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Message

Since the completion of the Ministry of Education Strategic Plan in 2000, the MOE has undertaken several new initiatives and reforms to improve education outcomes.

These new initiatives and reforms, though still in their infancy, have resulted in key improvements. These improvements have taken place in the areas of staff development, outer-island school performance monitoring, enhancement of teacher training and certification programs, teacher salary translations, increased secondary school access, major school renovations and maintenance, and centralization of the information-sharing and documentation capacity of the MOE.

Despite these achievements, it is clear that the RMI education system is still in need of major improvement and re-evaluation, particularly in the areas of quality education and increased access to primary and secondary education. It is these areas that the MOE has placed highest priority.

Current budgetary, human resource and other constraints have made meeting these priority goals difficult at the best of times. This does not suggest, however, that the MOE accepts the current situation, but rather, will continue to be pro-active in seeking alternative and more cost-effective options to improve the status of education in the RMI.

To do so will require not only the commitment and resources of the MOE, but also of the parents, communities, and local and national governments and agencies. Education is part of the overall development process of the RMI, supporting and enhancing the personal growth of all its citizens, great and small. As such, the MOE pledges to enable all Marshallese to take an active role in the education process.

Hon. Wilfred Kendall,
Minister of Education

Mrs. Biram Stege,
Secretary of Education

Executive Summary

The Ministry of Education plays a vital role in the overall development of the Marshall Islands by providing its citizens with the skills necessary to survive and thrive in today's global enterprise.

Recognizing this vital role, the MOE has been developing and implementing several new initiatives to enable it to meet priority education goals. The overall aim of the MOE is to increase access to elementary and secondary education, and to improve the quality of education outcomes through quality teacher training and appropriate curriculum development. Poor education outcomes are a reality for the RMI, and the MOE is making every effort to ensure that future generations obtain the best education available resources can provide.

In this effort, the MOE has undergone several significant changes in the manner in which it manages and organizes itself, financially and structurally. It has expanded its human, financial and information resource base. It has been more effective in addressing internal constraints through open dialogue. And, it has re-focused the education system to be more reflective of the RMI context and needs.

Despite these achievements, there is still much room for improvement and expansion in all areas of the education system. Academic skills attainment is still significantly low. There are still insufficient resources to adequately meet all education needs. And, motivation and capacity amongst teachers and MOE staff are still not to standard. These are areas that will continue to be addressed as the MOE develops and improves.

Finally, it is crucial that local communities and stakeholders take a proactive role in improving and monitoring education processes. Without this level of involvement, the education system will be unable to adequately address the real needs of the people of the Marshall Islands.

The MOE will continue to actively involve local communities in the education process, and to empower the Marshallese people to take responsibility for their future and that of future generations.

Ilju ko ad bed lopiden peid.

The future is in our hands.

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List of Abbreviations

ADB = Asian Development Bank
ASPnet = Associated Schools Project Network
CARE = Century After-School and Recreation Education
CMI = College of the Marshall Islands
DES = Delap Elementary School
EFA = Education For All
EU = European Union
FASEG = Freely Associated States Grant
FY = Fiscal Year
GED = Graduate Equivalency Diploma
GF = General Fund
HSET = High School Entrance Test
ICT = Information and Communication Technology
IDEA = Individuals With Disabilities Act (Special Education)
JOCV = Japan Overseas Cooperative Volunteers
MOE = Ministry of Education
MIHS = Marshall Islands High School
MISAT = Marshall Islands Standardized Achievement Test
MOU = Memorandum of Understanding
NGO = Non-Government Organization
NIHS = Northern Islands High School
NTC = National Training Council
NVTI = National Vocational Training Institute
PIRC = Parental Information and Resource Center
PREL = Pacific Resources for Educational Learning
PSC = Public Service Commission
PTA = Parent teacher Association
REL = Regional Education Laboratory
ROC = Republic of China
RMI = Republic of the Marshall Islands
SIP = School Improvement Plan
SY = School Year
TT = Trust Territory
UNDP = United Nations Development Program
UNESCO = United Nations Education, Scientific, and Cultural Organization
UNICEF = United Nations Children's Education Fund
UNEVOC = United Nations Education and Vocational Organization
USP = University of the South Pacific
WAM = Waan Aelon in Majel
WIA = Workforce Investment Act
WUTMI = Women United Together in the Marshall Islands

I. Introduction

“The goal of the educational system in the Republic shall be to provide a thorough and efficient system of education to provide all children in the Republic, regardless of socio-economic status, handicap, or geographical location, the education opportunity that will prepare them to develop into self-reliant individuals and to function socially, politically and economically in society.”

Section 15, Education Act 1991, Public Law 1991-125



Outer-island School

circa TT period

A. Ministry of Education Today

Since the development of the **Strategic Plan for the Ministry of Education** in 2000, the MOE has made significant steps towards the improvement of education access and quality.

In FY 2003, several key new developments were made. First, the MOE has initiated the process of re-vamping its budget system to that of performance-based budgeting. The aim of this reform is to provide the MOE with a framework from which to effectively monitor and evaluate its ability to meet educational goals and outcomes through planned and specified outputs, and to increase its capacity to develop and implement initiatives in a cost-effective and efficient manner. At the moment, this has entailed extensive work by both technical assistants and MOE staff to fully comprehend the process and to provide an accurate history of how the MOE has been utilizing its funds to date.

Second, the MOE is nearing the final stages of completing its teacher translation initiative. The MOE has long known that many of its teachers are not being paid according to their level of qualifications and experience. To rectify this problem, the MOE, in collaboration with the PSC, has reached a compromise to correct teacher salaries incrementally through an agreed timetable and pay increment structure spanning FY 2003 -04.

Third, the MOE has made a concerted effort to expand its staff development programs. To date, 23 MOE staff are attending a distance education Master's degree program run by San Diego State University, sponsored by the Asian Development Bank. In addition, the MOE has organized and conducted several principal and teacher training workshops in the summer to increase capacity at the school level. As such, it is clear that the MOE is taking seriously the issue of staff and teacher skills enhancement as a step towards improving overall education outcomes and outputs in the RMI.

Fourth, the MOE has initiated comprehensive assessments and surveys on the physical conditions of the schools, particularly those in the outer-islands. From these surveys, the MOE will be able to develop a comprehensive and effective school improvement plan to replace and/or renovate schools in most need of repair or refurbishment, and to seek funding assistance accordingly.

Fifth, the MOE has been actively encouraging schools to take their own initiatives to seek outside funding to assist in their school improvement plans. Many schools have taken advantage of the Japanese Grassroots Grant Scheme for this purpose.

Sixth, the MOE has continued to support CMI in its efforts to improve and expand its Teacher Training program for both pre- and in-service teachers. The ultimate aim of this program is to provide the RMI with qualified teaching staff as a way to improve the quality of education. The MOE has set policies requiring current teachers to up-date their teacher certifications and skills, and provides financial incentives for those who have completed their studies.

It is clear, however, that despite these new initiatives and efforts by the MOE to improve and expand the education system in the RMI, it is still far from the level and standard it should be. Pre-school, primary, and secondary school access is still a significant issue, as approximately 30-40% of all Marshallese school-age children, 3-14 years, do not attend school. A still larger percentage of Marshallese young people do not have access to secondary and tertiary level education. Programs which provide education opportunities to those who are unable to attend school are still lacking both in number and in the amount of students they can retain. In the formal education sector, these programs consist of the GED program at CMI and the NVTI program at the MIHS campus. In the non-formal education sector, vocational skills training is provided to a small number of high school graduates at the WAM program.

As indicated by the MISAT, the CMI Entrance/Placement Test, Upward Bound Entrance Test, and statistics of failure rates of scholarship students in programs abroad, academic skills attainment is still significantly low throughout all levels of the RMI education system. As the population increases, it is evident that the MOE will have to re-prioritize its education goals to suit the needs of the growing population, particularly when the equally poignant issues of access and quality are vying for first place on the priority list. It is proving to be a dilemma which the MOE finds it must resolve in order to attempt to alleviate both issues simultaneously if any significant improvement is to be made.

Current and forecasted budget constraints are proving to be a limiting factor in the MOE's ability to follow through on current and future planned initiatives. The issues of poor communication with the outer-island schools, lack of school supplies and materials, lack of trained teachers, and steady deterioration of school buildings and facilities imply that the MOE will have to expend enormous amounts of financial and human resources this upcoming fiscal year if it is to adequately and cost-effectively address each problem. This will mean a much larger commitment on part of the national and local governments to assist the MOE in addressing these problems.

B. Education Act of 1991 Review

The purpose of the MOE is "to provide a thorough and efficient system of education serving all of the children of the Republic" (Education Act 1991 Bill #221 N.D.-1). Furthermore, it is RMI government legislation which states that education is compulsory for all children, ages 6 to 14, inclusive.

The MOE recognizes that the government's existing policy on education is formalized in the **Education Act 1991**. One of the main objectives of the MOE is to promote school attendance by age five. A committee was formed in November, 2002 to review and evaluate, and if necessary, suggest amendments to the **Education Act 1991** to increase school attendance by age five, as opposed to the current mandatory ages of 6 to 14 (grades 1-8). At this point, the committee is still reviewing and re-evaluating all factors and constraints involved in the increase of age attendance in schools.



The MOE will do more research to ascertain the impacts and effects of an increase in total enrollments in the public school system. The MOE must consider the fact that the budget is only allowing very limited expansion each year, and to increase the attendance age to 5, it will have to take further steps to evaluate all factors involved to ensure that

other aspects of the education system are not negatively impacted; taking into account the current human resource and financial base of the MOE.

One main argument that arose from the review meetings was whether it would be more appropriate to increase the number of students as opposed to dedicating more resources to addressing quality of education issues. Another argument was that with the MOE's already limited budget and resources, increasing the overall number of student attendance and enrollment would pose more of a risk in terms of decreased effectiveness. The Policy, Planning, and Research division feels that it is appropriate at this time to review all factors involved in order to amend the Education Act to increase school age.

The Head Start program has already taken this initiative by establishing 5 new pre-school sites in Majuro to increase their age 3-5 enrollment. The MOE's goal is to add kindergarten classes to 10 new sites per year. The MOE hopes that by next school year, it will be able to establish more kindergarten classrooms for the age 5 students in the public schools. To accomplish this, the national government will have to allocate more financial resources to the MOE.

In addition, it is clear that the areas of non-formal education, community participation in the education process, and vocational skills training are not adequately addressed in the current education act.

The ultimate aim of the review, therefore, will be to ensure that these issues are incorporated into the new and revised Education Act, and to allow for increased sovereignty of the schools and local governments to initiate and implement school improvement plans.

C. Ministry of Education Strategic Plan

In the **Ministry of Education Strategic Plan**, the following are key issues identified as needing to be addressed:

- o Improving educational quality standards
- o Improving English and Marshallese language standards
- o Teacher education
- o Management of risk
- o Quality of information management
- o Relationships with stakeholders
- o Communication

The plan is very comprehensive. As part of the improvement in information management and to comply with new grant conditions under the Compact, the MOE, with the support of an external consultant, is developing a program approach to budget management. This approach will assist the MOE in the management of the implementation of the Strategic Plan.

As part of the budget approach officers of the MOE have had to examine the list of objectives to be achieved under the plan and identify a smaller group of objectives to focus on for the next two years. The focus objectives are:

- o To improve the teaching of reading
- o To disseminate a document listing learning standards for each grade
- o To appoint kindergarten teachers and increase the number of five year olds enrolled in public schools
- o To increase the effectiveness of teachers by ensuring they spend more time at school
- o To eliminate double sessions
- o To increase the number and educational qualifications of the teachers through training and recruitment
- o To improve the quality of data held by the MOE
- o To increase the number of students who complete secondary school
- o To increase community and parent support for schools
- o To develop and expand the National Vocational Training Institute

II. Ministry of Education Divisions

A. Policy, Planning, and Research

The Division of Policy, Planning and Research was just recently established in August 2002 based on the recommendation of the report, **Developing a Strategic Plan for the Ministry of Education**, in April 2000. The report indicated that the Ministry of Education needed to establish a policy, planning, and research division in order to focus and produce a simple corporate planning framework, including mission statements, objectives, tasks, outputs and performance indicators for the MOE.

The division was established with an Assistant Secretary who manages and oversees the departments of Management Information System and Evaluation, Grants Services, and Legislative Advice. The function of this division is to evaluate personnel staff, undertake policy and planning initiatives, and monitor and coordinate all divisions within the MOE.

In line with the MOE's vision to raise standards and reduce disparities in education access, the following were the primary objectives for FY 2003:

- o Review the **Education Act 1991**
- o Review the rules and regulations of the MOE
- o Conduct Staff Retreat Vision Seminar
- o Monitor school performance planning and enrollment
- o Administer the MISAT for entry into high school
- o Review teacher salaries and pay scales
- o Review information technology infrastructure
- o Develop an incentive program for private and elementary schools for improvements in education outputs and outcomes

1. Rules and Regulations and Performance Management

Besides reviewing the Education Act of 1991, the other primary objective of the Policy, Planning, and Research division is to review the rules and regulations of the MOE. The MOE believes that it is imperative that new rules, regulations and standards be developed and enforced. A committee of seven members from various departments within the MOE was formed to conduct the review. In the process of reviewing new standards, rules and regulations of the personnel system, including teachers within the MOE, the management of the personnel system was turned over to the PSC. With the transfer of personnel management to the PSC, the MOE hoped to be working with the PSC to re-evaluate authorization duties and responsibilities of each of the organizations for the development of new rules and regulations.

The main concern for the evaluation of new standards, rules and regulations is that most schools do not meet the minimum required 180 school days. By developing new standards, rules and regulations, the MOE will be able to take appropriate steps to ensure that teacher, staff and principal accountability. In addition, the establishment of these

standards will provide an incentive framework from which the MOE can recognize teacher and staff achievement.

As part of this effort, a staff retreat was held in February of 2003, with the objective to evaluate the MOE's mission and role, and to assist the staff re-focus their roles and responsibilities as employees, and to build better communication channels within the MOE. Seventy clerical and contractual personnel attended, including staff members from CMI, Head Start and WIA. The retreat focused on the MOE's vision statement, and how staff can contribute to the achievement of that vision. Furthermore, MOE and staff constraints were discussed and identified to enable the MOE to develop internal mechanisms to address and solve identified problem areas.

In addition, the MOE has made a concerted effort to establish new and more efficient mechanisms to better utilize existing resources. An integral part of this effort is the expansion of the teacher certification program conducted at CMI. This effort has also been expanded to include teacher training and certification programs at Brigham Young University and the University of Guam.

Another aspect of this effort is to develop the MOE's School Performance Planning capability. The purpose of this initiative is to increase and improve language development, including literacy skills, at all stages of primary schooling. Priority is given to the early years. Furthermore, the MOE's new School Performance Planning initiative will ensure that quality education issues such as chronic absenteeism by both students and teachers, low achievement outcomes, and inadequate and irrelevant teaching resources and curriculum are addressed and dealt with.

2. Information Technology Infrastructure

The MOE has been working towards developing and utilizing ICT to improve its efficiency, effectiveness and transparency by addressing its networking and database collection capabilities. With the assistance of the CARE program, MMS and all elementary schools on Majuro have access to the internet and networking programs.

Currently, most of the MOE's data is scattered and stored in different divisions and programs. This includes information regarding projects and grant programs. The MOE is therefore beginning to develop and utilize database technology to centralize its data collection system. Detailed information on all schools is currently collected and logged in spreadsheets. In addition, the MOE is now searching for IT-related grants to purchase professional grade database software and hardware, and to seek technical assistance for IT development and training. Once the system has been purchased and installed, and the data currently being collected has been entered into the system, the MOE will be able to more efficiently access data and relay it to relevant parties. This ICT infrastructure will also ensure greater fiscal and educational performance accountability, and will be closely linked to the MOE's transference to performance-based budgeting (to be discussed in Section V part A).



3. Aid to Private School

Aid to Private School funding is now regulated under the Policy, Planning and Research division. Prior to any disbursement of funds, private schools are now required to provide key data to assist the MOE to monitor private school costs and needs. This information will ensure that the MOE is able to more accurately provide overall education expenditure information to the national government and external donors.

B. Elementary Education

The function of the Elementary Education division, as mandated in the **Strategic Plan**, is to undertake curriculum development and produce resources to support the curriculum. The division also has oversight of the Special Education (IDEA) and the Freely Associated States Education Grant (FASEG) programs.

The division addressed seven major activities during SY 2002-03: 1) curriculum supervision and school leadership support to schools; 2) develop National Curriculum Standards, Benchmarks, and Expectations; 3) provision of staff development and training; 4) develop a school data management system (Pacific Education Development Management System-PDMS); 5) acquisition and production of instructional materials; 6) conducting national assessment to students; and 7) implementing the Special Education (IDEA) and Freely Associated States Education Grant (FASEG) Programs.

1. Curriculum Supervision and School Leadership Support

The task of supervising schools has been changed as a result of the MOE Mentoring Program. Initiated during SY 2002-2003, the program utilizes the 18 education

specialists as school mentors who focus their support on 3 to 4 schools during the school year. This allows school leaders on outer island to channel their needs to their assigned mentor who provide support and resolve problems between schools and the MOE.

Major task	Progress	Challenges
Curriculum Supervision and School Leadership Support	1. The number of school visits increased from two to three or four during the last school year. 2. School leaders and teachers received more onsite assistance time on curriculum implementation and school improvement efforts. 3. Funding for the mentors' visit was provided by ADB and supplemented from FASEGP and Special Education.	1. The remoteness of the outer island schools remains a constant challenge. 2. Majority of school leaders and teachers still need coaching and hands-on support to implement the curriculum. 3. Low level of commitment compounded by slowness in meeting urgent requests have forced school leaders and teachers to offering only the minimum in services to students. 4. The outer islands setting does not support meeting the 180 mandated instructional days.

2. Complete Development of National Curriculum Standards, Benchmarks, and Expectations

The development of the curriculum for grades 1 thru 8 has gone through many phases, beginning with revision of the former framework with assistance from the ADB. The work done by ADB has been further revised and rearranged into learning standards, benchmarks, and expectations with assistance from PREL. The current task is to complete the development of grade level expectations and begin creating assessments of learning tools for each cluster (grade 3, 6 and 8), as well as assessment for learning tools for each grade level (1-8).

Major task	Progress	Challenges
Complete development of National Curriculum Standards, Benchmarks, and Expectations	1. The learning standards for all grade level and benchmarks for each cluster level are completed. 2. More than 70% of the grade level expectations have been developed and gone through the review process. 3. The remaining work on the grade level expectations is targeted for completion by the end of	1. Lack of continuity and follow-up in the development of standards, benchmarks, and expectation has cause severe delay in bringing the work to a closure in a timely manner. 2. There is still the need to begin revising the assessment tools to match the completed standards, benchmarks and expectation. 3. There is a need to identify

	October, 2003. 4. Funding for the development of curriculum standards, benchmarks, and expectations, is provided by the FASEGP grant project.	expertise to help guide the development of sound assessment tools that will accurately measure student achievement under each curriculum area.
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3. Provide Staff Development and Training

The division also provided staff development and training opportunities to school leaders and teachers through out the school year. Consultative assistance and training was also provided to the Bureau's staff through special contracts and arrangements, and national and regional training and conferences.

