## Education System

The education system in Marshall Islands is comprised of the following four levels:

- Pre-school for children in the age group 3-5. This is through a network of Head Start Program centers and a few public and private kindergarten programs. There are 49 Head Start Centers and 16 schools with Kindergarten programs, 3 public and 13 private.
- Compulsory Primary Education for ages 6-14 through public and private schools. Number of Elementary / Primary Schools is 100, 75 public and 25 private.
- Secondary education covers the ages of 15-18 through public and private schools. There are 4 public high schools and 13 private high schools.
- Post Secondary education and training are conducted primarily through the College of Marshall Islands (CMI) and USP-CMI Joint Education Program.

Most of the private schools are affiliated with different churches. The detailed account of schools by area and management including the number of teachers, students by male and female, teacherstudent ratios, for the past several years is presented in relevant tables under this chapter.

## Status of the Pre-School, Elementary, Secondary Education and Post- Secondary Education

## I. Pre-School Education

## 1. Head Start Program

This comprehensive early childhood development program has been in operation since in 1976 (except in 1993-94, when it was discontinued for a year due to financial constraints) in the Marshall Islands with financial assistance from the US Federal Government. During fiscal year $2002-03$, total for the program expenditure was $\$ 3,131,136$. The overall goal and objective of the Head Start is to increase the social competence of young children particularly those from low income families. The students enrolled under this program are entitled to benefits of a comprehensive health insurance scheme, regular medical examinations, free refreshment, lunch while in school and school bus service to school. The Head Start Centers are spread all over the country and one feature of this program is that its coverage in outer islands is better than in the urban areas of Majuro and Ebeye. All concerned have recognized the positive impact of the Program through early childhood intervention. In order to make the best possible utilization of the existing facilities sufficient for enrolment for about 1,200 children, the administration made a decision to first admit all five-year old children, followed by four year olds and lastly three year olds. Out of 1,260 pre-school children, enrolled in the year 2002-03, the number of 5 year, 4 year and 3 - year old children was thus 889 , 324 and 47 respectively. The total coverage of children in the program was only 29.3 percent in these age groups.

The government has fixed a target of a 5 percent annual increase in enrollments under Head Start. However, there was only an increase of 1.5 percent in the enrolments for the school year 2002-03.

## 2. Kindergarten Programs

Three public elementary schools Longar (Arno), Ebeye and Ollet (Maloelap) enroll 3-5 year old children for preschool education. There are thirteen private schools with similar programs and all are located in the urban areas of Majuro and Kwajalein/Ebeye.

The total number of kindergarten students was 115 and 342 in both public and private schools during 2002-03. The total number of pre-school children, both under Head Start and Kindergarten in the school year 2002-03, was 1,717 . The overall coverage for pre-school education was 39.9
percent of the eligible population. This coverage could be enhanced considerably if all existing public and private elementary schools could add classes for kindergartens and an expansion of the Head Start Program.

## II. Elementary/ Primary Education

Elementary education is compulsory and there are nominal registration fees in schools run by the government. The private schools charge a tuition fee. Where available, books are made available to all students free of charge by the government. There were 8,166 students comprised of 4,317 boys and 3,849 girls in 75 public schools. The number of students in private schools was 2,806 , consisting of 1,360 boys and 1,446 girls. Girls out numbered boys in private schools but overall, the total number of boys is much higher than girls in primary schools. The enrolment in all public and private schools in 2002-03 in grade one was 1,504 students against an estimated number of over 2,000 children eligible for admission. This estimate is based on the crude birth rate of 41.8 per thousand of population (1999 Census). On that assumption, approximately 2,200 births are taking place every year. It is feared that a large number of children are not admitted into the schools or there is some problem with the education statistics. There are fluctuations in the yearly series of enrollments of students by grade in recorded statistics and that is surely an indication that there are some mistakes in enumeration for school enrollments even if the database from education ministry is comparatively better than most other ministries and agencies. Plausible reasons for low enrollment could also be due to emigration and the declining fertility rate. But when all these factors are taken into account, it appears that a large number of parents are not sending their children to schools. The problem of dropouts leaving school even without completing elementary education, is a matter of deep concern. The dropout rate was 23 percent for males and 18 percent for the females in 2003 from grade 1 to grade 8 . It may be noted that the dropout rates have remained consistently higher among males than females.

## III. Secondary Education

Secondary education is also free in schools run by the government. The total number of male and female students in all the four public high schools in 2002-03 was 720 and 725 , respectively. The number of male and female students in 13 private schools was 827 and 880, respectively. Private schools play a significant role in the provision of Secondary School Education. The number of female students is higher than male students for both private and public schools. The gross enrollment ratio is improving a bit, yet it was still as low as 51.9 in the year 2002-03. The problem is aggravated due to continuing high dropout rates at this level of education. The percentage of students in Grade 9, who did not complete the Grade 12, was $42.4 \%$ in year 200203. The dropout of female students was $43.3 \%$ while it was $38.7 \%$ for male students in 2002-03, thus a reversal of the trend in dropout rates from the primary level to secondary level. This is perhaps due to the practice of early marriage and teen-age pregnancies, forcing female students to abandon their studies.

## Standard of Education

There is national system of examinations at the school level and students are usually promoted to the next grade at the end of the school year. The Pacific Islands Literacy levels (PILL) test which has been conducted every year except in the years 2000 and 2001, by the South Pacific Board for Educational Assessment (SPBEA) after 4 years of formal schooling indicates that though there is significant improvement in knowledge of the students in English and Marshallese but in Numeracy, the level is still declining. Overall, Marshall Islands is among lowest rankings for education in the pacific region.

In 2002, the percentage of students considered 'At Risk' from the PILL tests had increased from $51 \%$ in 1994 to $73 \%$ in 2002. The performance of students of the private schools, however, has been much better. The percentage of students in private schools 'At Risk’ in Numeracy was 50\% as compared to $80 \%$ students of public schools. Female students performed better than males in all three subjects. Under an Asian Development Bank funded a basic education project, where national evaluation tests were developed and field-tested and it was recommended to carry out these standardized achievement tests for the $4^{\text {th }}, 6^{\text {th }}$ and $8^{\text {th }}$ grades from the year 2000. The Ministry of Education is still in the process of making a final decision on the implementation of these standardized national tests.

## Teacher student Ratios

## Elementary Schools

This ratio provides an indication concerning the potential quality of education. The lower number of students per teacher means more focused attention by the teacher. Twenty students per teacher per class/grade could be considered very good. There were less than 20 students per teacher both in public and private elementary schools in Marshall Islands. But in this country, because of isolated and thinly populated islands/islets all schools have multi-grade classes (8 grades in Elementary Schools), the number of students in a majority of schools varies from 5-50. The number of teachers in such schools varies from 1-5. To teach one grade only at one time is not possible. In such schools, students of 3-4 grades are combined in one class and a teacher has to resort to multi-grade teaching. To teach students of different levels is not only difficult but it also takes a great deal of time and places demands on quality teaching. In such an environment, the potential for students to become careless increases and can aggravate school dropout statistics. The problem, therefore, needs some type of solution.

Elementary schools on Majuro face the problem of inadequate number of class- rooms. To tide over this problem, some of the schools have two shifts but then the each shift is of only four and a half hours long as compared to six hours for schools in single shifts.

## Secondary Schools

Since, the number of secondary schools is limited and they are serving larger areas, the numbers of students at the individual secondary schools is relatively high. These schools did not face a problem of inadequate number of teachers as far as numerical strength of teachers was concerned. The student teacher ratio both in public and private high schools was quite satisfactory as it worked out to 17 and 15 students for the public and private schools respectively. The number of teachers in both in public and private schools has been on increase in recent years. The problem of qualified teachers, particularly in mathematics, science and language continues to remain serious in these schools.

## Qualified Teachers

In general teachers are not very well qualified. Nearly half of the teachers have a high school diploma as their highest education qualification. Very few teachers have a teaching certificate/diploma. Moreover, there is an acute shortage of teachers to teach English, Mathematics and Science. The shortage of such teachers has been alleviated to some degree by employing foreign teachers in the last two years.

## Inadequate Class Room Capacity

The acute shortage of class- room space in the public high schools has been a problem for many years. In view of this, admissions to Secondary schools are restricted to around only 500 students. An entrance exam is administered every year for admission to the $9^{\text {th }}$ Grade and only first 500 or
so students, in order of merit, are admitted to the public secondary schools. Last year, out of 1,327 students who sought admission to the $9^{\text {th }}$ Grade, only the first 545 were declared eligible. The importance of the private secondary schools can thus be seen in this situation.

## University of South Pacific

Established in 1968, the University of the South Pacific (USP) is a regional university with 12 member countries across the Pacific region. USP has three campuses (Suva, Fiji; Port Vila, Vanuatu; and Apia, Samoa) and 14 USP Centers in the Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Nuie, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. Each Campus and Center house satellite dishes, technology and infrastructure needed to deliver distance education programming to disparate populations over a large geographical area.

The Government of the Republic of the Marshall Islands became a full member of the University in 1990. The USP Marshall Islands Center was established in 1993. The Minister in Assistance sits on the University Council (Board of Regents). The Center Director reports directly to the Vice-Chancellor through the Director of Distance and Flexible Learning based in Fiji, who manages and supports University Centers in the region. The Center Advisory Committee, currently chaired by the Minister in Assistance, comprises members of the education and general community

## Service Area and levels of Service

The USP Center in Marshall Islands provides degree, diploma (AS degrees), vocational certificates and post-graduate programs through both distance education (DEL) and on site (face-to- face) courses to all eligible students throughout the Marshall Islands. Since January 2000, Majuro students have had access to face-to-face instruction from lecturers and instructors via live video through USPNET, the communications network of the University.

## In 2004, 150 students were enrolled at the USP Center in the following levels and programs:

Continuing Education Certificate Programs:
Early Childhood Education (24), Disabilities Studies (1) Community Workers Certificate (5)

## Vocational Certificate Programs:

Law (7), Library and Information Studies (4)

## Foundation Certificates

Science (3) Social Science (3)
Degree Level Certificate Programs:
Management Studies (12),
Youth in Development (1)
Computing Studies (1)
Geographical Information Systems (7)

## Degree Level Diploma Programs:

Early Childhood Education (20), Management and Public Administration (12), Educational Administration (1),
Accounting (4)
Diploma in Geographical Information Systems (1) Diploma in Library Information Studies (3)

## Baccalaureate Programs:

LL.B (Law) (8), BD Early Childhood Education (12),

B.ED Primary (4)
B.ED Secondary (2)

BA Education (1)
BA Economics (1)
BA Sociology (1)
BA History Politics (1)
BA Population Studies and Demography (1)
BA Accounting (1)
BA Business Studies (1)

## Postgraduate Programs:

Post Graduate Diploma in Legal Drafting (2)
M.ED (8)

MASTER OF LAWS (1)

## Graduates

In 2004, graduates are expected from the following USP programs:
Certificate in Early Childhood Education (10), Certificate in Management (3), Certificate in Law (3), Certificate in Library and Information Studies (2), Certificate in Geographical Information Systems (3), Diploma in Early Childhood Education (4), Diploma in Management (2), BA Geography Education (1), BA Management and Public Administration (2) and LLB (1).

