RMI Ministry of Education Strategic Plan 2007-2011

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Republic of the Marshall Islands
Education Strategic Plan 2007 - 2011

Vision | **"Our Students are the key to a peaceful and productive Marshall Islands[1]"**

Development Mission

"We aim to prepare all students to be literate and successful, reach their greatest potential, be critical thinkers and problem-solvers, and be culturally and globally competent and responsive. Thus, we are committed to developing effective partnerships with parents and the community, placing qualified teachers in all schools, creating safe and conducive learning environments, and equipping our schools with vital learning resources." [2]

The Republic of the Marshall Islands is committed to providing high quality education that responds directly to the needs of its students and young people now and into the future. In the delivery of education, the Ministry of Education takes into account the historical and current economic forces, socio-cultural, technological advances and good governance issues. Its core mission therefore is to provide "Education For Self Reliance ", as expressed by a special education task force set up by His Excellency, the President Amata Kabua, in 1979 with the specific task to chart out the future direction of education in RMI[3]. In the course of delivering this mission today, the Ministry recognizes fully the need to work collaboratively with key national stakeholders and international agencies to deliver quality training that is student centered. At the same time, and in working into the future, the Ministry takes into account the national Goals and Objectives as stated in the Vison 2018 Strategic Development Plan Framework, 2003-2018 with a firm commitment to ensuring education and training are aligned to these overall national goals. These goals are summarized below[4]:

Goal 1: Operating in an Independent World

(i). Foreign Policy- Having the ability to design and implement national sustainable development policies and programs that foster mutually beneficial international relations and recognize the current and future opportunities provided by our political and economic ties with the rest of the world, globalization and technological advances; and

(ii). Climate Change- Having adequately strengthened the institutional and procedural mechanism aimed at securing the advantage of international and regional co-operation to meet the challenge of global warming and climate.

Goal 2: Enhanced Socio-Economic Self- Reliance

(i). Macro-Economic Framework- Having achieved a level of quality development in our economy and society, such that our dependence on foreign financial and technical assistance is lessened and the dependence of our private sector and populace on government resources is reduced;

(ii). Partnership and Coordination- Achieving a state of productive and effective partnership among all important decision makers at all levels of the Marshall Islands society;

(iii). Food Security- To attain food security for all people at all times and to reduce imports to the best extent possible while developing exports;

(iv). Infrastructure- Having developed a level of infrastructure services that is maintained regularly and adequately services the needs of sustainable development with minimal impact on the environment.

Goal 3: An Educated people

Establishing a knowledge –based economy by equipping Marshallese citizens with internationally competitive skills and abilities together with a positive work ethic.

Goal 4 : A Healthy People

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[1] MOE Annual Report, 2004-2005.
[2] Ibid
[3] Background Information on the Education Regulations, RMI Ministry of Education
[4] The Strategic Development Framework, 2003-2018, Vision 2018, RMI, June 2001 pp.39-43.

Build capacity for each community, family and individual to lead healthy lives through quality primary and preventative health care programs and to provide high quality, effective, affordable and efficient health services to Marshallese.

Goal 5: A Productive People

Enabling Marshallese to develop a sense of purpose and initiative enabling them to participate and contribute to a sustainable development of our nation.

Goal 6 : Law -abiding People

Establishing a just society in which the people are knowledgeable of traditional, national, international laws and uphold the principles of good governance.

Goal 7: God-loving People

Acknowledge spiritually of its people and nurture moral and ethical growth at all levels of the society and at the same time respect the diversity in the religious beliefs of all citizens of the Marshall Islands and the world.

Goal 8: Respecting Individual Freedom and Fundamental Human Rights

While safeguarding the rights and freedom guaranteed under the Constitution, the Marshall Islands wishes to strike a "balance" by integrating these freedoms with those provided under the traditions of culture.

Goal 9: Respecting Culture and Traditions

Preserve, strengthen, and promote our language, traditional skills, knowledge, values and customs to maintain the cultural identities of all Marshallese people.

Goal 10: Environmental Sustainability

(i). Develop a regulatory system that can be enforced with a high degree of compliance at all levels, in order to achieve the sustainable development of our natural resources and protect our environment from any adverse impacts;

(ii). Strengthen the relevant institutions and improve procedural mechanisms to ensure optimum support from both international and regional efforts to minimize impacts of Climate Change.

The mission as outlined within the framework of the national goals of the Vision 2018 Strategic Plan Development Framework are in line with the International and regional Conventions on the delivery of basic universal education such as the UNESCO declaration for Education For All (EFA)[5], The Millennium Development Goals (MDGs)[6], the Forum Basic Education Action Plan (FBEAP)[7], the Pacific Regional Initiative for the Delivery of Basic Education (PRIDE), the Decade of Education for Sustainable Development (DESD)[8], and the Pacific Plan[9].

It is also noted that the RMI Ministry of Education current plans and operations are not only aligned to these international and regional conventions on the delivery of Basic Education but most importantly, the Ministry has made a firm commitment to observe these conventions by working collaboratively with regional and international agencies to address specific issues on an ongoing basis.

Goals of Education

The Education Act emphasizes the development of the "student" as the primary goal for the development of education in RMI[10].

The goals for the delivery of education in RMI are stated in the Education Regulations of the Education Act of 1991[11] and are summarized as follows:
1. The ability to think for one's self, assuming responsibility for one's own welfare in an unselfish manner.
2. The aspiration to be productive and recognize that each individual has a part to play in society and must be willing to do one's share towards contributing to the common good.

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[5] As per the Dakar Declaration of January 2002.

[6] Millennium Development Goals National Progress Report, RMI, September 2005.

[7] Forum Basic Education Action Plan, Auckland, May 2001.

[8] United Nations Decade of Education for Sustainable Development (2005-2014), December 2002.

[9] A" Pacific Plan" for Strengthening Regional Cooperation and Integration; Pacific Island Forum Leaders Auckland Declaration, 2004.

[10] Education Act of 1991 and Education Regulations, RMI

[11] Ibid

3. The realization that self-reliance requires communication and cooperation with others and is not a totally independent or isolated endeavor.
4. The recognition of the need for long term planning and the value of making immediate sacrifices to maximize future benefits and for the intelligent use of resources; understanding that the future is not really predictable and that the individual must develop skills and attitudes which enables him or her to adapt successfully to the changes that will occur in tomorrow's society.
5. The concern for an efficient return on one's labor and the realization of the economic potential of traditional subsistence skills.
6. The ability to critically evaluate various lifestyles, behaviors, customs and social mores, retaining traditional values whenever possible and modifying other behaviors to meet changes in society and the environment.

Aims of Education in the Republic of the Marshall Islands

The priority aims of education in the RMI as written in the Education Act Regulations are to empower children and young people so that they:

1. Explore their full potential and become useful members of the community,
2. Become high achievers who are self- reliant,
3. Have respect for the culture and heritage,
4. Make informed decisions and pursue a reasonable quality of life,
5. Abide by moral and ethical standards,
6. Have respect for the law and observe the principles of democracy in society,
7. Recognize the need to safeguard the environment for sustainable living,
8. Are responsive to community needs.

Values and Guiding Principles

The Constitution of The Republic of the Marshall Islands and the Vision 2018 National Strategic Development Framework provide the following value statements that form the basis for this New Education Strategic Plan[12]:

Subscribing to the principles of democracy
Mutual understanding and respect for one another
Prudent use of limited resources and an environmentally friendly population
High regard for moral and ethical standards
Sensitivity to the culture and pride in Marshallese cultural heritage
Equality, professionalism and a strong commitment to quality standards
Healthy lifestyle
Striving for excellence and confidence
Communal sharing and caring

Summary Introduction to this Strategic Plan

This Strategic Plan (2007- 2011) is a continuance of the last Five Year Strategic which ended in 2005. In the process of completing this plan, certain critical stages of important activities were undertaken. The first stage was to review the last five-year plan in order to ascertain the level of achievement to date. This review was carried out in two parts which involved a review of all necessary documentation as well as interviewing key personnel within and outside the Ministry. These interviews and the review of documentation formed the basis for the final analytical review of the last five-year plan document. The next stage was conducting extensive stakeholder consultations in Majuro, Ebeye and Jaluit, which included members of the private sector, local teachers and students, parent groups, Principals and NGO's. The main objective for these varied consultations was to ensure all Ministry and non Ministry stakeholders would be able to express their views, which were subsequently incorporated into the next five year Strategic Plan. A draft document of this plan was reviewed by the Strategic Plan Steering Committee with the eventual final approval coming after presentation and discussion at the Re-Thinking Education Forum scheduled for January, 2007.

