and informing targeted awareness raising activities to improve welfare. Annual reports demonstrate tailored interventions based on GEDSI analysis, though further strengthening would enhance effectiveness and inclusivity. **However, a full review of KASfEP's risk management has yet to be conducted.**

There is evidence of strong operational-level learning and adaptation through monthly reflection meetings held by the KIT Executive and six-monthly reflection workshops, with documented examples in annual reports. However, further improvements are needed to institutionalise MEL systems within MEHR and strengthen local MEL staffing capacity.

- A practical example of effective use of evidence-based decision-making was documented at the Kiritimati Island campus in the 2019 Annual Report. Stakeholder consultations identified high dropout rates in certificate-level daytime courses due to difficulties participants faced in taking leave from work, despite strong attendance at evening short courses. In response, KIT adapted by rescheduling courses, significantly improving accessibility for learners.

Recommendation:

P5. Consider opportunities to strengthen KIT's student management information system, or put in place transition plan for next investment.

D18. Any new investment design should emphasise improving MEL systems within MEHR to effectively monitor broader skills sector outcomes. The budget shall include sufficient resources for MEL, including for local MEL staff.

D19. Any new investment should develop a fit-for-purpose VfM framework to effectively assess and demonstrate cost-effectiveness.

Lessons Learned and Conclusions

Lessons Learned

KASfEP represents an investment distinct model; squarely centred on the operational capacity and program delivery through one partner. KIT was, and remains, the foundational piece that underpins skills development and technical trades in Kiribati. KASfEP's focus on KIT as the primary mechanism to achieve the program's objectives was justified in this context, though significant lessons highlight the importance of growing and adapting this model.

1. **Strategic alignment:** KASfEP's effectiveness highlights the importance of aligning program objectives closely with national development priorities. However, strategic alignment does not guarantee strategic partnerships, particularly within a capacity and resource stretched context.
2. **Clear governance structures:** Challenges associated with EOPO 4 underscore the necessity of clearly defined governance arrangements to achieve sustainable, locally led outcomes. Outcomes must be co-designed and validated with partners, and approaches adapted where obstacles arise.
3. **Phasing technical assistance:** Embedded technical assistance can enhance capacity but may complicate localisation and sustainability: KASfEP demonstrates that deep investment in a single national TVET provider significantly improves training quality. However, the primary challenge remains effectively transferring ownership to local stakeholders.
4. **Holistic programming:** Addressing employment barriers is essential for maximising skills investment. To fully capitalise on skills development, it is crucial to concurrently address barriers to employment, particularly for women and people living with disabilities.
5. **Political engagement.** Local leadership and budget commitments underwrite long-term sustainability. Even strong skills development programs require active political support and reliable budget allocations from government, not solely from development partners. Early and consistent policy dialogue and collaboration with government stakeholders are essential to securing and sustaining this support.
6. **Information management.** Strengthening data collection infrastructure is critical for enhancing evidence-based decision-making and improving program responsiveness and adaptability.

Conclusions

Australia's decade-long engagement through the KASfEP has made an important contribution to Kiribati's skills development and workforce preparedness. Moving forward, continued Australian engagement in Kiribati's skills sector is crucial to avoid reversing these gains. Given Kiribati's small-island vulnerabilities, high youth unemployment, and aspirations for labour mobility, continued investment in the skills sector will remain critical.

KASfEP's focus on expanding inclusive pathways for young i-Kiribati, improving the quality and relevance of training at KIT, and strengthening institutional capacity at KIT has yielded tangible gains. KASfEP has strengthened the skills ecosystem anchored by KIT. It has been highly effective in meeting its objectives of improving equitable participation (EOPO 1), enhancing graduate readiness for employment (EOPO 2), and establishing KIT as a reputable, regionally recognised training institution (EOPO 3). The integration of student support services, gender equality measures, and disability inclusion initiatives has expanded opportunities for youth, women, and to some extent people living with disability. KIT's success stories—particularly in aged care and bridging courses—reflect a strong commitment to equitable skills development.

At the same time, KASfEP's limited success in strengthening the skills sector highlights the complexity of achieving systemic reforms in a resource-constrained context. This indicates a tension in the program design: although EOPO 4 (improved skills sector management and coordination) was recognised from the outset as essential to sustainability, it was removed from the program logic and later reintroduced, and it was under-resourced relative to the level of support required for this.

Building on this foundation will require a strategy for governance reform and localisation.

Transitioning KIT leadership to qualified i-Kiribati management is critical to sustaining the program's momentum. Addressing systemic challenges—particularly the cultural norms limiting women's participation in non-traditional sectors and the severe underemployment of people living with disability—calls for continuous advocacy and policy engagement.

Climate resilience and green skills development remain underdeveloped areas with notable potential.

As Kiribati's vulnerability to climate change intensifies, investing in technical and vocational skills geared toward climate adaptation and mitigation could be a transformative addition to the country's climate resilience strategy. Introducing structured reintegration programs would help returning labour mobility participants apply their newly gained skills in Kiribati, supporting local economic growth.



Photo credit: Vladimir Lysenko, Creative Commons. [Creative Commons](#)

OPTIONS AND RECOMMENDATIONS

Opportunities for Australian Investment in the Skills Sector

Continued investment in Kiribati's skill sector development and coordination is justified, given the program's proven relevance and effectiveness and the significant risks to sustain current outputs.

Recommendations for the design process of KASfEP's successor program and actions proposed during KASfEP's final 12 months are listed in [Table 2](#), with priority and assigned responsibility.

Recommendations for the design process for the next program

1. DFAT should engage the design of the new program to ensure no gaps occur between KASfEP and its successor. DFAT shall complete contracting and manage the contract for the next program by the end of 2025, ensuring that recruitment, early consultations, and relationship-building activities commence in Q1 2026.
2. The design team for the next program shall include SPAG in its consultation plan to jointly develop the theory of change, identify key strategies, and set governance arrangements. DFAT Tarawa Post and KASfEP shall actively support this consultation to strengthen local ownership and enhance alignment with local priorities.

Design considerations for the ensuing program

Skills sector governance and coordination

D1. The design of any future program should ensure a comprehensive and integrated focus on the broader skills sector, embedded across multiple outcomes within the program logic. It should explore opportunities for the program to support MEHR in developing a robust national skills strategy, including labour mobility and reintegration strategies. Additionally, the program should incorporate capacity-building measures to strengthen MEHR's coordination and governance of the skills sector, including labour mobility initiatives, ensuring adequate budget and resources are allocated.

