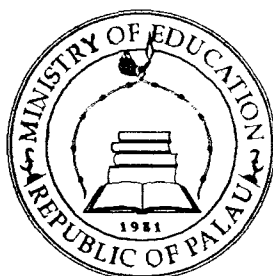


Education for All

National Plan

Republic of Palau

2002-2010



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REPUBLIC OF PALAU

The attached Education for All (EFA) Action Plan has the endorsement of the Palau National EFA Forum and the approval of the Minister of Education.

This EFA Action Plan is the first stage of the work to provide education for all in the Republic of Palau, and it will be revised from time to time as needed.

Emery Wenty
Palau EFA Forum Chairperson

Mario Katosang
Minister of Education

Acknowledgement

This *Education for All* (EFA) National Plan was produced by Mr. Emery Wenty, the Director of Education and Palau EFA Coordinator, Ministry of Education, Republic of Palau, with tremendous support and input from the Palau National EFA Forum members.

In the process of producing this report, special recognition is due to His Excellency, the Honourable Tommy E. Remengesau, Jr., President of the Republic of Palau, and the Honourable Mario Katosang, Minister of Education, Republic of Palau, whose support of the work of UNESCO and *Education for All* has been consistent throughout. Special thanks are also extended to the Palau EFA National Forum members for their persistent work on this EFA National Plan.

Table of Contents

Acknowledgement	i
Table of Contents	ii
Executive Summary	iii
Chapter I – Introduction	1
The National EFA Forum	1
The National EFA Plan	2
Human Rights in Education in the Pacific	3
EFA on Health Education	3
Consistency with the Pacific Forum Basic Education Action Plan	4
Chapter 2 – Palau as an Emerging Nation	5
Geography	5
Government	6
Economy	6
Population and People	7
Education System	7
Chapter 3 – Action Plan	12
Priority #1: 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	12
Priority #2: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children	20
Priority #3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs	26
Priority #4: Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality	39
Priority #5: Achieving a fifty percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults	45
Priority #6: Eliminating gender disparities in primary and secondary education by 2005, and achieving general equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality	50
Chapter 4 – Budget Summary	51
Chapter 5 – Summary	53
Appendices	55

Executive Summary

The islands in the Pacific are quite small, peaceful, and isolated; but they continue to struggle in their efforts to develop their social, economic, and educational structures. Palau, a group of small islands in the Western Pacific, is no exception. Even though its land area is merely 487 square kilometers and its population is only 19,129, the country experiences success and failures in many areas, including education, similar to those of any other country of any size.

After gaining its independence in 1994, Palau implemented a 10-year Education Master Plan aimed at improving education in the nation. Earlier, an important beginning had been established: the Palau Constitution, which became effective in 1981, mandates free and compulsory education for all Palauan citizens. Much significant progress has been made, but still there are some constraints that are encountered along the way.

This document presents an EFA Action Plan for the Republic of Palau. The Palau National EFA Forum, consisting of 20 dedicated volunteers, representing various sectors of the Palauan society, had worked diligently to produce the action plan. A total of 13 priority actions are identified and organized in this action plan to address the six EFA goals that had been enunciated in the Dakar Framework of Action and prioritized by the Palau National EFA Forum. The reform activities in the plan are consistent with the activities outlined in the current 10-year Palau education master plan, called *The Palau 2000 Master Plan for Educational Improvement*, particularly those not yet implemented. The EFA Action Plan recognizes human rights of various education stakeholders in education as well as the importance of health education as a prerequisite to educational reforms.

A budget request is included in the action plan, which has a nine-year project period. The Palau Ministry of Education is committed to provide 17% of the total cost of the reform activities in the action plan and sincerely requests donor assistance for 83% of the total cost.

The Palau Ministry of Education strongly believes that it can accomplish the goals and objectives in this action plan and that successful accomplishment of the goals and objectives will significantly improve education in Palau and fulfill the overall aim of providing basic education for all people in the society.

Chapter 1

Introduction

In March, 1990, the World Conference on Education for All (EFA) convened in Jomtien, Thailand. The participants discussed universal basic education, adopted a World Declaration of Education for All and approved the Jomtien Framework for Action to meet basic learning needs of all citizens in all societies.

In April, 2000, another World Education Forum was held in Dakar, Senegal. Delegates at the forum reviewed the assessment of the EFA, reaffirmed the World Declaration on Education for All and adopted the Dakar Framework for Action.

The EFA 2000 Assessment, presented at Dakar, indicated that there has been significant progress in many countries but that the overall goal of universal basic education had not been met. Millions of children still have no access to primary education, millions of adults are still illiterate, gender discrimination continues to exist in education systems, quality of learning has not improved enough, and youth and adults are still denied access to the skills and knowledge needed for successful participation in their society.

The Dakar Framework for Action calls for each country to establish a national EFA forum and to develop a national EFA plan. The plan will address six specific goals that are identified in the Dakar Framework for Action.

The National EFA Forum

In February, 2001, the chairman of the Palau National Commission for UNESCO appointed the EFA Coordinator for Palau. For one week, the EFA Coordinator attended an EFA workshop at the UNESCO Pacific Office in Apia, Samoa. Upon his return to Palau, the EFA Coordinator briefed the President of Palau on EFA and requested approval and support for initiating work on EFA. The President of Palau subsequently issued a written communication that expresses his approval and support for the EFA initiative (see Appendix 1).

In early April, 2001, a public announcement of a public meeting on EFA was posted on business establishments and major public institutions in Palau. A similar announcement was aired on the radio for the public. Letters of invitations to the public meeting were also sent to people in various sectors of the Palau community. The

President of Palau, in his letter of support, encouraged government employees to attend the meeting (see Appendix 2).

A public meeting on EFA was held in mid-April, 2001. At this meeting, the participants were briefed on EFA, and volunteers were asked to be members of the National EFA Forum. The first nineteen people, representing various sectors of the community, who volunteered became members of the Palau EFA Forum. Appendix 3 contains the list of the members of the Palau EFA Forum and their representation.

In its first meeting, the EFA Forum was organized through consensus. The EFA Coordinator became the chairman, the representative of the Palau Council of Chiefs became the deputy chairman, and a member from the Ministry of Education and another member representing the Palau National Congress formed the forum secretariat. By consensus, the chairman became the official spokesperson for the forum. Official voting on the selections of the forum officers, taken for confirmation, showed unanimous approval of the selections of the forum officers.

The National EFA Plan

The members of the national EFA Forum prioritized the six EFA goals and organized into small groups to work on the EFA goals. Each group submitted its work to the secretariat for compilation and distribution to all forum members for their input. Thus, the members of the EFA National Forum worked together to develop the National EFA Action Plan.

The priority order of the six EFA goals for Palau as determined by the Palau National EFA Forum is as follows:

- Priority #1 (EFA Goal #6): 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.
- Priority #2 (EFA Goal #1): Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Priority #3 (EFA Goal #3): Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

- Priority #4 (EFA Goal #2): Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.
- Priority #5 (EFA Goal #4): Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Priority #6 (EFA Goal #5): Eliminating gender disparities in primary and secondary education by 2005, and achieving general equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Human Rights in Education in the Pacific

The Palau National EFA Action Plan recognizes the many U.N and other agencies' declarations of human rights in education as well as the following human rights in education in the Pacific:

- Children's rights to basic education that is compulsory, free, accessible, equitable, and of good quality.
- Teachers' rights for just compensation and benefits, professional development, academic freedom, and fair treatment.
- Parent's rights for choice of education for their children, for information about their children's education, to make decisions for their children, and to participate in their children's education.
- Ministry of Education's rights to implement national policies on education; to plan, develop, administer, and evaluate education programs, policies, and regulations; to seek and administer funds and programs in education; to set standards and expectations for students and teachers; and to reform educational programs and policies as necessary.

Specific human rights relevant to the EFA goals are described in the sections on the EFA goals.

EFA on Health Education

Education for All (EFA) cannot be achieved unless health problems that interfere with teaching and learning are solved. Therefore, promoting good health must be a key element within EFA efforts to provide quality education. The Palau EFA Action Plan

strongly supports establishment of health-related school policies and provision of safe water and sanitation, skills-based health education, and school-based health and nutrition services.

The Palau Ministry of Education integrates health issues, such as healthy environment and specialized health projects like FRESH, into its educational process to support EFA. The ministry continues to solidify its partnerships with other government ministries and agencies, NGOs, parent organizations, and networks such as ASPnet, health promoting schools, and other health-related organizations to strengthen health education. Such health education addresses global issues such as HIV/AIDs, nutrition, violence, suicide, reproductive health, water, sanitation, waste management, and substance abuse.

Consistency with the Pacific Forum Basic Education Action Plan

The Palau EFA Action Plan is designed to collaborate with the Pacific Forum Basic Education Action Plan that was formulated by the Pacific Forum Ministers of Education in December, 2001. As a party to the Pacific Forum Basic Education Action Plan, the Palau Ministry of Education intends to implement some activities in the Forum Basic Education Plan through its EFA Action Plan.

Chapter 2

Palau as an Emerging Nation

Palau is a new emerging nation, having gained its independence on October 1, 1994. The new nation became the 185th member of the United Nations in December, 1994. Prior to its independence, Palau underwent four different colonial administrations that included Spain, Germany, Japan, and the United States.

Geography

Palau is located at 7°20' north latitude and 134° 28' east longitude. It lies 756 kilometers east of Philippines, 965 kilometers southwest of Guam, and 805 kilometers north of Papua New Guinea.

The Palau archipelago consists of several high islands, a few low coral atolls, and numerous limestone rock islands. Altogether, Palau has a total land area of 487 square kilometers, much of which are uninhabited rock islands scattered in the ocean. Of the more than 200 islands that make up Palau, only nine are inhabited.

While most islands in Palau are clustered together, others are quite far from the main Palau islands. Several small, isolated islands in Palau, a number of which are inhabited, are 595 kilometers southwest of the capital of Palau and reach almost as far as Indonesia.

The largest island in Palau is only 43 kilometers long and has a total land area of 396 square kilometers. Communities on this island are widely scattered and are accessible by dirt roads as well as the sea.

Koror, the economic center and capital of Palau, is approximately seven kilometers long and three kilometers wide. It is home to two-thirds of the total population of Palau, including more than 6,000 foreign workers. A great majority of the approximately 13,000 people living in Koror has migrated there from the outlying states for employment opportunities.

Traveling between islands is mainly by boats. Remote islands are accessible only by ships which travel to these islands once every three months. Ten of the 16 states in Palau can be reached by cars on dirt roads, but most people still use boats to travel between these states. Traveling on speedboats to these states would be both more convenient and faster yet more expensive.

Government

Palau has a very stable democratic government headed by an elected president. Its government has three branches, consisting of the executive, the legislative, and the judiciary.

The executive branch consists of the president, the vice president, and eight ministers that form the president's cabinet. The vice president is also a minister. The legislative branch has a 25-seat bicameral congress. The Senate has nine senators who represent the entire population of Palau while the House of Delegates has 16 delegates representing each of the 16 states of Palau. The president, the vice president, the senators and the delegates are elected directly by the people for four-year terms. The judiciary branch, headed by the chief justice, comprises the supreme court, the appellate court, the court of common pleas and the land court. The chief justice is assisted by several associate justices as well as associate judges.

A Council of Chiefs, composed of 16 traditional chiefs from the 16 states of Palau, is also a part of the Palau government. The role of the Council of Chiefs is to advise the national government on matters affecting the Palauan customs and traditions.

Palau has 16 states, each with its own state government headed by a governor and state legislatures run by legislators. Ten of the states are dispersely located on the largest island of Babeldaob while the other six states are separate islands. Each state has its own traditional chief system that governs the local customs and traditions and that advises the governor and the legislature on matters affecting the local customs and traditions.

Economy

Palau's economy and development are largely dependent on aid from foreign countries. In the Fiscal Year 2002 budget for Palau, 66 percent of the budget comes from local revenues while 32 percent comes from United States funding. A new bridge connecting Koror, the capital state of Palau, and Babeldaob, the largest island in Palau with 10 states, is funded by the Japanese government. A new 52-mile road in Babeldaob is funded by the United States. A new international airport for Palau is funded by the Japanese government. A new capital for Palau is partially funded by Taiwan. Numerous training programs are funded by the Australian, Japanese, United States, and other foreign governments.

Government employment has continued to be a large sector of the economy while the tourism industry is the fastest growing sector in the economy. Fishing and garment industries, which have begun to grow, are expected to contribute to the development of the economy in the years to come.

The Palau Census 2000 reports that 68% of the total population makes up the labor force in Palau, 58% of whom are employed by the national or state government. In 1999, the median income of year-round full-time workers stood at \$5,944.

Population and People

According to the Palau Census 2000, there are 19,129 people in Palau, 6,313 of whom are of foreign origin. A great majority of those of foreign origin are Filipino workers. Of the total population, 29% are under 18 years of age. Of those 25 years of age or older, 74% completed high school or higher and 10% earned a bachelors degree or higher. Fifteen percent (15%) of those 16 to 19 years of age did not enrol in school or did not graduate from high school.

Palauans place very high value on education. Despite a community college in Palau, a large percentage of high school graduates travel abroad to further their studies at colleges and universities in the United States. A few students travel to Australia, Japan, and other institutions in the Pacific region on scholarships for further studies.

Education System

The Palau Constitution, which became effective on January 1, 1981, mandates free and compulsory education for Palauan citizens, and it stipulates provision of free and compulsory education as a national objective as well as a national policy. A Palau public law specifies mandatory schooling for all children aged 6 to 17 or until graduation from high school.

Administrative Structure. The administration of the public schools is highly centralized. Within the Palau National Government, there is a Ministry of Education with the Minister of Education as the head of the ministry and a member of the President's Cabinet. Under the Minister of Education are two bureaus, the Bureau of School Administration and the Bureau of Curriculum and Instruction. These two bureaus are headed by directors, who are assisted by chiefs that manage divisions under the bureau. Under one of the chiefs are school principals who manage the schools. The

Ministry of Education, which is the central office for all public schools, is located in Koror, the capital of Palau.

Number of Schools. There are 21 elementary schools and six high schools in Palau. Nineteen (19) of the elementary schools are public schools while the other two are private schools. Only one of the high schools is a public school whereas the other five high schools are private. The private schools are sponsored by Catholic, Protestant, and Seventh-day Adventist missions as well as one local religious institution.

The 19 public elementary schools are spread throughout Palau. Koror, the capital state, has three of the 19 public elementary schools and they have the three largest enrolment. The other 16 public elementary schools are in the other 15 states of Palau. Each state has one public elementary school, with the exception of one state which has two elementary schools due to its residents living in two separate islands.

Organization of Instruction. The current education system in Palau is modeled after the United States' education system with some variations. Elementary school is from first grade to eighth grade while high school is from ninth grade to twelfth grade. In elementary schools, subjects are taught in 45-minute blocks. In high schools, subjects are taught in 45-minute blocks or one and a half hour block scheduling. Total school days for one year is 180 days.

Curriculum. The core subjects taught in schools are mathematics, science, social studies, English, and Palauan. Other subjects taught include health, physical education, career guidance, agriculture, and music. Core subjects are taught daily from Monday through Friday; other subjects are either integrated in the core subjects or taught once, twice, or three times a week. The public high school has several vocational programs which include agriculture, carpentry, auto mechanics, home economics, tourism and hospitality, and business education.

Enrolment and Other Statistics. For the 2001-2002 school year, there are 2,462 students in the 19 public elementary schools and 712 students in the one public high school. In school year 2000-2001, the drop-out rate for public elementary schools was 3%, the retention rate was 2%, and the completion rate was 95%. For the public high school, the drop-out rate was 11%, the retention rate was 20%, and the graduation rate was 84%.

Teachers and Principals. Currently, there are 197 public elementary school teachers, 64 public high school teachers, 11 special resources teachers, and 20 public school principals. Each public school has a principal with only two public elementary

schools and the one public high school having vice principals due to their large enrollment. Of the 272 public school teachers, only seven have masters degree, 70 have bachelors degree, 80 have associate degree, 111 have only high school diploma, and four are still vacant.