The Strategic Plan development took into account a few important factors. Those unaccomplished activities of the previous five-year plan deemed appropriate for continuation were carried over into the new Plan. Also the recent adoption of the Performance Budgeting by the MOE made it critical that the new plan complement and remain consistent with the Annual Performance Budget Portfolio. While the FY07 Portfolio was substantially completed prior to the Strategic Plan, it was incorporated into the new plan and future Portfolios will be guided by the content of the new Plan. The PRIDE

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[12] These Values and guiding principles have been extrapolated from the Preamble of the National Constitution and the Vision 2018 document in the absence of any specific one for education.

Strategic Planning benchmarks form an important background to the design of this plan. While the Policy statements outlined in this plan are directly derived from the consultations with the various stakeholders they are complimentary with the policy frameworks of the Education Rules and Regulations and the Education Act of 1991. Further, once the draft of this plan was completed, it was compared with the recommendations of recent significant reports regarding education. Because of significant community/stakeholder involvement the recommendations of the ADB *Juumemmej* complete report (see p. 121), and the objectives of the MOE Strategic plan are very much in alignment. Additionally, the majority of the Education sector recommendations of the young professionals meeting in July 2006, *Antoone* 2020, were also incidentally incorporated.

The plan is set out covering the following areas;
Policy statements are general statements based on stakeholders' common observations.
The Objectives are derived from the recurring, specific themes of stakeholders' consultations.
The Outcomes are measurable results of implementing actions
Implementing Actions are strategies for addressing objectives and reaching the stated outcome.

MOE System Effectiveness

The Ministry's executive function is headed by the Secretary who provides overall leadership in administering the affairs of the Ministry. The Secretary facilitates cooperative efforts with other Ministries and supplies the Minister of Education with policy advice and assistance with Cabinet level concerns. The secretary is assisted by six Assistant Secretaries directing the areas of Policy and Planning, Secondary and Vocational Education, Ebeye Schools, Elementary Education, Administration and Logistics and Property. An additional Assistant Secretary position will be initiated for Curriculum and Assessment. The new Assistant Secretary will be responsible for curriculum and assessment development at all levels of education. The office will include a director for elementary curriculum and a director for secondary curriculum.

In order to improve the delivery of quality education to all schools, the Ministry will work on strengthening its capacity to provide more effective leadership. Departmental functions will be reviewed accordingly and where possible, core functions will be redefined in order to improve the capacity to deliver education efficiently and achieve maximum accountability at all level of operations. Systems effective management principles will be observed in executing the Ministry mandate to provide quality education based on the principles of efficiency, transparency and accountability in Ministry expenditure and work performance.

 The Ministry will endeavor to decentralize its functions as much as possible, handing over various administrative functions to schools and their communities. With regards to individual schools, these functions may include direct budget spending, school maintenance, school discipline and fundraising activities. To assist the school committees and communities to carry out their work effectively, the Ministry will initiate a School Operations Hand Book as a standard guide for all schools to adopt in managing the day to day affairs of the schools.

In line with the guiding principles of accountability, transparency and efficiency, the Ministry's procurement systems will be reviewed in order to reflect compliance with the national procurement procedures. The heads of departments and principals will be accountable for annual expenditure reports to be included in the Ministry Annual Report.

POLICY STATEMENTS

Administration and Human Resource Development (formerly Administration and Logistics)

Staff training, professional development, performance monitoring for teachers and other Ministry personnel will be provided on an ongoing basis as part of a revised Ministry Human Resources Development (HRD) plan. The Professional Development Office, which previously reported directly to the Secretary, will now be a part of Administration and Logistics (to be renamed Administration and HRD). The office of Professional Development will be responsible for all professional staff training. Clerical and support staff training will be the responsibility of the Personnel Office. In addition, the Personnel Office will be responsible for tracking teacher certification and work closely with PSC to develop an evaluation form for all staff and conduct regular staff evaluations to determine contract renewal. The Personnel office will also be responsible for planning the MOE annual retreat.
The Ministry will work with PSC to gain autonomy in recruitment and hiring of professional staff, especially with regards to the recruitment and hiring of classroom teachers.

Property

In view of the Ministry's new guiding principles, the current mandate of the Property Administration department will be reviewed to expand its current scope. As part of encouraging communities to become actively involved in school operations to promote community ownership, these communities will be given greater responsibility for school asset

management and maintenance programs. Parents and the School Committees will be made to feel equally accountable with the Principals for managing the school assets. Such an approach to hand over responsibility to local school communities is in line with the concept of the Self Managed schools and the decentralization of responsibilities to local school authorities.

In order to assist school communities to take part in such maintenance programs the Ministry will initiate a School Maintenance Policy Guideline for all schools to follow. Also schools will be given more responsibility to fund raise in order to supplement government funding to carry out such maintenance programs or purchase new assets for the school.

Relocation of Information and Technology (IT) and Media to the Secretary's Office

Information Technology (IT)
Due to the need for IT to be available to support all departments of the Ministry, this is made most efficient when IT is not located within a single division. Although IT and MIS are intricately connected, IT functions to provide hardware, software and procurement support and maintenance for MIS and all other departments. As Policy and Planning direct, the role of IT is expanding continuously to serve more schools and communities. Once these services are established there is no further need for policy and planning oversight of IT. Managing IT distracts Policy from its primary focus on planning and guiding the Ministry. The Policy and Planning Division benefits most from working very closely with MIS to consider data when developing future plans for the Ministry. This relationship is the most significant and the role of IT is to support all computer needs, including MIS.

Media
As a result of stakeholder consultations, this plan emphasizes the need for increased community connections and communications. The media services will be expanded to communicate the Ministry's priorities, activities and opportunities throughout the school systems and the community at large. Thus, the need for effective public relations and the Secretary's direct input and oversight is required.

Policy and Planning

The Policy and Planning Department's prime responsibility is to advocate and subsequently submit quality education policy advice to the Secretary and Minister of Education. To facilitate this mandate, the Ministry needs to be equipped with an efficient data base system, effective data collection as well as a strong research capacity. Well researched and thought out policy will support good planning and improve performance through targeted training to provide quality education and training for the Marshallese people. Policy and Planning also plays a critical role in maintaining good relationships with the Donor agencies for project funding and effective monitoring and reporting.

In light of these important functions, the Department of Policy and Planning's current responsibilities will be reviewed to improve its capacity and deliver its mandate more effectively.

Curriculum Development and Testing

Curriculum
The current national curriculum standards and benchmarks will be reviewed in light of the changing needs of the Marshallese people to ensure that it is broad-based and fundamentally grounded on Marshallese cultural values. The curriculum framework will be revisited to ensure conformity to international standards while at the same time achieving a logical framework and consistency in its structure from Early Childhood, Elementary, Secondary, Special Education, Post Secondary, teacher training and the TVET sector. At all levels the new framework will encourage amongst students the development of critical thinking, promoting the ability to research , creative thinking, problem solving and encouraging the ability to learn independently. At all levels of training, the standards and benchmarks will allow for the integration of the Marshallese social and cultural programs and life skills into the system preparing students for life in the Marshallese community.
Two curriculum positions will establish one director for elementary, another for secondary.
In line with the new curriculum framework, new and appropriate modes of assessment will be investigated and adopted. These assessment modes will comply with certain key principles of learning such as discovery learning, creative and critical thinking, promoting self-esteem, communication skills as well as promoting social and academic skills.

Testing
The current examination systems (at grades 3, 6, 8) will be reviewed in order to conform with the newly revised curriculum standards and benchmarks. These examinations are set and administered by the MOE. The PILL exams are adopted at the lower level Elementary. A possible 10th grade exam may be added as well as a lower grade exam administered in an alternative format.

In future the national exams will be reviewed with the view to retaining the Year 8 national exams to mark the end of basis education as well as an exit point to secondary education. At the end of Year 12 a national secondary exams will be sat by all students to mark the end of secondary and using it as an exit point for secondary and TVET programs. At the end of Year 12 as part of the exit students will be tested also on their technical vocational subjects to allow those who wish to pursue advanced technical subjects at higher level as part of the TVET program.

Early Childhood

The Ministry to intensify its coverage of Early Childhood education (ECE) as part of its Elementary program with a view to achieving equitable and compulsory Kindergarten attendance of children aged 5 for all RMI children in both private and public schools. The curriculum to be reviewed and defined to cement Marshallese cultural values, and to reinforce local and community input to be supported by properly qualified teachers and adequate government funding.

In line with the promotion of Marshallese cultural identity the mode of delivery for the ECE in pre-schools is exclusively Marshallese language with the exception of the English language class which is taught in English.

Elementary

To provide a broad based equitable, universal and compulsory basic education to all children between the ages of 6-14 years or until reaching year 8. This program will progressively build a strong literacy and numeracy base for all students while emphasizing Marshallese socio-cultural cultural values, healthy living behaviours and promoting life skills.

The Ministry of Education will prioritize the delivery of quality elementary education within the education system because of its significant role in ensuring students' future educational success. This commitment requires that all elementary teachers shall be properly qualified.