Major task	Progress	Challenges
Formal coursework for the MOE teaching certification requirement	1. The number of year round in-service teachers has increased from the usual limit of 15 to 43 this school year due to certain factors. These include teachers' willingness to complete the requirement; better incentive for certified teachers with increases in pay; and MOE's ability to release more teachers as new teachers were hired for this year.	1. Formal coursework for outer island teachers are limited to summers only. 2. The few teachers who are selected to attend year round in-service training put a strain on classroom services. 3. There is a problem in releasing teachers for AA training due to difficulty of finding replacement in certain outer island atolls.
MOE workshop	1. On site workshop in curriculum implementation. Trainings on the use of the reading and math textbooks were conducted during mentor visits to outer island schools. 2. Curriculum workshops in each of the subject areas (math, science, social studies, language arts, and health) were offered to new teachers during the summer. 3. Division staff participated in the MOE's retreat to review the division's commitment for service improvement and to resolve shared problems.	1. There is still a need to coordinate subject area workshops so all schools can benefit from on-site training from area specialists. Due to time constraints for specialists to visit outer island schools, only the mentor's assigned school gets training in the mentor's area of specialty.
National and regional conferences	1. Division staff participated in national & regional conferences related to their specialties, including Student Achievement and School Accountability (No Child Left Behind Act), Reading	1. There is a need to honor the "calendar of participants" provided by project managers. The practice of replacing

	Success Network, Pacific Curriculum and Instruction Council, Pacific Educators Conference (PREL), & the International Students Arts Festival (ICAF).	program people, particularly local staff who are required to implement the program activities, at the last minute, often lead to failure of program implementation.
Technical assistance and consultation	1. Division staff received technical assistance on specialized areas including curriculum development, staff development and proposal development.	1. There is too much reliance on outside consultants to produce program plans and proposals that affect local services. There is a need to emphasize local capacity-building as part of consultant contracts to ensure that local staff are prepared to take on the task.

4. Develop a School Data Management System

The Pacific Education Data Management System (PEDMS) was created by the FASEG Program Directors to help gather school data within the Micronesian entities, as a way to better understand the schools and to provide better information for school improvement planning. The structure was build around the most compatible software program, Excel, due to its ability to import data from other software and ease of generating reports. The hardware was purchased, training provided on data collection, and data collection itself, began in the summer of 2000. Currently, data have been collected from 90% of the schools, but there is still a need to gather and input the needed data from the remaining 10% of the schools to complete the baseline information.

Major task	Progress	Challenges
Develop a school data management system	1. Establishment of a data framework and information cell. 2. 90% of the baseline data collected and inputted. 3. Training on the collection survey forms with the remaining schools completed this summer. 4. Funding for the mentors' visits was provided by from FASEGP.	1. Continued challenge of completing the collection of baseline data due to low return rate of collection forms and lack of follow up. 2. Danger of loosing the credibility of the original PEDMS idea and usability with current changes in the system from the Excel program to Filemaker Pro. 3. Leaving the guardianship and utilization of the system to outsiders does not ensure local capacity. 4. Need to train local staff to take on the responsibility of managing and utilizing the system.

5. Acquire and Produce Instructional Materials

Acquisition of instructional materials to implement the curriculum is an on-going effort that has not always been easy. Problems range from lack of careful review and selection of programs suitable to our children to lack of financial support from local sources compounded by the slow procurement process. An example of this is evident in the acquisition of the Harcourt Brace reading program. There was an arrangement to acquire materials for only the lower grade (K-2) to pilot how the program would be used with Marshallese children but in the end the whole reading program was purchased. After one year of implementation, it was discovered the materials for the upper grades (4-8) are too difficult for children to understand. The first batches of reading and math for grades 1-8 were acquired by funding from the Freely Associated States Education Grant Program. Development of Marshallese materials continues at a sporadic and as needed basis. Plans to increase development of Marshallese material are renewed with more demand for reading in the vernacular at the early grades.

Major task	Progress	Challenges
Acquire and produce instructional materials	1. Purchase of Harcourt Brace Reading and Math texts for grade K-8 completed. 2. Purchase Hook On Phonic program for the early grades completed and training on the use of Hook On Phonic program began this summer. 3. Purchase of teacher and school instructional material valued at \$68,000 completed. Materials are due in the RMI by the end of September. 4. Completion of the six Marshallese/English reading books on alphabet, fish, trees, and baby animals completed and awaiting printing. 5. Development of the Canoe video and accompanying teachers' guide and student's workbook is near completion. 6. Funding for material acquisition was provided by from FASEGP.	1. The Harcourt Brace reading textbooks for upper grades is too difficult for RMI students 2. There is no additional source of funds to purchase the other needed teaching aides for the HB Reading series. 3. There is no additional funds to purchased the needed manipulative and teaching aides for the Math program 4. Completion and delivery of contracted teaching materials (alphabet, change to canoe video and teachers manual, and solar system video) by local vendors (Mission Pacific) has gone beyond the life span of the contracting grant 5. There is little contribution from the local funds for acquisition and development of classroom materials.

6. Conduct National Assessments for Students

The division has been working collaboratively with the Policy, Planning, and Research division to develop national assessments for grades 3, 6 and 8. The detailed result on the status of the national assessment for high school entry (HSET) is given in Section IV part C.

7. Implement Special Education (IDEA) and Title-I (FASEGP) Grant Programs

Implementation of the two federal grant programs has been painstaking. This has been compounded by the requirements imposed by local, national rules which delay program activities. This in turn results in the delay of services and materials to students and teachers. Although these requirements delay the delivery of services, the benefits received from these two grants far outweigh the problem of purchasing and procurement of project materials.



C. Administration and Logistics

The Administration and Logistics division continues to coordinate and conduct the general administration of the MOE in matters relating to budgeting, personnel management, procurement and distribution of school supplies, allocation and disbursement of Aid-to-Private School funding, providing technical assistance to other divisions as needed, to document and update the MOE's financial records and status, to coordinate the outer island high schools' food service programs, and to conduct inventories of school supplies and materials.

1. Budget

The annual budget for this year, including subsidies to the private schools is approximately \$9,300,128.00. About 63% of the budget is from the GF and 24% from sections 221B and 216A of the Compact. 4% of the annual budget is capital

improvement program funds. Currently, the MOE is making itself ready to be networked to the Ministry of Finance's new accounting system that will be in place in the next fiscal year. This will ensure efficient and accurate information transfer between the ministries, and better monitoring and evaluation of budget activities.

The outer island schools subsidy was not appropriated for this past fiscal year. However, schools were able to complete the year with few supplies from the federal programs upon submission of School Request for Proposals (RFPs) in support of their school improvement plans. Despite this, it was clear that the \$10,000.00 allocated to the Majuro schools was insufficient, equating to \$4 per student. In comparison, private schools received \$415,500.00, equating to approximately \$60 per elementary student, and \$51 for high school students.

2. Personnel

For FY 2003, eighteen new teaching and administrative posts were established to address staffing needs at Ebeye Public Elementary School and LHS.

The transference of MOE personnel to the PSC is nearing completion. All MOE teachers and staff are correctly classified according to the PSC's pay scales and regulations. The inputting of all Personal Action Forms by the Ministry of Finance is nearing completion.

3. Procurement and Supplies

Toward the end of the third quarter of FY 2003, an amount of \$17,755.00 was transferred to the outer island schools account. From this, school supplies for teachers were purchased to enable teachers to begin SY 2003-04. Though insufficient, it has enabled teachers to begin the school year on a firm footing.

4. Division Constraints

Despite the fact that the Administrative and Logistics division is able to meet MOE goals and objectives and school outputs, it does so with various constraints which limit its ability to address these needs and requirements in an efficient and effective manner. The following are some of the constraints the division faces:

- o Lack of clear lines of communication amongst parties responsible for implementing actions relating to procurement and distribution of supplies and other fiscal activities
- o Insufficient funding to cover all costs of freight and communication, resulting in MOE and school phone lines being unnecessarily disconnected and delays in the distribution of schools supplies to the outer islands
- o Uncontrolled and often, last-minute re-programming / transference of funds to cover unplanned / un-expected activities, resulting in shortfalls for other programs and limiting their ability to accomplish their key goals and objectives

To ensure that the division is able to operate efficiently and effectively, these constraints have to be addressed.

D. Property Management

The MOE's Division for Property Management was established in May 2002. Due to the urgent need for repair and maintenance at many of the schools, the MOE has undertaken various classroom renovations, including manufacturing and repairing classroom furniture.



Marshall Islands High School

2002

1. Division Accomplishments

Majuro Atoll

1. **Rita Elementary School:** The former school cafeteria building (129'x39'x10') received a major renovation to convert the former cafeteria into three classrooms. This renovation project is complete and the school has an increased student enrollment as a result. In addition, a computer lab, two offices for principal and vice principal, a storage room and 2 bathrooms were also completed. The project cost was \$22,087.00.
2. **Delap Elementary School:** The former school cafeteria building (100'x32'x10') received a major renovation to convert it into classrooms. This project was completed and resulted in the school eliminating its "double class sessions". The school now has 6 new classrooms and a library. The project cost was \$15,268.00.
3. **Laura High School (LHS):** The former Laura (Public) Elementary School campus was the site of a major renovation project to convert the campus into LHS. The project was contracted out to a private company. The initial phases of LHS renovation resulted in a new administration office, four classrooms and two toilets for the staff and students. In addition, an existing water catchment (est. 4-

thousand gallons) was repaired and a water pump installed. The project cost was \$78,044.00.

Outer Islands

1. **Maloelap Atoll:** The MOE transported renovation materials and a renovation crew (2) to perform classroom maintenance/renovation at Kabin Elementary School.
2. **Kabin Elementary School:** This classroom building (96'x32'x8') renovation project focused on repairing/replacing the classroom windows and doors, classroom partition walls, ceiling and roof. The school's PTA donated free labor towards the project. The project was estimated as completed and cost \$24,332.00.
3. **Arno Atoll:** A chartered trip transported renovation materials and the MOE renovation crew (6) to perform classroom maintenance/renovation in four elementary schools; Arno, Ulien, Longar and Kilane.
4. **Arno Elementary School:** The school building (96'x24'x8') required major renovation as roughly 80% of the school building was in need of complete replacement. Excluding the flooring and one-third of the concrete walls, the project is currently 95% complete, with current expenditures at \$20,304.00.
5. **Ulien Elementary School:** The four-classroom building (72'x24'x8') renovation concentrated on repairing/replacing the classroom doors and windows. In addition, the school was re-painted. The renovation was estimated as completed and cost \$1,526.00.
6. **Longar Elementary School:** The school (64'x24'x8') renovation concentrated on replacing the ceiling, doors, windows, partition walls, and repairing the porch. The project is 98% complete and current costs amount to \$6,079.00.
7. **Kilane Elementary School:** The school (64'x24'x8') renovation concentrated on repairing the windows, doors and walls. The project is 98% complete and current costs amount to \$4,569.00.

Students Desks and Chairs Construction Program

The MOE's Maintenance & Renovation crew constructed students desks and chairs. The total furniture project cost was \$22,015.00. Below is the furniture distribution table:

School	Atoll	No. Desks / Chairs
1. Rita	Majuro	58
2. Uliga	Majuro	none
3. Delap	Majuro	167
4. Rairok	Majruo	none

5. Ajeltake	Majuro	76
6. Woja	Majuro	34
7. Laura ES	Majuro	none
8. Kabin	Maloelap	24
9. Lukoj	Arno	20 / 20
10. Kilane	Arno	25 / 25
11. Wotje HS	Wotje	50

2. Program Constraints

School renovations progress has been limited by several factors. They are as follows:

- o Lack of a personnel within the Property Management division's own staff to keeping track of purchase requisitions and orders
- o Often purchase requisitions submitted to the Ministry of Finance are not processed or, are long-pending due to whether or not the renovation costs are qualified as "major" project costs as stipulated by the Compact

These constraints have made it difficult for the Property Management division to ensure that projects are completed in a timely and efficient manner. As such, schools are often left to deteriorate further, resulting in them becoming major and more expensive renovation projects as time passes.



Uliga Elementary School

2002

3. Future Plans

The Property Management division will continue to coordinate with concerned divisions and programs for immediate establishment or construction, as needed, of the pre-school classrooms at designated school sites on Majuro. Schools recently renovated and who did not receive 100% completion must be followed up for successful completion.

Plans for future activities include:

- o Obtain assurance from head teachers/principals and PTAs that they can complete remaining maintenance/repair projects, utilizing available left-over materials

- o Send back MOE renovation team members to complete the remaining projects
- o Develop a consistent and cost-effective School Improvement Plan for the maintenance, repair and renovation of all public schools
- o Coordinate with various government and community stakeholders on developing an agreed blueprint construct for all schools throughout the RMI; to ensure cost-effectiveness by standardizing required building materials and engineering plans for all schools

E. Secondary and Vocational Education

The Assistant Secretary position for the Secondary and Vocational Education division still remains vacant. As a result, reports under this division are not available at this point in time. It is important to note that despite this vacancy, secondary and vocational education issues are being addressed by the MOE.

III. Ministry of Education Programs

A. World Teach

The World Teach program came to the Marshall Islands in 2002, sending 27 volunteer teachers to public schools on Majuro and the outer islands. The program is continuing into its second year (SY 2003-04) of a three-year agreement between the RMI and World Teach, Inc., which is based at Harvard University in Boston, Massachusetts.

Last year, World Teach volunteers taught at Rita, Uliga, Delap, Rairok, Ajeltake, Woja and Laura Elementary Schools on Majuro, as well as at MMS, MIHS and LHS. On the outer islands, volunteers taught on Majkin, Namu; Kilagne, Arno; Tobal, Aur; Jabwon, Ailinglaplap; Mejit; Toka, Ebon; Kaven, Maloelap; and Ujae, Ujae, as well as NIHS and JHS.

Although it was only the program's first year, students at the schools with a World Teach volunteer teaching 8th grade showed significant improvement on MISAT. While students in all schools in the RMI improved over last year's scores by an average of 22%, schools where World Teach volunteers served the majority of the 2002-2003 school year improved by an average of 27%. The program hopes to continue to help improve not only MISAT scores, but the overall English proficiency of students at all grade levels.



World Teach Teachers

2003

Additionally, reports from MOE staff who have visited schools with World Teach volunteers suggest that having native English speakers teach English Language Arts (ELA) is helping to improve the English proficiency of students dramatically. Many local government officials, Senators and Mayors have requested World Teach volunteers for their islands. Unfortunately, there are not enough volunteers, nor sufficient funding, to meet all of the requests. However, with the continuation of the World Teach program,

and the expansion of the year-long Dartmouth program, there will be more native-English speakers teaching in RMI schools than ever before.

In SY 2003-04, World Teach volunteers will build on the success of the inaugural year by continuing to help teach ELA and getting more involved in after-school and extra-curricular programs, both here on Majuro, and in the outer islands. The volunteers also hope to work with island communities and local governments to get them more involved in their schools, as studies show that having local community involvement in the schools leads to improved education outcomes.

The contract between World Teach and the MOE costs the government \$10,000 per volunteer, inclusive of all associated costs. This year, the MOE has requested 25 teachers who will be working in all Majuro public schools, except for LHS (which will have two volunteers from the year-round Dartmouth program), and at elementary schools on Jaluit, Jaluit; Airok and Jabwon Ailinglaplap; Majkin, Namu; Arno, Arno; Tobal, Aur; Mejit; Toka, Ebon; Kaven, Maloelap; and Ujae, Ujae, as well as JHS. The program is also looking at the possibility of sending new volunteers to Ebeye next year.

B. ADB/Education Loan 1791: Skills Training and Vocational Education Project

The loan for the Skills Training and Vocational Education Project was approved by the ADB in 29 November 2000 for SDR 5,276,000 (US \$6.8 million equivalent), and became effective on 29 January 2001. The loan's closing date for the project is 30 June 2005. Total contracts awarded to date amount to \$2.635 million with total disbursements of \$1.697 million (disbursements include the \$ 0.3 million imprest account). To date, the Project Implementation Unit (PIU) has submitted 36 withdrawal applications which have been fully paid by the ADB. The RMI's share paid out to date is \$303,226.

The project experienced some delays at the initial stages primarily due to the need to re-bid most of the civil works packages. However, these initial difficulties have now been addressed and the civil works portions of all the components are progressing well and expected to be completed by early 2004. In general, the momentum of the project implementation has started to accelerate and significant timely progress is expected in the next six months.

1. Developing a Career Awareness Program

A report of the labor survey and outer-island employment needs studies has been completed by the National Training Council (NTC), printed and distributed. The ADB project funded an Australian Volunteer to assist the NTC in producing the report at a cost of \$17,136. The survey results were further evaluated and it established the need for accountants aside from teachers, nurses and IT personnel identified in the initial survey. The project plans to engage other consultants to continue assistance to the NTC. The project has also assisted the NTC with equipment, supplies and materials in the amount of \$31,056. Upon finalization of the labor market report in December 2002, a career

awareness consultant was engaged by the project and completed his five-month contract in June 2003.

Teachers from all public high schools underwent intensive training given by the career awareness consultant. The career awareness programs, which recognize the market needs determined by the survey report will be introduced in the public high schools in September for SY 2003-04 as per the original schedule. Equipment, books, and materials related to the career awareness programs have been purchased for all three public high schools at a total cost of \$12,559.

2. Improving Skills Training

(i) One-Stop and Skills Training Centers

After modification of the original designs to improve functionality and some selective reduction in scope, the civil works packages were re-bid. This time, the bids were within the loan estimates. Contracts have been awarded for the construction of One-Stop Centers on Majuro, Ebeye, Jaluit and Wotje. Mobilization funds have been disbursed and construction work has commenced. Contracts were also awarded and work begun on the construction of a boat building facility on Majuro and training rooms for Ebeye, Jaluit, and Wotje. Completion of all the training and One-Stop centers is scheduled for early 2004. The total cost of the above contracts amounted to \$325,000.

The five-classroom building for skills training has been completed except for a punch list, which is currently being worked on. The total cost for construction of the five-classroom building was \$367,800. An additional \$109,304 was spent for furniture and equipment.

(ii) Skills Training Program

Monitoring teams, composed of the teacher mentors at the MOE, were dispatched to determine the training needs of the outer-islands on three separate occasions during SY 2002-03 at a cost of \$31,783. Surveys were conducted to ascertain the training needs of youth and women on the outer-islands. Information gathered will be used to develop training programs and to determine the frequency and delivery modes of such programs starting in the latter half of SY 2003-04. Some of these training programs will have to await the completion of construction of One-Stop and Training Centers.

