

Federated States of Micronesia

**Department of Health, Education and
Social Affairs**

Division of Education

EDUCATION FOR ALL

2015

National Plan

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CONTENTS

CHAPTER I

INTRODUCTION	4
Short History of Education for All	4
The six EFA goals	5
Jomtien	6
Strategic Plan for Improving Education	6
The National EFA Forum	8
The EFA National Plan	10

CHAPTER 2.

SETTING	11
Country Profile	11

CHAPTER 3.

ACTION PLAN	17
Priority 1	18
Priority 2	26
Priority 3	30
Priority 4	36
Priority 5	42
Priority 6	48

CHAPTER 4.

SUMMARY	49
----------------	-----------

CHAPTER 1

1. INTRODUCTION.

History of EFA

The World Conference for Education for All, held at Jomtien, Thailand in 1990, adopted a World Declaration on Education for All. This urged the nations of the world to intensify their efforts to address the basic learning needs of all. A pledge was made to strive towards achieving universal basic education for every child and a massive reduction in adult illiteracy by the year 2000.

A Consultative Forum on Education for All was created that called for periodic review of progress towards these goals, including a major ten-year period of appraisal. The consequent **Education for All 2000 Needs Assessment** was the largest evaluation of education ever undertaken. Unfortunately, FSM was unable to participate in this assessment Seminar. However, in this seminar, each country assessed its own progress towards the goals of Jomtien and reported its findings at the regional meetings in late 1999 and early 2000. An overall summary was presented at the World Education Forum in Dakar, April 2000.

The World Education Forum held in Dakar was the final event of Education for All initiated in Jomtien, 1990 and of the EFA 2000 needs assessment. It assessed the achievements, challenges and lessons of the past decade. The Dakar Framework for Action is largely based on the data of 2000 Needs Assessment, the most accurate picture given, to date, of the state of basic education worldwide as it highlights the gains and shortfalls in educational provision and highlights problem areas and disadvantaged groups.

The EFA 2000 Needs Assessment shows that progress has been achieved but is uneven and far too slow. Millions of children have no access to education, millions of adults are still illiterate and the quality of learning has not improved enough. Youth and adults are

denied access to the skills and knowledge necessary for gainful employment and full participation in their societies.

The Dakar Framework for Action calls for each country to ensure that EFA goals and targets are reached and sustained and governments establish partnerships with all walks of society and give the ensuing national action plans the strongest political support

SIX EFA GOALS

The commitment was made to the attainment of the following goals:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children have access to free and compulsory primary education of good quality;
- The learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs;
- Achieving a fifty percent improvement in levels of adult literacy by 2015;
- Eliminating gender disparities in basic education by 2005 and
- Improving all aspects of the quality and excellence of education with measurable learning outcomes.

JOMTIEN

The World Conference for Education for All at Jomtien, Thailand in 1990 was a very important event. It pledged a commitment towards achieving universal basic education for every child and a massive reduction in adult illiteracy by the year 2000, starting the decade long campaign and promotion of Education for All.

At the time of the Jomtien Conference the Government of the Federated States of Micronesia (FSM) was not a member of UNESCO. Therefore, it did not attend the conference. However, it endorsed the declaration. Its own efforts to address the learning needs of its own people ran parallel and in line to the call and expectations placed on all nations by the Jomtien initiative, evidence of which is clearly indicated in the Strategic Plan for Improving Education of 1997 and the Education Summit Recommendations of 2000.

The World Education Forum held in Dakar was the final event of Education for All, which was, initiated ten years prior in Jomtien, Thailand in 1990. At that time, the FSM has become a member of the United Nations and therefore participated and reaffirmed its commitment to the Dakar Framework for Action by initiating the process of setting up the National EFA Forum, which is expected to participate in the global movement to identify EFA priorities and map out a workable plan of action.

The Strategic Plan for Improving Education

The FSM Strategic Plan for Improvement of Education has grown out of a need for the education system to provide for the economic growth and social development of the Nation and its States. It has grown out of the need to answer the question: Why has education not significantly improved over the past 15 – 20 years? What have been the barriers to improvement? Where have successes occurred – and why?

The development process has been complex. Any broad scale plan in the FSM must reflect State concerns. With the high cost of travel in the FSM, immense distances between islands and still emerging telecommunications systems, getting extensive involvement of all stakeholders is both a time consuming and expensive process. The development process has employed site visits to each State for data collection and discussions and review of draft documents. Numerous Nation wide conferences have been held for discussions on the status of education and to draft the Plan and the Language Policy and extensive research.

Much of the initial framework for the understanding the needs of the education system was detailed in the Asian Development Bank (ADB) Study: Human Resource Development (HRD) in the FSM. An extensive series of site visits for data collection were followed up with two National Conferences in Pohnpei to discuss the findings and recommendations. However, the findings of this study would have had little impact without the National and State Economic Summits that set the vision of where the Nation and States are to go for economic growth and social development. It was in the Summits that Education's theme was introduced: Education – Underpinning Economic Growth and Social Development. A Mega Conference was convened as initial followed up to the Summits, which was designed to begin the discussion of education's specific roles in implementation of the policy directives from the Summits. Site visits were then made to each States for information collection and discussion of issues. From November 1996 – January 1997, three working sessions were convened. First in November 1996 was a Strategic Plan Writing Session. Second in December was training on School-to-Work and more detailed discussions on the role of education in economic development. In January 1997 a workshop was convened to draft out the FSM Language Policy. The drafts of the Strategic Plan and the Language Policy were the basis for a series of States visits to review and solicit comments. As part of the soliciting process, special efforts were made to include all segments of the FSM community. From educators, parents and the community, traditional and church leaders, business and political leaders at the National and State levels. This Strategic Plan and Language Policy are the results of this time consuming process.

