

Cover Note for COVID-19 Accelerated Funding Request

OVERVIEW		
Country:	Kiribati	
Grant agent(s):	UNICEF	
Coordinating agency(ies):	DFAT	
Program name:	Kiribati COVID-19 Education Sector Preparedness and response	
COVID-19 Accelerated Funding amount requested:	USD 750,000	
Agency fees amount (additional to COVID-19 Accelerated Funding amount requested): ¹	USD 52,500	
Agency fees as % of total COVID-19 Accelerated Funding requested:	7% (HQ cost recovery)	
COVID-19 Accelerated Funding application date:	9/30/2020	
Estimated COVID-19 Accelerated Funding program start date:	11/1/2020	
Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June 30 , 2021):	4/30/2022	
Expected submission date of completion report (At the latest 6 months after program closing date):	10/31/2022	
Grant modality - (please enter 'X')	<input type="checkbox"/>	Sector Pooled
	<input type="checkbox"/>	Project Pooled/ Co-financed
	<input checked="" type="checkbox"/>	Project/ Stand-alone

¹ General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent's own internal regulations. They are paid to the agency's headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.



KIRIBATI

Application to Global Partnership for Education COVID-19
Accelerated Funding Window for Emergency Response

September 2020



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1.INTRODUCTION

Kiribati is a small island state located in the central Pacific Ocean with a population of c. 110,000 people, with some 40,000 children aged between 2 and 17. As a nation of twenty-three atolls and one island spread across 6,300 km² of the Pacific Ocean, with inhabitable islands covering some 811 km², the distance between islands, creates both daunting challenges and numerous opportunities in the delivery of education and other services. The arrival of COVID 19 in the Pacific has exposed Kiribati to a new type of threat and highlighted vulnerabilities and risks from remoteness, capacity, technology, and resourcing to respond to such an unpredictable challenge.

The Government of Kiribati took steps to minimise the effects and impacts of COVID-19 using a whole of Government and whole of society approach. The Ministry of Health and Medical Services (MHMS) introduced travel restrictions and surveillance from January 2020. In March 2020, Kiribati closed its international borders to all travellers and airlines as part of its intensified prevention measures. On 26 March 2020, a “State of Public Emergency” was declared by the President. A partial lockdown was put in place which required schools to be closed for three weeks until further advice guided by the status of the country’s alert level was issued. The partial lockdown followed the WHO and National Guidelines for COVID-19 preparedness and response. Laboratory test results of persons under investigation from the last inbound flight from Fiji were released to the public in April 2020. There were no positive cases of COVID-19 found nor confirmed in Kiribati. On 8 September 2020, GoK has officially declared a further extension of its border closures until the end of December 2020, except repatriation flights for Kiribati nationals who are stranded abroad.

The Office of Te Beretitenti, in its capacity as the National Disaster Management Office, led the compilation of the National COVID-19 Preparedness and Response Plan (NC19PR) through the collation and consolidation of nation-wide COVID-19 needed actions and their cost estimates. This multi-sectoral plan embodies the Government’s administrative framework in which Cabinet plays an oversight role in imposing preparation, response, and recovery policies to the COVID-19 crisis. The framework lays out a broad overview and outline of how the Government, as a whole, is orchestrating collaborated efforts to prevent the arrival of the COVID-19 in the country and prepare itself for the worst-case scenario (in case it arrives). The implementation of the plan is coordinated at Secretary level through relevant Ministries clustered into COVID-19 Secretaries’ sub-committees that have been established to address concerns in most vulnerable sectors and coordinate efforts in those that play critical roles in preventing the disease from reaching Kiribati, containing it (if it arrives) and mitigating its social-economic impacts. The sectors are: healthcare preparedness and outbreak prevention of COVID-19; public awareness and communication; commodity and food security; education; transportation and border management; public service; safety and enforcement; and social welfare and financial support. The National COVID-19

Preparedness and Response Plan is formulated to address three possible scenarios: 1) preparation - when there is no COVID-19 case, 2) response - when confirmed COVID-19 cases or economic impacts are present in the country, and 3) recovery - when the outbreak of the disease has declined substantially.

Following the development of the national plan, Ministry of Education (MoE), through technical and financial support from UNICEF, developed a contingency plan for COVID-19 which specifically focused on education sector, in alignment with the national plan, to ensure that education system is well prepared for possible closure of schools and adequate on-going support is provided to students during school closure and after reopening of the schools. The plan was presented and consulted at EpiK meeting held on 8-9 September 2020 and GA and CA selection was endorsed at this time as well. Both the contingency plan and GPE AF application proposal were ~~and was~~ endorsed by all members of LEG through email communication between 28-30 September 2020.

2.SITUATION ANALYSIS

2.1 Country context

Kiribati is one of the most remote and geographically dispersed countries in the world consisting of 32 atolls and one island spread across 3,300km of the South Pacific Ocean, located in the northeast of Australia, north of Fiji, and east of Papua New Guinea. The total population in Kiribati is 110,136, 36% of which are school-aged, and about a half of the population live in South Tarawa. The population density of South Tarawa is 3,578 people per km², which is 53 times higher than the average density for the rest of the country (68 people per km)². A combination of high population and continued migration from outer islands to South Tarawa has overstretched health, sanitation and education services in South Tarawa.

In Kiribati, the majority of people live with large extended families in small open-air houses. The life in Kiribati is very community-focused, maneaba (open sided halls) and churches being the central gathering points for local communities. This housing structure and community-based living style in Kiribati poses a challenge in home quarantine or minimizing human interactions in case COVID-19 reaches the country. The weak health system with limited resources is another concern if COVID-19 affects the country as the main hospital in South Tarawa, the Tungaru Central Hospital (TCH), has only two ICU beds and two ventilators as of mid-May 2020, implying that the hospital cannot manage more than a few critical patients³.

With regard to economic context, Kiribati is classified among the least developed countries with an estimated gross national income per capita of US\$ 3,350 in 2019⁴. Kiribati's status as least developed country is currently under review after having met the formal criteria for graduation. However, the 2018 economic vulnerability index compiled by the United Nations placed Kiribati as the most economically vulnerable country in the world⁵. This is primarily due to Kiribati's remoteness, small population, limited resource base and entire population living in low coastal zones, as well as a large reliance on fishing revenues (fishing licenses and seafarer remittances) which creates uncertainty for government revenues. As a result, there is a higher risk that government resources may either be diverted or not reach the forecasted levels.

² Kiribati's population census (2015)

³ Draft National COVID-19 preparedness and response plan (2020)

⁴ World Bank <https://data.worldbank.org/indicator/NY.GNP.PCAP.CD?locations=KI&=null>

⁵ Department for Economic & Social Affairs, Committee for Development Policy, The Least Developed Country Category : 2018 Snapshots

Kiribati's population is educated in general characterized by a high literacy rate among population aged 15 and 49 of 96.5%, with slightly higher literacy rate among women (97.5%) than men (94.4%)⁶. Kiribati's Human Development Index's value for 2018 was at 0.623, 132nd out of 189 countries and territories, placing it in the medium human development category⁷.

Guiding Kiribati's development is GoK's 20-year Vision 2016-2036 (KV20) which has four pillars (wealth, peace and security, infrastructure and governance). Education is covered under the pillar of wealth in KV20 with the aim to have highly educated and skilled population by the year 2036. To achieve the targets of education sector indicated in KV20, to contribute towards the outcomes of the Pacific Regional Education Framework, and to achieve targets of Sustainable Development Goal4, MoE has developed Education Sector Strategic Plan (ESSP) 2016-2019 and implemented it during the past four years. Following its successful implementation, MoE is currently finalising ESSP2020-2023 which will guide MoE's education sector programme implementation for the next four years. The activities planned under the education sector contingency plan for COVID-19 (ESCP) align with the goals and objectives of ESSP2020-2023, thus implementation of the activities under the contingency plan will contribute to the achievement of the goals of ESSP.

⁶ MICS (2018/2019) Percent distribution of women and men age 15-49 years by highest level of school attended and literacy, and the total percentage literate

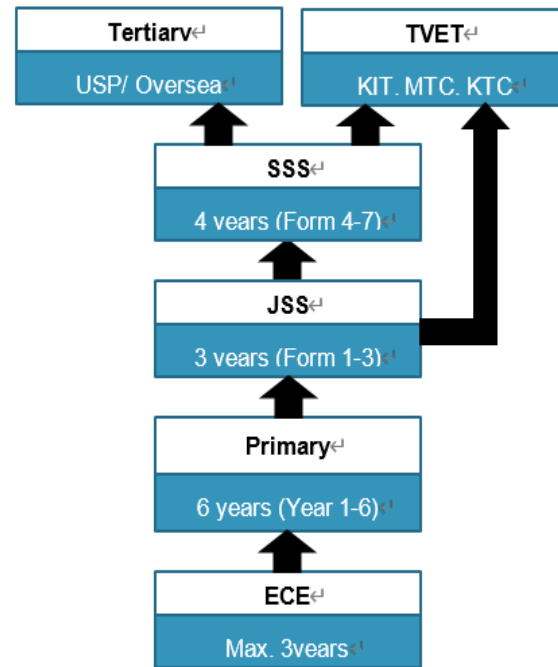
⁷ UNDP(2019) Human Development Report <http://hdr.undp.org/sites/default/files/hdr2019.pdf>

2.2 Education context

Education Structure

Education structure in Kiribati consists of five main levels (see Figure1): ECCE; primary; JSS; SSS; and tertiary or Technical and Vocational Education and Training (TVET). Among these levels, compulsory education in Kiribati is from primary to JSS level. At the end of JSS, national examination is undertaken to screen eligible learners to proceed to SSS. A further examination occurs at the end of Form 5 and Form 6 at SSS. Avenues for higher education within Kiribati are limited with the University of the South Pacific (USP) having a small campus on South Tarawa and vocational education being available through the Kiribati Teacher’s College (KTC), Kiribati Institute for Technology (KIT) and the Maritime Training Centre (MTC). For technical skills not available from these institutions, overseas scholarships are provided.

Figure 1: Education structure in Kiribati



Schools

Table 1 summarises the number of schools by schooling level in Kiribati. The unique geographical structure in Kiribati poses challenges in education provision in Kiribati. While ECCE centres and primary schools are spread across the country, JSSs are only placed at the heart of each atoll and SSSs are located only in the main population centres. Transport and boarding facilities are arranged so that JSSs can be reached, and SSSs attended⁸. However, the fact that many SSS students attend schools located in atolls which are different from home atolls implies economic challenges in repatriation of SSS students from atolls where schools are located to their home atolls if COVID-19 reaches Kiribati or from home atolls to atolls where SSSs are located once COVID-19 is eased out.

⁸ Draft Education Sector Analysis (2020)

Table 1: Number of schools

Level of Education	Number of schools
ECCE	300
Primary	96
JSS	25
Combined JSS and SSS	24
SSS	10
Total number of schools	455

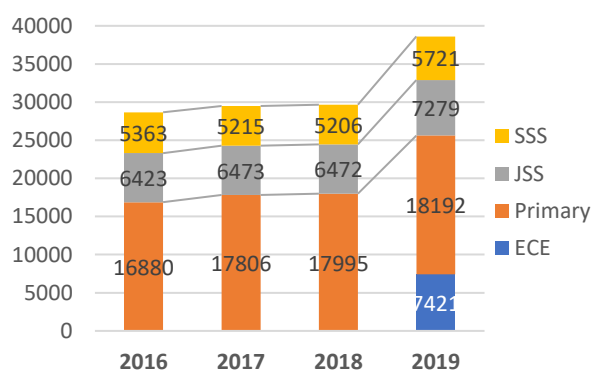
SOURCE: EMIS 2019

Students

Access to education

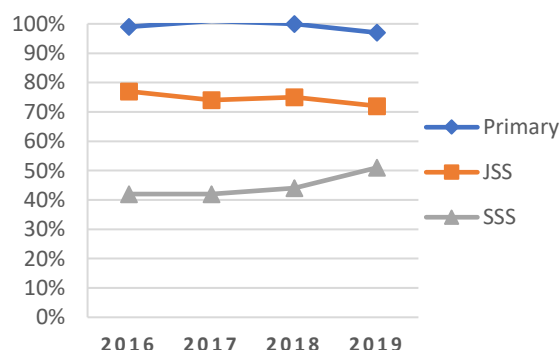
The enrolment of students in each level of schooling has steadily increased across years⁹ as shown in Figure2; on the contrary, Net Enrolment Ratio (NER) has decreased slightly from 2018 to 2019 at primary and JSS level, while it has increased at SSS level as shown in Figure3.

Figure 2: Enrolment by level of education by years



SOURCE: EMIS2019

Figure 3: NER by schooling level across years



SOURCE: DRAFT EDUCATION SECTOR ANALYSIS 2020

While universal primary education has been almost achieved in Kiribati, challenges remain in completion of JSS and SSS, and transition from JSS to SSS.

⁹ Data collection on enrolment at ECCE level started from 2019

Access to education by sex

Enrolment by level of education in 2019 disaggregated by sex is presented in Table 2. While there is no significant difference in enrolment between girls and boys at ECCE and primary level, disparity in favour of girls appears at JSS and SSS level.

Table 2: Enrolment by level of education disaggregated by sex in 2019

Schooling level	Female	Male	Total	Female/Male
ECCE	3694	3727	7421	0.99
Primary	8993	9199	18192	0.98
JSS	3803	3476	7279	1.09
SSS	3308	2413	5721	1.37
Total	19798	18815	38613	1.05

SOURCE: EMIS2019

Access to education among children with disabilities

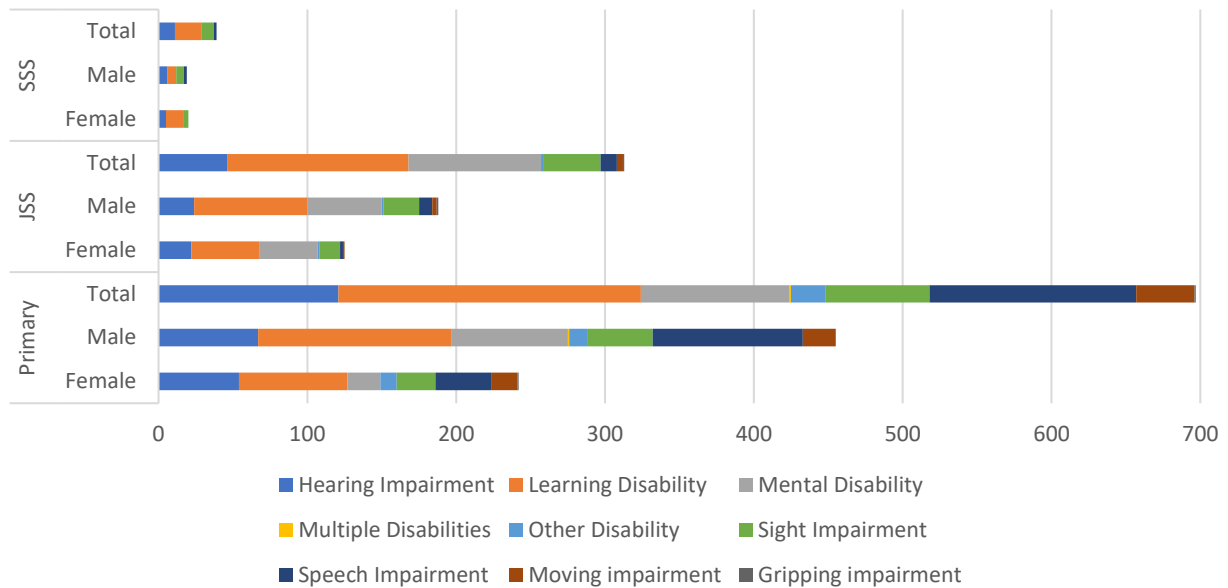
The proportion of children with disabilities enrolled in school out of all children enrolled in school has increased since 2016 except at SSS level: while it was 2.22% at primary, 1.34% at JSS and 0.86% at SSS level in 2016, it became 3.83% at primary, 4.30% at JSS and 0.68% at SSS level¹⁰. The increased proportion implies the possibilities that children with disabilities in Kiribati who were previously not enrolled in school gained access to school, children with disabilities who were already enrolled in school but not detected their disabilities, especially unseen disabilities, were detected by teachers, or children with disabilities gained opportunities to transit from primary school to JSS. The decreasing proportion of children with disabilities out of all children from JSS to SSS level (from 4.30% to 0.68% in 2019) indicates that transition rate of children with disabilities from JSS to SSS level is much lower than that of all children.

