

KIRIBATI – Australia Partnership for Development Schedule		Priority Outcome No. 1 Improved Basic Education	Date of this review / update:	July 2012
			Supersedes schedule of:	June 2009
			Anticipated date of next review:	June 2015
Agreed target(s) for this outcome area			Baseline Indicators	Key outcome-level dates / milestones
What will success look like at outcome level?	In the long term (beyond 2020); 1. All school aged children will achieve functional literacy and numeracy in Te-Kiribati and English after 6 years of basic education. 2. All children have access to a relevant and quality education at all levels of the system (primary and secondary)	Early Grade Reading Assessment in 2013 will provide baseline ¹ Early Grade Mathematics Assessment in 2014 will provide baseline ² . Literacy and numeracy rates (2009) Year 4		

¹ EGRA diagnostic assessment will be undertaken in 2013. Milestones will be determined following initial assessment.

² EGMA Assessment will complement EGRA and similar key milestones will be put in place upon diagnostic assessment.

³ Early years is defined in the Ministry of Education's National Curriculum Framework as Years 1 & 2 (Year 1 90% Te-Kiribati & 10% English; Year 2 80% English & 20% Te-Kiribati) and 3 & 4 bridging into English. (Year 3 - 70% Te-Kiribati and 30% English; Year 4 - 50% Te-Kiribati and 50% English).

⁴ milestone indicators will be determined following diagnostic results to be updated following baseline study in 2013

⁵ milestone indicators will be determined following diagnostic results to be updated following baseline study to be determined

⁶ Baseline and targets do not include children with disabilities. Targets will be included following disability study in KEIP Phase 2.

⁷ Target will be revised following comprehensive sector assessments in 2013 which will form the basis for baseline indicators.

Beneficiaries and stakeholders		
Identify and quantify the beneficiaries and the benefits they will see	Who and where are the beneficiaries, and how many will there be? <ul style="list-style-type: none"> • 15,739 primary school children in grades 1-6 • 6,857 JSS school children 7-9 • 1002 primary and JSS teachers • 121 school officials (principals and head teachers) • 120 MoE personnel (KTC, CDRC, senior and executive management) 	What benefits will they see? <ul style="list-style-type: none"> • New learning environments (up-skilled teachers, new curriculum and resources), improved water and sanitation • Improved competencies in teaching literacy and numeracy (Te-Kiribati and bridging into English), and resources, improved storage of teaching and learning resources. • The establishment of school improvement plans, school committees, and improved school management, monitoring and evaluation skills.
List the key stakeholders and detail their roles and responsibilities	Who holds an important stake in ensuring the program's success? <ul style="list-style-type: none"> • Ministry of Education • Public Service Office • MISA • Public Works • Finance • Donor Partners (AusAID, UNESCO, UNICEF, WB) 	What are their roles and responsibilities? <ul style="list-style-type: none"> • Develops and endorses planning, policy and program direction, Development Partner Education sector coordination, M&E, Governance • Sets the establishment register (staffing), approves conditions of service, recruitment and approve formal training. • Responsible for maintenance of traditional schools in outer islands, responsible for island councils • Responsible for quality assurance of school infrastructure funded through recurrent budget. • Provide strategic direction and oversight of governance mechanisms, including in joint review process of KEIP • Program, monitoring, implementation, participate in governance, policy dialogue with MoE, encourage donor coordination in the sector.

