

Chapter 4 - Education

Education System (The following narrative is taken from the 2004 MOE Annual Report)

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

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

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

Important Developments underway within the Ministry of Education during 2004:

- ❖ Began the implementation of the US Federal Grant entitled Teacher Quality Enhancement Grant to assist the Ministry of Education to improve and expand its teacher training programs at the College of the Marshall Islands, Brigham Young University, and San Diego State University; and expansion and improvement of the Ministry of Education's teacher performance monitoring (Teacher Mentoring) program
- ❖ Establishment of the new Kwajalein High School on Ebeye, increasing public secondary school enrollment for School Year 2004-05
- ❖ Major construction and maintenance works on Majuro and outer island elementary and secondary schools under the newly established Infrastructure and Maintenance Development Program
- ❖ Establishment of the National Vocational Training Institute at the Marshall Island High School, with facilities for skills training at Jaluit and Northern Islands High Schools funded by the Asian Development Bank Skills Loan Project
- ❖ Development and establishment of the Teacher Testing Program to ensure high performance standards of teachers throughout the Marshall Islands
- ❖ Completion of elementary level national curriculum and benchmarks and alignment with national achievement tests (Marshall Islands Standardized Achievement Test and High School Entrance Test)
- ❖ Institutionalization and implementation of the Performance-Based Budget system and successful submission of required quarterly reports to the Joint Economic Management and Fiscal Accountability Committee
- ❖ Improved efforts to disseminate information to the public about education programs and issues to include parents and community members in the decision-making processes of the Ministry of Education

Establishment of a national kindergarten program, which will be fully implemented in FY05.

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

Since its establishment in 1986, the Ministry of Education (MOE) has made significant improvements in the development and delivery of education services, including in recent years, the establishment of the following: 1) comprehensive teacher training programs (pre- and in-service) at CMI, Brigham Young University-Hawaii and San Diego State University, and 2) student and teacher monitoring and performance testing programs and initiatives such as the Marshall Islands Student Achievement Test, the High School Entrance Test, and the Teacher Mentoring Program.

In early 2004, the Nitijela passed a new law making education mandatory for children ages 4-18. In FY 2005, it is planned that the current Head Start centers will be converted to kindergarten classrooms catering to the 5-year-old population. Furthermore, the MOE is in the finalizing the new elementary school curriculum and benchmarks, which includes curriculum and benchmarks for the new kindergarten classes. A new curriculum for secondary school is now under review.

In addition, the MOE is expanding its education service delivery mechanisms to include the establishment of a National Vocational Training Institute located at the Marshall Islands High School, with facilities constructed at Northern Islands High School and Jaluit High School. The establishment of an art and music program is also being planned.

In terms of the budget, 2004 proved to be a transitional year for the MOE. Starting in January, the MOE was the first ministry to fully implement and institutionalize the newly mandated Performance-Based Budget System under the Compact of Free Association II as amended. This new budget reporting system required that the MOE revise its budget submission and maintain a performance monitoring system and integrated into one system. As such, each MOE cost output and budget item is linked to the goals and objectives of the MOE. Each quarter, the MOE submits reports on the progress of meeting the stated objectives, and reports how much was expended to meet each of the planned objectives for that quarter. The Performance-Based Budget System has been integral in ensuring that the MOE has a system to monitor and accurately report on budget and program accountability and transparency.

In addition, as further stipulated by the Compact, extensive planning for the new Supplemental Education Grant (SEG) was carried out. The SEG is replacing former U.S. federal grant programs previously administered by the various MOE programs and agencies. This resulted in previously U.S. federally funded programs such as Head Start, Workforce Investment Act, and Pacific Vocational Education and Improvement Project to be included in the institutional framework of the MOE. This has required a concerted effort by the MOE to revise its institutional and administrative framework to effectively incorporate these programs.

Finally, the MOE is working to build greater participation and input by community members and parents in the education process. Through the assistance of the Pacific Resources for Educational Learning (PREL) based in Honolulu, and the MOE Teacher Mentoring Program, much effort has been made to establish and maintain Parent Teacher Cluster groups and Parent Teacher Associations. In addition, the MOE is currently developing guides to assist parents in understanding their role in helping their children excel in school. Also, individual MOE programs, such as Special Education, have included parents in their teacher training sessions to ensure that they understand the roles and responsibilities of teachers.