Education Budget. Funding for Ministry of Education comes from the national budget. In the proposed Palau national budget for fiscal year 2002, 12.78% is allocated to the Ministry of Education. Of the total amount allocated to education, 69% is for personnel who are spread among the 20 public schools in 16 states and the central office. The remaining 31% is for general operations, which include, among others, food service program and bus transportation system for students.

Education Plan. In 1993, a task force was appointed by the Palau President to prepare a 10-year plan to improve education in Palau. The task force, which consisted of Palau's community, political, and educational leaders, travelled widely throughout Palau, seeking advice and ideas from hundreds of Palauans. In November, 1994, the task force submitted the 10-year plan called *The Palau 2000 Master Plan for Educational Improvement* to the Palau President, who in turn submitted the plan to the Palau National Congress. In the same year, the Palau National Congress approved the plan. In 1995, the Palau Ministry of Education began implementing the plan; but due to lack of funding and enabling legislation from the Palau National Congress, some parts of the plan could not be implemented.

The 10-year education master plan has the following six major priorities and action plans:

- Restore the traditional, close relationship between family, community, and education in Palau.
- Improve standards to prepare students for the world of work and lifelong learning and bring the “real world” into the realm of curriculum and instruction.
- Develop a professional personnel and certification system.
- Strengthen governance and policy setting
- Create better and earlier opportunities like preschool education for students to learn and succeed.
- Upgrade and expand facilities.

To date, much progress has been made in establishing education partnerships with parents and the business community as well as in developing curriculum frameworks and training teachers to align instruction with the curriculum frameworks. In other areas, some difficulties were encountered due to lack of funding and enabling legislation. Some of the difficulties include the following:

- A professional personnel and certification system has been developed but has not been approved by the Palau National Congress. Currently, all personnel in the Ministry of Education are governed by the Civil Service Rules and Regulations, which apply uniformly to all government employees. A recent public law on 30-year service retirement has resulted in mass retirement of teachers and principals, prompting the Ministry of Education to hire high school graduates as it faces numerous vacancies throughout the school system without sufficient number of degree applicants. Because of this problem, the Palau National Congress has taken up the professional personnel and certification system once again.
- The Palau leadership has been hesitant in reestablishing the Board of Education for Palau. The Ministry of Education has anticipated a creation of an elected Board of Education in contrast to the previous appointed Board of Education. Instead, no new Board of Education has been put in place at all. The Ministry of Education is now beginning to set policies and guidelines for education governance.
- A few years ago, the Palau National Congress enacted a law adding kindergarten to the public elementary schools and lowering mandatory schooling age to five but without funding for additional classrooms and teachers. Subsequently, it amended the law to delete kindergarten programs and increasing mandatory schooling age back to six years old. A Head Start program funded by a United States federal grant serves three- to five-year old children but is operating independently. Currently, there are discussions between the Head Start program and the Ministry of Education on transition and articulation from Head Start program to first grade in elementary schools.
- Due to budget constraints, there have not been any funds allocated to upgrade facilities. Hence, the Ministry of Education continues to maintain existing facilities in operable conditions without being able to upgrade or expand the existing facilities.

The Palau National EFA Plan proposes to (1) improve all aspects of the quality of education, (2) expand and improve comprehensive early childhood care and education, (3) ensure that the learning needs of all young people and adults are met through equitable access, (4) ensure that all children have access to and complete free and compulsory primary education of good quality, (5) achieve a 50% improvement in levels of adult literacy and equitable access to basic and continuing education for all adults, and

(6) eliminate gender disparities in primary and secondary education and achieving general equality in education. These activities are consistent with the major priorities and action plans in *The Palau 2000 Master Plan for Educational Improvement*, the current 10-year education master plan for Palau. Should this EFA plan be funded by international donors, Palau would be able to implement the activities in this plan which will support implementation of the priorities in the 10-year master plan for education in Palau.

Chapter 3

Action Plan

This chapter contains the main EFA Action Plan, which consists of six priorities that address the six EFA goals. As mentioned earlier, the six EFA goals have been prioritized by the EFA Forum. The priorities are therefore arranged below in the priority order established by the EFA Forum. For each priority, there are a narrative, identification of problems, proposed reform, and a budget. It is anticipated that the action plan, or sections thereof, may be modified from time to time to reflect current situations.

Priority #1 (EFA Goal #6): 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

This priority is consistent with Priority #2 in *The Palau 2000 Master Plan for Educational Improvement* which is to improve standards to prepare students for the world of work and lifelong learning and bring the “real world” into the realm of curriculum and instruction.

In pursuing this priority, the Palau Ministry of Education recognizes human rights of the various education stakeholders, as follows:

- The right of children to receive quality instruction;
- The right of children to receive appropriate curriculum and instruction;
- The right of parents to expect quality learning for their children; and
- The right of teachers to receive quality professional development programs.

Introduction

Palau has a total of 21 elementary schools and six secondary schools. One of the six secondary schools and 19 of the elementary schools are public schools run by the Palau National Government through its Ministry of Education. Five of the secondary schools and two of the elementary schools are mission schools operated by different religious institutions. Currently, there are 3,174 students enrolled in the 20 public schools from first to twelfth grade. A total of 272 classroom teachers provide classroom instruction for the students at the public schools.

In 1998, a 30-year service retirement law for Palau government employees took effect, resulting in mass retirement of experienced teachers. With a small population,

Palau finds it quite difficult to find replacements for the retiring teachers. Consequently, there has been a steady hiring of less qualified people to serve as classroom teachers. The statistics below indicates the distribution of educational qualifications of the current 272 classroom teachers in Palau public schools.

Teachers Educational Qualifications					
Less Than High School	High School Diploma	Associate Degree	Bachelor's Degree	Master's Degree	Doctorate Degree
0	111	80	70	7	0
0%	41%	29%	26%	3%	0%

Source: Palau MOE Division of Personnel Management, September 2002

Of the current 272 public school teachers, only seven (3%) have masters degree, 70 (26%) have bachelors degree, 80 (29%) have associate degree, and 111 (41%) have only high school diploma. Four teaching positions are currently vacant. The statistics show that an overwhelming majority of the classroom teachers in the public schools do not have the desired bachelors degree qualification: 41% are high school graduates and 29% have only an associate degree.

Of the current 272 public school teachers, 105 or 39% have received adequate training needed for teachers in Palau. Such training includes orientation to the curriculum frameworks, lesson planning, teaching strategies, computer technology, Palauan orthography, and assessment. The remaining 167 or 61% have undergone training in some areas but have not completed all the needed training.

Teachers Training	
All Teacher Training Completed	Not All Teacher Training Completed
105 of 272 (39%)	167 of 272 (61%)

Source: Palau MOE Division of School Management, February 2003

Major studies have concluded that the level of educational achievement of a classroom teacher is significantly linked to the quality of instruction that is delivered by the teacher. Clearly, the level of educational attainment of the Palau classroom teachers has a tremendous impact on the quality of education in Palau. Given the low level of educational attainment of the Palau teachers, the quality of education in Palau is regarded as quite low. Recent test scores on the Palau Achievement Test, which is a national test administered to all students in 4th, 6th, 8th, 10th, and 12th grades, indicate that the highest school average on the test is in mid-50's, out of 100-point system.

Contributing to the low quality of education and low student achievement are the lack of counseling services to elementary school students and the lack of tutoring services to secondary school students. Statistics for Palau High School shows that the drop-out rate for last school year was 20%, the retention rate was 20%, and the graduation rate was 84%. A large portion of the retention rate were freshmen, many of whom have just graduated from elementary schools and have traveled to the capital to reside with their relatives while attending high school.

Three pressing problems are obvious in the quality of education in Palau. First, the quality of education continues to deteriorate due to hiring of less qualified people to teach in the classroom. Secondly, there are no counseling services for students at the elementary school level, which contributes to academic failure, particularly when the students enter high school. Finally, there are no tutoring services for high school students, which contributes to the increasing rate of drop-out, at-risk, and retained students. Three reforms are proposed below to combat these three problems. It is expected that successful implementation of these reforms will significantly improve the quality of education in Palau.

Problem A: The quality of education continues to deteriorate by the hiring of less qualified people to teach in the classrooms.

Since 1998 when a new 30-year service retirement law took effect, there has been a steady increase of less qualified teachers in the classroom due to continuing retirement of experienced teachers and unavailability of qualified teacher applicants. To date, 46% of Palau classroom teachers are only high school graduates and 29% have only an associate degree. Moreover, recent national student test scores indicate that, on the average, students in Palau public schools achieve less than half of what they are supposed to learn. Clearly, the quality of education in Palau continues to deteriorate due to the persistent hiring of less qualified people to teach in the classroom.

Proposed Reform: Provide training to classroom teachers to improve their teaching capabilities.

In a collaborative effort, the Ministry of Education and the Palau Community College will determine, design, and provide appropriate training for classroom teachers. Such a training program will be aimed at improving teaching capabilities of the classroom teachers. Special emphasis will be given to classroom teachers with only a high school

diploma. One focus of the training program will be to provide opportunities for the classroom teachers to achieve the next educational level.

Actions Needed for Proposed Reform:

- Determine appropriate training for classroom teachers.
- Design training programs for classroom teachers.
- Provide training for classroom teachers.

The Ministry of Education will assess the training needs of all classroom teachers and, together with the Palau Community College, design appropriate training, based on the need assessment, for classroom teachers. Some training programs may be short-term while others may be regular classes taken toward a degree. Once designed, the training programs will be offered to classroom teachers during summer and, if feasible, at night and on weekends. It is highly expected that the more training classroom teachers receive, the better the quality of teaching becomes.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Determine appropriate training for classroom teachers.	March 2002	Chief of Personnel Management	National EFA Forum	Training need assessment reported
2. Design appropriate training programs for classroom teachers.	April 2002	Chief of Personnel Management	National EFA Forum	Training programs approved
3. Provide appropriate training for classroom teachers.	June 2002 & beyond	Chief of Personnel Management	Director of Education	Enrolment list of classroom teachers in training

Budget for Reform Actions for Problem A									
<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Assessment of teacher training needs									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	500	100	100	100	100	100	100	0	0

Designing of appropriate teacher training programs									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	500	100	100	100	100	100	100	0	0
Provision of training programs to teachers									
<i>Donor</i>	75,000	75,000	75,000	75,000	75,000	75,000	75,000	0	0
<i>Local</i>	10,000	10,000	10,000	10,000	10,000	10,000	10,000	0	0
Totals Donor and Local									
<i>Donor</i>	75,000	75,000	75,000	75,000	75,000	75,000	75,000	0	0
<i>Local</i>	11,000	10,200	10,200	10,200	10,200	10,200	10,200	0	0
Total Budget									
	86,000	85,200	85,200	85,200	85,200	85,200	85,200	0	0

The Ministry of Education needs assistance in covering the cost of providing the training programs for the classroom teachers. The Ministry of Education will use existing personnel and cover any cost associated in assessing teacher training needs and designing appropriate teacher training. The training programs will be offered during summer and, if feasible, at night and on weekends for seven consecutive years. It is anticipated that the current classroom teachers, notably those with high school diploma, will be able to participate in a number of short-term training programs and obtain their associate degree within the seven-year period.

Problem B: There are no counseling services for elementary school students, who continue to bear any problems they encounter without any form of professional guidance or intervention. The lack of counseling services often lead to an increase of at-risk, drop-out, and retained students, particularly at later years.

The elementary schools in Palau have never had counseling services for students. Principals and teachers at these schools have served as counselors even though they do not have any counseling skills. For students, there are no professional counselors at the schools or in their communities that can help them in time of their needs. Problems encountered by students often remain with the students for a long time, and they affect students' performance at school. Many students are retained, drop out of school, or become at risk at later years because the problems they encounter are not sufficiently resolved and eventually take a huge toll on them.

Proposed Reform: Provide counseling services to all elementary school students.

Professional counseling services are essential for students and therefore should be available at the schools. Since it would be very expensive to place one counselor at each

of the 19 public elementary schools, it is proposed that three counselors be initially hired to provide services to students in all 19 public elementary schools. The three counselors will be based in the central office but will frequently travel to schools to provide counseling services to students.

Actions Needed for Proposed Reform:

- Prepare office space and work plan for public elementary school counselors.
- Hire three professional counselors to serve students at public elementary schools.
- Provide counseling services to public elementary school students.

To implement this reform, the Ministry of Education will identify and prepare an office space for the school counselors. Three counselors will then be hired to provide counseling services to students at all public elementary schools. A work plan for the counselors will be prepared and used as a guide for providing counseling services to students. The counselors will travel to the schools to provide on-site services to students.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Prepare office space and work plan for school counselors.	June 2002	Chief of School Management	National EFA Forum	Office space and work plan approved
2. Hire three professional counselors to serve elementary students.	July 2002	Chief of Personnel Management	National EFA Forum	Personnel actions for counselors in personnel file
3. Provide counseling services to elementary school students.	August 2002 & beyond	Chief of School Management	Director of Education	Record of counseling sessions and number of students served

Budget for Reform Actions for Problem B

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Preparation of office space and work plan									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	1,000	0	0	0	0	0	0	0	0
Hiring of professional counselors									
<i>Donor</i>	30,000	31,000	32,000	33,000	33,000	34,000	34,000	35,000	35,000
<i>Local</i>	15,000	15,500	16,000	16,500	16,500	17,000	17,000	17,500	17,500

Provision of counseling services to students									
<i>Donor</i>	5,000	0	0	0	0	0	0	0	0
<i>Local</i>	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Totals Donor and Local									
<i>Donor</i>	35,000	31,000	32,000	33,000	33,000	34,000	34,000	35,000	35,000
<i>Local</i>	19,000	18,500	19,000	19,500	19,500	20,000	20,000	20,500	20,500
Total Budget									
	54,000	49,500	51,000	52,500	52,500	54,000	54,000	55,500	55,500

The Ministry of Education will provide funding for preparing office space and for basic office supplies for the counselors. It will also fund hiring of one counselor and provide transportation for counselors' traveling between the central office and the schools to deliver counseling services to students. Assistance is requested for hiring of the two other counselors as well as for purchase of a computer system and related accessories that will be used in the counseling office. The Ministry of Education is expected to integrate this activity into its existing student services program and to absorb all costs of the activity at the end of the project period.

Problem C: There are no tutoring services for the public schools, particularly the one public secondary school, which has experienced a high rate of at-risk, drop-out, and retained students.

Students at the only public secondary school in Palau are very much disadvantaged by the lack of tutoring services at the school. Of notable concern are the at-risk and retained students who need special assistance in moving toward excellence in education. Most often, these are the students that drop out of school because they continue to remain at-risk students or are often retained to repeat same grade level. At their age, the secondary school students are always sensitive and embarrassed about their academic failure, especially when such failure exists for a long time without intervention.

Proposed Reform: Provide tutoring services to students at Palau High School, which is the only public secondary school in Palau.

Given tutoring services, at-risk students and repeaters will have the opportunity to get out of their risky situations and to reach excellence in education. Tutoring services are also expected to contribute significantly to a decline in the existing high rate of at-risk, drop-out, and retained students at the public high school. Tutoring services will also instill in students trust and confidence in themselves to overcome obstacles and deficiencies which will help them succeed in school and the rest of the lives.

Actions Needed for Proposed Reform:

- Prepare office space and work plan for secondary school tutors.
- Hire three tutors to serve students at Palau High School.
- Provide tutoring services to Palau High School students.