NATIONAL EFA FORUM

As part of its commitment to the call to action of the World Education Forum Dakar for the achievement of Education for All by 2015, the FSM is in the process of establishing a National EFA Forum to act as a consultative and coordinating body that will ensure the goals of the Dakar Framework are achieved. The National EFA Forum will also ensure that EFA priorities and action plans with respect to the FSM's educational goals and priorities as reflected in the Strategic Plan and Language Policy are achieved. It is responsible for identifying problems and limitations that restrict the achievement of the EFA goals and proposing workable solutions.

The National EFA Forum is in the process of establishment. It will be named the National EFA Forum. Due to scatteredness of the island States of the FSM, EFA Forum members are selected from employees working at the National Government, COM-FSM and Pohnpei State. It was ensured that each State has at least two members on the Forum. There was also a balance of gender in the group to help maintain a fair and unbiased representation of views.

The fifteen members of the National EFA Forum, comprising eight females and seven males, were drawn from a wide range of personal and occupational backgrounds. The areas represented are education, media, library and information, youth, culture, transport, statistics and finance, religion, health and Institute of Higher Education.

The National EFA Forum includes the following members:

- Dr. Rufino Mauricio Temporary Chairperson
- Mr. Jimmy Hicks
- Mr. Samuel Nathan
- Mrs. *Emirose Elanzo*
- Mr. Yap Environment
- Dr. Jefferson Benjamin
- Mr. Joe Habuchmai
- Ms. Liwiana Ioanis
- Mrs. Morena Santos
- Mrs. Jane Elymore
- Mrs. Esiri Edward
- First Lady Iris Falcam
- Mr. Jesse Sidney
- Mrs. Louisa Helgenberger
- Mr. Weldis J. Welley

The unofficial Forum has met twice where individual members had volunteered to do the write up (drafting) of preferred goals. It is important to note that in both meetings not all members were present.

The National EFA Forum will meet bi-monthly upon official formalization. It had re-identified the priority areas according to the EFA goals and set in place a plan of action. It will provide ongoing monitoring as well as evaluating the progress of implementing the EFA plan of action. It will also provide advice on EFA policies and on short and long-term plans for departments and EFA partners and stakeholders.

The National EFA Forum has made a commitment that it would not only be a round table talk group that is reactive and responsive to EFA problems but will be proactive and practical. It intends to take a complementary role in coordinating EFA activities between the various departments and partner agencies and ensure that implementation of EFA plans are on target.

EFA NATIONAL PLAN

The EFA National Plan fits well in to the National Strategic Plan for Improvement of Education in the FSM. It compliments the plan by providing support and focus on areas that would normally be taken for granted. It helps strengthen educational programmes and improves the overall quality of education.

The plan attempts to provide and support the overall educational needs of the country. The National education needs are immense and various but tend to be centered on social and economic issues. Various individual plans and programmes aim at providing solutions to problems. An example would be the Economic Reform programme, which is aimed at reducing public expenditure and at the same time increasing revenue by supporting private enterprise initiatives. One of the major measures adopted was down sizing of the Public Service. This included the retrenchment of public servants and the privatization and/or outsourcing of government services. The plan to expand the variety of courses and subjects on offer at the National T3 Center supports the government's wish to strengthen the private sector.

CHAPTER II

SETTING

COUNTRY PROFILE

The Federated States of Micronesia is composed of the States of Chuuk, Kosrae, Pohnpei and Yap. From Yap in the west to Kosrae in the east, the FSM is spread over 2,500,000 square kilometers of the Northern West Pacific. The 607 different islands of the FSM dot this immense expanse of ocean. Seventy-one of the islands are inhabited. From the lush, green high islands of Pohnpei and Kosrae to the outer island atolls of Pohnpei, Chuuk, and Yap, the islands of the FSM are dots on the immense expanse of the Pacific Ocean. The State capitals are connected by Continental Micronesia 737 service that also allows access to international destinations. Normally service is provided only once a day either east bound or west bound. Travel to and from Yap to other FSM States is via Guam and is only available two times a week. While small commuter planes connect a few of the outer island atolls, most of these atolls are connected only by ocean going field trip ships. Normally it will be a month or more between visits to the atolls with only a few hours stop at each atolls.

The size of the FSM can be seen in the map that superimposes the continental United States onto Micronesia. This map gives an indication of the distances involved in moving about the FSM. The map on the next page also provides a picture of the location of the FSM in the Pacific and the extent of its sea boundaries.

(Insert Map of Western Pacific and Micronesia)

(Insert Map of States of Micronesia)

The FSM has over 13 major languages or dialects. No two States share the same major language, however, many of the FSM citizens are able to converse in more than one FSM language.

English is the unofficial, official language of the FSM and the primary means of communication among the citizens of the different states in the FSM and the language of government and business. However, **English is the first language of less than perhaps two percent of FSM students.** Virtually all of FSM students are of Limited English Proficiency (LEP). While English is the glue that binds, each FSM State must deal with development of instructional materials in both English and one or more local languages. Community education awareness programs of necessity must be in both the individual communities language(s) and in English.

The FSM languages while part of the general Proto-Austronesian language structures are spoken nowhere else in the world. Each of the FSM States is faced with the tasks of developing curriculum and materials that are culturally relevant in local languages and in English. Not only must they develop instructional materials in the local languages, but also there is still major work to do in development of grammars and dictionaries for all of the languages.

To preserve the culture and traditions for its people and to prepare them for communication with the world at large, the FSM must develop a bilingual society. For the FSM, bilingualism (multilingualism) is a must and not just a desired goal.

In addition to the local FSM languages, there are also a number of other Micronesian and international languages. Many of the languages in the FSM do not have fully developed grammars and dictionary, much less curriculum and instructional materials for use in the schools. Since the grammars and dictionaries were developed, all of the languages, except Pohnpeian, have been the object of new orthographies. Significant effort will have to be expended on the grammars and dictionaries before they can be used as the basis for curriculum and instructional materials development. It should be noted that

local languages have been used as medium of instruction in the school system in the FSM, but little or no instruction of the local language itself.