The medium of instruction for grades 1-3 will be in Marshallese language with English being introduced and progressively promoted to become the medium of instruction from class 4 thereon. Besides building a strong literacy and numeracy foundation in both English and Marshallese language the final two years of Elementary education will involve introducing students to life skills/ basic skills and providing a solid foundation for life-long learning. (ex. of life skills—below)

An exit examination that is taken at the end of Year 8 will reflect the holistic nature of the Elementary curriculum as well as testing for the academic capability of all children as a tool for selection to Secondary schooling.

Secondary

Secondary Education covers four years of academic and learning from Years 9 to 12 with a distinct two years of junior secondary (Years 9-10) and two years of senior secondary (years 11-12) progressively.

The proposed new curriculum for secondary will provide a holistic academic coverage between the science and arts subjects integrating into Marshallese culture and life skills while adopting the most appropriate modes of assessments.

School Committees and communities will continue to play a part in actively promoting the affairs of their respective schools and the Ministry will find ways to develop joint programs with the school communities in order to promote the state of schools.

Clear career paths will be established as part of the broad- based curriculum to assist students make informed choices about their future studies and careers to be supported by a strong and developed skills in Information Technology and research skills.

Post-Secondary

Post-Secondary programs are offered currently by a range of tertiary institutions including, the College of the Marshall Islands, the University of the South Pacific Extension center in Majuro.
In future the linkages between Secondary and Post- Secondary programs will be better aligned in order expose a clearer Teacher Training Program, the Advanced Science and Arts (AS and AA degree) tertiary programs and TVET programs. The current institutions offering different tertiary courses in those different disciplines will be reviewed accordingly for quality, clarity and consistency with the new proposed secondary curriculum.

The teacher education training currently being carried out at CMI will be reviewed in light of the addition of other possible venues for the delivery of teacher training in order to deliver the training needs directed by the Ministry.

The review will take into account intensive pre-service and in-service programs and the wider needs of the Ministry in trying to cater for teachers of Pre-school, Special Ed, and Life skills as well as addressing the Arts and Science areas at Primary and Secondary level.

The teacher training program will be regarded as part of the post secondary and tertiary training providing tertiary certificate level.

Scholarship Office

The Ministry will intensify its efforts to improve retention rates of scholarship recipients and ensure graduates return home to serve the RMI.
The award of scholarships by the Scholarships Grant and Loan Board will correspond to the RMI National Human Resource Development priority needs based on merit and equity.

Special Needs Education

The Ministry will embark on an inclusive policy to include all children with disabilities the same opportunity to attend schools both at primary, secondary and tertiary level. This will involve the modification of the current teaching programs, teaching methodologies and teacher training and professional development to address people with disabilities.

The Ministry to establish the SNE program as part of the Elementary Education with adequate personnel and to strengthen its capacity to monitor effectively the implementation of SNE programs in schools.

That the system is developed in such a way that students with special needs are to be identified at an early stage as possible for appropriate interventions.

The Ministry to work directly in conjunction with the NGOs, members of the civil society to create and implement special projects in addressing the needs of people with disabilities.

Technical Vocational (TVET)

Technical Vocational Education (TVET) programs were intended to be offered at the National Vocational Training Institute (NVTI) being operated under the Division of Secondary Education as the primary venue for vocational and technical education. However this institution seems to have a lack of focus and mission.

The NVTI in future will be reviewed with a view to upgrading its mandate to achieving post-secondary status with a tertiary certificate level and to offer programs in advanced life skills, vocational technical subjects and related advanced Information Technology subjects.

All secondary schools will offer compulsory life-skills programs in line with the specially designed secondary curriculum framework to allow students who wish to pursue careers in the technical vocational area to progressively pursue this interest right through to NVTI.

The NVTI will decentralize its programs and provide extension services to selected outer islands and Ebeye.

The RMI Ministry of Education will collaborate with the National Training Council, the private sector, and all training providers to co-design and implement a TVET Curriculum framework. This TVET Curriculum framework will articulate vocational and life skills beginning in elementary, continuing through secondary and through to NVTI. The National Training Council will continue to play the leading role in prescribing standards, monitoring standards, and certification.

Non Formal Education

 The Ministry will continue to build strategic relations with the community-based organizations, NGOs and civil society groups to promote village based traditional forms of education that is aimed at sustaining livelihoods, cultural continuity and social cohesion. Where possible these programs can be integrated as part of the life-skills secondary program with direct community input and assistance in the design and curriculum implementation.

Sports and Physical Education

In line with goals 4 and 5 of Vision 2018 which encapsulates healthy living and productivity for the Marshallese, the Ministry of Education recognizes also that sportsmanship is an important element of youth development and nation building.

The Ministry will take steps to develop sports and Physical Education programs to be incorporated into the formal curriculum both at Elementary and Secondary level with an endeavor to foster life-long interest in sports, living a healthy and active life style and producing national elites in sportsmanship.

The Ministry will work collaboratively with other relevant Ministries responsible for youth development to collectively negotiate with government to improve sporting equipment and facilities in schools in order to facilitate Sports programs in schools and at national level and to actively encourage competitive sporting events.

ADMINISTRATION and HUMAN RESOURCE DEVELOPMENT				
Administration: Personnel				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Improve staff capacity through clarification of roles and ongoing training support.	• Undertake a thorough review of all job descriptions and update to reflect current responsibilities. • Establish a training program for clerical support staff. • Personnel will handle clerical support staff recruitment (in conjunction with PSC).	$5,000/yr	FY08 Ongoing Ongoing	• Job descriptions reviewed and updated • Clerical training program scheduled and delivered • Recruitment needs and priorities communicated to PSC.
2. Improve the monitoring and evaluation of MOE staff and teachers.	• Transfer the responsibility for tracking teachers' certification status from professional development to Personnel. • Ensure teacher certification and teacher management system are implemented and in place • Establish criteria that incorporates annual teacher test scores into the certification process • Enforce policies for certification program for secondary teachers. • Continue work with PSC to develop a standard evaluation form to evaluate all MOE staff, beginning with teacher, principal, and mentor performance. • Conduct regular evaluations to determine contract renewal. • Create a new organizational chart to reflect structural changes. • Hire data entry clerks for each major Ministry division: Personnel, 1; Elementary, 3; Secondary, 2.	$40,000/yr	FY08 Ongoing FY08 Ongoing FY08 Ongoing FY08 FY08	• Personnel begins to track teachers' certification and test scores • Secondary teacher certification increases annually • Personnel is involved in the evaluation of MOE staff performance and maintains records of evaluations • Contract renewals are clearly based on evaluations • Approved structural changes are reflected in a revised organizational chart • Data entry clerks are hired for Personnel, Elementary and Secondary by FY 08.
3. Strengthen communication among MOE staff, both clerical and professional.	• Establish an annual retreat for the MOE administration and clerical staff as a review process to complement the production of the Annual Report, to review progress and goals. • Communicate regularly with divisions to address staff vacancies and training needs.	$5,000/yr	Annual Ongoing	• Retreat organized and completed annually • Evidence of memos and announcement regarding training needs and opportunities

ADMINISTRATION and HUMAN RESOURCE DEVELOPMENT				
Administration: Professional Development				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Strengthen professional staff capacity through clarification of roles and ongoing training support to ensure quality leadership and instruction.	• Ensure professional development opportunities for educational planners and data managers. • Ensure professional development opportunities for teachers and senior staff and enforce penalties for in-service teacher dropouts from USP, CMI, BYUH, etc. • Develop Teacher Training Programs for indigenous Marshallese elementary and secondary teachers. • Make training available for both public and private school teachers on multiple atolls and in Marshallese language, also teach Marshallese orthography. • Ensure teacher support through availability of professional teaching resources such as internet access, professional journals, and regional media products. • Require orientation for all new teachers; include cultural orientation for contract teachers. • Explore the possibility of relocating the summer teachers' English Institute to a post-secondary institute • Clarify roles and responsibilities of mentors/curriculum specialists. • Develop and implement a comprehensive counseling program in all secondary schools (career and personal). (Train and hire) • Standards based elementary curricula integrated with teacher pre-service and in-service training arrangements with formative assessment as the prime assessment focus of the classroom • Support Elementary school principals with ongoing training on management, community relations, consistent teacher evaluations and enforcement of attendance policies.	$15,000/yr $30,000 /yr $30,000/yr $5,000 /yr $2,000 /yr	Ongoing Ongoing Ongoing Ongoing Ongoing FY08 Ongoing FY08-09 FY07-08 FY07 FY07 Ongoing	• Planning staff and data managers complete professional development program • At least 80% of teachers and senior staff attend development opportunities • Trainings are delivered on outer islands and in Marshallese • Every school provides access to professional journals and media for teachers to share • Orientations are instituted in 08 for all new teachers. • Evidence of discussions with CMI to take responsibility for the Summer Institute • Roles of mentors and specialists are reviewed and publicly displayed • Counseling program is implemented after proper staff training • Training of teachers is clearly linked to standards based curriculum and formative assessment • Annual Principal Institute integrates community relations, management skills and prioritizing attendance of teachers and students

