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**Republic of  
The Marshall Islands  
Education Sector Study**

**March, 1997**

**(Restricted Report)**

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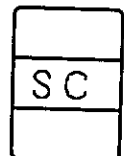


**J1136769 [5]**

**Study conducted, and report prepared, for  
the Sydney, Australia office of the  
Japan International Cooperation Agency (JICA)**

**by**

**Vital Years Pty Ltd,  
Consultants in Education & Training**



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## TABLE OF CONTENTS

	Page(s)
Introduction.	2
Abbreviations & acronyms.	3
Map of the region.	4
Section 1 : An overview of situational data	
1.1 Socio-economic factors.	5/6
1.2 Educational structures.	7-13
Section 2 : The scope of needs and priorities among them.	14-20
Section 3 : Analysis of factors leading to emergence and persistence of the high priority needs.	21-23
Section 4 : Background information and preliminary suggestions in relation to meeting the high priority needs.	24-36
Section 5 : Specific recommendations to JICA	37
Section 6 : General guidelines for delivery of future educational aid programs in RMI	38/39
Appendices	
1. Summary of RMI 10 year Master Plan for Education.	40-42
2. Names & positions of people who participated in workshops or interviews	43
3. Verbatim, anonymous opinions offered by participants in workshops and respondents to surveys.	44-48
4. Terms of Reference	49/50
5. Reading List	51



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## INTRODUCTION

Japan is now the the world's major donor of assistance to developing countries and, in Micronesia, second only to the United States of America. The Japan International Cooperation Agency (JICA), which administers much of this aid, has established a policy to enlarge the proportion of Japanese developmental assistance funds devoted to "basic" education from the present level of 8% to around 15% by the year 2000.

In line with this objective, JICA has recently commissioned numerous needs analysis studies in the education/training sectors throughout the developing world. The JICA branch office located in Sydney, Australia has responsibility for assessing developmental assistance needs in the Pacific region and so commissioned an Australian educational consultancy firm (Vital Years Pty Ltd) to conduct such a study during February /March, 1997 into needs in the Republic of the Marshall Islands.

The study began with a reading of all available reports written for the RMI Government and for overseas aid agencies during the 8 years 1989 -1996, and which referred to education or training issues in the region. From these readings, a comprehensive checklist of perceived needs in the education or training sectors was distilled. This checklist was used as a basis for the design of a survey which was distributed to external educational institutions which have offered services to the region.

Organisations surveyed included The University of Oregon, Pacific Resources for Education & Learning, The University of Guam, The University of Hawaii, and The University of the South Pacific. At the time of production of this report, only the first two of these institutions had responded to the questionnaire.

In early March 1997, the consultants also conducted a brief 4 day field visit to Majuro, during which period they facilitated two "thinktank" workshops - one with Government officers and the other with staff of the College of the Marshall Islands. In addition, the consultants interviewed a number of significant figures among the educational and donor agency communities on Majuro atoll. No visitation of other atolls was possible in the time available.

This report is based on facts and opinions gathered through all of these inquiries, but is overlain with perceptions of the consultants themselves.

The time frame in which the study was conducted has limited the opportunities to check the accuracy of all data. Any reader who identifies errors in the information presented is requested to contact the consultants with suggested amendments or corrections.

Telephone : (6142) 683 999

Facsimile (6142) 683 998

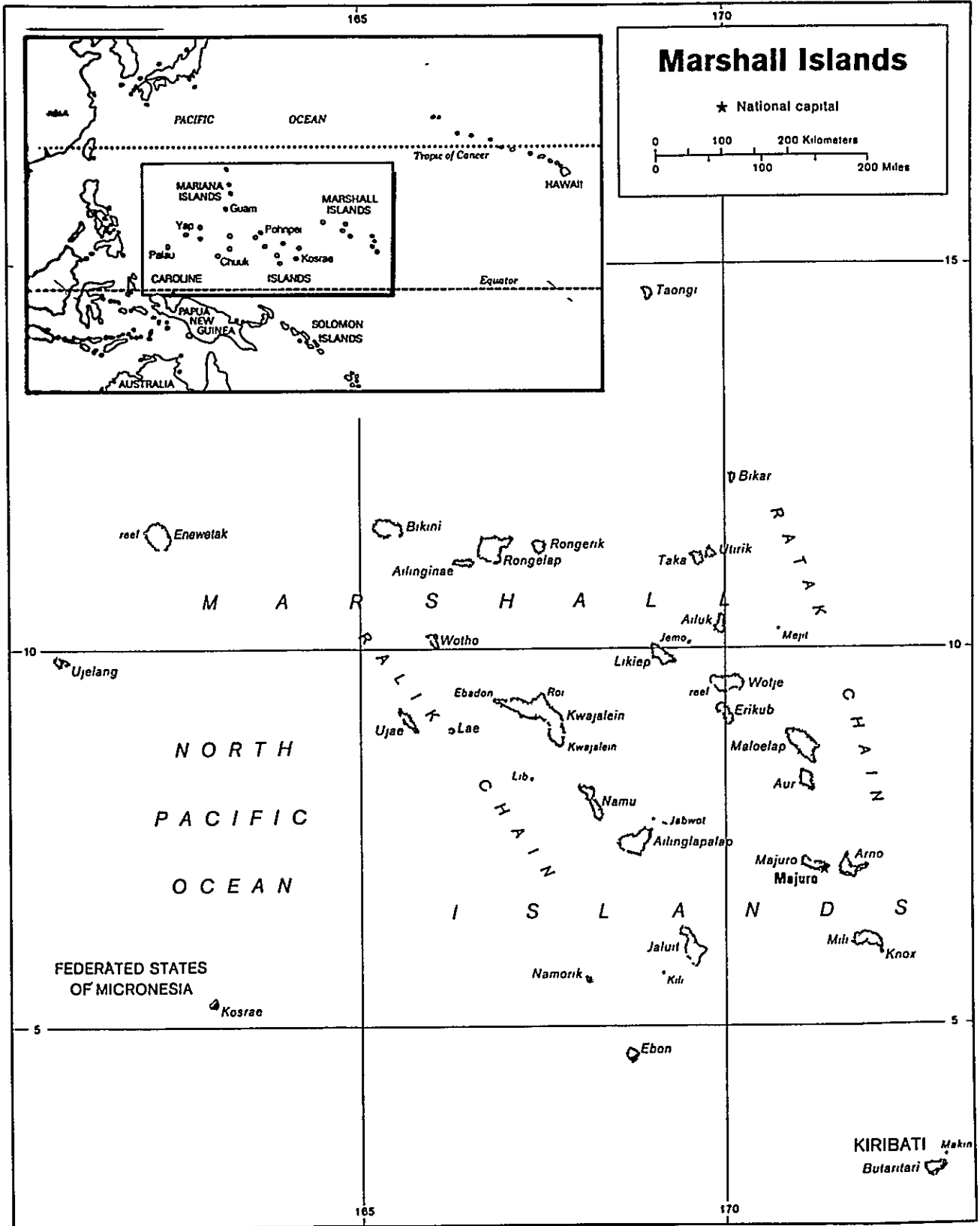
E-mail: vitalyrs@ozemail.com.au

(Contact persons : Jim HAWES or Lee Lee AOW)

## ABBREVIATIONS & ACRONYMS

ADB	Asian Development Bank
ASB	Administrative Services Bureau (in MOE))
AusAID	Australian Agency for International Development
AVA	Australian Volunteers Abroad
BEDP	Basic Education Development Project
BELS	Basic Education in Language Skills
CBGS	Community Based Governance System
CMI	College of the Marshall Islands
EPMS	Education Personnel Management System
FSM	Federated states of Micronesia
GDP	Gross Domestic Product
MOE	Ministry of Education
MUSS	Majuro United Schools System
NSB	National Standards Bureau (in MOE)
ODA	Official Development Assistance
PIU	Project Implementation Unit (of BED project)
PREL	Pacific Resources for Education & Learning
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
JTPA	Joint Training Partnership Act
MIHS	Marshall Islands High School
RALE	RMI - Australia Language Education Project
RMI	Republic of the Marshall Islands
SIB	School Improvement Bureau (in MOE)
SPREP	South Pacific Regional Environmental Program
UN	United Nations
UNDP	United Nations Development Program
UNFPA	United Nations Fund for Population Activities
UOH	University of Hawaii
UOG	University of Guam
US	United States (of America)
USP	University of the South Pacific
VEB	Vocational Education Bureau (in MOE)
WHO	World Health organisation
YTYIH	Youth to Youth in Health (movement)

MAP OF THE REGION



## SECTION 1 : AN OVERVIEW OF RMI SITUATIONAL DATA OF RELEVANCE TO THE EDUCATION & TRAINING SECTORS

### 1.1 SOCIO - ECONOMIC ASPECTS

#### A GEOGRAPHY

The Marshall Islands consist of 29 atolls, 5 low islands and 871 reefs scattered over 200 square kilometres of the Central Pacific mid way between the Phillipines and Hawaii. The total land area is only 180 square kilometres, compared with a total sea area of 1,942,000 square kilometres.

#### B. COLONISATION

The region has a long history of occupation / control by overseas powers. Spain claimed the region in 1686. Germany declared a protectorate over the Marshall Islands in 1885. Occupation by Japan occurred between the two world wars and, from 1947, the region was included in the Trust Territory of the Pacific Islands administered by the United States of America.

#### C. GOVERNMENT

In May, 1979, "independence" was achieved with the adoption of a constitution and the formation of the Republic. The legislature is modelled on the British parliamentary system and the Parliament (Nitjela) is elected every 4 years. Many of the elected members of the Nitjela are customary chiefs (Iroij). The traditional high chief (Amata Kabua) held the office of president from 1979 until his death in 1996. His cousin (Imata Kabua) is the new president.

#### D. ECONOMY

The economy is largely dependent on US funding. The Compact of Free Association (General Fund and Special Grants) has provided \$US 53 million each year from 1987 - 91, 49 million each year from 1992 -96 and will provide 46 million each year for the last 5 years from 1997 -2001. These figures include payments for the use of the US base on Kwajelein atoll. The prospect that Compact funds will terminate in 2001 is causing great concern to the informed community.

The economy is further boosted by jobs with the US military and compensation payments for victims of the atmospheric nuclear weapons tests held in the period 1946 -1958. The Government receives income from interest on the invested compensation trust funds.

The only "industry" that contributes substantially to the GDP is the sale of fishing rights.



**E. POPULATION**

The population is approaching 54,000 (1995 estimates) and birth rates remain among the highest in the world. More than 30,000 people reside on Majuro atoll, the Capital and centre of Government and Commerce. Another 9,000 (approx.) live on Kwajelein atoll (Ebeye township) which is under US military administration. Despite having free access to the US, emigration is low, due in part to poor educational standards and undeveloped job skills. The RMI population is very young with the population in the 0-19 age range over 30,000 (60% of the population).

**F. HEALTH & EMPLOYMENT**

Broad social indicators place the Marshall Islands towards the bottom of the Pacific League table. Some health indicators (life expectancy, infant mortality, obesity, diabetes, heart disease and alcohol abuse) are worsening. Fertility rates (presently around 6 children per woman) have stabilised but teenage pregnancy rates are on the increase. Unemployment rates are also rising and have reached 40% among the 15-19 age group in the Majuro and Ebeye townships.

**G. ENVIRONMENTAL CONCERNS**

Disposal of solid waste and maintenance of adequate (safe) water supplies continues to be a major problem in the population centres. Urban growth is also producing sewage disposal problems in Majuro and Ebeye. Causeway construction has caused destruction of mangrove swamps and reduced natural flushing of the lagoons. This contributes to eutrophication caused by effluent from unsewered areas which, in turn, is causing coral death.

**H. EQUITY ISSUES**

The greatest inequities in the RMI lie in the extent to which the Government, either through mismanagement or malpractice, has failed to direct a large part of US aid funds towards the real needs of the community. Most RMI children do not have equal opportunity to children of the developed world because they do not have access to a balanced diet, a healthy environment and a sound basic education. It is incongruous that significant funds are being used to support such activities as resort development, and travel by senior politicians and bureaucrats to overseas conferences, while the basic needs of the general population remain unmet.

Beyond this broad equity issue, several other issues need consideration in planning developmental assistance :

- (a) Repetitive pregnancies and associated child-raising /domestic duties deny many women access to the workforce and access to training which might advance their career opportunities. When mothers do work, children are often left without parenting (or adequate surrogate parenting) for much of their early childhood.
- (b) Populations on outer atolls suffer disadvantage in terms of their isolation from Government services, particularly health and education.
- (c) Populations in the two urban centres suffer disadvantage through overcrowding, environmental degradation and unavailability of traditional subsistence foods.

## 1.2 EDUCATIONAL STRUCTURES

### A. PRE-SCHOOL EDUCATION

The RMI Headstart program has received regular funding exceeding \$US 1 million dollars per year. More than 1200 children are enrolled in this program but this number is less than 20% of children in the 3-5 age range. There are 42 Head start Centres with a teaching staff of 126, and a support staff of 54. Some of the funds are being used to advance pre-school teacher qualifications through enrollment in USP distance education courses. Many of the children who enjoy Headstart opportunities carry on their education in the private school sector

### B. SCHOOL EDUCATION

The present 12 year structure of school education is patterned after the US model of 8 years of elementary followed by 4 years of high school (8 + 4). However, a plan to try a "middle school" model (6+2+4) has been adopted and construction of a "pilot" middle school in Majuro is part of the BED project (see point J on page 11). Elementary school attendance is compulsory but high school admission is competitive. A total of 76 public schools cater for about 75% of the 13,000 students enrolled at elementary level while 2 public schools cater for about 40% of the 2400 students enrolled at high school level. Participation in schooling is below 80% and may be declining while, even in elementary school, dropout rates from grade to grade are significant

The 26 private elementary and 9 private high schools are assisted by Government subsidies. The private schools are conducted by several Christian religions, particularly the Catholic and Seventh Day Adventist Churches. The quality of education offered by the private schools is seen by the community to be superior to that in the Government schools, and parents who can afford the fees generally prefer to enrol their children in the private school sector.