As of January 2004, the MOE officially instituted the Performance Based Budget. Since that time, the MOE has successfully submitted to JEMFAC all the quarterly reports required under the Compact II Fiscal Procedures Agreement (FPA) for FY04. JEMFAC's main concern about the MOE was the lack of data and statistics to back up progress reports. In response to this concern, the MOE has planned to institute a management information system.

In 2004, the primary goals and objectives of the MOE under the Performance Based Budget are as follows:

Outcome 1	Increase numbers of early childhood enrollment 5% a Year from Year 2 to Year 5
Outcome 2	Establishment of quality primary education as the national standard for all citizens
Outcome 3	Promotion of school attendance by all children between the ages of six to fourteen
Outcome 4	Access to quality secondary education as the national standard for all citizens (includes vocational education)
Outcome 5	Increased success rate among students entering college (includes vocational education)

Each outcome (objective) has a specific set of outputs (activities) and performance indicators that are to be completed and measured each quarter to ensure that there is sufficient progress in meeting each of the stated outcomes.

Overall, the MOE has made significant progress in addressing the problems of low student achievement and skills attainment. However, this is a time-consuming process, and many of the benefits of today's programs and initiatives will be realized five to ten years from now. It becomes important that consistent effort be made to continue strong support for current MOE initiatives and programs to ensure these benefits will come to fruition in the near future. In order for the MOE to reach its objectives, strong national and local support for education is imperative.

I. Pre-School Education

Head Start and Kindergarten Programs

As stated in the Strategic Plan and mandated by the cabinet, the Ministry is establishing a kindergarten program which will eventually provide all 5-year old children an opportunity to attend school. The Head Start program did not have the capacity to

accommodate the total 5-year-old population. As a result, the Ministry has recognized an educational deficiency in many of the 6-year-old students entering first grade. The Head Start funding comes to an end in FY 2005, and the Ministry will take this opportunity to start a universal kindergarten program. The MOE Kindergarten program will focus on fundamental Mathematics and Language.

The Ministry created a taskforce to oversee the transition from Head Start to the MOE kindergarten program. The taskforce is composed of eight members representing the Nitijela, Majuro Local Government, Marshall Islands National Commission for Non-Profit Organizations, Ministry of Health, Public Service Commission, Ministry of Education, Head Start Policy Council, and Head Start Program. The taskforce has met on numerous occasions to review the Ministry's transition plan for the Head Start personnel.

In March of 2004, the Ministry hired a PREL consultant to provide professional development training for Head Start teachers. The kindergarten summer school program was held in June and July and prepared teachers for the transition into the new Kindergarten Program, which will begin in SY 2005-2006. Twenty-five teachers taught 100 five-year-olds for three hours in the morning and then participated in related teacher education activities for three hours each afternoon. The summer school was held at Rita Elementary School on Majuro.

An objective of the summer program was to introduce the Kindergarten Curriculum, which is focused on developing oral language and literacy skills. During summer school, teachers learned to use a Language Experience Approach (LEA). Teachers shared inquiry-based experiences with their children, shared the writing of the experience, and spent time helping the children learn how to read what had been written. Teachers used this integrated approach to develop the children's language and cognitive skills in both Marshallese and English. Teachers were also instructed on assessment tools, classroom management, oral English, math and literacy centers, and interactive writing.

II. Elementary/ Primary Education

From December 2003 to September 2004, the T&FASEGP grant covered the travel costs of six Teacher Mentors, Curriculum Specialists, and related MOE educational staff to visit 26 rural, outer island schools on Aur, Ailuk, Namdrik, Jabat, Jaluit, Kwajelein, Ujae, Lae, Likiep, Kili and Wotje elementary schools. This accounted for 35% of the total public elementary schools. The purpose of these visits was to evaluate and monitor teacher and student / school performance, and to provide curriculum support services to teachers. The total student enrollment for the schools visited was 2,636, or 32% of the total student population.

There are still a significant number of schools that need to be monitored by the Teacher Mentors. It has proven to be a difficult task to visit all the schools in one school year due to several factors. First, there are only eleven Teacher Mentors for 75 public elementary schools, thereby requiring that each Teacher Mentor be responsible for an average of six to seven schools each, spanning three to four atolls/islands each. Logistically, this load has proven difficult for many of the Teacher Mentors because of the remoteness of the islands and limited transportation.