Figure 4 shows the number of children with disabilities enrolled in primary school, JSS and SSS disaggregated by type of disabilities and sex in 2019. Among various types of disabilities, the highest type of disabilities enrolled in primary school in 2019 was learning disabilities, followed by hearing impairment, speech impairment and mental disabilities. Children with learning disabilities continued to be the highest at JSS and SSS level. Figure 4 also shows gender disparities in enrolment of children with disabilities. It shows a clear trend that girls with

¹⁰ Digest of Education Statistics 2016 and EMIS2019

disabilities have lower enrolment than boys with disabilities, which is opposite to the general enrolment trend of girls and boys in Kiribati which is characterized by higher enrolment among girls than boys across levels. However, the difference in enrolment of girls with disabilities and boys with disabilities decreases as schooling level goes up, which implies that once girls with disabilities are enrolled in school, they have higher retention rate than boys with disabilities.

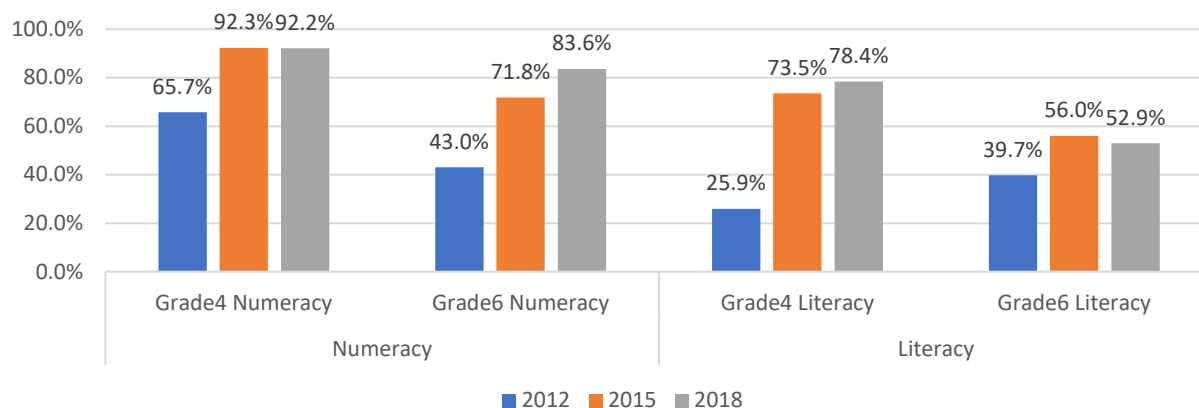
Figure 4: Number of children with disabilities enrolled in primary school, JSS and SSS disaggregated by type of disabilities and sex



Learning outcomes

Figure 5 shows the percentage of students in Grade 4 and 6 at primary level achieving at or above the expected level in numeracy and literacy across years in Pacific Islands Literacy & Numeracy Assessment (PILNA). The learning outcomes at primary level has improved in general across years, reflected in the gradual increase in the scores in PILNA, except a slight decline in Grade6 literacy from 2015 to 2018.

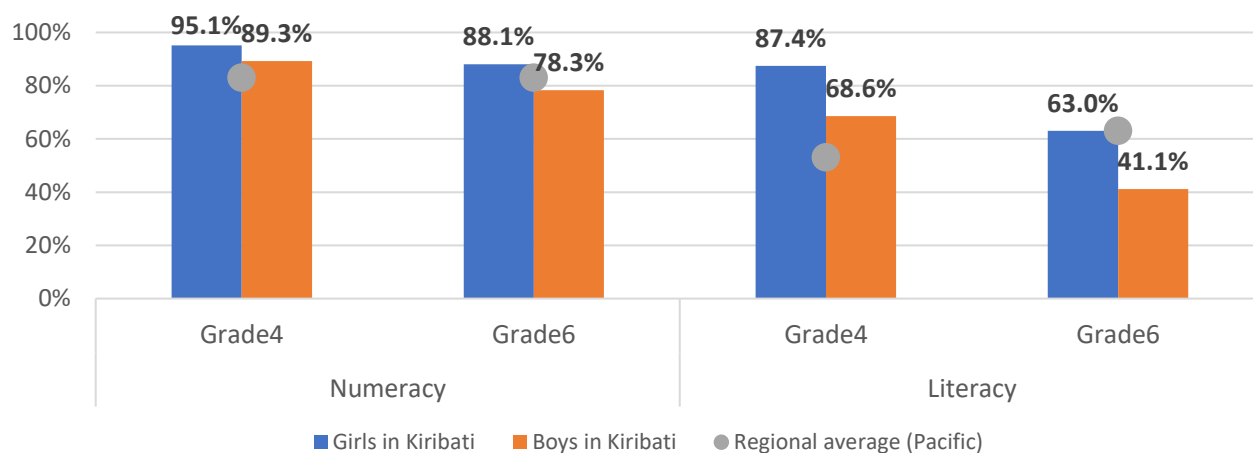
Figure 5: Percentage of students in Grade4 and 6 at primary school achieving at or above the expected level in numeracy and literacy across years in PILNA



SOURCE: EDUCATION QUALITY AND ASSESSMENT PROGRAMME (EQAP) PRESENTATION OF PILNA 2018

Figure 6 shows percentage of Grade4 and 6 students achieving at or above the expected level in numeracy and literacy in PILNA 2018 disaggregated by sex with regional average scores for comparison. It shows girls in Kiribati exceeded or equal to regional average in all the four assessment in Grade4 and 6 numeracy and literacy, while boys exceeded regional scores only in Grade 4 numeracy and Grade4 literacy. The gender gap in learning outcomes in Kiribati, which is pro-girls, is high especially in the scores of literacy.

Figure 6: Percentage of students in Grade4 and 6 achieving at or above the expected level in numeracy and literacy by sex in PILNA 2018

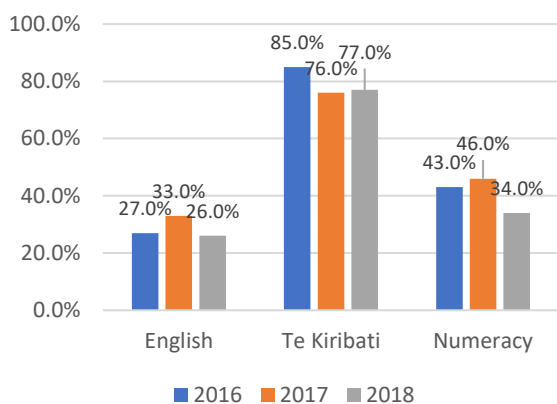


SOURCE: EQAP PRESENTATION OF PILNA 2018

The same trend, general increase of learning outcomes in numeracy and literacy across years and higher performance among girls than boys at primary level, was observed in the results of national learning assessment, Standardised Test of Achievement in Kiribati (STAKI).

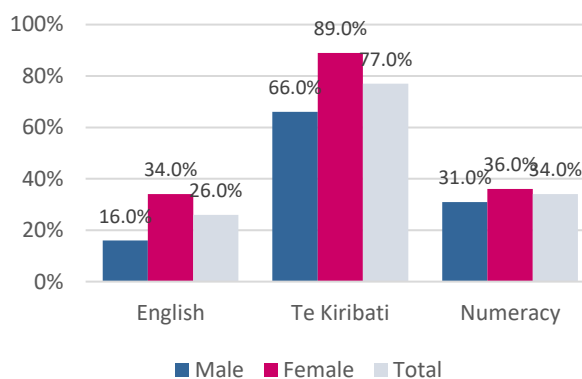
Regarding learning outcomes for JSS students at Form 2, the learning outcome measured by STAKI has been leveled off from 2016 to 2018 as seen Figure 7. Disparity in learning outcomes by gender, which is in favour of girls, continues to be an issue even at JSS level as seen Figure 8.

Figure 7: Proportion of Grade8 children who demonstrated achievement at expected standard (working at /above expected level) in STAKI by subject across years



SOURCE: STAKI REPORT 2018

Figure 8: Proportion of girls and boys who demonstrated achievement at expected standard (working at /above expected level) by subject in STAKI2018



SOURCE: STAKI REPORT 2018

Teachers

Table 3 shows the number of teachers by sex and students-teacher ratio at each schooling level. All teachers at ECCE level are women. The ratio of female/male teachers decreases as the schooling level goes up. In general, students-teacher ratio is low, less than 30:1 for all levels. However, disaggregated students-teacher ratio by districts shows its disparities among districts. For instance, while the students-teacher ratio at primary level in South district is 19.9:1, it is 28.3:1 in Linnix district.

Table 3: Number of teachers and students-teacher ratio by schooling level

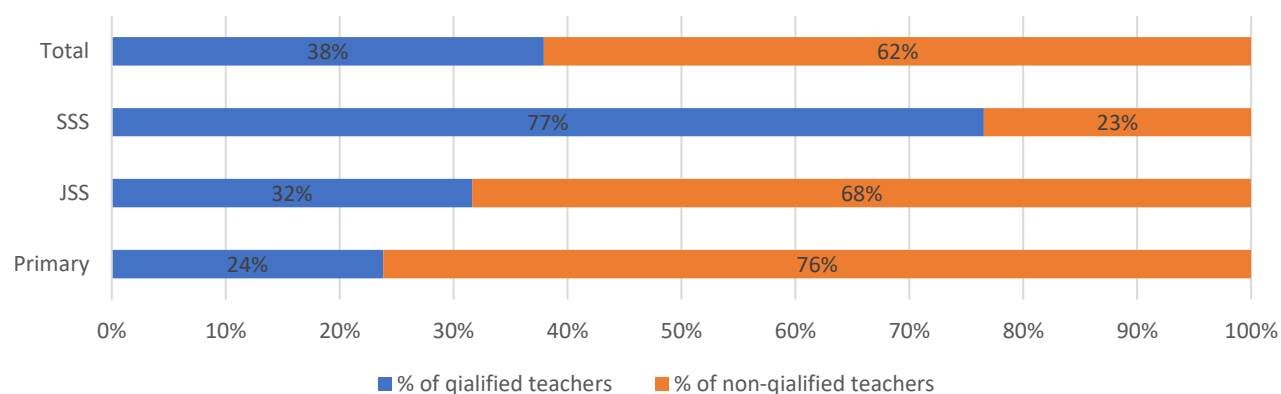
Level of Education	Number of teachers			Number of students	Students Teacher Ratio
	Males	Females	Total		
ECCE	0	659	659	7,421	11.2
Primary	117	580	697	18,192	26.1
JSS	167	282	449	7,279	16.2

SSS	150	178	328	5,721	17.4
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SOURCE: EMIS2019

Figure 9 shows the percentage of qualified teachers at primary, JSS and SSS level. In total, only 38 percent of teachers from primary to SSS are qualified. The lowest percentage of qualified teachers was observed at primary level at 24 percent, followed by JSS level at 32 percent. SSS had the highest percentage of teachers characterized by 77 percent.

Figure 9: Percentage of qualified teachers by schooling level



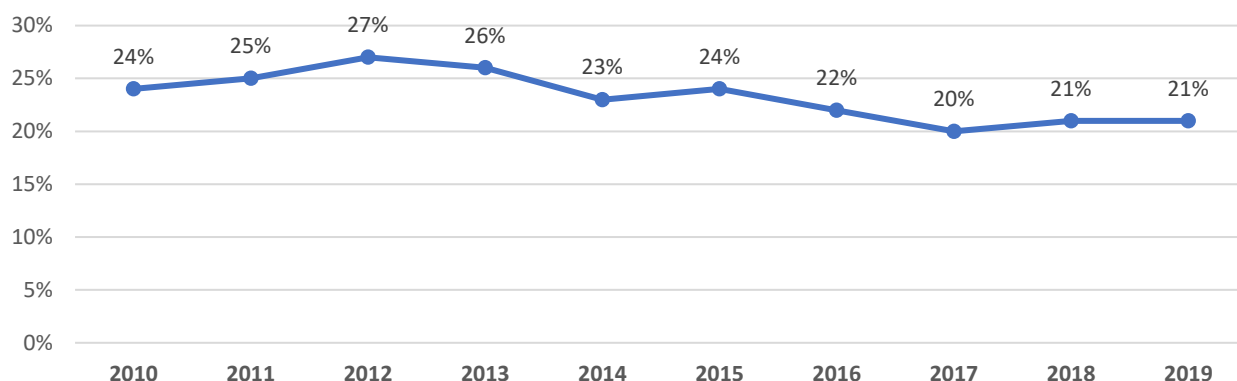
SOURCE: EMIS2019

Education Finance

The education sector absorbs the largest share of the national budget in Kiribati, reflecting its status as a priority sector and biggest public sector employer. Across years, percentage of MoE's expenditure out of GoK's recurrent expenditure less debt servicing has been beyond international benchmark of 20 percent as seen in Figure10¹¹.

¹¹ 2018 figures are estimates and 2019 figures are budgeted figure, all others are published actuals

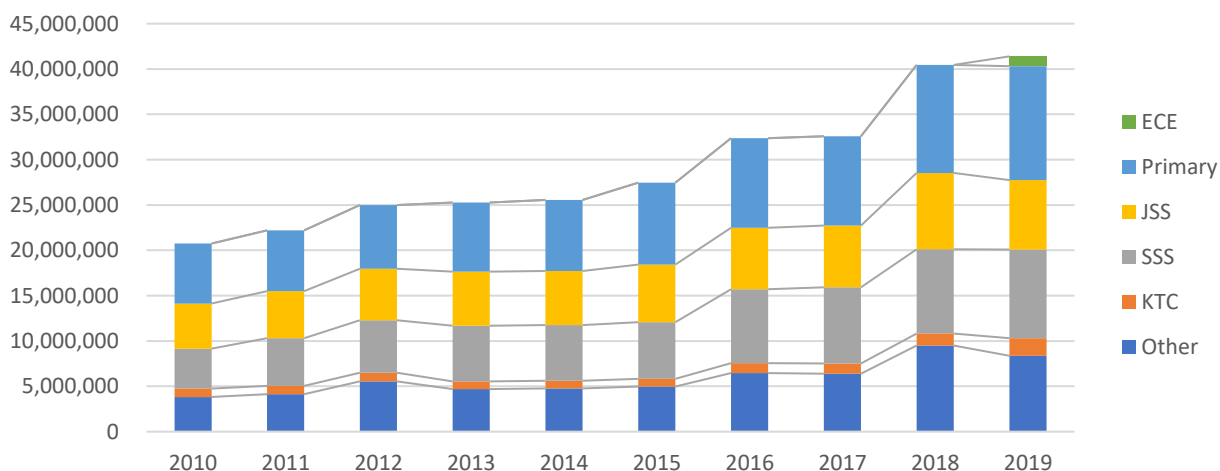
Figure 10: Percentage of MoE's expenditure out of GoK's recurrent expenditure less debt servicing across years



SOURCE: DRAFT EDUCATION SECTOR ANALYSIS 2020

Total expenditure in education sector has gradually increased across years. The year 2019 was marked as the year where dedicated funding for ECCE was budgeted for the first time in the recurrent budget of MoE as shown in Figure 11. While the allocation to ECCE sub-sector in 2019 was still low at 2.7 percent of total education expenditure, which is less than internationally recommended allocation of 10 percent, it is a significant shift which shows the government's commitment in ECCE sub-sector.