Another religious movement with strong interests in schooling, but without its own school system, is the Bahai Church. This religion, originally derived from Islam, emphasises the spiritual unity of all mankind and of all religions and promotes peaceful co-existence. Members of the Bahai faith have assumed a number of senior positions in the administration of public education. See also points D and G in relation to the Bahai influence.

### C. PROBLEMS AT ELEMENTARY SCHOOL LEVEL

Despite the implementation of long range plans and the installation, during the last 10 years, of a variety of aid programs to support those plans, the Government elementary school system seems to remain in a state of continuing crisis with facilities, teaching standards and levels of student achievement all holding at dissatisfying levels. The table on page 8 itemises some of the signs of the problems and possible underlying causes.

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

SOME SIGNS OF THE PROBLEMS	SOME CAUSES OF THE PROBLEMS
<ul style="list-style-type: none"> <li>• Many school buildings are in dilapidated condition.</li> <li>• Many school lack clean water and toilet facilities.</li> <li>• Classroom furniture (including chalkboards) is often in poor condition.</li> <li>• Teachers often lack basic resources such as chalk, paper, copying facilities and curriculum support materials.</li> <li>• Teacher and student absenteeism is high, especially in outer island schools.</li> <li>• Standards of community literacy in both first language and English are advancing slowly if at all.</li> <li>• Many students finishing elementary school are unable to pass high school entrance exams.</li> <li>• Parents, who can afford to do so, send their children to private (Church) schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate funding of schools from successive National and State Government budgets over a long period.</li> <li>• Appointment of teachers with only high school qualifications.</li> <li>• Ineffective programs of preservice and inservice teacher training resulting in many teachers lacking adequate literacy skills, content knowledge and instructional skills.</li> <li>• Low teacher motivation resulting from a mix of factors such as poor conditions, poor salaries, inadequate resources, ineffective school administration and dissatisfying student outcomes.</li> <li>• School administrators lacking skills in resource management &amp; staff leadership</li> <li>• Inadequate or ineffective support from administrators and specialist advisers in the State departments of education</li> <li>• Delays in advancing development of first language resources impeding the development of both first language and English literacy</li> </ul>

**D. TERTIARY EDUCATION**

The College of the Marshall Islands is the RMI's major post-secondary institution, offering programs ranging from 2 to 4 years in nursing, teacher education, college preparation, computer training and business / secretarial courses. Correspondence courses offered in association with US Colleges and Universities are also available through CMI. Past critics have commented that selection of staff and course offerings do not seem to align well with the needs of the nation. Mr Alfred Capelle has recently been appointed as President of the College and staff restructuring towards improved teacher training is underway in association with BED project reforms (see point J below).

Since 1993, The University of the South Pacific has operated a distance learning centre offering USP undergraduate and diploma programs by correspondence and, since 1996, a full-time college preparation program for selected high school graduates. The CMI does not look favourably on these USP initiatives. The "Bahai connection" may be related to the promotion of the USP programs.

Scholarships to study overseas are offered by the US, Japan, China and Australia. Some of these are not taken up while some of those which are taken up are not necessarily aligned with priority needs of the nation.

#### E. VOCATIONAL EDUCATION

Vocational courses have been introduced into the Government high schools while US special grants support the Job Training Partnership Act (JTPA) program which, in collaboration with the Private Industry Council, offers limited, non-formal job training to school leavers. The non-government "Youth to Youth" movement offers training in handicrafts and trades as well as training as health educators to a limited number of unemployed youth. Overall, official attention to systematic job skills training seems to be unfocussed and patchy and not related to any clear needs or opportunities analyses. The weak foundation in language, mathematics and problem solving skills provided both by elementary and secondary schooling severely hampers all efforts at technical and managerial skills training.

#### F. ADULT AND COMMUNITY EDUCATION

A variety of small scale, uncoordinated initiatives are providing select groups in the community with training in areas which seem relevant to their lifestyle and/or (intended) jobs. Formal distance courses at USP are undertaken by pre-school teachers and school administrators. The YTYIH movement provides some health and sex education programs for youth. A UNDP funded project has an agricultural expert training local farmers in cultivation of traditional food plants while Chinese farmers have offered (without much success) to train locals in growing "exotic" vegetables. The Department of Family Planning in the Ministry of Health utilises UNFPA, WHO and US grant monies to promote population education through agencies such as the media, the churches and the YTYIH movement. USP is also offering some short community education courses in areas such as "Economic projects for housewives" and "Household budgeting", and has plans for further courses on topics such as "Health and Nutrition", "Start your own business", and "Basic Mechanics". The CMI is considering introducing a Hospitality Training course.

#### G. EDUCATIONAL ADMINISTRATION

The Ministry of Education is responsible for the development and implementation of all basic education programs in the country. Four different Ministers and 6 different Secretaries have held office in the Ministry of Education since 1990. The present Minister is Mr Justin De Brum and the present Secretary is Dr Irene Taafaki who moved into that role from the position of consultant to the ADB funded BED project. However, recent advice indicates that she will be replaced in the immediate future.

The Secretary of Education is assisted by 4 bureaus :

1. The School Improvement Bureau(SIB) which is responsible for training and development programs, school liaison and visits and logistic support to schools.

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

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2. The National Standards Bureau (NSB) which is responsible for performance standards, incentive programs, school subsidies, testing and evaluation systems.
3. The Vocational Education Bureau (VEB) which is responsible for development and coordination of vocational education and training activities.
4. The Administrative Services Bureau (ASB) which provides administrative support.

Dr Taafaki and her husband (education consultant to the previous president) are reported to be associated with the Bahai religious movement, members of which also occupy the three administrative positions in the Majuro United Schools System (local administration under CBGS of 7 Elementary schools in Majuro township). Such appointments are seen as "subversive infiltration" by some others in the educational community who are not of Bahai persuasion. Indications are that the new regime under president Imata Kabua is not sympathetic to the Bahais and their influence in school education. However, the members of the MUSS administrative team regardless of their religious affiliation, seem to be bringing much needed competence and professionalism to school management and improvement.

#### H. EDUCATION BUDGET.

The annual Ministry of Education budget is composed largely of a variable mix of general Compact funds and specific education grants. In the period 1990 -1995, the budget ranged between \$US 5.5 and \$US 8.5 million, constituting approximately 20% of total Government expenditure. However, some contradictions have been found in official financial statements, the most recent report of the Secretary of Education indicating that the education budget constitutes only 9% of Government expenditure.

The unit costs of basic education are estimated to be \$520 per year for an elementary student and \$950 per year for a high school student. Unit cost of post-secondary education (CMI) is about \$2400 per student per year

#### I. EDUCATIONAL POLICY AND THE COMMUNITY'S ROLE

The Government's education policies are embodied in the Education Act of 1991 which is based on a 10 year Master Plan developed for the RMI Government in 1989 by a US based consulting firm (a summary of this plan can be found as appendix 1 to this report). With the anticipated decline in support from compact funds and other US grants, the Government has been implementing a number of strategies to raise revenues and reduce costs whilst still maintaining the sustainability of improvements to the Education Sector.

The introduction of a Community Based Governance System was designed to delegate to local boards the responsibility for operating local public schools within their jurisdiction. Under CBGS, local boards are responsible for business and personnel management, property maintenance, budgeting and accounting for MOE-allocated funds, and curriculum implementation

and instruction in accordance with the national guidelines and standards set by the MOE. It is intended that teacher recruitment, training, remuneration and appraisal will be carried out by school administrators according to an Education Personnel Management System (EPMS) which is distinct from, and will have higher pay scales than, the Public Service Commission's personnel system.

By 1993, pilot implementation of the CBGS had occurred in 30 schools in ten local atoll governments. The Kwajalein and Majuro Atolls' Local Governments' efforts have seen the complete transfer of school operations and personnel from the MOE. Information on the success of the program in other atolls was not available for this report. The SIB is responsible for the planning and implementation of CBGS and the Secretary of Education's 1995-96 annual report has recommended that a comprehensive evaluation of the CBGS be planned.

#### J. THE BASIC EDUCATION DEVELOPMENT PROJECT

In support of the implementation of the 10 year master plan, an ADB loan of \$US8 million dollars, supported by an RMI contribution of \$US 3.6 million, was taken up to mount the BED Project to run over a five year period 1994 - 1998. The loan carries an annual service charge of 1% and has a repayment period of 40 years including a grace period of 10 years. The original project plan had three parts :

1. Curriculum reform, teacher training, textbooks and learning materials, academic supervision and student evaluation, and the provision of basic facilities such as toilets and water supply to a total of 51 schools on 18 atolls.
2. Institutional development (training of school principals, local government & MOE administrators), delivery network consolidation and upgrading of the monitoring and information systems.
3. Support for project implementation.

The BED project has seen completion of a new elementary school curriculum framework, a new 3 year College curriculum for pre-service teacher training, and the construction of staff housing /new classrooms at the CMI. Construction of a demonstration school close by the CMI is also imminent. However, in relation to several of its objectives, the BEDP has fallen behind its schedule of intended outcomes, some of the reasons being :

- a) Inappropriate decisions by the inaugural project manager including poor choice of courses in which to enrol educational administrators.
- b) Non-delivery of building materials paid for.
- c) Low productivity by (some) project consultants. e.g. one curriculum consultant took a year to define curriculum goals and objectives
- d) Reluctance by the RMI Government to progressively advance its share of the budget.

Given that the project has only 18 months to run, the extent to which it can achieve the full scope of its objectives without extension of time and/or budget remains to be seen. The risk of non-completion of printed learning resources, and associated re-training of teachers, to support the newly developed elementary school curriculum, is a possible shortfall of major concern.

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

**K. OVERSEAS DEVELOPMENTAL ASSISTANCE**

<b>ORIGIN OF THE FUNDS or RESOURCES</b>	<b>AGENCY DELIVERING THE AID</b>	<b>EXAMPLES OF ASSISTANCE PROVIDED IN THE EDUCATION / TRAINING SECTORS 1990-1998</b>
Government of the United States of America	Federal Govt.  Federal Govt Agencies  Organisations funded through Federal Dept of Education	<ul style="list-style-type: none"> <li>• Compact funds</li> <li>• Bilingual education grants</li> <li>• Special Education grants</li> <li>• Headstart grants</li> <li>• Upward bound grants</li> <li>• Title 1 grants</li> <li>• Goals 2000 grants</li> <li>• Pell grants (scholarships)</li> <li>• Overseas fellowships</li> <li>• Institutions including University of Hawaii, University of Guam , University of Oregon and PREL are conduits by which Department of education funds pass to the RMI. The competitive grants they offer are used to promote a variety of educational programs in the region.</li> <li>• Land grants</li> <li>• Voc. Ed grants</li> <li>• TTTAP grants</li> <li>• JTPA grants</li> <li>• School to work gr.</li> <li>• Maths &amp; Science grants</li> <li>• Pacific Ed grants</li> </ul>
Government of Japan	JICA  JOCV	<ul style="list-style-type: none"> <li>• Construction of MIHS laboratories</li> <li>• Construction of Cultural Centre</li> <li>• Volunteers working in MIHS (3), CMI (2) and Rita Elementary school (1)</li> <li>• Scholarships for study in Japan</li> </ul>
Government of Australia	AusAID through Embassy in Pohnpei  AVA	<ul style="list-style-type: none"> <li>• Short inservice courses for elementary teachers in multigrade class management</li> <li>• K-4 bilingual language enhancement project</li> <li>• Small grant assistance for Youth to Youth movement and Unified Schools Program</li> <li>• Scholarships for study at USP and in Australia</li> <li>• Renovation of curriculum wing at MOE</li> <li>• Volunteers working in MIHS (2) and CMI (1)</li> </ul>
Government of China	Economic & Commercial Office of Embassy	<ul style="list-style-type: none"> <li>• Classroom furniture for two elementary schools on Majuro</li> <li>• Experimental vegetable farm, piggery and chicken farm on Majuro</li> <li>• Short term (1 to 4months) and 2 year study scholarships in China</li> </ul>
Government of New Zealand	ODA Agency	<ul style="list-style-type: none"> <li>• TA for Distance Learning Feasibility study</li> </ul>
The United Nations	UNIDO/ UNDP  UNICEF  UNFPA	<ul style="list-style-type: none"> <li>• Small business training and development</li> <li>• Training of farmers in cultivation of traditional crops</li> <li>• Teacher /child /parent project in home gardening</li> <li>• Population education program</li> </ul>
Asian Development Bank		<ul style="list-style-type: none"> <li>• Basic education development project (loan)</li> <li>• Training program in entrepreneurial business development</li> </ul>

This table is probably incomplete.

#### L. THE SPECIAL CASE OF PREL

The organisation known as PREL (Pacific Resources for Education and Learning) is a major player in the education arena of the RMI. PREL, headquartered in Hawaii, was formed in 1990 and is linked to 9 other "regional education laboratories" on the US mainland.

With a staff of 50 and an annual budget in the order of \$US 7 million (1996 figures) PREL promotes and financially supports a wide variety of educational interventions into the region encompassing American Samoa, the Northern Marianas, Palau and the four FSM states, as well as the RMI. PREL's funding comes largely from grants provided by the US Department of Education although an increasing proportion of its budget is being met by payments for services from client Governments.

PREL visions, policies, and directions are determined by a Board of Directors which includes the RMI Minister for Education.

Reasonably, PREL is highly regarded by many teachers and educational administrators in the Pacific countries it serves, not only because of the quality and continuity of its services, but also because of its generosity in providing financial support for attendance at the many conferences and training activities it sponsors, including major events like the annual PREL conference which attracted 1300 participants to Pohnpei in 1996 and will be held in Majuro in August, 1997.