Scope and sequence documents based on the RMI Standards and Benchmarks for Learning were developed for Grades 1 through 8 in Kajin Majel, English, Mathematics, Science, Social Studies, and Health. The RMI scope and sequence documents are intended to guide teacher planning and instructional activities throughout SY 2004-2005. The essential skills identified are also intended to become the focus of classroom assessment, and to help teachers and schools identify necessary classroom materials. The scope and sequence documents will also guide the Curriculum Specialists/Mentors as they continue to serve schools, teachers, students, and communities throughout the RMI.

Before national distribution, Curriculum Specialists/Mentors conducted review sessions to gather teachers', principals', and head teachers' feedback on the appropriateness of draft scope and sequences. During school visits, mentors met with parents to demonstrate learning activities and recommend ways to positively impact their child's progress.

Feedback and samples of student work will be gathered by Curriculum Specialists/Mentors throughout SY 2004-2005 and be used to strengthen and finalize RMI scope and sequences.

The following is a summary status of the new curriculum.

Subject	Complete	Under Review
1. Health	Grades 1-6 and 8	Grade 7
2. Science	All grades	N/A
3. Math	All grades	N/A
4. Social Studies	All grades	N/A
5. Marshallese Language Arts	All grades	N/A
6. English	All grades except sub-areas listed under review	Grade 6 Speaking and Listening Grade 8 Reading

An international testing and assessment consultant came to the RMI in March of 2004. During the visit the consultant met with government and community leaders, the MOE leadership team, Teacher Mentors, Assessment/Testing staff, Classroom Teachers, and school leaders to provide insights into the lessons learned from national and state testing in the U.S. The consultant strongly recommended that any RMI national testing be focused on a small number of critical skills that are assessed well and in-depth. This prompted a MOE re-examination of the validity, reliability, and usefulness of existing national testing. Building on the insights gained, this year's curriculum work helped identify a very limited set of Language Arts and Mathematics benchmarks intended to guide restructuring and improvement of the national MISAT I and II, administered to Grades 3 and 6. Aligning national tests and classroom assessments with core learning benchmarks from the RMI Learning Standards and scope and sequence will, over time, provide clear evidence of the achievement of RMI students.

In March, the MOE conducted its Education Week activities, involving schools throughout the RMI. Education Week activities included intramural sports competitions,

community awareness events, an Education Week parade, radio programs and announcements, speeches by government and traditional dignitaries, and a walk-a-thon.

III. Secondary and Vocational Education

The Secondary and Vocational Education Bureau (SVEB) was established in January 2004. The new division reflects a renewed effort by the MOE to improve secondary education in the public schools, including vocational and technical education. SVEB is responsible for five public secondary schools and one vocational institute, namely MIHS, JHS, NIHS, KAHS, LHS, and NVTI. In addition to its new responsibilities, the SVEB oversees and manages the implementation of the Pacific Vocational Education Improvement Project (PVEIP).

I. Accomplishments of 2004

- June 18th marked the submission of the PVEIP Continuation Application for FY 2004 – 2005 to PREL, to continue funding vocational training activities at the high school level.
- From August 5- 6th, the MOE held a retreat for the secondary school administrators and staff. The retreat brought together approximately 70 public and private high school principals and teachers. MOE leaders and Curriculum Specialists/Mentors also took part. There were two primary purposes of the retreat: 1) to share and learn from each others experiences, and 2) to come to a preliminary agreement on a Common Core of Learning for all high school students.
- The completion of a new cafeteria for NIHS and two newly renovated classrooms for LHS.
- The SY 2003-04 revealed a slight increase of 0.95% in total enrollment (shown in the table below). Kwajalein Atoll High School opened in the SY 2004-05 providing for the first time public secondary opportunities for Ebeye students.

School	2002-03	2003-04
Marshall Islands High School (MIHS)	905	792
Jaluit High School (JHS)	327	360
Northern Islands High School (NIHS)	231	298
Laura High School (LHS)	60	146
Kwajalein High School (KAHS)	N/A	N/A

- A Career Awareness Program was implemented at JHS and NIHS. In addition, JHS is continuing to develop its Aquaculture program. A Business Academy is in conceptual development.
- During the school year, work-based training activities took place on high school campuses (see chart below). There has been a Teacher Academy at MIHS in place for several years and NIHS introduced a Teacher Academy in SY 2003-2004. Students in this academy spend part of their day observing and assisting in elementary school

classrooms. MIHS has also added a Health Academy for students, which includes student observation at the hospital.

School	School Year	Summer	# of Students
MIHS	Senior Practicum Teacher Academy Health Academy		65
			25
			30
		Construction	Unavailable
JHS		Agriculture	3
		Aquaculture	4
NIHS		Agriculture	3
		Construction	7

Note: PVEIP funds paid stipends for only those students who participated in the senior practicum training at MIHS and stipends for JHS and NIHS students.