## RMI-USP Joint Education Program

The RMI-USP Joint Education Program was established at the request of the RMI government in 1996 to prepare indigenous Marshallese students for the vigorous demands of tertiary education. As a partnership in education between the Republic of the Marshall Islands and the University of the South Pacific (USP), the two-year program prepares Marshallese students for entry to tertiary (degree, diploma and certificate) studies at any university. Admission is granted into Preliminary studies to those students who have passed grade 11 with a 2.0 GPA. The USP Preliminary Program (equivalent to grade 12) provides the academic preparation for entry into the second year of the program, which comprises nine of USP Foundation courses. Students can opt for either the Science or the Social Science Streams. Students are required to take Mathematics and English and, commencing in 2005, students will be able to enroll in Information Systems and Computer Science at the Preliminary and Foundation levels. Students enrolled at RMI-USP receive the support and full involvement of a professional campus staff. The two-year program is intensive and rigorous. Between 1996 and 2003, one hundred and four students have successfully completed the Foundation Program.

To date fourteen have graduated with Diplomas or BA degrees and two students have completed Masters Degrees. Forty-four RMI-USP graduates are currently enrolled in degree-level academic programs.

## College of Marshall Islands

The College of the Marshall Islands, popularly known as CMI, is an autonomous institution offering two years associate degree courses in various programs. Historically, this college came into being officially when the Board of Regents of the Community College of Micronesia (CCM) issued its charter on 10 October 1989, designating it as the College of Micronesia-Majuro.

Two years later, in January 1991, it was given its present name and was accredited by the Accrediting Commission for Community and Junior Colleges. In April 1993, the college became an independent entity with its own Board of Regents and was chartered to serve as the postsecondary institution for RMI. In 1996, a branch of the college was established at Guegeegue Island on Kwajalein Atoll, replacing an earlier extension center. Due to renovation and rebuilding, academic programs at the Kwajalein campus have been suspended and students from the Guegeegue campus are continuing their studies at the main campus at Majuro.

## Courses of Studies

Prior to academic year 2002-03, there were 9 programs leading to Associate Degree of Arts/Science. These programs were: Nursing, Computer Science, Business Management, Management, Office Administration, Elementary Education, Engineering (Architecture), Accounts and Liberal arts. But due to a reorganization of programs and restructuring courses, three independent courses of Computer Science, Accounting and Business Management have been integrated into one called Business and Computer Science Associate Degree. Five Associate Degree programs, Office Administration, Management, Accounting, Computer Science and Engineering were discontinued from 2002-03. Thus the college now provides instructions in four programs, Liberal Arts, Business and Computer Science, Elementary Education, and Nursing. In addition to these accredited regular courses, CMI provides community education courses and services that respond to local needs for lifelong learning. It offers Adult and Continuing Education, which includes preparation for the General Education Development (GED) Diploma or the RMI Adult High School (AHS) Diploma. For working individuals and for those wishing to improve and enrich themselves as part of a lifelong process, community continuing education courses are arranged in the evenings and on Saturdays. CMI also runs technical training programs specifically designed to qualify students for employment in areas of critical need to the country. These programs lead to certificates in Business Studies, Accounting, Computer Science and Counseling. The students are prepared for entry-level positions in the area of business, or for those already working, their skills are upgraded.

Many of CMI's students enter the College as developmental level students, some going on to eventually achieving an Associate's degree. Most students who enter as credit level students do obtain their Associate's degree within two to four years of their initial matriculation.

## C.A.R.E. Program

Community After-school Recreation and Education (C.A.R.E.) Program is a US federally funded program and has been operating since 2001 in all the 8 public elementary schools on Majuro, serving about 3,500 students.

A consortium of 29 partners composed of traditional leaders, national and local government agencies, community based organizations, businesses, non-government organizations, CMI, faithbased organizations, healthcare providers, volunteer educators and parents provide additional resources and help in various ways for the success of this community based program. The program is run in the afternoons from 3-5 PM after-school hours and on weekends and during school vacations. Through various activities, this program aims at reducing the incidence of juvenile crime, alcoholism, smoking, substance abuse, sexual promiscuity, frustration, and suicides among youth. It is also aimed at improving the education level of the students by providing extra coaching to academically weak students. Volleyball and basketball courts have been made available in all the 8 elementary schools for the program. Additionally, the libraries of the schools are being strengthened and hands-on-training with computers is arranged. The participation and involvement of teachers, parents and community has been encouraging. All
participating students are provided with snacks on weekdays. Education in Marshallese culture, national heritage, traditional outrigger canoe building, handicrafts, kitchen-gardening, nutrition, social service, sanitation, health and life skills are a part of the activities under this program.

The following amount was received from the US Department of Education during the last three years for this program:

$$
\begin{aligned}
& 1^{\text {st }} \text { Year: } \$ 914,706 \\
& 2^{\text {nd }} \text { Year: } \$ 897,253 \\
& 3^{\text {rd }} \text { Year: } \$ 897,253
\end{aligned}
$$

The number of students who have benefited during the year 2002-03 was 3,534. The program should be reviewed for its success and in case it is found to be useful and cost-effective, ways and means may be found to expand it to other schools in other areas of the country.

## Services of the Foreign Volunteers

World Teach, which is based at Harvard University, Boston, has been providing the services of 27 student teachers in public schools at various locations in the RMI. The level of English for students of the schools where these volunteers worked has shown a significant improvement. Similarly, since 1998, the Japan Cooperation Volunteers have been very helpful particularly in teaching Mathematics and Science in various public and private schools. In addition, there has been a program with Dartmouth University, which has supplied an additional eight student teachers a year for the last three years. An Australian Volunteer has been designing and developing a proper statistical database in the Ministry of Education.

## National Training Council

This Council was established in 1991 under the industries development act PL-140. It is an independent government organization and comes under the ministry of education. The Council has been vested with the responsibility to provide vocational training and other training programs, to coordinate other training programs and to expand human resources development in the Republic of the Marshall Islands. The alien workers fee fund collected by the division of taxation and revenue, Ministry of Finance, is the only funding source of the Council. The budget of the Council is both indefinite and insufficient. The NTC is not properly staffed to accomplish the assigned tasks.

## Main Highlights

## Primary Schools

- There are 75 public schools and 25 private schools in the RMI.
- The number of teachers increased from 500 in 1990-91 to 646 in 1995-96 to 703 in 200203. The increase in teachers on outer islands has been significant from 234 in 1990-91 to 293 in 1995-96 to 369 in 2002-03.
- In 2002-03, the number of students both in public and private schools registered a decrease.
- Arno atoll has the largest number of public schools at 10. But Majuro had a distinction of having 11 private schools.
- The students considered 'At Risk' has decreased in all the three subject areas English, Marshallese and Numeracy from 72 \%, 66 \% and 75 \% respectively in 1999 to 57 \%, 49 \% and 73 \% respectively in 2003. The at risk levels, particularly in Numeracy, are still very high.
- Female students were better placed than male in all three tests at the $4^{\text {th }}$ grade. The 'At risk' levels in case of males were $61.2 \%, 51.8 \%$ and $73.8 \%$ in case of English, Marshallese and Numeracy, respectively, the corresponding percentage in case of females was comparatively less at 53.0, 45.1 and 72.6 \%.
- The students from private schools faired much better than the students at the public schools. The 'At Risk' was 34 \%, 44 \% and 50 \% in English, Marshallese and Numeracy respectively for students of private schools, whereas these percentages were as high as 64, 74 and 80 respectively in case of students of the public schools.
- The enrollment of students continued to decline in all grades in 2002-03.


## High Schools

- The newly opened Laura Public High School started functioning from 2002-03, increasing the number of public high schools from 3 to 4.The number of private high schools remained the same 13.
- The number of teachers in both public and private high schools has increased from 66 and 95 respectively in 2000-01 to 95 and 115 respectively in 2002-03.
- The teacher student ratio was 14.8 in case of private schools but it was 16.6 in public schools.
- Number of students both in public and private schools was on the increase.
- There was not much difference in enrollment figures of males and females; the number of females however, was marginally more than boys.
- Out of 1,327 students who appeared for the high schools admission test in 2003, only 545, 264 males and 281 females could qualify.


## Head Start/Kindergarten

- The enrolment of children has increased a little from 1,200 in 2000-01 to 1,212 in 200102, 1,241 in 2001-02 and 1,260 in 2002-03; an increase of 5 percent in three years.
- This program has a better coverage of children in rural areas than in urban. 20.4\%, $32.2 \%$ and $38.1 \%$ of children aged 3-5 were enrolled under this program in Majuro, Ebeye and outer islands, respectively during 2002-03.
- Only three public elementary schools, Longer in Arno, Ollet in Maloelap and Ebeye have kindergarten programs. Four Kindergarten programs in Ebeye and 9 in Majuro were functioning in the private schools. The total number of children in kindergarten was 457.
- The overall coverage of children in age group 3-5 (pre-school) was 39.9 \%.


## Drop-outs from Schools

## Elementary Education

- Over $20 \%$ children leave the elementary schools before reaching the $8^{\text {th }}$ grade. The dropout rate is higher amongst boys than girls.
- There is a slight improvement in the dropouts in the recent years.


## High School Education

- The problem is more acute at this level of education, even if there has been some improvement lately. Overall, 38.8 \% of students dropout from school before completing the $12^{\text {th }}$ grade. This percentage was $38.7 \%$ in the case of male students and $43.0 \%$ for female students.
- Due to shortage of space in schools, admission to $9^{\text {th }}$ grade is limited to available about 500 seats. In 2003, out of 1,327 students who took the High School Admission Test, only the first 545 were declared eligible for admission into the $9^{\text {th }}$ grade, meaning $58.9 \%$ were refused admission. Remaining students, whose parents can afford education in private schools, can enroll in private schools.
- If we take into consideration the problem of dropouts and refusal for admission due to inadequate classroom space, only $20 \%$ to $24 \%$ of the students enrolled in grade 1 were in a position to complete high school level education.


## High School Entrance Test

- All the students from Likiep, Woja(A), Coop, St. Thomas, Mejatto, Enejellar, St. Paul, Woja SDA and Jabnoden Elementary schools qualified whereas not a single student from 23 elementary schools could qualify. The performance of private schools was relatively better.


## RMI-USP Joint Education Program

## Preliminary and Foundation Courses

- The number of students has increased from 49 in 2001 to 70 in 2002. These courses were designed for preparing the students for admission into foreign universities.
- The pass percentage has steadily increased from $51 \%$ in 1996 to $83 \%$ in 2002.
- $85 \%$ of female students were successful in these courses in 2002 compared to $81 \%$ male students during the same period.


## College of the Marshall Islands

- The number of associate degree programs has been reduced from 9 to 5 .
- The overall graduation rate for students entering the credit level at CMI exceeds $50 \%$.


## Scholarships

- Under the RMI Scholarship Program, those who want to pursue post secondary school studies could apply for scholarships financed out of Compact funds and RMI general funds.
- From 1988-99, 1,614 persons were awarded scholarships costing \$6,818,266 but only 245 completed their programs.
- During 2000-01, 175 persons received scholarships, 45 for studies in CMI and 130 for pursuing programs in other countries. The total amount spent was $\$ 727,000$. On this basis, average cost per scholarship is \$4,154.
- During 2002-03, the number of scholarship holders was 137, out of which the number of females was 77. Only 14received scholarships for pursuing studies in CMI and 113 scholarships were for studies in other countries.


## Expenditure on Education

- Total expenditure on education during 2002-03 was approximately 19.45 million dollars or in other words 18.38 \% of GDP of the RMI. In terms of per capita public expenditure on education, it was 328.4 US Dollars.
- By type of education, the highest expenditure, $42 \%$ was on primary education followed by post secondary $25 \%$, pre-school $21 \%$ and secondary $12 \%$.
- The expenditure on education as percent of GDP in RMI is the highest amongst all developing countries in the pacific.