2. Improve the monitoring and evaluation of teachers.	• Develop computer based teacher testing system for all levels. • Implement testing system. • Track the result of the annual RMI teacher test to ensure ongoing training and support to ensure quality instruction.	$1,000/yr $6,000/yr	FY07 Ongoing Ongoing	• Computer teacher testing system developed incrementally in clusters • Computer-testing system is implemented in clusters. • Test results are used to determine specific teacher training needs to be addressed
3. Improve the coordination and communication of training opportunities.	• Publish a calendar of training opportunities • Communicate calendar through media divisions and invite private school teachers. • Communicate with Division heads to identify training needs.	$1,000/yr	Ongoing Ongoing Ongoing	• Calendar is created • Calendar is distributed to all RMI schools • Evidence of communication regarding training needs and opportunities

ADMINISTRATION and HUMAN RESOURCE DEVELOPMENT				
Administration: Fiscal Management, Procurement and Budget /Grant Office				
Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. To improve communication and effectiveness in the procurement process and the application for and administration of grants.	• Re-consider MOE procurement procedures for materials • Implement a comprehensive tracking process to monitor/follow up on the procurement process • The grants section of the Ministry might be better suited under the budget operations division and be therefore removed from Policy and Planning. • Communicate budget and grant opportunities to all sectors • Research alternative funding sources for MOE programs and manage current grants • Hire a grant-writer	$140,000 $2,000/yr $20,000/y	FY07 FY07 FY07 Ongoing Ongoing Ongoing FY07	• Evidence of updated/approved procurement procedures • Grants division is relocated to Administration • Grant opportunities are publicized via the MOE website and notice of this is given to all RMI schools. • Evidence of grants proposed to new potential funders • Grant-writer hired

PROPERTY				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Ensure that schools are maintained on a regular basis.	• Ongoing maintenance of all secondary, elementary, vocational schools, MOE Administration buildings and MOE vehicles • Purchase and maintain school buses for urban areas • Create School Maintenance Policy Guidelines (collaboratively with Policy and Planning division) and distribute to all schools.	$125,000 $40,000/yr	Ongoing Ongoing FY07	• List of required maintenance and timeframes for completion are created and distributed • School buses for urban areas are regularly maintained • Maintenance Policy Guidelines are written, approved, and distributed to all schools
2. Ensure that construction of new facilities continues as required to meet student and community needs.	• Assure all secondary, elementary, and vocational schools have basic facility requirements (toilet and water) • Identify sites and develop plans to expand Kindergarten program to 13 more schools, (6 per year) by 2009 • Explore expansion of MOE primary location, to include Media/PR services. • All schools will have radios by 2008. • All schools will include library facilities and resources. • All schools will have athletic equipment and facilities.	$150,000/yr $400,000/yr	FY07-08 FY07-08 FY07-08 FY07-08 Ongoing Ongoing	• All schools have water and toilets by FY08 • Kindergarten expansion programs are completed according to timeframe • Evidence of discussion regarding locating Media/PR personnel at main MOE buildings • Radio communication with all outer island schools possible by 2008. • Library facilities expanded incrementally annually • Athletic facilities and equipment are expanded incrementally annually
3. Ensure adequate transport for students.	• Survey outer island schools transportation issues via radio communication. • Prioritize atolls and schools according to need • Plan for gradual purchase of appropriate transportation or contract local privatized transport to ensure student transportation to schools		FY07 FY07 FY08	• A radio survey is conducted regarding transportation needs for outer island schools • Ranking and planning are evident • Student transportation is improved

INFORMATION TECHNOLOGY (IT)

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. Improve staff capacity through clarification of roles and ongoing training support.	• Establish ongoing training opportunities for IT staff.	$5,000/yr	Ongoing	• IT staff attend appropriate trainings • The roles of IT and MIS are reviewed and displayed publicly
2. Develop planning strategies to support the IT needs of the Ministry.	• Maintain the supportive role of IT for MIS and clarify this through policy • Explore the possibility of funding IT Division by taking a percentage of several divisions' budgets • Review IT policies and revise if necessary; Approve final IT policy and distribute. • Increase the IT staff to meet the growing IT needs of MOE, e.g. Jaluit High School, NIHS, etc. that are now using internet	$15,000/yr	FY07 FY08 FY07 FY08	• Evidence of discussions regarding shared financing of IT • IT Staff increased
3. Establish and implement effective communication procedures for IT needs of the MOE.	• Communicate system concerns/protocols to all MOE IT users • Communicate policy regarding new hardware and software requirements • Communicate protocols regarding computer use, ethics, and security concerns at the MOE. • Maintain regular contact with national internet service providers (ex. NTA).		Ongoing Ongoing Ongoing Ongoing	• IT policies and requirements are posted on the MOE website, and evidence of notification of all divisions • Procedures for addressing unethical computer use are posted and distributed on the MOE website

MEDIA				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. To enable increased communication and coordination between the MOE administration, public and private schools, and the community at large to ensure efficient management of and national investment in education.	• Relocate and Produce *Bok Melele* in Media. • Strengthen communication procedures across all sectors and schedule regular, consistent, interactions to ensure feedback. • Enhance communication between Ebeye/MOE and outer island schools and MOE • Strengthen communication between public and private schools, regarding curriculum, resources, etc. • Strengthen and schedule regular communication between schools and parents, especially outer island high schools with boarding students. • Extend regular communication/ interactions to tertiary institutions, private sector, all private schools, NGOs, and community at large. (MEDIA, but also meetings—PR person) • Publish monthly newsletter which includes a calendar of main events, conferences, etc. • Strengthen the media department so it can expand public relations work, specifically targeting parental involvement, truancy, school classifications (excellent, good, poor). • Develop an Office of School and Community Support • Collaborate with the MOE Truancy team to communicate policies and priorities to the community at large. • Collaborate with Curriculum and Testing Division to create public awareness of ongoing curriculum development. • CALENDAR – Media division shall manage a master calendar based on input from each division, regarding trainings, school events, conference travel, regular and ongoing communication with schools, tertiary board, community groups, etc. Ex. use of computer programming and training. Print and publish a list of weekly events. Media can publish/communicate opportunities. • Hire a Director of Community Relations and Support (PR)	$5,000 $5,000/yr $25,000 $50,000 $2,000/year $20,000/yr	FY07 Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing FY07 FY07 Ongoing FY08-11 Ongoing FY08	• Media produces *Bok Melele* • Regular communication schedules are established for each division of the MOE and posted on the website • Communication between outer island high schools and boarding students' parents is enhanced through regular radio communication schedules • Consistent interactions are scheduled between stakeholders and media/PR • Media division is closely involved with publicizing MOE priorities such as truancy • Office of School and Community Support is established • Curriculum developments are communicated to all MOE stakeholders regularly • MEDIA manages and publicizes internal MOE calendars and MOE events, trainings, stakeholder meetings, etc using local media and the MOE website • PR staff is hired

POLICY AND PLANNING				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Review and establish policies and procedures to support increased efficiency and quality across the Ministry.	• Hire a Research and Policy Officer. • Hire one office staff for the Policy and Planning division. • Establish a Post-Secondary Council that meets every quarter to share information, progress reports, and to maintain contact with MOE administration regarding pre-service and in-service training needs and priorities. • Establish communication policies and procedures for the MOE senior staff, particularly weekly meetings with the Secretary and Assistant Secretaries to share information. • Review and revise rules and regulations (ex. teacher absenteeism/sick leave loophole, retention, drop outs, firing, transferring, student-teacher ratio/cluster issues, a uniform registration fee policy) • Review the Education Act with the intent to establish policy to extend equal access to all educational services for all students especially paying close attention to the needs of the most vulnerable students, particularly low socio-economic groups and those in remote and isolated areas. (ex. promote electrification of all schools, open enrollment) • Establish school quality standards to define excellent, good, and poor schools. (ex. maintenance, grafitti, registration funds accounting policy, appropriate dress, clean campus, responsive leadership, morning assembly/national anthem, daily flag raising, regular staff meetings) This could be integrated with the evaluation of HS teachers and Principals report cards • Establish professional ethics for teachers regarding behavior, dress, attendance, • Establish a policy on child abuse in the schools and reporting procedures for allegations of abuse at home or in schools. • Strengthen relationships between MOE and police regarding the procedures for reporting truancy and allegations of child abuse • Establish chain of command procedures for communicating outer island and Ebeye needs to MOE to avoid confusion and duplication	$25,000 $15,000	FY08 FY08 FY08 FY08 FY08 FY08-09 FY08 FY08 FY08 FY08-09 FY08 FY 07	• Policy and Planning is supported with staff and a Research Officer • Post-Sec. Council meets regularly • Communication policies are approved and weekly meetings occur • Rules and Regulations are revised, approved, distributed and easily accessible on website • Education Act reflects MOE priority for vulnerable populations • School quality standards are defined, distributed and used for regular school evaluations • Professional Ethics for teachers are documented, reviewed, and distributed to all teachers, and accessible on the website • Child abuse policies are clearly stated and publicly displayed • Evidence of communication and interaction between MOE and police regarding truancy and child abuse • Procedures for proper communication between Ebeye and MOE regarding procurement and other issues are clear, publicized and followed