Because a significant proportion of the the funds which PREL administers are earmarked for specific areas of educational improvement seen to be of high priority on the US mainland e.g. Science and Maths, Vocational Education etc. the PREL initiatives sometimes do not align with the high priority needs of the Pacific countries which are attracted to join in PREL activities. Thus the time and energy of many teachers and administrators can be consumed in various interesting, useful, distracting, **but not essential** educational and professional development programs. There is also evidence that some PREL programs are highly academic in nature and pitched at an inappropriate level for the unsophisticated island teachers.

Further, it seems there has been insignificant coordination between PREL initiatives and educational programs supported by other development assistance agencies. Thus, different programs offered by PREL and other agencies, even in the same areas of education, can run independently and compete with each other for the the time and attention of the teaching community.

It seems likely that PREL will continue to direct substantial US education funds to the region and so exert a major influence on the direction of educational change even when (if?) base compact funds cease in the next century.

It is important that coordinated effort between PREL and other ODA groups be increased if Japan is to enter the areas of curriculum or teacher development in the RMI. Collaboration with PREL may, in fact, be the most likely avenue by which a joint Japan/US aid initiative could be promoted.



## SECTION 2 : THE SCOPE OF, AND PRIORITIES AMONG, NEEDS IN THE EDUCATION & TRAINING SECTOR

In preparing for the sector analysis, efforts were made to study all reports written since 1989 and which identified education and training needs in the RMI. From these readings, a preliminary checklist of possible needs was prepared. Workshops, interviews and surveys conducted during the field visit revealed further perceptions of need which were then added to the list. Thus, the following lists are now seen to provide a comprehensive overview of all possible needs. The numbering of items in each section of the list is for reference purposes only - the numbers do not indicate priorities. :

### A. NEEDS PERCEIVED AT PRE-SCHOOL LEVEL

1. Opportunities for pre-school education for all children aged 3 -5

### B. NEEDS PERCEIVED AT ELEMENTARY SCHOOL LEVEL

1. Improved learning of Marshallese (fluency & literacy)
2. Improved learning of English (fluency & literacy)
3. Improved learning of Mathematics
4. Improved learning of Science
5. Improved learnings about Society and the Natural Environment
6. Improved learning in Health and Nutrition
7. Improved learning in Arts, PE and Music
8. New learning about human reproduction and population management
9. Skills courses in construction, agriculture, homemaking and handicrafts
10. New learning about career opportunities in productive economic areas
11. New learning about parenting
12. New learning about Marshallese culture
13. Character development (values education)
14. Computer training in upper elementary grades
15. Improved student counselling services
16. New / additional school buildings and classrooms
17. Renovation of existing school buildings
18. Improved water catchment & toilets in existing schools
19. Electricity in schools without lights or power
20. New furniture in schools (chairs and tables)
21. Land and sea transportation.
22. New / additional printed learning resources - readers, workbooks etc.
  - a. stories in first language
  - b. stories in English
  - c. subject content in Marshallese
  - d. subject content in English
23. Other teaching aids
  - a. audiovisual resources
  - b. computer equipment for distance learning
24. New / improved curriculum statements and teacher advisory materials (in various subject areas)
25. New / improved assessment materials
  - a. revised competency standards
  - b. achievement tests for school use
  - c. standardised tests in first language
  - d. National exams
26. Professional librarians and librarian training
27. Libraries in schools.

### C. NEEDS PERCEIVED AT THE SECONDARY SCHOOL LEVEL

1. Improved learning of English (Speaking, Reading & Writing).
2. Improved learning of Mathematics.
3. Improved learning of Science.
4. Improved learning in Health and Nutrition.
5. Improved learning of local history in Social Science.
6. Improved learning of Marshallese language and culture.
7. New physical education program.
8. New learning about human reproduction and population management.
9. Improved vocational training / school- work transition.
10. Training for self-employment and running a small business.
11. College preparatory program.
12. Improved student counselling services.
13. Scholarships to study in other countries for advanced students.
14. Programs to diagnose/deal with learning disabilities.
15. Programs for gifted and talented children.
16. Computers for distance learning.
17. Internet access for students.
18. New / additional school buildings.
19. Renovation of existing school buildings.
20. Improved water and sanitation facilities in existing schools.
21. New text books / instructional materials.
22. Educational equipment for general use.
23. Equipment for vocational courses.
24. Improved land and sea transportation for students.

### D. NEEDS PERCEIVED AT THE COLLEGE LEVEL

1. New course offerings in foreign languages.
2. New course offerings in art and music.
3. New course offerings in advanced science and mathematics.
4. New course offerings in marine biology/studies.
5. New course offerings in health and nutrition.
6. Research and development in Marshallese language.
7. Courses in civil engineering.
8. Courses in information systems.
9. Courses in hospitality.
10. Family life education
11. Adult education programs in literacy and numeracy.
12. Scholarships for advanced studies in disciplines to B.A. (for staffing secondary schools) and to M.A (for staffing College).
13. New educational equipment.
14. Computer equipment for distance learning.
15. Computer labs and programs for assisted language learning.
16. Renovations to existing buildings, and construction of new classrooms.
17. New college campus (Long Island) with totally new facilities.
18. Generator backup for power outage.
19. Peace Sat hubsite (dish and electronics) for video distance education.
20. Science laboratory.
21. Expanded library learning resources.
22. Scholarship for professional librarian training overseas.
23. Student union type centre (with cafeteria).

D. NEEDS PERCEIVED AT THE COLLEGE LEVEL (contd.)

24. Marine science research laboratories and boat.
25. Buses for improved student transportation.
26. Auditorium.
27. Arts Centre.
28. Research Centre for Agriculture.
29. Scholarships for advanced studies in disciplines to B.A. (for staffing secondary schools) and to M.A (for staffing College).

E. PERCEIVED NEEDS OF UNEMPLOYED YOUTH

1. Basic trades courses: masonry, carpentry, mechanics, plumbing & electrical.
2. Advanced trades courses: carpentry, mechanics, plumbing, electrical and servicing high tech equipment.
3. Training in farming and aquaculture.
4. Youth options education (catchup on missed schooling)
5. Career options awareness.
6. Understanding of the risks of drugs including excessive use of tobacco & alcohol.
7. Recreational programs and facilities.
8. Training in traditional crafts (weaving/handicrafts) and a centre to do this.
9. Programs to deal with antisocial behaviour.
10. Computer equipment for distance learning.
11. Identifying/developing new business/job opportunities.

F. PERCEIVED NEEDS OF PEOPLE IN JOBS

**Fa. Staff in school systems**

1. Development of knowledge & skills for classroom teachers
  - a. skills in first language.
  - b. skills in classroom management.
  - c. skills in multigrade class management.
  - d. in subject content (especially secondary teachers).
  - e. in instructional skills (incl. resource use).
  - f. in student assessment & program evaluation.
  - g. career development opportunities in the system.
2. Skills for principals and head teachers in leadership, supervision, staff development and appraisal.
3. Skills for SIB advisers in training, coaching and mentoring.
4. Skills for master teachers in training, coaching & mentoring.
5. Skills for school governing bodies in staff appraisal.
6. Skills for CMI Board of Regents.

**Fb. Staff of Government Departments**

1. Skills in planning, implementing & evaluating projects.
2. Skills in financial management / costing analytical skills.

**Fc. Needs of people in small business**

1. Entrepreneurial skills - finding & developing products and markets.
2. Development of equipment servicing businesses/industries.
3. Hospitality training.



**F. PERCEIVED NEEDS OF PEOPLE IN JOBS contd.)**

**Fd. Needs shared by people in various occupations**

1. Relevant on -the- job skills training.
2. Workplace literacy programs.
3. High tech/info tech training.

**G PERCEIVED NEEDS OF THE WIDER COMMUNITY**

**Ga Females**

1. Knowledge of child nutrition, health care and intellectual develpt.
2. Knowledge of birth control and family planning.
3. Training in selected job skills (secretarial, teaching, administration).

**Gb Island communities**

1. Knowledge and skills in aquaculture.
2. Skills in selected trades.
3. Knowledge and skills in agriculture and use of tools.

**Gc Everyone**

1. Knowledge about health, hygiene and nutrition.
2. Awareness of the value of schooling and the community's roles in supporting schools.
3. Knowledge of child nutrition, health care and intellectual development.
4. Knowledge of birth control and family planning.
5. Skills in managing family budgets.
6. Skills in parenting.
7. Knowledge about recycling and environmental care.

The consensus seeking workshops and interviews conducted during the field visit asked participants to consider the checklists above in identifying current high priority needs. The results are summarised on the following two (facing) pages.

The workshop strategy used in this study also gave respondents the opportunity to express their perceptions of highest priority needs without any prior circumscription of their thinking. The surveys also invited comment on equity issues. A collation of all of these responses (verbatim) can be found in appendix 2 to this report.

REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997

**CURRENT HIGH PRIORITY NEEDS  
IDENTIFIED IN CONSULTATION WITH PEOPLE  
MARCH,**  
(closely related items suggested by the different

"Thinktank" session with RMI Government officers March 4, 1997	"Thinktank" session with CMI staff group March 4, 1997
<ul style="list-style-type: none"> <li>Improved learning of Marshallese and English at both elementary and secondary school levels.</li> <li>Expanded pre-school education</li> <li>Information technology training for people in various occupations</li> <li>Development of teachers' classroom skills</li> <li>New / additional school buildings or renovation of old ones.</li> <li>Computer equipment for distance learning in schools (el. and sec.)</li> <li>Improved courses in health and nutrition at school and college level.</li> <li>Basic trades courses for unemployed youth.</li> <li>Hospitality training courses at college level</li> </ul>	<ul style="list-style-type: none"> <li>Improved learning of English at the elementary school level.</li> <li>Renovation / reconstruction of college and school buildings</li> <li>Skills training for unemployed youth in trades and crafts</li> <li>Values education and character development in the elementary school</li> <li>Scholarships for Secondary and College students to study overseas</li> <li>Curriculum support materials at the elementary level</li> <li>Community education in parenting and child care</li> <li>High school programs for gifted and talented students</li> <li>Leadership development for school principals and head teachers</li> <li>Trained professional librarians in the elementary school</li> </ul>

REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997

**IN EDUCATION OR TRAINING  
LIVING & WORKING IN MAJURO  
1997**  
(groups are lined up across the table)

Interviews with "significant figures" March 5/6, 1997	Meeting with JOCV volunteers March 4, 1997
<ul style="list-style-type: none"> <li>Development / finalisation of Marshallese dictionary and grammar rules.</li> <li>Development of teachers' English language and instructional skills.</li> <li>Water catchment and toilet facilities in (outer) elementary schools.</li> <li>Computers and Internet linkages for distance education in outer schools.</li> <li>Community education about health and nutrition.</li> <li>Expanded youth training in traditional crafts.</li> </ul>	<ul style="list-style-type: none"> <li>Whole community development of English literacy.</li> <li>Development of teachers' content knowledge and classroom management skills.</li> <li>Education in values: morals, self-discipline and good manners in the elementary school.</li> </ul>
<ul style="list-style-type: none"> <li>Acquisition or development of student workbooks (both Marshallese and English) to support new elementary curriculum</li> <li>Construction of new "Youth to Youth" centre</li> <li>Community education about birth control, population management and women's rights / potential</li> <li>Basic classroom resources (blackboards, chalk, pencils etc. for elementary schools)</li> </ul>	<ul style="list-style-type: none"> <li>A well sequenced curriculum at elementary and secondary levels together with textbooks in Marshallese and (simpler) English</li> <li>Extra curricular activities for students after school.</li> <li>Training of school administrators</li> <li>Community education in care and conservation of the environment.</li> </ul>

=====

**EMERGENT PRIORITIES**

On Friday, March 7, a group of 6 (4 MOE staff and 2 members of MUSS) reviewed the information tabulated on pages 18 and 19 and confirmed the following SEVEN highest priority needs (though not in priority order) :

1. **Language development across the community but particularly in the elementary school** (see expansion on pages 24 & 25).
2. **Health and nutrition education across the community** (see expansion on page 26).
3. **School building renovation /reconstruction, including water catchment and toilet facilities** (see expansion on pages 26-30).
4. **Upgrading of teacher skills, including use of computers in instruction** (see expansion on page 31).
5. **Provision of curriculum support materials (printed classroom resources) at elementary & secondary levels.**(see expansion on page 32).
6. **Values education in the elementary school** (see expansion on page 33).
7. **Training of unemployed youth** (see expansion on page 34).

The consultants' perceptions largely endorse these selections but also identify the additional immediate need :

8. **Essential Material Resources for Elementary Teachers** (see expansion on page 35).

*NOTE : The numbers 1-8 do not indicate a priority order - they are used for reference purposes only*

The consultants also feel that is necessary to refute the perception that the need for high technology (computer) equipment in schools should be given "high priority" status at this time. Please see page 36 for an expansion of this point.

The 8 high priority needs group themselves into three categories :

<b>MATERIAL RESOURCES</b>	<b>QUALITY OF ELEMENTARY EDUCATION</b>	<b>POST - SCHOOL EDUCATION</b>
<ul style="list-style-type: none"> <li>• Basic classroom items</li> <li>• School renovation / reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>• Language skills</li> <li>• Curriculum support materials</li> <li>• Teacher competencies</li> <li>• Values education</li> </ul>	<ul style="list-style-type: none"> <li>• Community literacy</li> <li>• Community (health &amp; nutrition)</li> <li>• Training of unemployed youth</li> </ul>

The consultants' perceptions of the highest priority items, given that they are all of high priority, are indicated by the circles.

### SECTION 3

## ANALYSIS OF FACTORS WHICH HAVE LED TO THE EMERGENCE AND PERSISTENCE OF THE PRIORITY NEEDS

There are many factors which have contributed to the present dissatisfying circumstances reflected in the eight priority needs.

The needs relating to school facilities and resources can be squarely laid at the feet of Government decision making which has consistently failed to direct a reasonable share of Compact funds into the education sector. Coupled with overgrowth of Government which has forced a greater and greater share of the budget into wages and salaries, the schools have been allowed to steadily deteriorate and the supply of even the most basic resources has been seriously inadequate.