D2. All stakeholders, including DFAT Tarawa Post and MEHR, should consider opportunities to revitalise strategic engagement through intensified, high-level policy dialogue.

Support to KIT

D3. Support to KIT in any new investment should continue, with an increased emphasis on localisation and sustainability. The next program should maintain support for leadership development within KIT, including a phased reduction of externally funded positions accompanied by strengthened local leadership and targeted short-term technical assistance (with priority given to GEDSI, as outlined below).

D4. DFAT and GoK shall collaboratively develop a joint transition plan for KIT staff financing and leadership, outlining clear targets for transitioning KIT staff from Australian funding to MEHR administration. DFAT Tarawa shall strengthen policy dialogue with MEHR to facilitate this gradual transition while ensuring KIT's operational and academic standards are maintained.

Employment pathways

D5. In designing future programs, consider adopting a holistic investment approach that incorporates targeted support for direct employment pathways, effectively assisting graduates to transition into employment. This will ensure that skill development directly contributes to individual livelihoods and broader economic growth.

Labour mobility

D6. Any new investment should prioritise labour mobility reintegration initiatives to address Kiribati's lack of structured mechanisms supporting migrants returning to the local economy and labour market. Options the new program design could consider include enhancing remittance pathways to stimulate local development, assisting KIT to deliver targeted training for returnees in financial literacy, entrepreneurship, and

employment-related skills, and supporting MEHR's LSU to strengthen its policies, practices, and collaboration with KIT to reduce the duration graduates spend in the job-ready pool.

GEDSI

D7. In a new design, consider strengthening the twin-track approach by explicitly including targeted GEDSI outcomes, particularly for disability inclusion, at the EOPO and IO levels, and systematically mainstreaming GEDSI across other outcomes to achieve full alignment with Australia's 2023 International Development Policy.

D8. Any new investment should explore opportunities to align gender equality initiatives with broader systemic gender equality and women's empowerment interventions. Initiatives to identify and address employment barriers for women should be included, such as collaboration with employers to establish clear employment pathways (e.g., paid internships) and workplace awareness initiatives.

D9. Any new investment should continue to prioritise opportunities to integrate GBV prevention and response in skills sector development. This could include collaboration with government ministries and local CSOs to protect students' and staff members' rights.

D10. Any new investment should consider incorporating childcare support for KIT staff and students. This could include dedicated gender-focused staff to enhance accessibility, retention, and educational outcomes for women. Childcare support is an important enabler of women's participation and for KIT's inclusiveness and long-term growth.

D11. Any new investment should consider including initiatives that enhance opportunities and accessibility for PLWD. This may involve investment in resources, facilities, and trainer expertise to ensure a safe and inclusive learning environment, as well as expanding and diversifying courses tailored for PLWD, supported by targeted accessibility funding.

D12. Any new investment should establish a structured pathway to enhance local employment and labour mobility outcomes for PLWD. The program could implement employer awareness campaigns alongside targeted pilot work placements, which could later be expanded into a structured paid internship scheme. The investment should encourage disability-inclusive approaches within PALM pathways.

Climate change

D13. Any new investment should consider adopting a twin-track approach by including targeted climate-related outcomes at the EOPO and IO levels, as well as mainstreaming climate resilience considerations across other relevant outcomes, ensuring full alignment with Australia's 2023 International Development Policy.

D14. Any new investment should consider opportunities to support KIT in expanding workforce skills in renewable energy, sustainable infrastructure, and environmental management, closely aligning with Kiribati's national climate agenda.

Decentralisation and centres of excellence

D15. Consider adopting a decentralised training model built around centres of excellence that leverage regional networks and industry partnerships. This approach would consolidate expertise within specialised institutions, with KIT serving as a centre of excellence for aged care training and youth community programs, directly linked to labour mobility and reintegration for returning workers; MTC as the lead institution for hospitality training; the Ministry of Education delivering Certificate I-level TVET in schools; and regional programs and universities specialising in business and IT programs.

D16. Any new investment design could explore opportunities with KIT to expand its role in supporting TVET pathways from secondary schools.

D17. Any new investment should continue to encourage private-sector involvement (e.g., public-private partnerships for advanced trades and apprenticeships) to diversify the funding base. This model could combine apprenticeships and extended work placements, with KIT trainers delivering up-to-date technical instruction, industry partners providing resources and maintaining equipment, and students receiving fair remuneration corresponding to their training level. Equipment procurement and maintenance could be managed by industry partners.

Monitoring, Evaluation and Learning

D18. Any new investment design should emphasise improving MEL systems within MEHR to effectively monitor broader skills sector outcomes. The budget shall include sufficient resources for MEL, including for local MEL staff.

D19. Any new investment should develop a fit-for-purpose VfM framework to effectively assess and demonstrate cost-effectiveness.

Communication and public engagement strategy

D20. The design of any new program shall specify that the new program should develop communication and public engagement strategy, including activities aimed at enhancing visibility and public awareness, as early activities. Enhancing the program's public profile through targeted communication—including social media engagement—will help align public recognition with the scale of Australia's investment.

Implementation modality

D21. The design of any new program shall consider a scaffolded implementation modality with a balanced mix of technical assistance—fewer long-term advisers complemented by increased short-term expertise. The scaffolded modality sees support de-structured over time as the staff/mentee skills are strengthened and they no longer require intensive adviser/mentor support.

D22. In designing a new investment, reconsider the inclusion of the FSF, as there is insufficient evidence to suggest it can be effectively utilised in this context. Alternative mechanisms that offer greater sustainability should be explored.

