

Ministry of Education

STRATEGIC PLAN

2008 – 2011

Preface

This is the Ministry of Education Strategic Plan 2008 – 2011. The plan is linked to the Government of Kiribati *National Development Strategies 2004-2008*– Key Focus Area 4: *Equipping people to manage change*. It proposes a range of strategies for improving the quality of educational services to better prepare the young people of Kiribati to take their place in a changing regional and global environment.

The plan has included comprehensive and wide stakeholder consultation and has taken account of clear messages about the need to address rapid changes, implications of internal migration to Tarawa and to hear and act on issues specific to the Outer Islands. It is underpinned by the principle of ownership and affirmation that the people who use the system know it best.

In setting its strategic directions for the next five years the Ministry has been very mindful to ensure the manageability and sustainability of the activities it undertakes. The plan calls for pooling scarce resources and working more strategically with potential donors. It particularly recognises the need to deliver quality programs and services to Kiribati's scattered and isolated population if migration to Tarawa is to be contained.

The PRIDE Project, at the University of the South Pacific has provided financial and technical assistance for the development of the plan. AusAID also provided technical assistance for the Ministry Managers to complete the plan.

Copies of the Strategic Plan are available from:

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Theme

Quality education for all: our future

Vision

Enabling our children and young people to manage and participate effectively in their changing world.

Guiding principles

Education is the business of the nation

Relevant, high quality education is an investment in young people as custodians of their resources through good governance and civic pride. It is lifelong learning.

Goals

GOAL 1: Deliver a high quality, coherent and relevant curriculum for Kiribati schools.

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

GOAL 2: Provide a good learning environment for students in Kiribati schools.

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

GOAL 3: Develop a competent and effective 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.

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.

GOAL 5: Strengthen the legislative and regulatory framework for managing the school sector.

Reviewing the legislative framework to support the Ministry's mandate and implement quality audit of the school system.

GOAL 6: Consolidate partnerships with stakeholders.

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

Quality Framework

The Quality Framework describes each goal's outcomes, strategies and performance indicators. It provides the **monitoring and evaluation framework** for the Strategic Plan.

Divisions, working collaboratively with all relevant stakeholders will

- Report on progress
- Manage risks
- Amend outputs if required.

Senior Divisional Managers will track the progress of the performance indicators and provide standardised reports on progress for the seven goals at least twice a year. They will report to the Secretary for Education at the relevant Senior Management meetings. Reporting will include comments on the status of the plan's progress according to GoK National Development Strategies, the goals of the Forum Basic Education Action Plan and the PRIDE Project Benchmarks. The Secretary will submit report to Government and relevant stakeholders.

The quality framework follows.

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Quality Framework

Goal 1: Deliver a high quality, coherent and relevant curriculum for Kiribati schools.