Recognizing the immediate need arising from the initial findings of the monitoring teams, an aquaculture training program for high school teachers was undertaken and completed in early June 2003 at a cost of \$64,292. Five public high school teachers attended the training in Pohnpei. These teachers will introduce aquaculture programs at Jaluit, Wotje and Majuro high schools, including setting up model aquaculture programs for aquarium-grade clams and coral. The project will continue to assist the aquaculture programs over the SY 2003-04. Personnel from University of Hawaii, Hilo and PATS of Pohnpei have been engaged to monitor and assist in the implementation of the aquaculture program.

(iii) Curriculum Development

A curriculum for students unable to enter high school has been developed by the curriculum consultants from Pacific Resources for Education and Learning (PREL). This primarily includes computer assisted learning in numeracy and literacy. Classes for these students will begin SY 2003-04 upon completion and operation of the five classroom building. These classes will be held under the auspices of the newly established National Vocational Institute under the Ministry of Education. Funding for teachers for this program was obtained through a special grant from the Work Investment Act (WIA), a US federal program. A World Teach Volunteer will be slated to act as computer instructor in the program.

A curriculum development consultant will be recruited to develop curricula for a high school drop-out program. This diploma equivalency program will begin after the renovation of the Marshall Islands High School cafeteria is completed sometime in the second half of SY 2003-04. A contract valued at \$248,085 has been awarded for renovation work to the cafeteria.

3. Special Training Program for Women and Youth

(i) Community Outreach Program

The assessment of the needs of the community has been completed by the monitoring teams and results are being analyzed. This component is delayed as it also depends on completion of training facilities for women and youth on Wotje, Ebeye and Jaluit.

Further outreach programs for women and youth on other outer-islands will be developed once the consultants are on board. The aquaculture program mentioned previously under Part B II skills training program has elements of community outreach program imbedded in its design. Women and unemployed youth will be targeted to take part in aquaculture workshops and training programs to be held in the outer-islands.

(ii) Training Units for Women and Youth

Special training units for women and youth are presently under construction on Wotje, Jaluit and Ebeye.

(iii) Women's Training and Marketing Information Center (WTMIC)

Construction of the WTMIC has begun and scheduled for completion in the early part of 2004. In conjunction with the completion of the construction, the project will engage a gender specialist to work with the Ministry of Internal Affairs Women's Division on marketing and handicraft production. The total cost of the contract is \$100,000.

4. Institutional Capacity

(i) Monitoring System

Data collection for the computer based monitoring system for the project is ongoing. The EA has submitted quarterly reports on a regular basis since December 2002.

(ii) Staff Development

A contract with San Diego State University for a distance education master's program has been signed. Presently, there are 24 MOE staff members enrolled and are working towards a master's degree in education leadership. The total cost of the contract is \$300,000.

Five public high school teachers have undergone a 'train the trainer' program for the aquaculture skills development program discussed under part B (ii).

(iii) Research and Studies

The NTC research and studies activities have stalled due to the premature contract termination of the Australian volunteer. Attempts to replace her with another Australian volunteer have not been successful. The EA, in consultation with the Project Officer during an earlier discussion, has agreed to recruit a consultant under the project to continue research and study activities.

As stated previously, the project has gained momentum, especially with regards to the civil works component, which should be entirely completed by early 2004. It is hoped that the project will engage another curriculum consultant along with consultants for testing and assessment, labor market research, and coursework certification procedures during FY03. It should also be noted that a counterpart project manager was engaged in January 2003.

C. Dartmouth College Volunteer Teaching Program

In the early 1990's, after adopting a Marshallese child in the U.S., a former member of the faculty of the Education Department at Dartmouth College, Sarah Ritter Paulin, approached Andrew Garrod (then chair of the Education department) concerning the need for teachers in the RMI. Through the adoption, Paulin became familiar with many people in the RMI. One of these persons was Helen Claire Sievers, at the time a hospital administrator, who eventually became the principal of Queen of Peace High School on Ebeye, and is now the executive director of WorldTeach. Through a series of meetings and conversations with Andrew Garrod, a teaching internship for Dartmouth graduates was created. This relationship with Queen of Peace High School was successful. However, the Education Department has a public school mission and wanted Dartmouth students placed in the public schools. With Mrs. Paulin's help, the Education Department at Dartmouth College was able to transfer this program to MIHS. The program has since

grown from a winter term teaching internship for undergraduates, to the addition of a year-long graduate teaching internship on four atolls.

Professor Andrew Garrod has spearheaded this program at Dartmouth for the past 6 years, and in doing so developed a strong relationship with the educational system in RMI. It has been his goal to help contribute to the educational development of the islands, while providing undergraduate interns and graduate year-long volunteers with unique teaching and cultural experiences. The program helps Dartmouth students gain valuable insight into the demands and rewards of the public school teaching profession through immersion experiences in a developing country; while giving hope and providing needed educational assistance to the people of the RMI, particularly in the area of English language.

Funding support for the undergraduates covers accommodation and food expenses. The expense of the roundtrip airfare is borne by the undergraduate intern. The dates of the internship are the week before January 1 until mid-March. The six interns are sponsored by the Education Department, the Bildner Foundation, the Dickey Foundation, and the Hewlett Fund of Dartmouth College.

The RMI government sponsors the graduate students; providing them with airfare, accommodations, health insurance and monthly stipends. The local Bikini government sponsors the volunteers on Ejit and Kili atolls. The local Enewetak government sponsors the volunteers placed in Enewetak. The MOE sponsors the volunteers teaching at LHS and NIHS on Wotje. The field director is currently funded through grants awarded to her personally through the Dickey Foundation, Robinson Scholarship and Dartmouth General Fellowship of Dartmouth College.

Over the past six years Dartmouth College has sent fifty volunteers to the Marshall Islands to contribute to the education and progress of the Marshall Islands while providing undergraduate interns and graduate volunteers with unique teaching and cultural experiences. This year 25 volunteers participate in the programs.

1. Placements

(i) Graduate/ Year-long Program

Currently the Dartmouth College Volunteer Teaching Program has 17 graduate volunteers working in the Marshall Islands for the 2003-2004 school year:

Name	Island	School	Subject	Grade Level
Leo Polluck*	Enewetak	Elementary	English/Math	3-8
Casey Lozar	Enewetak	Elementary	English/Math	3-8
Jourdan Abel	Wotje	NIHS	English	11
Greg Lucas	Wotje	NIHS	English	12
Ben Young	Wotje	NIHS	English	10
Emily Barsky	Wotje	Elementary	All Subjects	2,3,6

Elise Berman	Kili	Elementary	English/Math	1, 4
Rebecca Davis	Kili	Elementary	English / Science	2, 4, 5
Allegra Love	Kili	Elementary	English Science	6 All
Tony Lockett*	Kili	Elementary	All Subjects Math	8 3
Kyle Swafford*	Kili	Elementary	All Subjects Math	7 8
Kate McGinn	Majuro	LHS	English	9
Erika Fry	Majuro	LHS	English	10
Colleen Cullen	Ejit	Elementary	All Subjects	1, 2, 4, 5
Robert Rogers	Ejit	Elementary	All Subjects Math	7 4, 5
Mia Yocco	Ejit	Elementary	All Subjects	3, 6
Jessica Souke*	Majuro	Field Director	MOE	

Two Dartmouth graduates are currently working as contracted teachers for Marshall Islands High School:

Name	Island	School	Subject	Grade Level
Matt Davis*	Majuro	MIHS	Government	All
Mike Brosnahan	Majuro	MIHS	Math	9, 10, 12

* Denotes returning interns to the Marshall Islands

(ii) Undergraduate Term-long Program

The location of the undergraduate teaching internships is at MIHS. Approximately six undergraduate students are selected each year (the program is entering its 5th year) for the winter term (Jan. 1 – mid March) to live on Majuro where they teach in the public schools as well as engage in extracurricular school activities. Interns are under the supervision and mentorship of a Dartmouth College Department of Education faculty member or an experienced public school teacher. All undergraduate interns have their classes observed and commented on by the mentor in situ.

Jessica Souke, a former teaching intern at MIHS during SY 1999-2000 has returned to Majuro as the field director of the Dartmouth program. Her task is to orientate the volunteers, organize logistics, and visit the year-long and undergraduate interns in their classrooms, providing them with feedback on their teaching. The field director also works with the MOE as a mentor for the schools on Kili, Enewetak, Ejit and Wotje. She will also assist the MOE on curriculum projects and the development of a bicultural/bilingual teaching model in RMI schools, based on the research of Professor Laura Ann Petitto of Dartmouth College.

D. Japan Overseas Cooperation Volunteers

For SY 2003-04, the MOE has retained the services of 18 JOCV teachers. Fourteen of the volunteers are placed in Majuro and outer island public schools, and 4 are placed in the private schools. The JOCV teachers primarily teach in the areas of math and science, and the Japanese language.

E. Australian Volunteers

Currently, the MOE has retained the services of one Australian Volunteer, Mr. Martin Caust. He has been involved in the design and development of the MOE's statistical database, and is providing on-the-job-training for current MOE statistics staff on database collection and analysis. In particular, he has been invaluable in providing technical support for the conversion of teacher salaries to the PSC pay scales as per their qualification levels and skills. Furthermore, Mr. Caust has been providing technical assistance and advice on MOE grant proposals, both US federal and European Union funding sources.

F. Head Start

The Head Start program is a US federally-funded program that serves pre-school age children between the ages of 3 and 6, inclusive. Since 1991, the Head Start program has essentially been the only public provider of pre-school education in the RMI.

The purpose of this program is to provide early childhood development activities and learning skills for preparation into the primary education system. Since overall education outcomes are poor, the main idea behind the program is to provide young children with an early head start in the educational process. Recent skill-level tests conducted by PREL in Delap Elementary School in January/February of this year indicated that students who had been through the Head Start program tended to have better early learning skills scores than their peers who had not been through the program.

In terms of enrollment numbers, the number of students the program has accepted each year since its first year has been 1,200 students. As of 2003, this has increased to 1,260; 649 of which are males and 611 of which are females. This translates to approximately 29% of the total school age population of 3-5 year-olds in the RMI (based on 2003 3-5 year-old population projection numbers from the 1999 Census). Tuition is free, and enrollees are offered a meal program, along with basic medical check-ups and examinations. Extra programs are in place to offer parental support and counseling to parents who are having difficulties.

Plans are now under way to implement a 5% annual increase in enrollment. For SY 2002-03, this has already been achieved, and the future outlook of further increases in enrollment looks positive.

The Head Start program, as part of the US Federal Program provision of the Compact, is up for evaluation. To date, the RMI's eligibility for Head Start funding under the

Department of Health and Human Services, is still tenuous, with references being made that Head Start funding for the RMI may be switched over to the US Department of Education. Under the House Bill H.R. 2210, all references to the freely associated states have been eliminated, thereby making the RMI ineligible for program funding. However, the bill still has not been approved yet by the Senate, giving the RMI a chance to continue its lobbying efforts to reinstate RMI eligibility on the grounds that the MOE is unable, at this point in time, to duplicate the services provided under the current Head Start program. Current discussions indicate the program will more than likely be “cashed-out” (turned into a block grant).

G. 21st Century After-school and Recreation Education

The 21st Century Community Learning Center (21st CCLC) Program was established by the US Congress to provide federally-funded grants to high-need rural and inner-city public schools that have low achievement amongst students and high rates of juvenile crime, violence and student substance abuse, and enables them to create community education centers within their school buildings. The purpose of these centers is to keep children safe in the after-school hours and provide educational, recreational, health and social service programs for students and their families. By statute, the centers are required to function as a collaborative effort by community-based organizations, related public agencies, businesses and other appropriate organizations.

The CARE Program has the commitment of over 30 community partners including traditional leaders, government agencies, national organizations, Majuro Local Government, community-based organizations, businesses, NGOs, CMI, faith-based organizations, healthcare providers, educators and parents.

1. Information and Communication Technology

ICT has been one of the program’s accomplishments. The program has been able to reprogram some of its finances to develop computer labs at each of the CARE sites. Currently, grades two through eight are learning via educational software, which includes Kids Pix, Mavis Beacon Typing Tutor, World Book Encyclopedia, Math Blaster, English Phonics, as well as learning how to navigate and utilize Microsoft Word applications and the internet. School-day teachers and staff have benefited from computer training and access to the CARE programs computer labs.

Computer technology will continue to be an integral part of the program for FY 2004. There will be 15 computer classes held every week at each CARE site. Four of these classes will be offered to volunteer staff, school-day teachers and parents.



CARE Computer Training Course

2002

2. Counseling

The counseling component of the CARE Program has focused on two initiatives; communication for the students and training for CARE and MOE personnel, and adult community volunteers. A Big Brothers and Big Sisters Club was formed. The junior high school level kids were asked to become a Big Brother or Big Sister to a student from a younger grade level in the after-school activities. The objective of the activity was to assist with academic tutoring, enhance leadership, life skills, self-confidence and to show good examples of roll models.

UNICEF, in collaboration with CARE and Mission Pacific as the local NGO, conducted a six-week Life-skills Training Course for 26 adults, 13 of which were CARE staff. Topics covered were communication, problem solving and decision-making skills, emotional health, building self-esteem, negotiation skills, conflict resolution, family relationship skills, interpersonal relationships skills, goal-setting, leadership skills, teen suicide, alcohol and drug abuse, teen pregnancy, etc. The Life-skills Training Manual, developed by UNICEF, will be integrated into the CARE program's counseling activities upon completion of its translation and printing.

3. Other Activities

In addition, the CARE program has begun a weekly radio program, delivered by CARE staff addressing teen and children's issues and concerns. C.A.R.E. staff report a marked decrease in related issues in C.A.R.E. participants.

The CARE program also provides tutoring services. Many school-day teachers and staff stay after school to assist with homework. There are also CMI students and community volunteers who tutor regularly. The Big Brothers and Big Sisters Club has boosted each school's tutoring capacity, as upper classmen also assist younger students. The

participants of the tutoring component of the program have seen dramatic results in their academic scores. A highlight for the program was the island-wide spelling bee.

Each CARE site has also developed its own music program to the point where each site has a band. These bands have performed at many educational and governmental functions. The program also hosted a Battle of the Bands concert to celebrate the CARE Music Program. The CARE program will soon be releasing a CD featuring these bands.

A new program that is in the process of being implemented at all CARE sites is a gardening project. CARE students have already participated in the school campus beautification project by planting flowers and decorative plants. Next, students will help prepare, cultivate and harvest a school vegetable garden. The produce will help supplement the daily snack program. A nutritious after-school snack and daily intake of multi-vitamins are part of every CARE site's routine. The vitamin A and de-worming campaigns and periodic health visits, which are carried out by Public Health in cooperation with the CARE Program have been successful.

Two days a week, CARE participants will also have the opportunity to be involved in a field trip to CMI's Marine Science Facility for a program that was designed specifically for the CARE program by its staff, Mission Pacific, and CMI. Students will have the opportunity to meet the inhabitants of their surrounding reefs up close and personal in large observation pools and aquariums. They will get hands-on experience with marine life and the chance to view microscopic plankton and other organisms under microscopes. They will watch educational videos about how marine life co-exists, how the reefs affect life in the RMI, and how to sustain and preserve the fragile reef environment.

Lastly, the CARE program provides sports activities for its participants. Grant funding has allowed the program to have island-wide basketball and volleyball leagues. The Marshall Islands National Olympic Committee has held workshops for training of local referees and coaches. Softball, baseball, track and field events are not seasonal but are scheduled as tournament or event play.

Additionally, the program has various equipment that allows participants to engage in various physical activities such as ping-pong tables and exercise equipment. However, in order to participate in these activities and team sports, participants have to abstain from drinking and using tobacco products, attend school without unexcused absences and show improvement in their school work. As an incentive, during the summer session, the top five male and female seventh and eighth grade students from each CARE site had the opportunity to meet US Olympic swimmer and medalist, Chad Carvin.

H. Special Education

Since 1998, the RMI has qualified for the US federally-funded Special Education Program for Pacific Island Entities (SEPPIE) under the Individuals with Disabilities Act (IDEA). Its goal is to increase the RMI's ability to address special education needs of

students with learning and/or physical disabilities between the ages of 3 and 22, inclusive.

This program has ensured that students, who normally would not be able to participate fully in the educational process, are now able to benefit from the education system. Currently, the program addresses the special needs of 846 identified students with disabilities, and supports early childhood special education services for approximately 330 pre-school students in the Head Start program. This represents a 13% increase from the previous year as indicated in the table below. There are 44 Special Education Programs throughout the RMI, with all 24 inhabited atolls reached.

	Number of referrals	Number of IEPs 98-98	Number of IEPs 99-00	Number of IEPs 00-01	Number of IEPs 01-02	Number of IEPs 02-03	Number of SpEd teachers
TOTAL	905	537	625	697	748	846	105

For FY 2002, Special Education received \$1,764,800 in grant funding.



Special Education Students

2002

(i) Program Accomplishments

- o Four new schools sites were added, one each on Jabat Island, Melan, Likieb, Ebadon, Kwajalein, and Laura, Majuro Atolls. 24 of the 24 inhabited atolls were all staffed to provide special education services.
- o Six schools on three atolls were monitored. In addition to performance and compliance monitoring, a special education team provided technical assistance and conducted workshops for special and general education teachers, parents, and the community; and conducted parent and teacher surveys. Reports indicate satisfactory performance and compliance with policies and procedures with no corrective action required. Four additional schools on two atolls are also scheduled for monitoring during this fiscal year.

- o Staff development: Eight teachers were engaged in full-time full time study to complete their respective programs. Seven teachers were enrolled at CMI to complete their AA degrees in education; and one teacher was enrolled at the University of Guam to complete his BA degree. Four of the seven completed their program and graduated with AS degrees; three are finishing up their requirements this Fall Term. Additionally, two persons continued their summer training at the College of Micronesia related services assistant certification program on Pohnpei; one teacher continued with summer training at Palau Community College vocational educators certificate program.
- o In-Service Training: Two “Booster Sessions” were held during the summer as a follow up to the 2001 special education summer training on SRA reading kits and severely disabled and instructional teaching strategies. Sixty teachers were trained to organize and manage the classroom to enhance teaching and learning of the curriculum, and to manage and modify student behavior to facilitate teaching and learning. Eighty teachers also participated in CMI’s summer courses.
- o Secondary Transition Program Implementation: The Majuro Skill Center, replacing the special education center demolished by Typhoon Paka, was completed in February. Thirteen high-school age special education students continue their transition program at this skill center with coordination of services with MIHS and WIA programs. The center will serve students aged 16 and over who choose not to attend school after the minimum education requirement of grade 8.
- o Coordination Among Agencies: Coordination with the Ministry of Health, Ministry of Finance, Head Start, CMI, other government agencies, and private schools continue to improve service delivery. Seven private schools have implemented SEPPIE-supported mini-projects. Collaboration with the Western Regional Resource Center, and Pacific region education agencies have been invaluable in our efforts to improve services.
- o Through a MOU with CMI, three student helpers are assisting with the special education data management system.
- o A MOU for educational services to incarcerated youth with disabilities was signed by the Ministry of Justice.