Education System

The FSM runs an American style education system with free public education from age 6 through age 15 or completion of the 8th grade. High School attendance is not assured. All States administer high school entrance tests to 8th graders. Instruction is strictly a responsibility of the States with the National Government providing support and assistance. Funding for education is primarily provided through State Compact funds with some local revenue. The FSM is eligible for selected US Federal Education Programs that contribute a significant amount to the overall education budget. The FSM's only Institute of Higher Education (IHE) is the College of Micronesia-FSM (COM-FSM) located in Pohnpei.

The FSM has entered into a Compact of Free Association (US Public Law 99-239) with the US of America. The Compact sets forth a unique relationship between the FSM and the US where financial and other assistance is made in exchange for certain defense and denial rights related concerns. Under the Compact, certain US programs such as the inclusion in the US Postal System, various health program, and other programs continued to be provided to the FSM. Additionally, provisions provide that the US may extend US federal education programs eligibility to the FSM.

The FSM economy is extremely weak and dependent upon external funding, especially Compact funding. Compact funds accounted for 50% of the FSM economy in 1996. the 15% step down in basic Compact funding in 1997 resulted in massive reductions in the governmental structure. Chuuk and Pohnpei States instituted four-day workweek for employees with 20% decrease in compensation.

Human Resource Development Indicators

The social condition of the FSM can be provided through a series of Human Resource Development indicators that compare the FSM and other selected Pacific Island Nations.

The majority of the FSM population still lives in rural areas and subsistence portion of the FSM economy has dropped from 1/3 to 1/5 in the past few years. Substantial portions of the FSM population still are active in the agriculture sector. However, most of the activity is subsistence related and not for income production. A major goal of the educational improvement is to address subsistence economy and attitudes and values which will allow students to begin to see the economic potential of the subsistence portion of the FSM economy as employment and to approach the subsistence or partial subsistence of their life as a business and a source for generating income.

Table 2. Human Development & Economic Indicators

Human Development & Economic Indicators	
<i>Social Indicators</i>	
Total population (2001) estimate	12,000
Average population density,- estimated	535per km ²
Annual Population Growth Rate (1990-1998)	2.4%
Infant mortality rate, 1994	12.5%
Life expectancy at birth, FSM population, 1994	
Total:	57.6 years
(Males)	(53.4 years)
(Female)	(61.2 years)
<i>Economic Indicators</i>	
+GDP per capita, 1998	US\$3450
+Labor in formal employment	56%
+Women as % formal employment	41%
*Expenditure on Education as % GDP	10.72%
*Expenditure on Health as % GDP	9.56%

Source: 1999 Pacific Human Development Report, UNDP

+ 1994 FSM Census

• Derived by **Bureau of Statistics** from ADB statistics

Organizational Structure

The FSM Education system is composed of the State and National education. The FSM National education provides coordination for development of standards and assessment, reports on the status of education, provides technical assistance, coordinates external funding aid for education, and is responsible to provide support for the post secondary development of the Nation. Instruction is the responsibility of the State Departments of Education.

Limitations

There are certain inherent limitations that somewhat restricts the FSM's ability to operate or carry out its business properly and with ease.

One such limitation is the scatteredness of islands and atolls over the vast ocean. It has long been an inhibiting factor with regard to easy and difficult accessibility of goods and services. Air transportation is constant and regular, however, there are times when airline and shipping constraints cause delay cutting the island off with badly needed supplies as well as restricting travel. Because of distance cost of these services are high and they usually force the cost of goods and services up, making them quite expensive.

Another is the sense of autonomy that exists with the States. This is a factor of territoriality, which often times creates reluctance on the part the States to allow the FSM National education to monitor program activities, particularly at the school level.

In addition often the meager funds available are allocated too thinly to all programs despite of setting priorities with adequate funds allocated to priority programs.

Land issue is another major problem that the government continues to battle with in one of the States. The lands in the State of Chuuk are privately owned. Government and other organizations requiring land to conduct business on have to lease or rent from landowners. In some of the States negotiations are currently in progress.

Strengths

In spite of the various limitations that pose problems for the FSM, there are some positive factors that are also inherent, that can assist with its activities.

The Performance-Based Budget was launched in this current fiscal year. This is inline with the National Strategic Plan, which emphasized the manner in which the Performance-Based Budget will assist with the improvement of the education system in the FSM.

The Basic Social Services (BSS) Loan Project with the Asian Development Bank (ADB), which is focusing on the improvement of certain aspect of the education system in the FSM. The Project will concentrate on development of implementation schemes for implementing the Compact-Education Sector and EFA priorities and goals.

Under the BSS, training for developing such schemes will be carried out by selected consultants to be recruited and funded by the project.

The Compact-Education Sector as proposed by the US Counter Proposal naming education sector as its highest priority.

CHAPTER 3

ACTION PLAN

This chapter contains the EFA Action Plan that consists of six priorities addressing the six EFA goals. The goals have been established by the FSM EFA Forum and are arranged in the order established by the forum. The text gives the background to the priority, the problems, the reforms required to address the problems and a projected budget. It should be noted that over the course of the projected action plan the emphasis may be revised to reflect the changing national needs

- **EFA Goal VI. Priority 1** Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy and innumeracy and essential life skills..
- **EFA Goal I. Priority 2** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- **EFA Goal III. Priority 3** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programme.
- **EFA Goal IV. Priority 4** Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- **EFA Goal II. Priority 5** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory education of good quality.
- **EFA Goal V. Priority 6** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equity in Education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

EFA Goal [vi]. Priority 1 Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, innumeracy and essential life skills.

The FSM has the ability to improve all aspects of the quality of education but lacks enforcement of basic principles and basic resources.

The quality of education will depend on the quality of the personnel employed to teach and develop the young people of the nation. While considerable effort has been made in recent years, there has to be on-going commitments to have the FSM teaching staff gain the credentials, competencies and experience required to ensure the future development and strengthening of a quality education system. The strategy requires attainment of a minimum of AA/AS degree in education; teaching and content competencies in all require subject areas and ongoing professional development of all education staff.