Figure 11: Education expenditure by sub-sector across years



SOURCE: DRAFT EDUCATION SECTOR ANALYSIS 2020

2.3 Context for remote learning

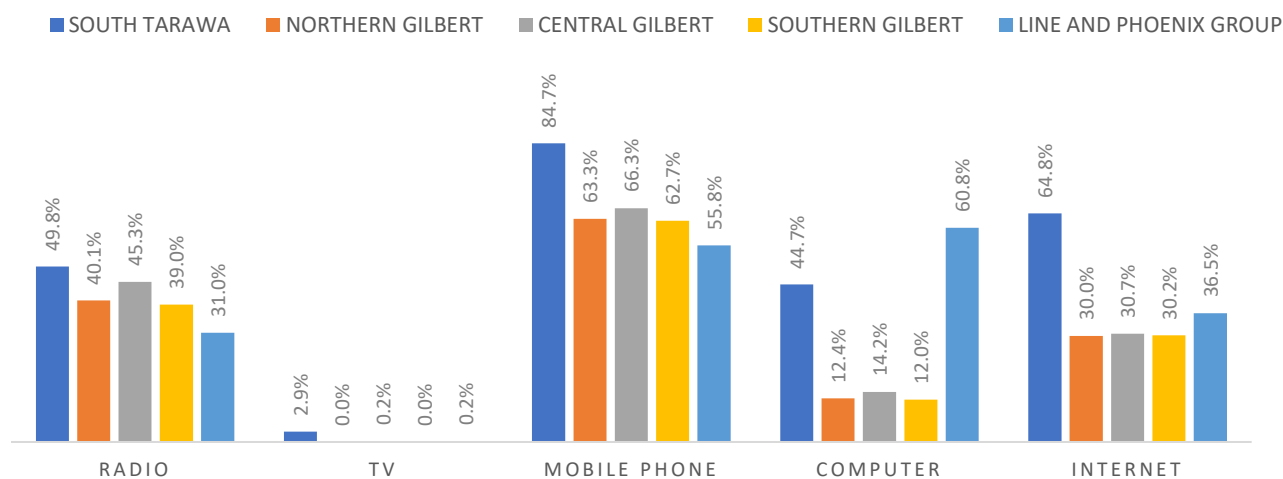
There are multiple delivery channels for remote learning which are used globally, including TV lessons, radio lessons, on-line learning (synchronous or asynchronous), take-home learning package (printed or soft copies), and home visits. Data on the situation of Kiribati is critical to inform the planned actions with regards to remote learning.

In Kiribati, only 53.9% of household members have access to electricity. There is a huge disparity in access to electricity among different district/island groups, characterized by 78.4% in South Tarawa, 40.9% in Line and Phoenix group, 29.7% in Northern Gilbert, 18.1% in Southern Gilbert and 10.6% in Central Gilbert.

The Percentage of household with radio, TV, mobile phone, computer, internet in Kiribati is 44.3%, 1.4%, 73.1%, 31.4%, and 47.2% respectively. Slightly more than 50% of households do not have access to internet and/or radios. This ratio is even higher among the households in outer islands and households with low wealth quantile. Figure 12 and 13 presents the percentages of ownership of ICT equipment and internet among geographical areas and different group of wealth quantiles. While 49.8% of households in Tarawa own radio, it was only 31.0% among Line and Phoenix group. Access to internet among households in South Tarawa is twice as high as other districts groups. The difference in the ownership of ICT equipment and internet among different wealth quantile groups is even larger than the difference among the different geographical groups. For instance, access to internet among richest quantile is more than six times higher than that of poorest quantile.

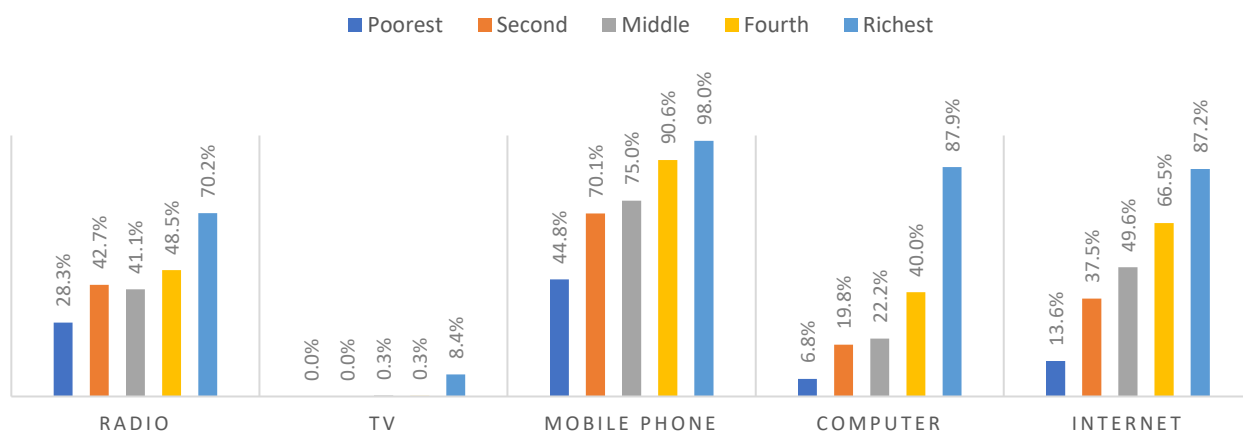
Production of TV lessons may not offer value for money in the context of Kiribati as only one in seventy households own a TV. Radio lessons and on-line learning are potential areas of development as about a half of households have access to radios and/or internet. Take-home learning packages may also be required due to constraints for electricity, internet, devices, etc. Considering the situation of disparity in access to radio, ICT equipment and internet in Kiribati, different learning modalities including radio lessons, asynchronous on-line learning and take-home packages may be considered so that every child, regardless of household's wealth, living location or environment, can access remote learning during school closure.

Figure 12: Percentage of household with radio, TV, mobile phone, computer, internet by districts group



SOURCE: MICS2018/2019

Figure 13: Percentage of household with radio, TV, mobile phone, computer, internet by wealth quantile



SOURCE: MICS2018/2019

3. EDUCATION SECTOR CONTINGENCY PLAN FOR COVID-19 IN KIRIBATI (ESCP)

The biggest concerns for education in the current COVID-19 crisis largely centre around child safety, psychosocial impact, lack of WASH facilities that meet minimum standards, smooth continuity of learning, plugging inevitable curriculum gaps and inclusive access for all learners. In particular, maintenance of momentum in the education sector is vital to Kiribati's continued development. Already boasting high literacy rates, before the COVID-19 pandemic, Kiribati had achieved great leaps and bounds in achieving its 2016-19 Development Plan education targets, which were crucial to achieving their no.1 Key Priority Area of human resource development "towards a better educated, healthier, more prosperous nation with a higher quality of life." Among these were national setup and rollout of Early Childhood Care and Education (ECCE) for the inclusion of children of pre-primary age – for which there are now 300 schools. This now accounts for 19% of all school enrolments nationally.

During the early stage of the State of Public Emergency and the partial lockdown declared by the Government in March, MoE issued a closed down notice to all schools for three weeks. Since then, the Ministry of Education (MoE) has been critically monitoring and re-programming its services to ensure that teaching and learning continues in the midst of the COVID-19 pandemic through equitable, innovative and safe solutions, and to provide awareness programmes to educate children and youth of ways to prevent the transmission of the COVID-19 virus.

Following the development of a national COVID-19 preparedness and response plan (NC19PR) by the Government of Kiribati, the Ministry of Education (MoE), through technical and financial support from UNICEF, developed a contingency plan for COVID-19 which specifically focused on education sector, in alignment with the national plan, to ensure that the education system is well prepared for possible closure of schools and adequate on-going support is provided to students during school closure and after reopening of the schools.

The plan focuses on four areas, namely preparedness, response, recovery, and system strengthening. In order to address these areas, MoE aims to raise awareness and build capacities of communities, teachers, and MoE personnel to mitigate negative impact of COVID-19 against children; ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands; ensure that schools reopen with appropriate services and measures in place and that students re-enter the formal education system; and strengthen the resilience of the education system against future emergencies.

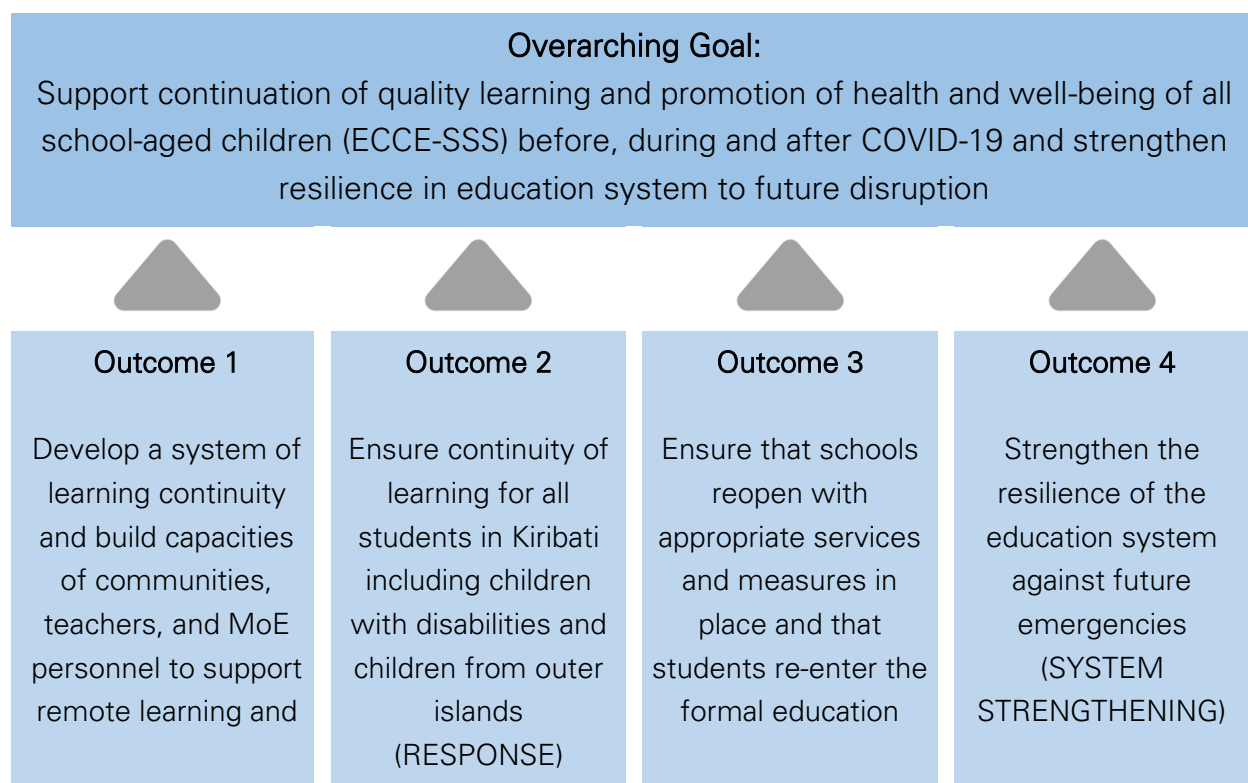
Various activities on COVID-19 preparedness have already taken place in Kiribati between March and August 2020, before the endorsement of the ESCP. With regard to risk communication, an

SMS blast on COVID-19 awareness was launched, reaching 51,000 (almost half of the population) subscribers. The radio programme “Nimaua Akea” on COVID-19 awareness was aired for six weeks. Ministry of Health and Medical Services (MHMS) conducted awareness campaigns for COVID-19 to students at schools. Songs and videos of the facts and preventative measures on COVID-19 were launched by MoE and disseminated through radio, TV and commuter buses. Regarding WASH, MHMS has distributed soaps to primary schools, Junior Secondary Schools (JSSs), SSSs and ECCE centres. Handwashing stations were also constructed in 18 schools in South Tarawa.





The activities on COVID-19 preparedness, response, recovery and system strengthening listed in this proposal will add to the activities which have already taken place and produce synergetic effects to promote health and wellbeing of children, support learning continuity, and ensure early recovery and strengthen education system and resilience for future emergencies.

3.1 Overview of ESCP¹²

The results framework of ESCP for COVID-19 consists of one overarching goal, four outcome statements (1. preparedness, 2. response, 3. recovery and 4. system strengthening) and 22 outputs.



¹² The full ESCP will be made publicly available on the MOE website (<https://www.moe.gov.ki/resources/education-policies-guidelines>).

well-being of children (PREPAREDNESS)		system (RECOVERY)	
			
Outputs	Outputs	Outputs	Outputs
<p>1.1: Parents and communities sensitized on remote learning and psychosocial support</p> <p>1.2: Remote learning materials/contents in various medium and platforms (including materials for Children with Disabilities) developed</p> <p>1.3: Communication and reporting channel and monitoring mechanism established</p> <p>1.4: All teachers, HTs, IECs, officials of GoK trained on their roles and responsibility during school closure</p> <p>1.5: WASH infrastructure (hand washing station and toilets) of schools which do not meet the minimum standards upgraded</p>	<p>2.1: Remote learning opportunities in various modalities that accommodate the needs of children with disabilities provided at national level</p> <p>2.2: Remote learning materials developed by teachers and distributed to students</p> <p>2.3: Remote learning activities monitored and tracked</p> <p>2.4: Secondary students repatriated to their home islands</p> <p>2.5: Support provided to overseas students to cover health expenses</p> <p>2.6: Hygiene equipment procured to MoE facilities for MoE's continuity of working</p> <p>2.7: WASH infrastructure of schools which do not meet the minimum standards upgraded</p>	<p>3.1: Measures for safe school opening taken place</p> <p>3.2: Back to school campaigns conducted</p> <p>3.3: Large scale learning assessment conducted</p> <p>3.4: Accelerated learning programme developed and all teachers trained on it</p> <p>3.5: Students' and teachers' attendance and progress monitored</p> <p>3.6: WASH infrastructure of schools which do not meet the minimum standards upgraded (continuation from preparedness phase)</p> <p>3.7: Secondary students repatriated back to school</p>	<p>4.1: Review of the Covid-19 Education sector response conducted</p> <p>4.2: MoE and schools' capacity on emergency preparedness and response strengthened</p> <p>4.3: MoE's capacity on coordination and M&E enhanced</p>

(continuation from preparedness phase)

3.2 Education sector COVID-19 Response Coordination

Existing Education Sector Coordination mechanism

Coordination of the activities of education sector, including the coordination of ESCP, is led by MoE, supported by the Education Partners in Kiribati (EPIK) group, which consists of development partners, regional organisations, line Ministries and community representatives. EPIK appointed a Local Education Group (LEG) sub-committee to foster an inclusive and transparent dialogue in the development of the ESA and ESSP, and continues with the same mechanism for the COVID-19 response. Under EPIK, there are three technical working groups (TWGs) composed of sub-groups of EPIK that focus on specific areas, namely infrastructure, ECCE and ICT. There are also sub-committees or task forces working on specific divisional areas, including curriculum, WASH, English language and educational research.