Table 4.1 No. of Preschool/Kindergarten Schools by Management in Atolls: 2002-03

| Atoll | Public Schools |  |  | Total | Private Schools |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Name of School | No. of Students |  |  | No. of Students |  | Total |
|  |  | Boys | Girls |  | Boys | Girls |  |
| Arno | Longar | 4 | 3 | 7 |  |  |  |
| Kwajalein | Ebeye | 71 | 32 | 103 |  |  |  |
|  | Calvary, Ebeye |  |  |  | 6 | 10 | 16 |
|  | Jebro Kabua |  |  |  | 11 | 11 | 22 |
|  | SDA, Ebeye |  |  |  | 16 | 19 | 35 |
|  | Queen of Peace |  |  |  | 24 | 24 | 48 |
|  | Total | 75 | 35 | 110 | 57 | 64 | 121. |
| Majuro |  |  |  |  |  |  |  |
|  | Assumption |  |  |  | 20 | 23 | 43 |
|  | Calvary, Delap |  |  |  | 3 | 0 | 3 |
|  | SDA, Delap |  |  |  | 13 | 7 | 20 |
|  | SDA, Laura |  |  |  | 2 | 3 | 5 |
|  | Calvary, Laura |  |  |  | 1 | 1 | 2 |
|  | Laura, Christian |  |  |  | 0 | 0 | 0 |
|  | Academy |  |  |  | 3 | 2 | 5 |
|  | Majuro Coop |  |  |  | 30 | 23 | 53 |
|  | Majuro Baptist |  |  |  | 27 | 27 | 54 |
|  | Rita Christian |  |  |  | 17 | 19 | 36 |
|  | Total |  |  |  | 116 | 105 | 221 |
| Maloelap | Ollet | 1. | 4 | 5 |  |  |  |
| Grand Total |  | 76 | 39 | 115 | 173 | 169 | 342 |

[^0]Table 4.2 Number of Schools and Teachers by area under Head Start Program in RMI:
1994-95 to 2002-03

| Item | $1994-95$ | $1999-00$ | $2000-01$ | $2001-02$ | $2002-03$ |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Number of Schools: |  |  |  |  |  |
| Majuro | 5 | 6 | 6 | 6 | 6 |
| Kwajalein | 3 | 3 | 3 | 3 | 3 |
| Outer Islands | 32 | 36 | 38 | 38 | 40 |
| Total | 40 | 45 | 47 | 47 | 49 |
| Number of Teachers: |  |  |  |  |  |
| Male | $\ldots$ | $\ldots$ | 50 | 46 | 48 |
| Female | $\ldots$ | $\ldots$ | 76 | 71 | 75 |
| Total | $\mathbf{1 2 0 0}$ | $\mathbf{1 2 0 0}$ | $\mathbf{1 2 1 2}$ | $\mathbf{1 2 4 1}$ | $\mathbf{1 2 0 0}$ |
| No. of Students | $\ldots$ | $\ldots$ | 2.7 | 2.5 | 2.5 |
| Teacher: School Ratio | $\ldots$ | $\ldots$ | 9.6 | 10.6 | 9.8 |
| Students: Teacher Ratio |  |  |  | 117 | 123 |

... Figures not available
Source: Director Head Start Program RMI, Majuro

Figure 4.1 Number of Head Start Schools in RMI: 1994-2003


Figure 4.2 Number of Head Start Schools in Outer Islands: 1994-2003


Table 4.3 Number of Students by Sex and Area under Head Start Program in RMI: 1994-95 to 2002-03

| No. of | 1994-95 |  |  | 1999-2000 |  |  | 2000-01 |  |  | 2001-02 |  |  | 2002-03 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Students | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Majuro: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3Years | 13 | 9 | 22 | 11 | 18 | 29 | 2 | 3 | 5 | 5 | 4 | 9 | 3 | 4 | 7 |
| 4 Years | 67 | 22 | 129 | 54 | 57 | 111 | 38 | 63 | 101 | 39 | 47 | 86 | 38 | 43 | 81 |
| 5 Years | 95 | 74 | 169 | 89 | 109 | 198 | 155 | 121 | 276 | 169 | 147 | 316 | 163 | 132 | 295 |
| Total | 175 | 145 | 320 | 154 | 184 | 338 | 195 | 187 | 382 | 213 | 198 | 411 | 204 | 179 | 383 |
| Kwajalein: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 Years | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| 4 Years | 27 | 28 | 55 | 35 | 40 | 75 | 48 | 59 | 107 | 21 | 35 | 56 | 15 | 13 | 28 |
| 5 Years | 100 | 105 | 205 | 107 | 112 | 219 | 75 | 62 | 137 | 118 | 79 | 197 | 108 | 121 | 229 |
| Total | 127 | 133 | 260 | 142 | 152 | 294 | 123 | 121 | 244 | 139 | 115 | 254 | 123 | 134 | 257 |
| Outer Islands: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 Years | 40 | 25 | 65 | 31 | 19 | 50 | 21 | 26 | 47 | 32 | 25 | 57 | 21 | 19 | 40 |
| 4 Years | 110 | 105 | 215 | 96 | 83 | 179 | 99 | 119 | 218 | 108 | 146 | 254 | 118 | 97 | 215 |
| 5 Years | 155 | 106 | 261 | 182 | 159 | 341 | 191 | 130 | 321 | 145 | 120 | 265 | 200 | 165 | 365 |
| Total | 305 | 236 | 541 | 309 | 261 | 570 | 311 | 275 | 586 | 285 | 291 | 576 | 339 | 281 | 620 |
| Grand Total | 607 | 514 | 1,121 | 605 | 597 | 1,202 | 629 | 583 | 1,212 | 637 | 604 | 1,241 | 666 | 594 | 1,260 |

Source: Director Head Start Program RMI, Majuro

Figure 4.3 No. of student under HeadStart Program: 2003


Table 4.4 Coverage of students under Head Start by age and area: 2002-03

| Area | Age 3 |  |  | Age4 |  |  | Age5 |  |  | Age 3-5 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Total Pop | Enrolled | \% coverage | Total Pop | Enrolled | \% coverage | Total Pop | Enrolled | $\begin{gathered} \text { \% } \\ \text { coverage } \\ \hline \end{gathered}$ | Total Pop | Enrolled | \% coverage |
| Majuro | 650 | 7 | 1.1 | 621 | 76 | 12.2 | 609 | 295 | 48.4 | 1880 | 378 | 20.1 |
| Ebeye Outer | 272 | 0 | 0.0 | 290 | 28 | 9.7 | 236 | 203 | 86.0 | 798 | 231 | 28.9 |
| Is. | 523 | 35 | 6.7 | 571 | 191 | 33.5 | 530 | 365 | 68.9 | 1624 | 591 | 36.4 |
| Total | 1445 | 42 | 2.9 | 1482 | 295 | 19.9 | 1375 | 863 | 62.8 | 4302 | 1200 | 27.9 |

Note: The enrollment has been almost stagnant at 1,200 every year and we take the same population, the coverage rates will remain at almost same level.
Source. Head Start and Census 1999

Table 4.5 Expenditure Under Head Start Program in RMI: FY1999-FY2000 to FY2002-FY03

| FY Year | Salaries/ <br> Administration | Refreshment/ <br> Food |  <br> Related | All Rest | Total <br> Expenditure |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 2000 | $1,523,471$ | 307,200 | 5,000 | 759,932 | $2,595,603$ |
| 2001 | $1,609,562$ | 307,200 | 12,000 | $1,004,649$ | $2,933,411$ |
| 2002 | $1,786,407$ | 403,200 | 8,922 | 964,416 | $3,162,945$ |
| 2003 | $1,788,752$ | 357,840 | 15,000 | 969,544 | $3,131,136$ |

Source: Director, Head Start Program


Table 4.6 Number of Primary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Area | $1990-91$ |  | 1995-96 |  | $2000-01$ |  | 2002-03 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Majuro | 16 | 16.7 | 19 | 18.4 | 19 | 18.6 | 19 | 19.2 |
| Ebeye | 6 | 6.2 | 6 | 5.8 | 7 | 6.9 | 6 | 6.1 |
| All others | 74 | 77.1 | 78 | 75.8 | 76 | 75.5 | 74 | 74.7 |
| Total | $\mathbf{9 6}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 0 3}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 0 2}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{9 9}$ | $\mathbf{1 0 0 . 0}$ |

Source: Ministry of Education, RMI

Figure 4.5 Share of Primary Schools by Area: 1990-91


Figure 4.7 Share of Primary Schools by Area: 2000-01


Figure 4.6 Share of Primary Schools by Area: 1995-96


Figure 4.8 Share of Primary Schools by Area: 2002-03


Table 4.7 Public and Private Primary Schools, Teachers and Students in Different Atolls: 2002-03

| Atoll | Public |  |  |  |  | Private |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Schools | Teachers | Students |  |  | Schools | Teachers | Students |  |  |
|  |  |  | Boys | Girls | Total |  |  | Boys | Girls | Total |
| Ailinglaplap | 8 | 36 | 239 | 188 | 427 | 3 | 9 | 33 | 38 | 71 |
| Ailuk | 2 | 10 | 55 | 56 | 111 | 1 | 2 | 21 | 19 | 40 |
| Arno | 10 | 34 | 266 | 241 | 507 | 2 | 8 | 69 | 65 | 134 |
| Aur | 2 | 12 | 56 | 56 | 112 | 0 | 0 | 0 | 0 | 0 |
| Ebon | 3 | 16 | 109 | 92 | 201 | 0 | 0 | 0 | 0 | 0 |
| Enewetak | 1 | 9 | 83 | 75 | 158 | 0 | 0 | 0 | 0 | 0 |
| Jabat | 1 | 3 | 15 | 15 | 30 | 0 | 0 | 0 | 0 | 0 |
| Jaluit | 7 | 24 | 186 | 125 | 311 | 2 | 8 | 59 | 57 | 116 |
| Kili | 2 | 11 | 96 | 65 | 161 | 0 | 0 | 0 | 0 | 0 |
| Kwajalein | 4 | 58 | 618 | 520 | 1,138 | 5 | 52 | 523 | 559 | 1,082 |
| Lae | 1 | 6 | 60 | 46 | 106 | 0 | 0 | 0 | 0 | 0 |
| Lib | 1 | 4 | 21 | 26 | 47 | 0 | 0 | 0 | 0 | 0 |
| Likiep | 3 | 15 | 86 | 69 | 155 | 0 | 0 | 0 | 0 | 0 |
| Majuro | 8 | 148 | 1,622 | 1,534 | 3,156 | 11 | 86 | 622 | 675 | 1,297 |
| Maloelap | 5 | 23 | 109 | 103 | 212 | 0 | 0 | 0 | 0 | 0 |
| Mejit | 1 | 11 | 57 | 61 | 118 | 0 | 0 | 0 | 0 | 0 |
| Mili | 5 | 21 | 131 | 119 | 250 | 0 | 0 | 0 | 0 | 0 |
| Namdrik | 1 | 11 | 93 | 87 | 180 | 0 | 0 | 0 | 0 | 0 |
| Namu | 4 | 15 | 113 | 100 | 213 | 0 | 0 | 0 | 0 | 0 |
| Ronglap | 1 | 4 | 64 | 43 | 107 | 0 | 0 | 0 | 0 | 0 |
| Ujae | 1 | 5 | 64 | 69 | 133 | 0 | 0 | 0 | 0 | 0 |
| Utrik | 1 | 8 | 48 | 59 | 107 | 0 | 0 | 0 | 0 | 0 |
| Wotje | 2 | 12 | 109 | 83 | 192 | 1 | 4 | 33 | 33 | 66 |
| Wotho | 1 | 7 | 17 | 17 | 34 | 0 | 0 | 0 | 0 | 0 |
| Total | 75 | 503 | 4,317 | 3,849 | 8,166 | 25 | 169 | 1,360 | 1,446 | 2,806 |