Provision is sought to continue upgrading teacher qualification program for teachers and trainees at the COM-FSM and other regional IHEs that offer such programs.

- Problem a. Teacher shortage
- Problem b. Inadequate vocational and technical curriculum at secondary level to include life long learning programs
- Problem c. Lack of training for untrained and under-trained staff
- Problem d. Lack of dedication and commitment in teachers

Problem a. Shortage of teachers at the elementary and secondary level

- The system is not producing enough teachers through its current training program, which depends on courses from the COM-FSM and University of Guam. Teacher training on island depends on teachers' commitment to the profession in the absence of

intensive. It appears that a great many teachers in the profession are not committed to it. Additionally, turnover of trained teachers had been ongoing due to lack of intensive.

Proposed reforms. Review/revamp the current teacher training program with incentives.

- Revise the current teacher certification system
- Develop certification programs for teachers, school principals and central office staff.
- Increase the local capacity to provide training and upgrade staff.
- Set up a system of incentives that can attract and keep teacher in the profession.
- Use distance learning programs as a major mechanism for improving quality of teaching and other staff
- Develop infrastructure to facilitate distance leaning programmes

Action required for reform of a	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Revise the current teaching certification System	January 2003/2004	Division of Education	National EFA Forum and NDOE	Revised system in place
2. Development of teacher certification course	August 2003	COM-FSM	NDOE and EFA Forum	Teacher training course completed and ready
3 Upgrade training capacity of trainers to provide training	August 2003	Division of Education and COM-FSM	NDOE, COM-FSM and EFA Forum	Teacher Trainers trained
4. Development of system of incentives	August 2003	NDOE and Personnel and Administration	National EFA Forum	Incentive System developed and ready for implementation for the first graduating group
5. Development of distance education program	September 2004	NDOE and COM-FSM	National EFA Forum	Distance education program developed and in place for implementation.
6. Infrastructure development	August 2003	NDOE and COM-FSM	National EFA Forum	Infrastructure in place to allow full distance education program

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Revise current teacher certification system	45,000	5,000	45,000	8,000	40,000	5,000	40,000	2,000	30,000	2,000		
Action 2 Training capacity	20,000	5,000	18,000	7,000	12,000	10,000	8,000	12,000	2,000	13,000		
Action 3 Development of training course	18,500	1,000	8,000	1,500	6,500	1,000						
Action 4 Incentive system	18,000	1,000	3,000	1,000	2,000	2,000	1,000	3,000	1,000	3,000		
Action 5 Development distance education program	50,000	1,500	50,000	1,000	50,000	3,500	16,000	3,500	10,000	1,000		
Action 6 Infrastructure	250,000		250,000		250,000							

Problem b. Revise national curriculum standards at secondary level to include life long learning programs

The curriculum for the secondary level is academically biased. There is lack of vocational and technical courses due to lack of qualified/experienced teachers and specialized classrooms and equipment. Students have no choice but to follow an academic program and little promotion and enhancement in vocational and technical education.

Proposed reforms. Add new life long learning curriculum standards and benchmarks to the national curriculum standards at secondary level.

- Revise the Voc/tech and agriculture national curriculum standards and establish benchmarks appropriate and relevant to Voc/tech i and agriculture development
- Renovate existing facilities for industrial arts and agriculture to improve conduciveness of teaching and learning.
- Develop vocational and technical programs for teacher training at COM-FSM to address the need for long life learning in the schools
- Select Voc/tech education teacher to short term training off island.

Action required for reform of b	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Revise existing Voc Tech and agriculture standards and add benchmarks	January 2003	NDOE and State DOEs and COM-FSM	National EFA Forum	Woodwork/Metal Work and Agriculture (hydroponics) standards and benchmarks completed
2. Renovate Voc/tech workshops and agriculture areas	August 2003	State DOEs	National EFA Forum	Renovation of Existing facilities and rejuvenation of agriculture area completed
3. Develop Voc/Tech programs for teacher training	September 2003	NDOE and COM-FSM	National EFA Forum	Development of voc/tech programs for teacher training completed
4. Off island training for voc/tech teachers	June 2003	Department of Education	National EFA Forum	Voc/Tech education teachers for off island training

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Revise industrial arts & agriculture standards and add benchmarks	18,000	1,800	15,000	1,500	10,000	1,000	10,000	1,000				
Action 2 Renovate and rejuvenate workshops and ag. area	80,000	8,000	80,000	10,000	10,000	15,000	5,000	15,000				
Action 3 Develop voc/tech programs for teacher training												
Action 4 Select teachers send off island for training	20,000	1,500	15,000	6,500	10,000	11,500	5,500	16,500				

Problem c. Lack of training for untrained and under-trained staff

- Some local teaching staff in the schools are untrained or under-trained. They are mainly in the upper primary and secondary level. Due to the shortage of teachers and lack of funds for teacher training, under trained teachers are utilized to ensure school program continue. The schools are affected and students are restricted and not getting the best due to lack of teacher capacity.

Proposed reforms. Provide training for untrained and under trained teachers.

- Targeted teachers utilize distance-learning courses at UOG, UOH.
- Targeted teachers to be sent for specialized training off-island.
- Local-based special upgrade training program combing training at COM-FSM for a State Department of Education awarding Teacher’s Certificate as an incentive.

Action required for reform of c	Timeframe	Person Responsible	Monitoring	Progress Indicator
1 Targeted teachers utilize distance learning	August 2003	COM-FSM, UoG and UoH, Manoa	National EFA Forum	Targeted teachers in training at UoG and UoH, Manoa
2 Targeted teachers to be sent for knowledge upgrade training off-island	August 2003/2004	Department of Education	National EFA Forum	Targeted teachers in training off island
3 Local-based special upgrade training program and incentives.	August 2003	SDOE, NDOE and COM-FSM	National EFA Forum	Special local based training program completed and training commenced.