Palau High School will identify and prepare an office space for the high school tutors. Three tutors will then be hired to provide tutoring services to students at the high school. A work plan for the tutors will be prepared and used as a guide for providing tutoring services to students. The Ministry of Education will monitor the program to determine if and when the tutors can be able to extend the tutoring services to nearby public elementary schools.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Prepare office space and work plan for tutors.	June 2002	Principal, Palau High School	National EFA Forum	Office space and work plan approved
2. Hire three tutors to serve students at Palau High School.	July 2002	Chief of Personnel Management	National EFA Forum	Personnel actions for tutors in personnel file
3. Provide tutoring services to high school students.	August 2002 & beyond	Chief of School Management	Director of Education	Record of tutoring sessions and number of students served

Budget for Reform Actions for Problem C

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Preparation of office space and work plan									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	1,000	0	0	0	0	0	0	0	0
Hiring of tutors for Palau High School									
<i>Donor</i>	45,000	46,500	48,000	49,500	49,500	51,000	51,000	52,500	52,500
<i>Local</i>	0	0	0	0	0	0	0	0	0
Provision of tutoring services to students									
<i>Donor</i>	5,000	0	0	0	0	0	0	0	0
<i>Local</i>	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000

Totals Donor and Local									
<i>Donor</i>	50,000	46,500	48,000	49,500	49,500	51,000	51,000	52,500	52,500
<i>Local</i>	4,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Total Budget									
	54,000	49,500	51,000	52,500	52,500	54,000	54,000	55,500	55,500

The Ministry of Education will provide funding for preparing office space and for basic office supplies for the tutors. Assistance is requested for hiring of the three tutors as well as for purchase of a computer system and related accessories that will be used in the tutoring office. The Ministry of Education is expected to integrate this activity into its existing student services program and to absorb all costs of the activity at the end of the project period.

Priority #2 (EFA Goal #1): Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

This priority is similar to Priority #4 in The Palau 2000 Master Plan for Educational Improvement which is to create better and earlier opportunities like preschool education for students to learn and succeed.

The Palau Ministry of Education recognizes the need to meet human rights in early childhood education, as follows:

- The right of children to have well trained teachers;
- The right of children to receive quality early childhood education;
- The right of teachers to receive quality training in early childhood education; and
- The right of parents to participate in early childhood education of their children.

Introduction

There are two sources of early childhood education in Palau. One is the Head Start program that operates as a public institution through a United States federal grant. Enrolment at the Head Start program currently stands at 509 children aged three to five. The other one consists of three private kindergarten programs that are sponsored by three religious groups in Palau. For School Year 2002, Gospel Kinder enrolled 70 children, Maris Stella Kinder had 28 children, and Seventh-day Adventist Kindergarten had 25 children. Enrolment at these private kindergarten programs is usually limited by the availability of space, the number of teachers, and the ability of parents to pay the cost. For consistency with existing pre-school programs in Palau, pre-school age group is defined as those from three to five year old children.

Recent statistics indicate that there are 864 children aged three to five. This figure represents 5% of the total Palau population. Of the 864 children, 632 or 73% attend pre-school; 52% of those attending pre-school are male while 48% are female. Of the 632 children attending pre-school, 509 (59% of all 3 to 5 year old), attend Head Start which is a public pre-school supported by a U.S. federal grant, while 123 (14% of all 3 to 5 year old) attend private kindergarten programs.

SY2000-2001 Pre-school Enrolment (3 to 5 Years Old)				
Gender	Total 3-5 yr old	# and % in Pre-school	# and % in Public	# and % in Private
Male	449 (52%)	327 (52%)	260 (51%)	67 (54%)
Female	415 (48%)	305 (48%)	249 (49%)	56 (46%)
Total	864 (5%)	632 (73%)	509 (59%)	123 (14%)

Source: Republic of Palau 2000 Statistical Yearbook, 2001; Palau MOE Division of Research and Evaluation, January 2003

A Palau public law mandates a child to be in school in the current school year if the child reaches age six by the end of September of the current year. The Head Start program, through U.S. federal regulations, can only admit children aged three to five and can open a Head Start center in a community only if there are at least ten eligible children in that community that will enroll in the Head Start program. As a result, children in small communities, spread within the 16 states of Palau, simply do not receive pre-school education because the number of eligible children in these small communities does not reach the minimum enrollment requirement. In addition, children who become six years old after the end of September are left ineligible for both the Head Start program and first grade in elementary school. In addition, the Palau Head Start Program can only enroll the maximum of 509 children as a matter of program regulation.

Altogether, the three private kindergarten programs currently enroll a total of 123 children, which is 14% of all three to five year old children and approximately one-fourth or 25% of all five-year old children who are eligible for kindergarten programs. In other words, about 75% of the five-year old children are not enrolled in early childhood education at any kindergarten program because their parents cannot afford to pay for the program. Moreover, all three kindergarten programs are located in the capital state and are therefore accessible only by the children residing in the capital state. Children living in the outlying states do not have access to any of the three kindergarten programs.

While the Head Start program has its own socially-oriented curriculum for its students, the private kindergarten programs have their own individual, academically- and

spiritually-oriented curriculum set by their respective religious missions. Many children enter Head Start program by age three while a few enter kindergarten by age five. The Head Start program is an educational grant program for children aged three to five that is offered free to eligible children. The kindergarten programs are run by religious missions in Palau; none is operated by the national government. In the past school years, first grade teachers at public elementary schools have reported that first grade students who completed kindergarten programs are better prepared to learn at first grade while those who came out of the Head Start program are less prepared to be in the first grade class. Children who did not attend kindergarten program or Head Start program are not prepared at all to attend the first grade.

Most people in Palau do not have fair understanding of childhood development, child care, and childhood education. Educators, parents, and the community in general, who have important roles in children's development and education, do not understand the processes children undergo during different stages of their growth and development. Of particular importance are the early years of children's lives as these years may set the tone for the rest of the lives of the children.

Problem A: Many children, especially those at the outlying states and those coming from poor families, do not have access to kindergarten program.

There are only three kindergarten programs, which are all privately owned, and they are located in the capital. Children at the outlying states do not have access to any of the kindergarten programs as these programs are expensive and travelling to and from the capital is expensive and time-consuming. Many children in the capital cannot afford to attend these kindergarten programs either for they are costly to majority of the people. These children are at great disadvantage because they are not well prepared to enter first grade. Often times, these children remain academically behind their peers who attended kindergarten in the early part of their school years.

Proposed Reform: Establish public kindergarten programs at the public elementary schools so that all children in Palau will have free access to early childhood education at kindergarten level.

It is proposed that public kindergarten programs be established at the public elementary schools, particularly those in the states with considerable population. (There are only 19 public elementary schools in Palau.) The kindergarten programs, which will

be free of charge for all children, will be part of the elementary schools where they are located. Thus, elementary schooling, currently from first to eighth grade, will change to be from kindergarten to eighth grade. If this reform is accomplished, all children in Palau will have free access to early childhood education at the kindergarten level.

Actions Needed for Proposed Reform:

- Build and equip kindergarten classrooms at the existing public elementary schools.
- Develop curriculum for the kindergarten program.
- Provide free kindergarten program for children.

To establish public kindergarten programs, it is necessary to construct and equip classrooms for the kindergarten classes. It is estimated that 21 classrooms will be needed for the kindergarten programs. Curriculum for the kindergarten program will need to be developed and teachers need to be hired for the kindergarten classes. Given classrooms, curriculum and teachers, the kindergarten program can be provided free to all children in Palau.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Build and equip kindergarten classrooms.	June 2002 & beyond	Chief of School Management	National EFA Forum	Classrooms inspected and certified
2. Develop curriculum for kindergarten program.	January 2003	Chief of Curriculum & Instruction	National EFA Forum	Curriculum approved
3. Provide free kindergarten program for all children.	August 2003 & beyond	Chief of School Management	Director of Education	Enrollment list of children in public kindergarten

Budget for Reform Actions for Problem A

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Building and equipping kindergarten classrooms									
<i>Donor</i>	300,000	150,000	150,000	150,000	150,000	150,000	0	0	0
<i>Local</i>	12,000	6,000	6,000	6,000	6,000	6,000	3,000	3,000	3,000
Development of kindergarten curriculum									
<i>Donor</i>	0	10,000	0	0	0	0	0	0	0
<i>Local</i>	0	2,000	0	0	0	0	0	0	0

Provision of kindergarten programs									
<i>Donor</i>	0	90,000	120,000	150,000	180,000	210,000	210,000	210,000	210,000
<i>Local</i>	0	9,000	12,000	15,000	18,000	21,000	21,000	21,000	21,000
Totals Donor and Local									
<i>Donor</i>	300,000	250,000	270,000	300,000	330,000	360,000	210,000	210,000	210,000
<i>Local</i>	12,000	17,000	18,000	21,000	24,000	27,000	24,000	24,000	24,000
Total Budget									
	312,000	267,000	288,000	321,000	354,000	387,000	234,000	234,000	234,000

Assistance is needed for the construction of kindergarten classrooms, development of kindergarten curriculum and hiring of classroom teachers for the kindergarten classrooms. Initially, six classrooms will be built, with three additional classrooms to follow in each successive year ending in FY07. Classroom teachers for kindergarten will likewise be hired successively, with six to be initially hired for the first six kindergarten classrooms, followed by additional three teachers for each successive year ending in FY07. A consultant will be needed to assist in the development of the curriculum for the kindergarten program. The Ministry of Education will supplement funding for this activity and is expected to absorb all costs of the kindergarten programs at the end of the project period.

Problem B: There is limited understanding among educators and parents about childhood development, care, and education.

Parents, would-be parents and educators have limited understanding about the developing baby inside the womb, the newborn, and children up to 5 years old. Some might think that as long as the diet is fine, it would be more than enough for the baby. But latest studies have shown that a developing baby needs education, in addition to diet, has to be free of stress and depression, and must feel accepted.

Currently, pregnant women and newborn up to five years old are seen at the Maternal and Child Health Clinic at the national hospital on a regular basis as appointed. During their visits, the women receive counseling about diet, weight and other developmental achievements and are encouraged to breast feed and have balanced diet for the babies.

Education for the developing babies is very much limited. Consequently, most educators, parents, and other adults have very limited or no understanding about childhood development, care and education. In the old days, Palauan grandmothers and elder women taught pregnant women to teach their babies while in the womb. They

would say that a baby needs to be trained by the mother's actions and that everything a mother does will impact the baby. They would also enforce a balanced diet and identify the types of food and activities that should be avoided during pregnancy and lactation.

Proposed Reform: Provide educational programs on childhood development, care, and education for educators, parents, and other adults.

It is proposed that educational programs on childhood development, care and education be developed and implemented throughout the country. Such programs will be designed to address learning needs of educators, parents and other adults in the areas of childhood development, child care and childhood education. The educational programs will be delivered through different media, including television programs, radio talk shows, brochures and workshops. By understanding childhood development, child care and childhood education, educators, parents and the community will be able to help in improving childhood care and education.

Actions Needed for Proposed Reform:

- Develop a curriculum on childhood development, care and education for parents, educators and the community.
- Prepare educational materials on childhood development and related issues.
- Provide educational programs to educators, parents and the community.

The Ministry of Education, in collaboration with the Ministry of Health and Palau Head Start Program, will develop a curriculum that covers childhood development, care and education. This curriculum will be aimed at educating parents, educators and the community about childhood development, child care and childhood education. Once the curriculum is completed, the Ministry of Education will prepare relevant educational materials, to be used in different media, for educators, parents and the community. The educational programs will then be implemented through television and radio programs, publications, conferences and workshops.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Develop curriculum on childhood development, care, and education.	June 2002	Chief of Curriculum & Instruction	National EFA Forum	Curriculum submitted and approved

- | | | | | |
|---|--------------|-----------------------------------|-----------------------|--|
| 2. Prepare childhood education materials based on curriculum. | Sept. 2002 | Chief of Curriculum & Instruction | National EFA Forum | Materials printed and ready for use |
| 3. Provide education programs to educators, parents, & community. | January 2003 | Chief of School Management | Director of Education | List and number of people receiving educational programs |
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Budget for Reform Actions for Problem B									
Source	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10
Development of curriculum on childhood development									
Donor	7,000	0	0	0	0	0	0	0	0
Local	1,000	0	0	0	1,000	0	0	0	1,000
Preparation of childhood education materials									
Donor	3,000	0	0	0	3,000	0	0	0	0
Local	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	2,000
Provision of childhood education programs									
Donor	10,000	5,000	5,000	5,000	7,000	5,000	5,000	5,000	7,000
Local	2,000	2,000	2,000	2,000	3,000	2,000	2,000	2,000	3,000
Totals Donor and Local									
Donor	20,000	5,000	5,000	5,000	10,000	5,000	5,000	5,000	7,000
Local	4,000	3,000	3,000	3,000	5,000	3,000	3,000	3,000	6,000
Total Budget									
	24,000	8,000	8,000	8,000	15,000	8,000	8,000	8,000	13,000

Assistance is needed for developing the curriculum and preparing education materials for childhood development, care and education as well as for providing childhood educational programs to educators, parents and the community. A consultant will be needed for the initial development of the curriculum which, along with the preparation of materials, will recur every fifth year of the project. Subsequent review and improvement of the curriculum will be undertaken by the Ministry of Education. The Ministry of Education will provide some funding to supplement donor assistance and is expected to fully integrate this activity into its ongoing operation.

Priority #3 (EFA Goal #3): Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

This priority is consistent with Priority #2 in *The Palau 2000 Master Plan for Educational Improvement* which is to improve standards to prepare students for the world

of work and lifelong learning and bring the “real world” into the realm of curriculum and instruction.

The Palau Ministry of Education recognizes the following human rights on equitable access to appropriate learning and life skills programs:

- The right of children to acquire basic life skills in literacy, numeracy, and others;
- The right of teachers to upgrade themselves on current life skills; and
- The right of parents to be aware of available life skills programs for their children.

Introduction

As a new, developing country, the Republic of Palau is still undergoing a limited undertaking to filter its educational opportunities and training skills to the overall general population. Though access to basic education from pre-school to high school exists, the learning needs of some groups continue to be unmet.

Population statistics for Palau indicate that 5,318 or 28% of the total population are under 18 years of age, 14% of whom are male and 13% are female.

Youth Under 18 as Percentage of Total Population			
Total Population	Male Under 18 and % Total Population	Female Under 18 and % of Total Population	Total Under 18 and % of Total Population
19,129	2754 (14%)	2564 (13%)	5318 (28%)

Source: Republic of Palau 2000 Statistical Yearbook, 2001

The statistics also show that 4,563 or 24% of the total population are of age under 15 and that 763 or 17% of those under 15 years of age are not in school while 83% of the same age group are in school. Of those not in school, 55% are male while 45% are female.

Youth Under 15 Not in School				
Description	Total	Rate	Male	Female
Under 15 & Not in School	763	17%	420 (55%)	343 (45%)
Under 15 & in School	3800	83%	1976 (52%)	1824 (48%)
Total Under 15	4563	24%	2396 (53%)	2167 (47%)

Source: Republic of Palau 2000 Statistical Yearbook, 2001

There is a growing number of at-risk, drop-out, and retained students, especially at the high school level, as well as the lack of appropriate learning and life-skills

programs for the young people and adults. According to Palau Census 2000, 26% of those 25 years of age or older did not complete high school. Of those 16 to 19 years of age, 15% did not enroll in school or did not graduate from high school. Records at the only one public high school in Palau indicate that the drop-out rate was 11%, the retention rate was 8%, and the graduation rate was 84% in school year 2001-2002.

Basic Statistics, Palau High School, School Year 2001-2002			
Total Enrollment	Total Drop-outs	Total Retained	Total Graduating
760	84 (11%)	61 (8%)	126 of 150 (84%)

Source: Palau High School Counseling Services, 2003

Currently, there are no appropriate alternative programs for the at-risk, drop-out, and retained students and limited training opportunities offered by the Palau Community College for adults. The programs for the adults, however, are technical in nature and do not specifically address appropriate learning and life-skills needs of adults. There is a need to determine learning and life-skills needs of adults and implement programs that specifically meet the needs. Certainly, a large number of the young people and the adults continue to be without educational opportunities that may improve their personal, social, and economic growth and development. Undermining these problems is a lack of awareness of the existing educational opportunities. There is a need to provide alternative programs that specifically meet the needs of at-risk, drop-out, and retained students as well as the growing number of adults who do not have appropriate learning and life-skills programs.