Table 2. Proposed recommendations for KASfEP

Recommendation	Timeline	Priority	Responsibility
Design mission and procurement	N/A	N/A	N/A
1. Design of the new program must be timely, with contracting of the management contractor for the successor program completed by the end of 2025 to enable early activities in Q1 2026	2025	High	DFAT Canberra
2. The design shall include a co-design workshop with SPAG to co-design key program elements that strengthen program ownership and ensure local alignment	Q1 2025	High	Design team, KASfEP, DFAT Tarawa Post
KASfEP's final 12 months	N/A	N/A	N/A
P1. Initiate planning between KASfEP and KIT for leadership transition within KIT	2025–2026	High	KASfEP
P2. Prioritise identifying and providing mentoring support to emerging KIT leaders – particularly at Head of School level	2025–2026	High	KASfEP
P3. Support KIT to develop maintenance plan and work with MEHR to influence budget decision to include sufficient operations and maintenance (O&M) budget	2025–2026	High	KIT, KASfEP
P4. Develop a joint transition plan (DFAT–GoK) for KIT staff financing and leadership (e.g., i-Kiribati Director by a set date), including succession planning for senior positions in KIT	2025–2026	High	KASfEP, DFAT Tarawa Post
P5. Consider opportunities to strengthen KIT's student management information system, or put in place transition plan for next investment	2025–2026	High	KIT, KASfEP
P6. Increase efforts to support MEHR's coordination of the skills sector through SPAG, particularly given SPAG's expanded mandate to include labour mobility	2025–2026	High	KASfEP, DFAT Tarawa Post
P7. Re-engage MEHR to identify high-level policy dialogue incentives and preferences on skills and labour mobility governance	2025–2026	High	DFAT Tarawa Post
P8. Continue to classify the risk that KIT may not be fully led or administered by MEHR at the conclusion of KASfEP as "high risk" in the Risk Register and manage accordingly	2025–2026	High	Palladium; KASfEP
P9. Explore options to strengthen KIT's English language training for labour mobility	2025–2026	Moderate	KIT / KASfEP
P10. Consider opportunities to enhance and strategically align Australia–New Zealand coordination in the skills sector	2025–2026	Moderate	DFAT Tarawa Post

Annexes

Annex 1: KASfEP Program Logic

Annex 2: Evaluation evidence matrix

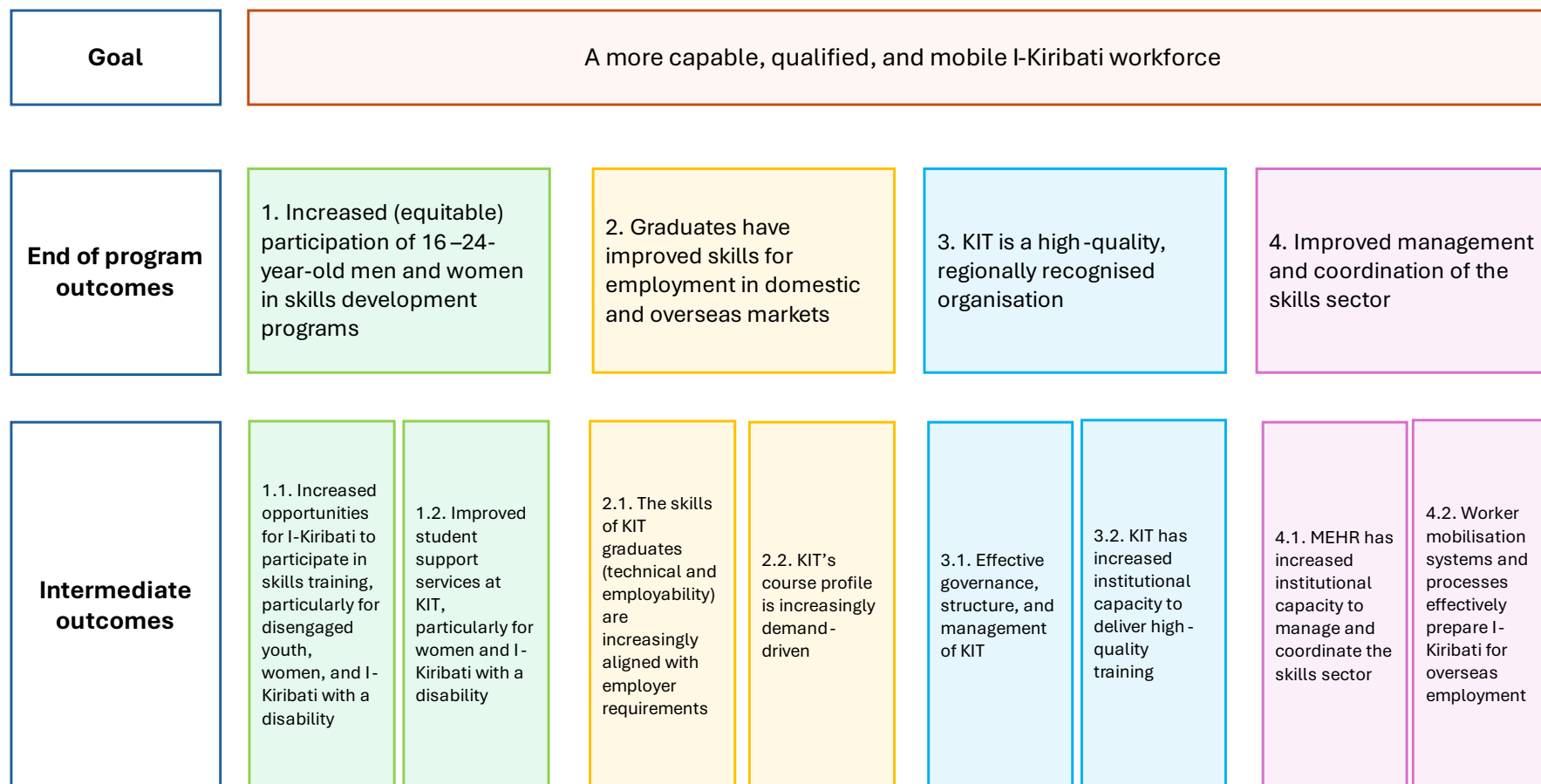
Annex 3: Literature and documents reviewed