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Targeted teachers use distance learning for training at UoG or UoH, Manoa	100,000	10,000	100,000	10,000	80,000	8,000	80,000	8,000				
Action 2 Targeted teachers to be sent for specialized training off-island	100,000	10,500	100,000	15,500	80,000	15,500	55,000	5,500	55,000	5,500	55,000	5,500
Action 3 Local-based special upgrade training program.	80,000	8,000	80,000	8,000	60,000	6,000						

Problem d. Lack of dedication and commitment on the part of teachers.

- The apparent lack of dedication and commitment along with good work ethics. This may be in part caused by a lack of basic clear guidelines particularly as FSM teachers are drawn from within country and State therefore creating an attitude that lack of commitment would not be a factor for termination, but stay on the lookout for any opportunity to jump to available higher-pay jobs elsewhere. As such, turn over of teaching staff has contributed to shortage of qualified teachers.

Proposed reforms. Establish incentive programs along with teacher observations and support systems.

- Professional development workshop for all principals and teachers
- Appraisal system with proper guidelines and support systems
- Develop course workshops to up-skill teachers on content, knowledge and attitude

Action required for reform of d	Timeframe	Person Responsible	Monitoring	Progress Indicator
1 Professional development	August 2003	NDOE, SDOE and COM-FSM	NDOE and EFA Forum	Development of training program completed for implementation
2. Appraisal support systems	March 2003	NDOE	NDOE and EFA Forum	Appraisal and Support systems in place
3. Development of training course on competencies	June 2003	NDOE and COM-FSM	NDOE/COM-FSM/EFA Forum	Course workshop developed and in place

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Professional development	100,000	5,000	100,000	5,000	100,000	5,000						
Action 2 Appraisal and support systems	30,000	5,000	30,000	5,000	30,000	5,000						
Action 3 Develop training course on content and teaching competencies	10,000	5,000	30,000	5,000	30,000	5,000						

EFA Goal II Priority 2 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

In the 1994 FSM Census, chapter 8, Education and Literacy, under level of school enrolled, it classified persons enrolled in school at the time of the census as enrolled in pre-primary (early childhood) school, elementary school, high school, or college according to the responses received from questions asked in the survey as years of school completed or highest degree received. Persons who were enrolled and reported completing pre kindergarten school or less were classified as enrolled in pre-primary school, which included kindergarten.

There are currently two sources of funding that support the early childhood education in the FSM. The major one of the two is the Headstart program, which operates through a US Federal grant. Enrollment at the Headstart programs in the FSM stands approximately at 4,000 children aged from three to five. The other one operates out of the four major religious groups including; Protestants, Catholics , Seventh Day Adventists ,and Calvary Baptist.

The Title 41 of the Federated States of Micronesia mandates a compulsory education law requiring all children from ages 6 to 15 or until graduation from 8th grade. A child must be in school (grade 1) when he/she turns 6 before or by the end of September of the current school year. The Headstart program can admit children only aged three to five and can open a Headstart center in a community only if there are at least ten (10) eligible children in that community or enroll children from nearby communities.

Due to financial constraints Early Childhood Education (ECE) has not come under the formal school system. There is still no government policy for this level. The ECE centers operating at present are funded by a US Federal grant. They are well staffed and resourced but are running independently and are small in number.

As a result of this the more vulnerable and disadvantaged children are at risk, as they do not have access to ECE. With the formation of a government policy ECE would become readily available to all areas.

Problem a Education Act has no policy for Early Childhood Education

Problem b Lack of funds

Problem a The lack of a policy for Early Childhood Education

- There is no government policy with regard to ECE.

Proposed reform

- 1 The current Education Act needs to be amended to include policy guidelines for early childhood care.

Action require for reform of (b)	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Planning Division to coordinate [Policy writing]	January 2003			Policy writing begins
Submission of Policy to MOE	January 2004			Policy to MOE for approval
Submission to Government	January 2005			Revision of Education Act

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov
1 Policy writing	24,000	2,400	24,000	2,400								
Printing Costs												
Submission to Gov												

Problem b. Lack of funds

Problem (b) - Limited support for services, equipment and facilities.

The Education Department does not have sufficient resources to directly fund ECE institutions. There is also lack of awareness by the community regarding the importance of early childhood education.

Proposed reform:

The Education Department should include in its Plan the facilities and equipment appropriate for servicing and supporting of ECE and Special Education

Actions or steps required	Timeframe	Person Responsible	Monitoring	Progress Indicator
1.Provision of resources and equipment a) Identification of a minimum supply of teaching resources and equipment be identified for ECE Centers and Special Education needs, along with costing and suppliers. b) Delivery of resources and equipment to centres and schools.	By January 2003 December 2003		EFA Forum	Distribution of resources and equipment to all centres and schools.
2. Establish and form parental advisory services	On-going		EFA Forum	Advisory services established with result of positive change of parents attitude towards ECE and SNE

Budget

Budget US	2003		2004		2005		2006		2007	
	Donor	Local	Donor	Local	Donor	Local	Donor	Local	Donor	Local
1. Resources and equipment for all centers	300,000	310,000	300,000	30,000	300,000	30,00	250,000	25,000	200,000	20,000
2. Parental Advisory Services – establishment costs	60,000	6,000	60,000	6,000		10,000		10,000		10,000

EFA Goal III Priority 3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills program.

- The FSM has not done a good job in preparing students in accordance to their learning needs and for careers that are important to the productive sectors (identified in the National Economic Summit as agriculture, marine and tourism). The current education system is one which has been described as one which: elementary school prepares children for high school, high school prepares students to attend college, college prepares students to attend four year institutes of higher education, the IHE prepares students for government jobs. In this area, the education system reflects the broader community views that government jobs are prestigious and productive sector employment is something for other people's children. Review of the current education system show little emphasis on the productive sectors, value development related to the productive sector and often use US textbooks which seldom address issues as subsistence and or small scale farming and fishing areas or the advantages and disadvantages of tourism.

Problem a. Lack of elementary and secondary vocational programs that promote and support career education development based on productive sector needs.