Two specific actions are planned to address these problems. The first is the establishment of *One-Stop Education Information Center* that will serve as the center for all information about all educational opportunities for the young people as well as adults. Such a center will be accessible to all people in the Republic of Palau. The second one is the development of alternative educational programs that specifically address the needs of the young people, especially at-risk, drop-out, and retained students, as well as adults.

The Ministry of Education has developed HIV-AIDS policies and has provided training to most students and staff. Some students and staff, however, have not received any training on the policies. The ministry has yet to develop health-related school policies. In addition, classroom instruction has been mostly lecture-based. Skills-based

activities need to be developed and implemented to promote healthy living and prevention of important health problems.

Problem A: There exists a lack of awareness of educational opportunities among the young people as well as adults, resulting in inaccessibility for the educational opportunities.

Currently, there exist some programs for students and adults, but these programs are spread among different government agencies. A great majority of the young people and adults are not aware of these programs. Without knowing these programs, people simply do not have access to them. Many students are at risk of dropping out of school due to their low academic performance. Others are dropping out of school. Still, others are retained and are at risk of dropping out of school. While there exist some counseling, tutoring, testing, and scholarship programs, the students are hardly aware of all of them as these programs are spread among the Ministry of Education, the Palau Community College, private organizations, and other government agencies.

Programs for adults are likewise spread among different agencies, including the Ministry of Education, Palau Community College, Senior Citizens Center, Ministry of Community and Cultural Affairs, Ministry of Resources and Development, private organizations, and other government agencies. There is no unified effort to inform the public of the various educational opportunities for adults, as well as for the young people. Consequently, a great majority of the people are not aware of existing educational opportunities and therefore do not access them.

Proposed Reform: It is proposed that a *One-Stop Education Information Center* be established to serve as the center for all information about all educational programs and opportunities for the young people as well as adults.

The mission of the *One-Stop Education Information Center* is to make all young people and adults in the Republic of Palau aware of all existing educational programs and opportunities. The overall goal of the center is to collect all information about existing educational programs and opportunities, process them in presentable forms, and inform the public about them. The center shall have all information about all educational programs and opportunities available throughout Palau and shall be accessible by all young people and adults in Palau.

To accomplish its mission, the center will obtain all information about educational programs and opportunities from the Ministry of Education, all private schools and organizations, Palau Community College, Palau Scholarship Office, Special Education Office, Head Start Office, and all other government agencies that provide educational opportunities. The center will then process the information and disseminate them to the general public through various media, such as radio talk shows, television, newspapers, public forums, and publications. The center will also inform the public of its own existence and accessibility to the public. The center will ensure that all the information will reach all young people and adults in all 16 states of the Republic of Palau.

The *One-Stop Education Information Center* will operate under the Ministry of Education. The center will be integrated into an appropriate, existing program under the Ministry of Education. To improve its operation, the center will need to develop an extensive network system with all 16 states, all schools, and community leaders of the republic. The Ministry of Education will set policies and guidelines that provide for efficient and effective operation of the information center.

Actions Needed for Proposed Reform:

- Prepare site for information center.
- Provide personnel, equipment, and supplies for the center.
- Collect and process information.
- Disseminate information to public.

The Ministry of Education will provide and prepare a site for the One-Stop Education Information Center. The center will then need to be equipped with personnel, equipment, and supplies so that it can start its operation. Once equipped, the center will establish procedures and processes needed to collect, process, and disseminate information about educational programs and opportunities. It will then begin to collect, process, and disseminate information to the public.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Prepare site for information center.	June 2002	Minister of Education	National EFA Forum	Information center on Ministry chart
2. Equip center with personnel & equipment.	October 2002	Minister of Education	National EFA Forum	Personnel and inventory listings

- | | | | | |
|---|--------------|--------------------------|-----------------------|--------------------------------------|
| 3. Collect and process information on educational programs. | January 2003 | Information Center Staff | Director of Education | Files at the center show information |
| 4. Disseminate information to public. | June 2003 | Information Center Staff | Director of Education | Number of inquiries about programs |
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Budget for Reform Actions for Problem A

Source	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10
Center site preparation and maintenance									
Donor	0	0	0	0	0	0	0	0	0
Local	10,000	2,000	2,500	2,500	3,000	3,000	3,000	3,500	3,500
Personnel, equipment, supplies									
Donor	25,000	15,000	5,000	3,000	1,000	0	0	0	0
Local	10,000	11,000	22,000	23,000	23,000	24,500	24,500	26,000	26,000
Information collection and processing									
Donor	0	5,000	4,000	3,000	2,000	1,000	1,000	0	0
Local	1,000	1,000	1,000	2,000	2,000	2,000	2,000	3,000	3,000
Information dissemination									
Donor	0	4,000	4,000	3,000	3,000	2,000	1,000	0	0
Local	1,000	1,000	1,000	1,000	1,000	1,000	2,000	2,000	2,000
Totals Donor and Local									
Donor	35,000	24,000	13,000	9,000	6,000	3,000	2,000	0	0
Local	22,000	15,000	26,500	28,500	29,000	30,500	31,500	34,500	34,500
Total Budget									
	57,000	39,000	39,500	37,500	35,000	33,500	33,500	34,500	34,500

The Ministry of Education will provide funding support for preparing and maintaining the information center. Maintenance cost includes utilities and communication. Donors are requested to provide funding for one personnel, equipment, and supplies for the information center. The Ministry of Education will fund one personnel and eventually pick up the cost of all personnel, equipment, and supplies for the center. Ministry of Education will also fund the initial startup costs in preparing for collection, processing, and dissemination of information. Once the preliminary preparation is completed, donors are requested to provide most of the funding for information collection, processing, and dissemination; the Ministry of Education will eventually absorb all the costs. It is anticipated that the entire operation of the *One-Stop Education Information Center* will be fully integrated into existing structure and operation of the Ministry of Education.

Problem B: There are no educational programs for at-risk, drop-out, and retained students and limited educational programs for adults.

While the 10-year education master plan for Palau aims to improve education in Palau, it does not address alternative programs for students, notably at-risk, drop-out, and low achieving students. Furthermore, it does not appropriately gear to specific groups such as special education students, gifted students, and adults. As mentioned earlier, more than a quarter of the population aged 25 or older did not complete high school; and last year, 16% of those who attended public high school did not graduate. At-risk and retained students frequently drop out of school.

The Palau Community College is a two-year college with degree programs aimed at high school graduates. Little is offered for adults to improve their life skills. Many adults need short-term training in different skills so that they can improve their social, economic, and personal development. Limited funding has been the main obstacle in addition to lack of organized effort to address the learning needs of adults. Often times, adults stay at home doing house chores without having opportunities to learn and use certain skills to improve their lives.

Proposed Reform: Develop and implement alternative and innovative educational programs to meet the learning needs of students, especially at-risk, drop-out, and retained students, as well as adults.

The Ministry of Education will develop and implement alternative and innovative educational programs to help students succeed in completing high school. Special attention will be given to at-risk, drop-out, and retained students with the goal of assisting them in successfully completing their high school program. The ministry will assess disadvantaged students' skills and talents and then assist in developing the skills and talents into a profession desired in the local business community. The overall objectives are to reduce the number of drop-out students, increase high school graduation rate, and assist disadvantaged students in becoming successful citizens.

The Palau Community College, in cooperation with the Ministry of Education, will develop and implement educational programs to meet the learning needs of adults. To determine the learning needs of adults, a study will be made to determine the knowledge and skills needed by adults to improve their lives. The college will collaborate with other agencies that provide programs to adults in an effort to solidify programs for adults. Enlisting the assistance of the *One-Stop Education Information*

Center, the college and the Ministry will combine efforts to reach adults in all 16 states in the Republic of Palau.

Actions Needed for Proposed Reform:

- Conduct survey of learning needs of at-risk, drop-out, and retained students and adults.
- Develop alternative, innovative educational programs to meet the learning needs.
- Recruit students and adults for the educational programs.
- Implement alternative, innovative educational programs for students and adults.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Conduct survey of learning needs.	June 2002	Chief, School Management & PCC Dean	National EFA Forum	Results of study published
2. Develop alternative educational programs for students & adults.	October 2002	Chief, School Management & PCC Dean	National EFA Forum	Descriptions and schedule of programs available
3. Recruit students and adults for educational programs.	January 2003 & beyond	PHS Principal & PCC Dean Contin. Ed.	Director of Education	Registration records indicate students and adults recruited.
4. Implement programs for students & adults.	February 2003 & beyond	Chief, School Management & PCC Dean	Director of Education	Number of students and adults enrolled in the educational programs.

Budget for Reform Actions for Problem B

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Survey of learning needs									
<i>Donor</i>	2,000	0	0	0	0	0	0	0	0
<i>Local</i>	1,000	0	1,000	0	1,000	0	1,000	0	1,000
Program development									
<i>Donor</i>	5,000	0	0	0	0	0	0	0	0
<i>Local</i>	1,000	0	1,000	0	1,000	0	1,000	0	1,000
Program recruitment									
<i>Donor</i>	5,000	5,000	4,000	4,000	3,000	3,000	2,000	2,000	1,000
<i>Local</i>	0	0	1,000	1,000	2,000	2,000	2,000	1,000	1,000
Program implementation									
<i>Donor</i>	85,000	85,000	84,000	83,000	82,000	81,000	80,000	79,000	78,000
<i>Local</i>	15,000	15,000	16,000	17,000	18,000	19,000	20,000	21,000	22,000

Totals Donor and Local									
<i>Donor</i>	97,000	90,000	88,000	87,000	85,000	84,000	82,000	81,000	80,000
<i>Local</i>	17,000	15,000	19,000	18,000	22,000	21,000	24,000	22,000	23,000
Total Budget									
	114,000	105,000	107,000	105,000	107,000	105,000	106,000	103,000	103,000

The Ministry of Education, in collaboration with the Palau Community College, will provide some funding for the reform activities. Donor assistance is needed to initiate the survey of learning needs and development of educational programs for students and adults which will recur every two years. Local funding will support the survey of learning needs and development of educational programs after the initial year. Donor assistance is also requested for recruitment of students and adults for the educational programs as well as for implementation of the programs. Costs of actual training and workshops will mostly cover trainers, instructors, tutors, and other staff who will be directly involved in teaching or helping students and adults. The Ministry of Education will appropriate in its budget its share of the costs and will request the Palau National Government to cover the entire cost of the activities after the ninth year.

Problem C: Some students and school staff, including teachers and administrators, the Parents Teachers Associations, and the general public, notably young adults, have not received training on health-related school policies, particularly HIV-AIDS policies, which enhance life skills.

The Ministry of Education, through its health curriculum department, developed HIV-AIDS policies on January 19, 1999, and has since conducted some training on these policies to most public school students, teachers, and administrators. A training cadre of five health-related personnel from the Ministry of Education had undergone some training a few years ago and has periodically traveled to school sites to conduct training on the HIV-AIDS policies. Budget constraints, however, have limited training to immediate regions while distant areas are yet to be reached

Parents, especially the young adults, and the general public have not received any training on the HIV-AIDS policies. Yet, the young adults are the ones most likely to be infected with HIV-AIDS, and parents are in the best position to assist their children with HIV-AIDS prevention measures. Organized training needs to be conducted for parents, young adults, and the general public so that broad collaborative efforts can be focused on helping children with HIV-AIDS preventive measures.

It has been more than three years since the Ministry of Education developed the

HIV-AIDS policies. Similarly, several years have passed since the training cadre received some form of training to update and upgrade themselves of current HIV-AIDS issues and to prepare them to conduct training. The Ministry of Education needs to review and refine as necessary its current HIV-AIDS policies and to develop more comprehensive health-related school policies while the training cadre needs to further update and upgrade themselves of current HIV-AIDS issues and to further prepare them to conduct more effective training.

Proposed Reform: Provide more effective training on current HIV-AIDS issues and refined HIV-AIDS policies and to the training cadre, students and staff, Parents Teachers Associations (PTAs), young adults, and the general public.

The Ministry of Education, in collaboration with the Ministry of Health, will review and refine as necessary its current HIV-AIDS policies. The ministry will then conduct series of training on the refined HIV-AIDS policies to its students and staff, particularly teachers and counselors, Parents Teachers Associations of all public schools, young adults, and the general public. The ministry also needs to develop comprehensive health-related school policies that encompass more than just HIV-AIDS and that will promote a healthy, safe, and secure school environment, guarantee equal rights and opportunities for health education, and regulate provision of skills-based health education and services.

To prepare for more effective policy development and training, the ministry will provide training on current HIV-AIDS issues to the training cadre and ministry policymakers. Upon successful completion of the training, the training cadre and ministry officials will be able to effectively discuss current HIV-AIDS issues, refine the current HIV-AIDS policies, develop health-related school policies, and conduct training to different sectors in the communities throughout Palau.

Actions Needed for Proposed Reform:

- Provide training to training cadre and ministry policymakers.
- Review and refine current HIV-AIDS policies and implement health-related policies.
- Conduct training on health-related school policies, including HIV-AIDS policies, to students and staff, PTAs, young adults, and the general public.

Reform Action Plan

<i>Reform Actions for Problem C</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Provide training to training cadre and policymakers.	June 2002	Director of Ed. & Health Specialists.	National EFA Forum	Training agenda and reports on file
2. Refine current HIV-AIDS policies and implement health-related school policies.	October 2002	Management Team & Health Specialists	Director of Education	Revised HIV-AIDS policies & health-related school policies at schools & offices.
3. Conduct training on policies to students, staff, PTAs, & public.	January 2003 & beyond	Training Cadre & Health Specialists	Director of Education	Training schedule, agenda, reports, & attendance sheets on file.

Budget for Reform Actions for Problem C

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Training of trainers and policymakers									
<i>Donor</i>	18,000	0	0	15,000	0	0	12,000	0	0
<i>Local</i>	3,000	1,000	1,000	6,000	1,000	1,000	9,000	1,000	1,000
Refining HIV-AIDS policies and implementing health-related school policies									
<i>Donor</i>	3,000	0	0	2,000	0	0	1,000	0	0
<i>Local</i>	1,000	0	0	2,000	0	0	3,000	0	0
Training of students, staff, PTAs, and the general public									
<i>Donor</i>	5,000	0	4,000	0	3,000	0	2,000	0	1,000
<i>Local</i>	1,000	1,000	2,000	1,000	3,000	1,000	4,000	1,000	5,000
Totals Donor and Local									
<i>Donor</i>	26,000	0	4,000	17,000	3,000	0	15,000	0	1,000
<i>Local</i>	5,000	2,000	3,000	9,000	4,000	2,000	16,000	2,000	6,000
Total Budget									
	31,000	2,000	7,000	26,000	7,000	2,000	31,000	2,000	7,000

The training of trainers and policymakers will be considerably costly as the ministry either brings in a consultant or a team of consultants, or send the training cadre and policymakers abroad for training. The training of students, staff, PTAs, and the general public will require frequent water transportation for traveling from school to school or from state to state while refinement of current HIV-AIDS policies and development of comprehensive health-related school policies will need basic supplies and materials.

The Ministry of Education will provide some funding for the reform activities while donor assistance is needed to successfully complete the activities. A great portion of donor assistance will be for hiring a consultant from abroad, or sending the training cadre abroad, for training.

Problem D: Classroom instruction in health education lacks sufficient skills-based activities to promote healthy living and prevention of important health problems.

The Ministry of Education requires all public schools to teach health as one of the major subjects for students. The ministry has a health curriculum framework that specifies goals, objectives, and benchmarks for each grade level from first through twelfth grade.

Classroom instruction in health education, however, has been predominantly lecture-based and needs to consist of more skills-based activities that promote healthy living and prevention of important health problems.

Skills-based health education also needs to be offered to parents of the students, most desirably through the Parents Teachers Associations and other school-community partners, so that the parents would have the beliefs, attitudes, values, life skills, and services necessary to consistently promote, and to help their children apply, skills-based health practices at home and in the community.