Annex 4: Stakeholder consultation summary

Annex 5: Impact stories

Annex 6: Underlying figure and table data

Annex 1: KASfEP Program Logic



Annex 2: Evaluation Evidence Matrix

1. Relevance: How well has KASfEP aligned with the strategic objectives of the Governments of Kiribati and Australia?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/alumni	DFAT/KASfEP
1.1. How effectively has KASfEP responded to the policy priorities of Kiribati, including changes made throughout the program's duration?	Alignment of EOPOs with GoK priorities Partner perceptions of relevance	IDD, KV20, MEHR Strategic Plan, MTR	Yes	N/A	N/A	N/A	Yes
1.2. How effectively has KASfEP responded to the policy priorities of Australia, including changes made throughout the program's duration?	Alignment of EOPOs with DFAT priorities DFAT perceptions of relevance	IDD, IDP	N/A	N/A	N/A	N/A	Yes
1.3. How successfully has KASfEP enhanced Australia's reputation as a quality and reliable partner?	GoK and partner perception of investment	MTR	Yes	Yes	Yes	Yes	Yes
1.4. How effectively has KASfEP coordinated with and complemented investments by other partners as well as other Australian investments?	Coherence of investment within broader context	MTR	Yes	N/A	N/A	N/A	Yes

2. Effectiveness: To what extent has KASfEP achieved the intended EOPOs?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/alumni	DFAT/KASfEP
2.1. To what extent has KASfEP achieved EOPO 1: Increased (equitable) participation of 16–24-year-old men and women in skills development programs	EOPO indicators, whether changes have been observed	MEL results framework, MTR, KASfEP annual reporting, KIT student	Yes	Yes	Yes	Yes	Yes

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/ alumni	DFAT/KASfEP
		management data					
2.2. To what extent has KASfEP achieved EOPO 2: Graduates with improved skills for employment in domestic and overseas markets	EOPO indicators, whether changes have been observed	MEL results framework, MTR, KASfEP annual reporting, KIT student management data	Yes	Yes	Yes	Yes	Yes
2.3. To what extent has KASfEP achieved EOPO 3: KIT as a high-quality, regionally recognised organisation	EOPO indicators, whether changes have been observed	MEL results framework, MTR, KASfEP annual reporting	Yes	Yes	Yes	Yes	Yes
2.4. To what extent has KASfEP achieved EOPO 4: Improved management and coordination of the skills sector	EOPO indicators, whether changes have been observed	MERL framework, MTR, KASfEP annual reporting, PALM data	Yes	Yes	N/A	N/A	Yes

3. Efficiency: To what extent has the investment made appropriate and efficient use of Australia's and its partners' time and resources to achieve the intended end-of-program outcomes?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/ alumni	DFAT/KASfEP
3.1. Has the investment made appropriate and efficient use of Australia's and partners' time and resources to achieve the EOPOs?	Review of budget line items and trends over time	KASfEP annual reporting,	N/A	Yes	N/A	N/A	Yes

Error! No text of specified style in document. | Error! No text of specified style in document.

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/ alumni	DFAT/KASfEP
		headline contract, MTR					
3.2. How efficient was KASfEP's delivery modality? Were the KASfEP delivery modalities (technical assistance, operational support and funding, training and professional development, etc) the most efficient way to provide support to the sector?	Assessment of value for money relative to EOPO progression Consideration of alternative implementation modalities	KASfEP annual reporting, headline contract, MTR	Yes	Yes	N/A	Yes	Yes
3.3. How efficient has the management modality been?	Review of management fees and feedback on management approach	Headline contract, MTR	Yes	Yes	N/A	N/A	Yes

4. Sustainability and localisation: To what extent are KASfEP's outcomes and benefits likely to be sustained post-Australian funding, and reflect stakeholder ownership and localisation?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/ alumni	DFAT/KASfEP
4.1. To what extent are KASfEP's outcomes and benefits likely to be sustained after Australian funding ceases?	Whether changes have been transformative/ structural	MEHR budget, MTR, IDD	Yes	Yes	N/A	N/A	Yes
4.2. What evidence exists to indicate ownership of KASfEP priorities and results amongst program stakeholders, include GoK?	Extent to which MEHR and KIT are engaged in implementation and succession planning	MTR, IDD	Yes	Yes	N/A	N/A	Yes
4.3. How effective were KASfEP measures to support localisation and local leadership within the program?	Review of KASfEP design and localisation mainstreaming	KASfEP annual reporting MTR, IDD	Yes	Yes	N/A	Yes	Yes

5. GEDSI: How effectively has KASfEP addressed gender equality and disability equity?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/alumni	DFAT/KASfEP
5.1. To what extent did KASfEP deliver results on gender equality and women and girls' empowerment (including implementation of its gender strategy, gender action plan)?	Evidence of mainstreaming and progress towards EOPO1	Gender equity plan, KASfEP annual reporting, MEL results framework indicators, IDD	Yes	Yes	Yes	Yes	Yes
5.2. To what extent has KASfEP made a difference for people with disabilities? How have people with disabilities benefited from KASfEP?	Evidence of mainstreaming and progress towards EOPO1	Disability equality plan, KASfEP annual reporting, MEL results framework indicators, IDD	Yes	Yes	Yes	Yes	Yes

6. Climate and disaster resilience: How effectively has KASfEP addressed climate and disaster resilience?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/alumni	DFAT/KASfEP
6.1. How has KASfEP supported partners to address climate change?	Evidence of climate integration	KASfEP annual reporting, MTR, IDD	Yes	Yes	N/A	Yes	Yes
6.2. Were the actions taken by KASfEP to increase climate and disaster resilience effective?	Assessment of effectiveness against MERL indicators	KASfEP annual reporting, MTR, IDD	Yes	Yes	N/A	Yes	Yes

Error! No text of specified style in document. | Error! No text of specified style in document.

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/ alumni	DFAT/KASfEP
6.3. Were the actions taken by KASfEP to minimise negative impacts of climate change and climate-related disasters effective?	Assessment relative to investment mandate	KASfEP annual reporting, MTR, IDD	Yes	Yes	N/A	Yes	Yes

7. Risk management: Has risk management of KASfEP been effective?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/ alumni	DFAT/KASfEP
7.1. Has risk management of KASfEP been effective?	Evidence of risk tracking and appropriateness of mitigation and response measures	Risk management strategy, KASfEP risk register	Yes	Yes	N/A	Yes	Yes

8. MEL: Did the KASfEP MEL system generate credible information that has been used for management decision-making, learning and accountability purposes?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/ alumni	DFAT/KASfEP
8.1. Did the KASfEP MEL system generate credible information that has been used for management decision-making, learning and accountability purposes?	Assessment of decision-making process and utility of MEL products / process	IDD, KASfEP annual reporting, MTR	N/A	Yes	N/A	N/A	Yes

