



Ministry of Education

SECTOR STRATEGIC PLAN
2012 – 2015

PREFACE

This is the Kiribati Education Sector Strategic Plan (ESSP) 2012-2015. The plan is linked to the Government of *Kiribati Development Plan 2008–2011 Key Focus Area 1: Human Resources Development*. It is aimed at consolidating and strengthening the 2008-2011 ESSP which was reviewed in October 2011. The review confirmed that the 2008-2011 ESSP, its six goals and 41 strategies which were developed in response to challenges facing the education sector identified by the National Education Summit in 2008, are still very relevant. The strategies completed under the 2008-2011 ESSP have been developed further and taken to the next stage of implementation and those strategies that are not completed have been re-looked at, strengthened and included in this ESSP.

This ESSP not only consolidates and continues the work done under the previous ESSP but also proposes a few additional strategies which together with the strategies in the previous ESSP are all aimed at improving the quality of educational services to better prepare the young people of Kiribati to take their place in a changing national, regional and global environment.

This Plan reflects Kiribati's commitment at the international level for better and equitable education outlined in the Millennium Development Goals (MDG): Objective 2 and detailed in the six *Education For All (EFA)* goals. It also reflects Kiribati's regional commitments to the principles of the EFA goals outlined in the Forum Basic Education Action Plan (FBEAP) endorsed by the Forum Education Ministers in 2001, and the ensuing Forum Pacific Education Development Framework (PEDF) endorsed by Forum Education Ministers in 2009. This ESSP is also aligned with the Kiribati Development Plan (KDP) 2012-2015, currently under development.

The EFA and PEDF seek “to ensure basic education of quality for all, regardless of gender, wealth, location, language or ethnic origin” and acknowledge that “successful education programmes require:

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

The 2009 PEDF addresses this, the EFA or basic education agenda which covers the foundation of education, and more importantly, covers a second component, the training/employment/economic agenda for education. This second component addresses a priority need in the region including in Kiribati.

Development of this 2012-2015 ESSP has involved extensive national consultation over many years in Kiribati and incorporates the outcomes from the National Education Summit conducted in January 2008, and the National Summit on the Kiribati Development Plan and Climate Change held in May 2011. It also takes on board outcomes of work and studies done in the Ministry relating to the implementation of the 2008-2011 ESSP under the Kiribati Education Improvement Program (KEIP) and the outcomes of a review of the last ESSP completed in October 2011.

The Ministry's thinking on the shape and form of this Plan was presented to a Stakeholder Consultation Workshop on the Review of the ESSP 2008-2011 held in September 2011 with participation from the Kiribati National Council of Churches, Church school providers (CEDAK), Kiribati National Teachers Union, the School of the Disabled, the National Disability Organisation (Toamatoa), National Women's Organisation (AMAK), Head Teachers and Principals of primary, junior and senior secondary schools, Mayor of the Teinainano Urban Council, representative of the Betio Town Council and the National Planning Office, the University of the South Pacific, stakeholder Ministries and development partners.

The consultation endorsed the Ministry's view that the education challenges identified by the 2008 Summit still very much prevailed and in some instances have grown in severity **requiring immediate remedial action**, and that the 2008-2011 ESSP, its six goals and strategies which were developed in response to the challenges facing the education sector identified by the National Education Summit in 2008, **are still very relevant**. In setting its strategic directions for the next four years the Ministry has taken on board lessons learnt from the implementation of the ESSP 2008-2011, both impediments and factors leading to successful implementation of strategies in support of the six goals of the Plan.

The 2008-2011 ESSP and this 2012-2015 ESSP are therefore very similar. This ESSP however differs in that it not only consolidates and strengthens the previous ESSP, but it also highlights the need for urgency in implementation, the need for major reforms and the need for a different mode and pace of operation for the Ministry. It emphasises the need for immediate remedial action and a new and fast-tracked approach if the quality of education in Kiribati is to be brought back on track as well as substantially improved. It also highlights that the mode of delivery of the Ministry's core business needs to change significantly.

The Ministry expresses its appreciation to AusAID for providing technical and funding assistance for the development of this Plan as well as the major funding mechanism for the implementation of this and the previous Plan through the Kiribati Education Improvement Program (KEIP) in partnership with UNESCO and UNICEF.

