

Republic of the Marshall Islands
Ministry of Education

ANNUAL REPORT
FISCAL YEAR 2005



"Katakin Ro Nejid, Lcgaj Jelslokjen"



Minister's & Secretary's Message

Minister of Education
Wilfred Kendall

Secretary of Education
Biram Stege

In 2005, the Ministry continued its efforts to deliver quality education to the children of the Marshall Islands. With the opening of new schools and construction of new classrooms in place of old, more students than ever are enrolled in our public school system. With the current level of resources, facilities and personnel, this is a remarkable step in our effort to provide education for all as stated in the Ministry of Education's mandate.

During this fiscal year, the Supplemental Education Grant (SEG) that replaced several of the U.S. federal grant programs had finally arrived and we have begun the initial phase of dispersing this grant into meaningful projects. The Ministry of Education has begun to utilize the \$6.1 million (US \$6,100,000) offered by the S.E.G. to provide more and better service to the children of the Marshall Islands. The transition of the Head Start Program into the Ministry's new universal system, Kindergarten, was also a big success as it gives our youngest students a solid foundation before they begin the first grade. Head Start, which only allowed 1260 students to enroll, gave way to the new and improved kindergarten system that gives every able child a chance to begin their education as early as age five. The Ministry also has made remarkable strides in improving the curriculum for elementary school students and dramatically overhauling the teacher training programs through the Teacher Quality Enhancement Grant (TQE). Although these projects may take some time to produce results, they will certainly enable us to deliver a more robust and comprehensive education for our children in years to come.

In an effort to improve the quality of education in our nation, the Ministry of Education hosted the Pacific Educational Conference (the largest conference of its kind in the region) in July 2005. More than 1,000 educators from over 10 nations converged on Majuro to focus on the chosen theme "Raising Our Children, Raising Our Standards." The success of the RMI in hosting the event demonstrates our sincere commitment to improving education in the Marshall Islands and our desire to work with our peers in the Pacific region.

In light of the present progress, we at the Ministry are very much aware of the challenges that lie ahead and the immediate need for drastic improvements in the education system of our nation. The promotion of education is the most urgent requirement of our time; our nation will not achieve prosperity unless we make education our most central concern. Education is the best asset a child could ever possess when venturing outside of our islands. The Ministry, its schools, principals and teachers will continue to work together to advance the standard of education into one that equips our children with the competitive edge that is necessary to live and prosper in the global village. To reach this goal, the Ministry requires the active support of the government, community leaders, religious groups, parents and the private sector. As stated in our theme, together we can work to raise our children and raise our standards. It is in this regard that we humbly present to you the Ministry of Education's Annual Report for FY2005.

Hon. Wilfred I. Kendall
Minister of Education

Biram Stege
Secretary of Education

EXECUTIVE SUMMARY

ACCOMPLISHMENTS

Performance-Based Budgeting

Since the institutionalization of performance-based budgeting in January 2003, the MOE has successfully completed all JEMFAC reporting requirements. The identification and accountability of the performance budgeting process has been passed along to the school and departmental level as performance objectives are incorporated into the MOE procurement process.

Supplemental Education Grant (SEG)

The MOE submitted its FY 2005 SEG Plan. The Plan was approved in January and first drawdown was made in August. The SEG plan for the \$6.1 million includes the following: MOE universal Kindergarten (Head Start transition), textbooks and supplies for elementary and secondary, High School Arts Pilot Project, National Training Council (NTC), National Vocational Training Institute (NVTI), Adult Education, Professional Development, Volunteer Programs, CMI, Substitute Teachers, Contractual Services, and Scholarships.

MOE Kindergarten

With the ending of the Head Start Program, the Ministry established a universal kindergarten program to enroll all 5-year-old children. Enrollment of all 5-year-olds was fully implemented in August 2005.

NVTI

A literacy and numeracy program for students who would be push-outs and drop-outs went into its second year. NVTI includes programs in basic literacy, numeracy, life, computers and career education.

Curriculum

A revised curriculum for elementary education has been completed and is being implemented. Initial phase of secondary curriculum development has begun.

Student Testing

A newly revised Marshall Islands Standardized Achievements Test (MISAT) was developed for grades 3, 6 and 8 that is aligned with the new elementary benchmarks. A new baseline for monitoring, assessing, and analyzing students' progress is now in place. A passing score of 75 has been set as a minimum requirement for the High School Entrance Test. This has been instituted nationally for the public secondary schools.

Teacher Testing

All MOE teachers and employees have taken the first-ever RMI English Literacy Test for Teachers. This test will increase the ability to assess teachers, identify professional development needs for teacher improvement and create follow-up solutions. Test data have been gathered resulting in teacher trainings such as the Summer 2005 English Language Institute.

Teacher Quality Grant

The RMI was awarded the Teacher Quality Enhancement Grant in 2003. It is a 3-year grant which focuses on objectives such as teacher improvement, teacher quality, teacher productivity, and teacher rewards.

Teacher Certification

As an initiative of the Teacher Quality Grant, a taskforce was created to draft a plan for the implementation of the teacher certification process. The New Teacher Certification system is being reviewed for legislative adoption. The certification process is designed to reflect teacher qualifications. The target date to certify all RMI teachers is SY2006-2007.

Teacher Training

A new Teacher Trainer Program was designed and implemented to provide direct support to teachers in the classrooms. The SY 2004-2005 training was focused on K-3 teachers. An intensive six-week summer program was instituted in 2004.

Management Information System

The MIS Office opened and the Blackbaud Database System, *Education Edge*, was adopted. Training of the new system for staff took place in April 2005.

Volunteer Programs

A total of 39 native-English-speaking volunteers (29 WorldTeach, 10 Dartmouth) taught mainly English at schools throughout Majuro, Ebeye, and the Outer Islands. 22 JOCV volunteers were placed as Math and Science teachers mainly on Majuro, Kili, Mili, Wotje, and Jaluit. Because of the need for more native-English-speaking teachers, Dartmouth and WT both increased their numbers for a total of 55 volunteers in SY2005-06.

Infrastructure Development and Maintenance Plan (IDMP)

Approximately \$30 million over the first 3 years of the Compact was made available for new school construction projects. Rita Elementary School Phase I (8-classrooms building) was completed. Funding was earmarked for new constructions of 4 elementary schools on Majuro and all 5 public high schools. Construction includes classrooms, offices, dormitories, and staff housing. \$2 million was earmarked for maintenance for elementary, secondary and administration offices over the three year period.

Secondary Expansion

During the reporting period, a new high school was opened on Gugeegue in Kwajalein; the 11th grade was added at Laura High School, and Tier I, Level 2 was added at NVTI. In addition, a new Pre-9 Program was instituted at all public secondary schools during SY 2005-2006.

CONSTRAINTS**English Language Proficiency**

English language is a deficiency for both the teachers and the students of the RMI.

Teacher Quality

There is a lack of qualified and/or certified teachers and school administrators.

Facilities

Limited classroom space and substandard facilities hamper education especially in outer islands. Land Leases continue to be an obstacle to educational progress.

Materials

There continues to be inadequate funding for instructional materials, such as textbooks, and other school supplies. The lack of Marshallese-based instructional materials inhibits learning in key subject areas such as Reading and Math.

Community Involvement

There is pervasive lack of understanding about the importance and value of parental, community and government involvement in the educational process.

Hiring and Firing Process

Immediate hiring of needed staff and dismissal of under-performing employees continues to be problematic due to bureaucratic processes.

Logistics and Communication

With a land and sea area scattered across 750,000 square miles of the Pacific Ocean (approximately the size of the continental United States), there are many challenges regarding communication, logistics, monitoring, and distribution of resources.

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RMI-Ministry of Education Shared Vision Statement

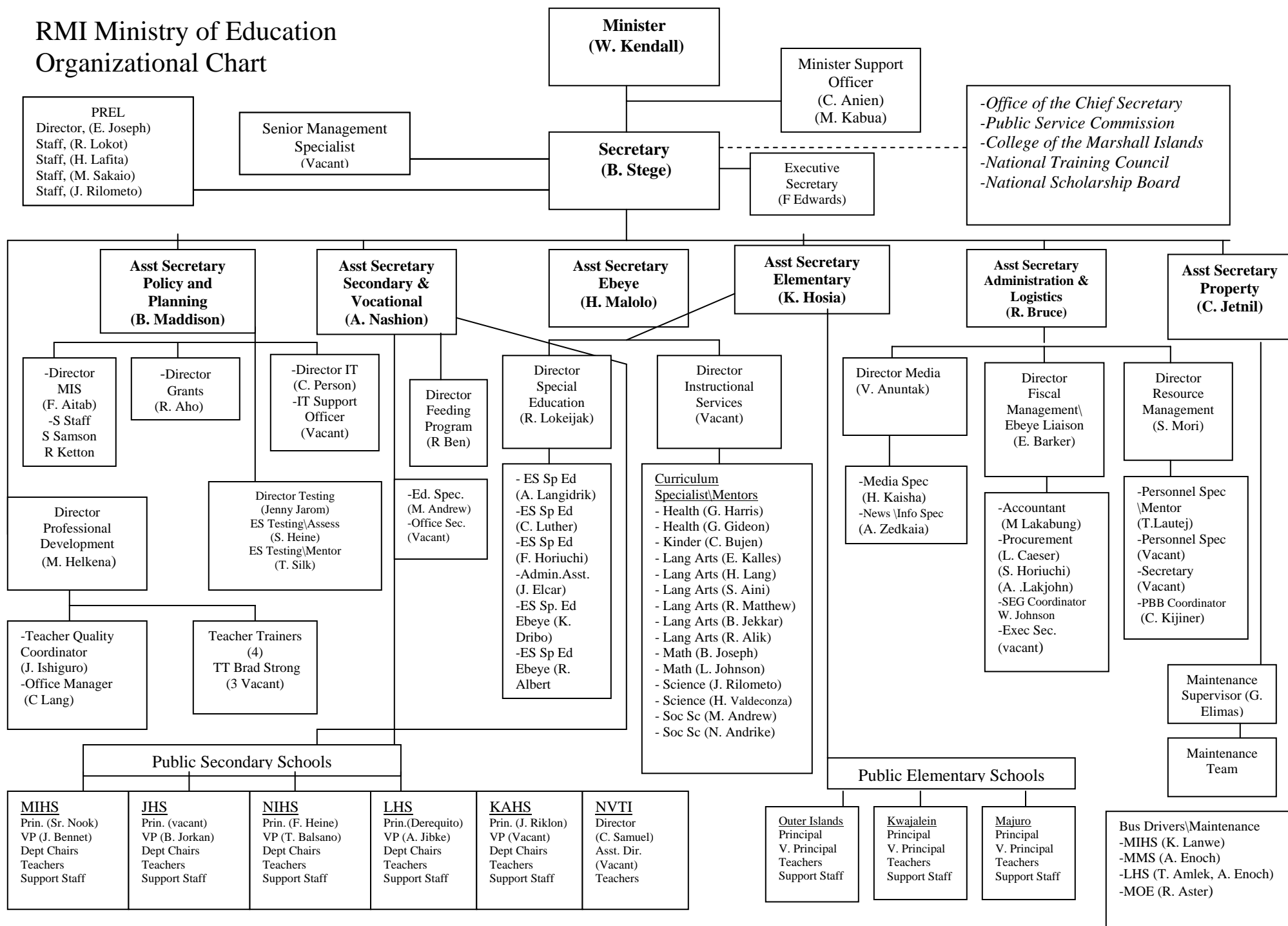
Our students are the key to a peaceful and productive Marshall Islands.

RMI-Ministry of Education Mission Statement

We aim to prepare ALL students to be literate and successful, reach their greatest potential, be critical thinkers and problem-solvers, and be culturally and globally competent and responsive. Thus, we are committed to developing effective partnerships with parents and the community, placing qualified teachers in all schools, creating safe and conducive learning environments, and equipping our schools with vital learning resources.

Organizational Chart: The chart illustrates the new organizational structure of the Ministry. The Ministry has re-structured, created and expanded most of its services to improve the delivery and quality of education in the islands.

RMI Ministry of Education Organizational Chart



Division of Policy and Planning

The Division of Policy and Planning oversees the departments of Testing, Data Management, Grants, Information Technology, and Budget Planning. This division collaborates with other MOE divisions and departments to implement activities that are aligned with the vision and mission of the Ministry in an effort to deliver quality education to the children of the RMI. For SY04-05, the Office of Policy and Planning accomplished the following:

- Implemented objectives and goals under the Performance-Based Budgeting System.
- Planned for and coordinated the establishment of the universal kindergarten program.
- Administered the Marshall Islands Standardized Achievement Tests for grades 3, 6 and 8 at all public and private schools.
- Established the Data Management Office which collected and stored student, teacher, and staff data.
- Managed and administered various grants such as the Territory & Freely Associated States Education Grant (T&FASEG), UNESCO Participation Program Grants, and other grants.
- Involved in the overall planning and coordination of the Annual Pacific Education Conference (PEC) held on Majuro in July 2005.
- Continued to strengthen the Information Technology System for expansion and improvement of the public school system.

Performance-Based Budgeting

Under the Performance-Based Budgeting System, a modified account coding system was developed and established for classifying and tracking expenditures by outcome. This system provides efficient and effective means to measure each outcome's expenditure. In conjunction with the Ministry of Finance and EPPSO, the MOE uses these accounting procedures for financial transactions relating to each outcome and its objective.

Each outcome (objective) has a specific set of outputs (activities) and performance indicators that are to be completed and measured each quarter to ensure that there is sufficient progress in meeting each of the stated outcomes. Each outcome is measured under the relevant MOE Division, Department and/or Agency.

Outcome 1 (Early Childhood)	Divisions: Policy & Planning, Early Childhood & Elementary Education	Increase number of early childhood enrollment 5% per year
Outcome 2 & 3 (Elementary)	Divisions: Policy & Planning, Early Childhood & Elementary Education	Establish quality primary education as the national standard for all citizens, Promote school attendance by all children between the ages of 5-14
Outcome 4 (Secondary)	Divisions: Policy & Planning, Secondary & Vocational	Provide access to quality secondary education as the national standard for all citizens (includes vocational education)
Outcome 5 (Teacher\Staff Development)	College of the Marshall Islands, Marshall Islands Scholarship Program, Professional Development	Establish a quality teacher qualification program

The table below shows a breakdown of MOE FY05 funding by source, as it applied to the 5 MOE outcomes. The amounts shown are total administrative and direct costs from each of the funding sources.

MOE Out-Comes	Compact Based Grant	General Fund	Federal Funds	EU Grants	ADB	Fees Non-Approved	SEG	Capital	Totals
1		\$61,153					\$2,075,000		2,136,153
2&3	\$7,244,666	\$1,341,029	\$1,817,042	\$250,000		\$40,000	\$905,000	\$6,454,458	18,052,195
4	\$2,353,245	\$403,714	\$1,444,603		\$100,000	\$30,000	\$852,000	\$5,078,042	10,261,604
5		\$763,208	\$1,114,350				\$220,000		2,097,558
TOTAL	\$9,597,911	\$2,569,104	\$4,375,995	\$250,000	\$100,000	\$70,000	\$4,052,000	\$11,532,500	\$32,545,510

Establishment of Public Universal Kindergarten Program

In anticipation of the transition of the Head Start Program to a Universal Kindergarten Program, the Ministry planned for and provided a six-week intensive summer program for approximately 103 former Head Start teachers. Hands-on classroom training in early childhood techniques and strategies was provided. This training was conducted with 80 five-year-old students on Majuro. In August 2004, Delap Elementary School opened its first kindergarten program as a pilot project for approximately 39 students. Another Kindergarten pilot class started at Ebeye Public Elementary School at the same time with 86 students. The kindergarten program was implemented at 45 other public school sites starting in August 2005.

Student Testing and Assessment

Hawaii-based Pacific Resources Education and Learning (PREL) was contracted to develop the Marshall Islands Standardized Achievement Test (MISAT I, II, III) for grades 3, 6 and 8 in English and Marshallese Reading. The Math section of the test was developed in-house with the assistance of the math curriculum unit and the JOCV senior volunteer on staff. These tests were created to be aligned with the new curriculum. The purpose of the MISAT is:

- to ensure that the new curriculum is being implemented at the public elementary schools,
- to establish a new baseline that will allow monitoring and tracking of students' learning performance and achievement,
- to assess and analyze the quality of education in the primary schools,
- to plan and implement further steps to upgrade the delivery of quality education in the schools,
- to plan and implement trainings to address teachers' professional development needs.

From March through May 2005, 28 MOE administrators proctored the MISAT in all private and public schools in the RMI. The MISAT III for Grade 8 was used this year as the high school entrance test. For the first time, a national standard passing score of 75 was instituted for entry into all public high schools. Students who scored between the scores of 58 and 74 were eligible to enter the Pre-9 Program. This program was created to offer additional preparation for students who did not meet the minimum requirements for entrance into high school.

Grants

The Grants Office is in its third year of operation. The purpose of the Grants Office is to centralize grants management within the MOE. This enables the MOE to effectively archive, document, manage, and monitor grant activities in order to comply with donor and RMI policies and regulations. The office addressed the following issues for FY 2005:

- Monitored and evaluated US federal grant activities administered under the MOE to ensure compliance to US federal grant regulations.
- Collected data pertaining to all US federal and other foreign grant activities to establish a Grants Archives within the MOE.
- Disseminated information to schools about the availability of grants.
- Assisted school principals and head teachers in developing and writing proposals for school improvement projects.
- Wrote and submitted new grant proposals to support education activities and initiatives.

T&FASEGP Grant

During FY05, 12 of 13¹ objectives were sufficiently addressed. As MOE underwent significant transition under the new Compact of Free Association as amended, and the transition to the Supplemental Education Grant (SEG), a few were not met in a timely manner. However, the quality of the objectives that were met have been high with several new processes being put in place to ensure increased and improved accountability and transparency of administrative processes, and increased Principal\Head Teacher empowerment and parental involvement. The Territories and Freely Associated States Educational Grant Program (T&FASEGP) funded the following activities in whole or in part.

Teacher Enhancement & Support

During this grant cycle, 3 teacher mentors attended an RSN (Reading Success Network) training workshop in Saipan, Northern Mariana Islands. Two of the three were funded by T&FASEGP. Upon their return, the three participants conducted RSN training workshops for the other teacher mentors and curriculum specialists. Currently, there are three elementary schools on Majuro and Ebeye that are participating in the RSN program sponsored by the PREL office in Honolulu.