Outcome	Strategies	Performance Indicators
<p>1.1 An improved Curriculum and Assessment Framework developed and implemented.</p>	<ol style="list-style-type: none"> 1. Review and finalise Curriculum and Assessment Improvement Strategy (CAIS) for approval and submission to donors. 2. Establish clear decision-making and quality assurance processes for the development of national curriculum including the role of the Educational Advisory Committee and curriculum advisory committees. 3. Undertake a consultative process to develop a National Curriculum and Assessment Framework (NCAF) that <ul style="list-style-type: none"> - is consistent with the National Goals for Education - sets linked learning pathways between primary, junior secondary, senior secondary, TVET and employment and village life. - establishes quality criteria to guide the development of curriculum and assessment materials - ensures the curriculum includes areas such as good governance, civic responsibilities and social, spiritual, moral, economic and cultural development of students; traditional skills and values for economic and social development; personal health and safety, targeting alcohol abuse, smoking, obesity, diabetes, HIV/AIDS and sanitation. 4. Identify priority order for the revision of subject areas in line with the NCAF and prepare a 4 year Curriculum Management Plan to develop syllabuses and support material for the first group of priority subjects. 5. Develop, distribute and implement new syllabuses, assessment, teacher and student support materials in accordance with the CMP. 6. Prepare and implement a Production Plan to manage the production and distribution of the revised materials. 7. Prepare and implement a Teacher In-service Plan to support introduction of new curriculum in schools. 8. Develop a Monitoring and Evaluation framework to monitor progress of the CAIS and the impact of new curriculum on learning outcomes. 	<p>December 2008 Curriculum and Assessment Improvement Strategy (CAIS) approved and submitted to donors.</p> <p>December 2008 Procedural guidelines and quality assurance processes documented in the CDRC <i>Curriculum Development Handbook</i>.</p> <p>June 2008 Approved National Curriculum and Assessment Framework</p> <p>June 2008 Approved Curriculum Management Plan (CMP) 2008-2011.</p> <p>Dec 2008 Approved Teacher In-service Plan 2009-2012</p> <p>Dec 2008 Approved Production and Distribution Plan 2009-2012.</p> <p>Jan 2010 Phase 1 syllabuses implemented in schools.</p> <p>Jan 2011 Phase 2 syllabuses implemented in schools.</p> <p>June 2011 Curriculum Management Plan 2008-11 reviewed and CMP 2012-15 developed.</p> <p>Dec 2011 Phase 3 syllabuses distributed to schools for implementation in 2012.</p> <p>Dec 2011 Teachers trained on the new curriculum.</p> <p>Dec 2011 Qualitative and quantitative data used to monitor impact of new curriculum.</p>

Outcome	Strategies	Performance Indicators
1.2 An assessment and examination system focused on standards developed and implemented.	<ol style="list-style-type: none"> 1. Ensure that national assessment, examination and certification requirements for secondary education are aligned with the revised curriculum. 2. Enhance the value of STAKI, JSC and KNC as national assessment tools for monitoring the effectiveness of the curriculum. 3. Develop national benchmarks for all levels of the curriculum and ensure they are of equivalent standard to international benchmarks. 4. Analyse data from national assessments and examinations to identify causes of poor performance and provide timely feedback to assist schools to improve teaching and learning. 5. Establish clear decision-making and quality assurance processes for the development of standards-referenced national examinations. 6. Support teachers to use a variety of assessment tools to improve student achievement. 	<p>March 2008 Data from STAKI and national examinations is being used to inform curriculum review.</p> <p>June 2008 Primary schools receive feedback from 2008 STAKI focused on improving teaching and learning.</p> <p>June 2009 Feedback on student performance in national examinations sent to JSS and SSS by March each year.</p> <p>Dec 2009 National benchmarks evident in new curriculum.</p> <p>December 2009 <i>Examinations Development Handbook</i> fully implemented.</p> <p>Dec 2010 Teachers trained in using assessment to improve learning.</p> <p>Dec 2010 National examinations aligned with new curriculum.</p> <p>Dec 2011 National assessments and examinations are standards referenced.</p> <p>Dec 2011 STAKI data shows evidence of reduction in percentage of students at risk</p> <p>Dec 2011 National examination results show evidence of improved levels of performance.</p>
1.3 ICT and media resources developed to support the curriculum	<ol style="list-style-type: none"> 1. Develop ICT in Education & Media in Schools Policies to support teaching and learning. 2. Review the recommendations from the <i>Media Enhanced Learning Review, 2004</i> to develop a long-term strategy for providing media resources to support the revised curriculum in school. 3. Produce interim media resources to support the teaching of literacy in English and Kiribati and numeracy in primary schools. 4. Procure media hardware to support the implementation and development of curriculum and resources. 5. Provide training and capacity building for Media Officers to develop resources and teachers to use the resources. 6. Quality media resources developed to support the curriculum 	<p>Jan 2008 Draft Media in Education policy submitted for Government endorsement.</p> <p>Dec 2008 Draft ICT in Education policy submitted for Government endorsement</p> <p>Dec 2008 Media Resources Development Plan approved and submitted to donors for funding</p> <p>Dec 2008 Training strategy incorporated into Media Resources Development Plan and MEYS workforce plan.</p> <p>Dec 2009 Literacy and numeracy programmes for Classes 1-6 completed and distributed to schools</p> <p>Dec 2010 Media resources for Phase 1 CAIS complete</p> <p>Dec 2011 Media resources for Phase 2 CAIS complete</p> <p>Dec 2011 Increased access to improved media resources and facilities (radios, facilities, cds, tape-recorders)</p>

Goal 2: Provide a good learning environment for students in Kiribati schools.