II. Program Constraints

At the school level:

- Inefficient tracking system of SVEB purchase requisitions. This contributes to an untimely receipt of requested supplies
- Inadequate curriculum materials and textbooks
- Longstanding personnel vacancies
- Staff accommodations at JHS & NIHS are in a need of major repair
- Lack of regular transport services for school supplies and vocational training materials to the schools
- In-coming 9th graders continue to have poor academic preparation for the secondary school

At the administrative level:

- Lack of support staff at the Secondary & Vocational Education (SVEB) office to meet the needs and requests of the schools

III. Future Plans

At the school level:

- JHS & NIHS plan to implement the Teacher's Academy during SY 04-05

At the administrative level:

- Plan /Organize and hire a consultant to facilitate and support the following:
 1. Follow-up sessions/workshops to build on the initial Secondary School Retreat, including input from all public high school teachers in order to reach agreement on a Common Core of Learning for all secondary schools, and directly link the offerings of high school academies with the core knowledge and skills.
 2. An assessment and evaluation workshop for secondary school teachers and counselors/school administrators.

National Vocational Training Institute

The National Vocational Training Institute (NVTI) is still in a development stage. With the assistance of the ADB/Education Loan Project, the Work Investment Act (WIA), and the National Training Council (NTC), the Institute is a three tiered system aimed at vocational and skills training in the RMI.

The first tier is directed towards those students that for whatever reason were not admitted to high school. The emphasis on this training is Math and English skills along with basic computer training. The ADB/Education Loan Project has completed a five classroom building on the MIHS campus as well as completing the Tier I curriculum. Equipment, books, and supplies were also purchased using ADB Project funds. WIA provided funds for four instructors and one WorldTeach volunteer was selected to teach computer skills. Classes began in January of 2004 with 94 students enrolled. In June 2004, WIA provided an additional year's salaries for four teachers.

The second tier is for students who completed the first tier and those who have attended, but not completed high school, and are not eligible for reentry. The emphasis will be on English and Math with advanced computer training. The ADB Project has provided funds for the renovation of the MIHS cafeteria, which will be completed in early FY 2005 and used for Tier II students. The ADB Project also engaged a Tier II curriculum development consultant in September 2004. The object of the program is to award a GED to graduating students.

The third tier is for high school or GED graduates. This program is multi-faceted, aimed at training students in specific skills or vocations. Included will be skills and vocational programs offered by CMI, USP, overseas colleges and schools, local non-traditional organizations, and local apprenticeship programs. All programs under the third tier must be certified and monitored by NTC. Programs chosen for this tier will be based on the NTC Labor Survey Report results. Tier I and Tier II are aimed at training students to be trainable. Actual applied vocational and skills studies will take place in Tier III.

Standard of Education

From April to May, the MOE conducted its annual High School Entrance Test. The purpose of this test is to determine which 8th grade students are eligible to enter one of the five public high schools. The T&FASEGP grant funded the travel of eleven Teacher Mentors, Curriculum Specialists, and MOE officials to conduct the test on the outer islands. Other funding was provided by through the Compact.

In total, 1,276 8th grade students (public and private) took the exam. The overall results of the test were lower than last year's scores, but the trend over the past five years shows a slight increase in scores. As the average scores decreased proportionally across both the public and private schools, it can be assumed that the lower scores are related to changes in format and tighter administrative controls of the 03/04 test. The low test scores have made many MOE officials and administrators re-assess the MOE's testing policies and criteria for entrance into the public high school. MOE officials are concerned about the significant number of students scoring below the 40% and have begun to increase capacity amongst public elementary school teachers.

University of South Pacific

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

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

Service Area and levels of Service

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

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

Continuing Education Certificate Programs:

- Early Childhood Education (24),
- Disabilities Studies (1)
- Community Workers Certificate (5)

Vocational Certificate Programs:

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

Foundation Certificates

- Science (3)
- Social Science (3)

Degree Level Certificate Programs:

- Management Studies (12),
- Youth in Development (1)
- Computing Studies (1)
- Geographical Information Systems (7)

Degree Level Diploma Programs:

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

Diploma in Library Information Studies (3)

Baccalaureate Programs:

LL.B (Law) (8),
 BD Early Childhood Education (12),
 B.ED Primary (4)
 B.ED Secondary (2)
 BA Education (1)
 BA Economics (1)
 BA Sociology (1)
 BA History Politics (1)
 BA Population Studies and Demography (1)
 BA Accounting (1)
 BA Business Studies (1)

Postgraduate Programs:

Post Graduate Diploma in Legal Drafting (2)
 M.ED (8)
 MASTER OF LAWS (1)

Graduates

In 2004, graduates are expected from the following USP programs:

Certificate in Early Childhood Education (10), Certificate in Management (3), Certificate in Law (3), Certificate in Library and Information Studies (2), Certificate in Geographical Information Systems (3), Diploma in Early Childhood Education (4), Diploma in Management (2), BA Geography Education (1), BA Management and Public Administration (2) and LLB (1).

RMI-USP Joint Education Program

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

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

College of Marshall Islands

The College of the Marshall Islands, popularly known as CMI, is an autonomous institution offering two years associate degree courses in various programs. Historically,

this college came into being officially when the Board of Regents of the Community College of Micronesia (CCM) issued its charter on 10 October 1989, designating it as the College of Micronesia-Majuro.

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

Courses of Studies

Prior to academic year 2002-03, there were 9 programs leading to Associate Degree of Arts/Science. These programs were: Nursing, Computer Science, Business Management, Management, Office Administration, Elementary Education, Engineering (Architecture), Accounts and Liberal arts. But due to a reorganization of programs and restructuring courses, three independent courses of Computer Science, Accounting and Business Management have been integrated into one called Business and Computer Science Associate Degree. Five Associate Degree programs, Office Administration, Management, Accounting, Computer Science and Engineering were discontinued from 2002-03. Thus the college now provides instructions in four programs, Liberal Arts, Business and Computer Science, Elementary Education, and Nursing. In addition to these accredited regular courses, CMI provides community education courses and services that respond to local needs for lifelong learning. It offers Adult and Continuing Education, which includes preparation for the General Education Development (GED) Diploma or the RMI Adult High School (AHS) Diploma.

For working individuals and for those wishing to improve and enrich themselves as part of a lifelong process, community continuing education courses are arranged in the evenings and on Saturdays. CMI also runs technical training programs specifically designed to qualify students for employment in areas of critical need to the country. These programs lead to certificates in Business Studies, Accounting, Computer Science and Counseling. The students are prepared for entry-level positions in the area of business, or for those already working, their skills are upgraded.

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

C.A.R.E. Program

Under the US federally-funded 21st Century Community Learning Center Program, the 21st Century After-school Recreation and Education (CARE) project was established by the US Congress to provide after-school programs for high need rural and inner-city public schools that have demonstrated low academic achievement, high juvenile delinquency, and high rates of substance abuse. These after-school programs provide

students with safe, healthy, and educational after-school activities and social services to assist the students in their personal and academic progress

In 2003-04, the CARE Program provided after-school activities in eight schools on Majuro Atoll. These schools were Laura, Uliga, Rita, Rairok, Delap, Ajeltake, Woja Elementary Schools and Majuro Middle School. In total, over 600 students and 96 staff members participated in the program. Staff members were composed of teachers, teacher volunteers (JOCV, WorldTeach and Dartmouth), college students, parents, and other community members. The following activities and services were provided: 1) information and communication technology training and related activities, 2) counseling and academic tutorials, 3) music, 4) nutrition program, and 5) after-school sports activities. Other activities included a Majuro-wide spelling bee. Counseling activities concentrated on providing students with information on suicide, alcohol abuse, and life skills. In addition, the CARE program collaborated with the College of the Marshall Islands and the First Lady's Read Aloud Program to provide additional after-school activities and events for the students.

Services of the Foreign Volunteers

The Japan Overseas Cooperation Volunteer (JOCV) Program was established in the RMI in 1991. Since this time, over 100 volunteers from various fields have been employed in different sectors of the RMI, particularly in healthcare and education (public and private). In the field of education, JOCV has focused on Mathematics at the elementary level, and Mathematics and Science at the secondary level. In the 2003-04, there were 22 JOCV teacher volunteers in 12 public schools and 2 private schools. One JOCV Volunteer is working at the MOE as a counterpart to the Mathematics Curriculum Specialist and Teacher Mentor, and as a Teacher Mentor to some of the schools in the outer-islands.