Problem b The need to educate parents in the relevance of life skills in the school curriculum.

Problem c. The need to continue life skills programs through to adult level.

Problem d. Lack of training on health related school policies, particularly HIV-AIDS policies which enhance life skills.

Problem a. Lack of elementary and secondary vocational programs that promote and support career education development based on productive sector needs.

- It appears that existing vocational and career programs being offered at elementary and secondary schools of the FSM are not sufficiently meeting the needed skills of students to enable them to move on to the next grade level, sufficiently equipped to take on the demands of higher education, entrance into the workforce and/or self employed.

Proposed reforms. Develop primary and secondary vocational programs to ensure that students are better equipped to deal with life after school.

- Revised existing vocational education curriculum to include life-skills.
- Life skills subjects will be a requirement for graduation from secondary school.
- Provide training to teachers to become competent in life skills delivery.

Action required for reform of a	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Revise primary and secondary curriculum standards to include Life Skills.	January 2003	State Department of Education and NDOE and COM-FSM	EFA Forum	Relevant life skills curriculum included as part of the curricula in schools
2. Life skills are require subjects in schools	February 2005	SDOE and NDOE	EFA Forum	All schools have in place life skills program as part of their curriculum
3. Teachers are trained and become competent in life skills subjects	February 2007	SDOE, NDOE and COM-FSM	EFA Forum	Teacher became competent in teaching life skills subjects

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Curriculum revision	24,000	2,000	24,000	2,000	24,000	2,500	20,000	1,500				
Action 2 Life skills requirement in schools			10,000	5,000	24,000	5,000	24,000	4,000	1,000	4,000	1,000	
Action 3 Competent teachers			50,000	5,000	50,000	5,000	50,000	2,000	50,000	2,000	2,000	1,000

Problem b. The need to educate parents in the relevance of life skills program in the school curriculum

- Parent expectation has an influence on what is taught in a school. The perception of the large majority of parents is that if there is a reduced number of examinations and their children are not bringing home hours of homework the school is not doing it’s job. Therefore the school is not a good school. Massive publicity needs to be given to the fact that there is not enough employment available for everyone who hopes to get a job to actually achieve that goal and that the role of the school is to educate a child to it’s own abilities, gifts and self worth. To be a worthwhile, happy and confident citizen.

Proposed reforms. A mass media campaign to educate parents as to the wider implications of education today

- Increase community awareness of the importance of life skills education through a national media campaign

Action require for reform of b	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. National community awareness campaigns District meetings Newspaper Radio Television	January 2003 Annually	Department of Education EFA Forum	EFA Forum	A wider understanding of the relevance of education for life.

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 District meetings Newspaper, Radio or Television	15,000	2,000	15,000	2,000	15,000	2,000						

Problem c. The need to continue life skills program through to adult level

- It must be recognized that the learning of life skills does not end at the school door. Trying to introduce Vocational and career programs and courses had been difficult due in part to lack of finance and expertise. There is a lack of pathways available for youth and adults to be trained to enhance the skills useful in the industry they are employed.

Proposed reforms. Develop Vocational and Career Education programs for adults.

- Develop pathways for youths and adults to be trained or to enhance skills useful in the industry they are employed.
- Provide to all ages with practical information regarding potential employment opportunities both within and outside of the FSM.

Action required for reform of c	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Develop pathways 2. Practical Information	June 2004 January 2004	NDOE, SDOE and COM NDOE and SDOE	NEFAF NEFAF	Pathways ready for implementation Information collected, developed and disseminated.

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Develop Pathways			18,000	3,000	18,000	3,000						
Practical Information			5,000	1,000	5,000	1,000						

Problem d. Lack of training on health related school policies, particularly HIV-AIDS policies which enhance life skills.

- Some students and school staff, including teachers and administrators, the Parent Teacher Associations and the general public, notably young adults, have not received training on health related school policies.

Proposed reforms. Provide more effective training on current HIV-AIDS issues and refined HIV-AIDS policies to students and staff, PTA's, young adults and the general public.

- Provide training to trainers and policy makers
- Refine current HIV-AIDS policies and implement health related school policies
- Training on policies to students, staff, PTA's and public.

Action required for reform of d	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Provide training to trainers and policy makers	June 2003			Training agenda and reports on file.
2. Refine current policies	October 2003			Revised HIV-AIDS policies and health related school policies at schools and offices
3. Conduct training on policies to students, staff, PTA's and public	January 2004			Training schedule, agenda, reports and attendance sheets on file.

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Provide training												
Action 2 Refine and implement AIDS- HIV policies												
Action 3 Conduct training												

EFA Goal IV Priority 4. Achieving a fifty (50) per cent improvement in levels of adults’ literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Education and Literacy

A population’s level of formal schooling is considered a good indicator of both social conditions and potential for economic success. For the Federated States of Micronesia (FSM), which is moving from a more traditional economic system to a more westernized system, data on education serve to provide a means to evaluate cultural change. Moreover, given the important role that education has come to play in various sectors of the FSM’s economy, results on this subject should provide insights on the direction of development and on the changing economic potential of the nation.

The 1994 Census included an item on level of educational attainment. The FSM National Department of Education then, collected statistical data annually to obtain information to assess needs of only certain programs. The Division of Education is currently conducting assessment of schooling as well as educational attainment on a bi-annual basis. The individual State departments of education also conduct similar assessment on an ongoing basis. Hopefully, in the future, in-depth assessment and analysis for the entire population will convene.

Educational Attainment

The 1994 census of the FSM obtained data on educational attainment. People were classified according to the highest grade of school completed or the highest degree received. For people currently enrolled in school, the question included instructions to report the level of the previous grade attended or the highest degree received.

Literacy

The 1994 Census of the FSM also obtained data on literacy – ability to read and write in any language – from responses received of 3 years old and over. In published reports based on the 1994 data, results generally are shown only for people 10 years old or over.

Respondents were asked if they could read and write a paragraph, in any language (local language or English). A person was not literate if he or she could read but not write, or if writing ability was limited to writing the person's own name.