Proposed Reform: Implement skills-based activities into classroom instruction to promote healthy living and prevention of important health problems.

The Ministry of Education health specialists, together with classroom teachers, will develop skills-based programs and activities to supplement classroom lectures in health. The Review Panel Committee, which consists of health specialists and Ministry of Health officials, may review the programs and activities or work with the health specialists and teachers to develop them.

Once skills-based health activities are developed, series of training need to be conducted for all health teachers so that the teachers will be prepared to implement the activities in health education at schools. All public schools will then begin implementing the skills-based health activities for students.

Actions Needed for Proposed Reform:

- Develop skills-based activities for use in health education.
- Provide training to teachers in implementing the skills-based activities.
- Implement the skills-based activities in all public schools.

Reform Action Plan

<i>Reform Actions for Problem D</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Develop skills-based activities for health education.	June 2002	Health Specialists & teachers	Director of Education	Documentation of skills-based activities on file.
2. Provide training to teachers on skills-based activities.	July 2002	Health Specialists	Chief of Curriculum & Instruction	Training agenda & participants' attendance sheet.
3. Implement skills-based activities in all public schools.	August 2002 & beyond	Training Cadre & Health Specialists	Chief of School Management	Lesson plans & class observations reflect skills-based activities.

Budget for Reform Actions for Problem D

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Developing skills-based activities for health education.									
<i>Donor</i>	5,000	0	0	4,000	0	0	3,000	0	0
<i>Local</i>	1,000	500	500	1,000	500	500	1,000	500	1,000
Training teachers to implement skills-based activities.									
<i>Donor</i>	3,000	0	0	2,000	0	0	1,000	0	0
<i>Local</i>	1,000	500	500	1,000	500	500	1,000	500	500
Implementing skills-based activities at schools.									
<i>Donor</i>	5,000	0	4,000	0	3,000	0	2,000	0	1,000
<i>Local</i>	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Totals Donor and Local									
<i>Donor</i>	13,000	0	4,000	6,000	3,000	0	6,000	0	1,000
<i>Local</i>	3,000	2,000	2,000	3,000	2,000	2,000	3,000	2,000	2,500
Total Budget									
	16,000	2,000	6,000	9,000	5,000	2,000	9,000	2,000	3,500

The Ministry of Education will provide some funding for the activities but will need donor assistance to successfully implement the activities. The ministry is expected to shoulder the entire cost of this reform at the end of the project period.

Priority #4 (EFA Goal #2): Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.

This priority is consistent with Priority #2 in *The Palau 2000 Master Plan for Educational Improvement* which is to improve standards to prepare students for the world of work and lifelong learning and bring the “real world” into the realm of curriculum and instruction.

In pursuing this priority, the Palau Ministry of Education recognizes the following human rights:

- The right of children, including those with disabilities, for access to educational programs and activities;
- The right of teachers to have access to educational resources and materials; and
- The right of parents to have access to information about their children’s education.

Introduction

The Palau Constitution mandates free and compulsory education to its citizens while a Palau public law specifies mandatory schooling for all Palauan children aged six to 17 or until graduation from high school. Despite the availability of free education, some children, who are predominantly ethnic minorities, are at great disadvantage for quality education due to their remoteness and isolation. Other children in difficult circumstances, notably handicapped children, have accessibility problems for primary education due to lack of accessibility to most public schools. While there exists a public law for mandatory schooling, enforcement of such law has been dormant. There is no obvious problem of access by girls to primary education.

In School Year 2002-2003, the total student enrollment in Palau was 4,829. The breakdown of the student enrollment is shown below.

Total Student Enrollment, SY2002-2003						
Total Enrollment	Public Elementary	Public High School	Private Elementary	Private High School	Private Kinder	Head Start Pre-school
4,964	2500	718	658	444	135	509

Source: Palau MOE Division of Research and Evaluation, December 2002

In School Year 2000-2001, the teacher/student ratio ranged from the lowest of 7:1 at the private high schools to the highest of 12:1 at public and private elementary schools and overall elementary school. The overall ratio for all schools in Palau is 11:0.

Teacher/Student Ratio at Palau Schools, SY2000-2001								
All Schools	Overall Elem	Overall High	Overall Public	Public Elem	Public High	Overall Private	Private Elem	Private High
11:1	12:1	9:1	11:1	12:1	10:1	9:1	12:1	7:1

Source: Republic of Palau 2000 Statistical Yearbook, 2001

As mentioned under Priority #1, most teachers are not well qualified and have not received all the training needed for teaching in Palau. Of the 272 classroom teachers in the Palau education system, 41% have high school diploma, 29% have an associate Degree, 26% have a bachelor degree, and 3% have a masters degree. Of these 272 teachers, 39% have received all the training needed to teach in Palau while 61% have not received all the needed training.

Problem A: There is a lack of enforcement of existing compulsory education which encourages an increase of drop-out students.

The Palau public law that mandates compulsory education includes penalty provisions for violating the law. The penalty consists of parents paying fines for not ensuring that their children attend school. Ever since the public law was implemented, not one parent has been fined even though there are many children dropping out of school. This is because there is not one person or office responsible for tracking students as well as the lack of enforcement or truancy officers to handle student absenteeism and non-compliance of the public law on compulsory education.

Proposed Reform: To develop and implement a system for tracking students and handling student absenteeism and non-compliance of compulsory education.

A tracking system that tracks students from the beginning of their schooling until they graduate and that handles student absenteeism and non-compliance of compulsory education law will produce enforcement of the law and thereby help in reducing student drop-out. If parents are penalized so that they have to pay fines and be required to ensure that their children attend school, they will be compelled to make sure their children do indeed attend school.

The Ministry of Education will create an office within its structure to track all students and handle student absenteeism and non-compliance of the compulsory education law. The ministry will then design a tracking system that tracks student absenteeism and handles non-compliance of the compulsory education law. One of the

major objectives of the tracking system is to provide for enforcement of the education compulsory law, with the aim of reducing the number of drop-out students.

Actions Needed for Proposed Reform:

- Create an office for tracking system.
- Design a tracking system for students
- Implement the tracking system.

The Ministry of Education will create a tracking system office and design a system that will monitor students' absenteeism and handle non-compliance of the compulsory education law. At least two personnel, including a truancy officer, will work in this office to compile student absenteeism, follow up truant students and their parents, provide advice and guidance to students and parents in regard to non-compliance of compulsory education law, and report to the appropriate agencies for legal action any repetitive non-compliance of the law. The office will also refer truant students to appropriate offices which may assist students in continuing and completing their secondary education program.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Create an office to track students.	April 2002	Minister of Education	National EFA Forum	Memo creating office on file
2. Design tracking system for students.	June 2002	Chief, School Management	Director of Education	Tracking system approved
3. Implement the tracking system for students.	August 2002	System Office Personnel	Director of Education	Absenteeism & non-compliance reports

Budget for Reform Actions for Problem A

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Creation of office to track students									
<i>Donor</i>	32,000	25,000	26,000	27,000	28,000	28,000	29,000	29,000	30,000
<i>Local</i>	7,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Design of tracking system									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	2,000	500	0	0	0	0	0	0	0
Implementation of the tracking system									
<i>Donor</i>	5,000	5,000	5,000	4,000	4,000	3,000	3,000	0	0

<i>Local</i>	1,000	1,000	1,000	2,000	2,000	3,000	3,000	5,000	5,000
Totals Donor and Local									
<i>Donor</i>	37,000	30,000	31,000	31,000	32,000	31,000	32,000	29,000	30,000
<i>Local</i>	10,000	2,000	2,000	3,000	3,000	4,000	4,000	6,000	6,000
Total Budget									
	41,000	32,000	33,000	34,000	35,000	35,000	36,000	35,000	36,000

The Ministry of Education will provide an office for the tracking system and cover the costs of operation, including basic office supplies and materials, utilities, and duplication. Assistance is requested to cover the costs of personnel and the initial costs of equipment such as a computer system to be used for student database and other records. Costs of implementation include traveling among the islands in the country to find and document cases of children who are not in school and consult the parents of these students. The Ministry of Education will request budget appropriations to cover all costs of the tracking system when the term of the project expires. It is anticipated that the tracking system will become integrated into the organizational structure and the operation of the Ministry of Education.

Problem B: Children in difficult circumstances, including ethnic minorities and the handicapped, do not have equitable access to primary education due to remoteness and lack of access to education facilities.

Generally, children have access to primary education. An ethnic minority group, however, does not have equitable access to primary education of quality comparable to that provided elsewhere in the country due to remoteness and isolation of the group. The ethnic minorities live in two states composed of a group of islands known as the Southwest Islands, located 595 kilometers southwest of the main island group of Palau. On these states, there is no electricity and the only mode of transportation to and from these islands is a ship that travels there once every three months. The people on these islands have their own language and customs different from the rest of the population. They are ethnic minorities with inequitable access to the nation's resources, including those of education.

Most of the education facilities, especially schools, do not have access ramps that make the facilities accessible to handicapped children. With the public schools spread in different states, some at different islands, it is difficult or impossible for children to attend any school that can accommodate them. Some handicapped children simply do not attend school because the school facilities do not accommodate their physical needs.

Proposed Reform: Increase equitable access by children in difficult circumstances, including ethnic minorities and handicapped children, to primary education.

It is proposed that equitable access to primary education be increased for children in difficult circumstances, including ethnic minorities and handicapped children. In the Southwest Islands, short-wave radio capability will be developed to improve communication between the central education office and the schools on the islands. Laptop computers, along with small solar electric panel, will be provided to the three schools on the Southwest Islands so that the children at these schools will have access to technology education. The two major objectives here include improvement of communication capability between the schools and the central office and provision of computer technology to the schools at the remote area.

For the handicapped children, all 19 public schools should have access ramps and other accessible features. To date, a few schools already have access ramps for the main school buildings, but other facilities such as restrooms are not accessible to handicapped students. It is proposed that accessibility to all school facilities be improved so that all handicapped children become able to attend schools in their states.

Actions Needed for Proposed Reform:

- Increase communication capability for remote schools.
- Provide computer technology education to ethnic minorities.
- Build access ramps and other accessibility features for handicapped children.

With assistance from donors, the Ministry of Education will install short-wave radio at the three remote schools and the central office to increase communication capability between the remote schools and the central office. Such improved communication capability will allow the central office to provide distance education and other assistance to these schools in an effort to provide equitable access to primary education. Six laptop computers and three solar panels for electricity are also planned to be provided to the three schools in the remote areas so that ethnic minority students at these schools can have access to basic computer technology education. The Ministry of Education will provide training to the teachers at these schools.

The Ministry of Education, with donor assistance, will also build access ramps at the public schools that currently do not have access ramps for handicapped children. It will also build other accessibility features at these schools to ensure handicapped

children's accessibility to all facilities at the schools. There are only 19 public schools in the country, three of which are at remote islands, which makes this effort very highly possible to accomplish.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Increase communication capability for remote schools.	April 2002	Director of Education	National EFA Forum	Short-wave radio installed
2. Provide computer technology education to ethnic minorities.	June 2002	Chief, School Management	Director of Education	Laptop computers at remote schools
3. Build access ramps and related features for handicapped children.	July 2002	Chief, School Management	Director of Education	Access ramps and related features Installed

Budget for Reform Actions for Problem B									
Source	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10
Communication capability at remote schools									
Donor	45,000	5,000	0	0	0	0	0	0	0
Local	2,000	2,000	0	0	0	0	0	0	0
Computer technology education for ethnic minorities									
Donor	90,000	0	0	0	0	0	0	0	0
Local	9,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Accessibility for handicapped children									
Donor	50,000	50,000	0	0	0	0	0	0	0
Local	5,000	5,000	0	0	1,000	0	0	1,000	0
Totals Donor and Local									
Donor	185,000	55,000	0	0	0	0	0	0	0
Local	16,000	8,000	1,000	1,000	2,000	1,000	1,000	2,000	1,000
Total Budget									
	201,000	63,000	1,000	1,000	2,000	1,000	1,000	2,000	1,000

Assistance is requested to provide funding for equipment such as short-wave radio systems, solar panels, and laptop computers and for materials for access ramps and related features. The Ministry of Education will provide some funds for the equipment and materials for access ramps as well as installation of equipment and construction of

access ramps. The Ministry of Education will also provide continuing maintenance of the equipment and training of teachers in use of the computers and other equipment.

Priority #5 (EFA Goal #4): Achieving a fifty percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

This priority is consistent with Priority #2 in *The Palau 2000 Master Plan for Educational Improvement* which is to improve standards to prepare students for the world of work and lifelong learning and bring the “real world” into the realm of curriculum and instruction.

In pursuing this priority, the Palau Ministry of Education recognizes the following human rights:

- The right of adults to receive basic training in literacy, numeracy, and others.
- The right of adult literacy teachers to receive training in adult literacy
- The right of parents to participate in adult literacy programs

Introduction

According to the Palau 2000 Census, under the category of *Educational Attainment*, of all persons 25 years old or over, 74% were high school graduates, and 69% of them were females. The table below shows education completion rate of adults who are now 25 years of age.

Completion Rate of 25 Years Old and Older			
Type of Education	Overall Rate	Male Rate	Female Rate
Primary Education	97%	98%	86%
Secondary Education	78%	81%	73%

Source: Republic of Palau 2000 Statistical Yearbook. 2001

The completion rate shown in the table above indicates that the adult literacy rate is 97% at the elementary level and 78% at the secondary level. The table also shows that male has higher completion rate than female: 98% to 86% at the primary level and 81% to 73% at the secondary level.

The Palau Constitution identifies both English and Palauan as the official languages of the country. Yet, the elders are literate in the Japanese language but illiterate in the English language. Even though a great majority of these elders speak the Palauan language, they do not read or write the language as they never learned to do so.

Other than the Japanese tourists that speak and understand the Japanese language, everything in Palau uses either the English or the Palauan language. Currently, there is no literacy program that specifically addresses the literacy needs of the adults.

The Palau Community College is the only post-secondary institution in Palau, and part of its mandate is to provide education and training to the community. Its Continuing Education Division offers various short-term training to adults, but the programs usually require some basic skills in English. No specific education programs are geared toward non-English speakers. The short-term training programs at the Palau Community College are offered only at the Palau capital, which is one of the 16 states in the republic. Adults at the other 15 states do not have equitable access to the training programs as travelling between the states require long drives on dirt roads or long travel on boats. Many adults do not have the means to travel long distances everyday for the training programs at the college.

Although there are current programs offered to address education and training needs of adults without high school diploma, statistics on adults without high school education clearly shows that the vast majority of adults are not being served and will not be served for some time if the level of services does not improve.

Palau has modern communication technology, which can be utilized to offer adult education programs to the outlying states and villages. The country is building a two-lane asphalt road on the main island, which would make access to the villages much easier. The problems faced include the prohibitive cost of technology and the lack of funding for personnel and resources to offer equitable access to basic and continuing education for many of the adult population in the islands, especially adults in the outlying states and villages.

Problem A: There is a lack of basic literacy program for adults.

There is currently a lack of basic literacy program for adults. A great majority of the older generation is literate only in the Japanese language. They are not literate in the English language even though English is an official language of the country. This generation can only speak the Palauan language without being able to read or write the Palauan language. Most of the younger adults that completed elementary school but not secondary school have difficulty speaking and writing the English language even though they may understand simple English.

Proposed Reform: Provide basic literacy program for adults.

It is proposed that a basic literacy program for adults be developed and implemented throughout the country. Such a program would be delivered on site; that is, it would be provided in the various states of the country to ensure that adults in the outlying states have access to the literacy program.

Actions Needed for Proposed Reform:

- Conduct a survey to determine the number of adults who need basic literacy program.
- Develop the basic literacy program for adults.
- Implement the basic literacy program in various states.

A survey needs to be conducted to determine the number of adults in each of the 16 states who need basic literacy program and to determine the literacy level and needs of the adults. The results of the survey will be used to develop the basic literacy program for adults. Once the program is developed, teachers will be identified to deliver the program at various states so that adults in these states can have access to the program.