The Dartmouth Volunteer Program started in 2000. In SY 2004-2005, twenty-five Dartmouth College Volunteers worked in the RMI; eleven volunteers taught English at Kili, Ejit, Enewetak and Wotje Elementary schools. Twelve volunteers taught English, Math, and History at Northern Islands High School, Laura High School and Marshall Island High School. One volunteer taught sign language to deaf students and their parents. Dartmouth volunteers were involved in extra-curricular events including; play production, chess club, athletics, and arts.

WorldTeach is a non-profit organization affiliated with Harvard University that sends volunteer teachers to countries throughout the world. Operating under a 3-year Memorandum of Understanding with the RMI government, the organization recruits, screens and trains volunteer teachers to work in schools throughout the RMI. WorldTeach oversees the management of the volunteers throughout the year working closely with the MOE to ensure that teachers provide quality instruction to RMI students. The WorldTeach program completed its second year of operation in the RMI in June 2004. For the 2003-2004 academic year, the program placed 25 volunteer teachers in 21 schools on Majuro and the outer islands (see chart). The program began its third year by welcoming 29 volunteers to the RMI in July 2004, expanding to several new atolls.

National Training Council

The NTC was established in the early 1990s to address the growing need for skilled Marshallese labor in the public and private sectors, to lessen RMI dependency on foreign labor, and to address the growing unemployment rate of unskilled Marshallese. The NTC is a government organization under the jurisdiction of the MOE, and is mandated to oversee all vocational training providers in the RMI.

The NTC is staffed with three full-time Marshallese employees: a Director, a Fiscal Officer, and a Senior Trade Testing Officer. The Director manages and directs the activities of the NTC approved by the Council. The Fiscal Officer's roles and responsibilities include administering all functions of the administration, overseeing the budget of NTC, and working closely with the Director to help move the activities of the NTC. The Senior Trade Testing Officer has been transferred to Assistant Secretary of Property at the MOE.

2004 Education Infrastructure Project Highlights

Rita Elementary School Phase I: After initial problems with the foundations failing to compact the project has been running smoothly. Workmanship is very good and there are no contractual problems. The contractor's supplier shipped the wrong specification timber for the roof trusses and purlins and it was rejected. The amount certified to date is \$362,635 which represents about 33% of the contract's value. Completion is anticipated during the school's 2005 summer recess.

Laura High School Phase I: Mobilization took place and excavation commenced when a land dispute arose resulting in the legal plan boundary being ruled invalid making it impossible to fit the new buildings on the site. A new site was found and the project has recommenced. The amount certified to date is \$79,263. The contractor is being very cooperative.

Laura Elementary School : This project was intended to rehabilitate existing classrooms but the building's fabric was found to be unsafe and the project was modified to conversion of a large space in an adjacent building into 8 classrooms. The 8 classrooms are scheduled for handover on the 10th January 2005. The project also included rehabilitation of the Delap Elementary School's Kindergarten which was handed over for occupation in October. The amount certified to date is \$152,050 and only external repairs and some painting are required, making the project 95% complete. Workmanship on this project is excellent and there are no contractual problems.

Jaluit High School Phase I: The scope of this contract, with the agreement of the ministry, was reduced and some \$2,000,000 of funding now has to be reallocated. Only two bids were received and the Letter of Acceptance was issued on the 25th November 2004. The other bidder subsequently made a protest and the RMI Bid Committee met again to consider the protest; this resulted in a reconfirmation of their original decision. The project is currently on hold until the protest has been finally dealt with.

Jaluit HS Kitchen Renovation: The Letter of Acceptance was issued on the 25th November 2004 and the contractor is currently mobilizing.

Education Maintenance I: The Letter of Acceptance was issued on the 25th November 2004 and the contractor is currently mobilizing.

Marshall Islands High School Phase I: This contract is currently out to bid.

Northern Islands High School Phase I: This project is ready to go out to bid.

Table 4.1 No. of Preschool/Kindergarten Schools by Management in Atolls: 2003-04

Atoll	Public Schools				Private Schools		
	Name of School	No. of Students		Total	No. of Students		Total
		Boys	Girls		Boys	Girls	
Arno	Longar	1	0	1			
Kwajalein	<i>Ebeye</i>	71	32	103			
	Calvary, Ebeye				3	13	16
	<i>Jebro Kabua</i>				11	11	22
	<i>SDA, Ebeye</i>				16	19	35
	Queen of Peace				9	13	22
	Total	72	32	104	39	56	95
Majuro							
	<i>Assumption</i>				20	23	43
	<i>Calvary, Delap</i>				3	0	3
	SDA, Delap				22	16	38
	SDA, Laura				10	4	14
	Calvary, Laura				1	1	2
	Laura Protestant				0	0	0
	Laura Christian Academy				3	2	5
	<i>Majuro Coop</i>				30	23	53
	<i>Majuro Baptist</i>				27	27	54
	<i>Rita Christian</i>				17	19	36
	Total				133	115	248
Maloelap	Ollet	1	3	4			
Grand Total		73	35	108	172	171	343

Italicized schools have not reported 2003-04 enrollment data; hence, corresponding figures are for 2002-03 school year.