The MOE School Improvement Bureau conducted a series of Reading, Math, Science, Health and Marshallese Language Arts instructional strategies workshops for all the elementary and secondary teachers. Approximately 581 regular teachers and 101 special education teachers participated. In addition to these numbers, 78 school principals and head teachers participated in the workshops. T&FASEGP funds were expended for a portion of these workshops and trainings.

During these workshops, the revised curriculum, scope and sequence for individual subject areas, were distributed to all teachers, principals and head teachers. Training was conducted on how to implement the new curriculum and monitor and evaluate student progress. Alternative strategies were identified for meeting the new curriculum benchmarks. Sample lesson plans were distributed and discussed in order to enable teachers to better manage and implement classroom instructional strategies. Seminars in English reading and comprehension were held for teachers who needed to upgrade their English skills.

In addition, the Special Education Office conducted a series of training workshops during this period in the area of early childhood relating to alternate assessment, evaluation, modification and accommodation, and development and monitoring of Individualized Education Plans (IEPs). 157 regular and special education teachers, principals, head teachers, special education parents, and Head Start teachers participated in the workshops. Four private school principals and one mayor also attended. Trainings on RFP applications also were given during the workshops.

Teacher Mentoring & Supplies

The T&FASEGP grant funded the travel of 21 curriculum specialists\mentors, and related MOE educational staff to visit 40 outer island schools on Aur, Ailuk, Arno, Mejit, Namdrik, Jabat, Jaluit, Kwajalein, Ujae, Lae, Likiep, Kili, and Wotje. In addition to the outer islands, they also visited ten schools on Majuro. This accounted for 63% of the total public schools. The purpose of these visits was to evaluate and monitor teachers, students, and school performance in order to provide curriculum support. The total student enrollment for the schools visited was 3,408, or 79% of the total student population. Some schools were visited more than once during the school year to ensure increased effectiveness and improvement of performance throughout the same school year. This grant also funded seven mentors to visit outer islands to administer the MISAT to students in grades 3, 6 and 8.

There are still a significant number of schools that need to be visited by the teacher mentors. It has proven to be a difficult task to visit all the schools during one school year due to several factors. Since there are only 11 teacher mentors for 75 public elementary schools, each teacher mentor is responsible for an average of 6-7 schools spanning over 3 to 4 atolls\islands. Logistically, this load level has proven difficult for many of the teacher mentors whose schools are located in very remote areas that can only be accessed

¹ Originally, the Objective 3 (AA Degree Completion) and Objective 4 (School Leadership Training) were covered under this grant but has been recently removed and covered under the TQE grant. This leaves the T&FASEGP with only 12 objectives.

by boat. Second, weather conditions, availability of fuel for the boats, and availability of domestic flights to the main islands cause considerable delays in reaching all schools in a timely and consistent manner. In total, these circumstances resulted in many of the schools not being visited during the school year.

Leadership Training

For this objective, T&FASEGP funded the travel of seven principals/head teachers and two grant officers to attend the Pacific Education Conference (PEC) in Rota, Northern Mariana Islands. The principals/head teachers attended the education strategy and school improvement workshops, while the two grants officers attended the *Federal Grants Management Workshop*. US DOI representatives met with the grants officers to discuss the SEG and the Joint Economic Management and Fiscal Accountability Committee (JEMFAC) requirements governing the implementation and monitoring of Compact of Free Association and federal grant funds for FSM, Republic of Palau, and the RMI.

T&FASEGP funded the travel of four MOE employees and two grants officers to attend the Federal Education Program Seminar in Honolulu. Various topics were discussed, including a financial workshop, which was conducted by officials from the US DOE. Another T&FASEGP funded trip was for three Majuro school principals to attend a workshop in Florida to improve and enhance their leadership skills. Three more principals were also sent to Florida to attend a Principal Training and Curriculum Workshop.

A regional T&FASEGP meeting was held in Majuro, co-sponsored by PREL and T&FASEGP and attended by all grant coordinators in the region. In March 2005, T&FASEGP funded two MOE staff members to attend the program coordinators' meeting in Honolulu.

Instructional Materials & Supplies

In the past, bulk orders of supplies were made and then distributed to all of the schools. Though efficient and effective, many outer island instructors lodged complaints that their specific materials and supplies requests were not being adequately recognized and met. To address this grievance, the Grants Office decided to revise the manner in which it processes materials and supplies requests from ministry level to school level. This allows more input from individual schools to determine what they need in terms of instructional materials and supplies. This has slowed the processing of material and supply orders for the schools, but it has greatly empowered teachers and principals/head teachers to take a more proactive role in the way their schools operate, and to make their curriculum more relevant to the contextual needs of their communities. In resource-poor schools where a majority of teachers are not fully qualified, such flexibility has been important in ensuring that teachers have instructional materials which are understandable and relevant to their teaching capabilities and strategies. The School Improvement Bureau has revised how it communicates and assists the individual teachers and principals/head teachers to support this empowerment process. One common piece of feedback from principals and head teachers is that awards should be based on student enrollment, rather than the flat rate of \$1,000 per school.

During the budgeting process for materials and supplies, MOE initially allotted money for only four secondary schools. Earlier in the school year, MOE opened one more public high school that is located on Gugeegue, Kwajalein. Additional funds were then allocated for materials and schools supplies to reflect the additional need at the secondary level. These school supplies and materials are used to bring about the approved goals and objectives under the T&FASEGP project to support the RMI school improvement planning.

To date, 60 primary schools have submitted requests to the MOE Grants Office, 51 have been approved and submitted to the MOF, and 31 have been approved and funds expended. All of the secondary schools have submitted instructional materials and supplies requests to the Grants Office, all their requests have been approved and submitted to the MOF, and 2 have been approved and funds expended.

Earlier in the school year, the MOE teacher mentors, Marshallese Language Arts specialists, and PREL resource staff, joined forces to develop Marshallese Alphabet books. As a result, nearly 2,000 copies were ordered. The Marshallese Language Arts (MLA) section under the School Improvement Bureau is currently developing additional Marshallese Language grammar and spelling books for elementary

students, which are aligned with the new MLA curriculum and benchmarks. Also, three Marshallese storybooks were developed into flipbooks; 7,500 copies of each were ordered.

In March 2005, the MOE Grants Office requested 350 hardcover copies of the *Marshallese Legends and Stories* book. The delivery of these books was delayed due to the amount of time needed to process the order.

School-Based Improvement Plans (SIP) through RFPs

The MOE Grants Office has made a much more concerted effort to address individual school needs and to support the implementation of school-based improvement plans (SIP). Trainings were conducted in January at the Principals' Institute on how to further develop and implement SIP, and how to apply for and use Request for Proposal (RFP) funding under the T&FASEGP to fulfill the SIP. The Grants Office created checklists and templates to ensure the applications are submitted properly.

Of a potential 115 awards, 38 RFP+SIP requests were submitted to the MOE Grants Office. All 38 were approved and submitted to the MOF. 35 were approved and funds expended by the MOF. A majority of the RFP requests addressed the following SIP areas: structural improvement of classrooms, materials and supplies, books for libraries, and equipment and tools to maintain the school grounds and to ensure the safety of students and teachers.

Parent Training (Parental Guide)

MOE Curriculum Specialists and Teacher Mentors are in the process of composing, revising and editing articles for a Parental Guide pamphlet. Two versions of the parental guide will be published; one in Marshallese, one in English. The Parental Guides will address the following topics:

Volume 1 (Semester 1):

- Why is education important?
- Structured Learning Environment at Home
- Parents and Family as Role Models
- Importance of Parental Involvement
- How to Help Your Child With His or Her School Work
- How Do You Know If a Child Needs Special Help?
- Role of Parent Teacher Associations

Volume 2 (Semester 2):

- Importance of Proper Nutrition for Effective Student Learning
- Things to Know about the Marshall Islands Student Achievement Test
- Things to Know about the High School Entrance Test
- Thinking Ahead: How Can My Child Get Into the College of the Marshall Islands?
- What is the Special Education Program?
- How to Encourage Your Child to Read

Community Involvement

The mentors conducted PTA meetings and information sessions during their school site visits to the 26 schools identified under Teacher Mentoring & Supplies. In these sessions, mentors met with parents and teachers to discuss issues pertaining to the new curriculum, new teacher training initiatives, student testing, and MOE policies and procedures. In addition, problems and issues raised by the parents and teachers were discussed.

These community\PTA\teacher sessions have proven vital to ensuring both school accountability and community participation. The MOE's involvement in the PTA and community discussion process has provided communities with incentives and motivation to work with the teachers to improve education outputs and outcomes within their schools. These sessions have also provided a means for the MOE to gather the specific needs of each school.

During Education Week, community involvement was apparent through activities such as intramural sports competitions, community awareness events, a parade, radio programs and announcements, speeches by government and traditional leaders, and a walk-a-thon.

As a follow-up to the Education Week activities, the MOE organized a Community Book Fair in April 2005. Thousands of used school textbooks, library books and reference materials were donated to the MOE from schools, libraries and communities in Hawaii and other parts of the Asia-Pacific region. A Community Book Fair was organized to provide schools, parents, and community members an opportunity to obtain free books.



Poster created by
LHS students



MOE staff during
Education Week

The objectives of the Community Book Fair were to provide students with an opportunity to meet with students from other schools in an academic environment, support the MOE's initiative to improve literacy among school-age children by providing them with free reading and reference books (particularly children from families experiencing financial hardship), and to support MOE's efforts to increase the MOE's visibility in the community and to garner community support and recognition for literacy improvement initiatives.

Information Data Management

The office of Management Information System was established to manage, assess, and analyze data of students, faculty, staff, individuals, and schools. Grant funds were used to purchase both software and hardware to be used in this office.

With funding from ADB, a consultant was contracted to assess, identify, and recommend an Education Database System. As a result, MOE decided on the Blackbaud system. MIS hardware and Education Edge software were purchased by the ADB Education Project. The T&FASEGP helped purchase other equipment for the new data office. The MOE identified and put in place a director and two assistants for the database office (MIS).

Testing & Alignment of Tests to Standards

MOE contracted a highly qualified individual who has worked extensively with the RMI education system in curriculum and teacher development over the years, to conduct a review and revision of the elementary curriculum, and to align testing standards and mechanisms to the new curriculum benchmarks.

A series of curriculum and testing workshops with the teacher mentors\curriculum specialists were conducted to align the curriculum to the national Marshall Islands Standardized Achievement Test I and II, administered to Grades 3 and 6, respectively. These workshops provided capacity building and continued skills development in the areas of testing and curriculum development for the MOE mentors\curriculum specialists. At the conclusion of the testing alignment workshops, information dissemination sessions with teachers and principals\head teachers were held as described under the Teacher Enhancement & Support of the T&FASEGP Grant.

In February 2005, a consultant was hired to begin the process of reviewing, revising, and developing new curricula as required for various academic subject areas including career education programs in the secondary schools. Because of prior involvement in the development of the elementary curriculum, this

consultancy service ensures continuity, connection, and smooth transition from Kindergarten through Grade 12; thereby beginning the process of creating and establishing a seamless curriculum and standards of teaching and learning in the education system.

This year the first Marshall Islands English Literacy Test for Teachers (MIELTT) was administered. T&FASEGP contracted five individuals to grade these tests. Each test was graded by at least three people. An independent consultant, who later evaluated the test and the grading process, gave the Ministry high marks for the quality and thoroughness of the grading process.

Research & Planning

Earlier in the school year, the Grants Office pronounced Delap Elementary School as the site for a Kindergarten Pilot Project. The purpose of the pilot project was to create an ideal kindergarten environment for learning. MOE's Property and Management Department built the furniture required for the classroom. A taskforce was responsible for identifying and selecting the appropriate instructional materials.

Accountability Systems

MOE carried out its annual High School Entrance Test throughout the RMI. The purpose of this test was two-fold: 1) to determine the number of 8th grade students to enter the 5 public high schools based on an established minimum entrance score requirement, and 2) to monitor, compare, and track the effectiveness of classroom teaching as shown by student performance on the test. The T&FASEGP grant funded the travel of 11 mentors\curriculum specialists and other MOE administrative staff to proctor the test on 11 outer islands.

Under the Teacher Quality Enhancement (TQE) grant, a world-renowned education assessment expert was contracted to do a study and an evaluation of the assessment system for teachers and students in the RMI. Based on his recommendations, the MOE instituted a new policy for Teacher Testing and Quality Assessment, requiring all teachers to take an English Literacy Test aimed at the 9th and 10th grade level. With T&FASEGP funding, MOE contracted a local based teacher education specialist to develop and administer a pilot test to 50 volunteer MOE teachers and administrative personnel in August. Preliminary findings from the test indicate that overall performance in English reading and comprehension skills was below standard, suggesting a need to re-focus the current teacher training and staff development program to better address these weaknesses.

Furthermore, the MOE, in accordance with its Performance-Based Budget Portfolio and performance requirements under the new Compact of Free Association as amended, recognized the need for the assistance of an English language curriculum and resource specialist to help improve performance outcomes in the continuing development and implementation of the English Language Curriculum. MOE, through T&FASEGP, contracted staff to provide the following English Language specialist services:

- Organizing ELA textbook inventory, procurement and redistribution,
- Drafting and revising national English curriculum for grades K-8 under the guidance of a curriculum consultant,
- Serving as an ELA specialist, providing general training and support to English teachers K-12, with a focus on secondary English support,
- Using English curriculum work to inform assessment development for students and teachers,
- Connecting English curriculum and assessment work with professional development programs for teachers

MOE also contracted PREL to provide professional development focusing on literacy and numeracy training for Kindergarten teachers. 105 former Head Start teachers participated in the training.

Project Evaluation and Support

T&FASEGP funded two MOE grants officers and one senior federal grants coordinator from the MOF to attend the *Fiscal Management for Federal Grant Program Workshop* in Honolulu, Hawaii. The workshop was sponsored by the PREL-T&FASEGP office and conducted by the USDA Graduate School.

In anticipation of the cash-out scheme for most federal grants under the amended Compact of Free Association, which includes T&FASEGP, the MOE contracted with PREL to assist in formulating a planning process for use of the SEG program funds. PREL's assistance entailed program audits for the "cash out" federal programs and a three-day SEG planning meeting which involved the participation of MOE employees and staff from the various "cash out" programs, community representatives and other stakeholders. Based on the findings, PREL made recommendations for improvement and expansion of project objectives and outcomes, and how they could be better aligned with current MOE strategic plans and goals.

T&FASEGP Budget Information

Activity	Budget	Expended
Contractual	\$97,500.00	\$95,250.00
Travel	\$46,692.00	\$50,271.00
International Travel	\$54,023.00	\$52,023.00
Grants (RFPs)	\$114,286.00	\$57,213.00
Subsidies	\$ -	\$38,228.00
Freight	\$11,700.00	\$7,514.00
Equipment & Tools	\$55,100.00	\$50,718.00
Supplies & Materials	\$148,867.00	\$150,046.00
Other	\$72,000.00	\$32,319.00
TOTAL	\$ 600,168.00	\$533,582.00

The difference of \$66,586 was rolled over into the next fiscal year.

UNESCO Grant

The Republic of the Marshall Island's history of active involvement in UNESCO's program initiatives has been a fairly recent occurrence. In 2000, the RMI National Commission for UNESCO was established and placed within the Ministry of Education. The National Commission was established to promote UNESCO mandates and philosophies within the school system and communities, and to monitor and evaluate UNESCO activities and projects.

As is with all the other Pacific Island countries, the RMI National Commission has established a strong working relationship with the Pacific regional UNESCO office in Apia, Samoa. The UNESCO Office for the Pacific has been an integral force in ensuring the active participation in UNESCO initiatives in the Pacific region, and has enabled the Pacific Island countries to form strong and effective partnerships and channels of mutual cooperation.

Since the establishment of the RMI National Commission for UNESCO, the RMI MOE has been able to more effectively and efficiently promote and monitor UNESCO initiatives in the RMI. The following is a brief description of the various program initiatives in which the RMI National Commission actively promotes and participates:

Participation Programme (PP)

In 2000, the RMI National Commission for UNESCO began participating in the Participation Programme. Since that time, the RMI National Commission has participated in three bi-annual funding cycles, and has successfully completed several community and education projects.

The RMI's participation in this UNESCO program has brought about many benefits to Marshallese society, particularly in the areas of cultural preservation and promotion. One NGO, Waan Aelon in Majel (WAM), a non-formal vocational training program for at-risk youth, provides training in traditional canoe building and sailing skills. This program has expanded exponentially, largely through the support of PP funding. This has created a renaissance in traditional canoe building and sailing, enabling communities to build cultural pride and support income-generating activities.

Projects that deal with local handicraft skills enhancement, youth development, the establishment of better communication links to isolated rural schools, and the development of local Marshallese reading and curriculum materials have all benefited from PP funding support.

The following is a list of projects that have benefited from Participation Program funding since the establishment of RMI National Commission for UNESCO in the year 2000:

Project Titles	
1. Arno Atoll Women's Handicraft and Development Center	\$15,000.00
2. Mejit Atoll Juvenile Crime Reduction Project	\$18,000.00
3. Radio Communication Equipment for Outer Islands	\$20,000.00
4. Office Equipment for the RMI UNESCO Office	\$25,000.00
5. Waan Aelon in Majel (3 projects)	\$37,000.00
6. Mission Pacific Phonics Kit Development and Production	\$26,000.00
7. Mission Pacific Video Equipment	\$20,000.00
8. Aelon kein Technical Assistance, Inc. Marshallese Storybook	\$20,000.00
9. Waan Aelon in Major Canoe House Engineering Plan	\$26,000.00
10. Waan Aelon in Majol Canoe House Engineering	\$20,000.00
11. YTYH to develop a book entitled "Youth and Culture in the Marshall Islands."	\$15,000.00
12. WAM: vocational skills training for at-risk-youth	\$20,000.00
13. MICNO to fund the Rethinking Education in Micronesia Conference	\$24,000.00
14. Restoration and preservation of Marshallese music	\$13,000.00
15. WAM: develop workbooks and training manuals for woodworking\carpentry and canoe building	\$14,000.00
16. WAM: participation in the IX Pacific Arts Festival	\$10,000.00
17. Internal Affairs for the Fourth Conference of the National Youth Congress in Majuro	\$12,000.00
TOTAL (USD)	\$335,000.00

Other funding sources that have contributed to the various projects are: the Asian Development Bank, European Union, NZAid, Aus-Aid, US Department of Interior, Workforce Investment Act (US Department of Labor), local government agencies (Ministry of Public Works and Ministry of Interior Affairs), local government offices (Mejit Atoll Local Government), and local in-kind contributions and fundraising activities. It is clear that a majority of the projects rely heavily on Participation Program funding. Capacity building is a key issue in the development of the RMI and UNESCO's PP program has ensured that the Marshall Islands has the means to begin addressing it.