Source: Ministry of Education

Table 4.8 Student-Teacher Ratio in Primary and Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Area | $1990-91$ |  | $1995-96$ |  | $2000-01$ |  | $2002-03$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Primary | Secondary | Primary | Secondary | Primary | Secondary | Primary | Secondary |
| Majuro | 25.7 | 13.3 | 19.8 | 17.6 | 18.2 | 16.4 | 19.0 | 14.4 |
| Ebeye | 18.7 | 18.2 | 25.3 | 13.4 | 16.0 | 18.5 | 20.2 | 16.6 |
| All Others | 20.0 | 10.9 | 19.7 | 13.7 | 16.9 | 21.2 | 12.2 | 15.3 |
| Total | $\mathbf{2 1 . 6}$ | $\mathbf{1 3 . 7}$ | $\mathbf{2 0 . 6}$ | $\mathbf{1 5 . 9}$ | $\mathbf{1 7 . 2}$ | $\mathbf{1 7 . 7}$ | $\mathbf{1 5 . 6}$ | $\mathbf{1 5 . 1}$ |

[^1]Table 4.9 Teacher-School and Teacher-Student Ratios in Primary Schools by Type of Management in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Year | Public Schools |  |  |  |  | Private Schools |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of Schools | No. of Teachers | No. of Students | Teacher- <br> School <br> Ratio | Student- <br> Teacher <br> Ratio | No. of Schools | No. of Teachers | No. of Students | Teacher- <br> School <br> Ratio | Student- <br> Teacher <br> Ratio |
| 1990-91 | 74 | 360 | 8260 | 4.86 | 22.94 | 20 | 150 | 2614 | 7.50 | 17.43 |
| 1995-96 | 76 | 457 | 9719 | 6.01 | 21.27 | 27 | 189 | 3581 | 7.00 | 18.95 |
| 2000-01 | 77 | 456 | 8384 | 5.92 | 18.39 | 25 | 205 | 3001 | 8.20 | 14.64 |
| 2002-03 | 75 | 537 | 8166 | 7.16 | 15.2 | 25 | 169 | 2806 | 6.76 | 16.60 |

Source: Ministry of Education

Table 4.10 Gross Enrollment Ratios for Primary and Secondary Schools: 2000-03

| Year | Primary Schools | Secondary Schools | Pry. And Secondary |
| :--- | :---: | :---: | :---: |
| $2000-01$ | 102.0 | 50.3 | 84.7 |
| $2001-02$ | 98.8 | 48.3 | 81.2 |
| $2002-03$ | 101.6 | 51.9 | 84.0 |

Calculations based on the population as per 1999 census.
Source: Ministry of Education/EPPSO

Figure 4.9 Gross Enrollment Ratios: 2000-2003


■ 2000-01 ■ 2001-02 ロ 2002-03

Table 4.11 No. of Students in Primary Schools in RMI by Area: 1990-91, 1995-96, 2000-01 and 2002-03.

| Area | $1990-91$ |  | $1995-96$ |  | $2000-01$ |  | $2002-03$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Majuro | 4,313 | 40 | 4,999 | 38 | 4,578 | 40 | 4,453 | 41 |
| Ebeye | 1,831 | 17 | 2,531 | 19 | 2,257 | 20 | 2,021 | 19 |
| All others | 4,671 | 43 | 5,770 | 43 | 4,550 | 40 | 4,483 | 41 |
| Total | $\mathbf{1 0 , 8 1 5}$ | $\mathbf{1 0 0}$ | $\mathbf{1 3 , 3 0 0}$ | $\mathbf{1 0 0}$ | $\mathbf{1 1 , 3 8 5}$ | $\mathbf{1 0 0}$ | $\mathbf{1 0 , 9 5 7}$ | $\mathbf{1 0 0}$ |

Source: Ministry of Education

Figure 4.10 Students Enrolled in Primary Schools By Area


Table 4.12 No. of Teachers in Primary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Area | $1990-91$ |  | $1995-96$ |  | $2000-01$ |  | $2002-03$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Majuro | 168 | 33.6 | 253 | 39.2 | 251 | 38.0 | 234 | 33.3 |
| Ebeye | 98 | 19.6 | 100 | 15.5 | 141 | 21.3 | 100 | 14.2 |
| All Others | 234 | 46.8 | 293 | 45.3 | 269 | 40.7 | 369 | 52.5 |
| Total | $\mathbf{5 0 0}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{6 4 6}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{6 6 1}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{7 0 3}$ | $\mathbf{1 0 0 . 0}$ |

Source: Ministry of Education

Figure 4.11 Teachers in Primary Schools By Area: 1990-91, 1995-96, 2000-01 and 2002-03



Table 4.13 RMI Pacific Islands Literacy Level (Grade 4) Percent Students 'At Risk': 1994-2002.

| Subject | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2002 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English | 74 | 70 | 72 | 65 | 69 | 72 | 57 |
| Marshallese | 72 | 61 | 63 | 68 | 76 | 66 | 49 |
| Numeracy | 51 | 54 | 52 | 53 | 66 | 75 | 73 |

* This Test could not be administered during 2000 and 2001

Source: Ministry of Education

Figure 4.12 Grade 4 Test: Students 'At Risk': 1994-2002


Table 4.14 RMI Pacific Islands Literacy Levels (Grade 4), Percent of Boys and Girls 'At Risk': 1994 and 2002

| Subject | 1994 |  | 2002 |  |
| :--- | :---: | :---: | :---: | :---: |
|  | Boys | Girls | Boys | Girls |
| English | 74.7 | 71.1 | 61.2 | 53.0 |
| Marshallese | 76.1 | 67.7 | 51.8 | 45.1 |
| Numeracy | 52.8 | 48.3 | 73.8 | 72.6 |

Source: Ministry of Education

Girls were better placed than the boys in all the three subjects they were tested at grade 4

Table 4.15 Public and Private Secondary Schools, Teachers and Students in Different Atolls: 2002-03

| Atoll | Public |  |  |  |  | Private |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Schools | Teachers | Students |  |  | Schools | Teachers | Students |  |  |
|  |  |  | Boys | Girls | Total |  |  | Boys | Girls | Total |
| Ailinglaplap | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 41 | 40 | 81 |
| Jaluit | 1 | 21 | 164 | 174 | 338 | 0 | 0 | 0 | 0 | 0 |
| Kwajalein | 0 | 0 | 0 | 0 | 0 | 5 | 43 | 330 | 385 | 715 |
| Majuro | 1 | 52 | 432 | 424 | 856 | 7 | 72 | 451 | 455 | 911 |
| Wotje | 1 | 14 | 124 | 127 | 251 | 0 | 0 | 0 | 0 | 0 |
| Total | 3 | 87 | 720 | 725 | 1,445 | 13 | 115 | 822 | 880 | 1,702 |

Source: Ministry of Education

Table 4.16 RMI Pacific Islands Literacy Levels (Grade 4) percent 'At Risk' in Public and Private Schools: 1994 and 2002

| Subject | 1994 |  | 2002 |  |
| :--- | :---: | :---: | :---: | :---: |
|  | Public Schools | Private Schools | Public Schools | Private Schools |
| English | 83 | 45 | 64 | 34 |
| Marshallese | 74 | 61 | 50 | 44 |
| Numeracy | 57 | 30 | 80 | 50 |

Source: Ministry of Education

Table 4.17 Number of Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Area | $1990-91$ |  |  |  | $1995-96$ |  | $2000-01$ |  | $2002-03$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. | Percent | No. | Percent | No. | Percent | No. | Percent |  |  |
| Majuro | 5 | 62.5 | 7 | 53.8 | 8 | 50.0 | 8 | 50.0 |  |  |
| Ebeye | 2 | 25.0 | 3 | 23.1 | 5 | 31.3 | 5 | 31.3 |  |  |
| All others | 1 | 12.5 | 3 | 23.1 | 3 | 18.7 | 3 | 18.7 |  |  |
| Total | $\mathbf{8}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 3}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 6}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 6}$ | $\mathbf{1 0 0 . 0}$ |  |  |

Source: Ministry of Education

Table 4.18 Teacher-School Ratios in Primary and Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Area | $1990-91$ |  | $1995-96$ |  | $2000-01$ |  | 2002-03 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Primary | Secondary | Primary | Secondary | Primary | Secondary | Primary | Secondary |
| Majuro | 10.5 | 22.2 | 12.3 | 13.0 | 13.2 | 10.9 | 12.3 | 15.0 |
| Ebeye | 16.3 | 9.5 | 16.7 | 12.7 | 20.1 | 6.6 | 16.7 | 8.6 |
| All Others | 3.2 | 17.0 | 3.8 | 7.7 | 3.5 | 10.0 | 5.0 | 13.0 |
| Total | $\mathbf{5 . 2}$ | $\mathbf{1 8 . 4}$ | $\mathbf{6 . 3}$ | $\mathbf{1 1 . 7}$ | $\mathbf{6 . 5}$ | $\mathbf{9 . 5}$ | $\mathbf{7 . 1}$ | $\mathbf{1 2 . 6}$ |

Ratio=No. of Teachers divided by No. of Schools
Source: Ministry of Education

Table 4.19 Teacher-School and Teacher-Student Ratios in Secondary Schools by Type of Management in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Year | Public Schools |  |  |  |  | Private Schools |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. of schools | No. of teachers | No. of students | Teacher- <br> School <br> Ratio | Student- <br> Teacher <br> Ratio | No. of schools | No. of teachers | No. of students | Teacher- <br> School <br> Ratio | Student- <br> Teacher <br> Ratio |
| 1990-91 | 2 | 63 | 867 | 31.5 | 13.8 | 6 | 84 | 1,143 | 14.0 | 13.6 |
| 1995-96 | 2 | 65 | 978 | 32.5 | 15.1 | 8 | 90 | 1,442 | 11.3 | 16.0 |
| 2000-01 | 3 | 66 | 1,380 | 22.0 | 20.9 | 13 | 95 | 1,473 | 7.3 | 15.5 |
| 2002-03 | 3 | 87 | 1,445 | 29.0 | 16.6 | 13 | 115 | 1,702 | 8.9 | 14.8 |

Source: Ministry of Education

Table 4.20 Students Appeared and Qualified for Admission into Secondary Schools and Number of Students who actually took admission by area in RMI: 1990-91, 1995-96, and 2000-03

| Year | No. Appeared for Test |  |  |  |  | No. Qualified for Admission |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Majuro | Ebeye | All others | Total | Majuro | Ebeye | All Others | Total |  |
| $1990-91$ | 468 | 141 | 494 | 1103 | 205 | 54 | 131 | 390 |  |
| $1995-96$ | 528 | 173 | 611 | 1312 | 181 | 74 | 171 | 427 |  |
| $2000-01$ | 556 | 224 | 598 | 1378 | 240 | 54 | 195 | 489 |  |
| $2001-02$ | 584 | 175 | 626 | 1385 | 207 | 32 | 201 | 440 |  |
| $2002-03$ | 554 | 164 | 609 | 1327 | 264 | 46 | 235 | 545 |  |

Source: High School Test Administered by the Ministry of Education

Table 4.21 Students Appeared and Qualified for Admission into Secondary Schools by Gender in RMI: 2000-03

| Year | Number Appeared |  | Total | No. Qualified |  | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female |  | Male | Female |  |
| $2000-01$ | 659 | 719 | 1378 | 250 | 239 | 489 |
| $2001-02$ | 674 | 711 | 1385 | 199 | 241 | 440 |
| $2002-03$ | 658 | 669 | 1327 | 264 | 281 | 545 |