(CONT'D) **1. Review and establish policies and procedures to support increased efficiency and quality across the Ministry.**	• Initiate a feasibility study for constructing dormitories at one of the Majuro High Schools. • Explore consolidation of elementary schools where geographically feasible. • Consider a travel policy in the revised rules and regulations to ensure "echo" seminars upon return, to discourage travel abuses, and to distribute travel and educational opportunities fairly. • Determine responsible appropriate parties to analyze all data and testing results produced by MIS. • Investigate new policies or legislation to enable greater MOE autonomy for personnel management (and for the creation of performance-based reward program). • Propose policies for certification program for special education teachers. • Establish a Truancy Team to research truancy issues and recommend policy. Include representatives from the local media and the police department. • Review and revise language policy for wide distribution. • Establish a compliance policy on the establishment of school libraries at all public and private schools. (See library section) • A MOE policy statement will ensure Athletic programs exist and comply with a newly established curriculum in all schools by 2010 (See sports section) • Guided by the RMI Natural Disaster Plan, establish a MOE Natural Disaster Plan to direct school leaders on approved ways of responding to natural disasters that occur during school hours, such as wave actions, including power outages, and describing community use of school facilities.		FY08 FY08 FY08 FY07 FY07 FY07 FY07 FY07 FY08 FY09-10 FY08	• Feasibility study conducted and recommendations documented • Evidence of stakeholder and MOE discussions regarding further consolidation of schools • Travel policy established, approved and distributed to all MOE staff and teachers • Documented possibilities for greater MOE autonomy and discussions with PSC • Special ed certification policy proposed and approved • Truancy Team established and includes major stakeholders • Language policy is reviewed and disseminated • School library policies are designed, approved and implemented • Policy on school athletics is designed, approved, and implemented • MOE Natural Disaster Plan proposed, approved and distributed to all schools
2. Enhance relationships between MOE and community stakeholders through the establishment of partnerships and collaborative efforts defined in policy.	• Consider engaging local community groups as various service providers across all sectors (lunch, transportation, cultural education, etc.) including the elderly, returned scholarship recipient, and volunteers. • Explore the establishment of formal agreements between NGOs for cultural, health, and parent education training and curriculum implementation. • Explore private sector assistance with skills training (also consider an "entrepreneur" speaker series for upper elementary and high schools).		FY08 FY08 FY08	• Evidence of discussions with community groups regarding services • Document describing the pros and cons of NGO service providers and recommendations • Meeting with Private sector occurs and a document describing possible collaborations is distributed

POLICY AND PLANNING

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
2. (CONT'D) Enhance relationships between MOE and community stakeholders through the est. of partnerships and collaborative efforts defined in policy.	• Explore the creation of School Boards consisting of PTA leaders, traditional leaders, private sector, local government representatives. (Pilot project on Jaluit) explore transportation and lunch program issues. • Explore options for expansion of school facility usage after school hours. (ex. adult ed.)		**FY07** **FY08**	• Documented evidence of discussions regarding school boards and use of school facilities.

POLICY AND PLANNING

Management Information Systems (MIS)

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. Strengthen the ability of MIS to collect, enter, and manage data for efficient tracking of Ministry objectives and performance.	• Continue to collect data at Elementary, Secondary and Vocational Levels to determine drop out rates. • Improve information management, data collection and management information systems for student and teacher performance and maintenance levels at Elementary, Secondary and vocational level. • Ensure public folder is updated annually, expand access to principals and increase data criteria for folder entries. • Increase MIS staff including data entry staff • Explore training programs for MIS staff and selected MOE staff including yearly computer workshops (*Blackbaud* may have training programs that could be used). • Review and revise MIS data access criteria • Increase cooperation and coordination between Department Heads and MIS to expedite data collection • Identify and hire a data entry clerk for each division. • Explore the possibility of cost-sharing by funding MIS through a percentage of other divisions' budgets • Establish priorities and procedures for the organization of the MIS office. • Improve communication by posting appropriate data in the MOE public folder, ex. trip reports, 18 indicators, enrollment data, as available. • Explore further opportunities to communicate data with MOE staff, schools, and the public using the World Wide Web. (collaborate with IT)	$2,000/yr $35,000 $15,000/yr	Ongoing FY07 Ongoing FY07 FY08 FY08 FY07 FY08 FY08 Ongoing Ongoing	• Drop out rates documented annually • Timely data collection and analysis of performance for evaluation • Public folder is expanded and access is increased • Adequate data entry staff ensures timely input of all data • MIS staff attends development opportunities • Criteria for access to data is clear and strictly followed • Each division ensures data entry and collaboration with MIS • Evidence of cost-sharing discussions and recommendations • MIS office is well-organized and managed • MIS posts appropriate data for MOE access in the public folder and the MOE website

CURRICULUM DEVELOPMENT and TESTING

Curriculum Development

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. Improve staff capacity to provide support for the curriculum and the nation's teachers through clarification of roles and ongoing training support.	• More frequent mentor visits to outer island schools. • Explore alternatives assessment methods for cultural education, ex. student portfolio. • Seek professional support for the textbook selection committee • Curriculum Training: Help teachers learn how to teach the curriculum and distribute the resources required to teach it at all levels of education • Train Curriculum and Instruction staff on training methods and strategies, and production of local resources • Mentors assist principals to encourage and utilize teacher teams to create model lesson plans and shared curriculum units at all levels of education • Curriculum guides per grade will be developed by curriculum specialists/mentors as an effective means of training teachers to teach to the standards. By 2010, all teachers will have a copy. • Improve Language arts by creating and supporting both Marshallese and English Language Arts materials, modeling instructional units and creating grade cluster teaching teams for support and collaboration. (Proposed Instructional Center for K-8) • Continue and implement a master schedule of projected mentor visits to encourage equal services among outer island schools.	$144,000/yr $25,000/yr $63,000 $60,000/yr $150,000/yr	FY 07 FY08-09 FY07-08 ongoing FY07 Ongoing FY08-09 FY07-08 Ongoing	• Mentor visits increase • Appropriate assessment of cultural education is established • Textbook committee seeks and finds appropriate support • Teacher training emphasizes methods and resources for reaching standards and benchmarks • Evidence of principals encouraging collaborative planning and curriculum development • Curriculum guides for standardized resources created, distributed, and in use • Evidence of Teaching teams new language arts units. • Mentor visits are equitable and regular • Evidence of evaluation of mentors among other MOE staff • Evaluation tool designed and implemented and results analyzed and distributed • Evidence of materials produced to support teachers in teaching to standards
2. Develop effective means of monitoring the effectiveness of teacher mentoring to ensure meaningful teacher support services.	• Continue work with PSC to develop a standard form to evaluate all MOE staff, beginning with teacher, principal, and mentor performance.(see also Policy) • Establish a means of measuring the effectiveness of mentor visits in terms of teacher effectiveness in teaching to the standards. • Consider alternative means of training teachers to teach to standards, including the creation of curriculum guides per grade.		FY07 FY08 FY08	

CURRICULUM DEVELOPMENT and TESTING				
Curriculum Development				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
3. Integrate and incorporate local content into the current curriculum to provide a more holistic education.	• Incorporate life skills into curriculum from early childhood • Strengthen the Family life component by mainstreaming life-skills into the secondary curriculum. • Strengthen Math, Health/Sex Education and Environmental education (all sectors) • Collaborate with National Training Council (NTC) to ensure vocational/life skills oriented programs are included as part of the national curriculum all at levels (early childhood, elementary, secondary & post-secondary) Ex. values, cleanliness, order and organization, manners. • Strengthen Marshallese cultural knowledge, specifically health and environmental knowledge, (including language) skills into the curriculum (across all sectors). • Create professional quality cultural education resource materials, including a textbook and teacher's guide, to be printed and distributed for all grades. • Institute an internal MOE Quality Assurance Program (QAP) for all Marshallese language materials. Collaborate with the Marshallese Language Commission. • Expand/implement art and music education across all sectors • Align standards and benchmarks to ensure a clear linkage between early childhood, and elementary sectors, between elementary and secondary sectors, and between secondary and post-secondary sectors and employment • Information literacy (knowing where to find answers to one's questions) is integrated and supported throughout the elementary and high school curriculum.	$30,000 $10,000 $25,000/yr $240,000/yr $75,000/yr	FY07 FY08 FY07-08 Ongoing ongoing ongoing Ongoing FY07-09 FY07-08 FY07-08	• Evidence of life and family skills incorporated into standards and benchmarks across the curriculum • Resources for Math, health/sex ed and environmental ed expanded annually • Vocational skills are incorporated into standards and benchmarks across the curriculum • Marshallese cultural skills are incorporated into standards and benchmarks across the curriculum • Cultural education resources are created and accessible • QAP team is identified, established and functioning • Arts and Music are incorporated into standards and benchmarks across the curriculum • Standards and benchmarks are clearly linked across all sectors • Information literacy and technology are incorporated into standards and benchmarks across the curriculum