Copies of the Strategic Plan may be obtained from the
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1. Meeting the future needs of I- Kiribati children in our schools:

Theme

The theme underpinning the ESSP 2012-2015 is the urgent need for improving the quality of learning for I-Kiribati children in schools, an inclusive education system which provides for:

Quality and balanced education for all:

OUR CHILDREN, OUR SCHOOLS OUR FUTURE

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

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

Quality is also found in a learning environment that promotes flexibility; the capacity to problem solve and to adapt to change. A balanced education provides opportunities to develop the whole person so students can grow as individuals and members of the wider Kiribati society. It focuses on the development of essential qualities and skills to be good citizens of the traditional and modern society. It ensures that all students have the chance to develop basic knowledge and skills essential to their intellectual, physical, social and moral development.

Vision

The vision for the future of Kiribati schools is:

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

The world is changing rapidly and for Kiribati this presents unique challenges. Young people and adults are increasingly required to adapt to changes in their livelihoods that increase their vulnerability to risks associated with climate change, HIV and Aids, STIs, water supply; sanitation; coastal erosion, disappearing traditional

knowledge and increasing income generation activities, amongst others. The challenge for Kiribati and its education partners is to work together to find the way to get the best from these changes that are reshaping the life chances and opportunities of our young people.

This requires a shift in the current education system that focuses on academic learning, preparing professional students for tertiary and higher educational opportunities and non-manual work in the government sector but neglects the majority of students seeking livelihood skills. It requires a system flexible to accommodate a disparate geographic profile of Outer Islands so all Kiribati students have access to full and meaningful educational opportunities nationally and throughout the Pacific Region.

Nurturing young people to be wise and responsible citizens is more than preparation for livelihoods. It also means fostering their growth as healthy well rounded individuals with a strong sense of values, of family and community and a commitment to enduring Kiribati values that make them responsible citizens of their nation.

Nurturing our children is something all partners in education need to do by providing a safe, challenging and caring environment for children to study and grow. It means encouraging them to develop good healthy attitudes, values and habits that will help them be responsible citizens who are honest, respectful, proud of the Kiribati culture and traditions, can read, write and are numerate, have personal, moral, ethical responsibility and have life-skills.

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

Goals

To achieve this vision this ESSP has set seven broad goals that will guide the work of the Ministry for the planning and delivery of quality education for all I-Kiribati children. These are:

1. Delivery of a high quality, coherent and relevant school curriculum for all Kiribati children.
2. Provision of a conducive learning environment in Kiribati schools.
3. Development of a committed, competent and effective school education work force.
4. Strengthening policy and planning systems for achievement of quality education outcomes.
5. Strengthen the legislative and regulatory framework for managing the school sector.
6. Consolidate partnerships with stakeholders in the education system.
7. Provision of strong and efficient support services by the Ministry for the delivery of quality and balanced education for all I-Kiribati children.

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

2. Goals for improving schools and the delivery of quality education

GOAL 1:

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

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

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

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

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

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

Finally, it contains an appropriate balance between the Kiribati and the introduced, between the "academic," vocational" and "village". A quality curriculum sets high but

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

To achieve the goal of a high quality, coherent and relevant curriculum for Kiribati, the Ministry of Education will undertake comprehensive reforms of curriculum and assessment for all primary and secondary schools.

For the current planning period, priority will be given to the implementation of the National Curriculum and Assessment Framework endorsed in September 2011 by the Education Advisory Committee, setting of national benchmarks and providing curriculum resources, writing of new syllabuses and in-service training for teachers to support implementation of the new curriculum.

The Ministry plans on 100 % completion of new curriculum and syllabuses by the end of the plan period in 2015.

For Year 1 and Year 2, all new curriculum and syllabuses will be written by the end of 2012. New curriculum and syllabuses for Years 3 to 11 will be completed in the Language and Mathematics Learning Areas by the end of 2012.

The Ministry will complete 100 % in-servicing of the newly developed curriculum and syllabuses for Years 1 and 2 as well as Years 3 to 11 in Language and Mathematics Learning Areas completed by January 13 so that these new syllabuses will be taught in all schools in Kiribati in the beginning of 2013.

The Ministry aims to nationalise curriculum, syllabuses and assessment for Year 12 during the Plan period.

In developing new curriculum and syllabuses, the Ministry will give priority to including clearer pathways to TVET and life skills in Junior Secondary Schools.

The Ministry will also complete ongoing work on developing a policy for the use of ICT and Media Enhanced Learning in schools with a view to future development in these areas.

GOAL 2:

Provide a conducive teaching and learning environment in Kiribati schools.