Abbreviations legend: MTR: Mid-Term Review Report 2019; IDD: Investment Design Document; IDP: [Australia's International Development Policy](#)

Annex 3: Literature and Documents Reviewed

- Kiribati Facility. (2016). Annual Report 2016.
- Kiribati Facility. (2017). Annual Report 2017.
- Kiribati Facility. (2019). Annual Report 2019.
- Kiribati Facility. (2020). Annual Report 2020.
- Kiribati Facility. (2021). Annual Report 2021.
- Kiribati Facility. (2022). Annual Report 2022.
- Kiribati Facility. (2023). Annual Report 2023.
- Kiribati Facility. (2022). Labour Market Study Report.
- Kiribati Facility. (2024). Disability Support Plan 2022 (Annex 4).
- Kiribati Facility. (2024). Monitoring, Evaluation, and Learning Plan 2022–2024 (Annex 5).
- Kiribati Facility. (2024). Risk Register (Annex 7).
- Smith, M., Collins, M., & Harris, C. (2019). Final Report: Mid-term Review of the Kiribati Facility.
- Government of Kiribati. (2020). 20-Year Vision 2016–2036.
- Government of Kiribati. (2020). Kiribati Development Plan 2020–2023.
- Government of Kiribati. (2020). MEHR Strategic Plan 2020–2023.
- Government of Kiribati. (2014). Kiribati National Labour Migration Policy. Ministry of Labour and Human Resource Development.
- Government of Kiribati. (2018). Kiribati climate change policy. Office of the President, Republic of Kiribati.
- Government of Kiribati. (2019). National framework for climate change and climate change adaptation. Office of the President, Republic of Kiribati.
- Kiribati National Statistics Office. (2021). Kiribati 2019–2020 Household Income and Expenditure Survey Report. Ministry of Finance and Economic Development, Government of Kiribati.
- Kiribati National Statistics Office. (2024). Kiribati Population and Housing Census 2020. Government of Kiribati.
- Department of Foreign Affairs and Trade. (2019). Management Response: Mid-Term Review Kiribati Facility. Australian Government.
- Department of Foreign Affairs and Trade. (2024). Kiribati development cooperation factsheet: May 2024. Australian Government.
- Department of Foreign Affairs and Trade. (2015). Kiribati Skills for Employment Program: Investment Design Document. Australian Government.
- New Zealand Ministry of Foreign Affairs and Trade. (2021). Kiribati Four-year Plan.
- The Pacific Community (SPC). (2022). Labour in Kiribati: Based on analysis of the 2019/20 Household Income and Expenditure Survey.

Annex 4: Stakeholder Consultation Summary

A total of 104 stakeholders were consulted, comprising 54 female and 50 male participants. Among them, six individuals identified as a person with disability. Respondents were representative of Government of Kiribati, KIT, KIT graduates, Employers, the Managing Contractor, KASfEP, Australian Government, New Zealand Government, and CSOs:

Government of Kiribati

Ministry of Employment and Workplace Relations

- Hon Minister Employment and Workplace Relations
- Secretary Employment and Workplace Relations
- Director Labour and Labour Sending Unit

Ministry of Women, Youth, Sport and Social Affairs

- A/Assistant Secretary
- Division area leads for women, people living with a disability and youth

Ministry of Education

- Curriculum Development Officers

Ministry of Infrastructure and Sustainable Energy

- Department representatives

Kiribati Chamber of Commerce and Industry

- Chief Executive Officer

Kiribati Teachers College

- Director

School of Nursing and Health

- Director

KIT

Stakeholder KIT executive team

- Deputy Director Quality
- Deputy Director, Facilities and People Management
- Deputy Director, Teaching and Learning
- Registrar

Student Support Services

- Support Manager
- Inclusion Officer
- Kiri-sign Translator

KIT staff

- Trainers and management and administration staff

KIT graduates

KIT graduates

- Alumni of Aged Care program and other programs

Employers

Kiribati Port Authority (KPA)

- Management team

Reeves

- Management representative

Public Utility Board (PUB)

- Finance and Admin; Chief Financial Officer (CFO); Engineering, Planning, and Compliance Manager

Tetra Tech

- National Infrastructure Specialist/Construction Manager

Charles' Restaurant

- Manager

Managing Contractor

Palladium Group

- Director, Economic Growth and Nature-Based Solutions (APAC)
- Senior Manager (APAC)
- KASfEP Program Manager

KASfEP

KASfEP long-term advisers and short-term advisers

- Acting Team Leader
- Gender Equity Adviser
- Academic Strengthening Adviser
- Disability Inclusion Adviser
- MEL Adviser

Australian Government

DFAT

- Education and Skills Adviser

PLMSP

- Labour Mobility Adviser

New Zealand Government

New Zealand High Commission, Tarawa

- First Secretary

CSOs

Te Toa Matoa (TTM)

- Director, Project Officer

Kiribati Association of People who are Blind or Vision Impaired (KABVI)

Error! No text of specified style in document. | Error! No text of specified style in document.



- Director

Kiribati Deaf Association (KDA)

- Office Manager

Kiribati School and Centre for Children with Disabilities

- Director

Kiribati Women and Children Support Centre (KWCS)

- Executive Director

AMAK

- Coordinator; Women's Resilience to Disaster Program Manager
-

Annex 5: Impact Stories

Itinteang Korere: from family caregiver to aged care professional in Australia

Itinteang Korere, from an outer island in Kiribati, has embarked on a professional career in aged care in Australia. Through the KIT aged care program, supported by KASfEP, Itinteang obtained the qualifications and practical skills necessary for securing employment overseas. In September 2024, he completed the Certificate II in Aged Care at KIT and was subsequently accepted into Australia's Pacific Australia Labour Mobility (PALM) scheme. Through PALM, he secured a four-year work placement with HealthX, an established Australian aged care provider.

On 30 January 2025, Itinteang and nine other KIT graduates departed for Australia, where they will complete three months of training before starting full-time work. As an approved PALM employer, HealthX recruited this cohort through KIT, creating a win-win outcome—helping address Australia's aged care workforce shortages while providing life-changing employment opportunities for i-Kiribati workers.