CURRICULUM DEVELOPMENT and TESTING				
Curriculum Development				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
(CONT'D) **3. Integrate and incorporate local content into the current curriculum to provide a more holistic education.**	• Prioritize Marshallese Language Arts resource development by creating and distributing resources to all teachers, including a textbook. • Dedicate funds to produce or reprint curriculum resources specifically targeting Marshallese Language Arts, and math skills. • Implement and/or continue courses in Arts, Music, Physical Education, Health/Sex Education, Marshallese Studies, and Traditional Skills at all public high schools. • Integrate defined values into the standards and benchmarks, and the assessment of potential resource materials. • A National Sports curriculum (standards and benchmarks) will be collaboratively developed for physical education at all levels. • An Information Technology (IT) curriculum (standards and benchmarks) will be developed for secondary schools.	$56,000	FY07 FY07-09 FY07 FY07 FY08 FY08-09	• MLA textbook is produced and distributed to all teachers along with supplemental materials • Appropriate Math resources are increasingly available • Art, Music, PE, Health/sec ed, Marshallese Studies and Traditional Skills courses are taught at all public high schools • Values are integrated into the standards and benchmarks across the curriculum • Athletics are incorporated into the standards and benchmarks for all students • Evidence of Curricular development announcements to all schools and postings on the website • Standards and benchmarks are easily accessible by all schools and the general public in English and Marshallese by 2008.
4. Establish regular and ongoing schedules to communicate curricular developments to all schools in the RMI.	• Strengthen communication among public and private schools regarding standards and benchmarks and related resources. • Ensure the distribution of the national curriculum standards and benchmarks (all sectors) • Make sure English and Marshallese language versions of the standards and benchmarks are available in all classrooms. (50% by yr. 1, 100% by yr. 2)	$5,000	Ongoing FY07 Ongoing	

CURRICULUM DEVELOPMENT and TESTING				
Testing				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Review of the testing process and establishment of elementary and high school exit exams.	• Explore the creation of administering a high school exit exam in conjunction with the new secondary curriculum to ensure skill levels are universal upon graduation (see also sec. ed).(write policy) • Determine national assessment at Secondary Level, with schools responsible for tracking and implementing assessment based on finalized secondary curriculum. • Consider adding 10th and 12th grade tests. • Implementation of testing schemes at grades 3, 6 and 8 to measure student achievement • Assess the appropriateness, purpose, administration, preparation, evaluation, and impact of the MISAT tests, particularly the 8th grade test. • Consider creating a national testing committee to select and outsource test administrators to eliminate the diversion of expert mentors/curriculum specialists from their primary responsibilities. Also consider other methods of improving the efficiency of the testing process, making it less of a drain on the Ministry. • Reconsider the teacher test regarding other subjects, including math, and Marshallese language and its role as the primary evaluation tool for teachers. • Consider an alternative test for the lower grades (below grade 3) as a baseline exam.	$100,000/yr	FY08 FY08 FY07 Ongoing FY07 FY08 FY08 FY07	• Evidence of discussions regarding a HS exit exam • National assessment is aligned with the secondary standards and benchmarks • Evidence of discussions regarding additional tests • Document evaluating the MISAT tests with recommendations for improvements and addressing concerns • Test committee established, trained, and active in administering the national tests • Discussions regarding content of teacher tests is documented with recommendations • Lower grade test is discussed, and recommendations documented
2. To improve communication of test results in a timely manner	• Increase cooperation and coordination between Testing and MIS to expedite data collection • Propose a policy to ensure test results are disseminated directly to students, in addition to schools, and principals. • Test results must be disseminated to the students (and teachers) by policy, within a pre-specified timeframe.		Ongoing FY07 FY08	• Testing results are distributed to test takers as well as school leaders in a timely manner

EARLY CHILDHOOD EDUCATION				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Enhance training and support opportunities for early childhood teachers.	• Implement SEG funding to ensure funding supports supplemental needs of Early Childhood Education programs in Majuro and Ebeye as per RMI law. • Continue to build skill profiles of Kindergarten teachers through ongoing summer school and establish "effective teaching skills programs" with focus on improving teaching skills and instruction content.	$23,000 $75,000/yr	FY07 Ongoing	• ECE programs are funded with SEG funds • Kindergarten teachers' attend summer programs and ongoing training.
2. Enhance effective monitoring of students and teachers in the ECE program.	• Improve Information Management, data collection and management information system for curriculum development and needs of Early Childhood Education • Ensure Kindergarten teacher certification and teacher management system are implemented and in place • Manage and enforce Kindergarten teacher absenteeism and teacher performance. • Continue to collect data at Kindergarten Level to determine drop out rates. • Enforce truancy policy.	$5,000	FY07 FY07 Ongoing Ongoing	• Data collection and management is timely and consistent • Evidence of tracking Kindergarten teacher certification • Documented decline in teacher absenteeism • Drop out rates determined annually • Truancy documented and enforced
3. Enhance communication among Kindergarten teachers, and between teachers and parents.	• Communicate school events to Kindergarten liaison		Ongoing	• Kindergarten liaison disseminates relevant information • Evidence of increased communication between teachers and parents
4. Achieve community input and ownership of ECE programs at community level	• Provide school-based training to school-community improvement partnership teams • Explore Pre-K education programs.	$2,000/yr	Ongoing FY07	• Programs in place for Parents of young children
5. Increase enrollment of Kindergarten students	• • Expand Kindergarten program to include those schools that do not have kindergarten programs. All children of an eligible age (5yrs) to participate in Early Childhood program with the aim to achieve 100% attendance by year 2008.	$170,000/yr	FY07-08	• Number of Kindergarten facilities expand annually • 100% of all eligible Kindergarten students attend Kindergarten by 2007

ELEMENTARY EDUCATION				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Establish ongoing training and support services for all elementary teachers. **2. Enhance effective monitoring of students and teachers in elementary education.**	• Explore potential teacher specializations in some elementary schools for prioritized subjects (English, Marshallese, Math). • Identify and purchase textbooks and curriculum materials for elementary education • Teacher training on the implementation of the elementary curriculum • Support teachers with regular communication, in particular, weekly radio communication between the MOE and outer island schools. • Continue to build skill profiles of Elementary teachers through ongoing summer school and establish "effective teaching skills programs" with focus on improving teaching skills and instruction content. • Improve Information Management, data collection and management information system for curriculum development, students, and teachers and the needs of elementary education • Head Teachers and Principals need to track certification process and encourage continuing education in conjunction with teachers and personnel. • Manage and enforce Elementary teacher absenteeism and teacher performance. • Continue to collect data at Elementary Level to determine drop out rates	$650,000/yr $25,000 $20,000	FY08-09 FY07-08 Ongoing Ongoing Ongoing FY07 Ongoing Ongoing Ongoing	• Evidence of discussions and recommendations regarding teacher specializations • Textbooks and materials purchased • Curriculum implementation trainings are well attended • Evidence of regular communication and support between MOE and teachers • Summer training opportunities offered and well-attended • Data collection is timely and access is to data is increased • Evidence of school leaders' tracking teachers' certification • Documented decline in teacher absenteeism • Drop-out rates documented
3. Enhance community involvement in education. **4. Improve school communication with parents, the community, and MOE** **5. Implement an effective truancy policy that includes community awareness campaign and collaboration with local authorities.**	• Expand "Cluster PTA" in Majuro according to proposed PREL plan. • Provide school-based training to school-community improvement partnership teams • Develop handbooks for parents regarding the curriculum and other topics. • Revise and enforce truancy policy	$4,000/yr $2,000/yr $1000	FY07-11 FY07-11 FY07 Ongoing	• Cluster PTAs expanded • Community programs available at schools • Parents handbook produced and distributed • Truancy policy revised and publicly posted • Documented decrease in truancy