Continued US funding eligibility for this particular program is not clear after FY 2004. Current indications suggest that unless the RMI MOE can make a strong case for the need for continued funding and eligibility, the MOE will no longer be eligible for this grant. This may have far-reaching consequences for the MOE to be able to maintain the level of program development and implementation enjoyed under the SEPPIE grant, potentially preventing many students with disabilities at the primary and secondary levels from continuing their education. In addition, specially-trained special education teachers may find that they are either removed from the education system, or may be switched to

education departments outside of their specialties; potentially resulting in a loss of investment in the training of special education teachers.

However, as in the case of the Head Start program, the SEPIIE grant program may be “cashed out” as well. In other words, the program grant may become a block grant; allowing the MOE to continue special education services under the life of Compact II.

I. Workforce Investment Act

WIA is a US federally-funded program which provides funding for vocational training projects and labor-oriented initiatives developed and managed by various local government and non-government agencies, and community organizations.

In FY 2002, 601 Marshallese benefited from funding provided under the WIA program. Training grants were provided to fund trainings in the following areas: trade and investment, secretarial and office management, computer skills and data entry, government internship program, youth and health leadership, airline ticketing/stocking/accounting, public affairs and protocol, adult education and GED, Small business management, art, sewing, dental and medical laboratory technology, physical therapy, traditional handicraft making and marketing, agricultural skills training, fishing and aquaculture (black pearls), sport and recreation management, law enforcement, and other trade-oriented vocational skills.

In addition, the WIA facilities are now currently housing the National Vocational Training Institute, in collaboration with the ADB and NTC (see next section).

The breakdown in funding is as follows:

Program Year (601 registrants)	Administration	State-wide Activities	Training Programs	Total Allotment
July 02 – June 03	\$113,836.00	\$94,359.00	\$735,400.00	\$943,595.00

Program Year (186 registrants)	Adults/ Outer-islands Agriculture Project	Waan Aelon in Majel Canoe Program	Youth Enhancement School Program	Total Allotment
Aug. 02 – Dec. 03	\$35,000.00	\$92,915.00	\$91,715.00	\$219,630.00

Overall, the program has had a major role in providing funding opportunities to increase vocational skills training in the RMI, and thereby to increase the employability of its beneficiaries.

J. National Vocational Training Institute

As mentioned earlier, NVTI is presently under development. With the assistance of the ADB/Education Loan Project, WIA and the NTC, the Institute is envisioned as a three-tiered system aimed at vocational and skills training in the RMI.

The first tier is directed towards those students who, for whatever reason, were not able to attend high school. The emphasis will be on job preparedness. Intensive training will be provided in basic Math and English skills, along with basic computer training. The ADB/Education Loan Project has recently completed a five- classroom building on the MIHS campus for this program. WIA has provided funds for four instructors, and a World Teach volunteer has been selected to teach computer skills. PREL has been contracted by the ADB/Education Loan Project to develop a curriculum for the program. The first class has already begun for SY 2003-04.

The second tier is for students completing the first tier and students who have attended, but not completed high school, and are no longer eligible for re-entry into high school. The ADB/Education Loan Project is presently negotiating a contract for the renovation of the old MIHS cafeteria to house this tier. Again, the emphasis will be on English and Math skills with advanced computer training. This program will meld with the GED/Adult Education program presently available at CMI. The object of the program is to award a GED to graduating students.

The third tier is for high school or GED graduates. This program is multi-faceted and is aimed at training specific skills for its students. Included will be skills and vocational programs offered by CMI, USP, overseas colleges and schools, local non-traditional organizations and local apprenticeship programs. All programs under the third tier must be certified and monitored by the NTC. Programs chosen for this tier will be based on the NTC Labor Survey Report results.

Tier one and tier two are aimed at training students to be trainable. Actual applied vocational and skills studies will take place in tier three.

K. National Training Council

In November of 2002, the NTC completed the **Labor Market and Training Report**. In February of 2003, this report was then distributed to the various government and private sector entities. A National Training Policy was then created which included the development of a new application form for training grant requests, and for training assistance from willing entities within the RMI.

In FY 2003, training awards were granted for the following:

- o Two participants to attend the Marshall Islands Library Association training workshop
- o One participant to attend a three-month Information Technology, and Communication (ITC) certification program in Honolulu, Hawaii

- o Two nurses from Majuro hospital to attend an one-month, operation room skills training program in Fiji
- o The same two nurses to attend the final stage of their training in Papua New Guinea to receive diploma of training
- o One NTC fiscal officer to attend the Association of Pacific Island Public Auditor Workshop in Pohnpei, FSM
- o One participant to complete graduate degree at Georgetown University in Washington, DC
- o Two teachers at the Ministry of Education to attend the Pacific Education Conference in Pohnpie, FSM sponsored by Pacific Resource in Educational Learning (PREL)

To date, the total funding assistance to these participants totals \$32, 658.40.

However, despite these successes, the NTC still faces continued program constraints. One of the key issues is the manner in which NTC gathers funds to support training grant requests. In particular, the NTC depends on funds gathered from the collection and registration fees of the Alien Workers Fee. As this is not often enforced and monitored, the NTC has insufficient funds to cover training requests submitted to the NTC. As a result, many requests are rejected due the amounts requested which are often too large for the NTC to cover.

As such, it is imperative that supplemental funds be sought from outside sources to supplement NTC's training grant to ensure that it can adequately meet training requests. To date, for FY 2003 Quarters 1-3, the total NTC funds collected from the various government and private sector entities is \$94,112.14. The target for FY 2003 is \$100,000.

Another program constraint is the quality of training requests submitted to the NTC. Many do not provide requested information that would support and expedite the application process. As a result, there is currently a list of training requests that are pending until further information is provided.

In regards to future plans and recommendations, the NTC will continue to build capacity amongst its staff through skills development and enhancement training programs to ensure that the NTC is able to perform within its mandate. The NTC also plans to increase the number of staff members to ensure that the organization can operate as a national organization, and that it adequately follows through on its roles and responsibilities.

Ultimately, NTC would like to accomplish the following key objectives:

- o Train and retain employees with the RMI in both the public and private sectors, to ensure that full capacity is acquired in all sectors to increase performance efficiency and effectiveness

- o Establish a close relationship with outside training agencies and institutes for assistance in newly developed technologies
- o Increase support from the government so as to ensure that NTC meets its program mandates
- o Increase level of human resource development in the RMI

Human resource development is a key area that needs to be addressed in the RMI if the islands are to compete effectively within the global economy. As such, the NTC, and other similar organizations play a vital role in the overall development of the RMI.

L. Teacher Mentoring

In 1989, the MOE adopted a Ten-Year Education Master Plan. As stressed, throughout the plan, providing quality primary education should be the number one priority of the RMI. It was stated that the achievement of this priority depended largely on having highly qualified teachers. The analysis then was that the *“RMI teacher cadre lacks the training knowledge, and attitudes necessary to be effective teachers. Not only do many teachers lack motivation and enthusiasm, but the kind of leadership needed to produce these teachers is also lacking”*.

Fourteen years after the Master Plan was implemented, the MOE now notes that teacher attendance has improved, reflecting an improvement in attitude, motivation, and educational leadership in supporting training initiatives. This improvement has largely been due to the creation of the teacher mentoring program. The program aims to expand and improve teacher knowledge through focused workshops and conferences, encourage active teacher and principal participation in the revision of the curriculum and performance indicators, and to increase support for MOE specialists and mentors to obtain professional enhancement.

In addition, the MOE has a select group of curriculum specialists and staff who are responsible for the regular monitoring and evaluation of their assigned schools. The mentoring program particularly focuses on outer island teachers who are often isolated from the main educational process. The role of the teacher mentors is to provide classroom support and guidance for teachers, and to play a lead advocate role for their school's needs and requirements. Furthermore, the ultimate role of the teacher mentor is to ensure that teachers are following through on the national curriculum and that their schools are meeting expected educational benchmarks.

As a result of this program, and in conjunction with other MOE initiatives for staff development and professional enhancement, more teachers are completing their CMI teacher certification programs. Both teachers and administrators are also entering distance education programs to improve their teaching and administrative skills. The following are some key accomplishments for FY 2002-03:

- o 24 RMI teachers graduated with an AS degree from CMI

- o 10 Principals, 1 teacher, and 1 administrator completed their Bachelor's in Education Leadership with Brigham Young University in Honolulu (on-line course)
- o 2 teachers and 24 administrators are currently working on their Masters Degree with San Diego State University in California (on-line course)
- o 2 administrators from CMI and MOE graduated with a Masters Degree in Educational Technology from Western Illinois University
- o 56 teachers applied for CMI/MOE in-service program for SY 03-04

It is clear, however, that the aim of providing quality primary education is still a long way off. But in order to ensure that the MOE effectively addresses the issue of teacher quality and professional enhancement, the MOE must make steady, but incremental steps in this direction to address the issue of quality education. Furthermore, to ultimately reach this goal will require multiple initiatives from various government and community sectors, a coordinated planning framework, and clear and measurable objectives. The MOE, through its various divisions and programs, is making a concerted effort to move in this direction.

M. Pacific Resources for Education and Learning

The US-based PREL program is an independent educational organization that provides education services to the RMI. It works in collaboration with the MOE to develop and enhance local education initiatives and programs.

For SY 2002-03, PREL sponsored three main programs in the RMI:

1. Math and Science Consortium

Under the leadership and guidance of the MOE's Math and Science Specialist, the consortium assists in implementing activities relating to math and sciences. In SY 2002-03, the following activities were accomplished:

- o RMI Science Standards – RMI DASH Training in collaboration with the University of Hawaii Lab School to train 170 elementary school teachers in standards-based teaching strategies and curriculum support materials
- o Training of Trainers – Science Leadership Cadre in collaboration with the University of Hawaii Curriculum, Research and Development Group to provide intensive science training to a total of 8 participants
- o Math/Science Intensive Site Planning, a collaborative effort between the MOE's Math/Science Specialist and Ajeltake School's Science Leadership Cadre to develop a SIP for math and science for Ajeltake School

- o Math Mentoring Project in collaboration with all the MOE Curriculum Specialists to assist in the training of new teachers on math and standards-based teaching and assessment strategies in mathematics for 12 teachers.

Overall, the main constraint for the consortium was the lack of general support and involvement by the MOE, particular in regards to compensating teachers for extra time given to develop school SIPs out of their normal work hours. Additionally, financial constraints made it difficult to have more outer-island teachers attend the training sessions and to purchase supplies for trainers.

2. Regional Educational Laboratory Program

The REL program sponsored the Pacific Child Research Project at Delap Public Elementary School. A RMI PREL Program Specialist was given the task to implement this project.

Under this project, reading instructional materials were developed in the Marshallese language by Grades 1 and 2 teachers. In addition, a comprehensive academic skills assessment was carried for Grades 1 – 6. Prior to the assessment, DES teachers were trained in how to administer the assessments. The assessments were carried out in the following manner:

- Grade 1** = concepts about print / alphabet sound and symbol recognition / listen and re-tell / sight-word identification / phonological and phoneme awareness – test conducted in Marshallese
- Grade 2** = same as Grade 1 plus written story construction – test conducted in Marshallese
- Grade 3** = same as Grade 2 minus concepts about print – test conducted in Marshallese and English
- Grade 4, 5, 6** = sight-word identification, written construction, open-ended reading test – test conducted in English

Overall, the assessments indicated that the general academic skill attainment of students both in the Marshallese and English languages was still significantly poor for their grade levels (see Section IV D).

3. Parental Information and Resource Center

The PIRC is a US federally-funded grant program managed under PREL to provide information and support for students' parents and to increase parental involvement in the education process. Under this grant, PREL has created the RMI Service Center to carry out activities under this grant.

The main objectives of the RMI Service Center are the following: **a)** Replicate Cluster PTAs, **b)** Enhance parents' understanding of early childhood development, **c)** Provide technical assistance to the MOE to strengthen support mechanisms for rural, outer-island

schools, and **d)** Encourage early literacy through the School Restructure and Improvement in School Parental Involvement and Governance and Parental Education in Early Childhood Development from Pre-Natal to 3 Years initiatives.

In SY 2002-03, seven elementary schools were targeted to form Majuro and Ebeye Cluster PTAs; with each school given \$500.00 to implement a Cluster PTA at their school. Of the seven schools, two schools were withdrawn due to non-compliance with Cluster PTA rules and regulations under the PIRC grant.

Overall, the PIRC grant program has enabled many of the RMI schools to begin developing and implementing Cluster PTAs in their schools and to increase parental awareness and involvement in the education process. For SY 2003-04, the RMI Service Center plans to expand the Cluster PTA program to twelve outer-island schools.

N. Scholarship Office

1. Scholarship Funding

The Marshall Islands Scholarship Grant and Loan Board received its funding from two sources. From the original Compact agreement, \$797,400 is provided annually. From this fund the Board provides scholarships to students attending CMI and US-based colleges and universities, as well as covering the operational costs of the scholarship office. The second source of funds is \$170,000 from Third Country (not US or RMI) scholarships. This grant is used for selected students to attend colleges and universities in the South Pacific Region or any other non-US-based institutions.

The majority of new scholarship recipients from the high schools enrolled at CMI. The Board encourages students to spend the first two years of college at CMI. This enables students to improve their academic skills prior to attending colleges and universities abroad. Prior experience has shown that most students who have gone abroad straight after high school struggle, and often fail their academic programs due to a lack of academic proficiency. In the past, this resulted in the Board having to fund additional years in the undergraduate programs at quite a high cost to the Board. As such, high school students are encouraged to attend CMI to increase their academic proficiency prior to applying abroad.

For SY 2002-03, the board received an overwhelming number of requests. Awards were made to those applicants who met the scholarship requirement of a minimum grade point average of 3.0 for new students, or 2.0 for ongoing students. Students are required to take a full credit load or more for every semester and must be enrolled with an accredited college or university.

The Board made 118 awards to students. Of these, 39 were second-year students, 20 were third-year students, 19 were in their fourth year, 3 were post-graduates, 9 were continuing first-year students, and 27 were new first-year students.

There were 58 male and 60 female awardees. Ages of recipients ranged from 15 to 50 years of age. The majority of recipients fell between 18 and 24 years. For this year, the Board gave priority to the areas of health and education. 22 students were from the health science fields, 17 in education, and 26 in business studies. Overall, 38 different areas of study were covered.

During the year, 18 students completed the requirements for their degrees. Three of the seven graduates with Bachelor Degrees have returned to the RMI and are currently working in different government ministries and agencies. The remaining four graduates are continuing with Masters Degrees. Ten graduated with Associate Degrees, mostly from CMI. One student graduated with a Master's Degree in Education and Human Services.

Graduates willing to return to the RMI are now placed in government positions in their related fields of study. In addition, the Ministry of Foreign Affairs offers an Internship Program for graduates or any drop-out students who were close to graduation, to train for a year or two in an area that is related to their chosen field, to gain experience and a sense of responsibility for their future employment. After two years of internship, graduates are given permanent employment in ministries and agencies.

The Board is also responsible for the Robert C. Byrd Scholarship. This is a US-funded honor scholarship for exceptionally able high school seniors who show promise of continued excellence in their post secondary education. Recipients receive up to \$1500 per year for four years so long as they maintain a 3.0 GPA. During SY 2002-03, the Board spent \$46,500 to fund 31 eligible students. Eight completed their programs. Three received Associate Degrees from CMI, while five received their Bachelor Degrees from colleges and universities abroad.

The Board is also responsible for foreign scholarships offered by the ROC under the Taiwan/ROC Pacific Island Scholarship Scheme. Recipients of this scholarship are studying Education at USP (1) and Law at the USP Law School in Vanuatu (1). AusAid funded 7 scholarships: four students are at USP and three are in Australia. Of the seven, two AusAid recipients have completed their degrees; one with a Masters in Legal Studies and one with a Bachelor's Degree in Law. For SY 2003-04, 20 new students have applied for AusAid support.

The New Zealand Official Development Assistance (NZODA) funded 11 students in 2002. These students were enrolled in the Fiji School of Medicine, USP and at schools in New Zealand. Five were suspended due to low academic performance, while six continued on. Four new awards were made in SY 2003-04. Two students are expected to complete their programs in November of 2003.

2. Constraints

In terms of program constraints, variations in check disbursement schedules for the Board and the Ministry of Finance have led to some cash flow difficulties. This has resulted in

some students unable to pay schools fees in a timely manner. When students are not paid on time, many drop out of study to seek short-term employment to cover their costs. This situation undermines the scholarship program objectives by undermining students' abilities to attain high academic achievement.

To address this issue, the Board is currently considering a loan through the Bank of the Marshall Islands to cover any delays in scholarship disbursements. However, due to the fact that this is a loan that will need to be repaid with interest, it is in the best interest of the MOE and the RMI to resolve problems in fund disbursement schedules to keep overall, extra costs at a minimum.

O. RMI MOE National Commission for UNESCO

During FY 2003, the MOE has strengthened its ties with UNESCO. As the RMI's relationship with the US is being progressively downsized in regards to Compact funding, it is imperative that the MOE strengthen its ties with other Pacific regional initiatives, associations, and funding sources to ensure the sustainability of funding resources and means of assistance.

1. Education For All

Since 2000, the RMI has been involved with UNESCO in developing an education strategy action plan addressing the six priority goals that came out of the Dakar World Education Conference in 2000. The six priority goals are as follows:

- o Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- o Ensuring that by 2015 all children, with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality
- o Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs
- o Achieving a 50 % improvement in levels of adult literacy by 2015
- o Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality
- o Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

On April 7-11, 2003, the MOE sent its EFA Coordinator to an UNESCO EFA Workshop in Nadi, Fiji to revise and update the RMI's EFA Action Plan. As of May 2003, the RMI MOE has completed a working draft of the action plan outlining the major steps the MOE will take to address each of the priority areas. It is a working document that is closely linked to the MOE's **Strategic Plan** framework, and is therefore closely tied to the MOE's priority goals and planned outputs. As such, under the EFA planning framework, the two top priority areas are: 1) to improve quality of education, especially at the

primary and secondary levels, and 2) to increase access to early childhood learning programs and primary education.

Starting in 2004, and upon UNESCO's endorsement of the RMI's Action Plan, EU funding under the Pacific Regional Initiative for Developing Education (PRIDE), and general UN funding from various UN organizations will become available to assist the MOE in implementing the various projects and initiatives outlined in the MOE's EFA Action Plan.

The RMI's participation in the global EFA initiative will assist the RMI in meeting its stated education goals and outputs, particularly in the area of increasing access to quality primary education.

2. Associated Schools Project Network

On June 2-6, 2003, the MOE sent its ASPnet National Coordinator to a workshop in Nadi, Fiji. Since June, the MOE has re-instated the ASPnet Project in the RMI. For SY 2003-04, the ASPnet Project focus will be on implementing the **Media Education in the Pacific** curriculum developed by the UNESCO Office for the Pacific in Apia, Samoa.