Itinteang previously worked in accounting, but when he learned about KIT's aged care program, he saw an opportunity to build a more secure future for his family. The career change felt natural, as he had already been a caregiver for his mother. The transition was not without challenges. Leaving behind a stable job to study full-time was difficult, and he acknowledges the emotional strain of leaving home and being separated from his family. However, he remains focused on the opportunity ahead: *"I am going to Australia because I need to earn money for my family. It will be hard to be separated, but we will manage with technology."*

Reflecting on his training, he describes how his understanding of caregiving has evolved: *"The person-centred care approach changed how I see caregiving. It's about dignity and understanding the needs of the elderly. Before, I didn't think about human rights, but now I do. I've learned respect and I share this knowledge with my community."*

Adapting to life in Australia requires more than just technical skills—it involves cultural awareness, financial management, and workplace readiness. *"We learned how to manage money and adapt to a new environment because Australia is very different from Kiribati."*

He highlights the importance of aged care training for communities: *"As i-Kiribati, we don't have nursing homes. Elderly people are cared for by their families. We need the aged care program to continue, both for the wellbeing of our elderly and to create opportunities for people like me to work in Australia."*



ABOVE: Itinteang Korere (right) with his trainer, Marieta (left), in the training facility for aged care—one day before his departure to Australia. Excited and a little nervous, he says he is ready for a new journey. Marieta expresses pride, knowing she is sending him off to a brighter future. Photo by Alinea International, 29 January 2025

Tangariki Ngauera: from leaving school to a promising career

At 24, Tangariki Ngauera is building a career in aged care. She left school early to care for her family and sacrificed opportunities for employment. In 2020, she discovered the KIT Bridging Program and enrolled. Now, five years later, through a series of training programs at KIT and support from KASfEP, she is pursuing a career she thought was out of reach.

The KIT Bridging Program provides a structured pathway to education and employment for early school leavers and unemployed youth. The 12-month Certificate I in Bridging, designed and delivered by KIT in partnership with ChildFund Kiribati, is a nationally recognised qualification that also meets regional education and training standards. It is accredited by the EQAP and quality-assured through the Pacific Qualifications Framework.

"My teacher Marieta encouraged me when I thought I couldn't finish," Tangariki says. "She gave me the motivation to keep going and to enrol in another course after completing Bridging."

Determined to continue education, Tangariki completed a one-year Vocational Preparation Course in 2021, followed by an Aged Care Preparatory Course in 2022. She earned a Certificate II in Community Services in 2023. She attended a three-week course on dementia care, a one-day counselling skills workshop, and an elder abuse awareness workshop. Through KIT- and KASfEP-supported work placements, Tangariki gained practical experience by completing a 10-week placement at Teinainano Urban Council and a 4-week placement at the Kiribati Family Health Association. *"These placements built my confidence. I learned how to communicate in a professional setting, how to do administration tasks and how to provide better community service."*

In 2024, Tangariki enrolled in KIT's Aged Care Certificate Course. *"Two graduates from the Bridging Program completed the Aged Care Program and went to Australia," she says. "I want to follow in their footsteps."*

While preparing for opportunities abroad, Tangariki is finding the skills she gained through KIT valuable at home. As is customary in Kiribati culture, she cares for her family—her mother, who lives with a disability, and her aunt, who underwent a leg amputation and experienced vision loss due to diabetes. *"Before KIT, I didn't know how to care for someone with a disability, but now I do. I have learned patience, how to talk with my mum and aunt, and how to provide better support"* - Tangariki says with a humble smile.

With support from KIT and KASfEP, Tangariki is on a structured pathway to a career in aged care in Australia. *"I encourage everyone to take these courses because they can change your life," she concludes, looking ahead to the future they have made possible.*



IMAGE ABOVE: The Aged Care Training Room and teacher Marieta at the entrance. Tangariki here gains experience with mobility aids and dummy patients. A whiteboard message, "we care for people, we care for life," is now her motto. Photo by Alinea International, 29 January 2025

Annex 6: Underlying Figure and Table Data

Figure 1 – KIT Application, Enrolment and Graduation Trends (2016–2024)

Source: KIT Student Management Information System data, 2016–2024

Year	Applications	Enrolments	Graduates
2016	1,200	800	640
2017	1,350	850	680
2018	1,500	900	700
2019	1,600	950	720
2020	1,700	1,000	750
2021	1,800	1,050	760
2022	1,850	1,100	770
2023	1,900	1,150	780
2024	2,000	1,200	800

Source: KIT Student Management Information System data, 2016–2024

Figure 2 – Percentage of Women Applying, Enrolling and Graduating from KIT (2016–2024)

Source: KIT Student Management Information System data, 2016–2024

Year	Applicants	Enrolments	Graduates
2016	52%	53%	53%
2017	53%	54%	54%
2018	54%	55%	55%
2019	54%	56%	56%
2020	55%	57%	57%
2021	55%	58%	59%
2022	56%	60%	61%
2023	56%	61%	63%
2024	57%	62%	66%

Figure 3 - Percentage of Women Enrolled and Completing 'Non-Traditional' Courses at KIT, 2016–2024

Source: KIT Student Management Information System data, 2016–2024

Year	Enrolled	Completed
2016	20%	19%
2017	21%	20%
2018	22%	20%
2019	22%	21%
2020	23%	21%
2021	24%	22%
2022	24%	22%
2023	25%	23%
2024	25%	23%

Figure 4 - KIT graduates' employability and employment outcomes (2020, 2021, 2023)

Source: KIT Graduate Tracer Surveys (2020, 2021, 2023)

Year	How effective was the course you studied at KIT in preparing you to gain employment?	Found employment in 12 months or less	Are you currently employed?
2020	95%	50%	52%
2021	97%	55%	54%
2023	98%	58%	54%

Figure 5 - I-Kiribati workers in Australia and their proportion in the regional PALM scheme

Source: Ministry of Employment and Human Resources, Labour Mobility Data, 2020–2024

Month	Number of I-Kiribati Workers	Proportion in PALM Scheme
April 2022	50	1%
Jun 2022	100	1.25%
August 2022	150	1.5%

Month	Number of I-Kiribati Workers	Proportion in PALM Scheme
October 2022	200	1.75%
December 2022	250	2%
February 2023	300	2.25%
April 2023	350	2.5%
June 2023	400	2.75%
August 2023	450	3%
October 2023	500	3%
December 2023	550	3%
February 2024	600	3%
April 2024	550	2.75%
June 2024	500	2.5%
August 2024	450	2.25%
October 2024	400	2%
December 2024	350	1.75%

Figure 6 - Program's Average Monthly Spend from Head Contract, Phase 1 to Phase 3

Source: Palladium. (2024). Financial data for KASfEP [Unpublished raw data]

Cost Category	Phase I (AUD)	Phase II (AUD)	Phase III (AUD)
Long-Term Adviser Costs	180,000	120,000	80,000
Short-Term Adviser Costs	33,703	24,000	15,335
Long-term Project Personnel Costs (Non-ARF)	20,000	60,000	100,000
Program Personnel (Non-ARF)	15,000	45,000	90,000
Adviser Support Costs	25,000	20,000	15,000
Operational Costs	40,000	35,000	30,000

Error! No text of specified style in document. | Error! No text of specified style in document.