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

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

The use of sub-standard, unsafe and unhygienic infrastructure impacts on the efficient and effective delivery of education services and the quality of learning outcomes. Provision of safe, healthy buildings and facilities requires a sustainable preventative maintenance plan based on National Infrastructure Standards (NIS) which sets the minimum requirements for all schools. Such standards are essential for fair and equitable management of limited resources.

The Ministry's priority for the planning period is to continue with the roll-out of the rehabilitation program for primary schools using the NIS for primary schools already developed, with a view to completing rehabilitation of 50 % of the remaining 85 primary schools by the end of the plan period.

The target for the first year of the Plan period is to evaluate the six pilot schools done in 2011, do rapid appraisals for 12 schools and commence work on rehabilitation of 6 primary schools before the end of 2012.

The Ministry during the Plan period will develop NIS for managing the future upgrade of junior and secondary schools and implement a sustainable facilities maintenance schedule. This will require negotiations with, and enhanced cooperation between the Ministry of Education with the community, School Committees, Island Councils, MPWU, MFED and MISA to clarify responsibilities and efficiently manage the funds available for rehabilitation.

A conducive learning environment also means that all schools are adequately supplied with the resources, materials and equipment for students and teachers needed to be able to achieve the curriculum outcomes.

Immediate priority in the planning period will be to identify the level of resources that is needed for schools, including for pre-schools, to be able to ensure optimal learning and establish sustainable systems for efficient distribution and maintenance of supplies for all schools.

Achieving improved levels of resources will require the Ministry and school administrations to work cooperatively to ensure that the limited resources available are used to the best effect, are equitably distributed, are looked after and well stored.

The Ministry will undertake a process to ensure that all schools have an assets register, are trained in its use and are regularly monitored. The Ministry will review in 2012 the role and terms of reference for head teachers so that they are held responsible for looking after school resources and upkeep of school facilities.

Teachers are essential players in providing a conducive learning environment and no education reform is likely to succeed without the active participation and ownership

of the reforms by teachers. This requires implementing strategies to identify, attract, train and retain good teachers who are able to understand diversity in learning styles and in the physical and intellectual development of students, and to create stimulating, participatory learning environments. Teachers must also accept their professional responsibilities and be accountable to both learners and communities.

A major priority for the Ministry is to implement the whole of School Improvement Program, develop a high quality, professional teaching service and improve the capacity of Principals and Head Teachers to provide the leadership needed at both school and local community level to effectively implement the School Improvement Program. The Ministry aims to implement the School Improvement Program in 100% of the primary schools as well as audit these programs during the plan period.

For the first year of the plan period, the Ministry aims to have School Improvement Programs operational in 50 % of all primary schools and 12 % audited by the end of 2012. This target is to be reviewed at the end of each planning year.

GOAL 3:

Develop a competent and effective school education work force.

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

Development of a high quality, professional teaching service is essential to improving educational outcomes for students. During the planning period the Ministry will commence a long-term process towards this goal by setting benchmarks expected of teachers at different stages of their professional careers to guide professional development of teachers and entry into the teaching service. This benchmark, the Teacher Service Standards (TSS) has been developed. It defines the competencies and standards for recognition as teachers within Kiribati and will be subject to regular review and renewal. The MOE will ensure that initial teacher training is consistent with the benchmarks and provides a basis for the future career development of teachers.

An effective Teacher Professional Development (TPD) program is so central to human resource development and management. The Ministry during the planning period will provide the opportunity for all (100%) teachers through school based training to acquire the minimum standards required by the Teacher Service Standards. The focus is to move away from the centralised training model at Kiribati Teachers College (KTC) to a decentralised delivery of professional development program that is school based.

For the first year of the plan, the Ministry plans on appraising 30 % of teachers at primary, junior and secondary schools against the TSS, and identify professional development requirements for these teachers. This target need to be reviewed on a rolling year by year basis for the plan period.

A major area of concern in the Kiribati education system has been the falling standards of English language skills amongst our youth and in schools. During the planning period, the Ministry will give priority and urgency to raising the English proficiency of primary, junior and senior secondary school teachers through a “surge program” provided by KTC through the Kiribati English Language Program (KELP) under the Kiribati Education Improvement Program.

For the first year of the plan period, the Ministry is targeting 390 teacher training placements in KELP courses with a target for 100% teachers base line tested at the end of 2012.

The Ministry has also given high priority to providing school based in-service training to teachers, on the new curriculum and syllabuses that are currently being developed. The target for the first year of the Plan is to complete 100 % in-servicing of the newly developed curriculum and syllabuses for Years 1 and 2 as well as Years 3 to 10 in Language and Mathematics Learning Areas completed by January 13 so that these new syllabuses will be taught in all schools in the beginning of 2013.