The ultimate and overall aim of the ASPnet project is increase young peoples' awareness of global issues so as to encourage peace, racial tolerance and multi-culturalism through various and diverse projects and school initiatives that highlight diversity.

For SY 2003-04, the Pacific region is participating in this endeavor through the **Media Education Project in the Pacific**, raising awareness of diversity and cultural preservation through increasing young peoples' knowledge of how the media works, and how it can be utilized to encourage diversity in thought and beliefs.



Pacific Region ASPnet Coordinators

Fiji, 2003

To date, eight Majuro schools are participating in this project. They are the following:

- o Upward Bound

- o College of the Marshall Islands
- o Uliga Elementary School
- o Majuro Co-Op
- o Assumption School
- o Majuro Middle School
- o Marshalls Christian High School
- o Marshall Islands High School

If the project is successful and if funding is available, ASPnet project initiatives may be expanded to outer-island schools.

3. Participation Programme

As of July 2003 for FY 2003, under UNESCO's Participation Programme grant scheme, the MOE has been the recipient of several grant funds totaling US \$112,000. These funds are earmarked for specific projects which are education/community-oriented, but which do not necessarily link up with the formal education sector. The following are the approved projects to date:

Project Titles	2000-1	2002-3
1. Arno Women's Handicraft and Development Center	\$15,000.00	
2. Mejit Atoll Juvenile Crime Reduction Project	\$18,000.00	
3. Radio Net and Communication for the Outer-Islands of the Marshall Islands	\$20,000.00	
4. Office Equipment for the RMI UNESCO Office	\$25,000.00	
5. Waan Aelon in Majel	\$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 Asistance, 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
TOTAL	\$115,000.00	\$112,000.00

For FY 2004, the MOE will make a concerted effort to apply for funding under this grant scheme to address the priority areas of skills development and school supplies and materials, especially those in relation to UNESCO's EFA and ASPnet projects.

4. Constraints

One of the key constraints faced by the MOE in fully implementing UNESCO initiatives is the lack of full participation in regional and global educational initiatives that are often an integral aspect of all UNESCO initiatives. The MOE is beginning to address this issue by assigning specific MOE staff members to work specifically with the UNESCO offices to develop, implement and monitor UNESCO projects in the RMI.

In general, it is imperative that the MOE supports the development of collaborative efforts with other Pacific countries, in order to ensure availability of funding options, and to gather important information from other Pacific island countries in terms of new education initiatives and developments. The MOE can no longer afford to work in isolation of the rest of the Pacific, as it can no longer guarantee or depend on continued US support after Compact II. UNESCO and other UN organizations in the Pacific such as UNICEF, UNEVOC, and UNDP provide important alternatives to ensuring sustainability and relevancy of educational initiatives to the RMI and Pacific context.

IV. Statistical Overview

A. School Enrollment Figures

Table 1 illustrates the general enrollment situation in public and private schools and Head Start programs.

Table 1: Head Start, Primary and Secondary School Enrollment- SY 2002-03

	Number of Schools	Teachers	Boys	Girls	Total	ST Ratio
Headstart Centers	49	129	649	611	1260	9.8
Public Elementary & Secondary	78	581	5036	4630	9666	16.6
Private Elementary & Secondary	39	312	2162	2306	4468	14.3
TOTAL	166	1022	7847	7547	15394	15.1

There are just over 1,000 teachers working in the RMI teaching 15,000 students. There are 75 primary public schools, and 4 secondary public schools.

Table 2 illustrates the trends in enrollment over the last five school years. Enrollments at the school level (not including the Head Start students in Table 1) have dropped slightly since the SY 1998-99. The lowest enrollments were in SY 2001-02 at 13,878.

Enrollments have increased slightly for SY 2002-03 to 14,134. Elementary enrollments have dropped progressively over the last five years and are currently about 1500 below the numbers in SY 1998-99.

Over the same five-year period, enrollments in secondary schools have increased by just over 500, with the public and private sectors sharing this growth at about 250 increases each over that same period of time.

Table 2: Elementary and Secondary Enrollment Trends–SY 1998-99 to 2002-03

	98/99	99/00	00/01	01/02	02/03
Elementary					
Public	9,340	8,719	8,449	8,016	8,221
Private	3,081	2,976	3,001	3,004	2,782
Total	12,421	11,695	11,450	11,020	11,003
Secondary					
Public	1,185	1,118	1,380	1,408	1,445
Private	1,452	1,357	1,473	1,450	1,686
Total	2,637	2,475	2,853	2,858	3,131
All Levels					
Public	10,525	9,837	9,829	9,424	9,666
Private	4,533	4,333	4,474	4,454	4,468
Total	15,058	14,170	14,303	13,878	14,134

Charts 1 and 2 illustrate the shares of the elementary and secondary enrollments by public and private schools. Public education has about three-quarters of the elementary-level enrollments, but the private schools provide more places at the secondary level.

Charts 1 and 2: Enrollments SY 2002-03

Chart 1

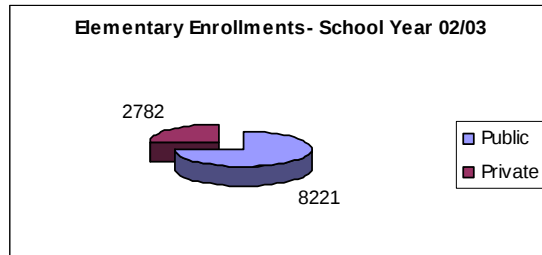


Chart 2

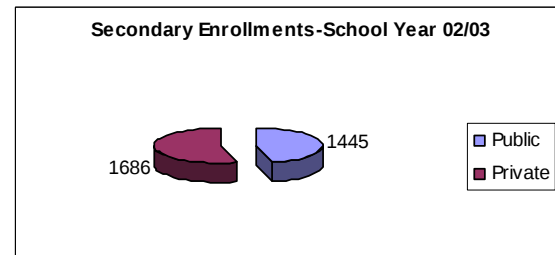


Table 3 presents the trend in the number of teachers over the last five school years. The increase in teachers for the last school year (02-03) relative to the previous school year, is due to the inclusion of special education teachers not previously counted.

Table 3: Elementary and Secondary Teacher Trends SY 1998-99 to 2002-03

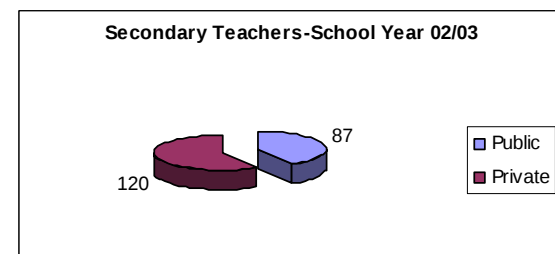
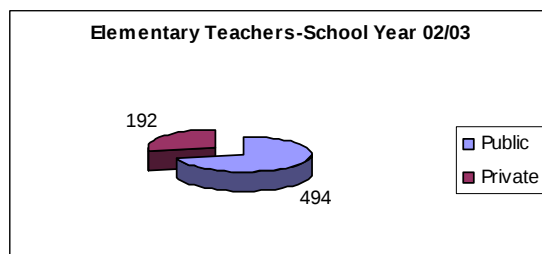
Elementary	98/99	99/00	00/01	01/02	02/03
Public	366	436	459	447	494
Private	182	194	205	209	192
Total	548	630	664	656	686

Secondary	98/99	99/00	00/01	01/02	02/03
Public	64	81	66	81	87
Private	98	116	95	110	120
Total	162	197	161	191	207

All Schools	98/99	99/00	00/01	01/02	02/03
Public	430	517	525	528	581
Private	280	310	300	319	312
Total	710	827	825	847	893

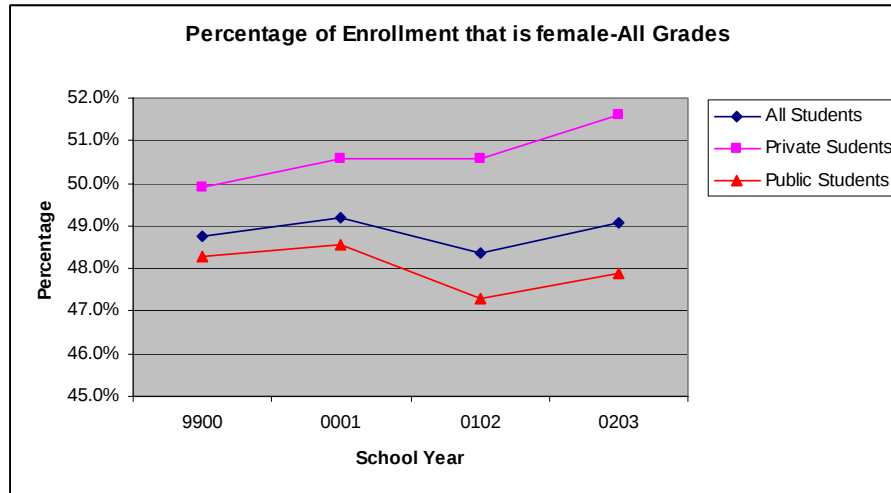
Charts 3 and 4 indicate in graphic form the number of teachers working in the public and private sectors, for elementary and secondary education.

Charts 3 and 4: Teacher Numbers SY 2002-03



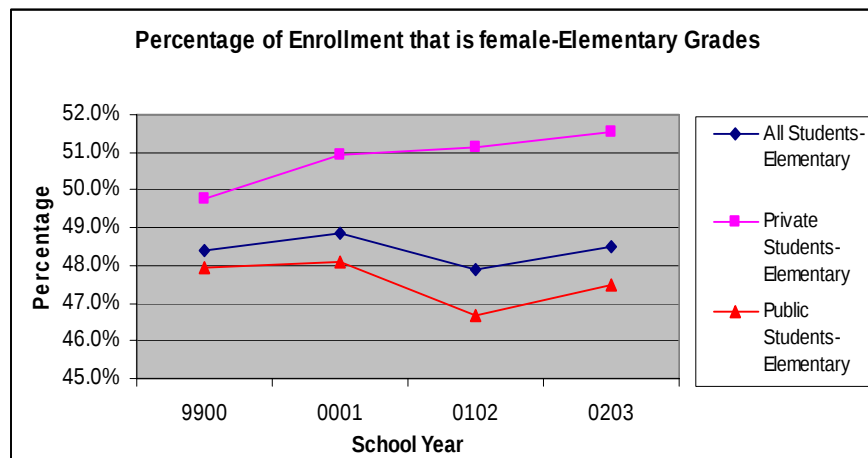
A detailed analysis of the gender profile of the data over the last four school years is shown in the charts below. The Charts 5, 6, and 7 illustrate the percentage of enrollment that is made up of female students. Given that slightly more males than females are born on average, an equal distribution of access to education would have females participating at about 48.5% based on the 1999 census. Across all grades and school types, the percentage of students that are female is 49%, about what equal participation would expect. In public schools across all grades 48% of the students are female, a slightly lower rate than equal access would require.

Chart 5: Enrollment Profile by Gender SY 99/00 – 02/03



The percentage female enrollment in elementary grades only (Chart 6), is below 49%, although for private schools it has increased to over 51%. For public schools, it has remained below 48% for the last two years.

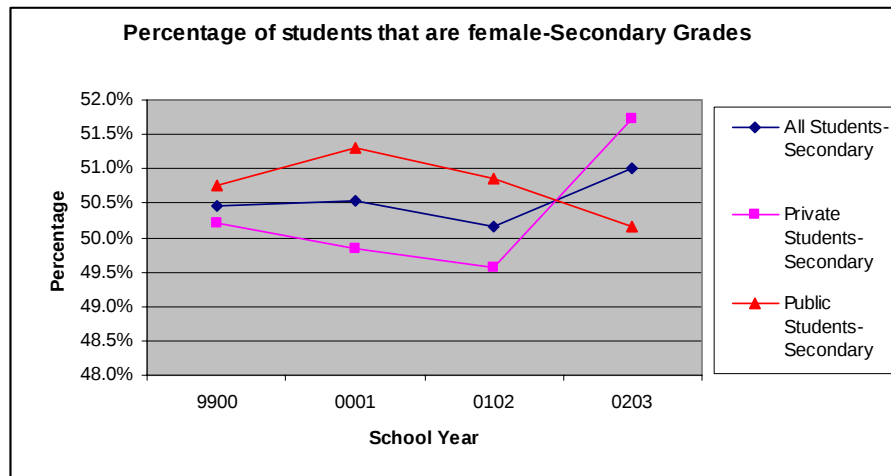
Chart 6: Elementary Enrollment Profile by Gender SY 99/00 – 02/03



For secondary grades, the percentage of female students rises to 50% on average over the last four school years and has increased to 51% over all students for the just completed SY (Chart 7).

The percentage enrollment of females appears to have dropped in public schools for the last two years, and is currently at just over 50%, having been close to 51%. The female percentage of private schools rose quite significantly in the last school year to over 51.5%. For secondary education generally the above 50% figures for female students in all secondary schools implies that female students are participating slightly above their expected rate.

Chart 7: Secondary Enrollment Profile by Gender SY 99/00-02/03



Patterns in gender enrollment by Grade are shown in Table 4 below. In the majority of cases, the values for each grade for female enrollment are less than the expected rate of 48.5%.

Table 4: Percentage Female Enrollment

Year	9900	0001	0102	0203
Pre/Special	52.8%	54.2%	50.3%	45.0%
Grade 1	47.4%	50.3%	47.4%	47.3%
2	47.9%	49.3%	48.2%	49.3%
3	45.6%	48.5%	48.5%	51.3%
4	48.5%	43.7%	47.9%	47.8%
5	47.2%	50.8%	43.0%	47.1%
6	49.0%	46.8%	50.7%	45.8%
7	49.6%	48.9%	46.5%	49.8%
8	50.9%	51.0%	50.2%	50.7%
9	52.2%	52.5%	50.1%	50.1%
10	51.5%	48.5%	50.4%	49.5%
11	48.6%	51.0%	51.6%	53.2%
12	47.4%	49.3%	48.1%	52.3%
Total-Elementary	48.4%	48.8%	47.9%	48.5%
Total-Secondary	50.5%	50.5%	50.2%	51.0%
Grand Total	48.8%	49.2%	48.4%	49.1%

Table 5 below indicates the transition to high school, from Grade 8 in elementary schools in one year to Grade 9 in high schools in the next year. For the last 3 years the

percentages for all schools have been between 69% and 73%. In other words, just under 30% of students do not make it to high school, or are pushed out from high school.

Table 5: Enrollment Trends For High School Transition
Transition from Grade 8 to Grade 9

	Gender	Arriving in school year 2000/01	Arriving in school year 2001/02	Arriving in school year 2002/03
Public Schools	Male	41.7%	40.6%	42.6%
	Female	38.7%	35.8%	37.1%
Private Schools	Male	162.5%	178.3%	182.6%
	Female	236.9%	207.6%	208.7%
All Schools	Male	69.4%	72.3%	73.4%
	Female	73.8%	69.7%	73.1%

The rate by gender fluctuates, but for the last school year the percent commencing high school is about the same for males and females (i.e. just over the 73%). The proportion of girls in the public sector is less than boys, but with the reverse being true in private schools. There is a significant increase in female enrollments in Grade 9 in private schools, with private schools enrolling more than twice the number of girls in Grade 9 than in Grade 8.

B. Retention/Drop-out Rates

Table 6: Drop-out Rates for RMI Schools- SY 99/00 to 02/03

Drop-out Rates	Completed SY			
	99/00	00/01	01/02	02/03
Public				
Not Completing Elementary School	14.5%	17.4%	11.0%	4.4%
Not Transitioning to High School	65.2%	60.6%	62.2%	60.2%
Entering but Not Completing High School	39.0%	16.6%	33.7%	30.5%
Private				
Not Completing Elementary School	36.9%	26.9%	24.2%	30.0%
Not Transitioning to High School	na	Na	na	na
Entering but Not Completing High School	61.1%	63.0%	56.4%	45.4%
All Schools				
Not Completing Elementary School	20.2%	19.6%	14.2%	10.9%
Not Transitioning to High School	38.6%	30.3%	30.0%	27.4%
Entering but Not Completing High School	53.4%	47.5%	46.9%	38.8%
Percentage of student starting in Grade 3 not progressing to Grade 12	74.1%	68.3%	65.6%	66.6%

Table 6 indicates the loss rates of students at various levels in the school system. The rates are calculated on the basis of tracking cohorts of students. The “not completing elementary school” statistic is the Grade 8 cohort in 1999-00 expressed over the average of the Grade 3 cohort in 1994-95 and the Grade 4 cohort of 1995-96. The base year in each case has been averaged over two years to accommodate any incorrect reporting of grade enrollments that might have occurred for the cohort. It averages out the effect of different cohort sizes in Grades 3 and 4.

The percentage of students not transitioning to high school is the Grade 9 enrollment over the previous school year’s Grade 8 enrollment. For private schools this has been shown as “na” (not applicable), as the numbers attending at Grade 9 are much greater than in Grade 8 in the previous year. A drop-out rate is not applicable in this case.

The percent entering but not completing high school is the Grade 12 enrollment for 1999-00 over the Grade 9 enrollment of 1996-97.

Finally the percentage of students starting in Grade 3 but not making it to Grade 12 is also indicated. Over time, this has dropped from 74.1% to 66.6%. However, these numbers are still extremely high. Overall, over half of students in the RMI do not make it to Grade 12.

Just over 10% of students did not complete elementary school in SY 2002-03. That is 10% dropped out. There is an indication that the rate has been improving over the last 5 years having dropped from about 20% two years ago. Still, the numbers indicate that improvements need to be made.

There is a consistent loss during the transition to high school. This is best described as a “push out” rather than a “drop-out” as the students concerned have not decided not to attend but cannot attend due to the shortage of places. 27% of students who made it to Grade 8 were not able to enroll in secondary education in school year 2002/03 due to, mainly, lack of places, although current Grade 8 test results suggest that many of those who miss out on places would not be well-prepared for high school in the first place. This is an improvement, however, over previous years where the drop-out rate between Grade 8 and Grade 9 has been 30% and above. The improvement is due mainly to the increase in secondary school places with the inclusion of LHS and expansion of public secondary schools. However, of the Grade 8s in public schools, approximately 60% are unable to find places in public high schools. Many of these students find places in the private schools. In other words, the public and private sectors accommodate up to 70% of the Grade 8 cohort.

To calculate completion (and drop-out) rates requires a number of years of data. Data files by gender for all previous years have not yet been completed. Based on the data for four years, the gender break out for Grade 12 completion for SY 2002-03 shows the percentage completing Grade 12, based on Grade 9 enrollments four years earlier, as below (Table 7).

Table 7: Completion Rates by Gender SY 2002-03

School Year 2002/03	Male	Female
Grade 12 Completion Rate	61%	61%

This rate matches the rate shown for the same period in Table 6, and shows that for 2002-03 at least there was no difference based on gender. Completion rates for previous periods have not yet been calculated but will be, once the time series of data by gender has been developed.