The Department of Policy, Planning, Research and Development (PPRD) will take the lead role in overall monitoring of the contingency plan. An M&E committee, led by Director of PPRD and consisting of heads of divisions, will be established for effective data collection and progress monitoring of specific activities and outputs. MoE recently established a post for M&E officer under PPRD department and currently recruitment process is being conducted. The M&E officer is expected to play a key role in overall M&E support to each division. To strengthen the M&E system at MoE, an international TA for M&E will be mobilised by DFAT. The TA is expected to closely work with M&E officer and Director of PPRD to provide technical guidance on M&E and support the coordination of M&E committee.

New Coordination Mechanism for National COVID-19 Preparedness and Response

A new coordination mechanism was established for the effective and efficient implementation of activities under the National (multi-sectoral) COVID-19 Preparedness and Response Plan (NC19PR). The implementation of the NC19PR is coordinated by COVID-19 Secretaries' Committee (CSC-19). Under CSC-19 various sub-committees were established led by relevant Ministries as shown in Table 4. The COVID-19 Education Sub-Committee is led by the Ministry of Education (MoE), with support from MICTTD, MHMS, PSO, and MFAI.

Table 4: COVID-19 Sub-Committees

Target Area	Lead	Support
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Health Preparedness and Prevention	MHMS	MoE, MELAD, MISE, MFED, MLPID, MFAI
Commodity and Food Security	MFED	MCIC, MFMRD, MICTTD, MISE, KCCI, KOIL
Education (Students)	MoE	MICTTD, MHMS, PSO, MFAI
Communication and Public Awareness	OB	MoE, MFED, MWYSSA, MHMS
Transportation and Border Management	MICTTD	MFAI, MOJ, MFMRD, OB, MELAD
Public Service (Civil Servants)	PSO	MoE, MIA, MHMS, MICTTD, MEHR, MCIC, ISP(s)
Safety and Enforcement	KPS	OB, MHMS, MOJ
Financial Rescue and Economic Stimulus	MFED	OB, MHMS, MCIC

To ensure the effective coordination and support of National COVID-19 Preparedness and Response Plan (NC19PR) in the education sector, four COVID-19 education task forces were developed. The focus of each of the four taskforce are: (i) welfare of students in Kiribati; (ii) welfare of Kiribati students studying abroad; (iii) learning continuity of students in Kiribati; and (iv) administrative protocol for MoE staff and teachers, respectively.

4. RATIONALE FOR THE GPE AF APPLICATION

Rapid, or accelerated, readiness is key to effective intervention with regard to COVID-19 prevention, preparedness, response and recovery. Up-front investment in prevention and wellness promotion is based on the idea that it eases strain on resources arising from otherwise precipitated events, enabling longer-term healthcare resource savings and efficiency. (Roland & Abel, 2012). This is crucial to achieving ESCP Outcomes 1 (Preparedness) and 4 (System Strengthening), which are particularly apposite and urgent while there are still no confirmed cases of COVID-19 in Kiribati. Given that Kiribati also has the highest global vulnerability ranking, there cannot be enough emphasis on accelerated and comprehensive preparedness – but in the unfortunate event that COVID-19 reaches Kiribati, immediacy to shift to Outcome 2 (Response) will also be critical to success.

The executive management of MoE with support from EpiK members undertook to identify relevant funding mechanisms for each component activity in the ESCP. Those activities broadly considered more important for acceleration (per the discussion above), and for which sufficient domestic funds were unavailable, have been selected for GPE AF funding. The relevant activities were presented by the Deputy Secretary and discussed during the EpiK meeting that took place on 8-9 September 2020, which informed the revision of this proposal.

In addition to GPE AF funding, the Government of Kiribati (GoK) is seeking funds from various donors and stakeholders to support other actions in the ESCP, including substantial work being funded and delivered with domestic resources. Initial indications of funding support from the governments of Australia, New Zealand and China have been positive and the Ministry of Finance and Economic Development, as the leading agency for the Finance sub-committee, is working on arrangements for utilization of these funds.

The primary reasons for soliciting additional international funds for the education sector response plan comprise:

1. Limited domestic resources to implement all critically needed mitigation and response activities within the contingency and response plan, in spite of already substantial domestic investments of human and systems capacity, as well as substantial financial investments.
2. The need to rapidly implement a range of activities – especially those focussed on prevention and systems preparation – for which domestic financial resources will be a challenge to secure in time.

5. PROPOSED AREAS OF INTERVENTION

5.1 Alignment of GPE AF with ESCP

This application undertakes to fund components of the ESCP, with GPE AF activities fitting directly into the outcomes, and outputs presented within the ESCP's results framework (see [section 3.1](#)). The proposed areas of intervention under GPE AF are fully aligned with and part of the of ESCP, with an emphasis on those aspects requiring the most urgent and relevant implementation based on the current situation in Kiribati. The most immediate of these is achieving Outcomes 1 (Preparedness) and 4 (System Strengthening) in the context of there being no reported cases of COVID-19 in Kiribati to date and the recent declaration of a further extension of border closures until the end of December 2020. However, given that Kiribati has started repatriating Kiribati nationals stranded in countries where COVID-19 cases have been observed, the activities under Outcome 2 (Response) could be introduced anytime, followed by activities under Outcome 3 (Recovery). In this way, in line with this application's rationale, emergency aspects of all four Outcomes will directly benefit from accelerated funding.

5.2 Results Framework

Overall Objective of Application for GPE Accelerated Funding

The ESCP aims to support continuation of quality learning and promotion of health and well-being of all school-aged children (from Early Childhood Care and Education (ECCE) to Senior Secondary School (SSS)) before, during and after Covid-19 outbreak and strengthen resilience in education system to future disruptions.

The purpose of this application is therefore to enhance, complement, align with and act as a catalyst for implementing the ESCP, by implementing planned interventions in the emergency context, becoming effective within one month of GPE approval, with completion within 18 months from the date of programme effectiveness. The target beneficiaries under GPE AF will be students in basic education, from ECCE to JSS level, following GPE's guideline.

These interventions are aimed specifically at: relevant engagements of stakeholder populations, enabling remote learning in all contexts and Learning from Evidence towards readiness for future educational emergencies.

Outcomes

The GPE Accelerated aims to achieve four desired outcomes of the ESCP – namely:



Outcome 1: Develop a system of learning continuity and build capacities of communities, teachers, and MoE personnel to support remote learning and well-being of children (preparedness)



Outcome 2: Ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands (response)



Outcome 3: Ensure that schools reopen with appropriate services and measures in place and that students re-enter the formal education system (recovery)



Outcome 4: Strengthen the resilience of the education system against future emergencies (system strengthening)

Outputs

Out of 22 outputs under ESCP, GPE AF supports 12 outputs; as the following table shows alignment between the ESCP’s overarching framework and this application’s proposed activities.

Outcome	Output	GPE	Other funds (Planned)
1. Develop a system of learning continuity and build capacities of communities, teachers, and MoE personnel to support remote learning and well-being of children	1.1 Parents, students and communities sensitized on preparedness for COVID-19, remote learning and psychosocial support	X	X
	1.2 Remote learning materials/contents in various medium and platforms (including materials for CWDs) developed	X	X
	1.3 Communication and reporting channel and monitoring mechanism established	X	X
	1.4 All teachers, HTs, IECs, officials of GoK trained on their roles and responsibility for remote support	X	X
	1.5 WASH infrastructure (hand washing station and toilets) of schools which do not meet the minimum standards upgraded	X	X
2. Ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands	2.1 Remote learning opportunities in various modalities provided at national level	X	X
	2.2 Remote learning materials developed by teachers and distributed to students		X
	2.3 Remote learning activities monitored and tracked	X	X

	2.4 Secondary students repatriated to their home islands		X
	2.5 Support provided to overseas students to cover health expenses		X
	2.6 Hygiene equipment procured to MoE facilities for MoE's continuity of working		X
	2.7 WASH infrastructure of schools which do not meet the minimum standards upgraded (continuation from preparedness phase)	X	X
3. Ensure that schools reopen with appropriate services and measures in place and that students re-enter the formal education system	3.1 Measures for safe school opening taken place	X	X
	3.2 Back to school campaigns conducted		X
	3.3 Large scale learning assessment conducted		X
	3.4 Accelerated learning programme developed and all teachers trained on it		X
	3.5 Students' and teachers' attendance and progress monitored		X
	3.6 WASH infrastructure of schools which do not meet the minimum standards upgraded (continuation from preparedness phase)	X	X
	3.7 Secondary students repatriated back to school		X
4. Strengthen the resilience of the education system against future emergencies	4.1 Review of the Covid-19 Education sector response conducted	X	
	4.2 MoE and schools' capacity on emergency preparedness and response strengthened		X
	4.3 MoE's capacity on coordination and M&E enhanced	X	

The following section undertakes to describe, in detail the outputs and activities for which GPE funding is being requested, seeking to achieve the preceding outcomes. The measurable indicators, or results, linking to the outcomes and outputs in this document have been provided within the M&E framework provided in a separate spread sheet.

6. STRATEGIES

The strategies to be employed to achieve the above Outcomes and outputs are listed below¹³. The strategies highlight specific activities supported by GPE, as well as activities expected to be funded by other donors or government (indicated separately).

Outcome 1: Develop a system of learning continuity and build capacities of communities, teachers, and MoE personnel to support remote learning and well-being of children



Output 1.1: Parents, students and communities sensitized on preparedness for COVID-19, remote learning and psychosocial support



Description

GPE funds will be used to develop a set of messages and advocacy campaigns targeted at parents and caregivers, seeking to strengthen relevant knowledge, attitudes, and behaviours linking to (ii) psychosocial support; (iii) awareness of health and hygiene, (iv) risk of gender-based violence and referral procedures; (v) existence of different modalities of remote learning in case of school closure. All messages will link directly to the potential impacts of COVID-19 on the education sector, and will also undertake to advertise the resources available to deal with these challenges. All messaging will address inclusion and will build on evidence and best practice with regard to most effective and innovative approaches to dissemination of impactful relevant messaging.

The key messages will be transmitted through radio, SMS and handout so that children with different socioeconomic status and children with disabilities will have access to the messages.



Activities to be supported by GPE AF:

- ❖ Develop key messages/materials to parents and caregivers of ECE-SSS children on (i) the importance of learning supervision and support; (ii) psychosocial support; (iii) awareness of health and hygiene, (iv) risk of gender-based violence and referral procedures; (v) existence of different modalities of remote learning in case of school closure

¹³ This section undertakes to provide a summary overview of the activities to be undertaken with GPE funding; brevity and ease of reading informed the decision to provide summary overviews. More detailed and comprehensive descriptions of activities has been submitted in the detailed COVID-19 Contingency Plan, submitted as a separate appendix to this document.

- ❖ Transmit the key messages through radio
- ❖ Transmit the key messages through SMS blast



Link with other donor and government resources

Messages will build upon, and advertise availability, of materials, resources, and messages developed by the Ministry using domestic and other donor funds. The Ministry will further coordinate the creation and implementation of campaigns, ensuring outputs align with national strategies and build upon domestic human and financial resources.

Other donor funds are being solicited for the implementation of the following additional activities, which support the implementation of activities in this Output.

- ❖ Conduct awareness programmes on COVID-19 for students in Kiribati
- ❖ Conduct awareness programmes on COVID-19 for students in overseas
- ❖ Print and distribute brochures of the message



Gender, Inclusion, and Equity

Messages will focus to a large extent on relevant matters relating to GBV and protection, and will also undertake to provide resources to ameliorate equity and attendance issues faced by both boys and girls, as well as children with disabilities through the provision of quality distance learning materials, as well as through a focus on supporting parents to provide the academic, psychosocial, and other relevant support children need. Messages will be further developed to be gender and disability sensitive.



Output 1.2: Remote learning materials/contents in various medium and platforms (including materials for CWDs) developed



Description

This output, and component activities, focus to a large extent on the development of remote learning materials (targeted at a variety of age groups), as well as new approaches, tools, and resources to provide learning across a variety of key mediums (radio recorded lessons, video-recorded lessons on online portal, and paper-based learning materials including take-home package, story books and parental handbook). Tools, resources, and approaches will be trialled in the field, with relevant learning informing final revisions for national deployment. The use of these mediums is intended to provide a good spread of available resources, undertaking to cover as wide a swath of the Kiribati national population as possible, even in remote areas and in areas with limited technology.



Activities to be supported by GPE AF:

- ❖ Develop a handbook of practical activities on early stimulation based on new curriculum and parenting manual that parents can implement with ECE aged children
- ❖ Print young children's story books
- ❖ Distribute young children's story books
- ❖ Conduct a workshop to develop (i)an overall work plan for the development process of radio lessons and video-recorded lessons that specifies the chosen subjects at each schooling level, minutes for one lesson, number of lessons to be broadcasted/studied per week by subject, standard template for lesson plan for radio and video lessons, people to be engaged in development process and people who will convey lessons per subject per grade; and (ii)tentative broadcasting/uploading schedule in case of school closure
- ❖ Develop a one-week trial radio lessons for ECCE and primary level for selected core subjects
- ❖ Broadcast one-week trial radio lessons for ECCE and primary level for selected core subjects
- ❖ Develop a one-week trial video lessons with subtitles/sign language interpretation for primary and JSS level for selected core subjects
- ❖ Develop an online learning portal of distance learning that links to MoE's website where all learning materials (video-recorded lessons, learning packages, textbooks, assessments, handbook for ECE parents, young children's story books) and teacher resources (curricula, teachers' guides) can be downloaded and upload developed materials
- ❖ Arrange with internet providers on free bandwidth in access to the MoE's learning portal during one-week trial of radio and video lessons
- ❖ Disseminate the information and schedule for one-week trial project of radio and video-recorded lessons through SMS blast
- ❖ Conduct rapid-pro survey through school-based data collection system
- ❖ Develop trial remote learning materials for children with different types of disabilities (visual, hearing, physical and intellectual) and guidance note for parents on their engagement and support in remote learning



Link with other donor and government resources

Lessons and resources will build upon of materials, resources, and curricula developed by the Ministry using domestic and other donor funds. The Ministry will further coordinate the creation and implementation of relevant materials and subsequent multi-media dissemination and delivery of these, as well as contribute substantial human resources and capacity to the implementation of these activities.

The funding from New Zealand national committee on the following activity has been confirmed.

- ❖ Develop a trial programme for teachers (ECE to SSS) on how to develop remote learning resources for students' self-learning

Other donor funds are being solicited for the implementation of the following additional activities, which support the implementation of activities in this Output.

OTHER:

- ❖ Print handbook
- ❖ Develop a one-week trial video lessons for SSS level for selected core subjects
- ❖ Print and distribute the information and schedule for one week trial project of radio and video-recorded lessons to all students from ECCE to secondary



Gender, Inclusion, and Equity

Several activities focus explicitly on the creation of inclusive and disability-friendly learning materials, and the dissemination/distribution of the same. Furthermore, all materials and dissemination will be gender- and vulnerability-sensitive. The creation and strengthening of national capacities in distance learning also have the potential to ameliorate equity and attendance issues faced by both boys and girls, children in remote areas, as well as children with disabilities through the provision of quality distance learning opportunities.



Output 1.3: Communication and reporting channel and monitoring mechanism established



Description

A system to complement the preceding remote learning actions and activities will be created, seeking to enable remote monitoring of learning by relying on teachers, head teachers, and IECs in target communities to report on the learning and engagement of their students. This is intended to allow the Ministry to monitor resource use, and to some degree learning achievement, so that effective and evidence-based actions can be taken to bolster the education system in the face of the pandemic.