The needs relating to deficiencies in teaching and learning at elementary school level are also derived from the above factors, but have also stemmed from the appointment of untrained teachers and the ineffectiveness of pre-service and inservice training programs offered both by local institutions and the numerous external bodies providing developmental assistance. These training problems, in turn, relate to the calibre of the trainees and the appropriateness of the content, language sophistication, strategies and modes of delivery of the training courses.

The needs relating to values education and those relating to education of unemployed youth and the wider community reflect the steady decline in socio-economic standards and community morale which again can be sheeted back to Government immaturity and dependency on US aid. When facilities and resources to the schools are not maintained, when the morale of the teachers and parent community is depressed, a "negative hidden curriculum message" is transmitted to the student community, leading to general student apathy, anti-authority behaviour and lack of motivation and interest in their learning.

The tables and chart provided on pages 22 and 23 following provide a more comprehensive overview of causative factors and their links with each priority need as well as the cause and effect relationships between the priority need areas themselves.

A reading of this page, the tables and the concept map may leave the reader with a view that this report is excessively and unfairly critical. However, the consultants are of the view that, however sensitive the issues may be, it is necessary to face the facts if future programs of ODA are to be more effective than those in the past.

These "constraints analyses" are therefore offered in the positive sense that awareness and response to constraining factors is a key step in making future programs, directed towards meeting the needs, more successful.



**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

<b>Possible factors contributing to persistence of the priority needs</b>	<b>Relevant to Priority Need</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
1. Geographically scattered population separated by large sea distances.	*	*	*	*	*	*	*	*
2. Populations not large enough to sustain educational services on outer islands.	*	*	*	*	*	*	*	*
3. Poor transport and communication links between islands.	*	*	*	*	*	*	*	*
4. High fertility rates and rapid population growth.	*	*	*	*	*	*	*	*
5. US funds provided without accountability checks.	*	*	*	*	*	*	*	*
6. Overgrowth of Government jobs allowed to consume compact funds.	*	*	*	*	*	*	*	*
7. Appointments to some Government jobs based on traditional hierarchies and tribal affiliations rather than professional competence.	*	*	*	*	*	*	*	*
8. Traditional life skills lost or abandoned as people move to Government jobs.						*	*	
9. Overcrowding in urban centres.	*	*	*	*	*	*	*	*
10. Diversion of Compact funds to areas other than educational improvements.		*				*	*	
11. MOE underfunded.	*	*	*	*	*	*	*	*
12. Inequities in Government job salary levels leading to low teacher and academic staff wages.	*	*	*	*	*	*	*	*
13. Graduate teachers tend to move to higher paid Government jobs (or to overseas jobs).	*	*	*	*	*	*	*	*
14. MOE autonomy compromised by PSC involvement in staffing.	*	*	*	*	*	*	*	*
15. Local mayors and communities lack skills in managing educational budgets and schools.	*	*	*	*	*	*	*	*
16. Bureaucracies established without clear delineation of organisational units, job descriptions for staff or appraisal/accountability procedures.	*	*	*	*	*	*	*	*

**KEY TO PRIORITY NEEDS**

- |   |  |
|---|--|
| <p>1. Language development across the community but particularly in the elementary school .</p> <p>2. Health and nutrition education across the community</p> <p>3. School building renovation /reconstruction, including water catchment and toilet facilities .</p> | <p>4. Upgrading of teacher skills, including use of computers in instruction</p> <p>5. Provision of curriculum support materials (printed classroom resources) at elementary &amp; secondary levels.</p> <p>6. Values education in the elementary school</p> <p>7. Training of unemployed youth</p> <p>8. Essential Material Resources for Elementary Teachers</p> |
|---|--|

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

<b>Possible factors contributing to persistence of the priority needs</b>	<b>Relevant to Priority Need</b>							
	1	2	3	4	5	6	7	8
17. Lack of administrator skills in setting priorities, developing and implementing action plans, evaluating outcomes and overcoming problems .	*	*	*	*	*	*	*	*
18. Some administrators using position of power to serve personal needs.	*	*	*	*	*	*	*	*
19. Some politicians, administrators and MOU staff too often absent at overseas "conferences".	*	*	*	*	*	*	*	*
20. Some inappropriate choice of external and local experts to manage or deliver educational improvement programs.	*	*	*	*	*	*	*	*
21. Too many short, low budget, uncoordinated aid programs.	*	*	*	*	*	*	*	*
22. Earmarked grants from US directed at low priority need areas.	*	*	*	*	*	*	*	*
23. Inappropriate teacher preservice training.	*	*		*	*	*		
24. Teacher training not adequately achieving content knowledge nor literacy nor instructional skills.	*	*		*	*	*		
25. Teacher training delivered largely in sophisticated English (oral and print).	*	*		*	*	*		
26. Teacher inservice centred around summer withdrawal courses rather than in-school/on-the job/ team development.	*	*		*	*	*		
27. Underdeveloped leadership and administrative skills among head teachers.	*	*		*	*	*		
28. Unsystematic teacher appraisal & development programs	*	*		*	*	*		
29. Some CMI course offerings based on qualifications of staff rather than needs of the trainee group or the community.	*	*		*	*	*	*	
30. Segments of the community feeling confused, powerless or hopeless.	*	*	*	*	*	*	*	*
31. Low levels of community literacy.	*	*	*	*	*	*	*	*
32. Lack of development of private industries and businesses.							*	
33. Lack of jobs for school leavers.							*	*

Concept map  
of  
relationships between,  
and  
possible factors  
contributing to, the  
persistence of priority  
need areas

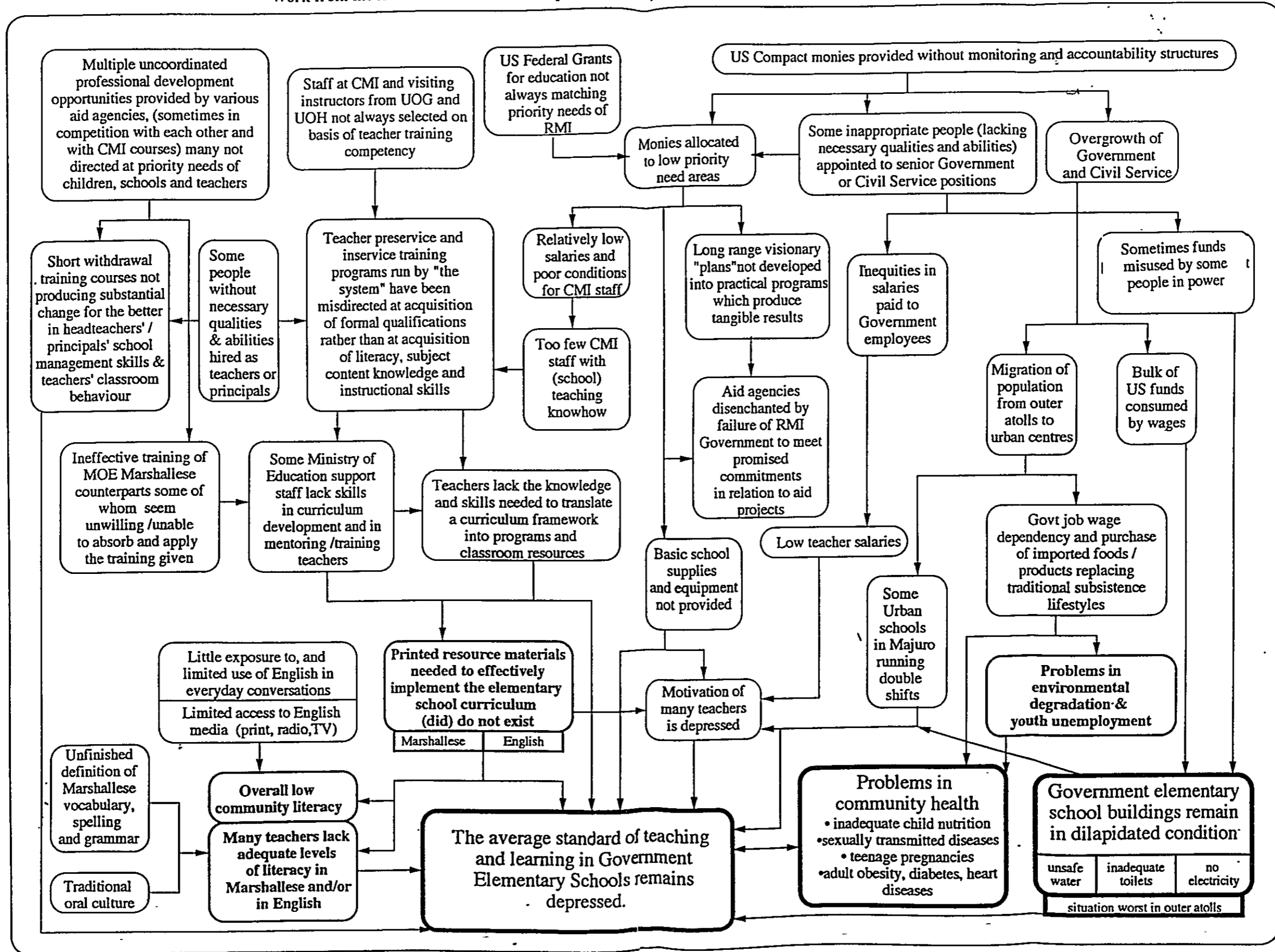
(please fold out)

NOTE : While a general view of causes and constraints illustrates the complexity of the problems, any project to address a specific need should be accompanied by a thorough analysis of factors with the potential to help meet that specific need as well as factors with the potential to hinder the effective meeting of that need. Awareness of such factors and planning to reduce the impact of the "hindering factors" while utilising the "helping factors" are key steps in effective change management.



## "CONCEPT MAP" OF SOME RELATIONSHIPS BETWEEN, and POSSIBLE FACTORS CONTRIBUTING TO, THE PERSISTENCE OF PRIORITY NEED AREAS

Please read arrows → as meaning "contributing to" or "causes". Follow tracks in the direction of arrows to trace the sequential impact of one situation on others. Work from the lower boxes outward to explore (some of) the factors which have contributed to the priority problems (needs)



SECTION 4 : BACKGROUND INFORMATION ABOUT,  
AND PRELIMINARY SUGGESTIONS REGARDING  
STRATEGIES FOR MEETING, EACH PRIORITY NEED

**PRIORITY NEED # 1 : LANGUAGE DEVELOPMENT ACROSS  
THE COMMUNITY**

1. Difficulties in comprehending, speaking, reading and writing English are apparent in many segments of the the RMI community. Even among high school graduates and within the ranks of practising elementary school teachers, standards of English literacy are often well below acceptable standards.
2. This deficiency has impeded, and is impeding, the effectiveness of every education or training program available to the RMI people. Students from pre-school to College level suffer learning difficulties directly related to low standards of literacy - particularly in English - the language in which most courses are delivered and in which most learning resources are written.
3. A number of inservice training programs (including RALE and BELS) have been implemented during the nineties to advance the bilingual literacy and language teaching competencies of elementary school teachers. The reasons for the apparent low impact of these programs requires investigation in the course of planning any new project but it is clear that further, short, intensive withdrawal courses for teachers is not the total answer.
4. The official Government policy regarding bilingual education may, in fact, be impeding the progress of English literacy. The belief that English literacy needs to be preceded by literacy in Marshallese is widespread in the educational community. However, the slow pace of the development of basic resources for teaching reading and writing in first language (dictionary, grammar, readers etc.) has therefore meant that progress in improving literacy in either language has been delayed. Thus, unintentionally, children are being denied their basic right to acquire literacy at an age when they are most ready for it.
5. The consultants believe strongly that efforts to improve the English literacy of the population should proceed apace and need NOT await the achievement of writing and reading literacy in Marshallese. There is considerable evidence that children (especially when they are young) can learn both languages simultaneously if the two languages are taught separately and children are "immersed" in each language (without mixing) at different times during the school day.
6. Good resources for teaching and learning English are readily available and should be provided for all elementary teachers and children as soon as possible. However, since bilingualism is both a Government and a community priority, efforts to improve literacy in the Marshallese language should be sustained, including rapid completion of the Marshallese dictionary and more rapid production of schoolbooks written in Marshallese.

7. While efforts to improve English literacy need to be focussed at the elementary school level, any project aimed at this target should also address the needs of the wider community. Intensive awareness raising about the importance of English and partial immersion in / frequent exposure to written and spoken English will all be necessary. The mass media should play an important part in any such program.

8. A substantial project to advance English literacy might include the following elements\* :

- writing workshops where teachers learn language by preparing their own teaching resources.
- selecting and training the teachers who are most fluent in English to teach selected subjects across the school entirely in English from grade 1.
- flooding the schools with interesting storybooks in English and which are available for children to take and read at home.
- use of expatriate volunteer teachers with first language English to provide English mentors in elementary schools.
- use of videotape programs, eg "Sesame Street", "Letterman" at school and at home.
- an "English day" each week where English is the only language used in schools, Government offices, businesses, on the radio and, hopefully, in homes.

*\* These thoughts are preliminary suggestions only. The magnitude of the task demands a full project design study.*

9. If any developmental assistance is offered towards the preparation of classroom resources to match the elementary school curriculum (ref. priority need #5), the teacher re-training component of that effort would necessarily include deliberate strategies to enhance teachers' Marshallese and English literacy as a supplementary objective of the training program.

10. Relevant courses in remedial English are already being conducted for CMI freshmen/women and within the USP sponsored College Preparatory program. Any new initiative towards English literacy should tap into the knowledge and skills of the people delivering those programs. Also, multi-lingual language education strategies, used successfully in countries, such as Malaysia, Singapore and the Phillipines, deserve to be studied as benchmark examples.

11. If a similar English language project was implemented in the FSM, the planning, curriculum development, materials acquisition and teacher training strategies of the two related projects could be shared, and the work led by the same technical experts.