Education for All (EFA)

Since 2000, the RMI has been sending its EFA Coordinator to EFA training workshops organized and sponsored by the UNESCO Office for the Pacific. Numerous workshops have been organized to assist the Pacific EFA Coordinators to develop their National EFA Strategies in conjunction with national education development\strategic efforts, while also meeting the following six EFA goals:

- Increase access to early childhood education (ECH),
- Increase access to universal primary education (UPE),
- Provide life skills and vocational education opportunities in the formal and non-formal school system,
- Decrease gender disparities in the formal and non-formal school system,
- Increase adult literacy by 50% by 2015,
- Increase the quality of education

Statistics

The MOE provides key educational data to the UNESCO Institute for Statistics via the UNESCO Office for the Pacific in Samoa. To ensure RMI involvement in this area, the UNESCO Office for the Pacific sponsored several capacity-building statistics workshops in the Pacific region. In 2003, two RMI delegates from the MOE statistics department attended the Statistics Workshop in Port Moresby, Papua New Guinea. As a follow-up to this initial workshop, the Director of Information Technology attended the Statistics Workshop in Apia, Samoa in 2005.

Other Sub-Projects:

Capacity-Building for Media Persons in the MOE and RMI through IPDC

The UNESCO IPDC Office in New Delhi sponsored several training sessions for RMI media persons in the areas of radio and video development and production.

Recently, IPDC approved two grants to continue in-country training and capacity-building sessions for one national radio person (V7AB) and one MOE video person (MOE Media Center). This training is ongoing.

World Heritage Convention

The RMI recently approved the World Heritage Convention (2001), and is a new member state to the convention. During the 32nd UNESCO General Conference, it was noted that the Pacific region had a notable lack of World Heritage sites. This region was clearly having difficulties in initiating and completing their applications for World Heritage site review. In addition the region had difficulty in meeting other criteria for management and site monitoring. It was decided at the World Heritage Conference in October of 2003 that every effort would be made to include more of the Pacific region. The Italian government has generously offered its support to the RMI in this process.

For the RMI, the following are possible World Heritage (and natural) sites:

Bikini Atoll (World Heritage of global significance - nuclear)

Rongelap Atoll (same as above)

The uninhabited islands of Taongi and Bikar (Natural World Heritage)

Director General of UNESCO visits RMI (August 2005)

This was the first visit of a Director-General of UNESCO to the country and it coincided with the 10th anniversary of the country's accession to the Organization. The visit concluded the Director-General's tour of Micronesia. Discussions the Marshall Islands focused as well as developing and cooperation. The Director- and culture remain the cooperation and there are



Director General for UNESCO, Koichiro Matsuura

General noted that the education, namely in particularly in Micronesia,

teachers is a growing concern. He informed the President that UNESCO, through the Apia Office, had already initiated a region-wide project aimed at supporting Pacific teachers by improving academic qualifications and teaching skills. He intends to establish a project in capacity-building for the RMI, in order to better cater to the individual needs of the country.

with the President of the Republic of on solidifying the existing partnership expanding new spheres of General underscored that education founding pillars of the bilateral opportunities to include the sciences. In the field of education, the Director-country faced the problem of quality teaching. Like most Pacific nations, the inadequate supply of qualified

The President informed the Director-General that the Government had established a Customary Law and Language Commission with the mission to preserve the Republic's cultural heritage. The Director-General welcomed the initiative and explained that it fell within the Organization's mission to help preserve cultural diversity through the follow-up to the Universal Declaration on Cultural Diversity. Emanating from this Declaration, the Director-General added, is the Convention for the Safeguarding of the Intangible Cultural

Heritage. He urged RMI to ratify the Convention in order to place the country on the international map of intangible heritage.

To open a new horizon of partnership between UNESCO and the RMI, the Director-General explained that the organization had taken a lead in matters involving the oceans and he encouraged the RMI to become a member of the Intergovernmental Oceanographic Commission (IOC). In this way it would be able to participate actively in the promotion of international cooperation for the development of programs and research, services, and capacity-building for the improvement, management and protection of the marine environment. The President expressed his appreciation for all the encouragement received and the support offered by the Director-General and added that he looked forward to closer and continuing collaboration with UNESCO. As a token of his appreciation, the President invited the Director-General to attend the opening ceremony of the RMI's 5th Annual Conference of Leaders in order to introduce him to the nation's mayors.

The Director-General conducted bilateral talks with the Minister of Foreign Affairs, who underlined the fact that the Director-General's visit will strengthen UNESCO's partnership with the RMI and enhance the organization's visibility. He explained the RMI shares the same needs in education and culture as Africa and Asia. As some 60% of the population in the RMI is under the age of 20, the Minister appealed for UNESCO's assistance in the Government's initiative to be creative in its efforts toward formal and non-formal education. He remarked that preservation of culture creates stability and good governance within a country and he thanked the Director-General for his support, in particular, through the organization of a series of World Heritage projects and workshops designed to enhance awareness and assist in the development of a Tentative List of cultural and natural sites in the RMI.

With the Minister of Education, the Director-General engaged in detailed talks on quality education and basic education. The Minister explained that the remote geography and the small size of the RMI prevent the MOE from making regular visits or providing basic education to outer island schools. The Director-General assured the Minister that UNESCO would take all necessary measures to support and collaborate fully on these issues.

Finally, the Director-General met with the RMI Council of NGOs, whose purpose is to encourage commitment to principles of capacity-building, sustainable development and cultural competency. The Director-General welcomed the initiatives undertaken by the NGOs, some of which have been made possible through the Participation Programme, in order to assist in the identification of the RMI's needs and to target the flow of resources within and across governmental and non-governmental sectors. To help them pursue their course of action he encouraged the NGOs to mobilize technical and advisory assistance from the Apia Office.

Foreign/Other Grants

The Ministers of Education of the 15 member countries launched the PRIDE Project on May 14, 2004. A key outcome of the Project will be the development of strategic plans for education in each of the countries. These plans will be developed following consultation with all stakeholders and beneficiaries including teachers, parents, pupils, community and private sector groups. The Project will seek to implement the Pacific Vision for Education developed by the Ministers of Education of the Pacific Islands Forum. At this time we are in consultation with the PRIDE Project team in an effort to address the immediate needs in our strategic plan. The RMI is entitled to approximately \$300,000 over the next four years.

Name\Source	FY 03	FY 04	FY 05	Description	Status
European Union 9 th EDF Outer-Island School Development Project	N\A	Deferred	€175,000 (As of January 11, 2005 €1 = \$1.31)	Provides infrastructure development and maintenance support for 4 identified schools Ailuk, Ujae, Lae, and Buoj	Funds not available yet
Japan Assistance for Grassroots Human Security Projects	\$0	1. \$75,763 2. \$78,263 3. \$32,452 4. \$75,763 (all the above grants were received by the individual local governments and not by the MOE)	The following are requested amounts as of 9/30/04 (not awarded as yet) 5. \$80,000 6. \$80,000 7. \$80,000 8. \$80,000 9. \$80,000 10. \$13,000	1. Matolen Elementary School 2. Tobal Elementary School 3. Enekoin Elementary School 4. Jah Elementary School 5. Ajeltake Elementary School 6. Woja Elementary School 7. Enewa Elementary School 8. Majkin Elementary School 9. Aur Elementary School 10. Laura Elementary School (price quotes still pending)	Completed Completed Completed Completed Japan withdrew Japan withdrew Completed Completed Completed In Progress
USDA	\$0	\$ 21,209	TBA	Computers for MIHS	Pending
TOTAL	\$0	\$272,241	\$789,250		

Office of Information Technology (OIT)

Wireless Network Installation and Connection: The Ministry of Education was connected to the Ministry of Finance via the wireless station setup. In addition, a mini-workshop was given to several MOE staff to familiarize them with the operations of the new accounting system.

High School Equipment Purchases and Installation: Several high schools have begun to implement Information Technology for their curriculum and staff development. The schools purchased the proper equipment, and the project provided assistance in setting up a Local Area Network (LAN).

Local Area Network: Initially, there were three systems connected to the main server at the Ministry of Education. Since last year, there are now over 50 workstations, laptops, and servers connect to the Local Area Network. One office has been the test case for establishing a compound-wide wireless network setup. Once the proper requisitions are done, the MOE shall implement wireless, as it is less susceptible to the problems with damaged cables and electrical interference. The Ministry of Education had one server, which served as the file server, Internet Gateway, Domain Name Service, and Dynamic Host Configuration Protocol (DHCP). With the assistance of the Asian Development Bank, the MOE added two additional servers to store the database software.

Software Purchases: Software options have been limited to using freeware from companies that provide them via the Internet. With a suggestion from IT, the high schools also are using freeware in their battle against computer viruses and Internet spy ware. When approved, it will be MOE policy to ban illegal software. Backup software was purchased to make sure that any data that is held on the servers could be obtained should there be a catastrophic event. Every two weeks, the data is put on a laptop and moved offsite for security purposes.

Hardware Purchases: Asian Development Bank made possible all equipment purchased at the Ministry of Education (via the IT Department). In addition to the two servers, the IT Department purchased 4 additional Dell Computer systems that are being used in conjunction with the database software.

Information Technology Policies for the Ministry of Education: The Office of Information Technology produced a new policy manual. The draft version was submitted to all parties at the Ministry of Education and a final version has been offered. Once the policies are approved by the appropriate staff, it will be distributed to all areas of the Ministry of Education that use technology including the high school computer centers, scholarship office, etc. One major policy area is security. From the start-up of the computer in the

morning to the shut down of the computer in the evening, data needs to be secure. Policies will make sure that everyone is aware of the problems that could develop.

Miscellaneous Assistance: The responsibility of the Office of Information Technology is to provide for all aspects of technology in the Ministry of Education. This includes visiting schools and assisting with software setup, hardware setup, training on specific programs, and suggestions for maintenance. All of these aspects have been discussed and implemented at the elementary and secondary schools. In addition, the Office of Information Technology has repaired more than 10 computers from the schools.

Website Development: In an effort to improve the Internet presence of the MOE, the IT Department strives to enhance the Ministry's website and provide common domain name email addresses to all staff members.

Database Training: The Office of Information Technology offered several training sessions on the implementation of the new database software. The software does not require simple counts but requires, instead, specifics. To get the needed information out of the system, database clerks must understand the importance of inputting, editing, and cleaning all data. These workshops were held for both the MIS Department as they worked with the student data and the Personnel Office as they work with faculty and staff data.

Miscellaneous Reports Provided: The Office of Information Technology produced the *Country Status Report* for both JICA and UNESCO. The report was designed to inform other constituencies in the Pacific about the status of MOE's Information Technology Communication. The Office of Information Technology also produced a draft of 8th-12th grade Information Technology Curriculum to the MOE's curriculum writer.

Staff Training: In trying to keep up with the multitude of changes in the Information Technology world, the Office of Information Technology staff has self-learned Visual Basic Programming, Crystal Report Writing, Simple Query Language, and Dreamweaver. Many times, computers need to be serviced, repaired, re-installed, and upgraded. When time is available, it is expected that the members of the Office of Information Technology will learn new technologies on their own since off-island training may not be possible.

Management Information System (MIS)

The MIS Office was established during the year. Its purpose is to collect, manage, and analyze all data pertaining to students, faculty, staff, individuals, and schools in order to assist the Ministry in its overall planning. The following are information and data that the office collects and outputs.

Student Enrollment: The tables below illustrate and summarize the general information and data on student enrollment at both public and private schools.

Table 1: Kindergarten, Elementary and Secondary School Enrollment – SY 2004-2005

Schools	Number Schools	Teachers	Boys	Girls	Total	ST Ratio
Kindergarten	2 (Pilot)	4	67	58	125	31.3
Public Elementary & Secondary	81	831	5,151	4651	9801	11.8
Private Elementary & Secondary	39	313	1,867	1,926	3,793	12.1
Total	122	1,148	7,085	6,635	13,719	11.9

In the RMI, there are 1,148 public and private school teachers teaching 13,719 students. A majority of these students and teachers are spread throughout the 75 public elementary schools and six public secondary schools.

Table 2: Elementary and Secondary School Enrollment Trends– SY 1998- 99 to 2004-05

School	99\00	00\01	01\02	02\03	03\04	04\05
Elementary						
Public	8,719	8,449	8,016	8,221	8,677	8,140
Private	2,976	3,001	3,004	2,782	2,783	2,561
Total	11,695	11,450	11,020	11,003	11,460	10,701
Secondary						
Public	1,118	1,380	1,408	1,445	1,452	1,786
Private	1,357	1,473	1,450	1,686	1,729	1,232
Total	2,475	2,853	2,858	3,131	3,181	3,018
All Levels						
Public	9,837	9,829	9,424	9,666	10,129	9,841
Private	4,333	4,474	4,454	4,468	4,512	3,793
Total	14,170	14,303	13,878	14,134	14,641	13,719

The overall increase for this 5-year period for the public secondary schools can be attributed to the increase in number of public high schools. Secondary student enrollment in the public school has increased due to the addition of one grade level (junior) at Laura High School and the establishment of the new Kwajalein Atoll High School. There is an increase in enrollment at the public high school level of 334 students over the previous school year.

Charts 1 and 2 below illustrate the distribution of the elementary and secondary enrollments by public and private schools. Public education accounts for about three-quarters of the elementary level enrollment, and two-thirds of the secondary enrollment.

Charts 1 and 2: Enrollments SY 2004-05

Chart 1

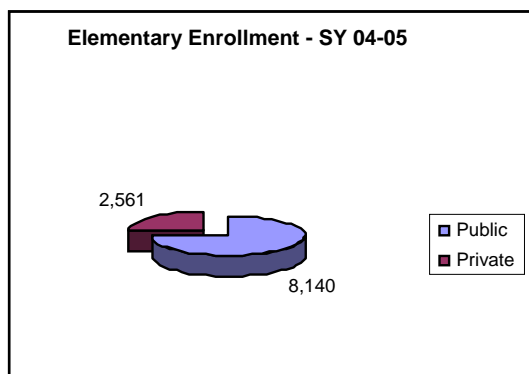
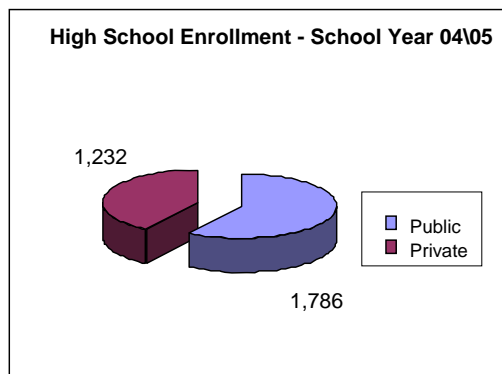


Chart 2



Staffing Pattern of MOE Teachers and Staff

		2003-2004	Gain(+), Loss(-)	2004-2005	Estimated Gain(+), Loss (-)
Public Primary Schools					
Number of Schools		75		75	
Student Enrollment	1 st grade – 8 th grade	8171	-31	8140	+250
	Kindergarten Program	0	80	80	+2420
Principals		11		11	
Vice Principal		7			
Teachers##		528	+15	543	+10
Head Teachers		64		64	
Support Staff		13		13	+1
Kindergarten Teachers				*	148
	Teacher Aides				24
	Support Staff				5
	Bus Drivers, Cooks				12
Special Ed Teachers		109		109	

School	Name of Elementary	S/T ratio	Enrollment	Principal	V-principal	Head Teacher	Teacher	Support Staff
1	Aerok ES Ailinglaplap	9.3	56			1	5	
2	Buoj ES-Ailinglaplap	11.0	55			1	4	
3	Enewa ES-Ailinglaplap	10.0	30			1	2	
4	Jah ES-Ailinglaplap	14.0	42			1	2	
5	Jeh ES-Ailinglaplap	12.5	100			1	7	
6	Jobwan ES-Ailinglaplap	8.4	42			1	5	
7	Mejel ES Ailinglaplap	8.3	25			1	2	
8	Woja ES-Ailinglaplap	16.1	145			1	8	
9	Ailuk ES- Ailuk	7.4	67			1	8	
10	Enejelar ES Ailuk	3.5	7			1	1	
11	Arno ES- Arno	12.3	74			1	5	
12	Bikarej ES-Arno	16.7	50			1	2	
13	Ine ES-Arno	15.2	91			1	5	
14	Jabo ES-Arno	14.3	43			1	2	
15	Kilinge ES-Arno	13.6	68			1	4	
16	Longar ES-Arno	11.0	44			1	3	
17	Lukoj ES-Arno	11.3	34			1	2	
18	Matolen ES-Arno	10.0	30			1	2	
19	Tutu ES-Arno	6.0	18			1	2	
20	Ulien ES-Arno	9.4	47			1	4	
21	Aur ES-Aur	9.8	59			1	5	
22	Tobal ES-Aur	10.8	65			1	5	
23	Ebon ES-Ebon	11.4	91			1	7	
24	Toka ES-Ebon	7.3	66			1	8	
25	Enekoion ES-Ebon	6.0	18			1	2	
26	Enewetak ES-Enewetak	5.4	135	1			25	
27	Jabat ES-Jabat	4.8	24			1	4	
28	Imiej ES- Jaluit	10.2	51			1	4	
29	Imroj ES-Jaluit	5.8	23			1	3	
30	Jaluit ES-Jaluit	11.7	70			1	5	