Source: Ministry of Education and Baptist School, Majuro

Table 4.2 Number of Schools and Teachers by area under Head Start Program in RMI: 1994-95 to 2003-04

Item	1994-95	1999-00	2000-01	2001-02	2002-03	2003-04
Number of Schools:						
Majuro	5	6	6	6	6	6
Kwajalein	3	3	3	3	3	3
Outer Islands	32	36	38	38	40	40
Total	40	45	47	47	49	49
Number of Teachers:						
Male	...	...	50	46	48	57
Female	...	...	76	71	75	78
Total	...	...	126	117	123	135
No. of Students	1,200	1,200	1,212	1,241	1,260	1,215
Teacher: School Ratio	...	...	2.7	2.5	2.5	2.8
Students: Teacher Ratio	...	...	9.6	10.6	10.24	9.0

... Figures not available

Source: Director Head Start Program RMI, Majuro

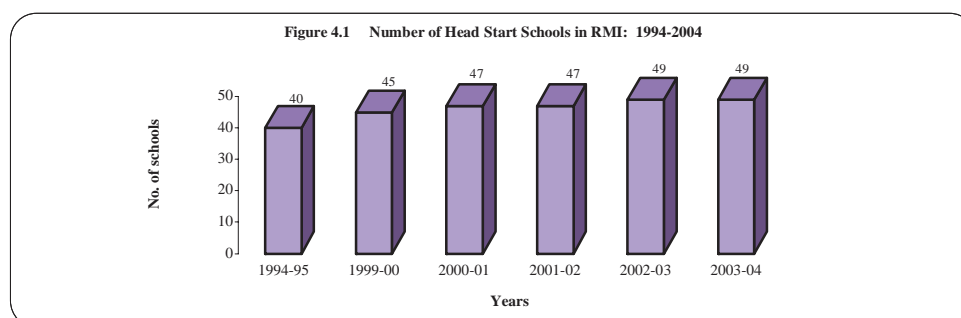


Table 4.3 Number of Students by Sex and Area under Head Start Program in RMI: 1994-95 to 2003-04

No. of Students	1994-95			1999-2000			2000-01			2001-02			2002-03			2003-04		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Majuro:																		
3 Years	13	9	22	11	18	29	2	3	5	5	4	9	3	4	7	6	4	10
4 Years	67	22	129	54	57	111	38	63	101	39	47	86	38	43	81	48	42	90
5 Years	95	74	169	89	109	198	155	121	276	169	147	316	163	132	295	161	164	325
Total	175	145	320	154	184	338	195	187	382	213	198	411	204	179	383	215	210	425
Kwajalein:																		
3 Years	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0
4 Years	27	28	55	35	40	75	48	59	107	21	35	56	15	13	28	23	17	40
5 Years	100	105	205	107	112	219	75	62	137	118	79	197	108	121	229	76	84	160
Total	127	133	260	142	152	294	123	121	244	139	115	254	123	134	257	99	101	200
Outer Islands:																		
3 Years	40	25	65	31	19	50	21	26	47	32	25	57	21	19	40	24	19	43
4 Years	110	105	215	96	83	179	99	119	218	108	146	254	118	97	215	84	97	181
5 Years	155	106	261	182	159	341	191	130	321	145	120	265	200	165	365	176	191	367
Total	305	236	541	309	261	570	311	275	586	285	291	576	339	281	620	284	307	591
Grand Total	607	514	1,121	605	597	1,202	629	583	1,212	637	604	1,241	666	594	1,260	598	618	1,216