Activities to be supported by GPE AF:

- ❖ Develop a (i) guideline of reporting and monitoring activities for teachers, head teachers and IECs and (ii) monitoring tools to be filled by teachers, head teachers, and IECs to be used at response stage and recovery stage
- ❖ Develop a school-based data collection system through SMS using Rapid-Pro
- ❖ Train relevant staff in MoE on how to administer school-based data collection system



Link with other donor and government resources

Teachers and Ministry staff will be the stakeholders primarily responsible for the implementation of this system, once created, minimising the requirement for additional resource investment for system implementation. SMS monitoring will also

build on existing RapiPro and EMIS systems in place in Kiribati, once again allowing action to build upon the already substantial investments and human resource capacity from the ministry.

Other donor funds are being solicited for the implementation of the following additional activities, which support the implementation of activities in this Output.

- ❖ Inform schools about MoE's on-going plans for preparedness and response of COVID-19 through mass media



Gender, Inclusion, and Equity

Key issues in gender, inclusion, and equity will be monitored through this system, allowing the Ministry and other relevant stakeholders to understand what is happening with relevant groups, how interventions might be best targeted to support them, and how they can make evidence-based interventions to address gender, inclusion, and equity concerns.



Output 1.4: All teachers, HTs, IECs, officials of GoK trained on their roles and responsibility for remote support



Description

This Output focusses on ensuring that education stakeholders at all levels (national, sub-national, and school) have the required skills, and understand their responsibilities, with regard to the effective implementation of national remote learning interventions and strategies. Additional focus is placed on ensuring venues for relevant strategic planning and action are created.



Activities to be supported by GPE AF:

- ❖ Develop a guideline for teachers, head teachers, IECs and ASWOs on their roles and responsibilities during the school closure that focuses on: (i)how to support remote learning, (ii) how to provide psychosocial support, (iii)how to detect the signs of gender-based violence and make a referral, (iv)how to conduct assessment remotely,(v)how to conduct safe home visits, fill in/compile monitoring tools and send data through SMSs, and (vi)how to accommodate the needs of children with disabilities
- ❖ Conduct ToT for 21 IECs and 21 ASWOs on (i)their roles and responsibilities during school closure; (ii) roles and responsibilities of teachers and head teachers during school closure using the guidelines; (iii)communication and reporting structure of monitoring results.
- ❖ Cascade the training on roles and responsibilities of teachers and head teachers to all head teachers (ECE to SSS)
- ❖ Retrain 21 master trainers on how to develop remote learning resources for students' self-learning based on the revised programme

- ❖ Cascade the training on the development of remote learning resources to teachers in remaining 18 islands based on the revised programme
- ❖ Conduct trial training for the selected parents of children with disabilities (visual, hearing physical and intellectual) in South Tarawa on the remote learning materials and guidance note for parents which was developed under output1.2 (conducted by specialist teachers)
- ❖ Monitor children's use of remote learning materials supported by parents (conducted by specialist teachers)
- ❖ Revise the remote learning materials and guidance note based on monitoring
- ❖ Conduct a sensitisation workshop for officials of MoE on the ESCP for COVID19 and develop clear roles and responsibilities for each department
- ❖ Conduct a sensitisation meeting for officials of line Ministries on the ESCP for COVID19



Link with other donor and government resources

Existing ministry training tools and resources, as well as Ministry master trainers, will underpin the implementation of this action. In collaboration with the national MOE, government training staff will deliver all relevant training. Similarly, existing staff will undertake all relevant monitoring and reporting activities on activity implementation.

The funding from New Zealand national committee on the following activity has been confirmed.

- ❖ Conduct ToT for 21 master trainers on how to develop remote learning resources for students' self-learning as a trial project
- ❖ Cascade the training on the development of remote learning resources to teachers in 3 islands (South Tarawa and two outer islands) as a trial project
- ❖ Conduct review of trials of teacher training and revise the programme



Gender, Inclusion, and Equity

Several activities focus explicitly on the creation of inclusive and disability-friendly training materials and resources, fostering of inclusive and gender-friendly approaches among teachers, parents, and MOE staff. The creation and strengthening of national capacities in distance learning also have the potential to ameliorate equity and attendance issues faced by both boys and girls, children in remote areas, as well as children with disabilities through the provision of quality distance learning opportunities.



Output 1.5: WASH infrastructure (hand washing station and toilets) of schools which do not meet the minimum standards upgraded



Description

Based on the results of the survey on WASH facilities that do not meet minimum quality standards, schools which require urgent construction or retrofitting of hand washing stations or toilet facilities will be selected. Selection of schools will be conducted through coordination with partners as many partners support this area. Construction and retrofitting of hand washing stations and toilets will be conducted across the stages of preparedness, response and recovery.

As other donors including the government of New Zealand has pledged the construction of washing facilities in outer islands, GPE AF 's support will focus on facilities in main island.



Activities to be supported by GPE AF:

- ❖ Construct/rehabilitate toilet facilities, including handwashing stations, in 3 mega JSSs in South Tarawa and Betio



Link with other donor and government resources

Ministry standards and staff will guide these construction activities, with relevant human resources and extant systems being used to manage and oversee the implementation of these activities. Other donor funding is being solicited for complementary reconstruction and improvement efforts, improving the collective effect of all donor-, government-, and GPE-resourced activities in this area. The funding for schools to meet the national WASH in schools standards is also being solicited.

The funding from New Zealand national committee on the following activity has been confirmed as part of their regular WASH programme support.

NZNATCOM:

- ❖ Construct/rehabilitate WASH facilities in a total of 150 schools ((80 Kindergartens, 55 Primary and 15 JSS))



Gender, Inclusion, and Equity

Gender and disability inclusive WASH facilities remain a substantial challenge in Kiribati; consequently, all construction will undertake to ensure these considerations remain core to work, promoting more equitable and inclusive schools across Kiribati.

Outcome 2: Ensure continuity of learning for all students in Kiribati including children with disabilities and children from outer islands



Output 2.1: Remote learning opportunities in various modalities provided at national level



Description

These activities link to those in Output 1.2, seeking to action plans and create and disseminate strong distance learning resources through several key media and communications outlets.



Activities to be supported by GPE AF:

- ❖ Disseminate SMS message that informs the beginning of remote learning and different modalities for remote learning
- ❖ Develop radio lessons (ECCE+Primary) based on the workplan developed in preparedness phase
- ❖ Develop video-lessons (Primary+JSS) with subtitles or sign language interpretation based on the workplan developed in preparedness phase
- ❖ Broadcast daily radio programmes through national radios for learners at ECE and primary level



Link with other donor and government resources

Lessons and resources will build upon of materials, resources, and curricula developed by the Ministry using domestic and other donor funds. The Ministry will further coordinate the creation and implementation of relevant materials and subsequent multi-media dissemination and delivery of these, as well as contribute substantial human resources and capacity to the implementation of these activities. Furthermore, RapidPro surveys will build upon existing national systems and capacities, deploying RapidPro survey and EMIS tools already being used by the Ministry.

Other donor funds are being solicited for the implementation of the following additional activities, which support the implementation of activities in this Output.

- ❖ Develop video-lessons (SSS) based on the workplan developed in preparedness phase
- ❖ Arrange with internet providers on free bandwidth in access to the MoE's learning portal during school closure
- ❖ Procure flash drives with learning materials (video-recorded lessons, textbooks, learning packages) and adapters to learners from JSS to SSS who have computers or smart phones
- ❖ Arrange with national radio companies to monitor the number of listeners by islands
- ❖ Upload remote learning materials on online learning portal which linked to MoE's website (continuation from Outcome1: preparedness stage)



Gender, Inclusion, and Equity

Several activities focus explicitly on the creation of inclusive and disability-friendly learning materials, and the dissemination/distribution of the same. Furthermore, all materials and dissemination will be gender- and vulnerability-sensitive. The creation and strengthening of national capacities in distance learning also have the potential to ameliorate equity and attendance issues faced by both boys and girls, children in remote areas, as well as children with disabilities through the provision of quality distance learning opportunities.



Output 2.2: Remote learning materials developed by teachers and distributed to students



Description

This set of activities link to the teacher training on the development of remote learning materials development under output1.4. While none of the activities under this output will be funded by GPE funds, they are complementary to the other activities that GPE will fund.



Activities to be supported by GPE AF:

None to be funded by GPE.



Link with other donor and government resources

Funds are being requested from other donors for the following GPE-complementary activities:

- ❖ Provide papers, tonners and other relevant materials to schools (Primary to SSS) for developing/printing of remote learning resources
- ❖ Provide materials for ECE for developing remote learning resources
- ❖ Develop remote learning resources at each school level based on the learning from the training on how to develop remote learning resources and distribute them to students



Gender, Inclusion, and Equity

All materials and dissemination will be gender- and vulnerability-sensitive. The creation and strengthening of national capacities in distance learning also have the potential to ameliorate equity and attendance issues faced by both boys and girls, children in remote areas, as well as children with disabilities through the provision of quality distance learning opportunities.



Output 2.3: Remote learning opportunities in various modalities provided at national level



Description

This set of activities seeks to deploy those surveys and monitoring approaches developed and prepared in Output 1.3.



Activities to be supported by GPE AF:

- ❖ Conduct rapid-pro survey on remote learning to teachers through school-based data collection system which was developed in Outcome1: preparedness stage. The data collected include students' biodata such as gender, geography, grade, and disability status.
- ❖ Conduct rapid-pro survey on remote learning to parents and caregivers through SMS blast



Link with other donor and government resources

Teachers and Ministry staff will be the stakeholders primarily responsible for the implementation of this system, once created, minimising the requirement for additional resource investment for system implementation. SMS monitoring will also build on existing RapiPro and EMIS systems in place in Kiribati, once again allowing action to build upon the already substantial investments and human resource capacity from the ministry.

Other donor funds are being solicited for the implementation of the following additional activities, which support the implementation of activities in this Output.

OTHER:

- ❖ Procure PPEs to school teachers

N/A (no funding required):

- ❖ Implement teachers' home visits to students from ECE to SSS, monitor students' progress and fill in monitoring tools



Gender, Inclusion, and Equity

Key issues in gender, inclusion, and equity will be monitored through this system, allowing the Ministry and other relevant stakeholders to understand what is happening with relevant groups, how interventions might be best targeted to support them, and how they can make evidence-based interventions to address gender, inclusion, and equity concerns.



Output 2.4: Secondary students repatriated to their home islands



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate

how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

Other donor funds and domestic resources will be secured to finance the repatriation of students back to their home islands.



Gender, Inclusion, and Equity

It is thought that repatriation of students from boarding facilities, or those who are staying far from home and may be running out of resources, has the potential to minimise abuse, GBV, exploitation, potential deprivation, and other relevant concerns.



Output 2.5: Support provided to overseas students to cover health expenses



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

Other donor funds and domestic resources are being secured to finance the provision of extra allowance to overseas students to cover PPE and Health expenses.



Gender, Inclusion, and Equity

This action has the potential to minimise abuse, GBV, exploitation, potential deprivation, and other relevant concerns.



Output 2.6: Hygiene equipment procured to MoE facilities for MoE's continuity of working



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

Other donor funds and domestic resources are being secured to finance the procurement of PPE and hygiene equipment to MoE's facilities. Efforts will be made to ensure compliance with national standards on health and hygiene.



Gender, Inclusion, and Equity

N/A



Output 2.7: WASH infrastructure of schools which do not meet the minimum standards upgraded (continuation from preparedness phase)



Description

This output is a continuation from output 1.5.



Activities to be supported by GPE AF:

Same as output1.5



Link with other donor and government resources

Same as output1.5



Gender, Inclusion, and Equity

Same as output1.5

Outcome 3: Ensure that schools reopen with appropriate services and measures in place and that students re-enter the formal education system



Output 3.1: Measures for safe school opening taken place



Description

Safe schools operational guidelines, ensuring safe operations focusing on prevention and control measures, will be developed. The guidelines will highlight disability-inclusive measures. The anticipated topics to be covered includes:

- Administrative policies: setting attendance and entry rules and cohorting (keeping students and teachers in small groups that do not mix)
- Infrastructure: Reorganization of the physical space or its use, identifying entry/exits and marking direction of walking, and handwashing facilities
- Maintenance of clean environment and ventilation: frequent cleaning of surfaces and shared objects, and opening windows and doors, where feasible
- Age-appropriate use of masks: using masks where physical distancing cannot be maintained; this includes ensuring the availability of masks
- Symptom screening by parents and teachers, testing and isolation of suspected cases, as per national procedures; stay-at-home when sick policies
- Reorganization of school transportation and arrival/departure times
- Continuation of essential school-based services such as mental health and psychosocial support, support for health and safety
- Parents and community engagement in all the process above



Activities to be supported by GPE AF:

- ❖ Develop a safe school operational guideline



Link with other donor and government resources

MOE staff will support the development of the guidelines using existing staff capacities and expertise, and will also use other relevant guidelines and materials as the basis for this new set of guidelines. Additional domestic and international resources are being secured to undertake the following complementary activities:

- ❖ Disinfect all schools
- ❖ Distribute hygiene kits to disadvantaged ECE and primary schools



Gender, Inclusion, and Equity

Relevant issues on gender, equity, and inclusion, and how they relate to safe school operations during the pandemic, will receive substantial attention. Similarly, all outputs will undertake to observe relevant standards and practices in the areas of gender sensitivity, inclusion, and equity.



Output 3.2: Back to school campaigns conducted



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

Domestic and other international resources are being marshalled to implement the following activities.

- ❖ Air radio messages that informs safe school re-opening
- ❖ Disseminate SMS message that informs safe school re-opening
- ❖ Conduct community sensitization and outreach activities to bring children back to schools in 5 outer islands
- ❖ Develop, print and distribute communication materials (posters and brochures) to bring children back to schools

Existing staff, processes, networks, systems, and mechanisms will serve as the basis for relevant actions; national MOE and teaching staff are anticipated to undertake much of the implementation of these relevant activities, with relevant TA and development partner support.



Gender, Inclusion, and Equity

Relevant issues on gender, equity, and inclusion, and how they relate to safe school operations during the pandemic, will receive substantial attention. Similarly, all outputs will undertake to observe relevant standards and practices in the areas of gender sensitivity, inclusion, and equity.



Output 3.3: Large scale learning assessment conducted



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.

Learning assessments will offer substantial insights into the effectiveness and impact of distance learning materials, systems, and approaches funded by the GPE. The results of these assessments will likely inform reporting to the GPE.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

Existing national assessments, systems, and resources will inform the creation of relevant assessments, as well as their deployment and analysis; Ministry staff are also anticipate to take the lion's share of responsibility for coordination and implementation of this Output's component activities.

- ❖ Develop a large-scale national assessment for Grade 4 (Kiribati, Math) and Grade8(English, Math) students, administration guideline and marking guideline
- ❖ Print national assessment papers and administration guidelines
- ❖ Conduct large scale national assessment for Grade 4 and 8 students to identify learning gaps
- ❖ Compile the results and analyse the results of national assessment



Gender, Inclusion, and Equity

Learning assessments will offer substantial insights into various equity, gender, and disability issues, allowing the MOE and international stakeholders to make evidence-based decisions to address inequities in Kiribati.



Output 3.4: Accelerated learning programme developed and all teachers trained on it



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

Lessons and resources will build upon of materials, resources, and curricula developed by the Ministry using domestic and other donor funds. The Ministry will further coordinate the creation and implementation of relevant materials and subsequent multi-media dissemination and delivery of these, as well as contribute substantial human resources and capacity to the implementation of these activities.