Outcome	Strategies	Performance Indicators
<p>Infrastructure <i>(classrooms, office, staffroom, storeroom library, maneaba, furniture, sanitation & water, playing fields and courts, teachers' housing, dormitories).</i></p> <p>2.1 Healthy, safe buildings and adequate facilities provided in all schools.</p>	<ol style="list-style-type: none"> 1. Adopt draft NIS for Primary Schools by government and develop NIS for JSS, SSS and KTC for adoption. 2. Consult with key stakeholders to establish posts, systems, committees, procedures etc 3. Develop and obtain approval for maintenance & upgrading programs according to approved NIS 4. Secure resources for maintenance & upgrades – identify donors & seek GOK financing. 5. Establish sustainable system for maintaining and upkeep of school buildings and facilities. 	<p>Aug 2008 – Island & National maintenance Committees established & operational.</p> <p>Nov 2008 - NIS for P/S revised & adopted</p> <p>Dec 2008 - P/S major maintenance program finalized</p> <p>Jan 2008 – Facilities Manager post established</p> <p>Feb 2008 – Map P/S non-compliance with NIS & finalise costs for upgrading work</p> <p>June 2008 – Dec 2011 Commence upgrading with target of 5 islands p/a over 3.5 yrs</p> <p>Dec 2008 – P/S major maintenance 100% complete</p> <p>Dec 2008 - NIS for JSS/SSS/KTC adopted & schools/KTC mapped for non-compliance with adopted NIS & costs required for upgrading finalised.</p> <p>Jan 2009 – Appropriate funding level for maintenance included in annual budget & annual maintenance schedule ongoing.</p> <p>June 2009 – JSS/SSS/KTC major maintenance 100% complete.</p> <p>Jan 2010 – Dec 2011 – system for annual maintenance schedule for all schools in place matched with appropriate resources.</p>
<p>Resources <i>(visual & audio aids, text books, library materials, computer, copying machine, charts, paper, art & craft, sports, music, utensils, machines & tools.)</i></p> <p>2.2. Appropriate, quality materials, equipment</p>	<ol style="list-style-type: none"> 1. Confirm appropriate and realistic level of resources, materials & equipments to be provided to schools to ensure optimal learning. 2. Establish sustainable system for dispatch, recording, safekeeping, maintaining and replenishing school supplies. 3. Ensure sufficient resources available for provision of adequate materials and equipment, timely dispatch and effective maintenance. 4. Strengthen the capacity of CDRC to manage the ordering and procurement of curriculum and teaching resources from overseas. 5. Create mechanisms to allow continuous monitoring and evaluation to ensure sustainability of established systems. 	<p>Dec 2008 - Complete review on types and levels of materials and equipment currently provided</p> <p>2009 - develop revised levels of materials and equipments & procurement and dispatch system based on recommendations of review.</p> <p>2009 – standard assets register used in schools.</p> <p>2010 - training on new systems and assets register completed.</p> <p>2010 – CDRC functioning as Resource Centre for overseas resources.</p>