Chart 8 below illustrates the trend in drop-out rates over the last four periods. The chart shows that the drop-out rates have been improving at all stages, that is fewer are dropping (or missing) out.

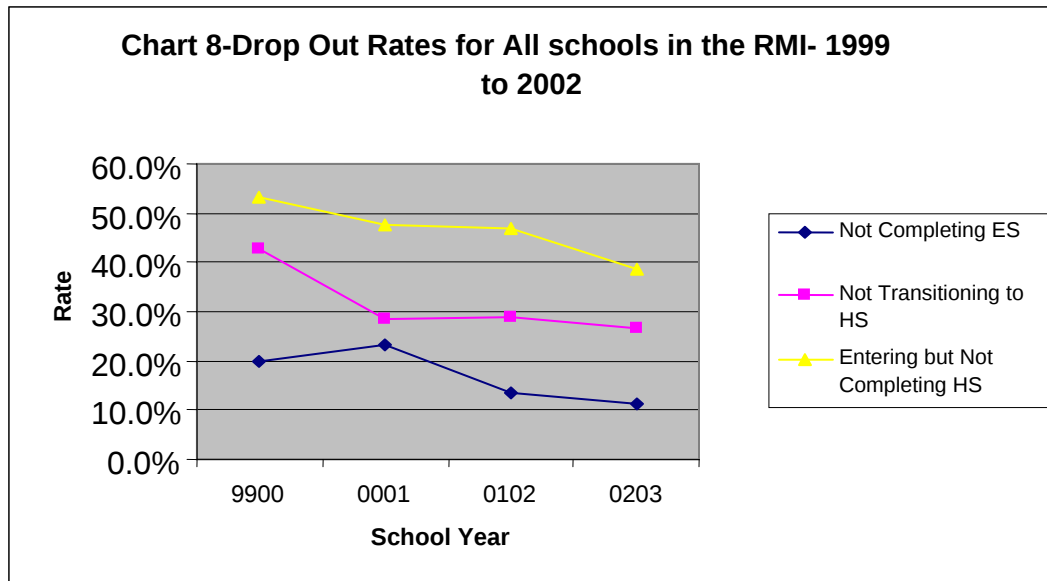
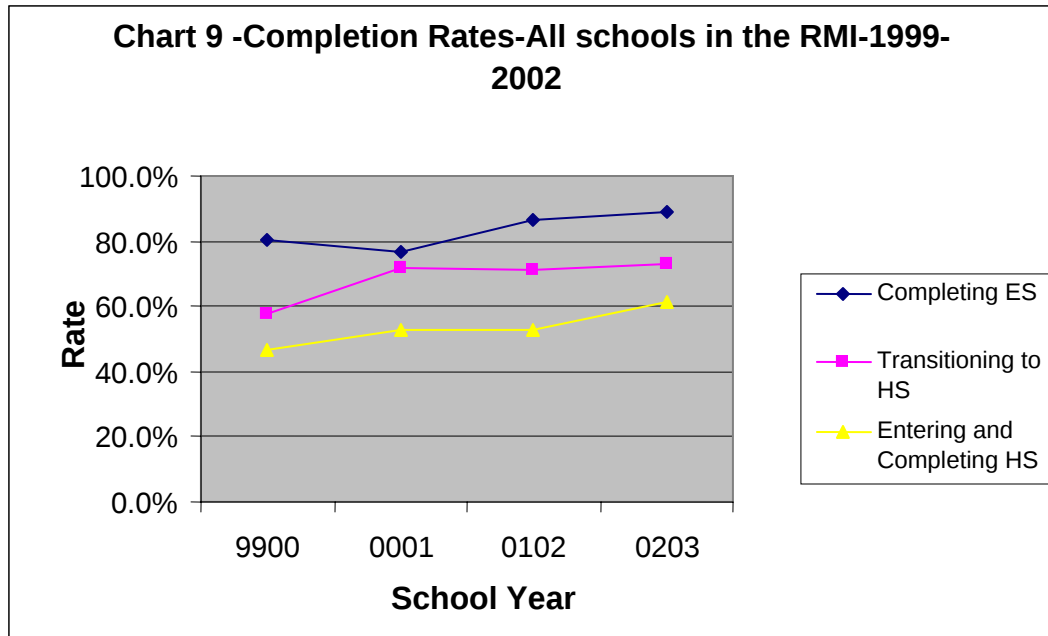


Chart 9 below illustrates the more positive side of the same statistic, the completion rates for each of the same years. Completion rates are the complement of drop-out rates. That is a drop-out rate of 40% means there is a completion rate of 60%. As things get better, the rate increases.



C. High School Entrance Test Exam Results

Chart 10: High School Entrance Exam 1993 to 2002-03

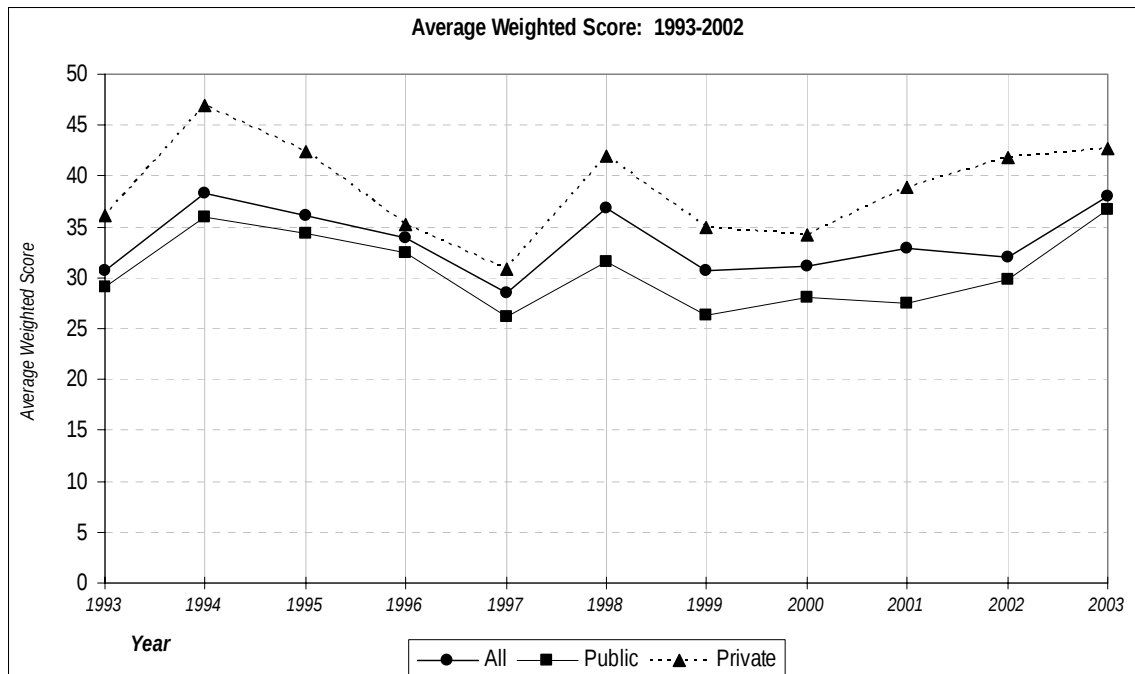


Chart 10 above illustrates the trend in the high school entrance exam results over time. The pass rate for the exam is adjusted to meet the number of places available in public secondary schools. For SY 2003-04, the allowed a cut-off scores for entry into the public high schools were: MIHS - 43%, JHS - 37%, NIHS - 35%, and LHS - 38%. The grand average for the exam each year is a reasonable indicator of changes in the quality of

performance, on the assumption that the test is of equal difficulty from year to year. This assumption, however, is difficult to test. For some years, where an identical test was used, the results are strictly comparable. The years that have used identical tests are:

- o 1998 and 2001
- o 1999, 2000 and 2002

The test for SY 2002-03 was a new test but based exactly on the same design as the 2002 test. The assumption of equivalent difficulty most likely applies. On this assumption, the Grade 8 cohort in SY 2002-03 performed slightly better than the previous four cohorts of students. The standardized tests of PILL and MISAT were not conducted this year, but are being reviewed for next school year.

The trends for World Teach versus non-World Teach schools show an improvement for World Teach schools of slightly greater than the national average improvement of 6.8 percentage points in the grand average score. Schools with World Teach teachers for all the year improved by 8.2 percentage points in their average score. Other schools, including those who had World Teach teachers for part of the year, improved by 6.6 percentage points. This second group is significantly affected by the influence of the MMS, which was already above the national average, has almost one third of the countries' public students, is still above the national average and increased by 7.6 points.

Chart 11: Comparison of World Teach and Non-World Teach Schools
Grade 8 Test

	No. of schools 2003	No. of Students 2003	Grand average score of schools 2001/02	Grand average score of schools 2002/03	Change	% Change
Schools with a World Teach Teacher	10	172	29.7	37.9	8.2	27.7%
Schools with a World Teach Teacher for part of the year	4	339	33.5	38.3	4.8	14.4%
Other schools	49	522	27.3	35.4	8.0	29.4%
Other schools + Part WT	53	861	30.0	36.5	6.6	21.9%
All schools	63	1033	29.9	36.8	6.8	22.8%

A disturbing characteristic of the time series shown in Chart 11 is the low scores overall on the test. While students from private schools, on average, do better than the public schools, students from the two populations are not strictly comparable due to family background. Education research confirms the significance of parental income status and expectations on student performance. Those parents who can afford to enroll their

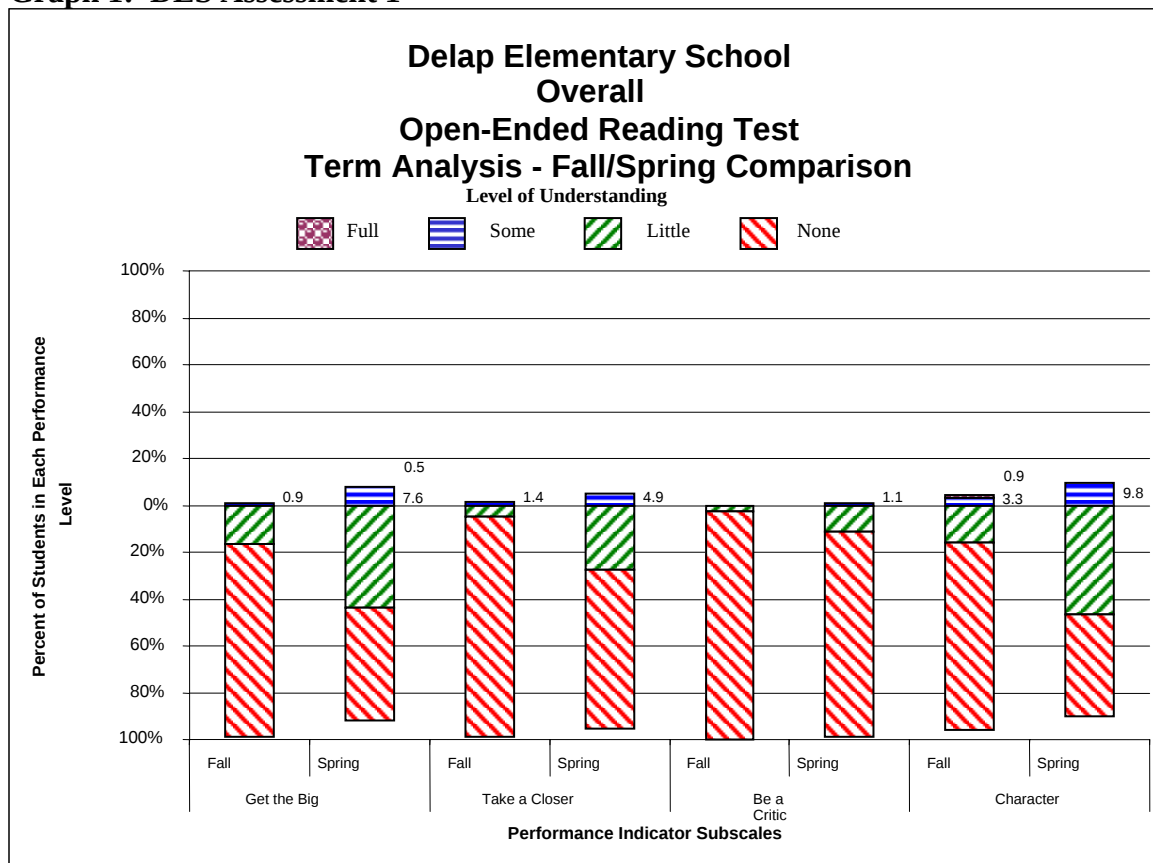
children already indicate that their children have different home experiences than many in the public schools. It is for this reason that student performance cannot be compared without many adjustments.

Even so, except for some rare exceptions, the performance of students is very low in both sectors. The questions in the exam are of a style and simplicity that a score of 100% is obtainable. The fact that the average scores for the country remains in the range of 30-40 percent, that is that many students are averaging less than 40% correct answers over the whole test, reflects poorly on the skill development in the elementary schools (see Appendix1).

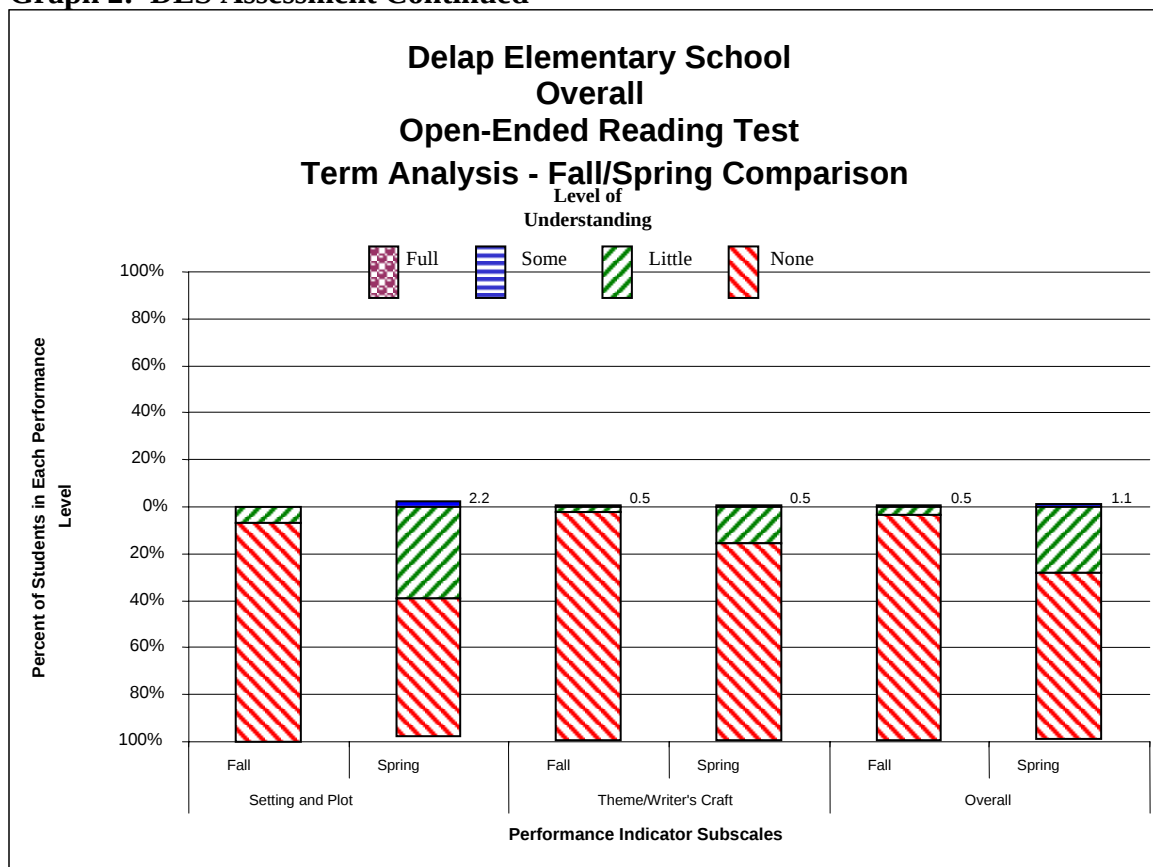
D. PREL Delap Elementary School Assessment

In SY 2002-03, PREL conducted an independent academic skills assessment of DES students. Basic reading and cognitive skills were tested on a one-on-one basis to identify specific areas and learning skills that needed to be addressed in the national curriculum. Students were requested to read specific passages and to answers questions. From these answers, data was compiled to determine the levels of understanding by each student. The following two graphs illustrate two of the several results of this assessment.

Graph 1: DES Assessment 1



Graph 2: DES Assessment Continued



Looking at Graphs 1 and 2, it is clear that a large proportion of DES students were performing much lower than expected for their respective grade levels. Similar tests in the Marshallese language yielded similar results, strongly indicating that basic academic skill attainment, in both English and Marshallese, is still not being adequately addressed in the curriculum, and that teachers need to be better trained in meeting high quality education outputs and academic skill attainment.

The PREL DES Assessment does not dispute the conclusions of similar assessments such as the PILL Test (given in previous years), which also indicate that the skill-level attainment of Marshallese students is significantly low.

E. Teacher Qualification Statistics

Table 8: Qualifications of Public School Teachers SY 2002-03 - Percentage of the Sector and Percentage Overall With Particular Degrees

Teaching Sector	Masters	4-Yr Degree	2-Yr Degree	Certificate	High School Diploma	Qualification not resolved	Grand Total
Elementary	0.4	2.9	36.9	1.4	51.8	6.6	100
Secondary	2.4	24.1	45.8	1.2	9.6	16.9	100
Total	0.7	5.9	38.2	1.3	45.9	8.1	100

Table 8 indicates that more than 50% of elementary teachers have only a HS Diploma, rather than a completed tertiary qualification to teach. For SY 2002-03 the qualifications of 8% of teachers were unresolved, that is a check of the qualification evidence held on file did not confirm that there was evidence of their qualification on file. As a result these teachers are in the process of providing the evidence to confirm their qualification and have been recorded as a special category (Qualification not resolved) in the table above. This unresolved group may increase the percentages for the 2 year and 4 year degrees for the next annual report.

