



Introduction

The Federated States of Micronesia is one of the countries which progress toward EFA since 2000 was not fully reflected in the 2015 Education for All Global Monitoring Report (GMR) due to lack of sufficient enrolment data. The country has submitted enrolment data in primary education to the UNESCO Institute for Statistics (UIS) only for the school years ending in 2004, 2005 and 2007 while no data for pre-primary education is available beyond 1999. In order to monitor progress made by the Federal States of Micronesia across some of the EFA goals since 1999, the GMR Team relied on enrolment data from both the Ministry of Education (MOE)¹ and the Census of 2000² for primary education while using UN population data to calculate enrolment ratios.

As far as primary education is concerned, the data provided by the MOE was not broken-down by age so only the gross enrolment ratio (GER) could be calculated. Therefore, progress towards universal primary enrolment is assessed using GER instead of the more accurate and relevant net enrolment ratio (NER).

Moreover, it is important to note that the use of data from national sources meant using age-groups that are different from the ones agreed upon in the International standard classification of education system (ISCED) framework. This is the case of both pre-primary and primary education levels. As for pre-primary, the age group used is 3-5 for the earliest period and 4-5 for the latest in particular in the national sources. The primary education structure as nationally defined refers to the 6-13 age-group whereas while in ISCED primary education refers to 6-11 which is the age-group used by UIS. Finally, drop-out rates from the country source were turned into survival rates to last grade and were used to assess progress towards primary school completion.

Pre-primary education

In 2012, the Federal States of Micronesia had an average pre-primary GER of 41%. This low level of participation suggests that the country is still has important ways to go to increase the access of all children in early childhood learning programmes.

Primary education

In terms of progress towards universal primary enrolment, the country has improved the capacity of the primary school system to accommodate more children. The GER in primary education rose from 96% in 2000 to 103% in 2012. However, the lack of data on NER makes

¹ Federated States of Micronesia Education Sector. (2013). FSM National JEMCO: 21 Education Indicators Report. Available at <http://www.fsmed.fm/index.php/public-info/jemco-indicators/221-jemco-indicators-pages.html> (Accessed 11th April 2015)

² Federated States of Micronesia, Department of Economic Affairs. (2002). The FSM 2000 Census of Population and Housing. Available at <http://www.pacificweb.org/categories/Statistical%20Activities/Census/FSMCensus.html> (Accessed 11th April 2015).

it difficult to assess the extent to which the Federal States of Micronesia has been moving toward universal primary enrolment and whether it has achieved it. Access to school is an important step to universal primary education, but it is equally important to ensure that all children, who enrol in primary education, complete it. In terms of primary education completion, the country reported an overall dropout rate of 0.5% in 2012. In other words, almost all children who enter primary school reach at least the last grade, with a survival rate of almost 100% in 2012.

Gender Parity

In primary education, the Federated States of Micronesia has already reached gender parity in 2000, with a gender parity index (GPI) of 1.02, and has maintained this position by 2012 (GPI of 0.99). Almost all girls as well as all boys were also likely to reach the last grade of primary education, with survival rates of more than 99%, respectively.

Conclusion

This limited education data available for the Federated States of Micronesia suggest the country has maintained high levels of primary school participation as measured by the GER. Moreover, the country has also eliminated gender disparities in both primary school participation and retention. However, more remains to be done to expand pre-primary education that is still a luxury for many young children. Finally, the country needs to make more data available, in particular disaggregated data by age, to allow assessing more accurate assessment of progress towards education goals, including universal primary education.