**PRIORITY NEED #2 : HEALTH & NUTRITION EDUCATION  
ACROSS THE COMMUNITY**

1. Declining life spans, increases in infant mortality and child malnutrition, and in lifestyle-related diseases among adults, all point to the urgency for an effective program of community education.
2. Of lesser urgency perhaps, but of equal long term importance to the economic survival of the nation are educational programs directed at bringing population growth under control and preserving the quality of the atoll environment. Both of these issues are, in fact, closely linked with community health and could be readily integrated into a program of community education covering all three issues.
3. Any initiative in community education on these topics should be informed by, and integrated with, the new Health and Nutrition curriculum about to be implemented in elementary schools and should be linked to relevant topics in the Science and Social Science curriculums.
4. Given the limited literacy in written Marshallese and English possessed by a large fraction of the community, it is likely that any programs based on printed resources would need to be balanced by information delivered orally. Local radio and TV programs, as well as community meetings, seminars, workshops and interviews, are therefore likely media for program delivery. Teaching in spoken Marshallese is likely to be more effective than English.
5. Rather than develop an entirely new curriculum and associated teaching resources on these topics from scratch, similar programs in other developing countries need to be studied and evaluated to identify which resources and strategies may be adopted / adapted for use in the RMI.
6. All existing efforts in these areas of education, including work conducted by UN agencies, the YTYIH movement and SPREP need to be integrated and incorporated with any new community education initiative.

**PRIORITY NEED #3 : SCHOOL BUILDING RENOVATION**

1. The poor condition of most Government elementary school buildings is a serious impediment to enhancing student and teacher motivation and improving the quality of teaching and learning. In some cases, the water catchment and sanitation facilities also pose significant health hazards to the school community. Lack of electric power in many outer island schools results in unlit classrooms and denies teachers and students the use of any powered equipment.

contd...

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

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2. The ADB funded BED project was meant to address the water catchment and toilet facility needs of schools but mismanagement led to disposal of the earmarked funds without any building materials being supplied.

3. The Secretary of Education sees this need to be of highest priority and has prepared a paper indicating the most urgent works. Her list of schools needing most urgent attention can be found on page 29 of this report (overleaf). The table opposite indicates the number and condition of all Government Elementary school buildings in 1995.

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

**CONDITION OF PUBLIC ELEMENTARY SCHOOLS IN THE RMI  
(1995-1996 Data)**

**KEY :** Tea (total no of teachers on atoll) Stu (total no of students on atoll) Ele (electricity)

Cond (Condition of schools - Excel Good Fair Poor)

Definition:

Excel (Excellent) = New buildings, secure doors/windows, enough classrooms, good campus.  
 Good = Good buildings, secure doors/windows, enough classrooms, good campus.  
 Fair = Buildings functional, some doors/windows still working, roof still intact.  
 Poor = Buildings falling apart, most doors/windows barely hanging, roof leaks and electrical wiring is not safe.

Name of School	Tea	Stu	Cond	Ele	Name of School	Tea	Stu	Cond	Ele
1 Ailuk Elem.	8	191	Poor	No	40 Arno Elem	19	548	Fair	No
2 Enejjar, Ailuk	^	^	Poor	No	41 Bikarej, Arno	^	^	Fair	No
3 Aur Elem	10	152	Poor	No	42 Ine, Arno	^	^	Good	No
4 Tobal, Aur	^	^	Poor	No	43 Kilane, Arno	^	^	Fair	No
5 Likieb, Elem	13	202	Fair	No	44 Matolen, Arno	^	^	Fair	No
6 Jebal, Likieb	^	^	Poor	No	45 Longar, Arno	^	^	Good	No
7 Melan, Likieb	^	^	Poor	No	46 Tutu, Arno	^	^	Good	No
8 Airok, Maloelap	14	246	Fair	No	47 Ullien, Arno	^	^	Good	No
9 Tarawa, Maloelap	^	^	Fair	1 small generator	48 Lukoj, Arno	^	^	?	?
10 Jang, Maloelap	^	^	Poor	No	49 Enejjet, Mili	11	327	Fair	No
11 Kaben, Maloelap	^	^	Fair	No	50 Lukonuor, Mili	^	^	Fair	No
12 Ollet, Maloelap	^	^	Poor	No	51 Mili Elem.	^	^	Poor	No 1 sped generator
13 Mejit, Elem	6	166	Fair	No	52 Nallo, Mili	^	^	Fair	No
14 Umik, Elem	5	144	Fair	No Community has solar	53 Tokewa Mili	^	^	Fair	No
15 Wotje, Elem	12	168	Poor	No	54 Loen, Namu	14	246	Fair	No
16 Nibun, Wotje	^	^	Poor	No	55 Mae, Namu	^	^	Poor	No
17 Wodmej, Wotje	^	^	Poor	No	56 Majkin, Namu	^	^	Good	No
18 Ebon Elem.	18	327	Excel	No	57 Namu Elem.	^	^	Fair	No
19 Enekoion, Ebon	^	^	Fair	No	58 Lib Elem.	2	47	Fair	No
20 Toka, Ebon	^	^	Poor	No	59 Aerok, Ailinglap	34	547	Fair	No
21 Imiej, Jaluit	23	497	Poor	No	60 Jebwan, Ailinglap	^	^	Poor	No
22 Imroj, Jaluit	^	^	Poor	No	61 Buoj, Ailinglap	^	^	Poor	No
23 Jabonoden, Jaluit	^	^	Poor	No	62 Enewa, Ailinglap	^	^	Poor	No
24 Jabor, Jaluit	^	^	Poor	Yes wiring no longer safe	63 Woja, Ailinglap	^	^	Poor	No
25 Mejnirok, Jaluit	^	^	Fair	No	64 Katiej, Ailinglap	^	^	Good	No
26 Narmij, Jaluit	^	^	Fair	No	65 Jeh, Ailinglap	^	^	Good	No
27 Mejatto, Jaluit	^	^	Poor	No	66 Mejjel, Ailinglap	^	^	Fair	No
28 Jaluit, Jaluit	^	^	Good	No	67 Jah, Ailinglap	^	^	Poor	No
29 Ejit, Kili	14	223	Excel	Yes	68 Jabat Elem.	^	^	Good	No
30 Kili, Elem	^	^	Excel	Yes	69 Ebeve, Kwajelein	55	1338	Good	Yes
31 Namdnk	7	246	Fair	No 1 generator by LGov/Comun Solar	70 Enebur, Kwajelein	^	^	Poor	Yes
32 Ajeltake, Majuro	145	3384	Poor	Yes	71 Ebaton, kwajelein	^	^	Poor	Yes
33 Laura, Majuro	^	^	Poor	Yes	72 Enewetak Elem.	15	306	Excel	Yes
34 Rairok, Majuro	^	^	Fair	Yes	73 Lae Elem.	6	110	Fair	No
35 Rita, Majuro	^	^	Poor	Yes	74 Ujae Elem.	7	193	Fair	No Community Solar
36 Woja, Majuro	^	^	Good	Yes	75 Wotto Elem	5	42	Poor	No
37 Uliga, Majuro	^	^	Poor	Yes	76 Mejatto/Rongelap	6	121	Poor	Yes
38 Delap, Majuro	^	^	Fair	Yes	<b>TOTAL ('94-'95)</b>	<b>451 Teachers</b>	<b>9749 Students</b>		
39 Majuro Middle Sch	^	^	Poor	Yes		<b>( '95-'96)</b>	<b>4</b>	<b>Excellent schools</b>	
							<b>15</b>	<b>Good schools</b>	
							<b>29</b>	<b>Fair schools</b>	
							<b>32</b>	<b>Poor schools</b>	

REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997

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**PRIORITIES IN SCHOOL REFURBISHMENT AS VOLUNTEERED BY  
THE SECRETARY, MINISTRY OF EDUCATION, RMI**

MAJURO

Rita Elementary School	10 classrooms; boys/girls/ staff toilets	\$600,000
Rairok Elementary School	8 classrooms, faculty room expansion to second floor	\$350,000
Laura Elementary School	6 classrooms, vocational center, faculty room, toilets	\$400,000
Ajeltake Elementary School	4 classrooms, faculty room expansion to second floor	\$300,000

OUTER ATOLLS

Namdrik Elementary School	6 classrooms, faculty room library, vocational center, toilets	\$400,000
Jabor Elementary School	8 classrooms, vocational center science room, computer lab, library, toilet.	\$500,000
Tarwa Elementary School	3 classrooms, office, library	\$95,000
Milli Elementary School	3 classrooms ( partitions and ceiling ) library, science room vocational center	\$235,000
Ailuk-Ailuk Elem. School	8 classrooms, library, vocational center	\$400,000
Enejjar Elementary School	2 classrooms, (ceiling & finishing)	\$15,000
Woja Elemenbtary School	5 classrooms, library, science room, vocational center and computer lab	\$400,000
Toka Elementary School	8 classrooms, faculty lounge Science lab, vocational center, library	\$500,000

The consultants feel strongly that construction of "secondary facilities" such as science and computer laboratories and even libraries, should await the situation where all schools are adequately equipped with "basic facilities" such as classrooms, furniture, teaching resources, storage rooms, safe water/toilet facilities and electric power. However, design of any new schools could possibly create the spaces which could be converted to such secondary facilities at a suitable ( later ) time.

**PRIORITY NEED #3 : SCHOOL BUILDING RENOVATION (contd.)**

4. Any project in this area of need clearly requires a major preliminary study to clarify and rationalise the number, size and appropriate staffing levels for schools on each atoll in light of the atoll size, population of the atoll, distance between schools, distance to other atolls, conditions of present schools, and ownership of the land on which present schools are sited.
5. Any decision to alter the schooling structure from (8 + 4) to (6 + 2 + 4) will also need to be predetermined in advance of any new construction since new "middle schools" may need to be included.
6. The issue of supplying electric power to all schools needs careful consideration. The problems associated with fuel supplies and maintenance of conventionally fuelled generators poses special problems on isolated atolls. Solar or wind power deserve investigation, but even with storage batteries, existing small technologies in these areas will only meet low demand for power.
7. Since CBGS is seemingly well-advanced, (re)construction of each school needs to be preceded by community consultations and, as local skill levels allow, community members should be employed in construction work. However, such community involvement needs to occur in the context of an efficient schedule of completed works.
8. The issue of ownership of the land on which Government schools are located and possible purchase of school sites by the RMI Government would be an appropriate initiative in conjunction with school reconstruction.
9. A comprehensive plan of school reconstruction or renovation following the preliminary study would seemingly need to be spread over a period of at least 3-5 years.
10. It is suggested that any aid agency proposing to meet this need might supply the construction materials, together with a select team comprising architect(s), engineer(s) and some skilled tradespeople. This team would also have the responsibility to hire and train local atoll laborers to assist in the construction and to maintain the facilities after their completion. The construction team could possibly live on board a ship which moves from atoll to atoll and which carries the construction materials and equipment.
11. If a similar school reconstruction project was implemented in the FSM, the planning, materials acquisition and construction activities of the two related projects could be dovetailed.

**PRIORITY NEED #4 : UPGRADING OF TEACHER SKILLS**

1. That this need continues to emerge as a high priority is a paradox given the extensive training programs to develop teacher competencies mounted by the CMI, the MOE, PREL and many other external agencies during the last ten years. The EPMS initiative in the context of the BED project should also have produced results by now but no evaluation of this aspect was available to the consultants.

2. Among the reasons that have been suggested to explain the dissatisfying outcomes of past inservice programs are :

- a) The low motivation and intellectual calibre of some members of the teaching profession.
- b) The low literacy levels of many teachers, especially in English. Many teachers who appear to be able to read English text, often do so without comprehension.
- c) Overuse of English and underuse of Marshallese in training settings.
- d) The priority given to academic courses needed to complete associate degrees rather than courses concentrating on content knowledge and instructional skills.
- e) The delivery of pre-planned courses by external agencies and which have not been based on an analysis of teacher readiness nor on the priority needs of the students, the teachers or the schools.
- f) Training not supported by teacher-friendly curriculum frameworks and print resources (in Marshallese and English) for classroom use.
- g) Poor training / presentation skills among both local and visiting trainers.
- h) Overuse of lecture style training strategies rather than hands-on group activities, lesson simulations and other more practical approaches.
- i) Training in withdrawal settings apart from school colleagues.
- j) Little follow up support for teachers in implementing new approaches when they return to their schools.

3. These factors need to be considered in the design of any future teacher development programs. The relationship of this need to needs in literacy and curriculum resource material development is obvious, and all three should probably be addressed within the framework of a single project.

4. Many of the same concerns have been expressed about past pre-service teacher preparation programs. The newly developed CMI curriculum for elementary teacher training should both inform and reflect the directions of future inservice efforts. The plans (under the BED project) to recruit a cadre of specialist teacher training staff at the CMI should also provide an important new resource for more effective inservice training of teachers.

5. Proposals to identify, specially train and suitably reward "master teachers" in each school should also form part of any plan for a renewed teacher development initiative.