Outcome	Strategies	Performance Indicators
and resources provided to all schools.	<ol style="list-style-type: none"> 6. Provide/upgrade existing secure and suitable storage facility in schools 7. Training & Awareness on importance of having a record of all Educational resources. 	<p>2010 – 100% visits to all schools to identify problems with new systems.</p> <p>2011 –strategies to deal with identified problems are in place.</p>
<p>Teachers & Means of Teaching 2.3 Students taught by qualified, motivated, effective and competent teachers.</p>	<ol style="list-style-type: none"> 1. Strengthen /foster links between HQs, CDRC & KTC to identify weaknesses/gaps of current teaching force and causes. (Refer to 3.1) 2. Develop strategies aimed at addressing these gaps through in-service training of teachers and revised pre-service programs (Refer to 3.1) 3. Ensure continuous professional development on curriculum revision, updated pedagogy and assessment methods, new technology and flexible learning methods for current teachers. (DE, KTC, CDRC) (Refer to 1.1) 4. Ensure KTC programs include updated curriculum content, pedagogy and assessment methods, new technology and flexible learning methods. 5. Strengthen inspectorate and appraisal system to quickly identify problem teachers and undertake relevant remedial action. (DE, SEO(B & S), EO (B & S) (Refer to 3.3) 6. Ensure constant monitoring of teacher demand/supply to maintain effective and realistic pupil/teacher ratio. (Refer to 3.1) 7. Establish conducive and rewarding recruitment and advancement career paths.(Refer to 3.3) 	<p>Nov-Dec 2008 – paper on steps to take to identify weaknesses/ in the teaching force and causes. KTC, CDRC, HQ</p> <p>Dec 2008 – KTC Course Rationalisation Committee report on proposed standards and guidelines adopted by faculty.</p> <p>Dec 2008 KTC master plan for upgrading of programs approved and funding proposal developed</p> <p>Dec 2008 KTC course outlines rewritten in line with approved standards and guidelines.</p> <p>Dec 2009 –problem teachers being identified through appraisal system and action is taken to address problems</p> <p>Jan 2009 – new recruitment and advancement conditions ready for use.</p> <p>Jan 2010 - KTC programs aligned with new curriculum & assessment (C&A) framework and with national benchmarks. KTC</p> <p>Dec 2009 – Training and awareness on new C&A frame-work to all teachers completed. CDRC & KTC</p>

Goal 3: Develop a competent and effective work force.

Outcome	Strategies	Performance Indicators
3.1 Comprehensive work force plan for teachers.	<ol style="list-style-type: none"> 1. Determine required number of teachers at different levels (primary, JSS, SSS, KTC) and areas of specialty e.g English, Maths etc through strengthened Information Management system and stronger policy/planning unit. (SEYS, DE, SEOs) 2. Establish national competency benchmarks for preservice and inservice teachers. (DE, KTC, SEOs) 3. Conduct workforce survey to determine accurate number of teachers at different levels (Primary, JSS, SSS) and current qualification standards and consider providing training courses for unqualified teachers at KTC.. (SEYS, DE, DS, SEOs, SPPO) 4. Identify gaps between current situation and approved standards. (SEYS, DE) 5. Develop appropriate in-service training strategies to improve standards of current workforce. (DE, KTC, SEOs, CDRC) 6. Develop appropriate pre-service teacher training programmes to fill in future teaching needs. (DE, KTC, CDRC) 7. Provide training opportunities at KTC for experienced and effective temporary SSS teachers. 8. Institute an effective deployment/movement of teachers to ensure right numbers arrive at work stations in time for start of academic terms. (SEO (B) & SEO (S)) 9. Implement priority recommendations from the Kiribati Study on <i>Primary & JSS School Enrolment Projections and Teacher Demand and Supply Utilisation</i>. 	<p>2008 – Policy/Planning unit fully staffed and confirmed – 100%.</p> <p>2008 - required number of teachers determined – Primary, JSS & SSS.</p> <p>2008 Jan – effective deployment of teachers – Primary, JSS & SSS)</p> <p>Dec 2008 – national competency benchmarks set – for trial.</p> <p>2008 – teacher survey – 100% completed.</p> <p>2008 - 2009 – qualification gaps –100% identified.</p> <p>2008 - 2009 – implement interim short term training programmes to address 50% of competency needs.</p> <p>2010-2011 – competency standards tested & modified.</p> <p>2010 – 2011 - training strategies for in-service & pre-service completed and trialed.</p>
3.2 Work force plan for MEYS – HQs & Divisions.	<ol style="list-style-type: none"> 1. Review current structure to assess if it fits in with future needs of Ministry. 2. Identify training needs of work force. 3. Formulate and pursue strategies to fill training gaps and replacement needs. 4. Fill in all vacancies. 5. Improve NCS administration. 	<p>2008 – review of current structure 100% complete.</p> <p>2008 - fill in all vacancies.</p> <p>2008 – Identify training needs of Ministry divisions.</p> <p>2008 – formulate training strategies.</p> <p>2009 – training strategies – 25% pursued.</p>
3.3 Improved conditions of service established for the	<ol style="list-style-type: none"> 1. Review of NCS and develop conditions of service specific to teaching profession in consultation with relevant authorities. 	<p>2008 – review of NCS and approval 100%</p> <p>2008-2009 - revised salary structure for</p>