Chart 12: Teachers by Qualification by Sector

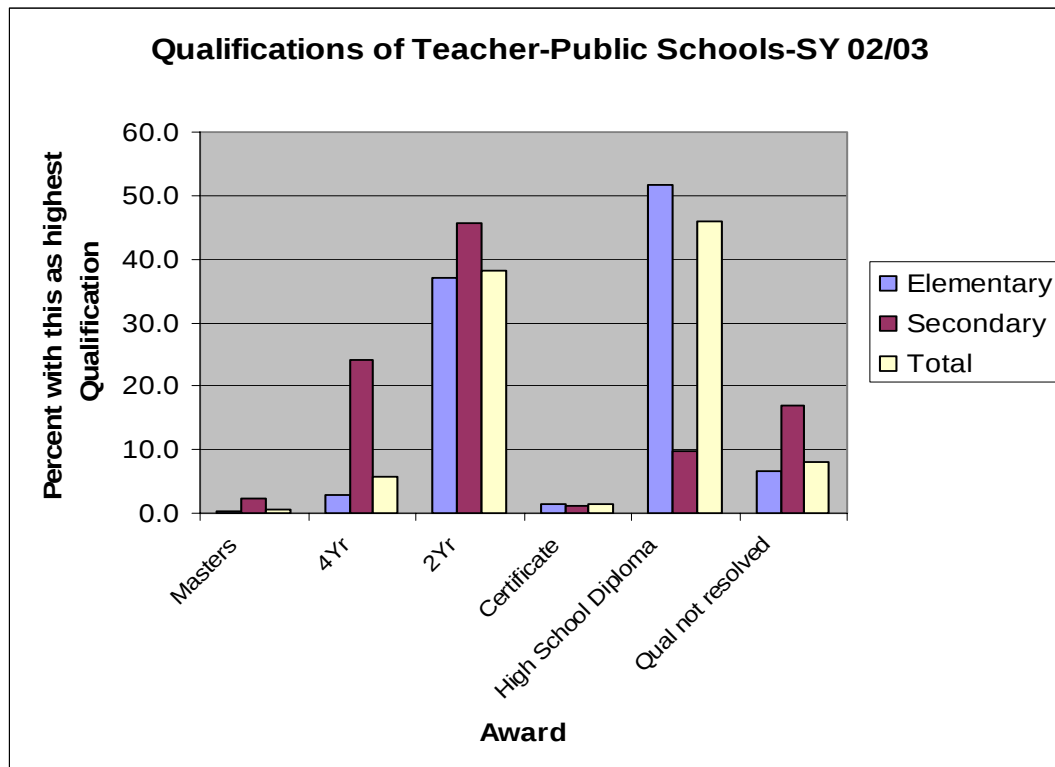


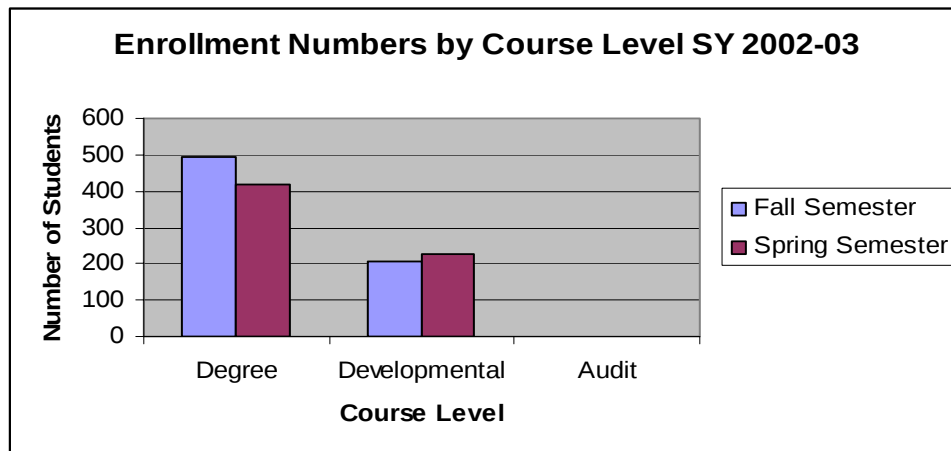
Chart 12 above provides a clear indication of the general under-qualification of teachers in the public sector in the RMI. Hidden in the chart is the high proportion of 4-year degree holders who are expatriates, thereby skewing the overall picture of local teacher capacity.

F. Tertiary Education

The Marshall Islands Center of the USP and CMI are the only local providers of post-secondary education in the RMI. Like CMI, USP provides some vocational certificate and foundation programs, in addition to diploma and full-degree programs. Most of its full degree programs are accessed via the USPNET. As of 2003, total enrollment for the USP Project is 72 (preliminary and foundation courses only). Of these 72 students, 34 are males and 38 are females. For the USP Center (degree/certificate/diploma courses only), total enrollment is 53, with 21 males and 32 females.

The following charts illustrate CMI's enrollment profile for SY 2002-03:

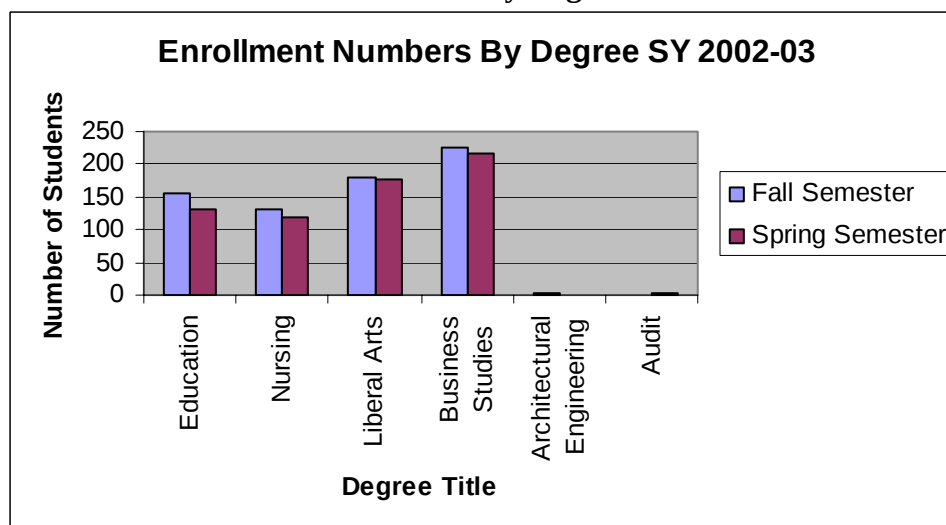
Chart 13: CMI Enrollment Profile by Course Level



NB: The number of auditing students is 1.

Looking at the total enrollment figures for Chart 13 above, a larger proportion of the student population is taking credit-level courses. For the Fall Semester, the percentage of incoming and continuing students taking developmental level courses is approximately 30%. This is a dramatic drop from previous enrollment figures which often indicated that, on average, nearly 70% of all CMI students were enrolled in developmental level courses. The dramatic change in this enrollment profile may be due to several factors, such as improved learning outcomes from the high schools, improved assessment of academic skills prior to course/degree selection and enrollment, tighter and higher selection criteria, improved quality of developmental courses which ensures that less students are repeating developmental courses, etc. The manner in which statistics are kept in CMI do not lead to any conclusive evidence to indicate which factor is more influential. It is clear, however, that there are marked improvements in student profile of CMI.

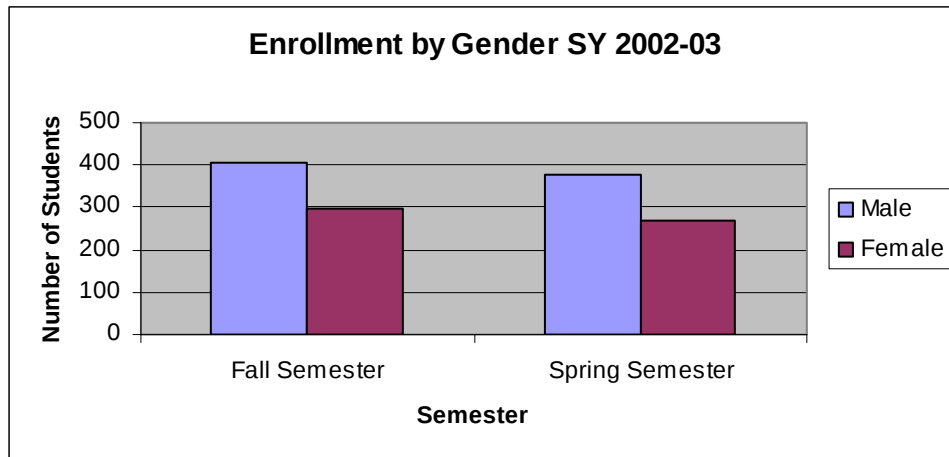
Chart 14: CMI Enrollment Profile by Degree



NB: For Chart 14, the number of architectural engineering is 4 and auditing students is 2.

Looking at Chart 14, it is clear that Business Studies is the most popular degree choice, with Liberal Arts as the second most popular choice, and Education as the third most popular choice. Under the Vocational Education department, only four students selected Architectural Engineering as their degree choice in the Fall Semester.

Chart 15: CMI Enrollment Profile by Gender



Looking at Chart 15, though males constitute a majority in CMI's enrollment profile, female enrollees are not significantly out-numbered. It is clear, however, that when comparing overall education statistics, female participation in the education system at all levels appear to be decreasing over time. This is particularly so in the later years at the high school level, which may impact on the total number of females able to attend CMI. At this point in time, it is not clear why this is the case, and no formal studies have been conducted in this matter.

V. Ministry of Education Budget

A. Performance-Based Budgeting

With support from the ADB and the US DOI, the MOE has been developing an approach to budget planning and management based on Performance- Based Budgeting. The budget has been assembled on the basis of the four major areas of interest to the MOE:

- o Pre-school
- o Elementary Education
- o Secondary and Vocational Education
- o Post Secondary Education

The divisions of activity within these areas of interest have been based on the outputs to be achieved and the contribution of the various sections of the MOE. The MOE has been re-structured to better align with the budget plan. The budget has also been significantly influenced by the priorities of the **Strategic Plan**. The MOE has worked through the **Strategic Plan**, originally developed by the MOE in conjunction with a consultant supported by the ADB, on two occasions during the year to review the plan and to establish the highest priorities.

As discussed in an earlier section of this report the priorities were established to be:

- o Improving educational standards
- o Improving language standards
- o Provide and expand teacher education
- o Improve management of risk
- o Improve quality of information management
- o Establish relationships with stakeholders
- o Improve communication channels

These priorities have been reflected in the Budget Plan developed for FY 2004 to ensure that the efforts of the MOE are focused on these activities. Furthermore, clear and specific outputs and outcomes have been identified for each major area, and how they will be measured to ascertain whether those outputs and outcomes were achieved within a specified timeframe. As such, any deviations from the plan will be quickly identified and resolved.

Ultimately, it is hoped the Performance-Based Budgeting Framework will enable the MOE to better identify the types and scope of problem areas that need to be addressed in the future. The lessons learned will then be inputted into next year's budget plan so ensure that areas of shortfall and/or excess are appropriately re-programed.

In addition, it is hoped that this new budget initiative will ensure greater fiscal control and management of MOE expenditures as per stated needs and priority areas, ensuring greater accountability and transparency.

B. 2002-2004 Budget Trends and Analysis of Compact II Funding

The MOE has been relatively fortunate in its ability to access to several funding sources to support and implement education initiatives and programs.

Table 1: MOE Source of Funds FY 2002-2004

Source of Assistance	FY 2002	FY 2003	FY 2004*
U.S. Federal**	\$7,092,822	\$7,210,111	7,475,784
U.S. Compact	\$2,594,400	\$2,594,000	9,200,000
RMI General Fund	\$5,323,125	\$6,491,000	2,089,015
European Union (EU)	-0-	-0-	App. \$180,000
Republic of China (ROC)	\$1,450,000	\$1,000,000	Not available
Asian Development Bank (ADB)	\$207,622	\$433,827	\$1,391,978
Parents (Student fees)	\$70,000	\$70,000	\$70,000
Total	\$17,130,347	\$17,748,938	\$20,084,799
Source: RMI MOE, 2002 / ** Not all education-oriented US federal grant programs are included in these figures as they are administered separately from the MOE (e.g. Head Start, WIA, Upward Bound, CMI, etc.) / *tentative			

What is clear from the figures in Table 1 is the MOE's high dependency on outside funding sources (Compact funding) to fund basic and essential education services. From FY 2003 to FY 2004, though Compact-tied funds have increased from \$2.594 million to approximately \$9.2 million, the GF contribution to education has decreased significantly from \$6.492 million to approximately \$2.089 million. Overall, this represents an approximately \$2 million increase in combined Compact-tied and GF allocations.

It is important to note, however, is that \$1 million of the approximately \$2 million increase is specifically for Ebeye needs only. An additional \$500,000 is set aside specifically for CMI to cover budget shortfalls. The rest of the increase will barely cover salary increases set aside for teachers under the new teacher translation initiative. In real terms, actual increases in overall funding allocations to elementary and secondary education have not been met. The Compact has no theoretical planning basis for education and seems to have been calculated on an increase over the status quo basis rather than what might be required. In essence, what this equates to is that the general fiscal profile of the MOE has not significantly changed. The implication of this is that the MOE will continue to face the same fiscal resource constraints as in previous years, and that education priorities will still be inadequately addressed.

Furthermore, it is confusing to include US federal program funding and external grants (ROC, ADB, Japan, etc.) in the overall expenditure calculations of the MOE budget as they are often program-specific. This means they are often limited in the ways they can be used to meet priority needs, and are often inflexible in their ability to allow for any coverage of budget shortfalls for service and supply provision of elementary and secondary schools. In addition, ROC and Japan funding, while greatly valued, are often primarily capital improvement-oriented, not classroom education-oriented.

Consequentially, as in previous years, the MOE will continue to struggle to adequately equip and supply the schools with textbooks, curriculum materials, and teaching supplies, and to expand its staff and teacher development and vocational education programs, without obtaining external funding. On average, the overall amount the RMI allocates, therefore, is slightly less than \$1,000 per student as compared to the state-wide average of \$8,500 per student in the US.

Overall, the combined GF and Compact fund allocation to education represents approximately 11% of the RMI budget total. This falls significantly below the international average of 15%.

C. Status of US Federal Grants

Table 2: U.S. Federal Grant Programs to the RMI, 2001 - 03

	FY 2001	FY 2002	FY 2003	FY 2004	Funding Source	Level Assisted	Focus
1. Head Start	\$2,933,411	\$3,039,053	\$3,394,918	Subject to reauthorization & Compact II agreements	U.S. HHS	Pre-school	Comprehensive pre-school education
2. 21 st Century Community Learning Centers	\$914,706	\$897,253	\$897,253	\$897,253 Grant Ends 2005	U.S. DOE	primary & secondary	After school assistance including sports, tutorial, etc.
3. Individual with Disabilities Act (Special Education)	\$1,784,800	\$1,784,800	\$1,770,000	Subject to reauthorization & Compact II agreements	U.S. DOE	primary & secondary	Comprehensive education for children with disabilities
4. Freely Associated States Educational Grant Program	\$860,000	\$860,855	\$841,300	\$841,300 Eligibility Questioned for 2005 onwards	U.S. DOE	primary & secondary	Educational assistance for disadvantaged children from low income families
5. School Health Program	\$49,050	\$111,450	\$93,526	\$93,526 Continues at discretion of funding source	U.S. HHS	primary & secondary	HIV/Aids Health education including PD and instructional material acquisition
6. Bilingual Education Support Services	\$100,000	\$100,000	\$100,000	Grant Ends	U.S. DOE	primary & secondary	Bilingual material development and PD for teachers in bilingual education
7. Bilingual Education Enhancement	\$187,244	\$187,244	Grant Ends	N/A	U.S. DOE	primary & secondary	Teacher training for bilingual and ESL teachers
8. Pacific Vocational Education Improvement	\$120,000	\$120,200	\$120,000	\$120,000	U.S. DOE	secondary	Vocational education; PD and instructional materials acquisition to support

Program (PVEIP)							vocational education
9. Workforce Investment Act (WIA)	\$1,169,309	\$1,163,225	\$749,744	Subject to Compact II and its agreements	U.S. DOL	Out of school youth & adults	Skill training and job placement
10. Americas Career Resource Networks (CRN)	\$65,380	\$67,670	-0-	Grant Ends	U.S. DOE	secondary; out of school youth	Career education for HS students and youth
11. Adult Basic Education	\$65,000	\$62,000	\$59,000	Subject to reauthorization & Compact II agreements	U.S. DOE	Out of school youths & adults	High school equivalency; GED; skill development for out of school youth
12. Upward Bound	\$360,000	\$360,776	\$360,776	\$360,000	U.S. DOE	secondary – college bound	College preparation and career awareness
13. Pell Grants & College Work Study & FSEOG	\$2,658,750	\$2,658,750	\$2,658,750	Subject to reauthorization & Compact II agreements	U.S. DOE	post-secondary	Tuition, room and board and other incidental support for degree-seeking students
14. Teacher Quality Enhancement	N/A	N/A	N/A	Newly applied for / still up for evaluation / Potential funding at \$2,283,726	U.S. DOE	Tertiary (CMI)	Funding of the development of programs and policies to improve teacher quality at K-12
15. Robert C. Byrd Scholarship	\$13,500	\$30,000	\$46,500	Subject to reauthorization and Compact II agreements	U.S. DOE	Tertiary	Funds students who wish to attend tertiary institutions in the US and affiliated territories
16. Parent Information Resource Center	\$300,000 est.	\$330,000	\$336,000	\$341,000 Grant Ends 2005	U.S. DOE	Elementary and secondary	Provide parental resource to support student achievement

Source: Heine, H. and Chutaro, E. (2003). **A Double-Edged Sword: A Case Study of the Impacts of External Educational Aid to the Republic of the Marshall Islands, September.**

NB: It is important to note that all figures in Tables 1 and 2 are provided from available sources, and it is possible that discrepancies may exist.

As noted previously in the context of Head Start and Special Education, continued RMI eligibility for US federal grant programs for the life of Compact II is still under scrutiny. The policy currently being put forward by the MOE is to “cash out” all or most of the major US federal programs and transform them into block grants. It is crucial to state, however, that block grants are still program-specific and therefore should not be regarded as “replacement providers” of basic educational services, but should be utilized for support and enhancement purposes only (as they are still meant to be).

VI. Ministry of Education Constraints

Despite vast improvements in program initiatives and staff development, the MOE faces continued constraints in its ability and capacity to effectively and efficiently address the various problems within the MOE and the overall education system.

A. Physical Limitations

One of the major constraints the MOE faces in achieving universal access to primary and secondary education is the lack of space to build more schools to absorb the increasing population of the RMI. This is particularly the case in the urban centers of Majuro and Ebeye where over half of the current population reside. In addition, the traditional land tenure system is rigid and difficult to navigate. Many school properties find themselves in a precarious position if the traditional landowners believe that they are not being compensated enough, or feel that MOE property is, by default, also their personal property, particularly if no formal land lease agreements have been made.

To illustrate this, on one of the outer-island atolls, one of the traditional landowners had the school that was on his land closed, and repossessed it as his own personal home. To this day, the MOE is in contention with this landowner. On Majuro, the landowners of another elementary school had the school temporarily closed to argue the point that the MOE was not paying their land lease, in addition to calling for an increase in land payments. This situation is now resolved.

These physical constraints have made it difficult for the MOE to expand current school facilities, as well as to build new facilities in new locations. Zoning laws which can dictate the use of available land for public use, and which could support the physical expansion of schools are still yet to be debated. The traditional land tenure system is resistant to this level of government authority over private land for public services. Though understandable, the level of public service development is critically limited due to this circumstance, and is highly dependent on the consensus of private landowners and the government's ability to afford land lease payments.