School	Name of Elementary	S\T ratio	Enrollment	Principal	Vice Principal	Head Teacher	Teacher	Support Staff
31	Jabor ES-Jaluit	8.0	80			1	9	
32	Jabnoden ES-Jaluit	8.7	26			1	2	
33	Mejrikrok ES-Jaluit	8.3	25			1	2	
34	Narmij ES-Jaluit	12.3	37			1	2	
35	Kili ES-Kili	9.9	139			1	13	
36	Ejit ES-Kili	7.0	56			1	7	
37	Ebeye ES-Ebeye	17.1	1059	1	1		62	6
38	Carlos ES-Ebeye	7.0	14			1	1	
39	Ebadon ES-Ebeye	6.8	24			1	3	
40	Eneburrr ES-Ebeye	19.0	114			1	5	
41	Lae ES-Lae	16.3	98			1	5	
42	Lib ES-Lib	8.2	49			1	5	
43	Likiep ES-Likiep	10.6	106			1	9	
44	Jebal ES-Likiep	5.8	23			1	3	
45	Melang ES-Likiep	7.7	23			1	2	
46	Laura ES-Majuro	13.3	332	1	1		25	1
47	Woja ES-Majuro	13.3	159	1			12	1
48	Ajeltake ES-Majuro	18.8	245	1			13	1
49	Delap ES-Majuro	18.8	489	1	1		26	
50	Uliga ES Majuro	27.0	405	1	1		15	
51	Majuro MS-Majuro	16.5	527	1	1		32	3
52	Rita ES-Majuro	19.3	578	1	1		30	
53	Rairok ES-Majuro	21.0	441	1	1		21	1
54	Aerok ES-Maloelap	8.8	53			1	5	
55	Tarawa ES-Maloelap	5.7	34			1	5	
56	Jang ES-Maloelap	5.8	23			1	3	
57	Ollet ES-Maloelap	6.7	20			1	2	
58	Kaven ES-Maloelap	7.3	44			1	5	
59	Mejatto ES-Ronglap	8.9	98			1	10	
60	Mejit ES-Mejit	10.0	100			1	9	
61	Enejet ES-Mili	10.7	64			1	5	
62	Lukonwod ES-Mili	10.3	31			1	2	
63	Mili ES-Mili	13.6	95			1	6	
64	Nallo ES-Mili	11.8	59			1	4	
65	Tokewa ES-Mili	9.0	27			1	2	
66	Namdrik ES-Namdrik	14.3	157	1			11	
67	Loen ES-Namu	6.8	34			1	4	
68	Mae ES-Namu	16.0	32			1	1	
69	Majkin ES-Namu	13.5	81			1	7	
70	Namu ES-Namu	8.2	49			1	5	
71	Ujae ES-Ujae	12.0	108			1	8	
72	Utrik ES-Utrik	13.7	123			1	8	
73	Wotho ES-Wotho	5.7	23			1	3	
74	Wodmej ES-Wotje	7.0	35			1	4	
75	Wotje ES-Wotje	14.6	131			1	8	
TOTALS:			8140	11	7	64	564	13

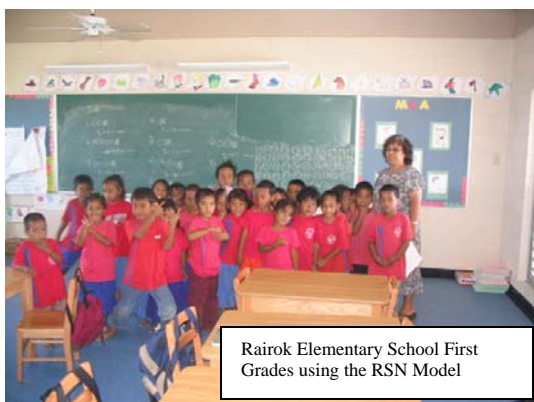
Division of Early Childhood and Elementary Education

This division is responsible for the delivery of education services to early childhood (Kindergarten) and elementary schools. These services include curriculum development and implementation, teacher and principal mentoring, and provisions for adequate school supplies and instructional needs. Besides serving as curriculum specialists in their subject areas, the division members serve also as mentors for schools in the outer islands. As education specialists, these staff members are responsible for developing the curriculum, and providing training on curriculum implementation and teaching strategies. As mentors, they serve as the link between the schools and the Ministry of Education.

Literacy Improvement in the Early Grades

The Reading Success Network Project

During the first quarter of 2004, the teacher mentors provided on-site assistance to teachers through the Reading Success Network (RSN) projects at Woja, Rairok, Rita and Ebeye elementary schools. The RSN is a collaborative project between the PREL Honolulu office and MOE that focuses on student reading needs in the early grades (1-3). The program design and training is provided by PREL staff utilizing the Training of Trainers (TOT) model in which specialists learn the implementation process, and then apply the techniques with teachers in selected schools on Majuro and Kwajalein during the pilot phase.



Rairok Elementary School First Grades using the RSN Model



Rita Elementary School First Grades using the RSN Model

The RSN model will then be extended to other schools after the pilot is completed and evaluated. During the pilot phase, pre-assessments are conducted focusing on the following reading areas: Concepts of Print, Alphabet Recognition, Word Recognition, Listen and Retell. The results of the assessments are compiled and used to inform instruction based on student needs. In order to create a baseline for project assessment, the MOE will conduct reading ability assessments in four areas. Students will be monitored and assessed on a continual basis to measure the project's effectiveness over time. To evaluate the project, the MOE conducted interviews with teachers. The majority of teachers expressed a high level of satisfaction with the project and requested that it continue. Teachers believe the project will improve their ability to teach reading in the schools.

Moving Into English Program for Kindergarten

At the beginning of SY 2004-2005, MOE adopted Harcourt's reading program, *Moving into English*, for all kindergarten classrooms. During the summer of 2004, a representative from Harcourt conducted a hands-on training for the *Moving into English* reading kits with all kindergarten teachers on Majuro. The reading kits were then purchased and distributed to all the kindergarten centers where teachers began utilizing them during the school year.



Kindergarten children with their teacher at Ebon Elementary



Wotje Elementary School students reading together.

The Pacific Child (P-CHILD) Research Project at DES

To help create literacy-focused High-Performing Learning Communities in the RMI, MOE and PREL combined their resources to begin Pacific CHILD (P-CHILD), a reading research project conducted at Delap Elementary School. (For detailed information and the progress of this reading research project, refer to the section under Pacific Resources for Education and Learning - RMI Service Center in this report.)

Mentors, Teachers, and Principal Training

The Curriculum Specialists\Mentors engaged in a number of curriculum trainings with assistance from a consultant to revise the elementary curriculum standards and benchmarks. The trainings prepared the specialists to better understand the standards so they could work with teachers and principals on standards-based lessons. These trainings not only focused on understanding the standards, benchmarks and grade level expectations, but also included assessment strategies for curriculum-based lesson planning and student learning outcomes.

The specialists\mentors also were given opportunities to participate in professional development (PD) activities and worked closely with other Pacific entities on various areas including the following:

Activity	Site	Number of Participants
Early Reading Forum	Hawaii	6
Pacific Curriculum & Instruction Council meeting	PREL, Honolulu	1
Peer support group meeting	Palau	3
PRIDE conference	Fiji	1
EFA conference	Fiji	1
PIALA Conference	Pohnpei	1
PIBBA Conference	Kosrae	2

The staff also provided training and learning opportunities for school principals and teachers to improve their teaching and management skills. The following trainings and institutes were provided during SY 2004-2005.

Activity	Purpose	Number of Participants
Principals' Institute	School procedures	90
English Language Institute	Improve English as the medium of instruction	120
Curriculum Standards and Classroom Expectations	Orientation for new and substitute teachers	60

Other initiatives were conducted in each curriculum area during the year, including the following:

Social Studies

Local Close Up for all public high schools and 3 private high schools (Marshall Christian, Assumption and Ebeye SDA)

Math

Teacher training and classroom observations (Majuro elementary schools, including Majuro Middle School)

Trips to Ebon and Mili to monitor curriculum and school procedure implementation

Professional development with Mejatto school staff on the Math Annual Scheme

Health Education

Monitoring trip to Aur elementary schools

Health Information Project workshop on healthy lifestyles

Marshallese and English Language Arts

Curriculum training for new teacher orientation (Clusters 1, 2, 3)

Curriculum training for Kindergarten teachers

Visit to 7 Majuro schools to follow-up on language expectations

2 Reading Success Network (RSN) mini workshops with grades 1-3 teachers, for 4 Majuro schools and 1 Ebeye school

Curriculum, standards, expectations alignment to classroom assessment

Marshall Islands Standards Achievement Test (MISAT) revision in collaboration with PREL
 Administer the MISAT to RMI schools
 Conduct outer island school visit to provide training on curriculum implementation and monitor classrooms
 Created more realistic expectations for ELA and MLA



Local teacher reading to students

Special Education Program



Special Ed. Teachers

Since its establishment in the islands, the program has been effective in providing services to children who have physical and mental special needs. The grant funding is designated for the following programs: special education teacher salaries; services to assist those with disabilities; teacher and staff training; conference attendance; materials and supplies; sub-grant funds (Request for Proposal [RFPs]) to support individual School Improvement Plans (SIP); contractual services; special education assessment, evaluation, education and related services; and programs that promote the health and well being of special needs students. In terms of Special Education services, it is important to note the

following for the year in review:

- Special Education services are available on all 24 inhabited atolls and in 72 of the 78 public elementary school and all 5 public high schools. For SY 2004-05, 847 students, or 9.8% of the public school enrollment, have Individualized Education Plans (IEP).
- One-hundred eight (108) special education teachers are employed and supported by five program specialists, and four related services staff. All teachers and staff are involved in professional development. During SY 2004-05, 12 teachers received their AS degree, and one teacher received his BA degree. 18 Special Education teachers are enrolled in the AA degree program at the College of the Marshall Islands, one teacher in a BA degree program at Brigham Young University of Hawaii, and one staff in a MA degree program with San Diego State University.
- Eight-hundred forty-nine (849) general and special education teachers, staff, and administrators participated in 21 workshops, conferences, and non-degree training programs. The topics included early childhood, modifications and accommodations, sign language, deaf-blind training, related services assistant training, and continued improved focused monitoring (CIFMS) training. Also included in the trainings was the Principals' Institute which focused on the revision of special education policies and procedures.
- Forty-eight (48) special education school and community-learning centers have been established serving 43% of the outer island population.

- During SY 2004-05 a computerized student and teacher tracking and information management system was upgraded to collect, monitor, and report special education student data. 64 schools were monitored and 75 schools and communities were provided with technical assistance. The monitoring procedures and protocols were revised. 89 new referrals were received from ongoing child-find activities and the December 2004 public awareness campaign.
- Transition services are ongoing at Marshall Islands High School, Jaluit High School, Northern Islands High School, Kwajalein Atoll High School, and Laura High School.

The Special Parents Associations on Majuro and Ebeye are active partners with the Ministry of Education's special education program and are involved in parent training in their communities. Both groups are represented on the Special Education State Advisory Council.

Division Secondary & Vocational Education

The Secondary & Vocational Education Division (SVED) is in its second year of existence. The division is responsible for the five public secondary schools and the National Vocational Training Institute (NVTI). The following is a list of accomplishments and constraints for our schools at the secondary level:

Accomplishments

In August 2005, a curriculum consultant was hired to conduct a secondary education curriculum workshop for more than 30 participants. Public and private secondary school principals, teachers, staff, the MOE curriculum specialists, CMI, and RMI-USP Joint Education Program attended the workshop that identified Common Core Learning Skills for each subject area and grade level, across (public) secondary schools.

A secondary school textbook committee was established to work with the principals to review and select relevant textbooks for the schools.

A Pre-9 Program was established and implemented at all 5 public secondary schools. The main objective of the new program is to enroll and provide instruction to those students who did not meet the minimum score requirement of the High School Entrance Test (HSET). The new Pre-9 Program offers these students a second chance to study and qualify to enroll in the public secondary schools.

At the school level there were many accomplishments, including:

At MIHS and LHS, student lunch programs were carried out. These lunch programs are a joint collaboration of the two schools' PTA with some financial assistance from MOE.

At MIHS,

A speech class was introduced.

A newspaper club was organized and a school paper published.

A computer repair and maintenance training class also was started. This class produced several PowerPoint presentations on *Epilepsy*, *Manit Day*, and on *Students' Life on the MIHS Campus*. Students in the music class demonstrated their newly-acquired skills by playing their flutes during the school's morning assemblies.

A career/guidance counselor post was established and filled. The focus is on working with students to help orient them towards their future including college and other career preparations. The school completed and submitted an application to the Western Association for Schools and Colleges (WASC). The first visit from a WASC official is scheduled for March 2006.

At JHS,

A new physical education (PE) teacher post was established and filled.

A student and staff computerized database was created and maintained.

Study hall sessions were established and carried out.

Music lessons were offered as an extra curricular activity for interested students.

Career education was integrated into the English classes.

At NIHS,

A female counselor post was created and filled.

A yearbook club and a music club continued to serve students.

The library expanded to include a total of approximately 5,000 books.

The school began offering computer classes to 11th grade students, where previously only 12th grade students enrolled in the subject.

At LHS,

Grade 12 was added and additional teachers were hired to meet the needs of an increasing enrollment.

The school held a Variety Show raising funds for school needs, such as building a local house on campus for student and staff use.

Thirty (30) new computers were purchased and became available for students and staff.

A summer school program was carried out for the Pre-Nine students.

At KAHS,

Grade 10 was added and additional teachers were hired to accommodate the expanding student body.

Three classrooms were renovated and used for the new classes.

Music lessons were offered for the first time as extra curricular activities.

At NVTI,

Tier I, Level 2 (or equivalent of Grade 10), was added. Four new teachers were hired.

A workshop was conducted for potential vocational and skills service and training providers on Majuro.

A new program, sponsored by the MOE Special Education Program, designed to address the learning needs of “special case students” was implemented.

SY 2004-2005 Secondary School Enrollments:

School	Female	Male	Total
Marshall Islands High School (MIHS)	374	383	757
Jaluit High School (JHS)	137	173	310
Northern Islands High School (NIHS)	141	150	291
Laura High School (LHS)	109	96	202
Kwajalein Atoll High School (KAHS)	83	50	133
National Vocational Training Institute	41	52	93
(Total Secondary Enrollment)			1786

Constraints

The schools at the secondary level experienced the following constraints,

At the school level:

Other than MIHS, LHS, and NVTI, the remaining three secondary schools are on Ebeye and in the outer islands. Although all schools experienced a certain degree of slowness in the processing and receiving of school supplies, this constraint is particularly felt in the outer island high schools where the transport system is often unreliable.

Transporting of food to NIHS and JHS is of particular concern and a constant difficulty causing enormous challenge for the two boarding schools.

Limited academic preparation of many incoming 9th graders caused all high schools to start addressing the needs of these students by establishing a Pre-9 Program in their schools.

Some parents and students have a concept of NVTI as a school for “failures.”

At the administrative level:

There is a significant lack of qualified local applicants available to fill teaching posts. Consequently, some teaching positions remain open for a semester or more.

Division of Property Management

Facilities, Infrastructure and Maintenance: Through Compact funding, a total of \$30 million was allocated to renovate and construct new school buildings. The following is a brief summary of the projects completed and/or planned under the Infrastructure Development and Maintenance Plan (IDMP) under the new Compact. BECA, a New Zealand-based engineering firm, was contracted by the RMI government to manage and implement the IDMP in collaboration with the Ministry of Public Works. For the first three years of the Compact, MOE will receive more than \$30 million in IDMP funds. The chart below is a breakdown of the FY05 construction and maintenance projects.

Project	Date Started	Expected Completion Date	Contractor	Award	Status
Rita Elementary School (new)	6\23\04	7\31\05	PII	\$1,028,255	Complete
Laura High School Phase I (new)	8\27\05	8\16\05	Anil Development	\$567,673	In-Progress
Laura Elementary School (renovation)	9\7\04	1\15\05	Ca Bella Pacific	\$157,815	Complete
Jaluit High School Phase I	11\25\05	12\17\05	NIPPO\IBC	\$2,752,000	In-Progress
MIHS Phase I (new)	4\8\05	2\1\06	PII	\$1,180,316	
NIHS Phase I (new)	4\8\05	2\1\06	PII	\$872,277	In-Progress
Education Maintenance I (Majuro schools)	1\24\05	5\15\05	PII	\$130,796	Complete
Education Maintenance II					
MIHS Gym	4\8\05	7\1\05	PII	\$65,594	Complete
MIHS Painting and Fencing	4\8\05	7\1\05	PII	\$99,679	Complete
School Toilets (MIHS&MMS)	5\9\05	7\1\05	L&D Plumbing	\$51,208	Complete
Education Maintenance III (Narmij, Imroj, Imiej, Jabor, Jabnoden, Jaluit, Mejrirok, Ine, Kilange)	4\8\05	7\1\05	PII		Not Started
Education Maintenance IV (Woja, Jeh, Mejel, Jah, Airok, Jabwon, Buojo, Majkin, Namu)	4\8\05	7\1\05	PII		Not Started
Ailuk Elementary School (renovation)	5\13\05	11\18\05	PII		Complete

MOE Property Maintenance

The MOE Maintenance department completed several projects for the schools. These ranged from major renovation and repair to building classroom furniture. The following lists the names of schools and the amount that was expended at each one for building school furniture:

Student Chair-Desk Units \ Bookcases \ Kindergarten Tables	
School Name	Amount Expended
Rita Elementary School	\$3,395.00
Delap Elementary School	\$4,450.00
Woja Elementary School	\$1,335.00
Laura Elementary School	\$3,560.00
Laura High School	\$1,335.00
Aur Elementary School	\$3,115.00
Tobal Elementary School	\$2,225.00
Aerok Elementary School	\$1,335.00
Wotje Elementary School	\$2,225.00
Ine Elementary School	\$1,780.00
Longar Elementary School	\$1,335.00
Tokewa Elementary School	\$ 890.00
Nallo Elementary School	\$1,335.00
Enejet Elementary School	\$3,560.00
Majkin Elementary School	\$1,335.00
Likiep Elementary School	\$4,984.00
Melang Elementary School	\$ 534.00
Jabwon Elementary School	\$1,335.00
Enewa Elementary School	\$1,780.00
Jabot Elementary School	\$1,335.00
Lib Elementary School	\$1,335.00
Matolen Elementary School	\$1,780.00
Ebeye Elementary School	\$35,600.00
TOTAL	\$81,893.00

In addition to building school furniture, the MOE Property Maintenance Unit repaired, renovated, constructed, and maintained other school and MOE facilities as outlined in the following chart:

School Repair, Minor Renovation and Construction

School Name	Description of Work
Rita Elementary School	Repair of classroom fixtures, electrical lines, fresh and salt water pumps, plumbing; installation of air-conditioning units; set-up new classrooms' furniture.
Delap Elementary School	Repair of classroom fixtures and air-conditioning units; installation of air-conditioning units; construction of fencing.
Rairok Elementary School	Repair of classroom fixtures; installation of new air conditioning units
Laura Elementary School	Repair of classroom fixtures, electrical wiring; construction of walls for new classroom and two water catchment sheds; installation of kindergarten playground
Majuro Middle School	Repair of classroom fixtures, air conditioning, student and teacher toilets; installation of two 1,500-gallon plastic water catchments including water pump for salt water; inspection and maintenance of the underground water catchment.
Uliga Elementary School	Repair of classroom fixtures, water pump and air-conditioning units.
Enejit Elementary School	Renovation of roof, concrete flooring, plywood walls and ceiling; repair of doors and windows; construction of classroom furniture.
Tokewa Elementary School	Construction of one classroom building, classroom furniture and storage
Namu Elementary School	Construction of one new classroom
Likiep Elementary School	Construction of classroom furniture; installation of security screening; repair of roof
MOE Administration	Repair of air-conditioning units, fixtures, toilet facilities, flooring; installation of mounting bookcases; renovation of pump room
Marshall Islands High School	Repair of roof, toilet facilities, air-conditioning units; maintenance of school grounds; construction of walls and doors on the administration building; installation of water catchment, pump, and security lighting
Laura High School	Repair of air-conditioning units; construction of students' desks and chairs
MOE Staff housing (MIHS campus)	Repair of air-conditioning and fixtures; installation of water pump, refrigerators and stove





Recently Completed
buildings at Rita Elementary
School

Division of Administration and Logistics

The **Division of Administration and Logistics** consists of the offices of Budget\Finance, Media Services, Personnel, and Procurement and Supply. During the past year, the division experienced numerous obstacles and challenges with respect to its delivery of services. Despite the many challenges, the division continued to provide fiscal and administrative support services, with limited resources, to all divisions, departments, and agencies within the Ministry.