Reform Action Plan

<i>Reform Actions for Problem A</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Conduct a survey on basic literacy needs.	June 2002	Chief of Research & Evaluation	National EFA Forum	Results of survey analyzed
2. Develop basic literacy program for adults.	Sept. 2002	Chief of Curriculum & Instruction	National EFA Forum	Basic literacy program approved
3. Implement basic literacy program in the states.	January 2003	Chief of School Management	Director of Education	Adult portfolio for the program

Budget for Reform Actions for Problem A

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Survey on adult basic literacy needs									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	3,000	0	1,000	0	1,000	0	1,000	0	1,000

Development of adult basic literacy program									
<i>Donor</i>	3,000	0	0	0	0	0	0	0	0
<i>Local</i>	1,000	500	1,000	500	1,000	500	1,000	500	1,000
Implementation of adult basic literacy program									
<i>Donor</i>	25,000	25,000	25,000	23,000	23,000	20,000	20,000	15,000	15,000
<i>Local</i>	2,000	2,000	2,000	3,000	3,000	5,000	5,000	8,000	8,000
Totals Donor and Local									
<i>Donor</i>	28,000	25,000	25,000	23,000	23,000	20,000	20,000	15,000	15,000
<i>Local</i>	8,000	2,500	4,000	3,500	5,000	5,500	7,000	8,500	10,000
Total Budget									
	36,000	27,500	29,000	26,500	28,000	25,500	27,000	23,500	25,000

The Ministry of Education will fund and conduct the survey to gather data relating to basic literacy needs of adults in each of the 16 states of the republic. The survey will be conducted every two years after the initial survey. Assistance is requested for the initial development of the adult basic literacy program as well as for the implementation of the program. The Ministry of Education will supplement funding for the development and the implementation of the adult literacy program. The Ministry of Education will annually increase its share of the cost of the program and is expected to shoulder the entire program cost by the tenth year of the program.

Problem B: Adults in the outlying states do not have access to basic and continuing education provided by the Palau Community College as such education is offered only at the college, which is located at the Palau capital.

Currently, the Palau Community College offers some short-term training programs on its campus, which is at the capital state of Palau. These programs are not accessible to adults at the other 15 states of the republic. Travelling from the outlying states to the capital state requires distant driving on dirt road or travelling on boats. Such travelling for training programs at the college is not feasible for adults who generally do not have the means to travel frequently back and forth between their states and the capital. Many young adults living in the outlying states who have high school diploma even crave to take college courses but cannot due to their distant locations.

Proposed Reform: Provide basic and continuing education to adults in the outlying states of Palau.

Using results of the survey conducted for basic literacy program, the Ministry of Education, in collaboration with the Palau Community College, will design basic and continuing education programs that specifically address the learning needs of adults,

especially those in the outlying states. The programs will then be offered on sites, that is, in the outlying states and communities to make them accessible to adults in those states. Classroom facilities and teachers at the public elementary schools in the outlying states will be utilized for the programs on a part-time basis.

Actions Needed for Proposed Reform:

- Analyze survey conducted for literacy program.
- Design basic and continuing education programs for adults.
- Provide basic and continuing education programs for adults at outlying states.

Reform Action Plan

<i>Reform Actions for Problem B</i>	<i>Time Frame</i>	<i>Person responsible</i>	<i>Monitoring</i>	<i>Progress Indicator</i>
1. Analyze survey made for literacy program.	July 2002	Chief of Research & Evaluation	National EFA Forum	Analysis report on survey filed
2. Design basic and continuing education programs for adults.	Sept. 2002	Chief of Curriculum & Instruction	National EFA Forum	Basic and continuing education plan approved
3. Provide basic/continuing education programs at outlying states.	January 2003	Chief of School Management	Director of Education	Enrollment listing of adults in the programs

Budget for Reform Actions for Problem B

<i>Source</i>	<i>FY02</i>	<i>FY03</i>	<i>FY04</i>	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY08</i>	<i>FY09</i>	<i>FY10</i>
Analysis of survey made for literacy program									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	200	0	0	0	0	0	0	0	0
Designing of basic and continuing education programs									
<i>Donor</i>	0	0	0	0	0	0	0	0	0
<i>Local</i>	500	0	0	0	0	0	0	0	0
Provision of programs at outlying states									
<i>Donor</i>	45,000	45,000	45,000	43,000	43,000	40,000	40,000	35,000	35,000
<i>Local</i>	5,000	5,000	5,000	6,000	6,000	7,000	7,000	8,000	8,000
Totals Donor and Local									
<i>Donor</i>	45,000	45,000	45,000	43,000	43,000	40,000	40,000	35,000	35,000
<i>Local</i>	5,700	5,000	5,000	6,000	6,000	7,000	7,000	8,000	8,000
Total Budget									
	50,700	50,000	50,000	49,000	49,000	47,000	47,000	43,000	43,000

The reform actions on this activity will be carried out in coordination with the reform actions for the basic literacy programs. Assistance is requested for the implementation of the basic and continuing education programs. Implementation costs include those of teachers or instructors, material development, and travel to the outlying states for the delivery of the programs. The Ministry of Education will provide some funding for the reform activities and is expected to continue the programs at the end of the project period.

Priority #6 (EFA Goal #5): Eliminating gender disparities in primary and secondary education by 2005, and achieving general equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

This is the lowest priority, low enough to be considered a non-priority.

Palau enjoys a matrilineal society whereby females have general authority over family's internal and external affairs. Females are treated with much care as they hold special powers to overrule decisions made by males. Similar situations exist in education. There are no obvious gender disparities for females in primary and secondary education, and girls have full and equal access to basic education.

Problems involving this priority pertain to good quality of basic education and equal access to and achievement in basic education; but these problems, which do not exist among females only but among all students regardless of gender, are being addressed elsewhere in this plan.

Thus, there is no specific action plan for this priority as gender disparity is not an issue in Palau. If there are any cases of gender disparity, they would involve males rather than females.

Chapter 4

Budget Summary

There is a total of 13 reform activities proposed in this action plan. Each activity has a proposed budget, which identifies the gaps between the financial ability of the Palau Ministry of Education to fund the activity and the total amount needed for the activity.

Below is the summary of the budget proposed for each activity as well as for the entire EFA action plan. The summary lists the yearly budget for each activity as well as the yearly budget for the entire EFA project. For the activity budget and the total budget, amounts that can be funded locally and the amounts requested from donors are clearly identified.

Project Budget Summary									
	FY02	FY03	FY04	Fy05	FY06	FY07	FY08	FY09	FY10
Training classroom teachers.									
<i>Donor</i>	75,000	75,000	75,000	75,000	75,000	75,000	75,000	0	0
<i>Local</i>	11,000	10,200	10,200	10,200	10,200	10,200	10,200	0	0
<i>Totals</i>	86,000	85,200	85,200	85,200	85,200	85,200	85,200	0	0
Providing counseling services to students.									
<i>Donor</i>	35,000	31,000	32,000	33,000	33,000	34,000	34,000	35,000	35,000
<i>Local</i>	19,000	18,500	19,000	19,500	19,500	20,000	20,000	20,500	20,500
<i>Totals</i>	54,000	49,500	51,000	52,500	52,500	54,000	54,000	55,500	55,500
Provide tutoring services to students.									
<i>Donor</i>	50,000	46,500	48,000	49,500	49,500	51,000	51,000	52,500	52,500
<i>Local</i>	4,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
<i>Totals</i>	54,000	49,500	51,000	52,500	52,500	54,000	54,000	55,500	55,500
Establishing kindergarten programs.									
<i>Donor</i>	300,000	250,000	270,000	300,000	330,000	360,000	210,000	210,000	210,000
<i>Local</i>	12,000	17,000	18,000	21,000	24,000	27,000	24,000	24,000	24,000
<i>Totals</i>	312,000	267,000	288,000	321,000	354,000	387,000	234,000	234,000	234,000
Providing educational programs on childhood development, care, and education.									
<i>Donor</i>	20,000	5,000	5,000	5,000	10,000	5,000	5,000	5,000	7,000
<i>Local</i>	4,000	3,000	3,000	3,000	5,000	3,000	3,000	3,000	6,000
<i>Totals</i>	24,000	8,000	8,000	8,000	15,000	8,000	8,000	8,000	13,000
Establishing an information center for all educational programs and opportunities.									
<i>Donor</i>	35,000	24,000	13,000	9,000	6,000	3,000	2,000	0	0
<i>Local</i>	22,000	15,000	26,500	28,500	29,000	30,500	31,500	34,500	34,500
<i>Totals</i>	57,000	39,000	39,500	37,500	35,000	33,500	33,500	34,500	34,500
Implementing alternative educational programs for disadvantaged students.									

<i>Donor</i>	97,000	90,000	88,000	87,000	85,000	84,000	82,000	81,000	80,000
<i>Local</i>	17,000	15,000	19,000	18,000	22,000	21,000	24,000	22,000	23,000
<i>Totals</i>	114,000	105,000	107,000	105,000	107,000	105,000	106,000	103,000	103,000
Provide more effective training on HIV-AIDS issues and policies.									
<i>Donor</i>	26,000	0	4,000	17,000	3,000	0	15,000	0	1,000
<i>Local</i>	5,000	2,000	3,000	9,000	4,000	2,000	16,000	2,000	6,000
<i>Totals</i>	31,000	2,000	7,000	26,000	7,000	2,000	31,000	2,000	7,000
Implementing skills-based health education activities.									
<i>Donor</i>	13,000	0	4,000	6,000	3,000	0	6,000	0	1,000
<i>Local</i>	3,000	2,000	2,000	3,000	2,000	2,000	3,000	2,000	2,500
<i>Totals</i>	16,000	2,000	6,000	9,000	5,000	2,000	9,000	2,000	3,500
Implementing a system for tracking students.									
<i>Donor</i>	37,000	30,000	31,000	31,000	32,000	31,000	32,000	29,000	30,000
<i>Local</i>	10,000	2,000	2,000	3,000	3,000	4,000	4,000	6,000	6,000
<i>Totals</i>	41,000	32,000	33,000	34,000	35,000	35,000	36,000	35,000	36,000
Increasing equitable access to primary education.									
<i>Donor</i>	185,000	55,000	0	0	0	0	0	0	0
<i>Local</i>	16,000	8,000	1,000	1,000	2,000	1,000	1,000	2,000	1,000
<i>Totals</i>	201,000	63,000	1,000	1,000	2,000	1,000	1,000	2,000	1,000
Providing basic literacy program for adults.									
<i>Donor</i>	28,000	25,000	25,000	23,000	23,000	20,000	20,000	15,000	15,000
<i>Local</i>	8,000	2,500	4,000	3,500	5,000	5,500	7,000	8,500	10,000
<i>Totals</i>	36,000	27,500	29,000	26,500	28,000	25,500	27,000	23,500	25,000
Providing basic and continuing education to adults.									
<i>Donor</i>	45,000	45,000	45,000	43,000	43,000	40,000	40,000	35,000	35,000
<i>Local</i>	5,700	5,000	5,000	6,000	6,000	7,000	7,000	8,000	8,000
<i>Totals</i>	50,700	50,000	50,000	49,000	49,000	47,000	47,000	43,000	43,000
Total Budget									
<i>Donor</i>	946,000	676,500	640,000	678,500	692,500	703,000	572,000	462,500	466,500
<i>Local</i>	136,700	103,200	115,700	128,700	134,700	136,200	153,700	135,500	144,500
<i>Totals</i>	1,082,700	779,700	755,700	807,200	826,200	839,200	725,700	598,000	611,000

Chapter 5

Summary

This EFA action plan is a product of the Palau National EFA Forum, a widely represented group dedicated to work toward education for all. It contains activities aimed at improving education in Palau in an effort to meet basic learning needs of all Palauans. The plan fulfills a call proclaimed in the *Dakar Framework for Action*, which reaffirmed the *World Declaration of Education for All*, adopted in Jomtien, Thailand, eleven years ago.

The action plan contains reform activities proposed to address the six EFA goals, which have been prioritized by the Palau National EFA Forum in the following order:

- Priority #1 (EFA Goal #6): Improving all aspects of the quality of education and ensuring excellence of all ...
- Priority #2 (EFA Goal #1): Expanding and improving comprehensive early childhood care and education ...
- Priority #3 (EFA Goal #3): Ensuring that the learning needs of all young people and adults are met ...
- Priority #4 (EFA Goal #2): Ensuring that ... all children ... have access to and complete free and compulsory primary education of good quality.
- Priority #5 (EFA Goal #4): Achieving a 50 percent improvement in ... adult literacy ... and equitable access to adult basic and continuing education.
- Priority #6 (EFA Goal #5): Eliminating gender disparities in primary and secondary education ... and achieving general equality in education ...

Palau is a new emerging nation in the Western Pacific. It is made up of more than 200 small islands, totaling only 487 square kilometers. There are 19,129 people in Palau, 33% of whom are foreign workers. The nation has 19 public elementary schools and one secondary school, which altogether enroll 3,174 students and employ 272 teachers.

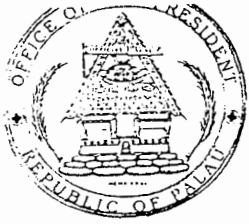
In 1995, the Palau Ministry of Education began implementing a 10-year Education Master Plan aimed at improving education in Palau. Much progress has been made, but lack of financial resources and enabling legislation has continued to render obstacles in implementing some important activities in the plan.

The proposed reform activities in this action plan are consistent with the activities proposed in the Palau 10-year Education Master Plan. Highlights of the activities in this action plan include the following:

- Training classroom teachers.
- Providing counseling and tutoring services to students.
- Establishing kindergarten programs.
- Providing educational programs on childhood development, care, and education.
- Establishing an information center for all educational programs and opportunities.
- Implementing alternative educational programs for disadvantaged students.
- Providing more effective training on HIV-AIDS issues and policies.
- Implementing skills-based health education.
- Implementing a system for tracking students.
- Increasing equitable access to primary education.
- Providing basic literacy program for adults.
- Providing basic and continuing education to adults.

The total budget request, over the nine-year project period, for the entire action plan is \$7,025,400, which is higher than the total annual budget for Palau Ministry of Education. Of this amount, \$1,188,900, or 17%, will be provided by the Palau Ministry of Education over nine years while \$5,837,500, or 83%, is humbly requested from international donors for the nine-year project period.

The Palau Ministry of Education strongly believes that it can accomplish the goals and objectives of the reform activities in the action plan. Furthermore, it has confidence that successful accomplishment of the goals and objectives will significantly improve education in Palau and fulfill the overall aim of providing basic education for all people in the society.



REPUBLIC OF PALAU

Office of the President

MY E. REMENGESAU, JR.

President

9 April 2001
Serial: 01-239

P.O. Box 100, Koror • Republic of Palau 96940
Phone: (680) 488-2403 / 2541 • FAX: (680) 488-1662
E-mail: president.ropt@palaunet.com

Memorandum

To : Minister of Education
Attn : EFA Coordinator

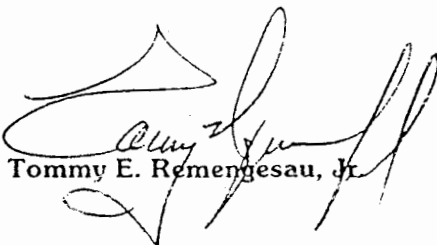
From : The President

Subject : Support for EFA Project

Based on your briefings on the EFA project, on March 30, 2001 and today, I am convinced that the EFA project provides us a great opportunity to improve our education. Consequently, I extend to you my approval of Palau's participation in this important United Nations' "Education for All" initiative.

Furthermore, I would like to express my full support for the EFA project. My office will try its best to provide whatever support and assistance that may be needed to ensure successful implementation of the EFA Action Plan.

If you need my assistance, contact my Chief of Staff or call my office.



Tommy E. Remengesau, Jr.