Cost Category	Phase I (AUD)	Phase II (AUD)	Phase III (AUD)
Program Activity Costs	358,116	200,000	108,211

Figure 7 - Process for conducting surveys

Step	Description	Responsibility
Request to carry out a survey	Fill out the form and identify sample questionnaires	N/A
Step 1: Survey Approval	N/A	Quality Office
Step 2: Survey Design	N/A	Quality Office
Step 3: Survey Distribution	Students submit manually and staff electronically	Quality Office
Step 4: Data Completion and Extraction	Collation and data input	Quality Office
Step 5: Data Analysis and Reporting	N/A	Department/individual that requested the survey

Table 1: Summary of Outcome Achievement (EOPOs) in 2024

EOPO	2024 Status	Achievement Summary
EOPO1: Increased (equitable) participation of 16–24-year-old men and women in skills development programs	Green	Good progress/achieved
EOPO2: Improved graduate skills for employment in domestic and overseas markets	Green	Good progress/achieved
EOPO3: A high quality, regionally recognised organisation in the form of KIT	Green	Good progress/achieved
EOPO4: Improved management and coordination of the skills sector	Yellow	Challenges/ Partially achieved

Legend: Green – good progress / achieved; Yellow – challenges / partially achieved

Table 2 - Proposed Recommendations for KASfEP

Recommendation	Timeline	Priority	Responsibility
Design mission and procurement	N/A	N/A	N/A
1. Design of the new program must be timely, with contracting of the management contractor for the successor program completed by the end of 2025 to enable early activities in Q1 2026	2025	High	DFAT Canberra
2. The design shall include a co-design workshop with SPAG to co-design key program elements that strengthen program ownership and ensure local alignment	Q1 2025	High	Design team, KASfEP, DFAT Tarawa Post
KASfEP's final 12 months	N/A	N/A	N/A
P1. Initiate planning between KASfEP and KIT for leadership transition within KIT	2025–2026	High	KASfEP
P2. Prioritise identifying and providing mentoring support to emerging KIT leaders – particularly at Head of School level	2025–2026	High	KASfEP
P3. Support KIT to develop maintenance plan and work with MEHR to influence budget decision to include sufficient operations and maintenance (O&M) budget	2025–2026	High	KIT, KASfEP
P4. Develop a joint transition plan (DFAT–GoK) for KIT staff financing and leadership (e.g., i-Kiribati Director by a set date), including succession planning for senior positions in KIT	2025–2026	High	KASfEP, DFAT Tarawa Post
P5. Consider opportunities to strengthen KIT's student management information system, or put in place transition plan for next investment	2025–2026	High	KIT, KASfEP
P6. Increase efforts to support MEHR's coordination of the skills sector through SPAG, particularly given SPAG's expanded mandate to include labour mobility	2025–2026	High	KASfEP, DFAT Tarawa Post
P7. Re-engage MEHR to identify high-level policy dialogue incentives and preferences on skills and labour mobility governance	2025–2026	High	DFAT Tarawa Post
P8. Continue to classify the risk that KIT may not be fully led or administered by MEHR at the conclusion of KASfEP as "high risk" in the Risk Register and manage accordingly	2025–2026	High	Palladium; KASfEP
P9. Explore options to strengthen KIT's English language training for labour mobility	2025–2026	Moderate	KIT / KASfEP

Recommendation	Timeline	Priority	Responsibility
P10. Consider opportunities to enhance and strategically align Australia–New Zealand coordination in the skills sector	2025–2026	Moderate	DFAT Tarawa Post

Annex 1 - KASfEP Program Logic

Goal: A more capable, qualified, and mobile Kiribati workforce

End of Program Outcomes

EOPPO	Description
EOPPO 1	Increased (equitable) participation of 16–24-year-old men and women in skills development programs
EOPPO 2	Graduates have improved skills for employment in domestic and overseas markets
EOPPO 3	KIT is a regionally recognised organisation
EOPPO 4	Improved management and coordination of the skills sector

Intermediate Outcomes

Intermediate Outcome	Description
1.1	Increased opportunities for I-Kiribati to participate in quality assured skills development programs including those with disability
1.2	Improved student support services at KIT
1.3	The skills of KIT graduates increasingly align with employer requirements
2.1	The skills of KIT graduates increasingly align with employer requirements
2.2	KIT's training programs are demand-driven
3.1	KIT is a regionally recognised organisation
4.1	MEHR has improved information management systems to monitor the performance of the national skills sector and manage labour mobility opportunities
4.2	Worker mobilisation processes are streamlined through improved inter-agency cooperation

Annex 2 - Evaluation Evidence Matrix

This matrix outlines the key evaluation questions (KEQs) used in the evaluation of KASfEP, grouped by evaluation criteria. It includes the assessment criteria and the stakeholder data sources used to inform the evaluation.