Other donor funds are being solicited for the implementation of the following additional activities, which support the implementation of activities in this Output.

- ❖ Develop disability-inclusive accelerated instruction packages (Primary to SSS) through condensing the curriculum (For ECE, existing accelerated school readiness curriculum to be used)

- ❖ Produce video-recorded training on accelerated instruction packages for teachers from primary to SSS
- ❖ Upload the accelerated instruction package on MoE's learning portal and sensitise school heads
- ❖ Implement accelerated learning



Gender, Inclusion, and Equity

All materials and dissemination will be gender- and vulnerability-sensitive. The creation and strengthening of national capacities in distance learning, and through the provision of catch-up or accelerated learning activities, also have the potential to ameliorate equity and attendance issues faced by both boys and girls, children in remote areas, as well as children with disabilities through the provision of quality distance learning opportunities.



Output 3.5: Students' and teachers' attendance and progress monitored



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.

The data collected through these surveys is likely to inform the work undertaken with GPE funding; complementary activities across donors and government resourcing are anticipate to strengthen all programmes, and facilitate evidence-based decision-making.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

Teachers and Ministry staff will be the stakeholders primarily responsible for the implementation of this system, once created, minimising the requirement for additional resource investment for system implementation. SMS monitoring will also build on existing RapiPro and EMIS systems in place in Kiribati, once again allowing action to build upon the already substantial investments and human resource capacity from the ministry.

Other donor funds are being solicited for the implementation of the following additional activities, which support the implementation of activities in this Output.

- ❖ Conduct a rapid-pro survey in early recovery stage to monitor whether learners and teachers are back to school through SMS blast and school-based data collection system
- ❖ Conduct inspections and joint monitoring visits to 5 disadvantaged outer islands



Gender, Inclusion, and Equity

Key issues in gender, inclusion, and equity will be monitored through this system, allowing the Ministry and other relevant stakeholders to understand what is happening with relevant groups, how interventions might be best targeted to support them, and how they can make evidence-based interventions to address gender, inclusion, and equity concerns.



Output 3.6: WASH infrastructure of schools which do not meet the minimum standards upgraded (continuation from preparedness phase)



Description

This activity is continuation from Output 1.3 – please see narrative in that section for more information.



Activities to be supported by GPE AF:

Same as output1.5



Link with other donor and government resources

Same as output1.5



Gender, Inclusion, and Equity

Same as output1.5



Output 3.7: Secondary students repatriated back to school



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

National and alternative international resources are being solicited with the intention of getting SSS students back to schools from home islands once schools re-open. This is intended to promote continuity of learning once the situation resolves.



Gender, Inclusion, and Equity

Ensuring adequate resources are available to get all students back to their schools (especially girls, children living with disabilities, children in remote areas, or children with other vulnerabilities) has the potential to address relevant equity issues that may prevent children from returning to school due to resource constraints.

Outcome 4: Strengthen the resilience of the education system against future emergencies



Output 4.1: Review of the Covid-19 Education sector response conducted



Description

This set of activities builds upon those in Output 1.2, which focussed on creation of surveys, development and strengthening of existing RapidPro capacities to investigate the reach, use, and effect of materials developed and deployed as part of the MOE's comprehensive COVID-19 response, and output 2.3 which focused on the data collection through RapidPro survey.

The activities under this output focuses on the joint stakeholder review of education sector response to COVID-19 which will provide an opportunity for all key stakeholders to learn from the process of ESCP implementation. This output will also include final evaluation process which will seek to establish the summative learning from evidence questions posed by the GPE, as well as any additional questions posed by the government and implementing partners.



Activities to be supported by GPE AF:

- ❖ Conduct programme end stakeholder review of the implementation of activities under ESCP (after 18 months)
- ❖ Conduct final review/evaluation of education sector's preparedness, response and early recovery interventions to COVID-19 by institutional consultant (The consultant is expected to conduct a review of COVID-19 across Pacific countries)



Link with other donor and government resources

RapidPro surveys will build upon existing national systems and capacities, deploying RapidPro survey and EMIS tools already being used by the Ministry. Other donor funds are being solicited for the following activity.

Others

- ❖ Conduct of an annual stakeholder review of ESCP(after 1 year of implementation) for COVID-19.



Gender, Inclusion, and Equity

Key issues in gender, inclusion, and equity will be monitored through this system, allowing the Ministry and other relevant stakeholders to understand what is happening with relevant groups, how interventions might be best targeted to support them, and how they can make evidence-based interventions to address gender, inclusion, and equity concerns.



Output 4.2: MoE and schools' capacity on emergency preparedness and response strengthened



Description

Once again, this set of activities is not going to be funded by GPE resources. Nonetheless, it was considered helpful to include in this application to demonstrate how the MOE is marshalling other resources to implement a more comprehensive plan, which GPE funding is intended to complement. The training and systems created as part of this output are likely to include linkages, and use materials and systems, created using GPE funding.



Activities to be supported by GPE AF:

N/A



Link with other donor and government resources

MOE staff will lead all the processes identified within this Output, contributing substantial human resource capacity, and building upon strong, extant systems. Additional domestic and international donor resources are being marshalled to implement the following activities:

- ❖ Develop a disability-inclusive ESCP for emergencies and guideline on the development of school-level contingency plan (disaster risk reduction and resilience plan)
- ❖ Print ESCP for emergencies
- ❖ Train IECs on how to facilitate development of school-level contingency plan and sensitise them on national contingency plan
- ❖ Conduct workshops with schools on the development of school-level contingency plan



Gender, Inclusion, and Equity

Relevant issues in gender, inclusion, and equity will be the focus of planning, training, and workshops, seeking to improve national capacities, and strengthen relevant response, to promote improved and more equitable outcomes for all children in Kiribati.



Output 4.3: MoE's capacity on coordination and M&E enhanced



Description

A committee of M&E of the ESCP for COVID-19 consisting of divisional heads led by Director of Policy, Planning, Research & Development will be set up and responsible division or person for each indicator will be assigned for accountability. M&E committee is expected to meet at least quarterly to assess performance against targets, review monitoring data, and develop ad-hoc strategy. M&E committee will be assisted by international technical adviser and national M&E officer for technical oversight and day-to-day administrative support.

This output will also include development and implementation of learning from evidence plan.



Activities to be supported by GPE AF:

- ❖ Strengthen MoE's capacity on sector coordination, evidence generation and M&E system to inform learning and progress tracking



Link with other donor and government resources

N/A



Gender, Inclusion, and Equity

Key issues in gender, inclusion, and equity will be monitored through this system, allowing the Ministry and other relevant stakeholders to understand what is happening with relevant groups, how interventions might be best targeted to support them, and how they can make evidence-based interventions to address gender, inclusion, and equity concerns.

Outcome 1-4: Contingency cost and GA's cost



Contingency cost for GPE activities



Description

This budget line has been created to allow for some flexibility in implementation, allowing the MOE to respond to emergent challenges and needs.

The GPE AF proposal was developed based on the most likely scenario that GoK may close schools for a short period following the repatriation of Kiribati nationals but will not close schools for long period more than 3 months. It is understood that the scenario could change to longer term school closure, in which case, more activities under response and recovery phase of contingency plan for COVID-19 would be introduced, or that other unforeseen circumstances may arise, so contingency costs provide flexibility to MoE and UNICEF to respond.



Activities to be supported by GPE AF:

- ❖ Contingency cost for flexible GPE activities (57% of GPE application amount of USD\$750,000)



Link with other donor and government resources

Ministerial capacities, resources, and systems will undertake to absorb relevant emergent needs without use of GPE funding; GPE funding will be used in cases where alternative resources cannot resolve the immediate need.



Gender, Inclusion, and Equity

Relevant issues in gender, equity, and inclusion will be considered when deciding how to use contingency funds. Relevant monitoring activities, and subsequent analysis, will apply appropriate lenses to identify emergent understanding of needs and challenge in this regard, and then to respond as appropriate with minimal delay.



Output 5.2:GPE Grant Agent cost



Description

The Grant Agent Cost includes Kiribati-based UNICEF staff's cost for technical support, travel costs for staff for monitoring, and M&E and costs for quality assurance support provided by the Education/M&E team at UNICEF Pacific. Technical support from staff will dedicate most, if not all, of their time to coordinating with and supporting MOE capacities to implement the activities described in this application. The support from staff also includes production of quarterly, six monthly and final reports to GPE secretariat including progress reporting, reporting of learning from evidence and drafting of human-interest stories or case studies for GPE-funded activities and results.

**Activities:**

- ❖ Staff Cost (technical support)
- ❖ Travel (Suva-Tarawa)
- ❖ M&E, QA (technical support)

**Link with other donor and government resources**

Further to the technical assistance secured with this funding, UNICEF will also contribute substantial additional expertise through their country and regional offices; this might support from various Education, Gender, and Inclusion experts, as well as additional capacity augmentation support provided by the UNICEF team in Kiribati.

Similarly, the MOE is anticipated to provide extensive human and system resource capacity to all activities and engagements, ensuring action builds upon and strengthens national resources, promoting efficiency sustainability, and effectiveness of interventions.

**Gender, Inclusion, and Equity**

Technical and quality assurance support from experts will ensure that equity issues are addressed throughout the programme implementation period.

Analysis of Crosscutting Issues Informing Activity Design**GPE 2020 STRATEGIC GOAL 1:**

Improved and more equitable learning outcomes

**GPE 2020 STRATEGIC GOAL 2:**

Increased equity, gender equality, and inclusion

Across the population of 38,613 children enrolled from ECCE to SSS, in addition to those of eligible age but not as yet identified or enrolled, there are a number of cross-cutting factors that can cause vulnerability and marginalisation in Kiribati, to the detriment of learning and life chances. These include age, gender, disability, gifted and talented students, geography, child labour and poverty. All these are likely to be exacerbated by the psychosocial effects of limited social contact with peers and confinement in the event of school closures or lockdowns.

Outcome 1, and specifically Outputs 1.1, 1.2, 1.3 and 1.4 are to be implemented urgently in all scenarios (regardless of any cases of COVID-19 being reported in Kiribati) and are geared towards key aspects of ameliorating the risks associated with these factors. They centre around sensitising parents and communities on remote learning and psychosocial support, providing inclusive learning materials, providing a crucial communication and reporting mechanism, and providing teachers, HTs, IECs and officials of GoK with relevant, inclusive training during school closure.

➤ Age

Given the vast range of school learning ages affected by school closures – from pre-primary to young adults (and possibly beyond with TVET), there are activities specifically targeted to optimise learning for and include all different parts of the age spectrum. ECCE and early primary children generally need more parental support with home learning than older children, so parents will need more guidance on helping them specifically. However, older children are more prone to drop out of learning, particularly where there is a cross-cut with gender-related high shares of workload at home for girls, or with child labour, particularly for adolescents, in a strained economic home environment. This is addressed by the sensitisations planned within Output 1.1.

Activities are specifically targeted at various student, parent and teacher stakeholders within learning communities depending on age level. These are bolstered by a platform of SMS-blasts, radio and printed material, which will enable marginalised groups to feel reached with some reassurance of regularity and consistency.

➤ Gender

More females are educated than males in Kiribati, with the proportion increasing with age, while the number of female teachers decreases. While this is a positive picture in terms of life chances for girls, who might otherwise be restricted to the home, remote learning will have the exact same effect. Students may face higher risk of domestic or gender-based violence (GBV) during school closure as they are confined to the home and community environment with limited opportunities of interaction with other people outside of their communities, while tensions are likely to run higher within the household. Within Output 1.1, there is a specific referral pathway for cases of GBV.

The literature on gender divergences in education indicates that boys typically achieve lower learning outcomes relative to girls, and have considerably reduced levels of access to education overall. These differences are most marked in secondary-level education, which suggests that additional support in the form of accelerated learning programmes, or back-to-school campaigns, may be needed to address this imbalance. Although specific strategies focused on boys' educational achievement are not stated directly in the contingency plan, these considerations were used to inform the development of the final strategy, and in this way have been integrated indirectly.

The relative increase in male teachers with more specialised schooling for older children will be relevant to the training they receive under Output 1.4 – especially in the context of gender

sensitivity – and in cross-cutting with the above age-based training. Output 1.3 also provides a further communication channel for reporting and escalating issues associated with GBV, due to the usage of specific monitoring tool, while Output 1.4 enables its detection through upskilling teachers on the relevant referral pathway.

➤ Disability

As this is a diverse and large group of marginalised children, activities are to be highly sensitive to the vast range of needs and their inevitable cross-cuts with other interventions aimed at reducing vulnerability. For example, while more girls are educated than boys in Kiribati, the opposite is true for children with disabilities; however, we have seen that their retention rates are higher upon earlier admission into schooling, meaning that the above activities connected with younger age groups and girls must be harmonised with the needs of children with disabilities to minimise their drop-out rates.

The transition rate of children with disabilities from JSS to SSS level is much lower than that of all children, vastly reducing future independence and career options. Output 1.2 specifically addresses the need to provide relevant learning materials for children with disabilities, while Output 1.4 activities upskill education practitioners on the relevant roles and responsibilities needed to detect and address their needs.

For some children with disabilities, the various technology-based remote learning strategies such as radio and asynchronous online learning modalities can provide benefit beyond the norms of current classroom schooling, as children are given the opportunity to adjust their engagement to their own pace of learning. For children with restricted mobility, dyslexia or dyspraxia, for example, this can provide a relatively stress-free interface with the curriculum without the daunting demands of disproportionate written work to be submitted for assessment.

Children with hearing impairment, however, can benefit significantly from tailored interaction with visual and manipulable learning resources. Video-recorded lessons will be subtitled or developed with sign language interpretation so that they can learn on equal basis with other children.

As learning disabilities are the most common disabilities across primary and secondary years, the design of materials will include differentiated learning activities specifically aimed at challenging these students while maintaining their engagement through the various media modalities being used – for example, using song or colour to consolidate a learning concept.

➤ Gifted & Talented Students

Students of high academic or physical ability are at significant risk of losing momentum in their curriculum progress, which could have detrimental consequences to the longer-term Human Resources Development pillar of the Kiribati Development Plan. They are at risk of being marginalised by inadequate differentiation of learning materials in an emergency context.

The provision of remote learning materials for these students, therefore, will include extension activities and cross-curricular components that will encourage learning at higher cognitive levels within Bloom's Taxonomy.

➤ Geography

Of Kiribati's 23 inhabited atolls, many are extremely remote and disparate, causing restrictions to access to education as well as many other resources. Inevitably, we have seen that poverty correlates with remoteness, which in turn correlates with a technological capacity shortfall that can compromise remote learning. Issues such as reporting and accountability structures being compromised due to limited visibility can precipitate GBV and child labour.

However, by contrast, half the nation's population lives in South Tarawa, with the inevitable cross-cutting difficulties associated with overcrowding – such as the lack of privacy essential for MHM – and strain on resources.

Key to upskilling communities and educational practitioners in dealing with these issues is providing them with intimate knowledge and understanding of the various pressures relating to each geography.

Due to the need for secondary students to be located islands away from home, Outputs 2.4 and 3.7 are geared specifically towards their repatriation.

There are also a number of students overseas – who could potentially be stranded in the event of lockdown. One of the activities in Output 1.1 is to conduct COVID-19 awareness programmes specifically for them.

Because activities associated with Outputs 1.1-1.4 are new and aimed at optimising the provision of remote learning modalities across Kiribati, they stand a chance of actually improving the current level of provision of education for children marginalised by geography, and could provide a sustainable system beyond the context of COVID-19.