Further physical constraints are the poor and often unsafe conditions of most of the current school facilities and grounds. The lack of financial and manpower resources to address the quickly deteriorating conditions of the schools has rendered numerous classroom spaces and facilities unsafe for use, and are left simply to deteriorate further. 89% of all public school facilities are over 20 years old, with a large portion not having had any major maintenance and/or refurbishment done during that time. Previous donor funding did not address this type of recurrent expenditure.

The MOE is now making a concerted effort to better utilize newly-available Compact II capital improvement funding, and other external funding (EU, Japan, and ROC funding) to address the renovation, or complete re-construction, of schools. The MOE is also making a concerted effort to re-vamp and re-organize its school maintenance and renovation division by contracting workers whose specific role is to perform maintenance

and renovation at all the schools. Recently, the MOE has hired a Maintenance Crew of skilled laborers to begin the process of school renovation.

B. Human Resource Constraints

Due to the rapid expansion of the education system in the early 1980s, the education system was unable to keep up with the training of qualified teachers. The rapid rise in student numbers and expansion of physical facilities meant that the MOE had to hire teachers who may not have had the proper qualifications to ensure that all students, at the very least, had a teacher.

Today, the consequences of this rapid expansion and actions are evident in the clear lack of qualified teachers for all the schools at all levels. As indicated in Section IV, a majority of schools have teachers with a high school diploma as their highest degree, with little or no teacher training. Approximately 51% of the teacher population has achieved a secondary school diploma of completion as their highest degree, while only 4% of all teachers have a Bachelor's degree. As such, the poor quality of education outputs are largely due to the fact that the majority of teachers in the classroom do not have the teacher training and academic background to be able to teach efficiently and effectively to a high standard of student academic achievement.

There are still insufficient numbers of qualified teachers graduating from teacher training programs, despite increases in funding for teacher training programs at CMI and the USP-Majuro Center. There are considerable constraints in educational support space (libraries, science and language labs, study halls, etc.) and teacher trainers for pre- and in-service teacher training and enhancement programs. Staff development at the school and MOE level are expensive, often requiring outside and expensive entities to provide the training and skills enhancement services, which ideally should be provided by persons within the RMI.

The issue of quality of education needs to be addressed first before the issue of increased primary and secondary school level access is dealt with. The main implication of this policy stance is that current financial and manpower resources are to be concentrated toward quality education through teacher training/capacity-building initiatives, and re-organizing of current recruitment policies and teacher salaries to reward qualification levels and experience. Addressing the issue of increased access to primary and secondary education at the expense of quality education issues, is not practical for the MOE at this point in time, and plans are underway to discuss with the US funding alternatives that would enable the MOE to address this second issue as well.

The MOE will have to program exiting resources towards building more classroom facilities and hiring more teachers to provide increased access to kindergarten services (no public elementary schools provide kindergarten at this point in time) to comply with newly introduced bills to lower the minimum age requirement to 4 years of age. There is further political pressure to increase the maximum education age from 14 to 18. This means that the MOE will have to program more resources to expand the public high

school facilities and hire more teachers. This will increase access to education, but the key question is, will the quality of education improve if resources are taken away from training programs and staff development initiatives to increase internal and local capacity?

C. Political Limitations

The transfer of the personnel placement process from MOE authority to the PSC has led to some initial management problems for the MOE. The PSC is to support the MOE in the recruitment and management of education personnel, and enforcing agreed-upon standards of employment criteria. However, this process has led to a perceived lack of influence in these matters on the part of the MOE.

The recruitment process has been slow, resulting in situations where there is often no teacher for a classroom, due to the fact that no replacement had been hired. Mechanisms for managing when a teacher or administrator does not show up for work, and is allowed to continue his/her poor working habits while still getting paid, have still not been resolved. External pressure for more efficient processes appears to be low.

Lack of political interest in the MOE is evident in other areas as well. Mainly it takes the form of a general ‘political malaise’ towards overt and vocal support for education-related initiatives. There appears to be little proactive involvement in community-related activities in the outer-islands to hold local schools accountable for achieving and maintaining a higher level of academic performance. Some local mayors and members of parliament do not appear to take an active stance in increasing community awareness and participation in the educational process of their respective communities. Though there are exceptions, this responsibility has mainly fallen on the MOE. Until local politicians and local community leaders take a more active role in supporting the MOE within their communities, overall education improvements will not take place to the extent and standard required.

D. Economic Constraints

One major problem facing the inability of the MOE to achieve its stated goals is the lack of schools to seat all primary and secondary school-age children in all of the RMI. Current budget allocations only meet the minimum financial requirements of the operational and recurrent costs of the educational system. Funds for books and other classroom-related costs have had to be gathered from other sources; usually through participation in specific federally-funded grants and programs such as Special Education and Title-I FASEG grants. There is a lack of teacher resources and books to support the learning process for all the schools. This situation is particularly acute at the elementary level.

Financial resource constraints of the MOE have made it difficult for it to pay land lease payments, as well as to have the financial backing to deal with landowners who request an increase in land payments. In certain instances, this has resulted in schools being

closed by irate landowners, or school properties being repossessed as personal, private property, resulting in the loss of class time and space.

Economic constraints have also made it difficult for the MOE to accomplish several key goals:

- o Expand current school facilities and classrooms
- o Hire new and qualified staff, especially maintenance workers and teachers
- o Build new schools and related facilities
- o Provide major maintenance for current schools
- o Expand existing pre- and in-service teacher training programs
- o Develop and implement further continuing education and professional development curriculum and programs for school and MOE staff
- o Provide nutrition and medical check-up programs for public primary students (especially outer-island schools)
- o Expand vocational education training programs and internship/apprenticeship opportunities

The MOE is unable to build more schools due to the lack of funds for construction. Associated non-construction costs such as salaries for more teachers and staff and other recurrent costs are a further reason for the inability to expand. The MOE's existing budget from the RMI's GF allotment to the MOE cannot cover these extra costs.

The economic incentive for teachers for self-improvement and working to a high standard in the classroom is quite low. Through the MOE's efforts to re-classify teacher salaries according to qualifications and education experience will help add incentives. However, this will mean that more financial resources will have to be re-allocated towards increasing economic incentives for teachers. This has consequences for other education sectors.

In theory, public education in the RMI at the primary and secondary levels is free. In reality, most schools charge a small registration fee, and all costs associated with school such as uniforms, composition books, extra pencils, etc. are the financial responsibility of parents and/or family members. Though the actual dollar amounts spent on these items are minimal, most families, particularly those in the outer-islands where money and material resources are scarce, often complain against these added expenses, particularly when they have to support multiple numbers of children in school. Some students do not attend school for this reason.

Currently, the MOE's is highly dependent on US federal grant programs to provide basic education needs such as school supplies and staff development (FASEGP), development of curriculum materials (FASEGP), early childhood education (Head Start), and special education services (SEPPIE). The MOE would not have the financial resources within the general annual budget to cover these services if the US federal grant programs are withdrawn, or drastically reduced.

If the RMI were to lose all of its educational, US federal program eligibility, the current education budget allocation would be severely deficient and unable to meet the resource requirement to cover these services. The RMI government and the MOE have to build fiscal mechanisms which will decrease the MOE's dependency on US federal grant programs to provide basic and essential educational services, and to enable the MOE to provide these services utilizing non-restricted and non-US federal funding sources. Ultimately, these funds should be an integral part of the GF allocation to the MOE. In other words, the current budget allocations to the MOE are severely deficient to cover these services (hence the MOE's dependency on US federal programs to cover budget shortfalls which should not be the case in the first place).

Many funding programs are developed by outside sources using non-RMI standards, and who have little understanding of the local culture and circumstances. It should not be a surprise that Marshallese have not been able to benefit from them fully, and to truly integrate them into the local educational process. Furthermore, despite the influx of funds, education outputs and outcomes are poor, because Marshallese have not been intimately involved in the educational development process.

Current RMI commitment to education, in terms of budget allocations to education is significantly low. Current budget allocations to the MOE indicate that the RMI has committed only about 10-11% of the national budget towards education, as distinct from 15% or more in other countries. The assumption may be that the US federal programs are able to cover any other extraneous costs. Empowerment of Marshallese to take responsibility for all education priorities will be important for the future of education.

E. Community Participation Constraints

Community participation in the education process is low. In the past, communities used to volunteer their time to clean the schools and do general maintenance of the school grounds at their own expenses. Today, this is very rare. In addition, Parent-Teacher Associations often struggle to get parents to actively participate and come to the meetings. The general perception of the communities today appears to be that the government and the MOE should be the primary caretakers of the schools and their children's education.

The MOE realizes that in order to ensure the sustainability of education improvement initiatives, the local governments and communities must play an active and leading role. The MOE is making a concerted effort to include community and local government participation in school improvement projects, particularly in regards to school maintenance and renovation projects.

New initiatives are now being developed to promote parental involvement in the education process through education awareness campaigns. The PREL, Head Start, and CARE programs have already begun to move in this direction.

F. Systematic and Fiscal Management Constraints

The system in which fiscal affairs are managed, both within the MOE and the Ministry of Finance is cumbersome. One key constraint to programs achieving their objectives is the delay in money transfers and time-consuming bureaucracy surrounding financial transfers. New approaches about to be adopted in the Ministry of Finance may improve the speed of transactions.

The delays and bureaucracy create frustration and a lack of enthusiasm. For MOE staff and teachers to be pro-active in initiating projects and school improvement plans, mechanisms for expenditure must be responsive. It is not uncommon for good ideas to be generated within the educational system, only to be not followed up as the paperwork and time-consuming processes make it difficult to move forward project proposals and to complete existing projects in a timely, efficient, and relevant manner.

The MOE has been steadily re-vamping its management structure by delegating specific area tasks to the various divisions to ensure a more effective and efficient division of labor and utilization of resources. Furthermore, the linkage between education outputs and outcomes with the budget will hopefully enable the MOE to manage the education system more effectively.

It is clear however, that new systems require more development. There are still many aspects of budget management where funds are not yet adequately targeted to areas of need and/or priority. It is further clear that there is still little ownership by and empowerment in the management process of key educational stakeholders (teachers, principals, and local governments).

VII. FY 2004 Plan of Action

1. The role of the MOE should primarily be that of policy formulation and enforcement of national education standards. Implementation of education outputs and follow-through of education outcomes should be the primary responsibility of the schools and local communities. Under the Goals 2000 scheme, the Community-Based Governance Scheme (CBGS) was introduced to develop and implement the decentralization of education system. It was clear that this initiative failed (except in Likiep), due to the lack of commitment and internal capacity on part of the local governments to adequately manage the education process in their respective communities. The ultimate assumption was made that local governments automatically knew how to and understood the various mechanisms of education improvement and management. This assumption was essentially what led to the failure of the CBGS initiative.

However, the failure of this initiative does not negate the need to decentralize the education process to the communities and where appropriate, local governments. Examples from other developing countries indicate that if the CBGS is developed appropriately, and with the correct internal capacities in place, it can be successful, and has lead to numerous improvements in overall education outcomes in those countries.

Recognizing that community involvement and empowerment in the education process is key to improving education outputs and outcomes, the MOE will now begin to discuss ways in which to increase local capacities and commitment to locally manage the education process. Current local government initiatives to procure outside funding for school renovations (e.g. Japanese Grassroots Grant) are a crucial step in this direction.

2. A key issue in the decentralization process will be effective communication channels. Currently, the communication and information dissemination mechanisms of the MOE are not fully developed, nor sufficient; leading to information not being utilized to full advantage. The MOE is now developing its ICT capacity to enable it to effectively communicate and document important information required to manage and evaluate education projects and initiatives.
3. The internal mechanisms of fiscal management and human resource capacities are crucial to sustaining education improvement initiatives. The MOE will continue its efforts to re-organize and develop management systems that are effective. In addition, the MOE will continue to seek funding for teacher/staff professional enhancement initiatives to ensure quality and high standards of outputs and outcomes. As well, the MOE will increase internal commitment and motivation by improving peoples' self-confidence through skills development.
4. Lastly, the MOE will continue to stress the following key areas:

- ❖ Increase community awareness and participation through communal activities that show the value of education in all areas of life
 - ❖ Re-focus the curriculum to include more locally-produced resource materials and using materials and human resources that are in abundance here in the islands
 - ❖ Re-focus the curriculum to be more life-skills and pre-vocational based rather than purely academic in focus
 - ❖ Increase principal and teacher confidence through participation in in-service, professional development courses such as micro-management of schools/classrooms and conflict resolution
 - ❖ Increase individual school abilities and capacities to fundraise and to build small discretionary trust funds (especially in the outer-islands) through MOE and local government support
 - ❖ Increase MOE and school participation in and awareness of regional and global education initiatives as a way to learn from other countries' experiences
 - ❖ Increase MOE provision of teacher and principle support mechanisms in addition to the current Teacher Mentoring Program
5. The current education system is not meeting the needs of Marshallese young people, neither academically nor psychologically. Many Marshallese leave the RMI to seek their livelihoods and skills attainment elsewhere. Current economic and development constraints mean that the MOE cannot meet every single one of these needs. It can, however, provide all citizens with the basic and essential skills to survive and thrive in any context, whether here in the RMI or abroad. It is crucial that the national curriculum be developed to provide all citizens with the ability;
- ✓ to read and write in Marshallese and English,
 - ✓ to think critically and logically,
 - ✓ to have functional literacy in ICT,
 - ✓ to have an understanding of how society functions politically, socially, and economically, and the impacts and implications of social problems in the RMI and abroad,
 - ✓ to have a clear understanding of the development process (both internally and globally), and
 - ✓ to have the self-confidence to pursue and follow through on self-improvement schemes and initiatives.

VII. Conclusion

In conclusion, it is evident that the MOE, with existing and limited resources, is committed to improving education outcomes in the RMI. Though there is much room for improvement, the MOE has made improvements since the development of the **Ten-Year Education Master Plan** and the **Ministry of Education Strategic Plan**.

The process of education improvement and development is slow, labor and resource intensive, and an incremental process. It relies heavily on parental, community, and local and national government commitment and input to developing, implementing, and supporting education initiatives.

The education process cannot be separated from other national development initiatives and is an integral part of sustainable development in the Marshall Islands. The assumption that education exists on its own is unrealistic and unreflective of the vital role education plays in all aspects of human life and society; from the spiritual, the academic, to the daily routines of everyday life.

Expectations of the ability of the education system to meet key development areas must be grounded in reality and an accurate assessment of the current situation of the Marshall Islands. Processes should be open to public scrutiny and discussion, and that that same standard be applied throughout the RMI. The RMI education system will not be able to effectively re-orientate itself to the true needs and requirements of the Marshallese people, and to adequately take into account the various constraints inherent in Marshallese society without an open process.

Ultimately, the key role of the education system is to foster within young people the desire and drive to improve, the curiosity to try new initiatives, and the ability to learn from mistakes.

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VIX. Appendix

Appendix 1:

Summary of Grade 8 Results For the Last Four SYs

School	Average Test Score by Year of Test				WT Indicator
	School Year 99/00	School Year 00/01	School Year 01/02	School Year 02/03	
Aerok (Maloelap)	26.5	25.3	23.8	29.9	WT (Part)
Aerok (Ailinglaplap)	28.5	30.0	35.0	34.0	
Ailuk	28.3	28.1	30.3	39.9	
Ajeltake	29.2	30.9	66.6	37.2	
Arno	24.5	18.2	19.2	23.1	
Aur	42.9	30.8	34.7	26.5	WT (Part)
Bikarej	18.3	37.8	27.1	26.8	
Buoj	21.1	20.2	36.6	38.6	WT
Carlos			51.5	16.5	
Ebadon	12.0	9.9	14.6	15.1	
Ebeye	30.6	27.3	18.0	29.3	
Ebon	60.2	34.5	41.1	38.0	
Enejelar	22.9	27.0	22.1	57.0	
Enejet	23.8	12.7	14.9	37.4	
Enewa	16.0	15.6		30.0	
Enewetak	23.1	27.7	31.3	49.8	
Eniburr/Santo	16.0		10.2	19.8	
Imeij	21.5	24.4	15.1	42.3	WT
Imroj	18.5	31.6	26.2	26.9	
Ine	19.3	26.8	42.5	37.9	
Jabnoden	34.5	24.3	22.4	41.6	
Jabor	45.0	48.8	39.2	38.6	
Jaluit	26.0	30.5	20.0	29.3	
Jang	20.0	20.0	20.1	23.2	
Japo	11.2	24.4	30.0	41.3	
Jebal	29.2	26.5	29.6	40.7	
Jeh	26.8	43.0	36.2	30.3	
Kaven	24.3	23.3	18.1	27.7	WT
Kilange	20.2	25.2	32.5	37.6	WT
Kili	19.8	23.6	74.3	32.4	WT
Lae	30.6	26.3	25.9	23.6	
Laura	38.4	51.2	40.4	47.4	
Lib	5.7	5.0	8.5	25.6	
Likeip	52.1	56.8	46.5	66.5	
Loen	33.5	18.7	21.7	35.9	
Longar	10.7	24.8	32.6	25.1	
Lukoj	38.2	35.2	17.0	29.8	
Mae	19.9	16.5	33.9	30.2	
Majel	23.8	31.7	24.8	32.2	

Majkin	21.2	16.6	24.6	41.0	WT
Majuro Middle	34.4	33.1	31.3	38.9	WT (Part)
Mejatto, Rongalap	17.0	24.2	35.1	57.6	
Mejit	33.4	31.4	21.0	35.5	WT
Melang	40.0	76.4	34.5	22.1	
Mili	23.0	19.8	31.0	29.5	
Nallo		13.1	14.8	30.3	
Namdrik	38.2	50.3	17.7	37.0	
Namu	49.2	17.3	34.8	27.4	WT (Part)
Narmij	69.6	41.9	31.7	28.2	
Ollet		14.5	15.7	27.1	
Tarawa	34.5	25.6	46.0	33.4	
Tobal	23.8	34.6	31.5	36.2	WT
Toka	39.6	19.2	22.1	33.1	WT
Tokewa	30.3	14.7	25.2	37.7	
Tutu	30.6	24.4		32.3	
Ujae	25.5	19.9	16.3	20.9	WT
Ulien	25.4	25.5	20.2	32.7	
Utrik		26.1	25.4	37.1	
Wodmej	35.2	15.5	19.8	30.6	
Woja, Al	51.2	55.1	45.8	65.3	
Woja, Majuro	28.5	30.9	39.2	55.0	WT
Wotho	21.0	13.9	22.6	22.7	
Wotje	32.1	45.5	27.8	33.5	
Weighted Average All Schools	31.8	30.9	29.9	36.8	
Non WT	29.3	29.6	27.3	35.4	
Part WT	34.9	32.8	33.5	38.3	
Non + Part	31.6	30.9	30.0	36.5	
WT	32.5	31.2	29.7	37.9	