Priority in 2012 will also be given to strengthening skills and capacity building for teacher trainers at KTC.

Priority will also be given to the development of a National Teacher Qualification Framework benchmarked and aligned to broader national and regional frameworks.

The Ministry will also give priority to providing training and professional development to ECCE teachers in line with the ECCE policy endorsed by Government in 2009.

GOAL 4:

Strengthen the Ministry’s policy framework and planning systems

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

The experience of the past decade has underscored the need for better governance of education systems in terms of efficiency, accountability, transparency and flexibility so that they can respond more effectively to the diverse and continuously changing needs of learners. Effective educational management needs to move from highly centralised, standardised and command-driven forms of management to more decentralised and participatory decision-making, implementation and monitoring at lower levels of accountability.

These processes must be supported by a clear policy framework and a management information system that ensures that planning and policy development is based on timely, relevant and accurate information.

Given the difficulties of operating in the Kiribati environment because of geographical and climatic features such as small scattered populations and a harsh environment in which materials and buildings deteriorate rapidly, it is important that management has a planned approach that can be flexible when needed. The current environment in MOE has resulted in a flexible approach but without the planning and monitoring mechanisms required to keep the organisation focused on its priorities.

Priority in the planning period will be given to identifying policies that need to be developed or strengthened to support achievement of strategic outcomes, establishing an ongoing process for monitoring achievements and identifying “red flags” that require immediate remedial attention under the strategic plan and implementing effective financial planning processes.

Given the crucial role of Kiribati Education Management Information System (KEMIS) as a tool to support the Ministry’s planning needs, during the first year of the Plan, priority will be given to strengthening the KEMIS starting with a stocktake of where KEMIS is at and what needs to be done to strengthen the capacity of this crucial planning tool.

The Ministry’s priority early in the Plan period is to strengthen and implement M&E and appraisal systems to effect timely performance based management with emphasis on recognising, strengthening and rewarding “excellence” in the work place. The Ministry will also put focus on M&E as an ongoing activity within the Ministry. Implementation of the ESSP in its entirety will be monitored and evaluated on a six monthly basis.

The Ministry has advocated that the education system is for all I-Kiribati children regardless of abilities, gender, interests, geographical location, religious or socio-economic backgrounds of an individual student or groups of students. Despite this and the provision of free education in primary and junior secondary schools, statistics show that school attendance is not 100% for primary and JSS aged children.

The Ministry will look into this as a matter of priority in the Plan period and develop a policy on “inclusive education” that could enhance the inclusiveness of the education system in Kiribati.

The Ministry will also build capacity and resilience of administrative systems within the Ministry during the Plan period with the objective of moving towards the full implementation of SWap in the next planning period.

GOAL 5:

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

The *Education Ordinance (CAP 29)* provides the broad legislative authority for running the school education system. Currently the regulations and associated guidelines required to support some of these key functions are either weak or non-existent. This situation severely limits the Ministry's authority to enforce key policies such as compulsory attendance, teacher registration, functions and powers of school committees, accreditation of schools, etc.

During the first year of the Plan, the Ministry, with support from KEIP and the Office of the Attorney General, will continue with the review of CAP 29 and, as appropriate, develop Regulations with a view to have a new legislative base for education before the end of 2012. The review of the Education Ordinance will reflect the priorities and focus areas under this ESSP.

GOAL 6:

Consolidate partnerships with stakeholders.

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

Successful achievement of educational outcomes for students requires the active participation of the community in decision-making processes. Such participation, especially at the local level through partnerships between schools and communities, should not only be limited to endorsing decisions or financing programmes of the government. At all levels of decision-making there should be mechanisms for dialogue enabling the community to contribute to the planning, implementation, monitoring and evaluation of school education.

Initial focus will be on fostering a greater sense of ownership by parents and other stakeholders in the school community. This will involve strategies such as the establishment of PTAs, having regular parent/teacher consultations in schools and fostering stronger school involvement in community events.

The Ministry's focus in the plan period is to continue with and strengthen ongoing partnership programs such as the visits of Community Consultation Teams to the outer islands, the weekly Education news sent on radio and print media on education issues intended to improve community awareness of matters affecting their schools.

Frequent meetings with partner stakeholders will be carried out so that everyone involved in the education sector are appraised and updated and given an opportunity to provide input on the overall implementation of the ESSP, the successes, the "bottlenecks" and how the Ministry proposes to address these.