In this sense, the trialling and honing of remote teaching technologies and familiarisation with the associated issues, by means of *Learning from Evidence*, presents an opportunity for Kiribati to enhance its education development long-term.

➤ Child Labour

According to the 2018 US Department of Labour¹⁴, although there is a 99.5% primary school completion rate in Kiribati, there has been minimal advancement in reducing such child labour as construction and street vending. With the advent of school closure, children who are already engaged to some extent in these activities, or who are aware of them, are at risk of being increasingly diverted to them from all formal education.

Output 1.3 also provides a communication channel for reporting and escalating issues associated with child labour, while, as with gender-related marginalisation, which cross-cuts particularly in cases of sex-working on boats, Output 1.4 enables its detection through upskilling education practitioners on identifying the signs.

There is also a meta component to education aimed specifically at reducing child labour; students' awareness of it, the limitations it imposes on their life chances and the enjoyment they gain from well targeted learning are likely to increase their own desire to engage with the curriculum instead of paid work.

➤ Poverty

Clear extremes exist in the access to educational technology available for poorer population segments. To ensure equity and access for all children, the allocation of remote learning materials developed as Output 1.2 will play a crucial role. Paper-based materials developed by teachers will be distributed to learners who do not have access to radio to the online learning platform, they can benefit from learning.

We have seen that there is a significant cross-cut between poverty and geography. Mobile phones are the most available medium and therefore least discriminatory to both factors, so where internet, computer, TV and radio are severely restricted, SMS RapidPro and printed learning materials will be allocated and deployed as a priority towards achieving Output 1.2. Again, this could have lasting effects beyond the scope of the ESCP.

The ESCP intervention therefore clearly provides novel opportunities to reach and optimise learning for many types of marginalised and vulnerable children. By increasing the overall use of electronic technology, including the regular surveying and monitoring under Output 2.3 of remote learning activities via RapidPro, this intervention essentially doubles up as a pilot for more inclusive, and sensitive, education for all. This is likely to have a strong impact on Kiribati's overall

¹⁴ <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/kiribati>

level of achievement of the central, longer-term Human Resource Development component of the national Development Plan.

7. IMPLEMENTATION AND FINANCIAL MANAGEMENT

7.1 Selection of Grant Agent and Coordination Agent

UNICEF was selected as Grant Agent and DFAT was selected as Coordinating Agency for Kiribati's GPE Accelerated Funding. Prior to the development of preparedness and response work to COVID-19, UNICEF and DFAT were already playing these roles for an ESPDG in Kiribati. As all mechanisms were in place for these roles and they have demonstrated capacities to fully implement their roles in ESPDG, MoE requested UNICEF and DFAT to also be the Grant Agent and Coordinating Agency for this application. [This was endorsed by LEG members during the EpiK meeting which took place on 8-9 September 2020.](#)

7.2 Roles and responsibilities of various actors

The responsibilities within the following table comprise the general and overarching responsibilities relating to management of the grant and oversight of the implementation of all activities. Specific responsibilities have been allocated at the activity level within the implementation plan appended to this proposal.

Responsibility	Agency / Department	Consulted
General coordination of activities, assignment of individual responsibilities	MoE(PPRD)	MoE (other departments), EpiK
Financial Management and Reporting	UNICEF	MoE, DFAT(CA)
Procurement	UNICEF	MoE, DFAT(CA)
Monitoring and Reporting on Implementation	MoE(PPRD) & M&E committee	EpiK

The detailed roles and responsibilities of key actors are described below.

Ministry of Education

Within the MOE, the secretary of Education has an overall responsibility to oversee the implementation of the ESCP. The implementation of the ESCP is coordinated by director of the

department of Policy, Planning, research & development. Within MoE structure, there are three directors under secretary of education who oversees the activities under their department, namely Deputy Secretary, Director of Education and Director of Policy, Planning, research & development. These directors are responsible for timely implementation of the activities and monitoring of their progress under their jurisdiction.

Under each department, there are several taskforces which meet on a needs basis, including curriculum task force, education research task force, English language taskforce and WASH taskforce. These task forces are expected to be directly engaged in the planning and implementation process of relevant activities under ESCP.

In addition to the existing MoE's task forces, four task forces are developed under the national COVID-19 preparedness and response plan: namely, (i)welfare of students in Kiribati; (ii)welfare of Kiribati students studying abroad; (iii)learning continuity of students in Kiribati; and (iv)administrative protocols for MoE staff and teachers. Task forces (i) to (iii) are expected to collaborate with existing task forces and be directly engaged in the implementation of activities of ESCP.

The Education Partners in Kiribati Group

The Education Partners in Kiribati Group (EpiK) composed of key MoE departments, line Ministries, development partners (INGOs, donor representatives, regional bodies, and UN/international agency representatives) and representatives from community (church, teacher union and parent association) with a stake in ongoing education programming in Kiribati. The purpose of this body is to provide guidance, coordinate activities funded and implemented by the MOE and development partners and improve communication, seeking to ensure intervention and activity alignment with national priorities, as well as promote effectiveness, efficiency, and impact in programming.

EpiK holds primary responsibility for promoting MoE and Development Partner activity alignment with key national strategic plans for the education sector. Consequently, this was the entity with whom the ESCP, and this proposal, have been developed through a consultative and participatory mechanisms. EpiK members are expected to align their COVID-19 preparedness and response strategies with ESCP and communicate their programme areas of interventions with the members to enhance effective coordination and avoid double dipping of the activities.

Under EpiK, three Technical Working Groups (TWGs) composed of subgroups of EpiK exists. The areas of focus of the TWG are infrastructure, ECCE and ICT. The TWGs are expected to provide technical inputs in the relevant areas of activities under ESCP.

Other Partners

To achieve the expected outputs and outcomes of the ESCP, collaboration and coordination with other partners is the key as the activities supported by GPE AF in the contingency plan is partial and therefore support from other partners is essential for the achievement of planned results in the contingency plan.

Through the existing coordination mechanism of EpiK, MoE will identify the areas of interests and support from various partners and ensure there are no duplicated interventions among partners.

Through EpiK and other TWG meetings, partners are expected to update the progress of their activities, share available data on beneficiaries and s monitoring and identify areas of collaboration for efficient use of limited resources and fast-track achievement of the results.

Our mechanism for ensuring harmonious work with these partners is through a combination of email contact, events and quarterly face-to-face meetings to align priorities and agree objectives and actions. The achievement of these is evaluated by our M&E Lead as part of the ongoing M&E cycle.

Grant Agent

The role of grant agent, fulfilled by UNICEF, includes receiving and managing funds from GPE in alignment with the activities and budgets outlined in the funding application, agreed by the MOE and endorsed by the EpiK. The grant agent's role also includes engaging, managing and providing quality control to the deliverables of the GPE-funded technical support and supplies procured.

The funds will be managed by the UNICEF Pacific Multi-Country Office, and specifically by the Education Programme Section. All elements of programme design, implementation, monitoring and reporting on GPE-funded activities and results will be coordinated with the MOE in collaboration with the UNICEF Kiribati Field Office, drawing on relevant expertise within the UNICEF Pacific Education, WASH, Child Protection, Innovation, Emergency and M&E teams. UNICEF Pacific is also able to access additional technical support through the regional office in Bangkok and Headquarters, as required, but will draw primarily on expertise based in the Pacific.

Coordinating Agent

DFAT, as a coordinating agency, serves as the communication link between MoE, EpiK and the GPE secretariat. DFAT will facilitate harmonized education sector coordination and policy dialogue related to COVID-19 preparedness, response and recovery that is collaborative, effective, and

inclusive of nongovernmental organizations in the work of the EPIK, and helps mobilize development partners and, to the extent possible, other EPIK partners for meetings.

7.3 Financial Management, Procurement, Auditing

The grant will be administered using UNICEF's global internal finance and program management procedures. These procedures include procurement and management of services such as Technical Assistance, procurement of supplies, partnerships, and support of development activities through cash assistance modalities and direct payment as relevant. The UNICEF Pacific Multi-Country Office has a full operations team, including Finance, HR, Supply and Logistics, and due to the COVID19 crisis, is able to use L3 emergency fast-track processes to implement activities. UNICEF also monitors programme plans, implementation, results, and fund utilization per global finance and program management procedures.

UNICEF follows the UN Harmonized Approach to Cash Transfers (HACT) framework in managing the funds and disbursing the same, which includes pre-assessments and regular assurance activities. HACT provides measures to ensure all funds are properly utilized and accounted for, while making efforts to strengthen national capacities for financial management and accountability, with a view to gradually shift to utilizing national systems and ensure sustainability.

HACT is based on an assessment of the risks associated with transferring cash to implementing partners, including the risk that cash transferred to implementing partners may not be used or reported in accordance with agreements between the agency providing the cash resources and the implementing partner.

According to the UN HACT principle, it is recognized that the level of risk can be different for each Implementing Partner. For each Implementing Partner, UN Agencies effectively and efficiently manage this risk by:

1. Assessing the Implementing Partners' financial management capacity (micro assessment of IP receiving over \$100,000 per year);
2. Applying appropriate procedures for the provision of cash transfers to the Implementing Partner (mitigation measures); and
3. Maintaining adequate awareness of the Implementing Partner's internal controls for cash transfers and proper utilization of resources to beneficiaries through assurance activities like regular financial 'spot checks', programmatic field visits or financial audits.

UNICEF's financial regulation obligates all UNICEF country offices and their staff to carry out any procurement (of goods and services) by means of competitive tender, except under acute emergency situations or where prices are fixed by some regulatory bodies.

- **Procuring goods:** UNICEF mobilizes the well-established supply procurement and logistics capacity at the country, regional and global levels, and will engage in domestic and/or international procurement processes where appropriate. UNICEF will follow the global supply procurement rules and regulations, which focus on transparent, open competitive processes but also ensure appropriate review of applicant suppliers' capacities for risk assessment and management.
- **Service Contract:** UNICEF has the mechanism to engage with both individual and institutional consultancies to provide necessary technical assistance to the programme implementation.

The details of UNICEF's financial and procurement rules and regulations are indicated under [appendix1](#).

Sub-contracting Arrangements

No sub-contracting arrangements will be made for the implementation of activities under GPE AF.

7.4 Implementation arrangement for rapid-start-up

MoE will effectively initiate the accelerated funds supported activities. A strong and integrated coordination structure within MoE is already in place which has been effectively leading COVID-19 education response and would be instrumental in implementation of accelerated fund supported activities. UNICEF Pacific multi-country office and Kiribati Field Office have strong relationship and partnership through ongoing country work plan with MoE and the ministry is very familiar with the mechanisms regarding HACT and provision of technical assistance support at UNICEF, which enables faster, effective and accountable processes for timely disbursements towards rapid implementation.

8. MONITORING AND EVALUATION

8.1 M&E framework

The Monitoring and Evaluation (M&E) framework was developed for the purpose of tracking the progress of activity implementation and achievement of results of the ESCP. Regular monitoring will be conducted by various actors for timely completion of the planned activities and achievements of the results. The M&E framework has been included in the separate spreadsheet. The relevant indicators mandated within GPE guidance have been included within the M&E framework; these have been specifically identified where appropriate within that document. The costs required across all the stages of M&E, including system development for data collection, data collection process, coordination, joint stakeholder review and evaluation, are also clearly indicated in the separate spreadsheet.

Within the M&E framework, each activity, output, and outcome undertakes to have a set of linked measurable indicators; measurable indicators have been balanced (as far as resources allow) between output and outcome indicators, seeking to ensure that gathered evidence allows for the establishment of outcomes resulting from activity, rather than simply measuring whether money has been spent, training delivered, or outputs achieved. Such a balance focused is important if any effective learning from evidence approaches are to be implemented in the course of response plan implementation.

Both qualitative and quantitative indicators for outcome and output levels will be collected to monitor progress, with multiple means of verification, including a Rapid-Pro survey for entire households or all school heads, MoE monitoring reports and procurement records such as delivery notes. The rapid school-based SMS survey (described within the Strategies section) will allow for the establishment of key indicators within the project logframe; this innovative approach will undertake to provide clear, and objective, insights into programme performance, with the results of this survey informing strong Learning from Evidence activity by coordinating entities. In the Rapid-Pro survey, where relevant and feasible, students' biodata such as gender, geography, school level, and disability status will be collected so that monitoring results can be disaggregated by various demographic groups. The SMS survey will complement extant tools and approaches (e.g. EMIS, attendance reporting, etc.), which will also be used for ongoing monitoring.

8.2 M&E Coordination

Overall responsibility for M&E oversight and management, as well as collation of data from various line department/entities, will be undertaken by the M&E Committee, supported by international TA for M&E to be hired by DFAT. The means of collection, and individually

responsible line entity, department, or individual responsible for its collation have also been specified against each M&E indicator within the M&E framework in a separate spread sheet.

Under the leadership of the M&E Committee, and with the support of the TA for M&E, the team will undertake to collect data monthly, where possible, to ensure that ongoing planning and learning from evidence activities; however, data will be collected minimum every two months, and always in advance of the formal Learning from Evidence Workshops (see [section 8.4](#)) and GPE reporting deadlines, ensuring that strategic planning activity is informed by up-to-date, and strong evidence on both outputs and outcomes.

Although the M&E Framework reflects the entire ESCP, reporting to GPE will only cover the indicators related to activities directly supported through GPE funds.

8.3 Stakeholder Review and Evaluation

Two stakeholder review meetings of ESCP, one meeting after 12 months¹⁵ and the other meeting at the end of programme implementation period of 18 months, are planned. The first review meeting will focus on achievements and success factors as well as bottlenecks and issues identified that should be resolved to expedite achievement of results within the remaining six months. The final review meeting will focus on documentation of lessons learned.

Following the stakeholder review, the final end-of-response evaluation, engaging an institutional contract who evaluates the education sector COVID-19 response across Pacific countries, has also been planned, seeking to ensure that those questions posed by the GPE relating to effectiveness, efficiency, and relevance, as well as any other key questions posed by the implementing agency, can be effectively addressed, supporting strong Learning from Evidence processes.

8.4 Learning from Evidence

The collection and analysis of data for indicators will be in accordance with the principles of the learning from evidence approach, as per the guidance on monitoring and evaluation of grants financed through the GPE COVID-19 Accelerated Funding window. The purpose of this approach is to:

- ◆ **Objective I:** learn continually from evidence and apply that learning adaptively to enhance program effectiveness; and
- ◆ **Objective II:** generate knowledge and evidence on the relevance, effectiveness, and efficiency of grants.

¹⁵ The stakeholder workshop to be held after 12 months will not be funded by GPE.



Objective I - learn continually from evidence and apply that learning adaptively to enhance program effectiveness; and


The learning from evidence approach will specify how information on the types of populations reached and the relevance, efficiency and effectiveness of interventions will be collected, analysed and used adaptively.

The team has undertaken to describe within output 4.3 and 5.2 in the Strategies section the specific learning from evidence activities to be undertaken, seeking to ensure that the principles and required activities outlined in GPE guidance are effectively implemented, and that implementation is dynamic, responsive, and informed by emergent evidence on effectiveness and efficiency of implementation

Objective II – Learning from Evidence

Further to the guidance provided by the GPE, a number of questions will be established in the course of Response Plan implementation. The below table specifies whether that question will be resolved at the end of the programme, during the course of implementation, or both; the table specifies whether ongoing monitoring or the final evaluation will be the primary or secondary means of establishing each of the questions. Please note that the below questions and approaches to their resolution remain provisional, and may be updated in the course of implementation.