REPUBLIC OF PALAU

Office of the President

TOMMY E. REMENGESAU, JR.
President

P.O. Box 100, Koror • Republic of Palau 96940
Phone: (680) 488-2403 / 2541 • FAX: (680) 488-1662
E-mail: president.rop@palaunet.com

9 April 2001
Serial: 01-240

Memorandum

To : All Ministers
All Bureau Directors
All Division Chiefs

From : The President

Subject : Support for EFA Project

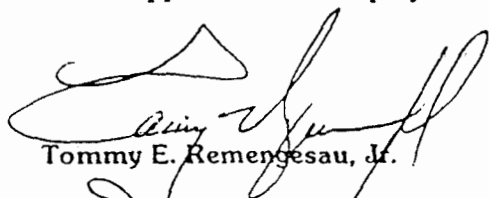
The Ministry of Education has earmarked on formulating an EFA Forum, consisting of government employees and members of the community, to develop an action plan that will address six specific U.N. goals in education. EFA stands for "Education for All," a program under the auspices of the United Nations Education, Scientific and Cultural Organization (UNESCO).

The six goals involve the following:

- Early childhood care and education;
- Access to and completion of free and compulsory education of good quality;
- Meeting learning needs of all young people and adult;
- Improvement of adult literacy and access to basic and continuing education for adults;
- Eliminating gender disparities and achieving general quality in education; and
- Improving all aspects of the quality of education.

I fully support the EFA project, and I encourage all Ministers, Directors, Chiefs and other government employees to likewise provide support for the project. A public meeting to discuss the EFA goals and to set up the EFA Forum will be held on Friday, April 13, 2001 at 3:00 p.m., at the Palau High School Study Hall. Please allow any interested employees to attend this meeting.

Your support of the EFA project is greatly appreciated.

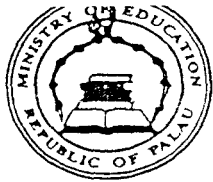


Tommy E. Remengesau, Jr.

cc: Vice President, ROP
EFA Coordinator, MOE

Members
Palau EFA National Forum

Name	Representation
Emery Wenty	Ministry of Education EFA Coordinator
Dilmei Olkeriil	Palau Council of Chiefs EFA Deputy Coordinator
Edwel Ongrung	Ministry of Education, Multimedia Technology Member, EFA Forum Secretariat
Aileen Ngirangesil	Senate Committee on Education, Palau National Congress Member, EFA Forum Secretariat
Ann Mary Shiro	Headstart Program, Palau Community Action Agency
Dr. Caleb Otto	Ministry of Health, Bureau of Public Health
Elizabeth Watanabe	Early Childhood Program, Special Education Program
Ermang Ngwal	Parental Assistance Program, Palau Parent Network
Debbie Remengesau	First Lady, Republic of Palau
Florencio Gibbons	Division of Cultural Affairs; Society of Historians
Irene Francisco	Palau High School Teachers and Staff
Laura Mangham	Palau Community College; Track and Field Association
Maria Rehuher	Division of Human Resources
Miriam R. Chio	Palau Red Cross Society
Omoto Rengiil	Association of Palau Principals
Patrick Tellei	Board of Trustees, Palau Community College
Rebecca Koshiba	Crimes Assistance Program
Salvador Tellames	Bureau of Domestic Affairs; WSZB Radio Station; Bethania High School (Private school)
Sinton Soalablai	Ministry of Education, Bureau of Curriculum/Instruction
Wayne Andrew	Elementary School Teachers; Ethnic Minorities; Palau Youth Association



Emery Wenty
Director

REPUBLIC OF PALAU

MINISTRY OF EDUCATION

Bureau of School Administration

BOX 189 • KOROR, REPUBLIC OF PALAU • 96940
E-mail: ewenty@mac.com or bosa@palaunet.com

Phone: (680) 488 - 2952

Fax: (680) 488 - 8465

Cable: Gov't Palau

April 9, 2001

Dear _____:

The United Nations Education, Scientific, and Cultural Organization (UNESCO) is leading a major initiative for "Education for All" (EFA) worldwide. Each UNESCO member country, including Palau, is to establish a National EFA Forum and a National EFA Plan. The EFA Forum, which will represent the collective commitment of the community, will prepare an EFA Plan which will address the following six EFA goals.

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminating gender disparities in primary and secondary education by 2005, and achieving general equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- 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.

The Ministry of Education is calling for a public meeting on this, to be held as follows:

- ◊ Date: April 13, 2001 (Friday)
- ◊ Time: 3:00 p.m.
- ◊ Place: Palau High School Study Hall

The purpose of this meeting is to discuss the EFA goals and to set up the National EFA Forum.

You have been identified as a vital member of the community and would be a valuable member of the National EFA Forum. Would you or your representative please join this important meeting. You may bring colleagues or friends along to the meeting.

For more information, please contact me at 488-2952.

Thank you very much.

Sincerely,

Emery Wenty, Director of School Administration
Ministry of Education, Republic of Palau

xc: Honorable President Tommy E. Remengesau, Jr.
Minister of Education
Director of Curriculum and Instruction

Palau EFA Project Recipients of Letter of Invitation to EFA Meeting April 9, 2001

Ms. Roberta Louch	Mr. Marino Rechesengel	Mr. Willy Wally
Ms. Tina Rehner	Ms. Gorethy Blaluk	Head Start Director
Ms. Pia Moroi	Mr. Milen Isack	PHS Principal
1st Lady Delbie M. Remengesau	Ms. Martha Techiong	Mrs. Maura Gordon
Bilung Gloria Sali	Mr. Ramon Rechebei	Ms. Ebil Tebelak
Mrs. Eriko Singeo	Mr. Salvador Tellames	Ms. Debbie Sbal
Ms. Edna Ikeriang	Ms. Wanda Techiong	Mr. Sinton Soalabai
Delegate Joel Toribiong	Mr. Charles Obichang	Mr. Noe Yalap
Senator Joshua Koshiba	Mr. Henaro Antonio	Ms. Kathy Kesolei
Ms. Dilmei Okeriil	Ms. Maria Rehner	Mr. Wicliiff Emul
Mr. Lazarus Kodep	Mr. Toribiong Masang	Ms. Esther Koshiba
Mrs. Miriam R. Chin	Ms. Josephine Ulengchong	Mr. Andrew Tabelual
Mr. William Tabelual	Ms. Jelina Arurang	Ms. Enitha Edward
Mr. Emil Raimarui	Ms. Veronica Kazuo	Ms. Irene Francisco
Mrs. Hermara Umetaro	Mr. Felix Okabe	Ms. Karen Sungino
Ms. Romana Anastacio	Ms. Thecdosia Kuartei	Mrs. Miriam Sakuma
Mr. Nick Ngval	Mr. Bento Thomas	Mr. Kalistus Ngirturong
Ms. Rebecca Koshiba	Mr. Kaoru Brel	Mr. Teodoro Rengulbai
Mrs. Berrymuon Okabe	Ms. Tina Sali	Mr. Evans Imetengel
Mrs. Francisca Blailes	Mr. Patrick Tellei	Mr. Santy Asanuma
Dr. Caleb Otto	Mr. Mario Katosang	Rev. Billy G. Kuartei
Dr. Steven Kuartei	Mr. Viviano Mad	Mr. Edwel Onglung
Ms. Victoria Kanai	Teruko Pemokel	
Mr. Florencio Gibbons	Mr. Silvas Mikel	
Ms. Ruth Wong	Senator Surangel Whippis	

PUBLIC ANNOUNCEMENT

Ng mo er ngii a kmal klou a ultutelel el meeting el kirel a tekoi er a skuul el okiu a ngeso er a UNESCO. Tia el meeting a mo er ngii er a

Ongeim el Ureor (Friday), April 13, 2001, er a
Edei el Klok er a ieta sils (3:00 p.m.), er a
Palau High School Study Hall

Chelsel tia el meeting e ng mo metutk a chelechad el "EFA Forum" a ngklel el mo mengetmoki a uldasu el kirel a tekoi er a skuul.

A Ministry er a Education a kmal mengemedaol er a rechad er a buai el mei er tia el kmal klou a ultutelel el meeting.



Emery Wenty
Director of School Administration
Ministry of Education

PUBLIC ANNOUNCEMENT (TRANSLATION)

There will be a very important meeting about an education project through assistance from UNESCO. This meeting will take place as follows:

Friday, April 13, 2001
3:00 p.m.
Palau High School Study Hall

During this meeting, there will be formed a group called "EFA Forum" that will develop a plan for education.

The Ministry of Education cordially invites the public to attend this very important meeting.

[This public announcement is to be aired from April 10 to 13, 2001, on two radio stations and one TV channel (ICTV).]

**PUBLIC ANNOUNCEMENT
about
“EDUCATION FOR ALL”
MEETING**

The UNESCO Pacific Member Countries have made a commitment to the attainment of the following “Education for All” (EFA) goals:

- Expanding and improving comprehensive early childhood care and education
- Ensuring access to free and compulsory primary education of good quality
- Ensuring equitable access to appropriate learning and life-skills programs
- Achieving improvement in levels of adult literacy
- Eliminating gender disparities and achieving gender equality in education
- Improving the quality of education

The Ministry of Education has been tasked to form a National EFA Forum that is representative of various segments of the community. The National EFA Forum will develop a National EFA Plan that specifically addresses the six EFA goals. Assistance will be provided by appropriate United Nations agencies and international donors who have already committed to support credible EFA plans.

A public meeting on this will take place as follows:

- Friday, April 13, 2001
- 3:00 p.m.
- Palau High School Study Hall

The purpose of this meeting is to discuss the EFA goals and to set up the National EFA Forum.

Please come to the meeting and be a part of this worldwide United Nations initiative to improve “Education for All” in Palau.

Your input and participation can make a big difference in our education.

For more information, please call the Director of School Administration at 488-2952.

April 13, 2001

3:00 pm PHS Study Hall

Attendance

name	Position Title	Ministry/Agency
Dilmei Olkeril	Office manager	Council of Chiefs
Karen Kohama	Chief of Staff	VP's OFFICE
Janice Wong		Mediasil Belau
Bilung John	Mehesil Belau	
Dirraisuett	Debbie M. Remengesac	1st First Lady
Sylvia Klouluhak	C. Lucho	Mesechil Belau
Sylvia Klouluhak		G.B. Hovun
Andrew Tahelua		K.E.S
SALVADOR TELHINES		Pacific Affairs
WILLY WALLY	Dean CE	PCC
Hermann Lantero	Parent (BFSCA)	Hovun
Inne Francis		QHS
WAYNE ANDREW		K.E.S.
Miriam U Sakuma		Meyung John C.
nana Anastacio	Home Maker	Private
Francisca Blaires	Principal Investigator	Ministry of Health
MARTHA TECHITONG		BFA
een Ngirangsil	Assistant Committee Ht	SEN. HEALTH & EDUCATION
arla Melelm	Clerk	Vice President's office
Wasseh Temol	Human Resources	Comm. + Trade
Jehina ARURANG	Desk	Food Service
eronica Kazuo	Food Service Manager	MOE
Teodoro Rengulbai	Chief, Personal Management	MOE
Infon Saalablai	Chief, Curr. Plan/Suprov.	MOE

<u>NAME</u>	<u>Position/Title</u>	<u>Ministry/Agency</u>
Leh OTTO	Director, Bureau of Public Health	Ministry of Health
Ina Ikerlang	Administrative Specialist	Ministry of Comm & Cult. Affairs
Berta Louch	Bureau, Women's Interest	"
ICK NGWAL	Health Services Administrator	MINISTRY OF HEALTH
TER ADELBAI	SENATE TOURISM DEV. COMTE STAFF	OEK SENATE
oe jalap	MOE Community outreach officer	MOE
nkim Marimur	Officer Division of Immigration	MOJ
ms Imetengel	Coordinator, Spec. Ed	MOE
ra Rengual	Specd Early Childhood/Classroom Teacher	MOE
abek Watanabe	Special Ed./Early Childhood Program	MOE
becca Kosluba	Victim of Crimes Test Program	MOH
Sho Blair	U. principal	PHS
Justina Rehulor	Balan National Museum, Director	
lorenccio C. Gibbons	Div. of Cultural Affairs, staff	HISTORICAL
lebbie Ikel- Ikel	Chief, Div. Instruction & Implementation	MOE
Nasae Kentao	Family Parent Involvement Sr. Manager	Head Start
Jun Mary Telin	Early Childhood Sr. Manager	Head Start
EBILS TEBEZAK	EDUCATION SPECIALIST, PALAUA	MOE

EFA Summary Sheet

1. The 1990 World EFA Conference

- The Jomtien Declaration
- The Jomtien Framework

In March, 1990, the World Conference on Education for All: Meeting Basic Learning Needs took place in Jomtien, Thailand. Participants from 155 countries and representatives of 160 governmental and non-governmental agencies discussed universal basic education.

The participants adopted a World Declaration on Education for All, reaffirming the notion of education as a fundamental human right and urging nations to intensively address the basic learning needs of all. They also approved a Framework for Action to Meet Basic Learning Needs that spelled out targets and strategies for reaching this goal by the year 2000.

2. Assessment of EFA Decade

- Increase in primary school enrollment
- Expansion of early childhood care and education programs
- Higher priority given to quality
- Increase in functional adult literacy
- Improvement in educational management information systems
- Increase in national budgets for basic education
- Effective use of existing resources
- Increase in international assistance to basic education
- Increase in the number of legislative measures, campaigns, projects, and reforms in basic education
- More innovative initiatives in basic education
- More partnership between the private sector and civil society

3. The 2000 World EFA Conference

- The Dakar Declaration
- The Dakar Framework

On April 26-28, 2000, the World Education Forum was held in Dakar, Senegal. More than 1,100 participants from 164 countries attended the forum.

Common vision: A world in which everyone, child and adult alike, would command the basic literacy and numeracy skills needed to function as a citizen, worker, family member, and fulfilled individual in the emerging global society.

The participants reaffirmed the World Declaration on Education for All and adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments.

4. The Dakar Framework calls for

- The National EFA Forum to be established by 2001
- The National EFA Plan to be developed by 2001

5. The National EFA Forum

a. What is it ?

- A broad-based national partnership that brings together government and civil society
- A group that represents democratically all sectors of the society
- A consultative and coordination body that plans, analyzes, and monitor EFA progress

b. Main functions of the National EFA Forum

- Advocacy: promote EFA and make the case for quality basic education
- Resource mobilization: mobilize resources and sources of support for EFA
- Monitoring: Monitor EFA situation and focus on learning achievement
- Generation and sharing of EFA-related information: undertake studies and analyses of EFA-related activities and share information about EFA

c. Size, organization, and work of the National EFA Forum

- Up to 20 active, regular members representative of diverse groups within the society
- Should have chairperson, deputy chair, secretariat, & official spokesperson (optional)
- Will develop the National EFA Plan
- Will receive assistance from a Pacific regional EFA

6. The National EFA Plan will

- be developed by government leadership in direct and systematic consultation with national civil society;
- attract coordinated support of all development partners;
- specify reforms addressing the six EFA goals;
- establish a sustainable financial framework;
- be time-bound and action-oriented;
- include mid-term performance indicators;
- achieve a synergy of all human development efforts, through its inclusion within the national development planning framework and process.