**PRIORITY NEED #5 : PROVISION OF CURRICULUM SUPPORT  
MATERIALS AT THE ELEMENTARY LEVEL**

1. Improvements in the quality of teaching and learning in Government elementary schools remains a high priority need in the RMI despite numerous initiatives and efforts in this area during the nineties.
2. The BED project commenced in 1994 and is scheduled to be concluded by the the end of 1998. The project is funded by an \$US8 million ADB loan supplemented by a \$US3.6 million contribution from the RMI Government.
3. The Project plan addresses improvement of school facilities, development of curriculum frameworks and resources and training of teachers, master teachers and school administrators, all at the elementary school level.
4. Two project consultants are presently working with the subject specialists in the Ministry of Education on the crucial task of preparing printed resource materials to support the newly developed curriculum frameworks. Current projections suggest that this team may complete only the resources for Grades 1 to 3 (together with the associated training of elementary teachers in their use) before the work contracts of these consultants expire later in 1997 or early in 1998.
5. The initial BED project plan seems to have seriously underestimated the number of consultant months needed to design, develop, find, adapt and publish resource materials to cover 6 areas of learning (subjects) across 8 grades, and also to plan and implement associated inservice familiarisation programs for all elementary teachers.
6. Should the BED project budget be expended before the development of the curriculum support materials and associated teacher training is complete, it is essential that supplementary funding be found to allow this crucial aspect of the project to proceed to completion.
7. The present BED project manager is encountering Government resistance in releasing the progressive payments of the \$3.6 million promised as the RMI contribution to the Project.
8. An intervention by an aid donor in this area could allow smooth dovetailing of the final year of BEDP with a complementary program of resource development funded by the new donor.
9. If new technical experts are employed, they would need at least one month working alongside the outgoing ADB consultants in order to allow a smooth transition and handover of the project tasks.
10. If support is given a similar program involving development of elementary school curriculum resources in the FSM (see the partner report), economies could be made by using, in both countries, the same project team and by sharing, where appropriate, the curriculum resources developed.

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**PRIORITY NEED # 6 : VALUES EDUCATION IN THE  
ELEMENTARY SCHOOL**

1. There is widespread concern within the RMI community, that many young people lack the values of their elders and are prone to laziness, bad manners, disrespect for adults, dishonesty and lack of ambition.
2. Among the causes of this problem may well be the bad example given by some corrupt politicians and by some teachers who, through frequent absences from school, poor teaching skills and pilfering of school resources, model inappropriate behaviors to their students and show low commitment to their work.
3. MUSS has begun to address the problems by development of a values curriculum to be installed on a trial basis in the 7 urban elementary schools under its control. There is some concern about this initiative since it is seen to be a way of installing Bahai values into the supposedly secular Government schools. The future of the existing MUSS team is in doubt under the new President's administration which, apparently, is not supportive of the Bahai movement.
4. While a timetabled curriculum component where values are formally "taught" may partly address the problems, schools which are recognised for strong character development among their students rely on a positive "hidden" curriculum which centres on the quality of staff/student relationships and the building of a sense of trust and teamwork among students, and between teachers and students and the school community.
5. These hidden curriculum outcomes are most often nurtured where staff act as role models, where the school has a firm but fair discipline policy and where the school offers a strong and varied program of extra-curricular activities (student councils, competitive sports, recreational clubs, charitable works, excursions, camps, etc).
6. While current conditions in RMI Government schools do not lend themselves to the levels of staff and student motivation needed to support development of an appropriate hidden curriculum, hoped - for improvements in school physical conditions and in the quality of teaching & learning may well begin to create the climate where more and more teachers become willing to go beyond the minimum demands of their teaching or school administration jobs.
7. For this reason, this need might be best addressed after renewed intensive efforts to improve :
  - a) school facilities (making the school environment more attractive and conducive to learning).
  - b) school administration and staff leadership.
  - c) the quality of teaching and learning by development of literacy skills, the provision of a relevant curriculum, associated printed classroom resources and other teacher/student resources.
8. Evaluation of the MUSS trial values curriculum, if it is implemented, should inform future decisions about values education.



**PRIORITY NEED #7 : TRAINING OF UNEMPLOYED YOUTH**

1. It is estimated that 40% of school leavers on Majuro atoll are unable to find jobs or opportunities for further study. This situation is contributing to substance (particularly alcohol) abuse, antisocial behaviour and an increase in teenage pregnancy rates.
2. The Youth to Youth in Health Movement has been in existence for 11 years and has an impressive record in its mission of "activating young people to promote primary health care and cultural identity" It promotes a variety of activities in Majuro and through 16 chapters on outer atolls.
3. The work of the movement has strong links with the values education issue since counselling of troubled youth is a major component of the initiative.
4. The movement has paid its non - volunteer staff and maintained its programs by way of grants from various RMI Government Departments, overseas aid agencies and private donors. The sale of handicrafts produced under the Movement's training initiatives is producing increasing returns.
5. The YTYIH headquarters are located in CMI buildings in Majuro. The College wishes to resume those premises and the Movement has acquired land and \$100,000 in donations to build a new centre. At least another \$US1 million is needed.
6. The recently completed cultural centre built by Japan by way of a \$US6 million grant offers another option as a possible YTYIH headquarters. Since completion, the centre, containing 2 basketball courts, a theatre and toilet facilities has remained locked because of security concerns.
7. Developmental assistance from an overseas aid donor could be used :
  - a) to establish the YTYIH headquarters in a new centre
  - b) to provide additional staff, facilities, equipment and resources for expanded youth training programs.
8. Any program in this area should include efforts towards integrating existing funds, training facilities and human resources associated with the JTPA, Private Industry Council, and YTYIH programs, and with any jobskills related programs (e.g Hospitality Training) mounted in the future by CMI or within the USP extension program.
9. The Vocational Education Bureau of the MOU and work being done on vocational education in the Government High schools also needs to be correlated with any new initiatives to support unemployed youth.

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**PRIORITY NEED #8 : BASIC TEACHER RESOURCES**

1. Absence of essential basic classroom resources is contributing significantly to decline in teacher morale and depressed standards of teaching and learning. Teachers in many schools lack chalk, usable chalkboards paper, pencils and copying facilities.
2. The severity of the resource problem has been confirmed by feedback from Government school teachers, JOCV volunteers working in Government schools, staff working in the Ministry of Education and local school administrators.
3. Unless priority is given to supply of these basic items, attention to school reconstruction, teacher training, supply of printed curriculum materials or provision of higher technology resources seems to be both premature and pointless.
4. Modern photocopiers should not be considered for supply to government elementary schools at this time. Apart from their high initial cost, power supply is unreliable (and sometimes non-existent), the machines are subject to frequent technical problems and competent service personnel are not available. A more suitable copying device would be the hand-driven "spirit duplicator" which has the ancillary requirements of duplicator fluid (spirit) and pigment-backed master sheets.
5. Quantities of each resource supplied to each school should be in proportion to the numbers of classrooms, teachers and students. In the case of chalk and paper, each teacher could be issued with a personal stock. The duplicator and associated resources might be better supplied to the head teacher on the understanding that it is a resource for general staff use. Head teachers may require training in their use.
6. An inventory of the chalkboard condition in each classroom will be necessary to determine which require replacement and which could be renovated. The Ministry of Education could supply a small team of local workers to manage the installation of the new boards or renovation of the old.
7. Rather than supply The RMI Ministry of Education with finance to purchase such items. it is recommended that any aid agency involved in meeting this need might purchase the items from appropriate suppliers and ship the resources to Majuro ready for direct issue to schools.
8. Arrangements would need to be made with the RMI Government to exclude such items from import duty and to expedite their distribution without unnecessary administrative paperwork or detention in Government stores.
9. Supply of such resources should be seen as a "one-off" effort to remedy a crisis situation and should be offered on the understanding that the RMI Government or CBGS Boards will adjust their budget arrangements for schools to ensure that stocks of such essential items are maintained in the future.

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**AN ARGUMENT TO VIEW PROVISION OF COMPUTER EQUIPMENT  
TO SCHOOLS AS A LOWER PRIORITY NEED**

1. This unusual negative commentary stems from a perception frequently mentioned in discussions with RMI administrators and educationists, that supply and installation of computer systems to schools (including Internet access) is a priority need in the education sector.
2. To the consultants, this perception is based on the assumption that computerised learning systems are either the best solution to the distance education needs of the outer island children or a (partial) solution to the depressed teaching skills of some teachers.
3. Many counter-arguments can be put to any proposed commitment to computerisation at this time in Marshallese school development.
  - (a) schools and teachers lack such basic resources as chalk, chalkboards, paper and "hard copy" learning resources.
  - (b) Average levels of student and teacher literacy in English are severely depressed. It is difficult to use a keyboard effectively when vocabulary, spelling and grammar are deficient (although it can be argued that prolonged computer use does contribute to language development).
  - (c) Effective use of the world wide web requires advanced reading and discrimination skills (as does any library search). At this time, the web does not offer the interactivity which allows the computer to match the cognitive domain of the learner. Unlike a trained teacher, a computer cannot map out what each student needs to understand in order to progress further.
  - (d) Most schools lack suitable secure and weather proof areas for computer installation and many lack reliable sources of electric power. Even in Majuro, power failures are not unusual.
  - (e) The initial costs of large numbers of computers and associated modems, printers etc is enormous, rate of obsolescence is high, competent technicians to maintain the equipment are scarce and server/ connection fees to access the Internet would place a continuing strain on already stretched education budgets.
  - (f) Significant technological advances are likely in the computer industry during the next few years, including voice recognition input and cheaper, low power desktop units connected to a high powered central server.
  - (g) Lower (or earlier) technology options for distance education (e.g. videotape, audiotape, and two way radios) are readily available at relatively low cost but have not been utilised in any systematic way.
  - (h) Interactive learning programs using CDrom and CD's which display on a standard TV monitor (CDi) deserve investigation as distance learning options, but the availability of quality learning packages for even these technologies is still very limited.

These arguments in no way deny the value of ready Internet access for students at senior high school and College levels nor the desirability of at least one Net-linked computer as part of library development in the reconstructed RMI elementary schools of the future.

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## SECTION 5 : SPECIFIC RECOMMENDATIONS TO JICA - PRIORITIES AMONG THE PRIORITIES

If JICA chooses to offer further developmental assistance to RMI in the education /training sectors, two priority needs seem to align well with existing experience and expertise available to Japan :

- 1. Assistance towards renovation and reconstruction of schools (ref priority need #3)**  
Assistance in this area would require a long term project and a multi-million dollar budget
- 2. Assistance towards vocational training for (unemployed) youth (ref. priority need #7)**  
Assistance in this area could involve provision of a training centre, equipment for vocational skills training and technical experts /volunteers (with good spoken English skills) to deliver training.

However, the consultants note two comments in the 1994 JICA study report on "Development Assistance for ..Education"

*"Literacy education is among the most important and urgent tasks to be accomplished . Aid programs .... could specifically include the training of instructors and the development of materials for literacy education" (page 42)*

and

*It is important to offer aid that will lead to..... the development and distribution of low cost, locally sourced teaching materials ..."*  
(page 44)

In the light of these comments, it is strongly recommended that JICA might also give serious consideration to offering:

- 3. Assistance towards improving teacher literacy through local development of classroom resources in English and Marshallese (ref. priority needs #1 and #5)**  
While such assistance would probably require the enlistment of one or more technical experts with English as their first language, there is no reason why one or more Japanese teachers of language, and who have strong English skills, could not be involved as JICA experts.

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## SECTION 6 : GENERAL GUIDELINES FOR DELIVERY OF FUTURE EDUCATIONAL AID PROGRAMS IN THE RMI

### 6.1 PROGRAM / PROJECT ADMINISTRATION

1. Many necessary developmental assistance programs in education have not been initiated because local administrators lack the motivation for, or the skills in, writing comprehensive proposals for presentation to potential donors.
2. Other implemented projects have not led to long term tangible benefits because the overseas technical experts involved have spent only short blocks of time in-country, hoping, incorrectly, that local counterparts could and would sustain, replicate or complete the program successfully in their absence, and that promises made by local agencies would be kept.
3. In reality, there is a dearth of competent personnel in the Ministry of Education (and other Government Departments) with the depth of vision, level of commitment and planning/problem-solving skills needed to plan or manage a complex program.
4. Once tight controls over financial or material resources are relaxed by a donor agency, there is a risk that, in the best case, the resources will be mismanaged and in the worst case, that they will be misappropriated.
5. Any aid donor needs to be "hard - headed" - willing to cease the aid effort at any point where promised commitments by local authorities to support any program with funds or resources (human or physical) are not sustained.
6. History suggests that the RMI Government takes on loans without any real capacity (or intention?) to repay. In the light of this history, donor agencies may prefer to avoid the issue of pursuing repayments by accepting that the country, at this time, should be given aid in the form of grants.
7. Any agency offering major developmental assistance to the RMI should budget for the appointment of a resident "developmental assistance manager" who would be responsible for assisting local officials to prepare appropriate formal requests, for liaising with Government Departments and other aid agencies, for managing project budgets and for monitoring the work of technical experts engaged to support a given project.
8. Technical experts (advisors, consultants or volunteers) engaged to support selected programs or projects also need to be engaged to work for substantial periods in-country, need to work in close collaboration with the resident developmental assistance manager and should be accountable to the donor agency through him or her.
9. Where an aid donor has access to volunteers, efforts should be made to recruit a group of volunteers possessing the specific skills needed to support the particular educational initiatives being funded.

10. Scholarships for overseas study should only be offered where the proposed course is clearly related to a priority need in the RMI and when the student not only can demonstrate the capacity (intellectual and literacy skills) to cope successfully with the program, but also is "bonded" to return and apply new knowledge and skills to the development area at home.

11. Despite the negative overtones of points 1 to 4 on page 39, efforts must continue to inculcate the necessary skills and attitudes in local administrators and practitioners. Thus, the appointment of a resident development assistance manager, technical experts or volunteers by aid donors should always be matched by appointment of local counterparts to work full-time, in tandem with them.

## 6.2 COOPERATION WITH OTHER DONORS

1. The nature of the US funding, which is delivered independently of the local US Embassy and through numerous uncoordinated agencies, suggests that a collaborative arrangement with the US in any future ODA effort by Japan would be difficult, if not impossible. The US first needs to coordinate its own ODA contributions to education in the region.

2. The most likely avenue to access US funds in any joint project would be to arrange a collaborative effort with PREL or one of the US funded Universities which currently serves the region. This possibility would only apply to programs involving curriculum or teacher development, and the attitude such institutions might hold towards a joint program is uncertain.

3. The current BED project funded by an ADB loan seems likely to fall short of its intended outcomes in several areas and so the bank may be interested in a cooperative Japan / ADB effort to sustain the Project so that its objectives, particularly in regard to school facilities and printed curriculum resources, are achieved.