Source: High School Entrance Test Administered by the Ministry of Education

Table 4.22 Performance in RMI High School Entrance Test by Schools: 2003

| Name of School | Avg WS | Rank | No. Tested | No. Qualified | Pass \% |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Likiep Elementary | 66.5 | 1 | 18 | 18 | 100.0 |
| Woja(A) Elementary | 65.3 | 1 | 19 | 19 | 100.0 |
| Coop | 61.6 | 1 | 19 | 19 | 100.0 |
| St. Thomas | 58.4 | 1 | 8 | 8 | 100.0 |
| Mejatto Elementary | 57.7 | 1 | 17 | 17 | 100.0 |
| Enejelaar Elementary | 57.0 | 1 | 1 | 1 | 100.0 |
| St. Paul | 56.0 | 1 | 7 | 7 | 100.0 |
| Woja SDA | 45.1 | 1 | 3 | 3 | 100.0 |
| Jabnoden | 41.6 | 1 | 1 | 1 | 100.0 |
| Assumption | 60.4 | 2 | 31 | 29 | 93.5 |
| Woja (Majuro) Elementary | 55.0 | 3 | 13 | 12 | 92.3 |
| Delap SDA | 57.3 | 4 | 24 | 21 | 87.5 |
| Ebeye SDA | 56.3 | 4 | 16 | 14 | 87.5 |
| Ailuk Elementary | 39.9 | 5 | 15 | 13 | 86.7 |
| Laura Elementary | 47.8 | 6 | 40 | 34 | 85.0 |
| Imiej Elementary | 42.3 | 7 | 10 | 8 | 80.0 |
| Jebal Elementary | 40.7 | 7 | 5 | 4 | 80.0 |
| Majkon Elementary | 41.1 | 8 | 9 | 7 | 77.8 |
| St. Joseph | 51.6 | 9 | 8 | 6 | 75.0 |
| Buoj Elementary | 38.7 | 9 | 4 | 3 | 75.0 |
| Utrik Elementary | 37.1 | 9 | 4 | 3 | 75.0 |
| Tobal Elementary | 36.2 | 9 | 4 | 3 | 75.0 |
| Enewetak Elementary | 49.9 | 10 | 14 | 9 | 64.3 |
| Queen of Peace | 44.3 | 11 | 20 | 12 | 60.0 |
| Ebon Elementary | 38.0 | 12 | 17 | 10 | 58.8 |
| Jabor Elementary | 38.6 | 13 | 21 | 11 | 52.4 |
| Mejit Elementary | 35.5 | 14 | 35 | 19 | 51.4 |
| Delap Calvary | 41.7 | 15 | 2 | 1 | 50.0 |
| Japo Elementary | 41.3 | 15 | 4 | 2 | 50.0 |
| Tarawa Elementary | 33.4 | 15 | 6 | 3 | 50.0 |
| Jabro Pvt. School | 39.5 | 16 | 11 | 5 | 45.5 |
| Namdrik Elementary | 37.0 | 17 | 38 | 17 | 44.7 |
| Ajeltake Elementary | 37.3 | 18 | 24 | 10 | 41.7 |
| Loen Elementary | 35.9 | 19 | 5 | 2 | 40.0 |
| Majuro Middle School | 38.9 | 20 | 301 | 115 | 38.2 |
| Wotje Elementary | 34.5 | 21 | 23 | 8 | 34.8 |
| Rita Christian | 42.7 | 22 | 9 | 3 | 33.3 |

Table Performance in RMI High School Entrance Test by Schools (continuation): 2003

| Name of School | Avg WS | Rank | No. Tested | No. Qualified | Pass \% |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Mejel Elementary | 32.2 | 22 | 3 | 1 | 33.3 |
| Airok (M) Elementary | 29.9 | 22 | 12 | 4 | 33.3 |
| Tokewa Elementary | 37.7 | 23 | 7 | 2 | 28.6 |
| Laura SDA | 35.8 | 23 | 7 | 4 | 28.6 |
| Kili Elementary | 32.5 | 23 | 14 | 4 | 28.6 |
| Kilange Elementary | 37.6 | 24 | 4 | 1 | 25.0 |
| Toka Elementary | 33.1 | 24 | 16 | 4 | 25.0 |
| Tutu Elementary | 32.3 | 24 | 4 | 1 | 25.0 |
| Wodmeej Elementary | 30.7 | 24 | 8 | 2 | 25.0 |
| Ine Elementary | 37.9 | 25 | 13 | 3 | 23.1 |
| Nallo Elementary | 30.3 | 26 | 5 | 1 | 20.0 |
| Enhancement School | 33.3 | 27 | 72 | 16 | 22.2 |
| Kaven Elementary | 27.8 | 28 | 17 | 3 | 17.6 |
| Ebeye Public | 29.4 | 29 | 80 | 12 | 15.0 |
| Mae Elementary | 30.2 | 30 | 8 | 1 | 12.5 |
| Aerok (A) Elementary | 31.7 | 31 | 17 | 2 | 11.8 |
| Ulien Elementary | 32.7 | 32 | 10 | 1 | 10.0 |
| Jaluit Elementary | 29.3 | 32 | 10 | 1 | 10.0 |
| Ebeye Calvary | 23.0 | 33 | 37 | 3 | 8.1 |
| Jeh Elementary | 30.3 | 34 | 17 | 1 | 5.9 |
| Lae Elementary | 23.6 | 35 | 26 | 1 | 3.8 |
| Enejet Elementary | 37.4 | 36 | 2 | 0 | 0.0 |
| Enewa Elementary | 30.1 | 36 | 3 | 0 | 0.0 |
| Lukoj Elementary | 29.8 | 36 | 2 | 0 | 0.0 |
| Mili Elementary | 29.5 | 36 | 17 | 0 | 0.0 |
| Jeh SDA | 29.5 | 36 | 2 | 0 | 0.0 |
| Namej Elementary | 28.2 | 36 | 4 | 0 | 0.0 |
| Jabat Elementary | 27.4 | 36 | 3 | 0 | 0.0 |
| Namu Elementary | 27.4 | 36 | 12 | 0 | 0.0 |
| Ollet Elementary | 27.1 | 36 | 2 | 0 | 0.0 |
| Imroj Elementary | 26.9 | 36 | 8 | 0 | 0.0 |
| Bikarej Elementary | 26.9 | 36 | 5 | 0 | 0.0 |
| Aur Elementary | 26.5 | 36 | 2 | 0 | 0.0 |
| Lib Elementary | 25.7 | 36 | 5 | 0 | 0.0 |
| Longar Elementary | 25.1 | 36 | 2 | 0 | 0.0 |
| Jang Elementary | 23.2 | 36 | 4 | 0 | 0.0 |
| Amo Elementary | 23.2 | 36 | 11 | 0 | 0.0 |
| Wotto Elementary | 22.7 | 36 | 6 | 0 | 0.0 |
| Melang Elementary | 22.1 | 36 | 1 | 0 | 0.0 |
| Ujae Elementary | 20.9 | 36 | 17 | 0 | 0.0 |
| Uliga Protestsant | 20.1 | 36 | 12 | 0 | 0.0 |
| Eniburr Elementary | 19.8 | 36 | 6 | 0 | 0.0 |
| Carlos Elementary | 16.6 | 36 | 4 | 0 | 0.0 |
| Ebadon Elementary | 15.2 | 36 | 4 | 0 | 0.0 |
| Total |  |  | 1327 | 545 | 41.1 |

[^2]Table 4.23 Total Enrollment in Primary and Secondary Schools by Grade and Sex in RMI: 1989-90 to 2002-03

| Year | Primary Schools |  |  |  |  |  |  |  |  | Secondary Schools |  |  |  |  | Grand Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | Total | 9th | 10th | 11th | 12th | Total |  |
| Both Sexes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989/90 | 1,863 | 1,585 | 1,541 | 1,449 | 1,329 | 1,265 | 1,166 | 1,145 | 11,343 | 711 | 516 | 417 | 322 | 1,966 | 13,309 |
| 1991/91 | 1,782 | 1,493 | 1,525 | 1,430 | 1,358 | 1,183 | 1,132 | 1,078 | 10,981 | 673 | 652 | 459 | 359 | 2,143 | 13,124 |
| 1991/92 | 2,515 | 1,436 | 1,623 | 1,469 | 1,461 | 1,356 | 1,175 | 1,213 | 12,248 | 813 | 584 | 443 | 375 | 2,215 | 14,463 |
| 1992/93 | 1,996 | 1,766 | 1,452 | 1,624 | 1,513 | 1,400 | 1,306 | 1,180 | 12,237 | 854 | 622 | 511 | 390 | 2,377 | 14,614 |
| 1993/94 | 2,129 | 1,725 | 1,665 | 1,463 | 1,585 | 1,376 | 1,351 | 1,272 | 12,566 | 865 | 646 | 548 | 423 | 2,482 | 15,048 |
| 1994/95 | 1,993 | 1,894 | 1,683 | 1,679 | 1,446 | 1,521 | 1,339 | 1,332 | 12,887 | 893 | 614 | 464 | 429 | 2,400 | 15,287 |
| 1995/96 | 1,657 | 1,580 | 1,661 | 1,716 | 1,522 | 1,520 | 1,233 | 1,328 | 12,217 | 879 | 709 | 507 | 415 | 2,510 | 14,727 |
| 1996/97 | 1,657 | 1,578 | 1,658 | 1,715 | 1,519 | 1,516 | 1,292 | 1,326 | 12,261 | 879 | 713 | 507 | 415 | 2,514 | 14,775 |
| 1997/98 | 1,599 | 1,349 | 1,474 | 1,625 | 1,657 | 1,534 | 1,444 | 1,380 | 12,062 | 901 | 645 | 580 | 436 | 2,562 | 14,624 |
| 1998/99 | 1,435 | 1,389 | 1,536 | 1,499 | 1,614 | 1,576 | 1,436 | 1,582 | 12,067 | 963 | 702 | 504 | 498 | 2,667 | 14,734 |
| 1999/00 | 1,394 | 1,339 | 1,396 | 1,420 | 1,477 | 1,530 | 1,474 | 1,353 | 11,383 | 908 | 699 | 572 | 407 | 2,586 | 13,969 |
| 2000-01 | 1,433 | 1,241 | 1,273 | 1,389 | 1,420 | 1,478 | 1,439 | 1,430 | 11,103 | 968 | 787 | 625 | 473 | 2,853 | 13,956 |
| 2001-02 | 1,591 | 1,390 | 1,361 | 1,371 | 1,517 | 1,527 | 1,488 | 1,556 | 11,801 | 1,015 | 832 | 626 | 511 | 2,984 | 14,785 |
| 2002-03 | 1,504 | 1,287 | 1,286 | 1,242 | 1,039 | 1,244 | 1,322 | 1,317 | 10,241 | 1,032 | 850 | 704 | 556 | 3,242 | 13,388 |
| Males |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989/90 | 972 | 839 | 778 | 726 | 688 | 700 | 556 | 553 | 5,812 | 346 | 269 | 212 | 154 | 981 | 6,793 |
| 1990/91 | 893 | 765 | 800 | 709 | 690 | 605 | 610 | 513 | 5,585 | 326 | 315 | 228 | 175 | 1,044 | 6,629 |
| 1991/92 | 1,324 | 744 | 874 | 789 | 748 | 693 | 590 | 632 | 6,394 | 399 | 268 | 222 | 191 | 1,080 | 7,474 |
| 1992/93 | 1,026 | 937 | 730 | 842 | 741 | 698 | 654 | 592 | 6,220 | 445 | 305 | 248 | 199 | 1,197 | 7,417 |
| 1993/94 | 1,106 | 875 | 860 | 751 | 794 | 700 | 708 | 620 | 6,414 | 443 | 314 | 259 | 208 | 1,224 | 7,638 |
| 1994/95 | 1,034 | 970 | 850 | 864 | 761 | 757 | 696 | 686 | 6,618 | 437 | 304 | 221 | 217 | 1,179 | 7,797 |
| 1995/96 | 851 | 846 | 836 | 869 | 769 | 778 | 610 | 633 | 6,192 | 452 | 338 | 242 | 227 | 1,259 | 7,451 |
| 1996/97 | 851 | 845 | 836 | 868 | 766 | 776 | 610 | 633 | 6,185 | 452 | 338 | 242 | 227 | 1,259 | 7,444 |
| 1997/98 | 851 | 606 | 782 | 822 | 861 | 799 | 759 | 689 | 6,169 | 462 | 309 | 280 | 200 | 1,251 | 7,420 |
| 1998/99 | 697 | 741 | 773 | 808 | 831 | 796 | 710 | 794 | 6,150 | 483 | 350 | 269 | 240 | 1,342 | 7,492 |
| 1999/00 | 732 | 697 | 757 | 730 | 778 | 779 | 742 | 663 | 5,878 | 434 | 339 | 294 | 214 | 1,281 | 7,159 |
| 2000-01 | 712 | 629 | 655 | 782 | 693 | 787 | 736 | 700 | 5,694 | 453 | 399 | 301 | 238 | 1,391 | 7,085 |
| 2001-02 | 835 | 727 | 720 | 721 | 873 | 762 | 792 | 774 | 6,204 | 506 | 413 | 303 | 265 | 1,487 | 7,691 |
| 2002-03 | 801 | 648 | 626 | 667 | 675 | 670 | 662 | 656 | 5,405 | 517 | 431 | 328 | 266 | 1,542 | 6,947 |
| Females |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1989/90 | 891 | 746 | 763 | 723 | 641 | 565 | 610 | 592 | 5,531 | 365 | 247 | 205 | 168 | 985 | 6,516 |
| 1990/91 | 889 | 728 | 725 | 721 | 668 | 578 | 522 | 565 | 5,396 | 347 | 337 | 231 | 184 | 1,099 | 6,495 |
| 1991/92 | 1,191 | 692 | 749 | 680 | 713 | 663 | 585 | 581 | 5,854 | 414 | 316 | 221 | 184 | 1,135 | 6,989 |
| 1992/93 | 970 | 829 | 722 | 782 | 772 | 702 | 652 | 588 | 6,017 | 409 | 317 | 263 | 191 | 1,180 | 7,197 |
| 1993/94 | 1,023 | 850 | 805 | 712 | 791 | 676 | 643 | 652 | 6,152 | 422 | 332 | 289 | 215 | 1,258 | 7,410 |
| 1994/95 | 959 | 924 | 833 | 815 | 685 | 764 | 643 | 646 | 6,269 | 456 | 310 | 243 | 212 | 1,221 | 7,490 |
| 1995/96 | 806 | 734 | 825 | 847 | 753 | 742 | 623 | 695 | 6,025 | 427 | 371 | 265 | 188 | 1,251 | 7,276 |
| 1996/97 | 806 | 733 | 822 | 847 | 753 | 740 | 682 | 693 | 6,076 | 427 | 375 | 265 | 188 | 1,255 | 7,331 |
| 1997/98 | 748 | 743 | 692 | 803 | 796 | 735 | 685 | 691 | 5,893 | 439 | 336 | 300 | 236 | 1,311 | 7,204 |
| 1998/99 | 738 | 648 | 763 | 691 | 783 | 780 | 726 | 788 | 5,917 | 480 | 352 | 235 | 258 | 1,325 | 7,242 |
| 1999/00 | 662 | 642 | 639 | 690 | 699 | 751 | 732 | 690 | 5,505 | 474 | 360 | 278 | 193 | 1,305 | 6,810 |
| 2000-01 | 721 | 612 | 655 | 782 | 698 | 787 | 736 | 700 | 5,691 | 515 | 388 | 324 | 235 | 1,462 | 7,153 |
| 2001-02 | 756 | 663 | 641 | 650 | 644 | 765 | 696 | 782 | 5,597 | 509 | 419 | 322 | 246 | 1,496 | 7,093 |
| 2002-03 | 703 | 639 | 660 | 575 | 591 | 574 | 660 | 661 | 5,063 | 515 | 419 | 376 | 290 | 1,600 | 6,663 |