Personnel

Prior to the beginning of the school year (2004-05), the Ministry budgeted for forty-one new classroom teacher and staff positions for the various public primary and secondary schools throughout the Republic. Included in the forty-one positions were two posts for the Administration. All of the positions were funded under the Compact.

The Cabinet had authorized the hiring of 26 classroom teachers and staff members to fill needed posts at four public high schools (Kwajalein Atoll High School, Jaluit High School, Northern Islands High School, and Laura High School). Additionally, the Cabinet approved the establishment of another 27 teachers and staff positions for the Special Education Program. The posts were funded under the Special Education Grant.

Most of the new positions have already been filled, with all the newly hired employees having been assigned and reported to their respective duty stations. The remaining posts that have yet to be filled are the result of no qualified applicants. Vacancy announcements have been issued but with the lack of qualified applicants, it will take a while for the joint MOE and Public Service Commission (PSC) Selection Committee to complete its recruitment, review and selection process.

With the phasing out of some of the programs that were under the previous Compact, notably the former Head Start and Work Investment Act Programs (WIA), and with the approval and authorization of the Cabinet, the Ministry absorbed the former employees of these two programs. After the conversion of what used to be the Head Start Program was completed, MOE brought a total of 200 additional teachers and staff members into its newly established Kindergarten Program.

A total of twelve former WIA employees were assigned to work in various departments within the Ministry. Included in all these Cabinet authorized positions was an Assistant USDA FOOD Coordinator, to be funded under the Four Atoll USDA Food Program.

Two of the five positions for Ebeye schools, to be funded under Ebeye Special Needs, have been filled. The remaining three are awaiting the opening of the Ebeye Middle School and the hiring of the Kwajalein Atoll High School Vice Principal.

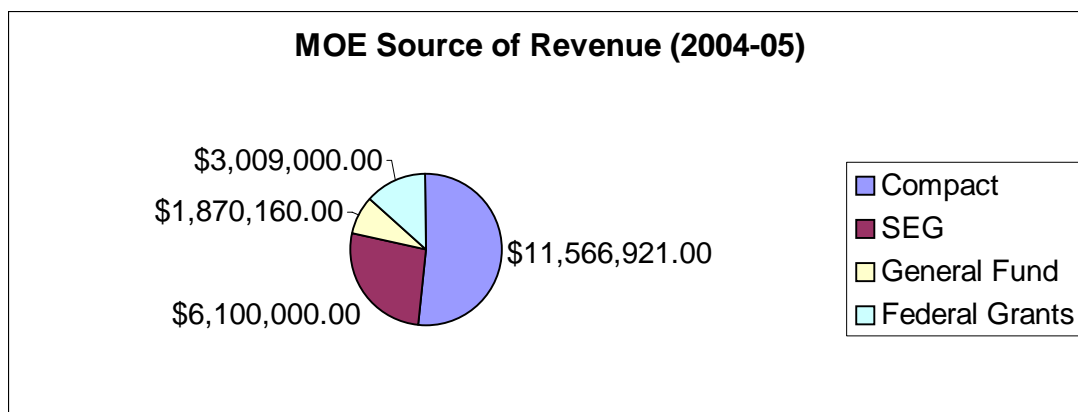
Since Cabinet approved the hiring of substitute teachers, the Ministry now has a total of 31 teachers substituting for teachers who are enrolled in the in-service program at CMI and other colleges. Once all Cabinet approved positions are filled, the Ministry will have a total of 1010 employees.

Office of Budget and Finance Revenue

The Ministry's total budget for FY 2004-05 was **\$22,546,081.00**. A total of \$1,870,160.00 (9%) derived from the General Fund, \$17,666,921.00 (78%) derived from Compact funds. Of the total Compact fund, \$6,100,000.00 consists of funds from the Supplemental Educational Grant. In addition to the annual appropriation for operations, another \$30 million was earmarked and allocated, under Compact Funds, for the renovation and construction of new school buildings. The remaining balance of \$3,009,000.00 (13%) derived from various Federal Grants.

MOE Sources of Revenue: FY 2004-05

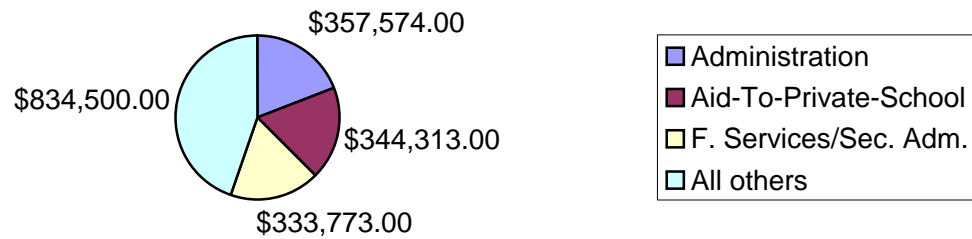
Source of Funding	Amount
Compact	\$11,566,921.00
Supplemental Educational Grant	\$6,100,000.00
General Fund	\$1,870,160.00
Federal Grants	\$3,009,000.00
Grand Total	\$22,546,081.00



Expenditures

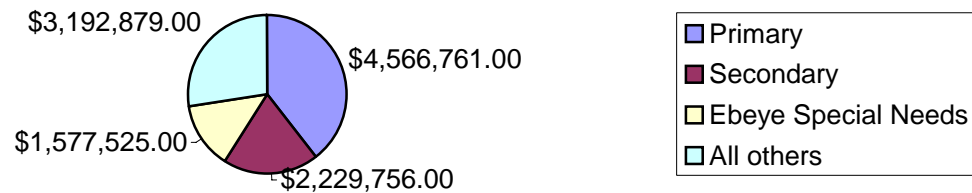
The major expenditures under the General Fund for FY 2005 were Administration with \$357,574.00 (19%), Aid-to-Private-Schools with \$344,313.00 (18%) and Food Services\Secondary Administration and Support Services with \$333,773.00 (18%). All others (WorldTeach, Staff Development, Elementary Schools – Ebeye & Majuro, College of the Marshall Islands, National Vocational Training Institute and Property Maintenance), constituted \$834,500 (45%) of total General Fund expenditures.

General Fund Expenditures (2004-05)

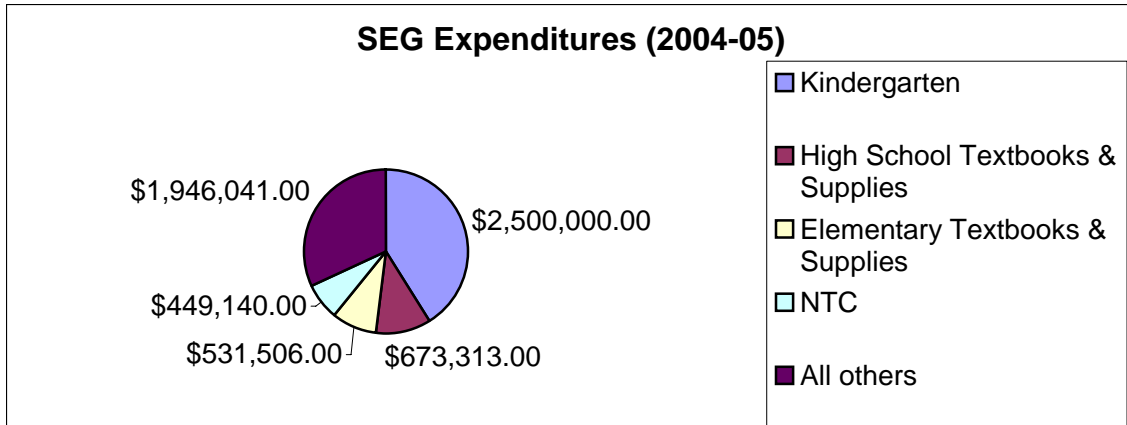


Under the Compact Fund, Primary Education had the highest expenditure, which was \$4,566,761.00 (40%). Secondary Education expended a total of \$2,229,756.00 (19%), Ebeye Special Needs was \$1,577,525.00 (14%), while all others (CMI, National Scholarship Office, World Teach, Curriculum, National Training Council, National Standards, Support Services, Lease Housing, and Utilities), constituted \$3,192,879.00 (27%) of the Compact Fund respectively.

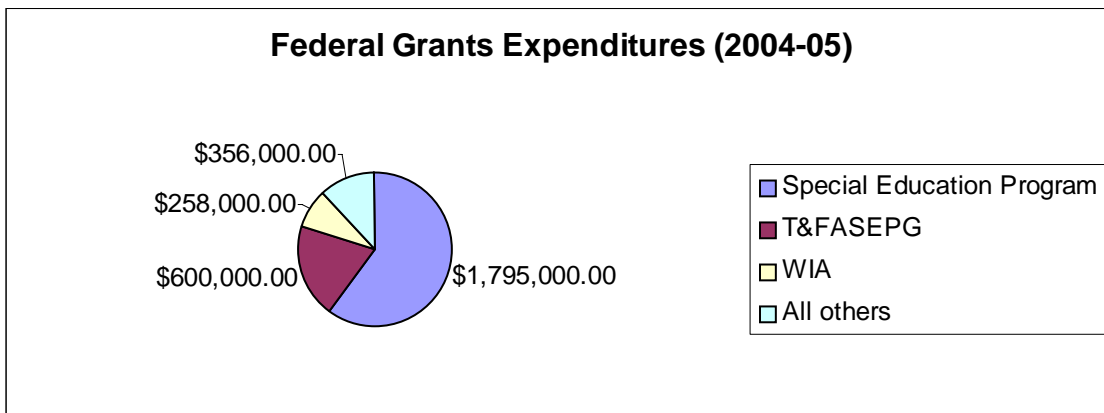
Compact Expenditures 2004-05



Under the Supplemental Educational Grant (SEG) expenditures, the Kindergarten Program had the highest expenditure with \$2,500,000.00 (41%), followed by high school textbooks and instructional materials with \$673,313.00 (11%), elementary textbook and materials with \$531,506.00 (9%), and National Training Council with \$449,140.00 (7%). All others (WorldTeach\ Dartmouth, Scholarship, Close-Up, Substitute Teachers, School Buses, Services, Adult Education, MOE Contractual, Professional Development, MIHS Food Program, National Vocational Training Institute, and School Art Project) constituted \$1,946,041.00 (32%).



The Special Education Program expended a total of \$1,795,000.00 (60%) of the total funds allocated under the Federal Grants. T&FASEGP expended \$600,000.00 (20%) and Work Investment Act (WIA) with \$258,000.00 (9%). All others (PVEIP, Career Resource Network, Special Feeding Program and School Health Program) constituted for \$356,000.00 (11%) of the total expenditures under the Federal Grants.



MOE Expenditures: FY 2004-05

Source of Fund	Major Expenditure Area	Total
General Fund	Administration	\$357,574.00 (19%)
	Aid-To-Private Schools	\$344,313.00 (18 %)
	Food Services\Secondary Admin & Support Services	\$333,773.00 (18%)
	All others (see narrative)	\$834,500.00 (45%)
Compact Fund	Primary Education	\$4,566,761.00 (40%)
	Ebeye Special Needs	\$1,577,525.00 (14%)
	Secondary Education	\$2,229,756.00 (19%)
	Others (see narrative)	\$3,192,879.00 (27%)
SEG	Kindergarten Program (Former Head Start Program)	\$2,500,000.00 (41%)
	High School Text Books & Materials	\$673,313.00 (11%)
	Elementary Text Books & Materials	\$531,506.00 (9%)
	National Training Council	\$449,140.00 (7%)
	All others (see narrative)	\$1,946,041.00 (32%)
Federal Grants	Special Education Program	\$1,795,000.00 (60%)
	T&FASEGP	\$600,000.00 (20%)
	Work Investment Act (WIA)	\$258,000.00 (9%)
	Others (see narrative)	\$356,000.00 (11%)

Aid to Private Schools

The Ministry, on an annual basis, provides monetary funding to the private schools. In FY 2005, a total of **\$344,313.00** was budgeted for distribution to the private schools. After taking out an audit fee, the actual total was **\$342,563.00**.

The financial assistance is divided and awarded based on three criteria: enrollment, academic performance, based on test results administered by the Ministry, and accreditation. A total of \$277,476.00 (81%) was allocated to each school based on enrollment. Based on these calculations, each elementary school receives an average of \$66.00 per student, while at the high school level, each student receives \$60.00.

The remaining balance of \$ \$65,086.97.00 (19%) was awarded based on performance \$58,235.00 (17%) and accreditation \$6,851.00 (2%). Only two schools in the RMI were given monetary assistance for accreditation, Assumption Schools (Elementary and High School) and Majuro Cooperative School.

At the elementary level, Assumption Elementary School, which is a private Catholic School located on Majuro, received the highest assistance in the total amount of \$37,486.00 (11%); followed by Queen of Peace, another Catholic private school located on Ebeye, Kwajalein, that received \$30,369.00 (9%); and finally Majuro Cooperative School, which received \$25,175.00 (7%).

For the secondary schools, Assumption High School received the highest award with \$20,830.00 (6%); followed by Rita Christian High School, a Protestant Church-run school, with \$12,926.00 (4%); and Jabro Kabua School, located on Ebeye, Kwajalein, with \$11,658.00 (3%).

Aid to Private Schools

FY 2004-2005 AID TO PRIVATE SCHOOL FUND DISTRIBUTION		ALLOTMENT			\$342,563.00
		Student	School Enrollment	Performance	
		No. #	81%	17%	
	Private Elementary School		\$188,683.70		
1	BAPTIST, Majuro	186	\$12,414.28		\$12,414.28
2	CALVARY, Delap	30	\$2,002.30		\$2,002.30
3	CALVARY, Ebeye	139	\$9,277.34		\$9,277.34
4	CALVARY, Laura	9	\$600.69		\$600.69
5	CATHOLIC, Assumptions	386	\$25,762.97	\$9,439.66	\$37,486.38
6	CATHOLIC, Queen of Peace	333	\$22,225.56	\$8,143.54	\$30,369.11
7	CATHOLIC, St. Joseph	97	\$6,474.11		\$6,474.11
8	CATHOLIC, St. Paul	94	\$6,273.88	\$2,298.78	\$8,572.66
9	CATHOLIC, St. Thomas	73	\$4,872.27	\$1,785.22	\$6,657.49
10	COOP, Jabro Kabua	132	\$8,810.13		\$8,810.13
11	COOP, Majuro	251	\$16,752.60	\$6,138.23	\$25,174.58
12	FULL GOSPEL, Laura Christian Academy	27	\$1,802.07		\$1,802.07
13	PROTESTANT, Aerok	31	\$2,069.05		\$2,069.05
14	PROTESTANT, Ailuk	41	\$2,736.48		\$2,736.48
15	PROTESTANT, Ebeye	146	\$9,744.54		\$9,744.54
16	PROTESTANT, Imroj	18	\$1,201.38		\$1,201.38
17	PROTESTANT, Ine	38	\$2,536.25		\$2,536.25
18	PROTESTANT, Laura	30	\$2,002.30		\$2,002.30
19	PROTESTANT, Rita Christian	126	\$8,409.67	\$3,081.34	\$11,491.01
20	PROTESTANT, RongRong	12	\$800.92		\$800.92
21	PROTESTANT, Uliga	65	\$4,338.32		\$4,338.32
22	SDA, Delap	222	\$14,817.04	\$5,429.03	\$20,247.07
23	SDA, Ebeye	269	\$17,953.98	\$6,578.42	\$24,532.40
24	SDA, Laura	58	\$3,871.12		\$3,871.12
25	SDA, Woja	14	\$934.41	\$342.37	\$1,276.78
	ELEMENTARY TOTAL	2827	\$188,683.70	\$43,676.58	\$236,927.99

	Private High School					Total
1	CALVARY, Delap	113	\$6,825.53			\$6,825.53
2	CALVARY, Laura	26	\$1,570.48			\$1,570.48
3	CALVARY, Ebeye	146	\$8,818.83			\$8,818.83
4	CATHOLIC, Assumptions	165	\$9,966.49	\$8,579.37	\$2,283.75	\$20,829.61
5	CATHOLIC, Father Hacker	139	\$8,396.01			\$8,396.01
6	FULL GOSPEL, Laura Academy HS	50	\$3,020.15			\$3,020.15
7	JABRO KABUA	193	\$11,657.77			\$11,657.77
8	PROTESTANT, Aerok	11	\$644.43			\$644.43
9	PROTESTANT, Ebeye	72	\$4,349.01			\$4,349.01
10	PROTESTANT, Rita Christian	115	\$6,946.34	\$5,979.56		\$12,925.90
11	PROTESTANT, RongRong	176	\$10,630.92			\$10,630.92
12	PROTESTANT, Tarawa (Maloelap)	23	\$1,389.27			\$1,389.27
12	SDA, Delap	154	\$9,302.05			\$9,302.05
13	SDA, Ebeye	87	\$5,255.06			\$5,255.06
	SECONDARY TOTAL	1470	\$88,792.03	\$14,558.93	\$2,283.75	\$105,653.01
Overall Total		4,297	\$277,476.03	\$58,235.71	\$6,851.26	\$342,563.00

The Department of Supply & Procurement

The department, for the first time, has created a tracking system utilizing Microsoft Excel software that has greatly assisted with the tracking of purchase requisitions (PR) and travel authorizations (TA). The tracking system was set up so that it may keep track of PR and TAs for individual departments and schools. An *Issue Out Form* also was created and is being reviewed.