The data on educational attainment for the population aged 25 years and over is summarized in table 8.6 of the FSM 1994 Census. The actual numbers of the population completing some level of education increased, while the proportion completing no schooling decreased significantly, over the years. The proportion for people with no schooling fell from about 25 percent in 1980 to about 15 in 1994. That is, in 1980 one in every four people had no schooling, compared one in seven in 1994. Also the proportion of the population completing higher levels of education (high school and higher) increased from around 25 percent in 1980 to about 47 percent in 1994.

General Education Development (GED)

It had been since the past 14 years the National Division of Education under the auspices of the Department of Health, Education and Social Affairs (DHESA) continues to provide a high school equivalency diploma program for adults at a minimal charge to seventeen years of age and older through the General Education Development (GED) program. The GED program also provides minimal funding to some of the College of Micronesia- FSM State campuses to offer basic skills courses in language arts and mathematics to youths who never made it to high school and high school drop outs who have not reached the age of 17 as well as those adults who wish to enroll in those courses.

Programs such as the Workforce Investment Act, T3, Upward Bound and national congressional programs have been offering some kind of adult education upgrading programs for youths and adults.

The FSM has joint the rest of the world in setting up its modern communication technology, which can be utilized to offer adult education programs to the outlying areas and some outer islands through the use of distance education. As of now distance education can only be done in the State centers where electricity and other technologies are available. In some States of the FSM, circumferential roads have been built accessing the remote villages, while for others States, lagoon islands in Chuuk and outer islands in Chuuk, Pohnpei and Yap continue to require boats and ships that provide field trip service. Most of the outer islands do not have electricity, making it very difficult to set up technology for utilization. They may electric generators, which are not very reliable.

The only means of communication to the outer islands is by site band radios (if they are operable) otherwise it will be by the field trip boats that service the islands on a monthly basis, sometimes longer.

Problem a. Lack of trained (qualified) teachers

Many of our schoolteachers will be retiring soon. Many of our schoolteachers do not possess the minimum teacher certification requirement of AA/AS degree. The quality of teachers (staff) has been an issue for quite a while now. Teacher training programs have long carry out teaching methodology workshops, but with little or no impact on learning and achievement of students. The division of education has convened an Education Summit in September last year. The issue of lack of trained teachers was considered which prompted the recommendation urging the division to revise the Teacher Certification Regulations. Its intent was to add to the regulations teaching and content competencies. Every teacher shall possess teaching and content competencies as determined by the College of Micronesia – FSM based the revised national teacher certification regulations. The new National Teacher Certifications have been revised with all aspects of the Education Summit recommendations accommodated. Once the regulations are adopted and approved, all teachers who are currently teaching and not meeting the minimum requirements. Every newly hired teacher must meet the minimum requirements of the new certification requirements. All teachers must be upgraded in terms of the required competencies, if not, then face consequences.

Proposed Reforms

At the moment, we do not have adequate data available to be able to make projections regarding the increased percentage overtime. However, we are in the process of collecting data from the States in order to be able to make a projection. Teachers, who are currently in the teaching force without AA/AS degrees, shall be placed properly in the College's new course syllabus to take teaching and content competencies required to continue as a teacher. At this time, there is no timeframe for how long these teachers will be allowed to achieve such requirements. The upgrading process will continue until all required data and statistics are obtained, analyzed and measures set. Funding request will be directed to the National Congress and the State Legislatures for the training.

Actions Needed

1. Adequate funding will be requested for teacher training.
2. Upgrading of curriculum will be designed and put in place at the College to accommodate the teaching and content competencies required of the revised teacher certification regulations.

Adequate funding will be made available to support the number of teachers enrolled in the College of Micronesia – FSM certification programs to cover student tuition and hiring new qualified teachers to man classrooms where teachers are on education leave.

The COM – FSM curriculum will be developed and put in place to accommodate the training needs necessary to accommodate the requirements of the new teacher certification program.

Action require for reform of a	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Adequate funding for teacher training]	January 2003			Funding received
2. Upgrading of curriculum				Curriculum upgraded

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov
Action 1 Funding												
Action 2 Upgrading of curriculum												

Problem b. Lack of resources for adult literacy programs

The Federated States of Micronesia does not have any funds set aside for the development of literacy programs for adults including youths who never made to secondary schools and high school drop outs. The U. S. federal government provides the meager funding that runs the national adult education program. Funding will be sought with the National Congress and States Legislatures to realize the importance of literacy and innumeracy problems existing in this country. It may be one of the factors that affect our country to prosper economically.

Proposed reforms

Provide adequate funding to assist with and improve the illiteracy and innumeracy problems in the country.

Program services will be for the first time delivered in each of the States to provide instructional programs to those who need them in order to enable them to take the GED Tests, and hopefully pass them.

Actions needed

1. Identify training sites for instructional program
2. Identify qualify instructors to deliver instructional programs
3. Ensure purchasing of appropriate instructional materials, supplies, equipments and other materials.

Collectively, the national and states will identify at least a site in each state

Where GED instructional programs can be delivered. All program teachers must have at least a BA/BS in education with a minimum of teaching experience of at least two years. These teachers will be identified in each of the states prior to convening of the adult instructional programs. The program staff must ensure that appropriate instructional materials, equipments, supplies, and other materials are purchased for program use.

Action require for reform of (b)	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Identify training sites				
2. Identify, qualify instructors				
3. Appropriate instructional materials				

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov	Donor	Gov
Action 1 Identify training sites												
Action 2 Identify, qualify instructors												
Action 3 Appropriate instructional materials												

EFA Goal. Priority 5 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, are access to and complete free and compulsory education of good quality.