4. UN initiatives in the region are relatively minor but collaboration with relevant UN agencies should be explored if any aid programs are planned in the areas of community education in population management, health and nutrition or agriculture - all areas where some UN activity is current.

5. Perhaps the most likely avenues for joint ventures in the education arena lies with other developed countries which are active in ODA in the Marshalls. Australia, China and New Zealand are the most likely contenders and all have aid agencies which parallel JICA in their function. Initial proposals for collaborative efforts could occur through the Embassy officials of each country. China has an Embassy in Majuro, the Australian Embassy in Pohnpei (FSM) is responsible for managing AusAID programs to RMI, but New Zealand has no office in the region.

6. An opportunity would exist for Japan to raise the possibility of collaborative ODA assistance to the RMI in the education/training sector at the "Consultative Group of Donors" meeting to be held in Manilla, Philippines in October, 1997.

## APPENDIX 1 : SUMMARY OF THE TEN YEAR MASTER PLAN FOR THE RMI

### I. Introduction

1. The implementation of the Compact of Free Association with the United States (US) in 1986 brought into focus two major realities in the education sector: (i) financial resources will be so limited that the education system inherited from the US could not be sustained and expanded and (ii) the education system was not fulfilling the needs of the nation, particularly self-reliance. It had become clear that the status quo was neither acceptable nor sustainable.

2. In view of this, the Government commissioned out of its own resources a study to develop a ten-year education master plan (the Master Plan). The study was carried out from April to August 1989 by a US-based consulting firm with guidance from a multisectoral Education Planning Group composed of senior government officials and educators. The consultant team visited a sample of schools and met with administrators, teachers, students, parents and community leaders throughout the country and presented and discussed its findings and draft recommendations with the Education Planning Group. The final report was submitted in October 1989. The Master Plan was adopted formally by the Government and the Education Act (Public Law 1991-125) was established in August 1991 to provide the policy framework for timely and effective implementation of the Master Plan.

### II. Summary of Recommendations

3. The Master Plan contained 44 major recommendations that could be classified into general, elementary education, secondary (high school) education, postsecondary education, administration and finance, and long-range development. The salient points of these recommendations are given below.

#### A. General

4. The study brought into focus that the education system had been deteriorating over the recent years and was in "near disastrous shape". It was recommended that education be formally acknowledged as an urgent national priority and self-reliance be adopted as the primary curricular and operational philosophy.

#### B. Elementary Education

5. The study concluded that all citizens should be provided with a solid elementary education to lay the essential foundation for them to function as productive members of society. Recognizing that, with the Government's limited financial resources, it will not be possible to develop a full array of educational opportunities, the study concluded that priority for development efforts should be heavily focused on elementary education.

6. The study recommended that elementary education be designated as the national standard for all citizens, given first priority, and strengthened to the highest level before all else and that administration of education be decentralized to local governments. Further recommendations relate to the manner of implementing, financing, and operating the decentralized system, such as restructuring MOE's role at the national level; pilot testing a community-based governance system for eventual replication throughout the country; adopting minimum standards for elementary schools; and determining subsidy levels for local governments and private schools.

**C. Secondary (High School) Education**

7. The study concluded that, for the foreseeable future, universal secondary education cannot be a reality for several critical reasons: (i) the majority of elementary school graduates are not even ready for high school; (ii) public high school enrollment has not expanded significantly over the last decade; (iii) the economy will not have the capacity to absorb the number of higher educated citizens that would be produced by a policy of universal secondary education; (iv) the Government needs to concentrate its limited resources on strengthening elementary education; and (v) the economy cannot support the cost of substantially expanding secondary education. Notwithstanding this, the role of secondary education was considered important in preparing a limited number of youth to pursue higher levels of education and professional training. Its role, in fact, should focus on addressing the country's need for skilled and trained manpower.

8. The study recommended that: (i) financial assistance to private high schools be increased and tied to school performance standards; (ii) the main mission of existing public high schools be changed from college preparation to job preparation in the required skill areas; (iii) the development of high schools be focused on population centers with employment markets sufficient to absorb the graduates of vocational programs; and (iv) CMI (then College of Micronesia) be given additional responsibility for college preparation, adult programs, and vocational training and counselling programs for the unemployed.

**D. Postsecondary Education**

9. The study noted that the postsecondary education subsector was receiving adequate grant support from the US government mostly for university and college programs overseas. However, the return on investments was poor because of the inability of students to successfully complete their programs or to return to the country to fill critical manpower shortages. The study recommended a strategy of strengthening in-country capability for postsecondary education while maintaining its reliance on external universities and colleges.

**E. Administration and Finance**

10. The recommendations on reforming education called for major changes in MOE's organization, staffing and operations as well as increased efforts in resource mobilization for education. These included establishment of the present National Board of Education, major reorganization of MOE and strengthening its capacity for intersectoral cooperation and for



securing international assistance, and transfer of responsibility for education personnel from the Public Services Commission to MOE.

11. The study also called for legislation to guarantee a minimum share of 15 per cent of government budget for education, allocation of \$3 million to \$4 million of a recent Government bond issue for education, provision of \$2 million in MOE's operating budget for maintenance, expansion of local sources of revenue for education, and negotiation with the US government to review its scheduled phase-out of education funding.

#### F. Long-Range Development

12. Because the development needs of the education system will require substantial investments and persistent efforts over a continuing period of time, the study recommended that: (i) a ten-year development planning horizon be adopted; (ii) complete financing packages be prepared and submitted to prospective external donors and lenders; (iii) priority be placed on preservice training of future teachers; (iv) sustained summer programs be organized to facilitate focused development programs; and (v) a special commission be appointed to assist MOE in developing Marshallese-based curricula and materials.

### III. Summary of Progress

13. Since the adoption of the Master Plan, the Government has taken action on most of the recommendations and can claim some concrete progress in its efforts. The Education Act of 1991 embodies the Government's initiatives on many of these recommendations. The MOE was reorganized and CMI and the National Board of Education were established. The Community Based Governance System is being gradually piloted and implemented. Private school enrollment has expanded substantially. Although Government financial support increased marginally, strong encouragement and public acknowledgement by the Government of the important role of private schools were important factors in providing impetus for expansion. On the finance side, \$3.5 million of the government bond issue was allocated to school construction and \$1 million was allocated for renovation and maintenance.

14. The Government's progress after the enactment of the Education Act is commendable; however, much remains to be done and the sector's goals and strategies need to be continually revised and fine tuned. As evidenced by the Government's request for the Project, the Government regards the Bank as a major partner in developing its education sector. The Project pursues further the Master Plan's objectives with a comprehensive approach to improving the basic education subsector, teacher education and training, and institutional capacity.

REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997

**APPENDIX 2 : NAMES AND POSITIONS OF PEOPLE WHO  
PARTICIPATED IN WORKSHOPS OR INTERVIEWS**

RMI GOVERNMENT "THINK TANK" PARTICIPANTS			COLLEGE OF MARSHALL ISLANDS "THINK TANK" PARTICIPANTS		
	NAMES	POSITION		NAME	POSITION
1	Ishmael JOHH	Chair, HESA Comm	1	Alfred CAPELE	College President
2	Donald CAPELLE	Sec.M of Hth & Env	2	Larry LAWCOCK	Dean Instruction
3	Carmen BIGLER	Secretary of ISW	3	Cent LANGIDRIK	Teacher Edu. Ins.
4	Enja ENOS	Private Sch.Principal	4	Andy KUNIYUKI	Dean Co-op.R.&Ext
5	Phill PHILIPPO	Public Service Com.	5	Jenny JAROM	Dir. Adm. &Records
6	Marilyn KABUA	As.Sec. NSB MOE	6	Rebecca LORRENIJ	Dir. Financial Aid
7	Cheta ANIEN	Lang. Ed Sp.MOE	7	Walton BOHANNY	Nursing Instructor
8	Enion KALLES	Lang.Ed Sp. MOE	8	Mary SILK	Library Technician
9	Amram MEJBON	N.& Hth.Ed S.MOE	9	Rosina KOREAN	Nursing Instructor
10	Truitt WHITE	Manager MUSS	10	Barbara GFELLER	Science Instructor
11	Mark CANNEY	ADB Loan BEDP Manager	11	Bob BURGESS	English Instructor Remedial
12	Kanchi HOSIA	Assist. Sec. Ele. Sch	12	Patrick LANGMOUR	Dean
13	Paul EDWIN	Advisor RMI JOCV	13	Hanna LAFITA	Personnel Services
14	Masami BOLT <i>OBSERVER</i>	Co-ordinator JOCV	14	Lita TOMINES	Dean Student Ser.
LIST OF " SIGNIFICANT INDIVIDUALS" INTERVIEWED IN MAJURO, RMI					
1	Atsuo SAEGUSA	ChargeDaffairs Japan Consulate	10	Alfred CAPELLE	President CMI
2	Masami BOLT	JOCV Coordinator	11	Kanchi HOSIA	Assist.Sec.Elem.Sch
3	Joan PLAISTED	Ambassador USA	12	Anare TUITOGA	Actg.Center Director RMI Campus USP
4	Don AHERN	Dir Dev. USA Emb.	13	Mark CANNEY	ADB Loan BEDP Manager
5	Manta EDWIN	Director Youth to Youth in Health	14	Cheryl YOUNG	Curriculum Consul. ADB Loan BEPD
6	Giff JOHNSON	Dir. Publications The Mar.Isl.Journal	15	Beheen WHITE	Administrator Maj. Unified Sch. System
7	Truitt WHITE	Manager. MUSS	16	Idalia MORALES	Lang.&Culture Coor Maj.Uni.Sch System
8	Gao CHAO	Dir.Eco & ComChina E	17	Richard BOLT	Agri.Consultant UNDP
9	Hongjing LI	Sec Sec China Embassy			
LIST OF JOCVS INTERVIEWED IN MAJURO, RMI					
1	Yashiro MATSUKAWA	Elem. Education RITA	7	Satoko KAIZAWA	Nurse Majuro Hosp
2	Yoshihiro SASAKI	Science Instructor	8	Kinuko KOWATA	Librarian CMI
3	Takayuki SAKAMOTO	Auto Mechanic Instructor MIHS	9	Masaya ARAI	Maths & Science InstructorAssum HS
4	Kiyomi NAKAMICHI	Laboratory Instructor	10	Tomoko MAGATA	Nurse Majuro Hosp
5	Keiko HASEGAWA	Japanese Language Instructor CMI	11	Rie WATANABE	Japanese Language Instructor MIHS
6	Susumu YOSHIMURA	Outboard Engine Instructor MIHS	12	Hiroko KITAGAWA	Nurse Majuro Hosp

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## APPENDIX 3 : COLLATION OF OPINIONS EXPRESSED

### 3.1 VERBATIM RESPONSES BY "THINK TANK" PARTICIPANTS

Question 1 *"Where I would spend my first one million dollars to address a priority educational need in the RMI ?*

**by : RMI Government workshop participants**

- \*Community involvement Training for the Parent Community (Outer Islands especially).
- \*English text books for RMI Public Elementary Schools
- \*Teacher training to upgrade Elementary teacher's training skills
- \*Training on food security and food value for people in all atolls in RMI
- \*A training school for those drop out students to learn skills they are interested in.
- \*Increase number of classrooms and upgrade quality of existing classrooms for Majuro and Outer Islands Public Elementary Schools
- \*Major reconstruction or renovation of buildings for Outer Island and Majuro Elementary Schools
- \*Educate and train for qualified and dedicated teachers
- \*Supply of building materials/equipment and revegetation of all RMI schools
- \*Best facilities for all schools and clinics throughout the republic of the RMI
- \*Contract / pay outside firms to head the research, development and preservation of Marshallese Language and culture.
- \*Strengthen instruction in English, Maths and Science in Primary and Secondary schools
- \*Upgrade and concentrate on professional Institution for College and High School

**by CMI workshop participants**

- \*Global education for High School and College students
- \*Higher salaries and workshop for motivation of teachers, especially outer island teachers
- \*Renovation and construction of classrooms for Elementary Schools
- \*Training of new Principals in both Secondary and Elementary Schools to get at least a Masters degree in Educational Administration.
- \*Staff development for all levels of education - elementary, secondary and post secondary education
- \*Academic discipline education to BA or MA level for potential Marshallese teachers in the various High Schools
- \*Literacy in Marshallese for all Adults and Youth
- \*Teacher Training Programs for RMI Public and Private School Teachers
- \*Improve the classrooms for the primary schools
- \*Training of teachers for Elementary and College Level
- \*Better instruction, materials and CALL programs for Elementary, Secondary School ESL programs
- \*Provide training or workshops on budgeting or how to use resource wisely and wlc good to prioritize for women and youths in the Marshalls
- \*My million will go to the Ministry of Health for the education of doctors, nurses and all hospital specialists
- \*PEACE SAT HUB SITE for Distance Education and Internet Access.