These mechanisms for ensuring regular, accurate and timely flow of information between the Ministry, schools and the community as well as with stakeholders and development partners are so crucial and will be strengthened by the Ministry during the Plan period.

GOAL 7:

Provision by the Ministry of strong support services to schools for the delivery of quality and balanced education for all.

The Ministry will review the structure, capacity, mode and pace of delivery of the Ministry's core business to reflect the need for urgency in the implementation of the ESSP, the need for major reforms and the need for a new and fast-tracked approach.

For the Ministry, priority will be given to reviewing its organisational structure to better reflect its core business so that it is better able to plan, manage and monitor the school education system. It will be particularly important to strengthen the skills and capacity of top and middle management personnel, where all of the responsibility for policy-making, planning and managing the education system resides.

An integral part of the restructure is to look at the best way for the Ministry to decentralise as the current structure of MoE is far too centralised.

The focus in the first year of the plan is to devolve some of the MoE's functions and responsibilities to schools at the island level in an attempt to decentralising the delivery of support services to ensure timely and effective support to schools.

The Ministry aims to have this major review of its structure, and mode of operation completed by June 2012 so that the Ministry moves forward under the new approach as early as possible in the first year of the Plan.

This requires resources, capacity building and empowering the schools and head teachers. Priority focus will be given to these areas in 2012. A new School Grant Program to support a whole of School Improvement Program will be introduced in the first year of the Plan as a mechanism to support this initiative.

The Ministry will put more focus on team work, professional peer review and the use of Working Groups which have proved to be very successful drivers of successful programs in the previous plan period, to make better use of and take advantage of professional expertise across the Ministry and to fast track implementation of the ESSP.

The Ministry will undertake an audit of its current capacity to identify structural, training and recruitment needs and develop a work force plan to address these needs.

3. Resourcing of the Plan

This Plan has been developed in close consultation with stakeholder partners in the education sector. It has also been developed in close consultation with the Kiribati Education Improvement Program (KEIP), the major program and funding mechanism to support implementation of the ESSP.

The Plan has also been developed together with the Ministry Operational Plan (MOP) for 2012 which outlines further details and costing of the strategies and activities which are designed to support the seven goals of the Plan. This ESSP should therefore be read in association with the MOP. Because many of the proposed strategies and activities in the Plan are new areas for the Ministry, and because the Ministry is working on restructuring to do things more efficiently, much of the costing are at best, estimates in the absence of actual costs to draw from.

For this reason, the approach taken in resourcing the Plan is to take a year to year approach to start with projections that are then reviewed together with the target and indicators on an annual basis.

The Ministry acknowledges that there are many challenges and that there is a need to be realistic with what can be done in any one year of the Plan. In this regard, it has identified seven key priorities for the first year of the Plan and identified some indicators and targets to work towards. These are as follows:

Priorities for 2012	Indicators
1.National Curriculum and Assessment Framework roll Out	100 % of curriculum and syllabuses for Yr 1and 2 written by end 2012 100% curriculum and syllabuses for Year 3-11 in Language
2. Teacher Professional Development	1. NCAF 100 % in-servicing of new curriculum for Year 1 and Year 2 by January 13 and 100% in-servicing of new curriculum in Language and Mathematics Learning Areas for Years 3 -11 by January 13 so that these new syllabuses are taught in all schools in 2013. 2. Kiribati English Language Program 390 teacher training placement in KELP courses; 100% teachers base line tested.
3.Teaching Service Standards	30% of teachers appraised and professional development requirements identified and addressed by end of 2012

4. School Improvement Program:	50% of schools implementing SIP and 10% audited by end 2012; School Grants Program introduced to all schools by end of 2012.
5. Infrastructure Development Program	i) Establishment of clear guidelines for selection of schools for rehabilitation, ii) Evaluation of six pilot schools complete; iii) Rapid appraisal of 12 schools; iv) Commence rehabilitation of 6 schools by the end of 2012.
6. Community Consultation	CCT visits to 25% of islands in Kiribati by end of 2012. Fully operational School Committees in 25% of schools in Kiribati by end of 2012.
7. Restructuring of the Ministry	Completed by June 2012 so that the Ministry moves forward under the new approach as early as possible in the first year of the Plan.

These priority listings and indicators are to be assessed towards the end of 2012 when the new proposed initiatives and the new structure for the Ministry are in place, and cost estimates for the next steps are clearer. New priorities will then be set, their costs and indicators developed for the remaining three years of the plan. This reassessment of resourcing for the ESSP should be done at the end of each planning year.

17 October, 2011