 Relevance			
<i>The extent to which the grant met the needs of children whose education has been disrupted by the COVID-19 pandemic, particularly girls and the most marginalized children, and the extent to which it was aligned to developing country partners' COVID-19 response plans.</i>		Monitoring	Evaluation
?	Do grant stakeholders (children/teachers/caregivers/school leadership/education administrators etc.) feel the grant is meeting/met their needs? Why or why not?		Primary
?	Were the interventions supported by the grant targeted at the areas and children most in need?		Primary
?	Were the interventions supported by the grant (e.g. educational and instructional materials provided) perceived as meeting the specific needs of girls and the most marginalized children?		Primary
 Effectiveness			
<i>The extent to which the grant achieved its objectives and how grant activities contributed to the achievement of those objectives. Where feasible, grants are strongly encouraged to evaluate the extent to which grant activities mitigated the learning loss that may have resulted from the disruption to education systems. Where available, grants may leverage existing assessments as baselines (disaggregated by gender and other variables, as available).</i>		Monitoring	Evaluation
?	To what extent has the grant achieved its output and outcome targets?	Primary	Primary
?	Did the grant address specific barriers to learning faced by girls and the most marginalized children due to COVID-19? How?	Secondary	Primary

?	To what extent did grant components mitigate learning loss that may have resulted from school closure due to COVID-19?		Primary
?	What factors have inhibited or facilitated the achievement of grant goals, objectives, and expected results?	Secondary	Primary
?	Which programs/interventions (if different interventions are deployed) were comparatively more/less effective? Why?		Primary
?	Did grant interventions improve the availability of data required to plan and implement sectoral responses to COVID-19? How?		Primary
?	Did grant interventions support coordinated responses (between external funders, government, and other stakeholders) to COVID-19? How?	Secondary	Primary
?	Did grant interventions build government capacity to respond to COVID-19 and for future response and recovery efforts? How?		Primary
	Efficiency		
	<i>The extent to which grant resources (inputs) translated into intermediate results (outputs) and whether the same intermediate results could have been achieved with fewer resources.</i>	Monitoring	Evaluation
?	What was the speed of delivery of education services?	Secondary	Primary
?	Have grant components been delivered within the planned timeline? Why or why not?	Primary	Primary
?	What were the unit costs of delivering the outputs? How do the unit/program costs compare across interventions in terms of reaching the beneficiaries (children/teachers/caregivers etc.)?	Primary	Secondary

9.IMPLEMENTATION PLAN WITH TIMEFRAME

Please refer to separate activity spreadsheet.

10.BUDGET

Please refer to the separate budget spreadsheet

11.RISK MITIGATION PLAN

This risk matrix relates to factors that may impact on the ability of the Ministry to implement its ESCP and for the resources provided by GPE effectively and efficiently to achieve the expected goals and outcomes.

LEGEND	Likelihood	Consequences	Resulting Level of Risk
	A Almost certain	1 Insignificant	L Low
	B Likely	2 Minor	M Medium
	C Possible	3 Moderate	H High
	D Unlikely	4 Major	
	E Very unlikely	5 Severe	

Risk	Potential Impact	L	C	R	Mitigation measures	Responsibility
Access						
Due to travel restrictions among islands, MoE staff cannot implement or monitor programme	Travel-based implementation and M&E only	C	4	M	Usage of remote strategies for implementation and M&E (e.g. Zoom, Dropbox)	MoE (all departments)
Due to transport restrictions, materials developed cannot be delivered to outer islands	Physical resources only	D	3	L	Fully remote learning. Prioritise technological readiness for these targets.	MoE(Technical Services & Information Management unit)
Internet is either non-existent or speed is too slow in some outer islands to access online resources	Lack of reach impacts inclusion and equity.	A	5	H	Limit internet dependency. Prioritise asynchronous online	MoE(Technical Services & Information)

	Interactive platforms very unlikely.				learning where possible. Provide SMS instructions.	Management unit)
Most vulnerable households cannot receive communication transmitted via radios or SMSs	Lack of reach impacts inclusion and equity. Transmitted learning is not possible.	C	5	H	Prioritise physical materials' delivery for these targets.	MoE (Curriculum & Development Resources division, primary and junior secondary services division)
There is nonalignment among the weekly contents of radio lessons, on-line lessons and learning packages	Inconsistent progress within age groups and curricula. Lack of learning consolidation or scaffolding opportunities.	A	3	M	Monitor alignment and adjust relative progress speeds. Relevant activities specified in Strategies section. Develop materials to be as aligned as possible – including differentiated tasks for differing ability levels and disabilities. Provide open-ended extension tasks. Ensure cross-curricular cohesion and linkage between topics.	MoE (Curriculum & Development Resources division, primary and junior secondary services division)
Political environment						

Political instability	Political instability may result in delays to program implementation	D	4	M	Ensure continued communication with all actors Appointment of program manager as soon as possible to provide stability should there be any change of government	Grant agent
Ministry Capacity Constraints						
Insufficient capacity within the Ministry to manage a program of this complexity and nature	Education delivery in an emergency situation is disrupted	B	4	H	Education sub-committee will take on some core functions Engage with DPs to plug gaps Capacity building plan provides for significant initiatives to build capacity at both individual and institutional level	DPs Grant agent (to facilitate setting up of Education sub-committee)
High number of MoE officials become sick and unable to work due to COVID-19	Severe reduction in output potential	E	4	L	Ensure social distancing measures in place, usage of masks, PPE, distance working arrangements, have reserve staff	MoE(Deputy secretay)
New Ministry management team has limited understanding of their portfolios and duties of their staff	Ministry ability to lead response limited or wasteful of resources	D	4	H	Managers surveyed to identify their needs Induction program revised Technical advisors allocated to support knowledge and skills acquisition	Minister, Directors and Advisors from education sub-committee

					Internal communication systems and equipment reviewed and upgraded to respond to current situation Interim EDUCATION SUB-COMMITTEE established urgently EDUCATION SUB-COMMITTEE targeted briefing on ESCP requirements	
Ministry and municipal staff working from home causes problems with internal communication and task completion	Ministry cannot mobilise its human resources to undertake key tasks required in the Plan	B	3	M	Internal communication systems and equipment reviewed and upgraded to respond to current situation Essential staff for COVID Response identifies, and tasks defined Incentives and sanctions for essential staff performance	Minister, Directors, IECs and Advisors from education sub-committee
Poor Ministry, IECs, and school communication	Key plan deliverables are not coordinated so resources and support does not get to schools when required	C	4	M	Rapid assessment of communication requirement for emergency situation Guidelines for Ministry, municipal and school communication for emergency situation developed and socialised with essential staff	Minister, Oversight Group Directors, IECs and Technical services & information

					Communications equipment, connectivity and professional development specified in ESCP Implementation Plan made a priority	management unit
Poor supervision of plan	Minister, Ministry leaders and other stakeholders not aware of any issues impacting on achievement of outcomes Noncompliance with GPE requirements	D	5	M	Grant Agent regularly meets with MoE Oversight Group has independent advice from Minister's Office	Oversight Group, Grant Agent, Minister
Ministry Policies and Procedures						
Coordination structure of emergency through the office of president (more specifically the Disaster Risk Management and Climate Change Unit) exists but this didn't take the pandemic situation into consideration	May lead to uncoordinated responses Ad hoc responses to the current emergency and beyond	C	3	M	The creation of the Education sub-committee which provides overall oversight which means that the overall risk related to this is minimal Priority given to establishing policy and procedures with Development Partners support Creation of emergency response policy will in itself be mitigating the risk	Development Partners

<p>ICT policies and systems not effective</p>	<p>Activities inconsistent with draft ICT Plan Resources procured that do not achieve required results and/or are not sustainable</p>	<p>B</p>	<p>3</p>	<p>M</p>	<p>Establish ICT Committee and ensure efficient coordination with ICT Sub-Committee Seek support from NGO and other partners Develop a coordinated plan for ICT in this emergency that weighs up immediate requirements with longer-term sustainability issues</p>	<p>Oversight Group, EDUCATION SUB-COMMITTEE, Technical services & information management unit, Development Partners</p>
<p>Management of information is poor</p>	<p>Inability to undertake effective monitoring and evaluation for evidence-based decision-making</p>	<p>B</p>	<p>4</p>	<p>H</p>	<p>Support socialisation of Monitoring and Evaluation Plan and professional development is provided to ensure roles are understood and can be achieved</p>	<p>Oversight Group</p>
<p>Fiduciary arrangements</p>						
<p>UNICEF and MoE do not effectively manage fiduciary and credit risks associated with programme funding</p>	<p>The programme funds not used for intended purposes thus not properly accounted for</p>	<p>D</p>	<p>5</p>	<p>H</p>	<p>Implement capacity building interventions, including financial management training as a part of regular programme. Carry out frequent monitoring and ensure due diligence</p>	<p>Grant Agent</p>

Delays in procurement and access to goods and services (especially if liquidity situation worsens)	Implementation of the activities which rely on procurement of goods and services delayed	C	3	M	Develop and closely monitor procurement plans and give suppliers sufficient lead time	Grant Agent
Teaching & Learning Capacity						
There is nonalignment among the weekly contents of radio lessons, on-line lessons and learning packages	Inconsistent progress within age groups and curricula. Lack of learning consolidation or scaffolding opportunities.	A	3	M	Monitor alignment and adjust relative progress speeds. Develop materials to be as aligned as possible – including differentiated tasks for differing ability levels and disabilities. Provide open-ended extension tasks. Ensure cross-curricular cohesion and linkage between topics.	MoE (Curriculum & Development Resources division, primary and junior secondary services division)
High number of IECs and/or teachers become sick and unable to work due to COVID-19	Severe reduction in output potential	E	4	L	Ensure social distancing measures in place, usage of masks, have reserve staff	MoE (Deputy secretary)
Community Challenges						
Lack of awareness of the virus, its symptoms and ways to mitigate the spread	The virus may spread throughout the population	D	3	L	Provide awareness raising and training to communities, parents / caregivers and teachers and through training support ensure this knowledge is passed onto children	MoE (primary and junior secondary services division), KTC

Lack of WASH facilities in school continues	Schools are unable to open safely	C	4	M	Ensure that preparations for this start immediately Provide information on tippy taps (hands-free, foot-lever operated running water) for a worst-case scenario Ensure the importance of handwashing is included in all awareness raising and training	Oversight Group, Grant Agent
Vulnerable children						
Parents may keep boys or girls out of school to help with household chores, or supporting HH livelihoods	Vulnerable children do not return to school	C	4	M	Include awareness raising at community level of importance of education	MoE, Oversight Group, DPs, Coordinating Agent
Children with specific type of disabilities may not benefit from some of the remote learning modalities	Children with specific type of disabilities don't benefit from remote learning opportunities	C	5	H	Develop various learning modalities such as radio (for children with visual impairment), video-recorded lessons with subtitles(for children with hearing impairment), and other materials	MoE (Curriculum & Development Resources division, primary and junior secondary services division), KTC

Further Risks						
<p>Appropriate Technical Assistance may not be available in a timely manner</p>	<p>Inadequate technical support results in failure to deliver key activities</p>	<p>C</p>	<p>4</p>	<p>M</p>	<p>Technical assistance needs analysis completed and reconciled against existing TA availability Recruitment fast-tracked Development Partners allow international advisers to return to Kiribati and GoK facilitates entry to country Advisers and counterparts develop e-solutions for support.</p>	<p>Grant Agent Oversight Group CRMT Development Partners</p>

APPENDIX 1 - UNICEF FINANCIAL AND PROCUREMENT RULES AND REGULATIONS

UNICEF's financial risk management is aligned to the UN standard Framework Harmonized Approach of Cash Transfers to Implementing Partners. The adoption of the new harmonized approach is a step in implementing the Rome Declaration on Harmonization and the Paris Declaration on Aid Effectiveness, which call for a closer alignment of development aid with national priorities and needs. The approach allows efforts to focus more on strengthening national capacities for management and accountability, with a view to gradually shift to utilizing national systems.

HACT is based on an assessment of the risks associated with transferring cash to implementing partners, including the risk that cash transferred to implementing partners may not be used or reported in accordance with agreements between the agency providing the cash resources and the implementing partner.

According to the UN HACT principle it is recognised that the level of risk can be different for each Implementing Partner. For each Implementing Partner, UN Agencies effectively and efficiently manage this risk by:

1. Assessing the Implementing Partners' financial management capacity (micro assessment of IP receiving over \$100,000 per year);
2. Applying appropriate procedures for the provision of cash transfers to the Implementing Partner (mitigation measures); and
3. Maintaining adequate awareness of the Implementing Partner's internal controls for cash transfers and proper utilization of resources to beneficiaries through assurance activities like regular financial 'spot checks', programmatic field visits or financial audits.

Micro-assessment

The first stage of the HACT financial management approach is to conduct a Micro-Assessment of the IP's financial management systems. Each micro-assessment concludes with a statement of the overall risk profile related to cash transfers, rated as 'low', 'moderate', 'significant', or 'high'. A 'low risk' rating indicates a well-developed financial system and function control framework. A 'significant risk' or 'high risk' rating is given if the system is more nascent and the control framework is inadequate to assure that cash transfers are used and reported as agreed with the Agencies. The findings of the Micro-Assessment primarily guide the frequency and

coverage of assurance activities (spot checks) and capacity building for enhancing financial systems of the IPs.

The results of the micro assessment are valid for a period not to exceed the duration of the Programme cycle and may extend across Programme cycles. For example, a micro assessment conducted at the beginning of the fourth year of a five-year country Programme cycle will be valid up to the end of the third year of the following country Programme cycle unless there was a change in the IP's management structure or processes and procedures as noted above. If significant changes to an IP's organizational management structure or processes and procedures with respect to the Programme are observed, a new micro assessment may be deemed necessary by the agency during the Programme cycle.

Spot Checks

At a minimum, one (1) spot check is required for all implementing partners reporting more than US\$50,000 expenditures in a year from funds provided by UNICEF. Significant negative spot check findings result in scheduling of additional assurance activities. A spot check is not required in the year when an audit is completed. These visits act as a 'mini audits' of financial expenditure against agreed project budget lines.

Audits

Any IP receiving more than \$100,000 per year might be sampled by HQ for a 'special audit' based on Risk level of that implementing partner. The risk-based audit methodology utilizes a comprehensive process for selecting implementing partners to be audited taking into consideration financial risks, the operating environment and prior audit results. The methodology allows for a robust global risk assessment and the ability to aggregate and analyze the audit results.

UNICEF Pacific went through an internal audit in 2020. The Audit covered both programmatic and financial aspects of the Programme management. Audit reports are available through the normal UNICEF channels.

Procurement Procedure

UNICEF Financial regulation (article XII) obligates all UNICEF country offices and their staff to carry out any procurement (of services and goods) by means of competitive tenders. Major exceptions would be under acute emergency situations or when prices are fixed by some regulatory bodies. Depending on the nature of purchases, either invitation of bid, request for proposals, request of quotations is issued to invite interested service providers.

Those proposals and bids are evaluated by two different panels, 1) technical panel comprising a group of expertise specialized in the area, subjects, items, and 2) financial panel comprising of a variety of officers in UNICEF including supply, financial and Programme units. Financial panel

opens and reviews only those proposals that were successful in the technical review. Both evaluation results are tabulated and ranked for the final recommendation. Contract Review Committee whose mandate is mainly to review if 1) appropriate authority has been obtained for making the commitment, 2) The interest of UNICEF and its funds (including donor's contribution) are protected, and 3) the purchasing activities are carried out in conformity with the regulations and rules, then meet and review the whole selection process, and recommend or not recommend for commitment.