[^3]Table 4.24 No. of Students in Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03.

| Area | $1990-91$ |  | $1995-96$ |  | $2000-01$ |  | $2002-03$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Majuro | 1479 | 73.6 | 1598 | 66.0 | 1609 | 56.4 | 1795 | 56.4 |
| Ebeye | 346 | 17.2 | 508 | 21.0 | 609 | 21.3 | 715 | 23.4 |
| All others | 185 | 9.2 | 314 | 13.0 | 635 | 22.3 | 617 | 20.2 |
| Total | $\mathbf{2 , 0 1 0}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{2 , 4 2 0}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{2 , 8 5 3}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{3 , 1 4 7}$ | $\mathbf{1 0 0 . 0}$ |

Source: Ministry of Education


Table 4.25 Number of Teachers in Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 and 2002-03

| Area | $1990-91$ |  | $1995-96$ |  | $2000-01$ |  | $2002-03$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Majuro | 111 | 75.5 | 91 | 59.9 | 98 | 60.9 | 120 | 59.4 |
| Ebeye | 19 | 12.9 | 38 | 25.0 | 33 | 20.5 | 43 | 21.3 |
| All Others | 17 | 4.8 | 23 | 15.1 | 30 | 18.6 | 39 | 19.3 |
| Total | $\mathbf{1 4 7}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 5 2}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 6 1}$ | $\mathbf{1 0 0 . 0}$ | $\mathbf{2 0 2}$ | $\mathbf{1 0 0 . 0}$ |

Source: Ministry of Education


Table 4.26 Admission Capacity in Public High Schools in RMI: 2000-01 to 2003-04

| School | $2000-01$ | $2001-02$ | $20002-03$ | $2003-04$ |
| :--- | :---: | :---: | :---: | :---: |
| M.I High School, Majuro | 302 | 318 | 266 | 295 |
| Jaluit High School | 75 | 75 | 79 | 89 |
| Northern Island High School, Wotje | 93 | 93 | 95 | 102 |
| Laura high School ${ }^{*}$, Majuro |  |  |  | 60 |
| Total | $\mathbf{4 7 0}$ | $\mathbf{4 8 6}$ | $\mathbf{4 4 0}$ | $\mathbf{5 4 6}$ |

* Started from 2003-04

No tuition fee. Books are free. Only registration fee of\$20 annually.
Admissions are limited by the seating capacity and availability of teachers.
Source: Ministry of Education

> No tuition fee. Books are free. Only an annual registration fee of $\$ 20$.
> Admissions are limited by the seating capacity and availability of teachers.

Table 4.27 Drop-out Rates Grade 1 to Grade 8 in Elementary Education In RMI: 1990 and 1995-96

| School Year | Started <br> in Grade 1 | School Year | Reached <br> Grade 8 | Drop-Out <br> Rate (\%) |
| :--- | :---: | :---: | :---: | :---: |
| Both Sexes |  |  |  |  |
| 1990 |  |  |  |  |
| 1995 | 1,963 | 1,997 | 1,326 | 28.8 |
| 1996 | 1,657 | 2,002 | 1,556 | 21.9 |
| Males |  | 2,003 | 1,317 | 20.5 |
| 1990 | 972 |  |  |  |
| 1995 | 1,034 | 1,997 | 633 | 34.9 |
| 1996 | 851 | 2,002 | 774 | 25.1 |
| Females |  | 2,003 | 656 | 22.9 |
| 1990 | 891 | 1,997 |  |  |
| 1995 | 959 | 2,002 | 693 | 22.2 |
| 1996 | 806 | 2,003 | 782 | 18.5 |

Source: Ministry of Education/EPPSO

The dropout rate of students at primary school level is higher amongst boys than girls. There is as low declining trend in dropout rates over years.

Table 4.28 Drop-Out Rates Grade 9 to Grade 12 in High Schools in RMI: 1990, 1998-99, and 2000

| School Year | Started <br> in Grade 9 | School Year | Reached <br> Grade 12 | Drop-Out <br> Rate (\%) |
| :--- | :---: | :---: | :---: | :---: |
| Both Sexes |  |  |  |  |
| 1990 | 711 | 1993 | 390 | 45.1 |
| 1998 | 901 | 2001 | 473 | 47.5 |
| 1999 | 963 | 2002 | 511 | 46.9 |
| 2000 | 930 | 2003 | 536 | 38.8 |
| Males |  |  |  |  |
| 1990 | 346 | 1993 | 199 | 42.5 |
| 1998 | 462 | 2001 | 238 | 48.5 |
| 1999 | 483 | 2002 | 265 | 45.1 |
| 2000 | 434 | 2003 | 266 | 38.7 |
| Females |  |  |  |  |
| 1990 | 365 | 1993 | 191 | 47.7 |
| 1998 | 439 | 2001 | 235 | 46.5 |
| 1999 | 480 | 2002 | 246 | 48.8 |
| 2000 | 474 | 2003 | 270 | 43.0 |

Source: Ministry of Education/EPPSO

Dropout rate in grade 9 to grade 12 has also registered a decline, but it is still a serous problem. Only $61.3 \%$ of boys and $57 \%$ of girls who started 9 th grade in 2000 could reach the 12th grade in 2003.

Table 4.29 Drop-out Rates in Schools Grade 1 to Grade 12 in RMI: 1990-92

| School year | Started in <br> Grade 1 | School Year <br> School Year | Reached <br> Grade 12 | Drop-Out <br> Rate (\%) |
| :--- | :---: | :---: | :---: | :---: |
| Both Sexes |  |  |  |  |
| 1990 | 1,863 |  |  |  |
| 1991 | 1,782 | 2,001 | 473 | 75 |
| 1992 | $2515^{*}$ | 2,002 | 511 | 71 |
| Males |  | 2,003 | 556 | 78 |
| 1990 | 972 | 2,001 |  |  |
| 1991 | 893 | 2,002 | 238 | 76 |
| 1992 | 1,324 | 2,003 | 265 | 70 |
| Females |  |  | 266 | 80 |
| 1990 | 891 | 2,001 |  |  |
| 1991 | 889 | 2,002 | 235 | 74 |
| 1992 | 1,191 | 2,003 | 246 | 72 |

* Appears to be wrong figure

Source: Ministry of Education/EPPSO

Though, the dropout rate from grade 1 to grade 12 is showing signs of decline, this rate is still very high, Only $20 \%$ of the girls started in grade 1 in 1992 could reach grade 12 in 2003.