- FSM Public Law No 8-32 states that “Education shall be provided and be compulsory for all children, including children with disabilities, from first grade through to graduation from the eighth grade, or until the age of fourteen years. Attendance at school shall be required of all children between the ages of six and fourteen or until completion of the eighth grade, unless excluded from school or exempted from attendance for sickness or behavioral problems as determined by the appropriate State authorities.
For the purpose of beginning school a child shall be admitted in the first grade of the school year if he has attained, or will have attained, the age of six, either on or before December 31 of the calendar year in which the school year commences, or as of the date of the commencement of the school year, whichever date is selected by the State Director of Education.
A State legislature may determine a later age for starting mandatory education, provided that children whose parents wish to enroll them at the national standard age of six years are not prevented from doing so.
Any person who knowingly permits a child who is under his control to be absent from school, or who knowingly prevents any child from attending school during the instructional period for all or any part of a day, unexcused and in violation of applicable laws or regulations, is in violation of this section.
The States may impose such penalties as each deems appropriate of this section.
Good cause for absences shall be determined by State authorities and may include physical and mental infirmities, family or social responsibilities and disruptive or violent behavior.”

- Problem a. Lack of a definition of a drop out student
- Problem b. Lack of systems to track drop out rates at all school levels.
- Problem c. Lack of school and community based programs to assist students to complete school.
- Problem d. Lack of ability to expand alternate programs to accommodate students who do not attend/drop out of high school

Problem a. Lack of a definition of a drop out student

- **Proposed reforms. Data collection**

Employ consultant to determine the following:

- Survey re community input for definition of a drop out
- Ensure that the definition of a drop out is relevant in the context of the FSM as a developing country and the desire to increase the Subsistence portion of the FSM economy.
- Incorporate into the definition of drop out clarification as to different degrees of drop clarification such as drop out of elementary school, high school and post secondary school.

Action require for reform of a	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Survey re community input for definition of a drop out Ensure that the definition of a drop out is relevant in the context of the FSM as a developing country and the desire to increase the Subsistence portion of the FSM economy. Incorporate into the definition of drop out clarification as to different degrees of drop clarification such as drop out of elementary school, high school and post secondary school.	February to September 2003			

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Data collection and compilation as required.												

Problem b Lack of systems to track drop out rates at all levels

- **Proposed reforms. Develop systems to track drop out rates at elementary, secondary and post secondary levels.**

A systems office is required to be put in place to design and implement a system to monitor and

Expand/develop mechanisms at the school level to Track transfer students: where they are moving and why?

Expand/develop mechanisms to report on elementary age children not attending school

Expand/develop procedures through State scholarship boards to Track post secondary students: Number of years in system, current degree status etc

A truancy officer and one other will work in an office to implement the above, provide advice and guidance to children and parents and refer students to appropriate systems which may assist them in completing their education.

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

Action require for reform of b	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Create an office for tracking system	January 2004		EFA Forum	Memo creating office on file
2. Design tracking system	June 2004		EFA Forum	Tracking system approved.
3. Implement tracking system	September 2004		EFA Forum	Tracking system in place

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Create an office			50,000	3,000	20,000	2000		2,000		2,000		
Action 2 Design tracking system												
Action 3 Implement system												

Problem c Lack of ability to expand alternate programs to accommodate students who do not attend/drop out of high school

Proposed reforms. Deveop school and community based programs to assist students to complete school

- Expand/develop career programs that target
 - A] completion of secondary school [8th grade]
 - B] completion of high school and
 - C] post secondary

Expand/develop programs to identify and assist students at risk.

Action require for reform of c	Timeframe	Person Responsible	Monitoring	Progress Indicator
1 Expand/develop career education program				
2. Expand/develop programs to identify students at risk				

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov
Action 1 Expand/develop career education program												
Action 2 Expand/develop programs to identify students at risk												

Problem d Lack of school and community based programs to assist students to complete school.

Proposed reforms. Expand alternative programs to accommodate students who do not attend/drop out of high school

- Expand and/or develop coordination between the education system and T3, JTPA, on program design, staff and facilities.
- Expand career education to include alternative programs information

Action require for reform of d	Timeframe	Person Responsible	Monitoring	Progress Indicator
1. Expand and/or develop coordination between the education system and T3, JTPA,				
2. Building Expand career education				

Budget [\$US]	2003		2004		2005		2006		2007		2008	
	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor	Local Gov	Donor
Action 1 Expand and/or develop coordination between the education system and T3, JTPA,												
Action 2 Building Expand career education												

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

In FSM primary education by law is free and compulsory. The expectation in the secondary area is that students remain at school until they have graduated, grade 8 or the age of fifteen years. There is no gender disparity in education in the FSM. Everyone is equal with all subjects being available to all students. There is a tendency for girls to be higher achievers. Therefore, at this time there are no proposed actions for this EFA priority as it is not considered a problem area.

CHAPTER 4

SUMMARY

The FSM has been an active participant in all aspects of Education for all as Chapter 1 demonstrates. The FSM conscientiously followed the goals of EFA 1990-1999 and has made significant progress, albeit slowly, towards improving the situation of education. The cooperative efforts by the community saw some positive EFA outcomes that included.

- The EFA plan complements the educational plan and helps strengthen current educational program
- Broadening the variety of vocational courses to include realistic, worthwhile and attainable goals to reflect the economic conditions facing the FSM

Chapter 2 details the geographical, physical and economic features of the FSM along with strengths and limitations;

- Foreign aid an important and vital component to ensure health, education and others including EFA continue providing quality service and program
- To use inherent strengths such as smallness to its advantage in carrying out its reform

Chapter 3 contains the first proposals for a new emphasis in EFA. It is clear that there are some dominant recurring needs that require attention.

- Teacher training, curriculum, resources, life long learning, learning facilities etc

Donor considerations

There is a great need for:

- Teacher training & in servicing
- Improving resources and facilities

Proactive initiatives such as those identified in the priority areas are key components to achieving good quality education in the FSM. This provides responsibility for all stakeholders in both government and civil society to work together and strives to provide the people of the FSM, and especially the children, with good quality, relevant education. Without funding and technical assistance from the donor community it would be very difficult to implement the bulk of activities identified in the Strategic Plan