Outcome	Strategies	Performance Indicators
teaching profession.	<ol style="list-style-type: none"> 2. Revise salary structure for teaching profession with relevant stakeholders. 3. Improve administration of NCS for staff. 4. Effective and transparent performance appraisal and annual reporting systems for teaching profession developed against set benchmarks (Refer to 3.2) 5. Develop and implement “Code of Conduct’ for teachers in schools and non-school based agencies. 6. Strengthen Registration of Teachers 7. Ensure KTC training provides experiences that are required and enables graduates to meet the registration requirements. 	<p>teachers/lecturers approved</p> <p>2008-2009 – Code of Conduct formulated and adopted.</p> <p>2008-2009 – new performance appraisal system trialed and modified.</p> <p>2010 Registration of teachers started.</p> <p>2011 Graduates from KTC meet beginning teacher registration requirements</p> <p>2011 NCS workshops are conducted for exiting KTC students annually</p>
3.4 Strong school administrations established.	<ol style="list-style-type: none"> 1. Formulate appropriate policies for related school matters and establish clear procedure manuals for head teachers & Principals 2. Review school financial procedures and improve standardised schools accounting system. 3. Review and strengthen the role of school committees in school management. 4. Develop a phased training plan to strengthen leadership, management and planning skills of school and educational managers/administrators through mentoring, on the job training, appropriate training programs locally or overseas. 5. Conduct short work-based program for Head Teachers and Principals on accounting procedures and systems. 6. Improve processes for ensuring that schools receive clear and timely advice about policy directives and procedures from Headquarters. 7. Design and implement an <i>Assets Register</i> for use in all primary schools. 	<p>2008 — Procedural manuals for Head Teachers complete and adopted 100%.</p> <p>2008 Concept paper on the role of school committees ready for consultation.</p> <p>2009 – Phase 1 of training plan for current and future Head teachers and Principals/Deputy Principals 100% complete.</p> <p>2009 School managers/ teachers planning accurately and within budget parameters using required procedures.</p> <p>2008 – 2010 – improved communication between MOE HQ and schools 100%.</p> <p>2009 - Assets Registers in use in 91 primary schools.</p>
3.5 Effective support services for efficiency of Ministry.	<ol style="list-style-type: none"> 1. Develop standard operating procedures (SOPs) for Registry & Accounts staff to ensure accurate timely management of records/files and financial payments. 2. Provide training to upgrade customer service, records handling skills and knowledge and government accounting procedures, management and control. 3. Develop Standard Operating Procedures (SOPs) for all stakeholders to ensure an effective and timely supply cycle for schools. 	<p>2008 – MOE Standard Operating Procedures confirmed and distributed to stakeholders</p> <p>2008-2010 – Skills gaps identified and training provided – Phase 1-3 100%.</p> <p>2009 - School supply cycle implemented and adopted by all stakeholders, in particular by Outer Islands.</p> <p>2009 – Schools receive resources in a timely manner</p>