Table 4.30 Number of Students Enrolled and Number Passed under the Preliminary and Foundation Courses in the RMI-USP Joint Education Programme, by Gender: 1996-2003

| Year | Students Enrolled |  |  | Student Passed |  |  |  | Pass Percentage |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |  |
| 1996 | 39 | 32 | 71 | 23 | 13 | 36 | 59 | 41 | 51 |  |
| 1997 | 47 | 31 | 78 | 29 | 19 | 48 | 62 | 61 | 62 |  |
| 1998 | 48 | 44 | 92 | 28 | 13 | 41 | 58 | 30 | 45 |  |
| 1999 | 28 | 26 | 54 | 15 | 14 | 29 | 54 | 54 | 54 |  |
| 2000 | 28 | 37 | 65 | 16 | 20 | 36 | 57 | 54 | 55 |  |
| 2001 | 19 | 30 | 49 | 15 | 22 | 37 | 79 | 73 | 76 |  |
| 2002 | 37 | 33 | 70 | 30 | 28 | 58 | 81 | 85 | 83 |  |
| 2003 | 34 | 38 | 72 | 30 | 28 | 58 | 88 | 74 | 81 |  |

Note: Academic Year is from January to November
Source: Centre For RMI-USP Joint Education Programme, Majuro

Figure 4.15 Result of Male Students for Preliminary and Foundation Courses: 1996-2003


Figure 4.16 Result of Female Students for Preliminary and Foundation Courses: 1996-2003


Table 4.31 Community After-School Recreation and Education (C.A.R.E.) Program in 8 Public Elementary Schools in Majuro: 2002-03

| Item | Elementary Schools Under the Programme:8 |  |  |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Laura Elem. | Woja <br> Elem. | Ajeltake Elem. | Rairok Elem. | Delap <br> Elem. | Uliga <br> Elem. | MI Middle School | Rita <br> Elem. |  |
| No. of Teachers: |  |  |  |  |  |  |  |  |  |
| College Students | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 11 |
| H. School Students | 2 | 2 | 1 | 5 | 1 | 1 | 0 | 2 | 14 |
| Parents | 4 | 8 | 3 | 4 | 6 | 8 | 7 | 7 | 47 |
| Other Community | 3 | 4 | 1 | 4 | 4 | 12 | 3 | 7 | 38 |
| World Teach | 1 | 1 | 0 | 0 | 1 | 1 | 2 | 1 | 7 |
| Youth Workers | 0 | 0 | 0 | 4 | 0 | 0 | 2 | 1 | 7 |
| Total | 13 | 18 | 13 | 23 | 17 | 41 | 38 | 30 | 193 |
| Persons Served: |  |  |  |  |  |  |  |  |  |
| Adults 19+ | 24 | 32 | 16 | 36 | 27 | 4 | 27 | 72 | 238 |
| Students in Host School | 298 | 137 | 198 | 485 | 482 | 392 | 595 | 535 | 3,122 |
| Students Served | 294 | 126 | 125 | 300 | 325 | 418 | 433 | 446 | 2,467 |
| Students Considered for: |  |  |  |  |  |  |  |  |  |
| Spl. Education | 14 | 9 | 3 | 21 | 10 | 4 | 2 | 14 | 77 |
| Limited English Proficiency | 213 | 122 | 119 | 251 | 301 | 235 | 178 | 279 | 1,698 |
| Free Snacks | 294 | 126 | 125 | 300 | 325 | 418 | 433 | 446 | 2,467 |

Source: Annual Report of C.A.R.E. Program 2002-03

Fig. 4.18 Students in host schools and students served under C.A.R.E: 2002-03


Elementary Public Schools in Majuro

Table 4.32 Community After-School Recreation and Education (C.A.R.E) Program in 8 Public

Elementary Schools in Majuro: 2003-04

| Item | Elementary Schools Under the Programme |  |  |  |  |  |  |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Laura Elem. | Woja <br> Elem. | Ajeltake Elem. | Rairok Elem. | Delap <br> Elem. | Uliga Elem. | MI Middle School | Rita <br> Elem. |  |
| No. of Teachers: |  |  |  |  |  |  |  |  |  |
| School-Day Teachers | 1 | 6 | 7 | 2 | 3 | 19 | 2 | 6 | 46 |
| College Students | 2 | 5 | 4 | 5 | 3 | 4 | 4 | 6 | 33 |
| C.A.R.E Staff | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 26 |
| Total | 6 | 14 | 14 | 10 | 9 | 26 | 10 | 16 | 105 |
| Persons Served: |  |  |  |  |  |  |  |  |  |
| Adults 19+ | 26 | 13 | 33 | 18 | 0 | 30 | 32 | 34 | 186 |
| Students in Host Schools | 298 | 137 | 198 | 485 | 482 | 392 | 595 | 535 | 3,122 |
| Students Served | 257 | 179 | 206 | 343 | 441 | 493 | 302 | 622 | 2,843 |
| Students Considered for: |  |  |  |  |  |  |  |  |  |
| Spl. Education | 5 | 12 | 13 | 28 | 10 | 9 | 12 | 3 | 92 |
| Limited English Proficiency | 257 | 179 | 161 | 258 | 302 | 327 | 302 | 478 | 2,264 |
| Free Snacks | 257 | 179 | 206 | 343 | 441 | 493 | 302 | 622 | 2,356 |

Source: C.A.R.E. Program

Table 4.33 Number Enrolled and Number Graduated in Various Associate Degree Courses by Gender from the College of the Marshall Islands: 2002-03

| Name of Course | Period of Study | Number Enrolled |  |  | Number Graduated |  |  | Pass Percentage |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Accounting | 95/96-2001/02 | 111 | 81 | 192 | 7 | 8 | 15 | 6.3 | 9.9 | 7.8 |
| Business Admin. | 2001/02-02/03 | 238 | 254 | 492 | 18 | 15 | 33 | 7.6 | 5.9 | 6.7 |
| Computer Sc. | 95/96-2001/02 | 263 | 222 | 485 | 30 | 10 | 40 | 11.4 | 4.5 | 8.2 |
| Engineering (Arch.) | 96/97-2002/03 | 128 | 0 | 128 | 19 | 0 | 19 | 14.8 | 0 | 14.8 |
| Education | 95/96-2002/03 | 445 | 371 | 816 | 89 | 42 | 131 | 20 | 11.3 | 16.1 |
| Liberal Arts | 95/96-2002/03 | 572 | 471 | 1043 | 49 | 46 | 95 | 8.6 | 14.6 | 9.1 |
| Management | 95/96-2001/02 | 70 | 40 | 110 | 11 | 3 | 14 | 15.7 | 7.5 | 12.7 |
| Nursing | 95/96-2002/03 | 321 | 454 | 775 | 25 | 46 | 71 | 7.8 | 10.1 | 9.2 |
| Office Admin. | 96/97-2001-02 | 0 | 33 | 33 | 0 | 8 | 8 | 0 | 24.2 | 24.2 |
| All Nine Courses | Up to 2002-03 | 2148 | 1926 | 4074 | 248 | 178 | 426 | 11.5 | 9.2 | 10.5 |

Source: The College of Marshall Islands


Table 4.34 Number Enrolled and Number Graduated in Architecture by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

| Year | Number Enrolled |  |  | Number Graduated |  |  | Pass Percentage |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female * | Total | Male | Female * | Total | Male | Female * | Total |
| $1995-96$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $1996-97$ | 17 | 0 | 17 | 2 | 0 | 2 | 11.8 | 0 | 11.8 |
| $1997-98$ | 25 | 0 | 25 | 2 | 0 | 2 | 8.0 | 0 | 8.0 |
| $1998-99$ | 28 | 0 | 28 | 1 | 0 | 1 | 3.6 | 0 | 3.6 |
| $1999-00$ | 27 | 0 | 27 | 4 | 0 | 4 | 14.8 | 0 | 14.8 |
| $2000-01$ | 23 | 0 | 23 | 2 | 0 | 2 | 8.7 | 0 | 8.7 |
| $2001-02$ | 4 | 0 | 4 | 4 | 0 | 4 | 100.0 | 0 | 100.0 |
| $2002-03$ | 4 | 0 | 4 | 4 | 0 | 4 | 100.0 | 0 | 100.0 |
| Total | $\mathbf{1 2 8}$ | $\mathbf{0}$ | $\mathbf{1 2 8}$ | $\mathbf{1 9}$ | $\mathbf{0}$ | $\mathbf{1 9}$ | $\mathbf{1 4 . 8}$ | $\mathbf{0}$ | $\mathbf{1 4 . 8}$ |

* There was no female enrollment for this course

Source: The College of Marshall Islands


Table 4.35 Number Enrolled and Number Graduated in Education by Year and Gender from the College of Marshall Islands: 1995-96 to 2002-03.

| Year | Number Enrolled | Number Graduated | Pass Percentage |
| :---: | :---: | :---: | :---: |


|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $1995-96$ | 39 | 31 | 70 | 9 | 1 | 10 | 23.1 | 3.2 | 14.3 |
| $1996-97$ | 34 | 29 | 63 | 10 | 5 | 15 | 29.4 | 17.2 | 23.8 |
| $1997-98$ | 32 | 27 | 59 | 9 | 3 | 12 | 28.1 | 11.1 | 20.3 |
| $1998-99$ | 54 | 37 | 91 | 3 | 1 | 4 | 5.6 | 2.7 | 4.4 |
| $1999-00$ | 63 | 46 | 109 | 12 | 7 | 19 | 19.0 | 15.2 | 17.4 |
| $2000-01$ | 71 | 65 | 136 | 6 | 4 | 10 | 8.5 | 6.2 | 7.4 |
| $2001-02$ | 84 | 72 | 156 | 10 | 3 | 13 | 11.9 | 4.2 | 8.3 |
| $2002-03$ | 68 | 64 | 132 | 19 | 11 | 30 | 27.9 | 17.2 | 22.7 |
| Total | $\mathbf{4 4 5}$ | $\mathbf{3 7 1}$ | $\mathbf{8 1 6}$ | $\mathbf{7 8}$ | $\mathbf{3 5}$ | $\mathbf{1 1 3}$ | $\mathbf{1 7 . 5}$ | $\mathbf{9 . 4}$ | $\mathbf{1 3 . 8}$ |

Source: The College of Marshall Islands


Figure 4.22 Female Students Enrolled and Graduated in Education: 1995-96 to 2002-03


Table 4.36 Number Enrolled and Number Graduated in Office Administration by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03

| Year | Number Enrolled | Number Graduated | Pass Percentage |
| :---: | :---: | :---: | :---: |


|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $1995-96$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| $1996-97$ | 0 | 9 | 9 | 0 | 1 | 1 | 0 | 11.1 | 11.1 |
| $1997-98$ | 0 | 13 | 13 | 0 | 3 | 3 | 0 | 23.1 | 23.1 |
| $1998-99$ | 0 | 10 | 10 | 0 | 3 | 3 | 0 | 30.0 | 30.0 |
| $1999-00$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| $2000-01$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 |
| $2001-02$ | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 100.0 | 100.0 |
| $2002-03$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | $\mathbf{0}$ | $\mathbf{3 3}$ | $\mathbf{3 3}$ | $\mathbf{0}$ | $\mathbf{8}$ | $\mathbf{8}$ | $\mathbf{0}$ | $\mathbf{2 4 . 2}$ | $\mathbf{2 4 . 2}$ |

Source: The College of Marshall Islands


Table 4.37 No. Enrolled and No. Graduated in Computer Science by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

| Year | Number Enrolled |  |  | Number Graduated |  |  | Pass Percentage |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| $1995-96$ | 20 | 14 | 34 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| $1996-97$ | 34 | 27 | 61 | 1 | 2 | 3 | 2.9 | 7.4 | 4.9 |
| $1997-98$ | 45 | 40 | 85 | 1 | 1 | 2 | 2.2 | 7.4 | 4.9 |
| $1998-99$ | 58 | 52 | 110 | 10 | 1 | 11 | 17.2 | 1.9 | 10.0 |
| $1999-00$ | 40 | 47 | 87 | 4 | 3 | 7 | 10.0 | 6.4 | 8.0 |
| $2000-01$ | 37 | 32 | 69 | 1 | 1 | 2 | 2.7 | 3.1 | 2.9 |
| $2001-02$ | 29 | 10 | 39 | 13 | 2 | 15 | 44.8 | 20.0 | 38.5 |
| $2002-03^{*}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Total | $\mathbf{2 6 3}$ | $\mathbf{2 2 2}$ | $\mathbf{4 8 5}$ | $\mathbf{3 0}$ | $\mathbf{1 0}$ | $\mathbf{4 0}$ | $\mathbf{1 1 . 4}$ | $\mathbf{4 . 5}$ | $\mathbf{8 . 2}$ |

* This course has been discontinued and now form a part of Business Administration and Management.