7. The National EFA Plan will address the following six EFA goals in national priority order:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensuring that by 2015, all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

- Eliminating gender disparities in primary and secondary education by 2005, and achieving general equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
 - 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.
8. The EFA Forum will prioritize the EFA goals and develop possible solutions in the EFA Action Plan.
 9. Assistance will be provided by appropriate UN Agencies and international donors who have already made commitment to support credible EFA Action Plans.
 10. Contact person: Emery Wenty
Phone: 488-2952
Fax: 488-8465
E-mail: ewenty@mac.com

EFA Members Listing April 25, 2001

Member	Address	Phone	Fax	Email
Emery Wenty	Ministry of Education	488-2952	488-	Box 189 Koror PW 96940 ewenty@mac.com
Dilmei Olkeriil		488-3350	488-3846	councilofchief@palaunet.com
Aileen Ngirangesil				
Lovelynn Shiro Ann Mary Tellei	PCAA/HeadStart	488-2469	488-7169	Box 8000 Republic of Palau 96940 Lovey@pcaa.org
Dr. Caleb Otto				
Edwel Ongtung				
Elizabeth Watanabe				
Ermang Ngwal	Parental Assistance Program	488-1793	488-1169	Patric@palaunet.com
FL Debbie Remengesau	P.O. Box 100, Koror, Palau	488-2541		Pres@palaunet.com
Florencio C. Gibbons	Division of Cultural Affairs	488-2489	488-2657	Box 100 Koror Palau 96940 histpres@palaunet.com
Irene Francisco	Palau High School	488-6632 (Home)	488-5774 (School)	Box 1345
Laura S. Mangham	Palau Community College	488-2471	488-2447	lauram@belau.org
Maria Rehuher				
Miriam R. Chin	Palau Red Cross	488-5780/5781	488-4540	P.O. Box 1746 96940 FAX palredcross@palaunet.com
Omot J. Rengil				
Patrick Tellei				tellei@belau.org
Rebecca Koshiba				
Salvador Tellames				
Sinton Soalablai	Ministry of Education	488-2570	488-2830	Box 7080 Koror, PW 96940 SSoalablai@mac.com
Wayne Andrew	Ministry of Education	488-3346	488-6819	P.O. Box 1432 Koror PW 96940 westtobi83@hotmail.com

UNESCO - EFA ... Public Meeting, Raw Notes
April 12, 2001... Palau High School Study Hall ... 3:00 pm

Introduction

Greetings by Emery Wenty

Chief of staff not here, will

Emery: Thank you all for this opportunity to talk about educational issues. This is a UNESCO program

There was an invitation letter to you after looking at the govt org chart, community dignitaries and general public.

Our agenda is simple.

Review of Agenda

went over the agenda, thanked everyone for attending

EFA Briefing (EFA Summary Sheet)

This project was started by UNESCO in 1990. Palau was recently invited to join. We attended a workshop on how to start. I talked to President on Monday to get his needed approval for the project.

There is a lady ____ in Samoa who informed us that UNESCO will fund worthwhile projects on a cost sharing

Any projects must be in line with Education Plan and with EDP.

In 1996 there was a meeting in Taiwan? where it was agreed that education is now a fundamental right. That is how the term EFA came to be.

Palau is in the Asia-Pacific Region. See no. 2 for assessment. We can see some of this happening in Palau eg BFSCA, STW, Parental Network. But we also know that there are deficiencies Which is probably easier for outsiders to see

We tried to get representation from many sectors in palau society.

The National EFA Plan will be submitted to UNESCO which will fund based on feasibility and effectiveness.

G7 has agreed to fund.

Director of Pacific Region stationed in Samoa will be coming in ____ to meet with forum, president, ministry and would like to review the plan then.

The plan needed should strengthen education and make available education for all.

Look at no. 6

The plan will address six goals already decided by the world forum at the meetings in jomtien and senegal.

Looking for ways for nations to fund their own forum.
time period of 10 years
evaluation mechanisms
aligned with national and other plans

We will probably have other things we want to do but UNESCO wants us to address these six in addition.

We noted that children must be considered from inception until school age

We note that education is geared towards youth

They expect all countries to address these six goals

Let me say that Palau is ahead of in terms of equality and access. Some of this point to other countries but I think we may find that even in Palau it applies.

If it passes UNESCO, they will try to find sources of funds to help us implement.

I am contact person for now and considered EFA coordinator. However, the forum will be tasked with the actual decisions.

One of my role is to ask help from you to do this plan, submit to UNESCO, and get it implemented so we can move forward.

Some of you may wonder what role ... more heads are better than one

Since MOE is taking the initiative, we are committed. Therefore a forum plan will be fully supported by the MOE.

To purposes of this meeting:

1. announce this project
2. establish an EFA forum, nominees from the group or from outside we will contact them

Any questions?

Hermana Umetero: Is there any set timeline when we should submit so we know

A: Director UNESCO comes in May and would like to see draft. She is the one who receives the plans. This is a

short time but I hope we can establish the forum now and start working on it. Basically they want the plan completed this year, it is not rigid exactly when but that lady is coming end of may. other countries are working on the plan. This is a good opportunity for other groups to insert specific programs such as adult ed, early childhood ed, or programs for people in your offices.

Evans: May we should list all the groups, categories, organizations, then identify people from there

A: Yes, that is a good idea. However, we should not just appoint it has to be voluntary. UNESCO will review how the forum is formed. We discussed appointments but it's clear that it should be voluntary. The forum should be transparent. Some of us could come in as representative of several groups. If people are willing to become members

Debbie: If we volunteer ourselves, we do not have the agencies commitment

A: That's a good idea

Dr Otto: I volunteer to represent health and _____

Hermana: I volunteer too

E: let me say that we education should be responsible for the administrative so members would not be busy

Roberta: Is this different from the national UNESCO commission?

E: It is technically under that

Irene: I volunteer

E: There are guidelines to who can be in the forum. They recommend people working in human and work areas

? I volunteer

Dilmei volunteers to represent House of Chiefs

E: This forum should be open to the public so people should be able to attend and voice their opinions. We need people from headstart, special ed

Annemary Teliu volunteers from headstart

Bureau of Human Resources volunteer, to be named later

Hermana - there should be

First Lady and Bilung volunteers

Evans: are there terms?

E: If the plan is 10 years, forum members by be there for 10 years.

Evans recommends sabeth to represent early childhood and special education

Speaker volunteers to represent Emmaus & Bethania PTA

Sisca want to volunteer but it seems there are too many women men seem not too

Irene: second sisca because males should be involved in early childhood

Florencio volunteers

Nick: I want to nominate Mr. Emil Ramarui who was an educator and represents retirees

E: Is that nomination ok? We will approach him

General consensus

E: PCC should address related goals

Willy: we will consult and name a member

Wayne Andrew volunteers representing teachers and minorities

Tina rechucher: I haven't heard anyone from youth congress or youth organizations

E: some from education should

Hermana U: we want sinton

Sinton volunteers

Ted: I nominate a representative of the principals association

Consensus to approach them

E: there are 17 now

Irene Ngirngesil: Volunteers to represent Senate Health & Education

Nomination of Rebecca Koshiba for PHS PTA and child abuse

Karen: need to have a representative of the governors association

E: we don't have to "officially" represent the members of the sector. We need to know about the sector

Tina R: would like to nominate belau tourism association and chamber of commerce

E: can we ask Mary Ann or someone from PVA

Ted: We can have the forum meet and decide on additional members

E: that's a good idea. let's let the forum decide if I or PVA will get the last slot.

E: let's set a time for the first meeting. At that meeting the officers will be selected. Should we meet in the middle of next week, after tuesday (HR will select their member). Any suggestions for a time and date. I'm thinking of wednesday

Suggestion: Wednesday 3:30

Approved

Will meet at the Teacher Training Center

During the meeting, will organize, I'll brief you on the work, provide detail information

E: I want to thank you all for attending the meeting and those volunteers. I know it's going to be difficult but after everything we can be proud that we have accomplished something for the betterment of palau.

Palau EFA Forum Minutes (DRAFT)
FIRST MEETING 2001 Apr 18 Wed

Agenda

1. Opening Remarks
2. Organization of EFA Forum
3. Review of EFA Documents
4. Work to be done
5. Scheduling of next meeting
6. Closing Remarks

Meeting Info

Convened 3:30 pm at Teacher Training Center, Adjourned 5:40 pm

Conducted by Emery Wenty

Present: Patrick Tellei, Laura Mangham, Wayne Andrew, Ilene Ngirangesil, Dilmei Olkeriil, Emery Wenty, Risong Tarkong, Florencio Gibbons, Maria Rehuher, Salvador Tellames, Omoto Rengiil, Sinton Soalablai, Mirriara Chin, Rebecca Koshib, Dr. Caleb Otto

Minutes taken by Edwel

Meeting Results

1. Clarification of coordinator, national UNESCO, and EFA
 - a. There is a national organization chaired by Masa-Aki Emesiochl with Dwight Alexander as coordinator and several individuals as members.
 - b. The EFA Forum is a "sector" organization (relationship to national?)
 - c. Coordinator's job is to be the liaison between the local organizations (eg., EFA Forum, National Organization) and the UNESCO.
2. Forum organized:
 - chair - Emery Wenty
 - deputy chair - Dilmei Olkeriil
 - secretariat - Ministry of Education with Ilene Ngirangesil and Edwel Ongrung
 - official spokesperson - Emery Wenty
 - note - Edwel became a member in place of former educator Hermana Umetaro
3. Review of the EFA Documents
 - a. Forum members should have the following materials:
 - i. Preparation of National Plans of Action - country guidelines
 - ii. The Dakar Framework for Action (excerpted copies)
 - iii. World Education Forum (excerpted copies)
 - iv. EFA Summary Sheet handout
 - v. Preparation of National Plans of Acts handout
 - b. Members reviewed and discussed these documents as a group
4. Work to be done, prior to regional director's visit on May 25, 2001
 - a. Emery will draft chapters 1 and 2 of the plan for members review
 - b. There are six UNESCO specified goals that the plan should cover
 - c. Concerns were raised about whether we can "expand" the UNESCO specified goals to cover other need areas. Lot of discussion with the following being some of the points, not in any order:
 - UNESCO specified goals seem restrictive
 - Palau should develop it's own goals and not just follow others

- Goals are broad enough to cover concerns not explicitly stated
- Statements elsewhere in EFA documents indicate some flexibility

5. What to do immediately. There was discussion about whether to prioritize now, prioritize at the next meeting, etc., and end result that a meeting was scheduled for 02 Apr 25 Wednesday at which members should have reviewed materials and information individually and be ready to prioritize the six goals. Some points brought during this discussion were:
 - a. should do research now, then discuss the goals at the next meeting before prioritizing, perhaps assigning small groups to research each goal
 - b. EFA documents recommend prioritizing first
 - c. individual members expertise and available information should be enough to begin prioritizing. Priorities can be revised as discussions progress.

Palau EFA Forum Minutes (DRAFT)
SECOND MEETING 2001 Apr 25 Wed

Agenda

- | | |
|--------------------------------|---|
| 1. Opening Remarks | 4. Scheduling of Meeting with UNESCO Director |
| 2. Prioritization of EFA Goals | 5. Scheduling of Next Meeting |
| 3. Organization of Work | 6. Closing Remarks |

Meeting Info

Convened 3:45 pm at Teacher Training Center, Adjourned 5:15 pm

Conducted by Emery, chair

Present: Dilmei (deputy), Laura, Sinton, Edwel, Cio, Irene, Emery, Lovelyn, Ermang, Miriam, Wayne, Risong, Edwel

Minutes taken by Edwel

Meeting Results

1. Lovelyn Shiro replaces Ann Mary Teliu as member
2. Prioritization of EFA goals
 - a. prioritization by average of members ranking for each goal
 - b. members discussed reasons for their choices
 - c. see lists below for priority rankings
3. Organization of Work
 - a. members organized into small groups to work on each goal
 - b. some discussion on goal groupings
 - c. Format 2 (from the handouts) was selected for use in preparing plans
 - d. see lists below for member groupings
4. Meeting Schedules
 - a. May 24-25 Edna Tate, regional director and another person will visit, meet with EFA Forum members May 24 3pm TTC. We want to present the draft plan to her then.
 - b. May 11, 3:00 pm TTC, third EFA Forum meeting to review draft plans, deputy (Dilmei) will chair because Emery is gone from May 10-18
 - i. Emery will prepare chapters 1 & 2 of the plan
 - ii. Members, in their assigned groups, will prepare plans for each goal using format 2
 - iii. Drafts should be submitted, preferably electronically, to secretariat by May 9
 - iv. Compiled drafts prepared by May 10th
 - c. May 21, 3:00 pm TTC, fourth EFA Forum to "finalize" the draft in preparation for handing over to Edna Tate
 - d. group meeting schedules are: Sinton's group - May 3, 3pm TTC ; Miriam's group - May 1, 3 pm TTC ; Cio's group - May 1, 3 pm, MOE conference room.
5. Membership list
 - a. Membership is almost fully realized with 19 of 20 members having been in meetings
 - b. see lists below for members and contact info

GOAL RANKINGS AND MEMBER GROUPINGS

Goal I. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Group: Miriam (chr), Irene, Wayne, ermang, Lovelynn, Dr. Otto, Sabeth

Priority Rank (Column headings are member initials, eg., SS is Sinton Soalablai)

SS	LM	DO	EN	MC	LS	IF	WA	FG	OEK1	OEK2	PT	Avg
2	3	2	2	1	2	1	2	6	3	1	3	2.3

Goal II. ensuring that by 2015 all children have access to free and compulsory primary education of good quality

Group: Rebecca (chr), Aileen -assigned in absentia

Priority Rank (Column headings are member initials, eg., SS is Sinton Soalablai)

SS	LM	DO	EN	MC	LS	IF	WA	FG	OEK1	OEK2	PT	Avg
4	6	3	3	4	1	4	3	3	5	5	5	3.8

Goal III. the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmed

Group: Florencio (chr), First Lady, Salvador, Maria

Priority Rank (Column headings are member initials, eg., SS is Sinton Soalablai)

SS	LM	DO	EN	MC	LS	IF	WA	FG	OEK1	OEK2	PT	Avg
3	2	1	5	3	4	3	4	2	2	3	2	2.8

Goal IV. achieving a fifty percent improvement in levels of adult literacy by 2015

Group: Laura (chr), Patrick

Priority Rank (Column headings are member initials, eg., SS is Sinton Soalablai)

SS	LM	DO	EN	MC	LS	IF	WA	FG	OEK1	OEK2	PT	Avg
5	5	5	4	5	6	6	5	5	4	4	6	5.0

Goal V. eliminating gender disparities in basic education by 2005

Group: Sinton (chr), Lovelynn, Ermang, Omoto, Dilmei *will work on goals 5 and 6

Priority Rank (Column headings are member initials, eg., SS is Sinton Soalablai)

SS	LM	DO	EN	MC	LS	IF	WA	FG	OEK1	OEK2	PT	Avg
6	4	6	6	6	5	5	6	4	6	6	4	5.3

Goal VI. improving all aspects of the quality and excellence of education with measurable learning outcomes

Priority Rank (Column headings are member initials, eg., SS is Sinton Soalablai)

SS	LM	DO	EN	MC	LS	IF	WA	FG	OEK1	OEK2	PT	Avg
1	1	4	1	2	3	2	1	1	1	2	1	1.7

Member List and Contact Info collected 4/25/01

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Secretariat Information

Secretariat is the Ministry of Education with Aileen Ngirangesil (OEK Senate) and Edwel Ongrung (MOE).

Electronic submissions can be made to EFAsec@palauMOE.net
Snail Delivery to Ministry of Education attn: EFA Secretariat

Palau EFA Forum Minutes (DRAFT)
THIRD MEETING 2001 May 11 Fri

Agenda: Review Draft Plans

Meeting Info

Convened 3:44 pm TTC, adjourned 5:45 pm

Conducted by Dilmei, Deputy Chair

Present: Miriam, Wayne, Irene, Laura, Sinton, Anemary, Eunice, Florencio, Masae

Recorder: Edwel

Meeting Results

1. Anne Mary Teliu replaces Lovelynn Shiro. Eunice Akiwo replaces Salvador Tellames
2. Goals submitted and reviewed: #2, #3, #5
3. General discussions covered
 - a. overlap in what the groups are doing within each goal
 - b. need to work with one set of statistics (each group now developing their own)
 - c. need to agree on terms on definitions
 - d. need to share information between groups
4. Discussions on specific issues within each goal ensued. Group members took notes in preparation for continued work on their assigned goal.
5. Submit all drafts and term definitions by Thursday, May 17th