SECONDARY EDUCATION

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. Enable the efficient and effective management of secondary schools by ensuring teacher training and support opportunities and appropriate staffing of the Ministry.	• Identify a Logistics-Procurement Officer to take care of outer island secondary school supplies. • Teacher training on the implementation of the secondary curriculum • Continue to build skill profiles of Secondary teachers through ongoing summer school and establish "effective teaching skills programs" with focus on improving teaching skills and instruction content. • Provide training and developmental opportunities for Secondary school principals.	$65,000 per yr. $25,000 per yr $10,000 per yr	FY08 FY07-08 Ongoing Ongoing	• Procurement officer manages outer island supplies • Secondary teachers attend summer programs and training opportunities • Principals attend professional development institutes
2. Enhance effective monitoring of students and teachers in secondary education.	• Manage and enforce Secondary teacher absenteeism and teacher performance. • Improve information management, data collection and management information systems for Secondary teachers' performance and student performance. • Continue to collect data at Secondary Level to determine drop out rates	$7,000	Ongoing FY07 Ongoing	• Documented decline in teacher absenteeism • Timely collection and increased analysis of performance data • Drop out rates documented • Truancy policy is publicly posted
3. To increase enrollment, reduce truancy and increase retention rates of secondary students.	• Revise and enforce truancy policy • Gradually phase out NVTI and Pre-9 Success Academy programs • Consider how to expand enrollments in the public and private high schools • Consider open enrollment of high schools (expanding facilities and enrollments) • Enhance current counseling program to include career and work options as well as personal and academic counseling continuing from 9th grade. • Develop and implement a comprehensive counseling program in all secondary schools (career and personal). • Include students involvement in retention plans and identification systems for at-risk students (ex. a student representative on the truancy team)	$159,000	Ongoing FY10-11 FY08 FY08 FY07 FY07 Ongoing	• Evidence of decline in truancy • NVTI program declines in enrollment annually • Pre-9 program declines as grade 9 enrollment increases • Counseling options continuous from grade 9-12 and programs increased and integrated into school functions • Students consulted regarding retention, truancy, and support for at-risk peers

SECONDARY EDUCATION				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
4. Revise secondary curriculum to provide a holistic education.	• Identify and purchase textbooks and curriculum materials for secondary education	$370,000	FY07	• Standard textbooks and curriculum materials are purchased and distributed for all public secondary schools
	• Continue to implement Sr. Practicum, Teacher Academy, and Health Academy at MIHS and Aquaculture and Agriculture practicum at JHS, Agriculture at NIHS and LHS. Expand the teacher academy at LHS. Expand the teacher and health academy programs to all high schools by 2011.	$50,000	FY07	• Teacher and Health Academies expanded
	• Create and use a Marshallese Language Arts textbook.		FY09	• MLA textbook is published and distributed to all schools
	• Ongoing revision , standardizing and reformatting of secondary school curriculum with standards and benchmarks for math, English, science, social studies, computer technology, health and Marshallese Studies.		FY07	• Secondary standards and benchmarks are standardized and distributed, available to all schools on the MOE website
	• Ensure private secondary schools are aware of MOE Secondary Standards and Benchmarks		FY07	• Success Academy is implemented and enrollment gradually declines annually.
	• Review what has been completed and determine the direction and needs/standards for Pre-Nine program by implementing the March 2006 Success Academy Framework document, produced collaboratively by PREL and MOE.		FY08	• IT content is evident across multiple content areas
	• Information Technology (IT) will be integrated into the secondary curriculum.		FY08	
5. Enhance community involvement in secondary education.	• Expand cluster PTA to LHS and MIHS; explore PTA models for boarding schools.			• Cluster PTA's expanded • Alternative PTAs created for NIHS and JHS
	• Explore contracting NGOs to provide services and centers for at-risk youth in conjunction with an expanded counseling program.		FY08	• Counseling programs utilize community-trained counselors
	• Extend library hours and improve facilities and resources for community students after school.		FY09	• Libraries become resource centers for students and community learning
	• Ensure staff management of library after hours.		FY09	• Libraries are managed by school staff at all times.
6. Strengthen communication between the schools, parents, and MOE.	• Develop handbooks for parents			
	• Communicate events, meetings, conference, training opportunities to MOE media division for distribution/dissemination	$1,000	FY07 Ongoing	• Parents handbook is developed and distributed • Evidence of communication with Media

POST-SECONDARY EDUCATION

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. Expand faculty recruitment, development, and support	• Enhance core of qualified faculty to ensure it is of sufficient size and experience to support all of CMI's educational programs. • Develop a core of faculty teaching Marshallese Studies • Promote engagement of Marshallese faculty through active recruitment. • Create an administrative structure to house Marshallese Studies faculty		Ongoing FY07-08 Ongoing FY07	• CMI has adequate faculty to meet community education needs • Marshallese Studies faculty are recruited and hired. • Marshallese Studies faculty are housed in an appropriate structure • MOE priorities and training outcomes are clearly defined in MOUs with in-service training providers • Annual evaluation of training programs and tracking of participants is evident • Scores of CMI entrance exams will increase gradually annually • Evidence of discussions regarding exit exams and CMI entrance exam • Evidence of discussion requesting CMI's leadership for summer teacher training • Course offerings are regular and well-publicized to enable advanced enrollment planning • Evidence of discussions regarding a RMI-based Education BA program • Clear articulation between secondary and post-secondary curriculum framework • Evidence of discussions regarding Special ed. training opportunities
2. Improve accountability of all post-secondary programs providing in-service training for MOE teachers	• Establish methods of evaluating programs offered by CMI, USP, BYUH, SDSU and other institutions that provide in-service training for Marshall Islands' teachers in order to ensure accountability to MOE priorities.		FY08	
3. Improve post-secondary enrollment and retention rates	• Increase number and quality of students entering college-level study at CMI • Explore possibility of integrating 12th grade leaving examination with CMI entrance examination.		Ongoing FY07	
4. Expand curricula and improve outcomes for teachers in training	• Explore the possibility of coordinating and administering the MOE summer Teachers' English Institute – relocating this Institute from MOE Professional Development dept. to CMI. • Ensure an annual offering of full course of study in teacher training • Investigate the establishment of a local/distance ed. pre-service BA education degree through collaboration with various Post-Sec institutions and agencies • Explore means of better articulating MOE secondary curriculum with CMI curriculum • Explore the development of Teacher Training Programs for Marshallese Special Ed teachers (locally-CMI or USP special ed. courses)		FY07-08 Ongoing FY07-08 FY07 FY07	

POST-SECONDARY EDUCATION

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
5. Strengthen community connections and communication, particularly among all post-secondary education providers.	• Strengthen communications between CMI and MOE • Participate in a Post-Secondary Education Board that meets quarterly on a regular basis to share information, progress reports, and to maintain contact with MoE administration regarding pre-service and in-service training needs and priorities including articulation and accreditation of selected summer teacher training programs. • Conduct studies with other RMI entities, such as NTC, to identify the vocational needs of the community • Identify the needs of the community with a focus on GED		**FY07** Ongoing Ongoing Ongoing	• Evidence of regular efforts at direct communication between CMI and MOE • Post-Sec. Education Board established, meetings scheduled, and notes and minutes distributed • Evidence of collaboration with NTC and other vocational providers • Community GED needs surveyed and identified

SCHOLARSHIP

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. Improve returning student retention and services.	• Designate a reserved number of scholarships for careers in teaching • Explore opportunities for former scholarship recipients to provide service to MOE, for example, 100 hours of tutoring services for primary or secondary school students. • Consider hiring returning Marshallese scholarship recipients at off-island ex-pat rate. • Enable scholarship office to better enforce its policies and penalties for non-returning students, particularly the reimbursement of funds. Consider working with Foreign Affairs to prohibit passport renewal. • Disseminate all scholarship information to all high schools, and utilizing the Asst. Sec. for Ebeye for Kwajalein schools. • Explore ways to improve the success rate of scholarship recipients, ex. orientation program prior to departure. • Align scholarship database with MIS to better manage and track scholarship students' attributes and successes.		FY08 FY08 FY08 Ongoing Ongoing FY07 Ongoing	• Number of education scholarships determined and reserved • Policies on returning service options to MOE developed, approved, and distributed • Scholarship recipients hired as teachers • Evidence of enforcement of penalties increased annually. • All RMI high schools receive scholarship information, and it is accessible on the MOE website • Support programs for scholar students designed and implemented • Databases aligned, recipients monitored and status is documented