Some of the challenges faced by the department include the delivery of materials and supplies to the outer islands. The current setup, where materials and supplies are sent to the outer islands without an MOE employee on board the field trip service ships to track and log the materials, has proven to be very costly to the Ministry. Supplies and materials that are being shipped to the schools in the outer islands do not arrive most of the time. Plans are currently being formulated to address the escalating concern.

The current practice, where an individual department or school goes to the RMI Procurement and Supply Office to pick up their own materials and supplies, has proven to be another huge expense to the Ministry. With departments and schools picking up their own materials and supplies, it is often difficult to keep track and know if the materials have actually arrived in the right departments' and/or schools.

A central location, that will be responsible for collecting and issuing MOE's materials and supplies, will be put into effect to alleviate the tracking and receiving problem. The Ministry, at present, does not have an Assets Inventory system in place. There is no information on how much and what types of assets the MOE possesses. Plans are currently in development.

Media Center Service

The Center continued to carry out its normal operations throughout the year. The weekly V7AB Radio Program provided educational information to the public, especially teachers, parents and children in the outer islands. Plans to revamp and revitalize the program are in progress.

Department of Professional Development (PD)

Planning for and implementing professional development training activities requires the involvement and collaborative effort of the area specialists\mentors, contracted consultants, and the MOE teacher trainer. With financial assistance from the Teacher Quality Enhancement (TQE) Grant, SEG, and General Fund, the PD Office continues to monitor teacher performance, as well as develop and implement teacher and staff improvement opportunities. Programs managed under this office include:



New Teacher Orientation

Teacher Training

Based on the results of the Marshall Islands English Literacy Test for Teachers (MIELTT), teacher development focused on programs that improved the English skills of the RMI teachers (English Institute, Computer-based ESL Program).

Computer-Based ESL Program. (May 18th-June 3rd)

This pilot program was implemented to test the effectiveness of a computer-based ESL program called *Rosetta Stone*. 50 Majuro-based teachers attended the week-long course. Based on teacher performance and feedback, instructors created a

proposal to continue using the program in the English Institute.

English Institute (June 6th – July 8th)

Three-hundred fifty (350) teachers attended a 4-week intensive program that focused on improving English reading, writing, grammar, listening and speaking skills. In order to teach this many professionals at the same time, the MOE selected and hired 22 native-English speaking instructors. The Professional Development Office conducted a 1-week training program for these instructors, based on adult education pedagogy, ESL acquisition theory, training techniques, and a curriculum framework created by a consultant.

Teachers were tested during the English Institute to determine the effectiveness of the program. In addition, a condensed version of the English Institute was administered to 50 Ebeye teachers. The comparison of a pre-test and post-test yielded the following results: Reading Comprehension showed an 11% increase in total scores; Listening Comprehension showed a 9% increase in total scores and Grammar showed a 59% increase in total scores.

Train the Trainer

The PD Office also conducted Train the Trainer workshops. 3 curriculum specialists\mentors and 8 principals participated in the reading forum workshop. In addition, 15 teachers and principals attended a

bilingual training. These trained curriculum specialists\mentors, principals, and teachers are to train others in the methods and concepts of reading and bilingual education.

As part of the continuing effort to bring training to the school and classroom level, the teacher trainer traveled to Ujae to provide training to the 8 teachers at the school for two weeks. The training focused on classroom observations and management, teacher coaching, and modeling. In addition, a total of 18 new teachers and substitute teachers from Majuro schools were supported through observation, coaching, and weekly follow-up visits.

24th Annual Pacific Education Conference (PEC)

All RMI teachers who were in Majuro during the summer 2005 were encouraged to attend the three-day regional annual conference. Teachers attended a variety of workshops and presentations that focused on improving teacher performance. Over 450 teachers (from both public and private schools) attended.

New Teacher Orientations (July 28 – Aug. 12 & Sept 9 – Sept 16)

Thirty-six (36) new teachers and thirty-one (31) substitute teachers were trained\orientated during the summer break. The topics covered during orientation included an overview of the curriculum, Ministry regulations, unit planning, lesson planning, assessment, behavior management, multi-leveled teaching, resources, and presentations from all subject areas. The orientation included open classes that allowed the teachers to observe and teach an elementary school class. The new teacher recruits also observed experienced classroom teachers in their classrooms interacting with students. Under the supervision of the experienced teacher and an M.O.E. staff member, the new teachers were required to prepare and present a lesson in class.



Recruitment/Substitute Program

In February 2005, the PD Office launched a teacher recruitment campaign to actively promote teaching as a desired profession. This campaign addressed two particular needs of the Ministry. The first was to attract potential qualified candidates to the profession. The second was to fill the need for substitute teachers in the classroom in order to allow classroom teachers to attend CMI. The staff recruited various high school students including potential graduates from the College of the Marshall Islands. Initial results of the campaign are reflected as follows:

Sixty (60) applicants were screened to determine their English literacy level and commitment to the teaching profession.

Thirty-one (31) potential candidates from the 60 pre-screened applicants were identified and selected. 24 of these were high school graduates.

Five (5) were AS degree graduates from CMI, 2 of them with teaching experience.

The selected candidates were placed at the English Institute training and other MOE workshops.

In-service Programs

With the assistance of the U.S. TQE grant, MOE continues to support and promote teachers from public and private schools to attend accredited institutions to acquire higher degrees. Teacher in-service programs are conducted at the following institutions of higher learning:

College of the Marshall Islands

For SY 2004-05, a total of 78 RMI teachers attended the in-service program at CMI. Of the 78, 17 graduated with an AS Degree in Elementary Education in May 2005. During summer 2005 when many of the teachers come in from the outer islands, a total of 128 RMI teachers attended CMI.

Brigham Young University

A total of 28 participants completed 3 courses offered during the summer. These 3 courses are core requirements towards completing a BA degree in Elementary Education. 3 principals will complete their

BA in Educational Leadership in December this year, 5 more principals are expected to attend BYUH to complete their course requirements and graduate in June 2006. Three (2 teachers; 1 principal) are currently seeking BA degrees at BYUH & UH-Hilo.

San Diego State University

A group of mostly MOE administrators took advanced courses towards a Master Degree in Educational Leadership during the year. Formal coursework for the graduate students was completed in December 2005 with graduation slated for May 2006.

Teacher Certification

With assistance from PREL, the Ministry organized a taskforce which included members of the TQE Board to review and make recommendations for an integrated Teacher Certification, Salary, and Management System. The group was tasked to come up with a system which looks at streamlining responsibilities, policies, and procedures as they relate to the development of a total teacher preparation and professional development sequence. As a result of this work, a plan for an *Integrated Teacher Certification, Teacher Salary, and Teacher Management System* was produced. This plan has been disseminated to teachers, parents and other stakeholders and is being submitted to the Cabinet and the Nitijela for their approval and endorsement. The plan is to be effective and implemented beginning December 2006. In order to assist with this very important task, MOE has hired a new teacher certification coordinator to have oversight responsibility.

Computer-based ESL Program (May 18-June 3)



Computer Class at
MIHS

The Professional Development Office implemented and tested the effectiveness of a computer-based ESL program, Rosetta Stone. Fifty Majuro-based teachers attended the course. Based on teacher performance and feedback, instructors created a proposal to continue using the program during the English Language Institute and during the SY2005-2006.

Marshall Islands Scholarship Grants & Loan Board (MISGLB)

The MISGLB's FY2005 Budget was \$1,732,556.87. Operational costs of the National Scholarship Office amounted to \$160,000. The remaining fund of \$1,572,556.87 was spent for scholarships, grants, and loans for students attending the College of Marshall Islands and various colleges and universities abroad. At the end of the fiscal year, a balance of \$50,400 remained in the operational budget of the office. \$41,300 of this amount was reallocated and used for additional grant money. A remaining balance of \$173,363 was left in grant assistance as of September 30, 2005. Again, this money was used and committed for grants and loans to continuing students enrolled during SY05\06. Please see the detailed breakdown of the budget below:

REVENUES:		
Compact Fund		871,498.00
Compact Fund-Ebeye Special Needs		100,000.00
Special Request-MOE		140,000.00
SEG		200,000.00
Rollover:		399,058.87
Compact	328,609.73	
Kwajalein	70,449.14	
Robert Byrd Honor Scholarship		12,000.00
Koo's Fishing Authority		10,000.00
Total revenues		1,732,556.87
Less Office Operation(Compact)		(160,000.00)
Total Available for Grants		1,572,556.87

EXPENSES:						
Grant	Office Operation					
	Budget	Actual	Accounts	Budget	Actual	Variance
Fall 04	160,000.00	-296,311.50	Auto Fuel	1,500.00	(545.88)	954.12
Spring	150,000.00	-314,790.50	Bank Charges	3,000.00	(1,956.00)	1,044.00
Kwajalein	170,449.14	-170,449.14	Insurance	900.00	(782.00)	118.00
Byrd	12,000.00	-12,000.00	Meetings	2,000.00	(836.23)	1,163.77
Third Countries	140,000.00	-79,932.17	Miscellaneous	450.00	(339.50)	110.50
Travel	40,900.00	-38,810.03	Office Rent	12,000.00	(12,000.00)	0.00
Summer	130,000.00	-108,269.00	Office Supplies	5,500.00	(2,859.02)	2,640.98
Total SY04-05		-1,020,562.34	Postage & Delivery	1,802.00	(710.47)	1,091.53
Available Grant		551,994.53	Printing & Reproduction	2,550.00	(1,116.58)	1,433.42
Plus...from operation		41,300.00	Accounting	5,000.00	-	5,000.00
Total Available for Fall 05-06		593,294.53	Legal Fee	10,000.00	-	10,000.00
Fall SY05-06	120,000.00	(401,881.00)	Repairs/Office Equip	700.00	(130.00)	570.00
Travel		(18,049.91)	Repairs/Vehicle	700.00	(1.00)	699.00
Total grant left		173,363.62	Representation/Entertain	5,000.00	-	5,000.00
			Sitting Fees	2,300.00	(2,200.00)	100.00
			Telephone/Comm.	11,000.00	(3,736.81)	7,263.19
			Train/Seminars/Travel&..	8,000.00	(7,774.67)	225.33
			Travel (Board/Staff)	9,000.00	-	9,000.00
			Payroll etc.	71,498.00	(71,498.00)	0.00
			Office Operation	152,900.00	-106,486.16	46,413.84
			Equipments/Fixtures			
			Back-up Unit(Memory...)	380.00	(380.00)	0
			Chairs	2,100.00	(1,679.40)	420.60
			Computer	3,000.00	-	3,000.00
			Filing Cabinets	1,500.00	(990.00)	510.00
			Meeting Table	Reprogrammed to buy the chairs		
			Vacuum Cleaner	120.00	(63.95)	56.05
			Total Equip/Fixtures	7,100.00	(3,113.35)	3,986.65
			Total Operation	160,000.00	(109,599.51)	50,400.49

The total operation variance of \$50,400.49 is what is left of the Total Office Operations. \$41,300 was deducted from the Office Operation Budget and used as additional grant aid. Therefore, the actual Office Operation budget was \$9,100.49.

Highlights of the report include the increased number of students who completed their college education during the reporting period; an increased percentage in the scholarship recipient enrollment; and, the amount of “student loans” converted to “grants” for those former scholarship recipients who have completed their degree programs and have returned to the Marshall Islands to join the workforce. This also includes statistical information on foreign scholarships offered to qualified Marshallese high school graduates during the same reporting period.

Percentage of students receiving scholarship assistance during SY2004\05 went up 10% over last year. The increase in enrollment shows that students have realized the importance of a college education. There are still those who struggle and withdraw from school after one or two years of schooling, however, the number of those remaining in the scholarship program until graduation and the number of those completing their program of studies within the set period of time is increasing. Furthermore, the post-graduate enrollment has increased. For the 04\05 school year, among the 141 scholarship recipients, seven (7) students enrolled in post graduate studies. We are seeing improvement in students’ performance as well. Students seem more determined and dedicated.

Graduates: Twenty-three (23) students completed their degree requirements at the end of the 04-05 school year. Nine (9) graduated with Associates Degrees and among them were four (4) nursing students. Eleven (11) students received their Bachelors Degrees, one of them a dentist from the Fiji School of Medicine. Two students graduated with Masters Degrees in Business Administration. A student graduated with a law degree from George Washington University. This law graduate also sat and passed the BAR exam from the state of Maryland.

A great majority of the graduates have returned to the RMI and are currently employed at various Government ministries and agencies. One has continued her education at the University of Hawaii at Manoa, while two others have not returned to the Marshall Islands.

Loan Conversion: Section 7(h) of the 1979 Scholarship Act empowers the Scholarship Board to convert all students’ scholarship assistance loans to grants after each recipient graduates and returns to work in the Republic. MISGLB recipients are bonded; a signed agreement is required when monies are given to students to guarantee their return home after graduation. If a student does not complete their education or return home after completing their education, they are required to pay back of the funds used. The duration of required working period is determined by the number of years each recipient is under the scholarship program. A year of work is required for every two years of scholarship assistance. There has not been any repayment of students’ loans made thus far. The Scholarship Board converted a total of \$2,006,088.94 students’ loans to grants for the one hundred and two (102) former scholarship recipients.

Foreign Scholarships: MISGLB is also involved in coordinating and recruiting of applicants for all foreign scholarships. Scholarships were made available from the New Zealand Government's NZAID Program, Australian Government's AusAID Scholarship Program, Japan Government's Monobusho Scholarship Program, Republic of China's Taiwan\ROC-Pacific Islands Forum Scholarship Program, and the Robert C. Byrd Honor Scholarship Program.

These programs offer full scholarships to any qualified and eligible Marshallese students to pursue higher education at colleges/universities abroad. For the 2005 academic year, a total of 9 students attended colleges and universities in the South Pacific Region under the Australian Government's AusAID Scholarship Program. One is expected to have completed her program of study in December 2005.

Additionally, the New Zealand Aid Scholarship Program made funds available for 6 students to enroll at the University of the South Pacific and other colleges/universities in the South Pacific Region. Two students successfully graduated in 2004 with Bachelors Degrees in Business Studies and Architecture Engineering. Both have returned to the RMI to join the workforce.

AFFILIATED PROGRAMS

Pacific Resources for Education and Learning (PREL) RMI Service Center



The U.S.-based Pacific Resources for Education and Learning (PREL) is an independent non-profit organization that provides education services to the Pacific Region including RMI.

The PREL RMI Service Center works in collaboration with the MOE to enhance and develop local education improvement initiatives and programs.

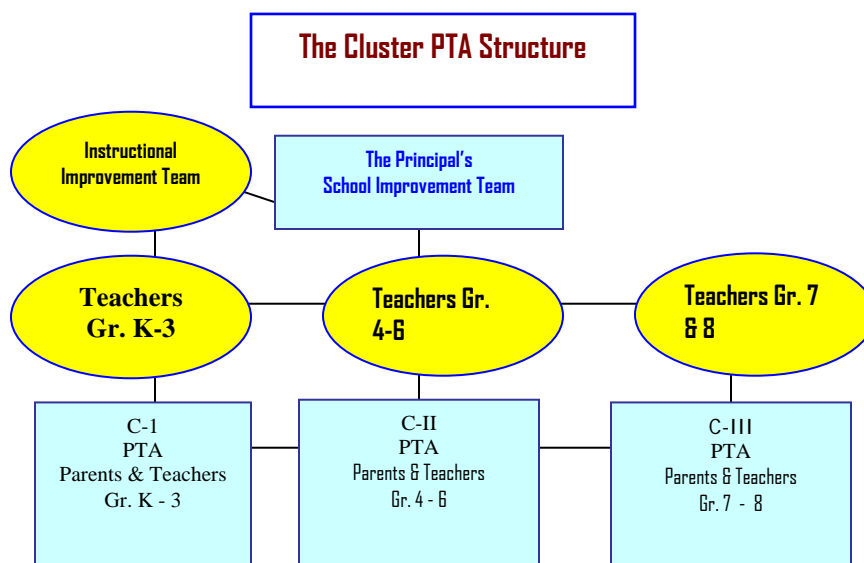
The RMI PREL Service Center Programs support the work of the Ministry of Education through the Curriculum and Instruction Division.

Parent Information & Resource Center Program. This program has two components.

Improving Schools through Increased Parental Involvement: Objective: To improve and enhance the involvement of parents in all aspects of childhood education in the Marshall Islands.

Service: Parent Information Resource Center (PIRC), a federal grant from US DOE- OII office is serving this RMI MOE improvement initiative. A locally-developed inclusive school governance model called

Cluster PTA is being implemented in schools throughout RMI to fulfill this goal.



ECE Parenting Skills: Making Parents A Child's First and Best Teachers.

Subcontract to Women United Together In the Marshall Islands (WUTMI).

Service: To provide Early Childhood Education to Families of children 0-5 year olds using a 'Born to Learn' Curriculum of Parents As Teachers National Center (PATNC), a US-based Early Childhood Program. The local motto used for this 'Parents As Teachers' Program is Ajiri In Ibbinini. The Family Home Visitations & the Family Get-Togethers are the distinguished features of this program.



Annie Debrum
WUTMI Parents As Teachers Educator



Local Herbal Bath
Demonstration

Progress Report:

RMI – PIRC Scope of Work:

Objective 1 - Improving Schools through Increased Parental Involvement by replicating the Cluster PTA Model in our public schools.

Cluster PTA Training since beginning of project.

Public Schools	2002	2003	2004	2005	Total Trained
76	6	14	12	29	61
Schools Implementing C-PTA by end of SY: 04-05					32

Twelve outer island schools successfully received RFPs in January 2005 to implement Cluster PTA in their schools this year. Twenty-nine new schools were trained in June 2005 and the deadline for submission of RFPs is December 30, 2005. Evaluation and issuance of 2006 RFPs will be in March at the Annual MOE Principals Institute.



Principals & Head Teachers Meeting



Parent Training

Of the 76 RMI Elementary Schools, sixty-one School Administrators received training on the Cluster PTA model. However, only thirty-two schools are actively participating and reporting progress of using the model. Technical assistance for implementation of school improvement initiatives in the public schools is the role of the MOE. If we want outer island schools to improve, it's imperative to improve technical assistance and services to outer island public schools. MOE expects all schools to have a Parent Teachers Association. The Cluster PTA school improvement initiative is more than just improving PTAs. It is a community-wide effort.

Has this School Improvement Model made any impact on Parents and Communities?



There is progress and evidence in our Majuro schools of increased parental involvement and interest in the learning growth and other aspects of educational development as indicated by participating school's quarterly reports.