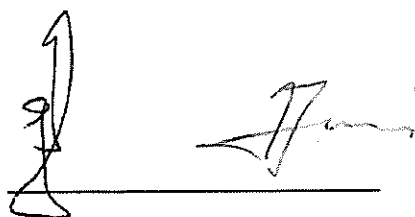



The logic of how the partnership will bring about change								
<i>If</i>	The principal outputs / deliverables of the partnership for this priority outcome area	Key dates / milestones	<i>And</i>	Assumptions about necessary actions, events and context external to the program	Key dates / milestones	<i>Then</i>	The <i>change</i> we expect to see that will meaningfully contribute to the outcome being achieved	Key dates / milestones
1	Physical learning environments are improved to meet minimum national infrastructure standards for primary schools	12 Primary schools rehabilitated to NIS standards annually 41 additional classrooms built or rehabilitated annually x no of children with disability enrolled by 2015 and 2020 ⁸		Communities are engaged in school development planning and implementation Communities participate actively in students education MoE is progressively able to afford and provide maintenance of schools infrastructure.	95% of communities engaged in SIPS by 2015	more children (including those with a disability) will attend and remain in school more children will have the opportunity to learn in a safe and conducive environment		100% of effective schools committees which include parents by 2020 80% of boys and girls enrolled in Basic by 2015 80% retention rates in basic by 2015
2	A new inclusive Education legislative framework and strengthening of MoE ability to monitor and evaluate interventions to help develop evidence based policies.	New Education Ordinance in place by 2013. Inclusive Education Policy developed and implementation commenced by 2015. Early Childhood Policy costed and implementation commenced in 2014.		The ministry have a sound legislative environment and are able to develop and implement evidence based policies the MoE is better able to manage and deliver all its available resources to schools Parliament sits and approves new Education Bill the institutional capacity of the MoE is adequate and appropriate	By 2020 Restructure approved and functional by 2013 New Education legislation in place by 2014	schools should be better resourced to achieve quality learning outcomes for all children MoE has ability to provide targeted interventions to ensure a quality education will be increased. Qualities of schools are improved.		% of children enrolled with disability 2020 % of schools accessing and managing school grants according to SIPS and Minimum Service Standards by 2020 ⁹

⁸ Key milestone for access for number of children with disability attending schools will be determined following disability study to be undertaken in KEIP Phase 2. Milestone may also be based on number of schools rehabilitated that makes provision for access for those with physical disabilities;

⁹ Quality of Schools will be defined following a series of sector studies commencing in 2013. Finalisation of school minimum service standards may also be a starting point.

3	Primary school teachers (in particular grades 1-4) are provided with formally accredited professional development and are provided with continued support to embed these skills in the classrooms.	<p>140 school officials trained in their role of supporting improved pedagogy in year 1-4.</p> <p>500 teachers have completed professional development courses for teaching the year 1-4 curriculum by 2015.</p>	<p>Number of teachers trained represent value for money and have improved competencies to teach in Te-Kiribati (1-3) and bridge in to English in year 4.</p> <p>Teachers are competent to teach specialist subject areas and are adequately replaced when withdrawn from the classroom to undergo professional development</p> <p>Teachers are adequately supported in the classroom following professional development.</p> <p>Government commits to including Early Childhood Education as a priority</p>	<p>By 2015</p> <p>By 2020</p> <p>By 2020</p>	<p>More children in Basic Education will be exposed to better quality teaching</p> <p>More children in grades 1-4 will access appropriate literacy and numeracy learning strategies in Te-Kiribati and bridging into English</p> <p>More children in grades 1-6 will progressively improve literacy and numeracy in English language¹⁰</p> <p>More Children would be better prepared for Primary School</p>	<p>50% teachers will have undertaken/ completed part requirements which contribute to upgrading from Cert.T to Dip T by 2015 and 100% 2020</p> <p>% of primary students able to read by 2015¹¹</p> <p>% primary students of children numerate by 2015¹²</p> <p>75% of children enrolled in Primary School that have attended a standards based school readiness program by 2015¹³</p>
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¹⁰ The KEIP program will increase an emphasis on English in Phase 3 (2016-2020).

¹¹ Reading ability in Te-Kiribati in years 3 (indicator to be updated following EGRA in 2013) and 4 will be assessed against baseline for STAKI results in 2011

¹² Numeracy ability in Grade 3 – this will be determined following EGMA testing during remaining ESSP Period 2013-2015.

¹³ School preparedness to be defined following a series of sector studies to be undertaken commencing 2013.