ELEMENTARY EDUCATION				
Special (Needs) Education				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Expand the staff, development and support of special education teachers	• Increase number of Special Education Teachers in elementary school • Develop Teacher Training Programs for Marshallese Special Ed teachers (locally-CMI or USP special ed. courses) see also post-secondary. • Continue to build skill profiles of Special Ed. teachers through ongoing summer school and establish "effective teaching skills programs" with focus on improving teaching skills and instruction content.	$14,000 $30,000/year	FY07 FY09 Ongoing	• Special ed. teachers increase annually • Evidence of discussions regarding local sp. ed. teacher training • Teachers attend summer training sessions and ongoing development opportunities
2. Improve and integrate monitoring systems for special education teachers and students	• Develop and align special education teacher certification procedures with the current teacher management system • Manage and enforce Special Ed. teacher absenteeism and teacher performance. • Improve information management, data collection and management information systems for Special Ed. teachers' and students' performance. • Integrate Special Ed MIS with MOE MIS to track Special Ed. teachers. • Plan for continuation of service if federal funds are cut in 2010. A committee of Moe administrators needs to list, evaluate, and prioritize the services currently provided and ensure that top priority services are maintained with others available as budgets permit. • A means of tracking students who depart the Special Ed. program needs to be envisioned to help document the successes of the overall program and argue for its continuation. • Review all special ed. staff job descriptions and evaluation procedures. • Consider a policy on avoiding diversion of special ed teachers as regular classroom teachers.	$15,000	FY07 Ongoing FY07 FY08 FY08-09 FY07 FY08 FY08	• Sp. ed. certification standards are defined, publicized, and monitored • Documented teacher absenteeism decrease • Timely data collection and analysis of performance for evaluation purposes • MIS systems are aligned and integrated • Plan to continuation of special education services is developed, approved, and implemented if necessary. • Ongoing contact and monitoring of special ed students evident in documents • Job descriptions and evaluation procedures are reviewed • Evidence of annual evaluations in light of job descriptions

ELEMENTARY EDUCATION				
Special (Needs) Education				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
3. Enhance the overall enrollment, inclusiveness and equity of services to special needs students	• Use alternative evaluations (other than testing) to determine high school entry for special ed. students. • Review the Education Act with the intent to extend equal access to all educational services for all students especially paying close attention to the needs of all vulnerable students, particularly low socio-economic groups and those in remote and isolated areas. (ex. promote electrification of all schools, open enrollment)		FY08 FY08	• Special ed. students' high school enrollment is increased • Policy statement is drafted, approved and submitted to Nitijela to ensure equal access to RMI educational opportunities

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Improve the training and support of vocational instructors **2. Collaborate with planning, monitoring and TVET curriculum development in light of a developing national framework for TVET in the RMI.**	• Teacher training on the implementation of the secondary and NVTI curriculum (2007) • Define the term "vocational" and clarify the vocational education role in public elementary and high school within the national framework for TVET. • Review current status of NVTI in light of NTC labor needs study. • Investigate the progression of NVTI from Secondary to a Post-Secondary certificate institution. • Establish a committee to discuss the future of NVTI and establish procedures to phase out the current NVTI and phase in an appropriate tertiary-level institution. • Consult with NTC regarding shifting labor needs to align with secondary curriculum, NVTI, and appropriate training opportunities • Clarify the distinction and relationship between NVTI and high school vocational ed. • Develop NVTI Testing Program and add more career skills courses such as small engine repair, sewing, general business, diving and traditional skills. • Implement revised NVTI curriculum • Improve information management, data collection and management information systems for student performance and maintenance levels at vocational level.	$20,000/yr $250,000 $250,000 $2,000/yr r	FY07-09 FY07 FY07-08 FY08 Ongoing FY07 FY07 FY07 FY07-09	• Training for secondary and NVTI curriculum conducted. • Collaborative review of vocational education framework conducted. • Evidence of discussions regarding NVTI as a tertiary institution • Committee of all vocational providers established to explore TVET options in the RMI • Clear distinctions are made between secondary voc. ed. and the NVTI. • Evidence of transition and declining NVTI enrollment as secondary institution • A TVET curriculum framework is establish for all levels of education • Current NVTI curriculum and courses continued through FY07 • Evidence of timely data collection and analysis of performance for evaluation purposes

NON-FORMAL EDUCATION				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. Collaborate with community organizations to provide non-formal education services.	• Explore ways to extend adult/continuing education at the schools • Establish homework clubs possibly associated with adult continuing, exploring local church partnerships, as well as school buildings. (one-stop center, homework club, adult ed) • Collaborate with the National Training Council (NTC) to establish a "one stop center" on Ebeye, possibly located in the office of the Asst. Secretary for Ebeye, for access to educational, work, and post-school opportunities.		FY09-11 FY08 FY09	• Community organization and MOE meet to discussion community education at schools • Community organizations offer and monitor programs to support students and families • Resource Center for students and the community is opened on Ebeye

SPORTS and PHYSICAL EDUCATION				
Objective	**Implementing Actions**	**Est. Funds**	**FY**	**Outcome/Indicators**
1. To strengthen the ability of schools to carry out organized physical education and sports related programs in schools with a more balanced gender approach. Sports programs to be made compulsory in schools.	• The Ministry will work collaborative with relevant Ministries to develop a national Sports Policy in order to serve as a guide to executing sports programs in schools. • The Ministry will introduce a National Sports Curriculum for all schools in RMI and to be made compulsory in all schools • The Ministry of Education will consider recruiting a full time Sports Coordinator with a specific mandate to promote and supervise the implementation of the Sports Curriculum and sporting activities in all schools in RMI. • The Ministry will explore the possibility of introducing a certificate or diploma program for the teaching of Sports or Physical Education at the College of the Marshall Islands or the RMI USP campus or alternatively integrate PE courses into current teacher training programs. • Teachers will be trained in Physical Education. • Inter–sporting activities amongst schools are to be actively promoted. • All schools will be properly equipped with sporting facilities and equipment.		FY08 FY09 FY10 FY09 FY10 FY11 FY10	• The number of schools with athletic equipment and facilities is increased gradually, annually. • Evidence of MOE discussions regarding identifying a sports/athletic coordinator and collaborating with community organization, churches and govt. for increased sporting opportunities. • Extra-curricular sports are organized among school teams

LIBRARY RESOURCES AND INFORMATION TECHNOLOGY

Objective	Implementing Actions	Est. Funds	FY	Outcome/Indicators
1. To establish libraries in all schools as well as modern computer facilities in order to facilitate direct internet use for research purposes and to actively promote learning through the media and public libraries.	• The Ministry will issue a compliance policy for all schools to have properly built school libraries both for private and public schools. • All secondary schools will offer compulsory information technology subjects. • A public library will be established in Ebeye after MOE, RMI National Government and community collaboration. • The Ministry will work with the government to investigate the possibility of introducing pubic libraries equipped with up to date computer facilities with appropriate research links at centralized places as community learning centers. • The Ministry will consider recruiting a national library coordinator in collaboration with the national Museum to oversee the development of library services in RMI. • The Ministry to work collaboratively with the RMI USP center, the CMI and NVTI to coordinate learning resources in the area of Special Education, Early Childhood, Elementary, Secondary and Post Secondary, including TVET. • The Ministry will allow its school libraries to be used by school communities as community learning resources. • All libraries (where telecommunication lines are accessible) will be equipped with computers in order to disseminate educational programs via the Ministry's Media section for schools and communities.		FY09 Ongoing FY11 FY09 FY11 FY09 FY09 FY11	• IT content is integrated across the subject areas • Evidence of discussions regarding the expansions of library resources and service, including identifying a library coordinator • Completed survey of current existing libraries and services • Plan proposed and approved to expand public school libraries and community access.

Appendix A

ABBREVIATIONS

AA	-	Associate of Arts Degree
ADB	-	Asian Development Bank
AS	-	Associate of Science Degree
BA	-	Bachelor of Arts Degree
BS	-	Bachelor of Science Degree
BTC	-	Basic Teaching Certificate
BYUH	-	Brigham Young University-Hawaii
CBGS	-	Community Based Governance Scheme
CMI	-	College of the Marshall Islands
IT	-	Information Technology
ELA	-	English Language Arts
JHS	-	Jaluit High School
KHS	-	Kwajalein High School
LHS	-	Laura High School (Majuro)
MA	-	Master of Arts Degree
MICNGO	-	Marshall Island Committee for Non Government Organizations
MIHS	-	Marshall Islands High School (Majuro)
MIS	-	Management Information System
MISAT	-	Marshall Islands Standardized Achievement Test
MLA	-	Marshallese Language Arts
MMS	-	Majuro Middle School
MOE	-	Ministry of Education
MOF	-	Ministry of Finance
MOU	-	Memorandum of Understanding
MS	-	Master of Science Degree
NGO	-	Non Government Organization
NIHS	-	Northern Islands High School (Wotje)
NTC	-	National Training Council
NVTI	-	National Vocational Training Institute
PAT	-	Parents as Teachers
PILL	-	Pacific Islands Literacy Levels
PIRC	-	Parent Information and Resource Center
PREL	-	Pacific Resources for Education and Learning
PSC	-	Public Service Commission
PTA	-	Parent Teacher Association
PVEIP	-	Pacific Vocational Education Improvement Program
RMI	-	Republic of the Marshall Islands
SEG	-	Supplementary Education Grant
TFASEG	-	Territorial and Freely Associated States Education Grant
TQE	-	Teacher Quality Enhancement
TVET	-	Technical and Vocational Education and Training
UNESCO	-	United Nations Educational, Scientific, and Cultural Organization
USP	-	University of the South Pacific
WAM	-	*Waan Aelon in Majel*