A successful story in point is Elementary School in April food, time and energy and day of painting and school.



the painting of Ajeltake 2005. Parents donated paint, the enthusiasm behind a whole landscaping their children's

Data collected from that Cluster PTA strategies improving the collaboration improvement of teaching but at home also.

participating schools also indicate are taking on the role of of teachers and parents in the and learning not only at school

Findings of educational research show that parental involvement and support in the educational activities of their children, contribute to how well children do in school.



Consortium Math/Science Activities in the RMI for School Year 2004-2005.

The school year 2004-2005 marked the end of the Math and Science Consortium Program at PREL. The focus of its efforts was on wrapping up all activities supported by the PREL M/S Consortium, under this specific objective:

Objective 1: Assist Pacific entities to develop and implement Strategic Plans for Improving Mathematics and Science Education.

Professional Development: A total of sixteen (16) teachers were trained in this collaborative endeavor.

Objective 2: Provide technical assistance to Mathematics and Science Education by incorporating the Pacific Math and Science Standards to the RMI National Curriculum Standards.

- A collaborative Math Mentoring Project was established to serve as the vehicle for training teachers on these Math standards and mentor their progress for assessing improvements in the teaching of mathematics.
- A total of fifty-four (54) Majuro teachers participated. Eight (8) teachers were able to complete the first three-year cycle and graduated from the Program with certificates of completion in September 2005. These teachers are now ready to act as math mentors to other teachers in their schools.
- Development of classroom assessment tools that are aligned with the curriculum standards is on-going.

Objective 3: Provide local training and school-based professional development to teachers, administrators and other educators as they plan for and implement standards-based programs and practices.

Consortium-supported professional development of teachers in the RMI in math and science was one of the most successful activities.

RMI Science Project (2001-2005) involved intensive training of teachers on the RMI-DASH Science Program. A total of 386 elementary school teachers were trained over four summers by University of Hawaii Lab School trainers, under the leadership of Dr. Carol Brennan. Even though the focus of these institutes was for grades 1-6 teachers, the interest was so high that we allowed all grade level teachers to participate. For many teachers, these summer trainings were their first exposure to a standards-based teaching experience. Strategies learned have become part of instructional strategies in RMI classrooms, applied not only to science but in other content areas as well.

In addition to the on-site institutes, a total of 16 math and science teachers were sponsored by the Consortium to attend University of Hawaii summer teacher institutes. These teachers have become leaders in their schools and have been identified as members of the RMI Training Cadre for Math and Science.

PD activities at the PSP sites are the most intensive and sustained in the RMI. From 2003-2005 Ajeltake Elementary School was the PSP (Pacific Schools Partnership) site for both math and science. A total of

five (out of 8) Ajeltake teachers have participated in off-island institutes in Hawaii, sponsored by M\S Consortium. All eight (8) teachers participated in the RMI-DASH summer institutes in Majuro. M\S staff and leadership team members regularly provided on-site workshops and sustained support over the two years of the projects. Classrooms environments at Ajeltake have also take on a different outlook as an impact of sustained professional development. Classrooms are filled with current student learning calendars, concept maps, and other learning activity products. Inquiry strategies (the DASH Inquiry Model) have become a common teaching and learning strategy used in the classrooms, extending into other content areas besides science. Students have become turned-on to science, doing daily learning calendars and other science investigative activities. The Principal commented in an interview:

“As the result of our school being chosen as the PSP site for the math\science program, our teachers have become better teachers and collaborators. They not only apply what they learn in the workshops they attend, but they now work closely with me, planning school improvement activities and helping to implement them. Students have become interested in doing science, not only in the classroom but, outside as well”.

(Excerpt of Interview with Obet Mote, Principal. May 2005).

Pacific Regional Education Laboratory

This year brings a closure to the Pacific Communities with High-performance In Literacy Development (Pacific CHILD) research project that was conducted at Delap Elementary School.



The research project was initiated in response to an overwhelming need in PREL's Pacific region to improve teachers' knowledge and instructional practices in early reading. The focus of the study was on data collection, assessments and professional development.

Teachers Improved in:

- How classrooms are set up
- General classroom practices
- Reading instruction
- Reading and Writing activities

Students Improved in:

- Sight word identification
- Listen and retell assessments
- Alphabet letter identification
- Alphabet sound identification
- Concepts of Print

Teachers at Delap Public Elementary School received Professional Development (PD) on how to use the assessment batteries that were provided, how to link assessment to instruction, how to develop early readers and other instructional materials in the local language, and how to group students according to ability levels. The teachers were also taught various reading and writing strategies.



During the remaining months of the school year, PREL continued to provide Professional Development to strengthen teachers' knowledge of comprehension and assist in responding to teacher-initiated training activities that continue to link assessment to instruction.

As a result of the Pacific CHILD project, the PREL\REL staff developed a Pacific Early Literacy Resource Kit. The resource kit contains information and activities about early literacy teaching. Information about the content of the kit has been shared with the MOE area specialists\mentors and the Majuro public elementary school principals. A week-long training was held in Ebeye Elementary School with more than forty teachers.



Other than the disseminating information about early literacy teaching to teachers, a three-day workshop with twenty women from the Women United Together Marshall Islands (WUTMI) was held in early November. The workshop was geared towards helping mothers of 0-5 year old children learn how to create and use early readers in the local language to help children learn to read.



PREL Service Center Program Activities

PREL Service Center has collaborated and supported the MOE in the following scope of work this year.

- Reviewed current federal grant programs to be cashed-out under the SEG and provided recommendations for the integration of the programs.
- Reviewed and provided training on early childhood education and curriculum development.



- On-going planning for Training Modules Development work with MOE mentors on lesson planning, assessment, and classroom management.
- Acquisition of teaching and learning tools (math manipulative and science supplies) worth \$2,500 for Ajeltake Elementary School.
- Supported the RMI as Host of Pacific Educators Conference 2005



- Provided consultancies in the development of a Marshallese History Book and other Marshallese Language Arts materials and resources.
- Provided Scholarship Awards to two RMI college students. .
- RMI Nitijela Conference facilities hosted the venue for the July 2005 PREL Board of Directors Meeting.



Dartmouth Volunteer Teaching Program

Graduate Year-Long Program

The Dartmouth Volunteer Teaching Program is an educational outreach program affiliated with the Department of Education at Dartmouth College in Hanover, New Hampshire. Each year Dartmouth recruits, selects and trains recent alumni of the College to work as volunteer teachers in schools throughout the RMI. With its office housed within the Ministry of Education, an onsite field director from Dartmouth College oversees the management and training of the volunteers and works closely with MOE to ensure that teachers provide quality instruction to RMI students. For the past two years, the program was funded in part by the Supplemental Education Grant (SEG) and the Bikini Atoll Government.

In June 2005, The Dartmouth Volunteer Teaching Program completed its fourth year of operation. During the 2004-2005 academic year, the program provided 12 volunteer teachers to the Marshall Islands. Dartmouth, MOE and the Bikini Government concentrated the efforts of the graduate volunteers in three out of the five public high schools and within the two Bikinian elementary schools (see chart below).

School	Volunteers	Subject Areas
Northern Islands High School	2	English\History
Laura High School	2	English\Science
Marshall Islands High School	1	Government
Kili Elementary School	4	English\Math\Science
Ejit Elementary School	3	English\Math\Science

Currently, in the program's fifth year of operation, there are 19 alumni of Dartmouth College teaching in the Marshall Islands. In addition to providing 12 new graduate volunteers, Dartmouth had its largest number of teachers return for a second year of work in the Marshalls. More than half of the volunteers (7) from the 2004-2005 group returned as contract MOE teachers, thus providing continuity and more quality instruction to the schools. This year the program expanded to two new sites placing two teachers at Majuro Middle School and two teachers in the new Kwajalein Atoll Public High School.

In addition to their service in the classroom, Dartmouth volunteers have taken active roles in their schools and communities by initiating a variety of extracurricular activities including: adult English education classes, tutoring, theatre, college prep classes, chess club, athletics, yearbook, school newspaper, music, and art clubs.

Undergraduate Teaching Internship Program

January - March 2005 marked the sixth year of Dartmouth's Undergraduate Teaching Internship Program in Majuro. This ten-week internship program focuses mainly on teaching grade nine through grade twelve in a cross-cultural environment at Marshall Islands High School (MIHS). Last year, six teaching interns were selected and matched with mentor teachers from MIHS. Interns were under the supervision and mentorship of a professor of education at Dartmouth College and Program Director of both the year-long and undergraduate programs. Undergraduate interns observed classes, taught in cooperation with a local mentor teacher and gradually prepared and taught for one to two weeks of solo instruction in a Marshallese high school classroom. All undergraduate interns had their classes observed and commented on by the faculty advisor.

In addition to their work in the classrooms, the interns shared their time and talents organizing a variety of extracurricular projects and clubs that encouraged high school students to practice their English language skills and foster excitement and confidence in learning. For the past two years the success of this program was evident in the bilingual productions of *A Midsummer Night's Dream* and *Twelfth Night*, Shakespearean comedies directed and performed by Dartmouth interns, students, staff and administration of Marshall Islands High School.

The undergraduate program is made possible by grants through the Department of Education at Dartmouth College. Accommodations for the interns and the faculty advisor are provided by the Ministry of Education.



Students and staff of Marshall Islands High School perform the final act of Shakespeare's *Twelfth Night*.



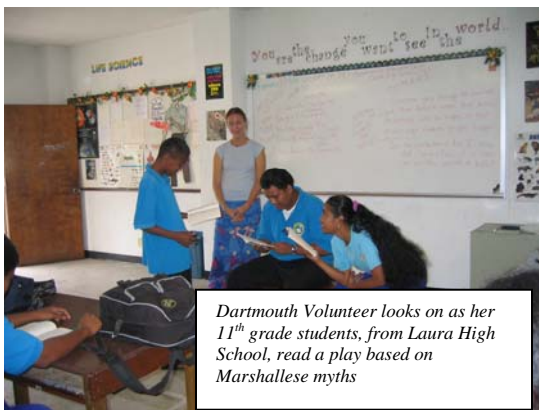
Dartmouth Volunteer conferences with one of her 4th grade students on her writing.



Dartmouth Volunteers 2004-2005 during their Mid-year retreat



Dartmouth volunteer plays a science game with her 10th grade class at Laura High School.



Dartmouth Volunteer looks on as her 11th grade students, from Laura High School, read a play based on Marshallese myths

WorldTeach Volunteer Program



WorldTeach volunteer assists a student on his class work at Ine Elementary School.

WorldTeach is a non-profit organization affiliated with Harvard University that sends volunteer teachers to countries throughout the world. Operating under its second 3-year Memorandum of Understanding with the RMI government, the organization recruits, screens, and trains volunteer teachers to work in schools throughout the RMI. WorldTeach oversees the management of the volunteers throughout the year working closely with the MOE to ensure that teachers provide quality instruction to Marshallese students. For the first two years of the program, WorldTeach was funded in part by a grant from the Republic of China (Taiwan). Now the program is funded under the

Supplemental Education Grant (SEG).

WorldTeach Volunteer Placements for SY 2004-05

- | | |
|----------------------------------|---------------------------------|
| 1. Marshall Islands High School | 14. Jaluit High School |
| 2. Majuro Middle School | 15. Rita Elementary School |
| 3. Ailuk Elementary School | 16. Delap Elementary School |
| 4. Rairok Elementary School | 17. Ajeltake Elementary School |
| 5. Woja (Maj.) Elementary School | 18. Laura Elementary School |
| 6. Arno Elementary School | 19. Tobal Elementary School |
| 7. Kaven Elementary School | 20. Mejit Elementary School |
| 8. NVTI | 21. Jabwon Elementary School |
| 9. Toka Elementary School | 22. Jaluit Elementary School |
| 10. Majkin Elementary School | 23. Ujae Elementary School |
| 11. Ine Elementary School | 24. Kwajalein Atoll Public H.S. |
| 12. Utrik Elementary School | 25. Laura High School |
| 13. Namdrik Elementary School | |

The WorldTeach program completed its third year of operation in the RMI in June 2005. For the 2004-2005 academic year, the program placed 30 volunteer teachers in 25 schools on Majuro and the outer islands (see chart). The program began its fourth year by welcoming 43 volunteers to the RMI in July 2005, placing 16 volunteers in Majuro schools and sending volunteers for the first time to several outer island elementary schools, including Aerok

(Maloelap), Ebon, Enejit (Mili), Jabor (Jaluit), Jeh (Ailinglaplap), Lae, Longar (Arno), Ulien (Arno), and Wothe.

The 2004-05 School Year

All but one of the 30 volunteers from the 2004-05 school year completed their one-year contract of service. This represents a substantial improvement over the first year of the program when several volunteers terminated their contracts early due to personal, professional, health, and safety issues. Nine remained in the Marshall Islands to work for the MOE's English Language Institute during the summer of 2005 to offer English language instruction to teachers. Additionally, two volunteers from the 2004-05 group have returned to the RMI to continue their work as teachers under MOE contract, one at Majkin Elementary School and one at MIHS.

New Volunteer Placements for 2005-2006

In addition to teaching at the same schools as last year, the program has expanded to include the following schools:

1. Aerok (Maloelap) Elementary School
2. Ebon Elementary School
3. Enejit Elementary School
4. Jabor Elementary School
5. Jeh Elementary School*
6. Lae Elementary School
7. Longar Elementary School
8. Ulien Elementary School
9. Wothe Elementary School*
10. Uliga Elementary School**
11. Aerok (Ailinglaplap) Elementary School**

*WorldTeach placed volunteers at these schools in 2002, but those volunteers left the program early for health and safety issues. The schools addressed the issues and host volunteers again.

**These schools did not have a volunteer in 04-05 because previous volunteers stayed in the schools under contract.

Volunteer Contributions Outside of School

WorldTeach volunteers have worked to have an impact in their communities that goes far beyond work in the classroom. Many WorldTeach volunteers started adult education classes both on Majuro and the outer islands and helped prepare older residents to take the GED examination.

In addition, volunteers have worked with other government agencies, such as the Environmental Protection Authority and the Ministry of Health, to help them reach students with their respective education programs. Volunteers have helped bolster after-school and tutoring programs and started new extra-curricular classes in art, creative writing, debate, and other subjects that have fostered excitement about learning and education.

Many volunteers found time to help coach or assist with school sports teams, encouraging the students to participate in these worthwhile activities. Several volunteers have also shown the initiative to start new programs. For example, the volunteer from Rairok Elementary School organized and planned the Majuro Marathon to raise more than \$1,000 to buy books for the school.

The 2005-2006 School Year

The original agreement between the RMI government and WorldTeach expired after the 2004-2005 school year, but was extended for another three-year term. This extension of the program allowed for its expansion as well. The program increased its volunteer numbers by more than 40 percent—from 30 to 43 volunteers for the 2005-06 school year.



WorldTeach volunteer teaches students about the alphabet at Utrik Elementary School

This group has hit the ground running since their arrival in late July. Many have continued the extra-curricular projects of past volunteers. For example, this marks for the fourth year of adult education in Ujae Atoll. In addition to these earlier-established programs, WorldTeach volunteers have started new projects. At MIHS, the volunteer advises the student newspaper. For the first time, MIHS students have a regular spot in the *Marshall Islands Journal* to showcase their writing. In addition, the volunteer at Jabor Elementary School started first aid classes to teach her students how to properly treat wounds in order to prevent infection. For the first time, WorldTeach volunteers at Jaluit High School are directing a play with the newly-established Theater Club.

Assessing the WorldTeach Program

Unfortunately, it is nearly impossible to provide an accurate numerical assessment of the benefits of the WorldTeach program. Currently, there are no tests utilized by MOE or WorldTeach to provide a picture of improvement in English skills at all grade levels among the students of the RMI.

WorldTeach conducted surveys among principals and head teachers of schools with volunteers during the 2004-2005 school year to assess their feelings about the program. Results of the evaluations suggest that volunteers are viewed as being indispensable additions to the teaching staffs at their schools. The principals and head teachers (who get to view the students and volunteer teachers on a daily basis) believe that the volunteers have had a huge impact on student learning. The WorldTeach program has had a great impact on the students of the RMI in the first three



Second-year volunteer conducts a reading circle with the students at Aerok Elementary School.

years of its operation, but like most investments in education, the true results can only be seen in the long-term.

Japanese Overseas Cooperation Volunteer Program

The Japan Overseas Cooperation Volunteer (JOCV) Program with the collaboration of the Ministry has been in the islands since 1991. The purpose of this program is to teach and provide teaching methodologies to Marshallese teachers in order to build local capacities and skills in the math area. All of the JOCV volunteers have prior knowledge of teaching and were teacher in their own country. The placements of the volunteers are at both public and private schools.

In the school year 2004-2005, there were 19 JOCV volunteers that participated in the program and taught or worked at the following schools:

Locations	Number of Volunteers
MOE Curriculum & Instruction	1
Ajeltake Elementary School	1
Assumption Elementary School	1
College of the Marshall Islands	1
Delap Elementary School	1
Jaluit High School	2
Kili Elementary School	1
Laura Elementary School	1
Likiep Elementary School	1
Marshall Christian High School	1
Marshall Islands High School	3
Mili Elementary School	1
Northern Islands High School	1
Rairok Elementary School	1
Rita Elementary School	1
Woja Elementary School	1

The JOCV activities involved:

- Assisting elementary school teachers focusing on Math & Science at the following schools: RES, UES, DES RRES, AES, WES, LES, Kili ES, Mili ES, Likiep ES
- Transferring and sharing Japanese teaching techniques to Marshallese teachers based on the Team-Teaching Create Method, using lesson plans, work sheets and materials which are suitable for the Marshallese context
- Implementing on-site teacher training called “Open Class” on a monthly basis. This strategy involves teachers demonstrating lessons to other teachers followed by discussions on how to improve classroom instruction and techniques based on sharing of information
- Teaching Math, Science, Physical Education, and Japanese language at the secondary level
- At CMI, teaching Japanese Language and Computer Engineering.