Goal 4: Strengthen the Ministry's policy framework and planning systems

Outcome	Strategies	Performance Indicators
<p>4.1 A clear policy framework established to support improved educational outcomes.</p>	<ol style="list-style-type: none"> 1. Conduct a National Education Summit involving major stakeholders and national and international expertise to develop a statement of national educational goals for Kiribati. 2. Bring to the attention of the summit issues the Ministry needs to consider when formulating the national goals including but not restricted to: <ul style="list-style-type: none"> ▪ Language in schools ▪ Early Childhood Education ▪ Inclusive Education ▪ Gender Equity ▪ Access to post compulsory education and training 3. Identify and develop policies needed to support the national goals. 	<p>Mar 2008 National Education Summit completed May 2008 <i>National Goals for Education in Kiribati</i> endorsed by government Dec 2008 Proposals for development of key policies submitted for approval.</p>
<p>4.2. Monitoring and Evaluation Framework formulated and implemented.</p>	<ol style="list-style-type: none"> 1. Include annual planning for the MOPs into MOE Managers job descriptions. 2. Implement M and E short work-based course for levels of managers and school-based personnel to align with the MEYS M and E Framework. 3. Assist senior managers to continue to develop measurable and tangible performance indicators in all educational planning (<i>Educational Economist</i>). 4. Review and improve the Statistics Digest so that end users use it for baseline data, reporting and managing risks. 5. Check feasibility of additional surveys to collect data (CDRC – data to indicate resources are received in schools; Church Schools; Pre-schools; TTI/KTC; scholarships - to match recipients with GoK needs); School for the Disabled. 6. Assist Senior Managers to analyse and interpret STAKI, JSC and KNC and other data to use in their planning in particular to identify schools needing urgent support to improve academic performance of students. 7. Plan M and E training for Outer Islands MOE personnel. 	<p>2008 – Senior managers reporting with M&E Framework 2008 – Plan to provide Outer Island/District MOE staff with M&E training. 2008 – 17 Senior Secondary and 24 JSS Principals using M&E Framework. 2008 – 50% Principals from targetted schools using M&E Framework. 2008 - YDOs and SDOs accessing KEMIS data 2008 –Primary Principals using M&E Framework.</p>

Outcome	Strategies	Performance Indicators
4.3 Financial planning and management and MEYS budget maintained at current levels of GoK.	<ol style="list-style-type: none"> 1. Analyse programs proposed in the current five-year plan in light of previous budgets and expenditure, and develop unit cost criteria for monitoring recurrent and development budgets. 2. Ensure accurate scoping of all MOE activities and programs and check that recurrent costs are realistic in the context of the GoK budget 3. Plan a realistic development budget in light of potential donor funding and opportunities for a more integrated approach to donor support 4. Coordinate donor activity to align with GoK priorities and MEYS internal commitments. 5. Meet Ministry of Finance reporting requirements 	<p>July 2006/ongoing – budget planning according to recurrent budget allocation</p> <p>Ongoing – Financial reports meet Ministry of Finance requirements and are submitted on time.</p> <p>Ongoing – donor activity coordinated and aligned to MEYS' planning.</p>
4. 4 A strong KEMIS created to support MEYS planning needs.	<ol style="list-style-type: none"> 1. Consolidate the processes for collection, analysis and use of the data sets currently in KEMIS. 2. Provide training of school personnel responsible for responding to school surveys. 3. Provide training and mentoring for statistical staff and for senior and middle management in analysis of KEMIS and other data sources. 4. Strengthen the collection, analysis and use of teacher data in KEMIS to support work force planning 5. Develop a sustainable plan for expansion of KEMIS to meet the Ministry's emerging needs. In developing the plan consideration will be given to including in KEMIS <ol style="list-style-type: none"> a. data on budgets and where and on what they are spent b. data from pre-schools, schools for students with special needs, Church Schools c. data from KTC and other relevant post school training providers d. data on school maintenance and infrastructure e. scholarships information f. data on enrolments, examinations results for Forms 6 and 7 	<p>December 2009 – School surveys returned 100%</p> <p>December 2009 – School personnel trained on survey 100%.</p> <p>December 2008 Three year plan for expansion of KEMIS</p> <p>2010 – KEMIS data informing all levels of planning</p>

Goal 5: Strengthen the legislative and regulatory framework for managing the school sector.

