

Country profile prepared for the  
*Education for All Global Monitoring Report 2007*  
*Strong Foundations: Early Childhood Care and Education*

# **Kiribati**

## **Early Childhood Care and Education (ECCE) programmes**

**Compiled by:**  
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Geneva, (Switzerland)

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## KIRIBATI

### Early Childhood Education and Care (ECCE) programs

#### **A. GENERAL INFORMATION, STATISTICS AND INDICATORS**

##### **Starting age of compulsory education (if applicable):**

Children enter primary education at age 6. [*The UNESCO Institute for Statistics (UIS) has no information regarding compulsory education.*]

#### **1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)**

(ISCED = International Standard Classification of Education)

##### **1.1. National definition of ISCED 0 programs:**

Early Childhood Education

##### **1.2. Normative age group(s) covered by ISCED 0 programs:**

3-5 years of age

##### **1.3. ISCED 0 programs: statistics and indicators** (*If available, please kindly provide the most recent figures*)

###### *1.3.1. Enrolment:*

<i>Enrolment</i>	Total pupils enrolled in preschools
<i>Population</i>	Population totals for preschool age range (3-5)
<i>GER</i>	Gross Enrolment Ratio (ECD) = PreSchool Enrolments/PreSchool Age Population ( as %)
<i>GPI:GER</i>	Gender Parity Index of GER: ratio of GER for Girls/GER for boys

Survey Year	Gender	Enrolment	Population	GER	GPI:GER
2005	Female	1981	3997	49.56%	0.99
	Male	2029	4043	50.19%	
	Not recorded			#DIV/0!	
<b>2005 Total</b>		<b>4010</b>	<b>8040</b>	<b>49.88%</b>	

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable): Not available

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

1.3.3. Teachers: Not available

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing: Not available

## 2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

### 2.1. National definition of other ECCE programs:

Not available

### 2.2. Normative age group(s) covered by other ECCE programs:

Not available

### 2.3. Estimate number of children covered by other ECCE programs:

*Not available*

## **B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)**

### **3.1. Legislation concerning ECCE:**

*Not available*

### **3.2. Official body/bodies in charge of supervision or coordination:**

The Ministry of Education, Training and Technology (METT) is responsible for ECD.

### **3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):**

Non-governmental organizations have so far played a major role in introducing and sustaining the ECD initiative in the country. The success in the introduction of ECD rests on the collaboration between UNICEF, the University of the South Pacific (USP), local women organizations, parents and the education authorities (METT). UNICEF is unequivocally credited with the leadership in the ECD.

Early Childhood Development saw a dramatic increase in the number of centers and pupils between 1990 and 1995 as indicated below:

	1990		1995		1999 (estimate)	
	Centers	Children	Centers	Children	Centers	Children
URBAN	5	100	33	636	95	1800
RURAL	Nil	Nil	106	2000	150	2500

While three islands have 100% enrolment ratios, there is a wide range between 95.8% to only 7% in the other islands.

### **3.4. Type of personnel involved:**

*Not available*

### **3.5. Type of staff training (requirements):**

The METT has focused on training pre-school teachers in the late 1990, and since 1996 is offering a one year certificate course at KTC. Assisted by external funding, a four-year project (1992-1995) has trained twenty teachers from South Tarawa and the following outer islands: Kuria, Aranuka, Nonouti, Tabiteuea North and South, Beru and Abemama. Since then a series of workshop for pre-school teachers had been conducted on all the outer islands mainly in the Gilbert group. A national pre-school conference was also successfully held which attracted twenty participants from the outer islands and fifty from South Tarawa. The project activities have helped promote an awareness of the importance of Early Childhood Development and as a result created a stimulating environment for increased parental and community support and commitment to it.

In 1999, an education team comprised METT's officials, KTC lectures and BELS (the UNDP-funded Basic Education and Literacy Support Programme) resource persons including a pre-school trainer were visiting Christmas Island in the remote line group to conduct series of workshops.

### **3.6. Recent national policies and reforms:**

With the establishment of a Non-Formal Section in the METT in 1993, ECD has only lately come directly under the government's focus. A policy on ECD is being developed jointly by this section of METT and the non-governmental organizations. The METT identified the Early Childhood Development as one of principal aspects of EFA that had seen significant progress in recent years but one which has had a minimal intervention by the Government.

ECD Policy Directions for the Future (as stated in the EFA 2000 Assessment Report):

- Expansion of the number of centers and establishment of a proper registry of all centers
- Improved quality of teaching
- Development of a curriculum in the vernacular
- Integrate five year olds into the formal basic education system
- Maintain financial support
- Future plans for ECD in Kiribati build on the strength of the UNICEF 4-year Funded Project

### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

Not available

### **3.8. Special projects/programmes aiming at expanding or improving ECCE:**

Not available

**3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs**

*3.9.1. Objectives and aims:*

*Not available*

*3.9.2. Learning areas and teaching-learning methods:*

*Not available*

*3.9.3. Average number of hours per week and average amount of weeks per year:*

*Not available*

**3.10. Any other relevant and pertinent information**

*Not available*

*[Main Source: EFA 2000 Assessment Report.]*

**C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)**

***Information is not available***

**4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:**

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres		
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits		
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development		
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)		

**Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).**

**4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?**

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?**

## Data on Preschool in the various provinces in Kiribati in 2005

District Name	Island Name	Number of PreSchools	No. of Pupils
<b>District Central</b>	Abemama	7	46
	Aranuka	1	22
	Kuria	4	15
	Maiana	8	56
	Nonouti	12	190
	<b>District Central Total</b>		<b>32</b>
<b>District South</b>	Arorae	1	81
	Beru	5	79
	Nikunau	8	106
	North		
	Tabiteuea	8	205
	Onotoa	6	147
	South		
	Tabiteuea	9	31
Tamana	1	70	
<b>District South Total</b>		<b>38</b>	<b>719</b>
<b>District North</b>	South Tarawa	38	1535
	Abaiang	18	301
	Banaba	1	30
	Butaritari	11	182
	Makin	7	162
	Marakei	4	123
	North Tarawa	14	282
	<b>District North Total</b>		<b>93</b>
<b>Linnix District</b>	Kiritimati	7	251
	Tabuaeran	3	84
	Teeraina	6	139
	Kanton	1	4
<b>Linnix District Total</b>		<b>17</b>	<b>478</b>
<b>Grand Total</b>		<b>180</b>	<b>4141</b>



*Enrolment* Total pupils enrolled in preschools  
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Survey Year	Gender	Enrolment	Population	GER	GPI:GER
<b>2005</b>	Female	1981	3997	49.56%	0.99
	Male	2029	4043	50.19%	
	Not recorded			#DIV/0!	
<b>2005 Total</b>		<b>4010</b>	<b>8040</b>	<b>49.88%</b>	
<b>2004</b>	Female	0	3889	0.00%	#DIV/0!
	Male	0	3914	0.00%	
	Not recorded	4141		#DIV/0!	
<b>2004 Total</b>		<b>4141</b>	<b>7803</b>	<b>53.07%</b>	
<b>2003</b>	Female	0	3828	0.00%	#DIV/0!
	Male	0	3843	0.00%	
	Not recorded	4904		#DIV/0!	
<b>2003 Total</b>		<b>4904</b>	<b>7671</b>	<b>63.93%</b>	
<b>2002</b>	Female	0	3845	0.00%	#DIV/0!
	Male	0	3835	0.00%	
	Not recorded	4696		#DIV/0!	
<b>2002 Total</b>		<b>4696</b>	<b>7680</b>	<b>61.15%</b>	
<b>Grand Total</b>		<b>17751</b>	<b>31194</b>	<b>56.91%</b>	

<i>Enrolment</i>	Total Enrolment
<i>Current Exp</i>	Current Expenditure on education (ie excludes capital expenditure)
<i>Current Exp per pupil</i>	Current Exp/Enrolment
<i>GNP</i>	Gross National Product
<i>GNP Per Capita</i>	GNP / national population
<i>EGR</i>	Expenditure/GNP Ratio - Current Exp/GNP ( EFA 7a)
<i>EGR Capita</i>	Expenditure/GNP per capita Ratio - Current Exp per pupil/GNP per Capita (EFA 7b)

Data cannot be aggregated across View; ie budget and actual cannot be added  
View must appear as a Page, Row or Column field for meaningful results

Survey Year	2004
Sector	Primary Education

Data	View		
	Budget	Actual	
Current Exp	\$5,735,259	\$5,555,097	
GNP.	\$168,170,000	\$168,170,000	
EGR	3.41%	3.30%	7a
Enrolment	15,611	15,611	
Current exp per pupil	\$367	\$356	
GNP Per Capita	\$1,816	\$1,816	
EGR Capita	20.23%	19.59%	7b

Enrolments in years 1 – 6 in Primary schools: sex desegregated data

### Enrolments

svyYear	2005
schName	(All)
SchoolType	Primary

Gender	Island	Level					
		Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<b>F</b>							
	Abaiang	93	78	81	75	73	73
	Abemama	41	31	31	28	23	18
	Aranuka	24	19	18	23	23	10
	Arorae	23	7	8	15	11	10
	Beru	40	37	27	24	33	28
	Butaritari	39	54	48	56	39	55
	Kuria	6	11	17	18	14	19
	Maiana	30	27	40	25	16	22
	Makin	56	31	25	20	26	32
	Marakei	68	39	46	44	26	47

	Nikunau	29	29	32	27	28	13
	Nonouti	59	31	41	42	32	41
	North						
	Tabiteuea	76	77	53	58	46	65
	North Tarawa	117	69	54	65	66	68
	Onotoa	37	38	26	21	25	32
	South						
	Tabiteuea	17	19	27	27	24	14
	South						
	Tarawa	589	566	532	512	511	534
	Tamana	10	21	10	7	11	10
<b>F Sum</b>		<b>1354</b>	<b>1184</b>	<b>1116</b>	<b>1087</b>	<b>1027</b>	<b>1091</b>
<b>M</b>							
	Abaiang	104	101	84	76	52	90
	Abemama	33	33	31	27	13	23
	Aranuka	26	19	13	17	16	21
	Arorae	28	17	21	11	16	14
	Beru	28	24	24	29	23	31
	Butaritari	49	42	46	44	61	58
	Kuria	8	9	18	22	14	22
	Maiana	41	26	35	33	28	27
	Makin	32	28	22	20	32	36
	Marakei	64	56	61	39	43	56
	Nikunau	32	36	29	31	21	42
	Nonouti	61	35	33	48	43	42
	North						
	Tabiteuea	77	61	55	50	48	63
	North Tarawa	120	99	76	63	73	88
	Onotoa	36	32	26	28	25	27
	South						
	Tabiteuea	19	20	28	13	22	24
	South						
	Tarawa	626	510	542	500	526	530
	Tamana	26	12	15	16	18	10
<b>M Sum</b>		<b>1410</b>	<b>1160</b>	<b>1159</b>	<b>1067</b>	<b>1074</b>	<b>1204</b>
<b>Grand Total</b>		<b>2764</b>	<b>2344</b>	<b>2275</b>	<b>2154</b>	<b>2101</b>	<b>2295</b>

[Some additional information provided by UNICEF, December 2005.]