4	The new curriculum and assessments for years 1-4 developed and implemented across all Primary schools by 2015.	National Curriculum Framework for Basic Education implemented by 2020 Early Years curriculum 1-4 developed and in serviced by 2015 500 of Year 1-4 teachers with adequate skills to teach new curriculum by 2015	The teaching workforce and GoK understand the language policy and its merits The curriculum division becomes adequately resourced and has appropriate skills In servicing of teachers meets with no delays	By 2015 and 2020 By 2015	All basic education students are using high quality, coherent and relevant curriculum that caters to the needs of all children in Kiribati.	Basic Education by 2015
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Necessary Supportive Processes


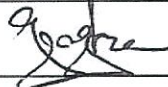
(For example: financial and regulatory reforms, dialogue and consultation, risk mitigation and management, monitoring and evaluation, addressing and mainstreaming cross-cutting issues [gender, climate change], etc.)

- Public Financial Management and regulatory reforms (national and sector level) required in the context of KEIP transitioning to a sector program.
- Public Sector Reform necessary if we are to strengthen the institutional capacity of the MoE over time.
- Strengthen linkages between appropriate ministries i.e. policy and planning, reporting mechanisms
- Strengthen emphasis on monitoring and evaluation of policies, programs
- Need for ongoing policy dialogue between Development partners and the MoE – sector and national

Key features of how the program and its funding will be organised, channelled and managed

(Including the extent of the use of government systems and exclusivity in the control of funds, harmonisation with other donor and whole-of-government partners, management arrangements, etc.)

- KEIP is a joint donor partnership with UNESCO and UNICEF to help GoK improve its basic education system and are committed to supporting a sector program in Phase 2 and 3.
- Support to Government provided through Managing contractors and UN agencies (provision of supplementary budget and technical assistance)
- Direct support to Government – currently through Accountable Cash Grant – restricted use of PG systems based on Assessment of National Systems
- Management arrangements over time will increasingly utilise PG systems – current alignment with GoK/MoE national Policies, moving toward greater alignment with planning, reporting and budget cycle.

Indicative Commitments: Kiribati				Indicative Commitments: Australia			
Kiribati F/Y	Financial / AUD	Non-Financial		Australia F/Y	Financial / AUD	Non-Financial	
2012	18.5	<ul style="list-style-type: none">MoE will provide leadership and guidance of development of the education sectorMoE and its Development Partners will engage in joint annual reviews of the education sector.		2011/12	7.6 million	<ul style="list-style-type: none">Policy dialogue related to; implementation, monitoring and evaluation; managing for results (learning outcomes and access).Increase predictability of funding to the sector;Provide GoK with timely and adequate information on planned sector contributions.	
2013		<ul style="list-style-type: none">Increase predictability of funding to the sectorProvide Australia with timely and adequate information on planned sector contributions		2012/13	Est. 8.5 million	<ul style="list-style-type: none">Increased alignment with Education Sector StrategyIdentify and strengthen key elements that MoE require for a Sector Program.Design and establishment of a School Based Management Program/School Grants.Implementation of KEIP Phase 2.	
2014		<ul style="list-style-type: none">Mechanism in place to improve donor coordination in Education Sector		2013/14	Est. 8.7 million	<ul style="list-style-type: none">Pilot school grants trialled	
2015		<ul style="list-style-type: none">Evaluation of ESSP 2012-2015Development and Finalisation ESSP 2016-2020.		2014/15	Est. 8.9 million	<ul style="list-style-type: none">Mid- term review of KEIPCommence Phase 3 Design	
				2015/16 ¹⁴	Est. 4.5 million	<ul style="list-style-type: none">Finalise Phase 3 Design	
Notes							
<ul style="list-style-type: none">While schools will commence rehabilitation (like for like infrastructure) in July 2012, a clear decision from GoK on school rehabilitation construction is still forthcoming.The national curriculum Assessment framework has been endorsed. Within this framework is the language policy which articulates year 1-2 predominantly being taught in mother tongue and increasing progression into English commencing in Grade 3 and 4.The new Education Ordinance will be drafted and tabled at the final Parliament sitting of the house in 2012, inclusive education policy being developed, and to be implemented by 2014.							
Signed for the Government of Kiribati				Signed for the Government of Australia			
Name:		Ivataake Timon		Name:		GEORGE FRASER	
		Date: 31/10/12				Date: 30 Oct 2012	
Position:		Secretary		Position:		HIGH COMMISSIONER	

¹⁴ 2015/16 (June –Dec 2015) aligning with end of ESSP 2012-2015.