Japanese Volunteer at local Elementary School



"Open Class" Session

Educational Indicators

Under the Performance-Based Budgeting System, the Ministry is required to comply with additional indicators that show progress and improvement in the education system. The following is a list of the Indicators required for the Department of Interior:

	20 INDICATORS
1.	# of schools by grade level
2	# of schools by enrollment size
3	# of schools operating half days
4	# of staff full time/part time
5	# and percent of staff by education level
6	# of teachers/staff by grade level
7	# of student/teacher ratio
8	Base population by age group
9	Enrollment by grade and gender
10	Average daily student attendance rate by grade level and gender
11	Drop out rate by grade level and gender
12	# and percent of students achieving "Proficiency" level and above at selected grade levels for standardized tests.
13	Completion/Graduation rate for 8 th and 12 th grade
14	# and percent of grade 8 completers going to high school and high school grads going to higher education
15	# of student's texts by subject areas and grade level
16	Per student expenditure
17	# of parent's involvement activities per year by school and average # of parents participating
18	Student enrollment in local institutions of higher education
19	# of Higher Education graduated by diploma/degree
20	Percent of base-school-age population in school by age group

The first 16 indicator areas were selected for monitoring by JEMFAC in August 2004. The indicators focus on several important areas including student populations, enrollment, student/teacher ratio, school/teacher ratio, student performance and dropout rate, and attendance. Two additional indicators (for each MOE Outcome) were developed by EPPSO and MOE and are included. These indicators supplement the 16 indicator areas and are related to the measurements included in the performance matrices. Data are being collected and will continue on a quarterly basis and will be reported on cumulatively. The measures in Indicators 1-16 are designed to allow MOE to demonstrate performance with regard to the implementation of outputs and obtaining expected results.

INDICATOR TABLES TO ADDRESS OUTCOMES 1-4

The tables below present the primary measurements for the Ministry. Impacts are identified for each outcome

Indicator 1: Number of schools by Grade Level & Total Students (by gender) (DOI 1, 9)²									
2002-2003 School Year						2004-2005 School Year			
Level	Type	Number	# Students	Boys	Girls	Number	# Students	Boys	Girls
Elementary	Public	75	8166	4137	3849	75	8140	4313	3827
	Private	25	2806	1360	1446	25	2561	1248	1313
Secondary	Public	4	1445	720	725	5	1786	904	882
	Private	13	1707	827	880	13	1232	619	613

Indicator 2: Number of Primary and Secondary Schools by Area in RMI (DOI 1,10)								
2002-2003 School Year					2004-2005 School Year			
Area	Primary Schools	Percentage	Secondary Schools	Percentage	Primary Schools	Percentage	Secondary Schools	Percentage
Majuro	19	19.2%	8	50.0%	20	20%	9	50%
Ebeye	6	6.1%	5	31.3%	6	6%	6	30%
All others	74	74.7%	3	18.7%	74	74%	3	20%
Total	99	100	16	100	100	100%	18	100%

Indicator 3: Gross Enrollment Ratios for Primary and Secondary Schools (DOI 9)					
School Type	2000-01	2001-02	2002-03	2003-04	2004-05
Primary	98.2	98.8	101.6	91.8	92.6
Secondary	50.3	48.3	51.9	43.8	45.5
Total Primary and Secondary	84.7	81.2	84.0	73.2	74.3

Indicator 4: Dropout Rate by Grade Level and Gender (DOI 10, 12)						
Grades	2002-03 Males	2002-03 Females	2003-04 Males	2003-04 Females	2004-05 Males	2004-05 Females
1-8	23%	18%	23%	16%	23%	23%
9-12	38.7%	43.3%	39.7%	40.6%	37.5%	37.1%

Indicator 5: Primary Grades Dropout Rate 1990, 1995-2005 (DOI 12)				
Year Started Grade 1	Year To Reach Grade 8	Number Students	Number (%) Reached Grade 8	Dropout Rate (%)
Both Sexes				
1989-1990	1996-1997	1,863	1,326 (71.2%)	28.8
1994-1995	2001-2002	1,993	1,556 (78%)	21.9
1995-1996	2002-2003	1,657	1,317 (79%)	20.5
1996-1997	2003-2004	1,657	1,339 (80.8%)	19.2
1997-1998	2004-2005	1,599	1,210 (75.6%)	24.3
Males				
1989-1990	1996-1997	972	633 (65%)	34.9
1994-1995	2001-2002	1,034	774 (74%)	25.1
1995-1996	2002-2003	851	656 (77%)	22.9
1996-1997	2003-2004	851	653 (68.7%)	23.3
1997-1998	2004-2005	851	639 (75.1%)	24.9

² All Indicators-Tables that follow have been modified by the MOE to fit our report. The data has not been modified.

Indicator 5: Primary Grades Dropout Rate 1990, 1995-2005 (DOI 12)				
Year Started Grade 1	Year To Reach Grade 8	Number Students	Number (%) Reached Grade 8	Dropout Rate (%)
Females				
1989-1990	1996-1997	891	693 (77.8%)	22.2
1994-1995	2001-2002	959	782 (81.5%)	18.5
1995-1996	2002-2003	806	661 (82%)	18.0
1996-1997	2003-2004	806	678 (84%)	15.9
1997-1998	2004-2005	748	573 (76.6%)	23.3

Indicator 6: Secondary Grades Dropout Rate 1990, 1998-2005 1997 (DOI 12)				
Year Started Grade 9	Year To Reach Grade 12	Number Students	Number (%) Reached Grade 12	Dropout Rate (%)
Both Sexes				
1989-1990	1992-1993	711	390 (54.8%)	45.1
1997-1998	2000-2001	901	473 (52.4%)	47.5
1998-1999	2001-2002	963	511 (53%)	46.9
1999-2000	2002-2003	930	536 (57.6%)	38.8
2000-2001	2003-2004	968	579 (59.8%)	40.0
2001-2002	2004-2005	1015	636 (62.6%)	37.3
Males				
1989-1990	1992-1993	346	199 (57.5%)	42.5
1997-1998	2000-2001	462	238 (51.5%)	48.5
1998-1999	2001-2002	483	265 (54.8%)	45.1
1999-2000	2002-2003	434	266 (61.2%)	38.7
2000-2001	2003-2004	453	273 (60.3%)	39.7
2001-2002	2004-2005	506	316 (62.4%)	37.5
Females				
1989-1990	1992-1993	365	191 (52.3%)	47.7
1997-1998	2000-2001	439	235 (53.5%)	46.5
1998-1999	2001-2002	480	246 (51.2%)	48.8
1999-2000	2002-2003	474	270 (57%)	43.0
2000-2001	2003-2004	515	306 (59.4%)	40.6
2001-2002	2004-2005	509	320 (62.8%)	37.1

Indicator 7: Student\Teacher and Teacher\School Ratio by School Management Type (DOI 7, 6)							
Type School	Grade Level	2002-2003			2004-2005		
		Number Schools	Teacher\ School	Student\ Teacher	Number Schools	Teacher\ School	Student\ Teacher
Public	Primary	75	7.16	15.2	75	7.76	14.1
	Secondary	3	29	16.6	5	18.2	19.61
Private	Primary	25	6.76	16.6	25	7.56	14.72
	Secondary	13	8.9	14.8	13	9.53	13.94

Indicator 8: Student Teacher Ratio by Area\All Schools (DOI 7)				
Area	Grade Level	Student\Teacher Ratio 2002-03 (All Schools)	Student\Teacher Ratio 2003-04	Student\Teacher Ratio 2004-05
Majuro	Primary	19	17.8	18.3
	Secondary	14.4	13.8	18.7
Ebeye	Primary	20.2	18.4	21.1
	Secondary	16.6	16.9	26.6
All others	Primary	12.2	12.3	11.14
	Secondary	15.3	19.4	10.5

Indicator 9: Teacher\School Ratio by Area\All Schools (DOI 6)				
Area	Grade Level	Teacher\School Ratio 2002-03	Teacher\School Ratio 2003-04	Teacher\School Ratio 2004-05
Majuro	Primary	12.3	13.2	19.8
	Secondary	15	16.3	26.0
Ebeye	Primary	16.7	15.2	20.0
	Secondary	8.6	8.4	5
All others	Primary	5	6.1	5.5
	Secondary	13	13	16.5

Indicator 10: Number of Teachers by Grade Level & School Management Type (DOI 6)				
Area	Grade Level	Number Teachers 2002-03	Number of Teachers 2003-04	Number of Teacher 2004-05
All Areas	Primary	703 (public & private)	695	705
Outer Islands	Primary	369\703 (public and private)	333	448
All Areas	Secondary	115 (public)	87	102
All Areas	Secondary	95 (private)	124	124

Indicator 11: Per Pupil Expenditure (DOI 17)							
Type School	Grade Level	2002-2003			2003-2004		
		Total Students	Total Expenditure	Per Pupil Expenditure	Total Students	Total Expenditure	Per Pupil Expenditure
Public	Primary	8166			8677	\$5,211,911	\$600.66
	Secondary	1445			1452	\$1,683,777	\$1,159.63
Private	Primary	2806			2783		
	Secondary	1707			1729		
Total Public		9611	\$14,587,500		10129	\$6,895,768	\$680.78
Total		14124			14641		

Indicator 12: Public and Private Primary Schools, Teachers and Students by location: 2004-05 (DOI 2)

Atoll	Public				Private					
	Schools	Teachers	Students		Schools		Teachers	Students		
			Boys	Girls	Total			Boys	Girls	Total
Ailinglaplap	8	35	270	225	495	3	14	5	1	6
Ailuk	2	11	31	43	74	1	4	N/A	N/A	N/A
Arno	10	38	261	238	499	2	8	55	45	100
Aur	2	11	66	58	124	0	0	N/A	N/A	N/A
Ebon	3	19	103	72	175	0	0	N/A	N/A	N/A
Enewetak	1	25*	65	70	135	0	0	N/A	N/A	N/A
Jabat	1	5	9	15	24	0	0	N/A	N/A	N/A
Jaluit	7	30	178	134	312	2	9	41	52	93
Kili	2	23*	105	90	195	0	0	N/A	N/A	N/A
Kwajalein	4	60	630	581	1211	5	61	415	404	819
Lae	1	6	54	44	98	0	0	N/A	N/A	N/A
Lib	1	5	19	30	49	0	0	N/A	N/A	N/A
Likiep	3	17	86	66	152	0	0	N/A	N/A	N/A
Majuro	8	179	1681	1495	3176	11	0	602	655	1,257
Maloelap	5	21	96	78	174	0	0	N/A	N/A	N/A
Mejit	1	9	49	51	100	0	0	N/A	N/A	N/A
Mili	5	21	144	132	276	0	0	N/A	N/A	N/A
Namdrik	1	10	94	63	157	0	0	N/A	N/A	N/A
Namu	4	18	100	96	196	0	0	N/A	N/A	N/A
Ronglap	1	12*	54	44	98	0	0	N/A	N/A	N/A
Ujae	1	8	64	44	108	0	0	N/A	N/A	N/A
Utrik	1	8	53	70	123	0	0	N/A	N/A	N/A
Wotje	2	13	89	77	166	1	4	37	35	72
Wotho	1	5	12	11	23	0	0	N/A	N/A	N/A
Total	75	529	4,313	3,827	8,140	25	189	1,203	1,143	2,346

* **Indicator 12:** SY 04-05 Enewetak Elementary School has 15 local hire teachers. Kili Elementary has 2 local hire teachers. Mejjato Rongleap Elementary School has 6 local hire teachers.

Indicator 13: Public and Private Secondary Schools, Teachers and Students by location: 2004-05 (DOI 2)

Area	Schools Public	Teachers	Boys	Girls	Total	Schools Private*	Teachers	Boys	Girls	Total
Ailinglaplap	0	0			0	1	4	14	6	20
Jaluit	1	17	173	137	310	0	0	0	0	0
Kwajalein	1	5	50	83	133	5	42	120	117	237
Majuro	2	52	531	521	1,052	7	78	395	380	775
Wotje	1	16	150	141	291	0	0	0	0	0
Total	5	90	904	882	1,786	13	124	619	613	1,232

Indicator 14: Proficiency Level Pacific Islands Literacy Test (4th Grade): % Students "At Risk" (DOI 11)					
Subject	1998	1999*	2002 (All Schools)	2002 Public Schools	2002 Private Schools
English	69	72	57% (Boys 61.2%\Girls 53%)	64%	34%
Marshallese	76	66	49% (Boys 51.8%\Girls 45.1%)	50%	44%
Numeracy	66	75	73% (Boys 73.8%\Girls 72.6%)	80%	50%

As indicated under the Testing Section, PILL TEST has not been administered for the last 3 years. It is been reinstitute as another measuring tool this year, 2005-2006.

Indicator 15: Number students Qualifying for High School (Passed High School Entrance Exam) (DOI 11)				
Year	Number Test Takers	Number Total passed	Number Girls Passed	Number Boys Passed
2002-03	1327*	546	281	264
2003-04	1328	733	392	341
2004-05	1,138	629	315	314

The drop in the number of students passing the high school entrance test may be due to the following reasons; 1) the test was new and the curriculum implemented in the school is new, 2) the high school entrance examination test (MISAT III) was longer in terms of times required to complete the test and 3) students were not familiar with the new "bubble" method of answering that the new test used.

Indicator 16: Total Enrollment in Primary and Secondary Schools by Grade and Sex in RMI: 1989-90 to 2004-2005															
Year	Primary Schools									Secondary Schools					
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total	9 th	10 th	11 th	12 th	Total	Grand T.
Both Sexes															
1991\91	1,782	1,493	1,525	1,430	1,358	1,183	1,132	1,078	10,981	673	652	459	359	2,143	13,124
1991\92	2,515	1,436	1,623	1,469	1,461	1,356	1,175	1,213	12,248	813	584	443	375	2,215	14,463
1992\93	1,996	1,766	1,452	1,624	1,513	1,400	1,306	1,180	12,237	854	622	511	390	2,377	14,614
1993\94	2,129	1,725	1,665	1,463	1,585	1,376	1,351	1,272	12,566	865	646	548	423	2,482	15,048
1994\95	1,993	1,894	1,683	1,679	1,446	1,521	1,339	1,332	12,887	893	614	464	429	2,400	15,287
1995\96	1,657	1,580	1,661	1,716	1,522	1,520	1,233	1,328	12,217	879	709	507	415	2,510	14,727
1996\97	1,657	1,578	1,658	1,715	1,519	1,516	1,292	1,326	12,261	879	713	507	415	2,514	14,775
1997\98	1,599	1,349	1,474	1,625	1,657	1,534	1,444	1,380	12,062	901	645	580	436	2,562	14,624
1998\99	1,435	1,389	1,536	1,499	1,614	1,576	1,436	1,582	12,067	963	702	504	498	2,667	14,734
1999\00	1,394	1,339	1,396	1,420	1,477	1,530	1,474	1,353	11,383	908	699	572	407	2,586	13,969
2000-01	1,433	1,241	1,273	1,389	1,420	1,478	1,439	1,430	11,103	968	787	625	473	2,853	13,956
2001-02	1,591	1,390	1,361	1,371	1,517	1,527	1,488	1,556	11,801	1,015	832	626	511	2,984	14,785
2002-03	1,504	1,287	1,286	1,242	1,039	1,244	1,322	1,317	10,241	1,032	850	704	556	3,242	13,388
2003-04	1,696	1,439	1,279	1,345	1,226	1,292	1,326	1,339	10,942	1,003	869	732	579	3,181	14,123
2004-05	1,734	1,361	1,342	1,215	1,277	1,126	1,072	1,157	10,284	1,025	831	626	549	3,031	13,315
Males															
1990\91	893	765	800	709	690	605	610	513	5,585	326	315	228	175	1,044	6,629
1991\92	1,324	744	874	789	748	693	590	632	6,394	399	268	222	191	1,080	7,474
1992\93	1,026	937	730	842	741	698	654	592	6,220	445	305	248	199	1,197	7,417
1993\94	1,106	875	860	751	794	700	708	620	6,414	443	314	259	208	1,224	7,638
1994\95	1,034	970	850	864	761	757	696	686	6,618	437	304	221	217	1,179	7,797
1995\96	851	846	836	869	769	778	610	633	6,192	452	338	242	227	1,259	7,451
1996\97	851	845	836	868	766	776	610	633	6,185	452	338	242	227	1,259	7,444
1997\98	851	606	782	822	861	799	759	689	6,169	462	309	280	200	1,251	7,420
1998\99	697	741	773	808	831	796	710	794	6,150	483	350	269	240	1,342	7,492
1999\00	732	697	757	730	778	779	742	663	5,878	434	339	294	214	1,281	7,159
2000-01	712	629	655	782	693	787	736	700	5,694	453	399	301	238	1,391	7,085
2001-02	835	727	720	721	873	762	792	774	6,204	506	413	303	265	1,487	7,691
2002-03	801	648	626	667	675	670	662	656	5,405	517	431	328	266	1,542	6,947
2003-04	900	767	634	701	665	668	713	653	5,701	502	440	354	273	1,569	7,270
2004-05	906	722	730	617	634	603	562	598	5,372	492	429	320	289	1,530	6,902
Females															
1990\91	889	728	725	721	668	578	522	565	5,396	347	337	231	184	1,099	6,495
1991\92	1,191	692	749	680	713	663	585	581	5,854	414	316	221	184	1,135	6,989
1992\93	970	829	722	782	772	702	652	588	6,017	409	317	263	191	1,180	7,197
1993\94	1,023	850	805	712	791	676	643	652	6,152	422	332	289	215	1,258	7,410
1994\95	959	924	833	815	685	764	643	646	6,269	456	310	243	212	1,221	7,490
1995\96	806	734	825	847	753	742	623	695	6,025	427	371	265	188	1,251	7,276
1996\97	806	733	822	847	753	740	682	693	6,076	427	375	265	188	1,255	7,331
1997\98	748	743	692	803	796	735	685	691	5,893	439	336	300	236	1,311	7,204
1998\99	738	648	763	691	783	780	726	788	5,917	480	352	235	258	1,325	7,242
1999\00	662	642	639	690	699	751	732	690	5,505	474	360	278	193	1,305	6,810
2000-01	721	612	655	782	698	787	736	700	5,691	515	388	324	235	1,462	7,153
2001-02	756	663	641	650	644	765	696	782	5,597	509	419	322	246	1,496	7,093
2002-03	703	639	660	575	591	574	660	661	5,063	515	419	376	290	1,600	6,663
2003-04	796	672	645	644	561	624	613	686	5,241	499	429	378	306	1,612	6,853
2004-05	828	639	612	598	643	523	510	559	4,912	533	402	306	260	1,501	6,413

Indicator 17: School operating half-day sessions	
Year	Number of schools
2001 – 2002	1
2002 – 2003	1
2003 – 2004	1
2004 - 2005	1

Indicator 18: Base Population of School Age Groups				
Year	Age 4	Age 5	Age 6-13	Age 14-18
2004	1,039	1,039	11,886	7,501
2005	1,039	1,039	11,886	7,501

This concludes the Republic of the Marshall Islands Ministry of Education's Annual fiscal report for year 2005. All information presented is provided to assist the reader with understanding the many activities that are taking place at the MOE. In addition, it is hoped that the information given is used for constructive comments from the reader and the community.

DIVISION PHOTOS