Outcome	Strategies	Performance Indicators
<p>5.1 Legislative framework strengthened for regulating the school system.</p>	<ol style="list-style-type: none"> 1. Review the education ordinance to clarify the Ministry's legislative powers to regulate the conduct of government and non-government schools. 2. Develop Regulations with support from the Attorney General to strengthen the legislative framework in respect to <ul style="list-style-type: none"> - registration of schools - registration of teachers - child protection - enforcement of compulsory attendance at school - control of student migration to South Tarawa 3. Establish the Educational Advisory Committee and appropriate sub-committees as provided under the <i>Laws of Kiribati, Chapter 29 Education</i>, Part 3 as peak body for advice to the Minister on educational policy and quality standards. 4. Conduct awareness programs to inform all stakeholders of the Education Ordinance. 	<p>Jan 2008 EAC Terms of Reference endorsed by Cabinet. Mar 2008 Inaugural meeting held and role of EAC and sub committees clarified. Dec 2008 First EAC annual cycle of meetings completed. Dec 2009 Recommendations for new/revised regulations submitted to Government Dec 2009 School Registration Board established. Dec 2009 Teacher Registration Board established. Dec 2009 Teacher Qualification Board established 2011 Public awareness campaigns completed for all changes to legislation/regulations affecting schools and teachers.</p>
<p>5.2 Quality inspection/audit process implemented for all schools</p>	<ol style="list-style-type: none"> 1. DEOs to expand their inspection schedule to all Primary and JSS schools on each island. 2. Senior Education Officers to inspect and audit Government and Non-government Senior Secondary Schools. 3. Ensure all schools and administrators are fully aware of the revised inspection criteria. 4. Develop a sustainable plan for the inspection of all schools on a regular basis. 5. Evaluate the current capacity of DEOs to carry out the inspection commitment. 	<p>October 2008 revised school inspection criteria and procedures ready for trialing Dec 2009 Report from trial of new inspection process in Primary and JSS Dec 2009 All Senior Secondary Schools inspected and registration status confirmed. Dec 2009 Schools informed of revised inspection criteria and processes Dec 2009 Three year inspection and auditing schedule planned Feb 2010 DEOs with schedule for inspection of all schools Dec 2011 – 60% all schools inspected using revised criteria Dec 2011 Schools with 'conditions' attached to their inspection report scheduled for follow up inspections</p>

Goal 6: Consolidate partnerships with stakeholders.

Outcome	Strategies	Performance Indicators
6.1 Ministry, schools and the community actively engaged in social dialogue to improve educational outcomes.	<ol style="list-style-type: none"> 1. Foster commitment, involvement and a sense of ownership by parents and other stakeholders in the school community. 2. Foster stronger affiliations with professional associations and community organisations through participation in community events. 3. Establish regular parent/teacher consultations in all schools as a means of providing feedback to parents about student progress and welfare. 4. Ensure that teachers and school leaders recognise that active involvement with parents and the community is part of their normal duties. 	<p>2010 – increase in the number of active PTAs 2010 – formal parent/teacher consultations conducted in all Primary and JSS schools 2010 – Teaching profession competency benchmarks include school/community relations 2010 – teacher training includes the role of the teacher in the broader school community 2011 –community activities such as open days included in annual calendar for all schools. 2011 – Increased number of individual schools working with related Government Ministries and NGOs towards common goals</p>
6.2 Community awareness of Ministry policies and initiatives strengthened	<ol style="list-style-type: none"> 1. Develop a Ministry Public Relations policy and procedures for ensuring that there is a regular, accurate and timely flow of information between the Ministry, schools and community. 2. Ensure all significant policy changes or initiatives by the Ministry include a strategy for consultation and communication with key stakeholders. 3. Ensure DEOs and CDOs provide updates on Ministry policies and initiatives while conducting school visits. 4. Ministry to issue regular newsletters and updates on Kiribati Radio to schools and the public. 	<p>2009 MOE Public Relations policy and procedures in place Dec 2009 and ongoing Schools and community receiving regular communication about Ministry policies and initiatives Dec 2010 High level of awareness among teachers about the curriculum review. Dec 2010 High level of public awareness about major policy changes or initiatives affecting schools.</p>