1. Relevance: How well has KASfEP aligned with the strategic objectives of the Governments of Kiribati and Australia?

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
1.1. How effectively has KASfEP responded to the policy priorities of Kiribati, including changes made throughout the program's duration?	Alignment of EOPOs with GoK priorities Partner perceptions of relevance	IDD, KV20, MEHR Strategic Plan, MTR	Yes	N/A	N/A	N/A	Yes
1.2. How effectively has KASfEP responded to the policy priorities of Australia, including changes made throughout the program's duration?	Alignment of EOPOs with DFAT priorities DFAT perceptions of relevance	IDD, IDP	N/A	N/A	N/A	N/A	Yes
1.3. How successfully has KASfEP enhanced Australia's reputation as a quality and reliable partner?	GoK and partner perception of investment	MTR	Yes	Yes	Yes	Yes	Yes
1.4. How effectively has KASfEP coordinated with and complemented investments by other partners as well as other Australian investments?	Coherence of investment within broader context	MTR	Yes	N/A	N/A	N/A	Yes

2. Effectiveness: To what extent has KASfEP achieved the intended EOPOs?

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
2.1. To what extent has KASfEP achieved EOPO 1: Increased (equitable) participation of 16–24-year-old men and women in skills development programs	EOPO indicators, whether changes have been observed	MEL results framework, MTR, KASfEP annual reporting, KIT student management data	Yes	Yes	Yes	Yes	Yes
2.2. To what extent has KASfEP achieved EOPO 2: Graduates with improved skills for employment in domestic and overseas markets	EOPO indicators, whether changes have been observed	MEL results framework, MTR, KASfEP annual reporting, KIT student management data	Yes	Yes	Yes	Yes	Yes
2.3. To what extent has KASfEP achieved EOPO 3: KIT as a high-quality, regionally recognised organisation	EOPO indicators, whether changes have been observed	MEL results framework, MTR, KASfEP annual reporting	Yes	Yes	Yes	Yes	Yes
2.4. To what extent has KASfEP achieved EOPO 4: Improved management and coordination of the skills sector	EOPO indicators, whether changes have been observed	MERL framework, MTR, KASfEP annual reporting, PALM data	Yes	Yes	N/A	N/A	Yes

3. Efficiency: To what extent has the investment made appropriate and efficient use of Australia's and its partners' time and resources to achieve the intended end-of-program outcomes?

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
3.1. Has the investment made appropriate and efficient use of Australia's and partners' time and resources to achieve the EOPOs?	Review of budget line items and trends over time	KASfEP annual reporting, headline contract, MTR	N/A	Yes	N/A	N/A	Yes
3.2. How efficient was KASfEP's delivery modality? Were the KASfEP delivery modalities (technical assistance, operational support and funding, training and professional development, etc) the most efficient way to provide support to the sector?	Assessment of value for money relative to EOPO progression Consideration of alternative implementation modalities	KASfEP annual reporting, headline contract, MTR	Yes	Yes	N/A	Yes	Yes
3.3. How efficient has the management modality been?	Review of management fees and feedback on management approach	Headline contract, MTR	Yes	Yes	N/A	N/A	Yes

4. Sustainability and localisation: To what extent are KASfEP's outcomes and benefits likely to be sustained post-Australian funding, and reflect stakeholder ownership and localisation?

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
4.1. To what extent are KASfEP's outcomes and benefits likely to be sustained after Australian funding ceases?	Whether changes have been transformative/ structural	MEHR budget, MTR, IDD	Yes	Yes	N/A	N/A	Yes

Error! No text of specified style in document. | Error! No text of specified style in document.

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
4.2. What evidence exists to indicate ownership of KASfEP priorities and results amongst program stakeholders, include GoK?	Extent to which MEHR and KIT are engaged in implementation and succession planning	MTR, IDD	Yes	Yes	N/A	N/A	Yes
4.3. How effective were KASfEP measures to support localisation and local leadership within the program?	Review of KASfEP design and localisation mainstreaming	KASfEP annual reporting MTR, IDD	Yes	Yes	N/A	Yes	Yes

5. GEDSI: How effectively has KASfEP addressed gender equality and disability equity?

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
5.1. To what extent did KASfEP deliver results on gender equality and women and girls' empowerment (including implementation of its gender strategy, gender action plan)?	Evidence of mainstreaming and progress towards EOPO1	Gender equity plan, KASfEP annual reporting, MEL results framework indicators, IDD	Yes	Yes	Yes	Yes	Yes
5.2. To what extent has KASfEP made a difference for people with disabilities? How have people with disabilities benefited from KASfEP?	Evidence of mainstreaming and progress towards EOPO1	Disability equality plan, KASfEP annual reporting, MEL results	Yes	Yes	Yes	Yes	Yes

		framework indicators, IDD					
--	--	---------------------------	--	--	--	--	--

6. Climate and disaster resilience: How effectively has KASfEP addressed climate and disaster resilience?

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
6.1. How has KASfEP supported partners to address climate change?	Evidence of climate integration	KASfEP annual reporting, MTR, IDD	Yes	Yes	N/A	Yes	Yes
6.2. Were the actions taken by KASfEP to increase climate and disaster resilience effective?	Assessment of effectiveness against MERL indicators	KASfEP annual reporting, MTR, IDD	Yes	Yes	N/A	Yes	Yes
6.3. Were the actions taken by KASfEP to minimise negative impacts of climate change and climate-related disasters effective?	Assessment relative to investment mandate	KASfEP annual reporting, MTR, IDD	Yes	Yes	N/A	Yes	Yes

7. Risk management: Has risk management of KASfEP been effective?

Key Evaluation Question	Assessment Criteria / Factors for Consideration	Desk Review	GoK	KIT	Employer	NGO/ CSO/ Alumni	DFAT/ KASfEP
7.1. Has risk management of KASfEP been effective?	Evidence of risk tracking and appropriateness of mitigation and response measures	Risk management strategy,	Yes	Yes	N/A	Yes	Yes

		KASfEP risk register					
--	--	----------------------	--	--	--	--	--

8.1. Did the KASfEP MEL system generate credible information that has been used for management decision-making, learning and accountability purposes?	Assessment of decision-making process and utility of MEL products / process	IDD, KASfEP annual reporting, MTR	N/A	Yes	N/A	N/A	Yes
---	---	-----------------------------------	-----	-----	-----	-----	-----

8. MEL: Did the KASfEP MEL system generate credible information that has been used for management decision-making, learning and accountability purposes?

Key evaluation question	Assessment criteria/factors for consideration	Desk review	GoK	KIT	Employer	NGO/CSO/alumni	DFAT/KASfEP
8.1. Did the KASfEP MEL system generate credible information that has been used for management decision-making, learning and accountability purposes?	Assessment of decision-making process and utility of MEL products / process	IDD, KASfEP annual reporting, MTR	N/A	Yes	N/A	N/A	Yes

Abbreviations legend: MTR: Mid-Term Review Report 2019; IDD: Investment Design Document; IDP: [Australia's International Development Policy](#)