Source: The College of Marshall Islands



Table 4.38 Number Enrolled and Number Graduated in Business Management by Year and Gender from the College of the Marshall Islands: 2000-01 to 2002-03.

| Year | Number Enrolled |  |  | Number Graduated |  |  |  | Pass Percentage |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |  |
| $2000-01$ | 57 | 49 | 106 | 5 | 3 | 8 | 8.8 | 6.1 | 7.5 |  |
| $2001-02$ | 64 | 106 | 170 | 1 | 5 | 6 | 1.6 | 4.7 | 3.5 |  |
| $2002-03^{*}$ | 117 | 99 | 216 | 12 | 7 | 19 | 10.3 | 7.1 | 8.8 |  |
| Total | $\mathbf{2 3 8}$ | $\mathbf{2 5 4}$ | $\mathbf{4 9 2}$ | $\mathbf{1 8}$ | $\mathbf{1 5}$ | $\mathbf{3 3}$ | $\mathbf{7 . 6}$ | $\mathbf{5 . 9}$ | $\mathbf{6 . 7}$ |  |

Note: The Course started in 2000-01 and from the year 2002-03, it has been named as "Business Administration and Management." The courses for Accounting and Computing are also part of this course now.
Source: The College of Marshall Islands



Table 4.39 Number Enrolled and Number Graduated in Management by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

| Year | Number Enrolled |  |  | Number Graduated |  |  | Pass Percentage |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| $1995-96$ | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| $1996-97$ | 6 | 5 | 11 | 2 | 1 | 3 | 33.3 | 20.0 | 27.3 |
| $1997-98$ | 22 | 11 | 33 | 2 | 0 | 2 | 9.1 | 0.0 | 6.1 |
| $1998-99$ | 8 | 5 | 13 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| $1999-00$ | 13 | 11 | 24 | 4 | 1 | 5 | 30.8 | 9.1 | 20.8 |
| $2000-01$ | 9 | 5 | 14 | 2 | 1 | 3 | 22.2 | 20.0 | 21.4 |
| $2001-02$ | 12 | 3 | 15 | 1 | 0 | 1 | 8.3 | 0.0 | 6.7 |
| $2002-03^{*}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |
| Total | $\mathbf{7 0}$ | $\mathbf{4 0}$ | $\mathbf{1 1 0}$ | $\mathbf{1 1}$ | $\mathbf{3}$ | $\mathbf{1 4}$ | $\mathbf{1 5 . 7}$ | $\mathbf{7 . 5}$ | $\mathbf{1 2 . 7}$ |

* This course as such discontinued and now a part of Business Administration and Management.

Source: The College of Marshall Islands



Table 4.40 Number Enrolled and Number Graduated in Accounting by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

| Year | Number Enrolled |  |  | Number Graduated |  |  |  | Pass Percentage |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |  |
| $1995-96$ | 15 | 11 | 26 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |  |
| $1996-97$ | 24 | 14 | 38 | 4 | 1 | 5 | 16.7 | 7.1 | 13.2 |  |
| $1997-98$ | 29 | 17 | 46 | 0 | 1 | 1 | 0.0 | 5.9 | 2.2 |  |
| $1998-99$ | 17 | 11 | 28 | 3 | 1 | 4 | 17.6 | 9.1 | 14.3 |  |
| $1999-00$ | 14 | 15 | 29 | 0 | 2 | 2 | 0.0 | 14.3 | 6.9 |  |
| $2000-01$ | 7 | 9 | 16 | 0 | 2 | 2 | 0.0 | 22.2 | 12.5 |  |
| $2001-02$ | 5 | 4 | 9 | 0 | 1 | 1 | 0.0 | 25.0 | 11.1 |  |
| $2002-03^{*}$ | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 | 0.0 | 0.0 |  |
| Total | $\mathbf{1 1 1}$ | $\mathbf{8 1}$ | $\mathbf{1 9 2}$ | $\mathbf{7}$ | $\mathbf{8}$ | $\mathbf{1 5}$ | $\mathbf{6 . 3}$ | $\mathbf{9 . 9}$ | $\mathbf{7 . 8}$ |  |

* This course as such discontinued and now form a part of Business Administration and Management.

Source: The College of Marshall Islands


Figure 4.31 Female Students Enrolled and Graduated in Accounting: 1995-96 to 2002-03


Years

Table 4.41 Number Enrolled and Number Graduated in Nursing by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

| Year | Number Enrolled |  |  |  | Number Graduated |  |  | Pass Percentage |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |  |
| $1995-96$ | 38 | 55 | 93 | 4 | 7 | 11 | 10.5 | 12.7 | 11.8 |  |
| $1996-97$ | 28 | 47 | 75 | 2 | 8 | 10 | 7.1 | 17.0 | 13.3 |  |
| $1997-98$ | 32 | 52 | 84 | 3 | 6 | 9 | 9.4 | 11.5 | 10.7 |  |
| $1998-99$ | 47 | 57 | 104 | 3 | 6 | 9 | 6.4 | 10.5 | 8.7 |  |
| $1999-00$ | 36 | 42 | 78 | 5 | 7 | 12 | 13.9 | 16.7 | 15.4 |  |
| $2000-01$ | 34 | 56 | 90 | 3 | 5 | 8 | 8.8 | 8.9 | 8.9 |  |
| $2001-02$ | 49 | 83 | 132 | 3 | 4 | 7 | 6.1 | 4.8 | 5.3 |  |
| $2002-03$ | 57 | 62 | 119 | 2 | 3 | 5 | 3.5 | 4.8 | 4.2 |  |
| Total | $\mathbf{3 2 1}$ | $\mathbf{4 5 4}$ | $\mathbf{7 7 5}$ | $\mathbf{2 5}$ | $\mathbf{4 6}$ | $\mathbf{7 1}$ | $\mathbf{7 . 8}$ | $\mathbf{1 0 . 1}$ | $\mathbf{9 . 2}$ |  |

Source: The College of Marshall Islands


Table 4.42 Number Enrolled and Number Graduated in Liberal Arts by Year and Gender from the

College of the Marshall Islands: 1995-96 to 2002-03.

| Year | Number Enrolled |  |  | Number Graduated |  |  | Pass Percentage |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| $1995-96$ | 41 | 32 | 73 | 4 | 3 | 7 | 9.8 | 9.4 | 9.6 |
| $1996-97$ | 48 | 37 | 85 | 7 | 6 | 13 | 14.6 | 16.2 | 15.3 |
| $1997-98$ | 48 | 45 | 93 | 3 | 2 | 5 | 6.3 | 4.4 | 5.4 |
| $1998-99$ | 68 | 54 | 122 | 4 | 5 | 9 | 5.9 | 9.3 | 7.4 |
| $1999-00$ | 81 | 62 | 143 | 4 | 2 | 6 | 4.9 | 3.2 | 4.2 |
| $2000-01$ | 97 | 72 | 169 | 9 | 4 | 13 | 9.3 | 5.6 | 7.7 |
| $2001-02$ | 93 | 88 | 181 | 8 | 13 | 21 | 8.6 | 14.8 | 11.6 |
| $2002-03$ | 96 | 81 | 177 | 10 | 11 | 21 | 10.4 | 13.6 | 11.9 |
| Total | $\mathbf{5 7 2}$ | $\mathbf{4 7 1}$ | $\mathbf{1 , 0 4 3}$ | $\mathbf{4 9}$ | $\mathbf{4 6}$ | $\mathbf{9 5}$ | $\mathbf{8 . 6}$ | $\mathbf{1 4 . 6}$ | $\mathbf{9 . 1}$ |

Source: The College of Marshall Islands


Table 4.43 Scholarship Holders by Gender in RMI: 1995-96 to 2002-03

| Year | Male | Female | Total |
| :---: | :---: | :---: | :---: |
| $1995-96$ | 77 | 58 | 135 |
| $1996-97$ | 95 | 89 | 184 |
| $1997-98$ | 69 | 78 | 147 |
| $1998-99$ | 57 | 57 | 114 |
| $1999-00$ | 65 | 74 | 139 |
| $2000-01$ | 96 | 75 | 171 |
| $2001-02$ | 69 | 51 | 120 |
| $2002-03$ | 60 | 77 | 137 |

Source: National Scholarship Office, Ministry of Education


Table 4.43a Scholarship Holders By Year, Gender and Amount Given
in RMI: 1995-96 to 2002-03

| Year | Male | Female | Total |
| :---: | :---: | :---: | :---: |
| 1995-96 | 77 | 58 | 135 |
| 1996-97 | 95 | 89 | 184 |
| 1997-98 | 69 | 78 | 147 |
| 1998-99 | 57 | 57 | 114 |
| 1999-00 | 65 | 74 | 139 |
| 2000-01 | 96 | 75 | 171 |
| 2001-02 | 69 | 51 | 120 |
| 2002-03 | 58 | 60 | 118 |

Source: National Scholarship Office, Ministry of Education


Table 4.44 RMI Scholarship Program: 1988-1999

| Item | Data |
| :--- | :---: |
| Total Compact Funds | $\$ 6,818,266$ |
| Total RMI General Funds | $\$ 529,452$ |
| Grand Total of Funds | $\$ 7,344,718$ |
| No. of Scholarship Recipients | 1,614 |
| Average Cost Per Recipient | $\$ 4,551$ |
| No. who completed program | 245 |
| Cost per completer | $\$ 29,978$ |

Source: Marshall Islands Scholarship Office

> 1,614 persons were awarded to complete various levels of courses at different educational institutions/universities within and outside RMI from 1988-99, involving an amount of $\$ 7,344,718$. Out of which, only 245 completed the courses, thus, cost per Completer was $\$ 29,978$.

Table 4.45 Post Secondary Scholarships Awarded in RMI, 2000-01

|  | Data |  |
| :--- | :---: | :---: |
| Item | $2000-01$ | $2002-03$ |
| Total Compact Funds | $\$ 727,000$ | $\$ 797,400$ |
| Total RMI Funds | $\$ 200,000$ | $\$ 170,000$ |
| Grand Total | $\$ 927,000$ | $\$ 967,400$ |
| No. of Scholarship recipients | 175 | 118 |
| No. enroll in CMI | 45 | 19 |
| No. studying abroad | 130 | 99 |
| No. graduated in 2000-01 | 18 | 18 |
| Average cost per recipient | $\$ 5,297$ | $\$ 8,198$ |

Source: Marshall Islands Scholarship Office

Table 4.46 Percentage Adults(25+) with Bachelor level Education in selected Pacific Countries: 2000

|  | \% with Bachelor Level <br> Country |
| :--- | :---: |
|  |  |
| Guam | 20.0 |
| CNMI | 15.5 |
| A. Samoa | 7.4 |
| Palau | 10.0 |
| FSM | 3.6 |
| RMI | 2.7 |

Source: IPC Statistical Enhancement Program, US Census Bureau
\% of 25+ having Bachelor's level Education in the Marshall Islands was 2.7 in the 2000, the lowest in the pacific region of countries.

Figure 4.38 Percentage of 25+ with Bachelor level Education in selected Pacific Countries: 2000


Table 4.47 Percentage of Adults(25+) who completed high school
education in South Pacific countries: 2000

| Country | Percent with <br> high school <br> education |
| :--- | :---: |
| Guam |  |
| CNMI | 76.3 |
| A. Samoa | 69.2 |
| Palau | 66.1 |
| FSM | 74.1 |
| RMI | 37.4 |

Source: IPC Statistical Enhancement Program, US Census Bureau



[^0]:    Source: Ministry of Education and Baptist School, Majuro

[^1]:    Source: Ministry of Education

[^2]:    Source: Ministry of Education

[^3]:    Source: Ministry of Education/EPPSO