Question 2 *"Where I would spend my second one million dollars to address a priority educational need in the RMI ?*

**by : RMI Government workshop participants**

- \*Training in content areas especially in Maths and Science for elementary and secondary teachers.
- \*Training for teachers in Primary and Secondary education.
- \*Training to develop Teaching enhancement skills for local and foreign teachers
- \*Strengthen training programs for all teachers and other government employees in RMI to upgrade skills and knowledge

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

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- \*Teacher training in instructional/classroom management skills for all RMI school teachers
  - \*Economic Development for Outer Island communities
  - \*Increase availability of curriculum resources, equipment and learning materials.
  - \*Upgrade the Elementary school by renovating the school facilities and to train the teachers.
  - \*Training for parents on parenting school children from both urban and rural areas
  - \*Construct outer island school facilities in order to accommodate all school age children and NO leaking roofs
  - \*School gardening for primary schools
  - \*Evaluation and Research training (Testing and information management Systems) for Education staff, teachers and students.
  - \*Information System and Technology for Government and private Sector (Community involvement)

**by CMI workshop participants**

- \*Training teachers/hiring skillful teachers for our primary and secondary schools
- \*Economic training programs for the RMI
- \*Literacy in English for citizens who wish to be literate
- \*Recruit and train (in English and Marshallese) High school and CMI students for Elementary School teaching
- \*AV/Physical resources - conducive to the teaching-learning environment including updating curricular offerings
- \*Revamp the primary school's curriculum for increasing student academic achievement levels.
- \*School furniture (chairs and desks) for elementary schools
- \*More and better classrooms (+transportation) for elementary schools throughout Marshall Islands
- \*Inservice and Job training for high school and college students
- \*Renovate and expand the classrooms for the Elementary schools in outer islands and the college (CMI)
- \*Very carefully prepared job training (real skills/real jobs) for high school graduates
- \*Provide professional librarians who can really develop the libraries (public, and schools) in RMI
- \*Ministry of Education. Character development to train the elementary teachers and upgrade the classrooms
- \*Local area network including Fibre optic connections for CMI students, Marshall Island High School and the Hospital

Question 3 *"Where I would spend my third one million dollars to address a priority educational need in the RMI?"*

**by : RMI Government workshop participants**

- \*Infrastructure development at all levels
- \*Improvements in communication and transportation for outer island schools
- \*Sustainable economic development projects (eg agriculture, aquaculture) for the "whole community".
- \*Language and culture preservation for students, teachers and parents (community as whole)
- \*Cultural classes in elementary schools
- \*Provide for school materials to enhance the curriculum recently developed
- \*Provide more educational facilities/trained staff on the outer islands for HeadStart up to grade eight level schooling
- \*Upgrade the secondary schools in terms of teacher training materials
- \*Increase salary base and incentive funds for Majuro and Outer Islands Elementary Schools
- \*Job training in all Trades for unemployed people.
- \*Technology skills and equipment for teachers and students to assist instruction.
- \*Create jobs and training programs for all unemployed youth in RMI
- \*Supply technology equipment to schools for distance learning and community education.

**by : CMI workshop participants**

- \*Empowering the general population with knowledge and information
- \*Educational facilities and classroom equipment for all levels of education.
- \*Strong ESL curriculum for elementary, secondary and college students.
- \*Development of land and sea resources (training) for outer island communities (production-

**REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997**

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consumption, marketing and selling)

- \*Training of CMI Administrative and Instructional faculty staff to increase student academic achievement.
- \*Actual implementation of educational plans for school children/out of school youths. eg demonstration centres, auditoriums, teachers etc
- \*New Elementary school building for pupils in Uliga and their teachers.
- \*Health training program for RMI Public Health Nurses/Doctors
- \*Improve the curriculum (vocational education) for High school dropouts
- \*A special college program equivalent to a good US college for high school students at CMI.
- \*Provide grants that can help local people write about their history and culture (in English and local language) for RMI local people.
- \*Training programs needed for RMI Community
- \*Grants to CMI to enlarge the classrooms and for all other needs eg hire Qualified teachers
- \*PEACESAT Earthstations for key outer atolls and HF/SSB Radio Email connectivity for all other atolls

### **3.2 RECORD OF VERBATIM RESPONSES TO JICA QUESTIONNAIRE REGARDING RMI NEEDS IN THE EDUCATION /TRAINING SECTOR**

by STAFF OF THE UNIVERSITY OF OREGON and PACIFIC RESOURCES FOR  
EDUCATION AND TRAINING  
plus "SIGNIFICANT INDIVIDUALS" WORKING IN EMBASSIES, TERTIARY  
TRAINING ORGANISATIONS and NON GOVERNMENT ORGANISATIONS IN  
MAJURO, RMI

#### **Responses to the question:**

*Are there any other needs in education or training, but not mentioned in the  
checklist, which you perceive to be of high priority in the RMI?*

- The government and status relationship with the US (and hence with US aid programs) needs to become more well defined and stable in order for planning and delivery of assistance to have the desired (and accountable) effect and long-term impact.
- In order to improve literacy, books in English must be available to children. The former cannot be achieved without the latter. Without some literacy, there is little chance to improve in other areas.
- Encourage educational approaches that validate traditional knowledge and systems of organisation.
- A co-ordinator of donor assistance
- The checklist has almost all, but we need more approaches on how to encourage skills in jobs so that people can work and earn money for a living.
- New learning/ course offering in high school and college on
  1. Marine life - How can we best culture it?
  - 2 Computer technology - Investment in technology.
- Ebye only - extension of grades through to grade 10. Currently only to grade 8
- New improved classroom assessment materials with training by local coaches
- Environmental care and resource management
- Sustainable Ecotourism
- Population care and birth control ( For men and women )
- Population control and family planning ( For men, women and youth)
- Understanding of more professional attitude - for School Principals and Teachers
- Distance education programs and opportunities
- The establishment of a Teachers Training College for the purpose of Pre-service training to prepare both elementary and high school teachers.
- The value of computing - the internet to advance education and the improvement of English language skills

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**Responses to the Question**

*Any other comment about educational aid programs in the RMI?*

- Continued uncertainty surrounding funding and program availability has had significant deleterious effects on planning, implementing and building successful educational constructs and strategies for increasing the effectiveness of programs for students and the efficacy of increasing a qualified work force equipped to adequately deliver such programs
- Lack of reading materials in English and funds to buy them. " Operation Books " can provide books and match needs to available materials, but there are no funds for shipping. Cooperative aid for shipping books would enhance this project.
- Encourage RMI government to support College of Marshall Islands- too much funding going to USP. More closely monitor the student scholarship programs - make better choices re who gets it and at what point.
- Encourage local, grassroots input before implementing top-down reform.
- Greater emphasis on recognizing, honouring and building upon existing Marshallese knowledge, capabilities and cultural values.

**EQUITY IN EDUCATIONAL OPPORTUNITY**

**Responses to the Question**

*Any specific instances, of which you are aware, regarding lack of equity in educational opportunity in the RMI between : (a) main and outer islands ?*

- Inequity in school facilities and distribution of school materials to outer islands. Staff qualifications is lower in outer islands
- Limited access to teacher and principal professional development for outer Island educators
- Very limited instructional resources in many outer islands.
- I haven't had an opportunity to work with an outer islander yet
- Remoteness cause inequity in 1. communication 2. transportation 3. training opportunities 4. info access
- See PREL R & D Cadre study on "Remoteness and access to learning opportunities".
- More training opportunities for main island and fewer for outer island
- Teaching resources are more accessible in main island. Isolation is a factor preventing access to teaching resources.
- More training opportunities for Majuro and Ebeye. Fewer opportunities for outer island personnel.
- Our services are received by the special education director, which tends to focus delivery on Majuro.

**Responses to the Question**

*Any suggestions for the design of an aid program to address any of the issue(s) you have identified above?*

- Assure representation of outer islanders in professional development opportunities
- Distance learning programs
- Conduct some training? TOT in outer island locations
- "MARI-ED" travelling college programs
- Technology, computers, fax, telephone (cellular) will solve communication problems and info access.
- Trainers and those conducting workshops gear their training to enable them to go to the outer islands rather than concentrating on the main centres of Majuro and Ebeye.
- Assistance in the development of teacher training resources, relevant to own RMI curriculum and make it available to all schools
- Engaging all potential recipients in planning the program (not just the policy makers in Majuro)
- Design the program to acknowledge change happens best with systemic approaches (support to both "top" (gov't) and bottom (local) groups and individuals.

**Responses to the Question**

*Any specific instances, of which you are aware, regarding lack of equity in educational opportunity in the RMI between : (b) different ethnic groups?*

REPUBLIC OF THE MARSHALL ISLANDS  
EDUCATION SECTOR STUDY, MARCH 1997

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- Some friction and isolation (I don't know about opportunities) of Filipino educators
- Higher pay for expatriate teachers who have become long-term residents.
- The influx of alien workers/employees

**Responses to the Question**

*Any suggestions for the design of an aid program to address any of the issue(s) you have identified above?*

- Eliminate/minimize pay differential for same positions
- To have close ties with the country(ies) from which the aliens are brought to designate group representatives
- Developing co-operation and sharing, appreciate richness in diversity

**Responses to the Question**

*Any specific instances, of which you are aware, regarding lack of equity in educational opportunity in the RMI between : (c) males and females?*

- More males enter training programmes. eg principals training in USP - 11 out of 13 were males. Not as many females involved for various reasons. Also they are not as well qualified.
- In our work with agency supervisors, it is very rare to work with a woman in a management position.
- Limited access of women to management-level opportunities
- Most educators I've worked with are male
- Types of jobs are culturally pre-assigned by gender
- More women are now being hired but dominant males in the teaching field in the outer islands

**Responses to the Question**

*Any suggestions for the design of an aid program to address any of the issue(s) you have identified above?*

- Requirement ought to be that representation must be 50-50 so that there is equal participation.
- Understanding that both genders have their roles important to one another
- Make teaching attractive for women. Include more women in Teacher Ed Programs

**Responses to the Question**

*Any specific instances, of which you are aware, regarding lack of equity in educational opportunity in the RMI between : (d) different age groups*

- High attrition rates from school at all levels of schooling. Many school aged kids not attending school.
- High school education opportunities not available to all students
- There is a good representation of younger and older workers amongst people I work with.
- Age groups, elderly determine wisdom and are respected accordingly.

**Responses to the Question**

*Any suggestions for the design of an aid program to address any of the issue(s) you have identified above?*

- Establish high schools for all students
- Understanding the life-cycle labor force, etc

## APPENDIX 4 : TERMS OF REFERENCE

### Background

JICA has recognised the importance of developmental assistance for education & development and adopted policies which will :

- increase the education and training component to 15% by the year 2000.
- give priority to aid for basic education.
- provide a balanced package of developmental assistance in the field of education and training as part of a country programming approach.

Priority areas (could) include science and maths education, education for women, education for the socially disadvantaged, non-formal education and post secondary education.

The JICA Australia office has identified RMI as a country for which a sectoral study of education and training could be advantageous. RMI is a current recipient of ODA from Japan.

### RMI Issues

In common with other small island nations in the Pacific, the countries face the general challenge of coping with increasing demand for education in a fiscal environment where public resources are limited. Specific issues include the following :

- the perceived low quality of schooling - it is widely believed that children are 2-6 years behind their international peer groups.
- the complexity of providing finance for education and little or no coordination among providers of funds, coupled with fragmentation of responsibility for delivery of education.
- the conflict between central control and devolution of authority at all levels.
- the shortage of skilled and qualified people to satisfy demand for teachers and other professionals.
- the problems of remoteness for outer islands which lack adequate transport and communication systems.

It is expected that the sector studies will draw extensively on published material available from the recipient Government and donor agencies. A limited amount of field work will be undertaken in- country to test ideas and update projections.



## **Objectives**

In order to provide relevant and useful information for policy and planning information, the sector study should :

1. review published material relating to the education sector in RMI.
2. identify the major issues for further investigation in- country.
3. prepare a program of field work related to a 4 day visit to Majuro, RMI.
4. make contact with relevant recipient government and donor agencies and confirm a schedule of meetings and visits.
5. visit the RMI and collect available data on existing activities and areas of need in the course of discussions with government agencies.
6. contact other donor agencies and discuss their current and prospective activity in the education and training sector in general and in specific sub-sectors.
7. review the particular needs of primary, secondary, post-secondary, vocational and technical education and assess what is being done to address those needs.
8. review the present distribution of educational opportunity between main and outer island populations, ethnic, gender and age groups.
9. make a preliminary identification of short and medium term projects which would be consistent with the fundamental policies and priority areas of JICA and the assessed relative needs of the RMI Government.
10. consider the scope for integrated donor support of the education sectors in RMI and the future role of JICA in consultation with the JICA Australia office.
11. document the results of the sector studies and indicate priority areas for further consideration by JICA, given the recent experience of other donors in the sector.

## **Timing**

The work is to be completed in the period January - March, 1997. It is expected that the consultants will maintain regular contact with the JICA Australia office and keep that office fully informed of progress.

## **Reports**

The draft final reports will be prepared in English by March 31, 1997. The consultants will provide master copies of the two final reports for publication by the JICA Australia Office who will meet the costs of publication (including printing, covers and artwork) and distribution.



## APPENDIX 5 : READING LIST

1. Sept 1996 *Annual Report Sept 1995 - August 1996*  
Secretary of Education, Dr Irene J Taafaki and Minister of  
Education Christopher J. Loeak
2. Sept 1995 *Second Annual Report for period Jan 1994 - 95*  
Secretary of Education, Paulie Kelikoa and  
Minister of Education, Evelyn Konou
3. 1995 *Marshall Islands Statistical Abstract*  
Office of Planning & Statistics , RMI Government
4. Mar 1995 *Human Resource Development. Small Pacific Island  
Countries.* Asian Development Bank.
5. Sept. 1993 *Pacific Island Economies : Toward Efficient and  
Sustainable Growth Volume 4 :Marshall Islands -  
Country Economic Memorandum* World Bank  
(restricted document)
6. Aug. 1993 *Report and Recommendation of the President to the Board  
of Directors on a proposed loan to the RMI for the BEDP*  
Asian Development Bank (restricted document)
7. Mar 1992 *Civil Service Reform in the South Pacific.*  
Seventh Annual Heads of Public Service Conference,  
Majuro, Marshall Islands by Paul Jones
8. Oct 1989 *Ten Year Education Master Plan Vol 1 "A view of the  
Future. Towards self - reliance RMI "*  
Academy of Educational Development, Washington, D.C.
9. Oct 1989 *Ten Year Education Master Plan Vol 2 "Documentation  
of the past and present situation -Toward self - reliance"*  
RMI Academy of Educational Development, Washington,
10. Jan 1992 *Micronesia. Travel Survival Kit.* Glenda Bendure and  
Ned Friary
11. May 1989 *Micronesia handbook- guide to the Caroline, Gilbert,  
Mariana and Marshall Islands.* David Stanley
12. 1989 *Marshall Islands Guidebook*