Source: Director Head Start Program RMI, Majuro

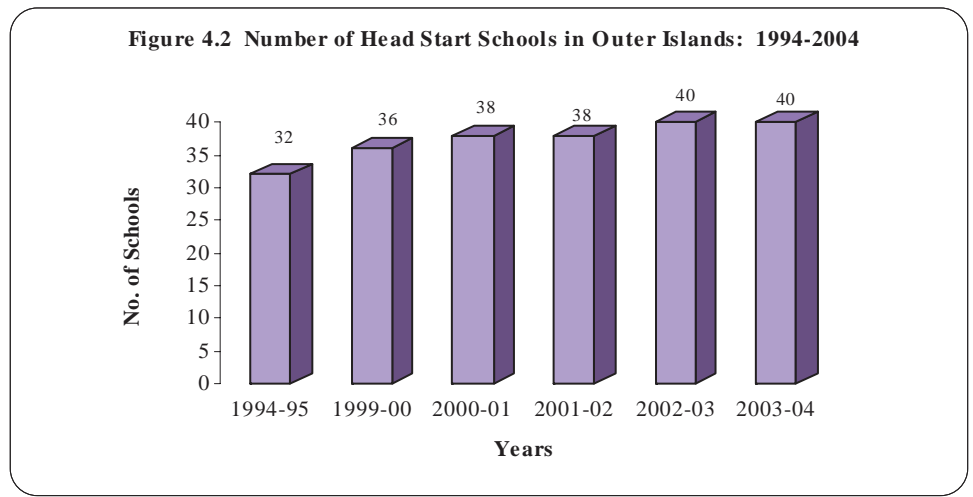
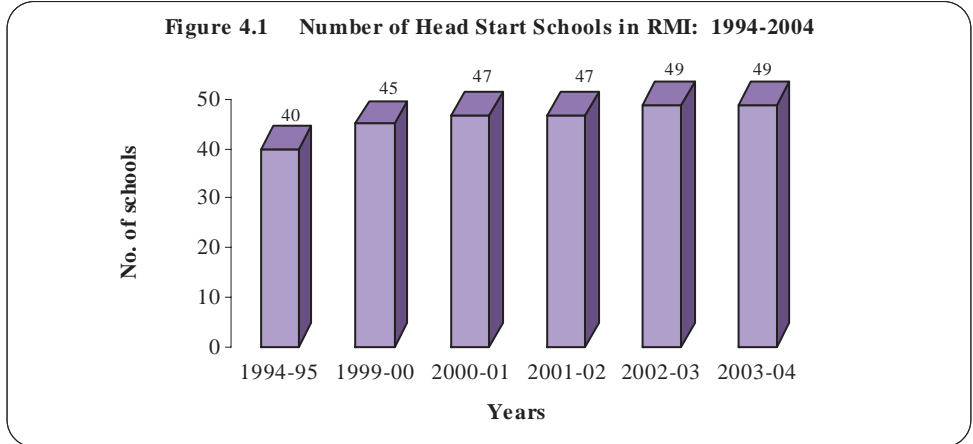


Table 4.4 Coverage of students under Head Start by age and area: 2003-04

Area	Age 3			Age4			Age5			Age 3-5		
	Total Pop	Enrolled	% coverage	Total Pop	Enrolled	% coverage	Total Pop	Enrolled	% coverage	Total Pop	Enrolled	% coverage
Majuro	650	10	1.5	621	90	14.5	609	325	53.4	1880	425	22.6
Ebeye Outer Is.	272	0	0.0	290	40	13.8	236	160	67.8	798	200	25.1
Total	1,445	53	3.7	1,482	311	21.0	1,375	852	62.0	4,302	1,216	28.3

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

Source. *Head Start and Census 1999*

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

Area	Age 3			Age4			Age5			Age 3-5		
	Total Pop	Enrolled	% coverage	Total Pop	Enrolled	% coverage	Total Pop	Enrolled	% coverage	Total Pop	Enrolled	% coverage
Majuro	650	7	1.1	621	76	12.2	609	295	48.4	1880	378	20.1
Ebeye Outer Is.	272	0	0.0	290	28	9.7	236	203	86.0	798	231	28.9
Total	1,445	42	2.9	1,482	295	19.9	1,375	863	62.8	4,302	1,200	27.9

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

Source. *Head Start and Census 1999*

Table 4.5 Expenditure Under Head Start Program in RMI: FY1999-00 to FY2003-04

FY	Salaries/ Administration	Refreshment/ Food	Health & Related	All Rest	Total Expenditure
2000	1,523,471	307,200	5,000	759,932	2,595,603
2001	1,609,562	307,200	12,000	1,004,649	2,933,411
2002	1,786,407	403,200	8,922	964,416	3,162,945
2003	1,788,752	357,840	15,000	969,544	3,131,136
2004	1,974,011	378,000	15,000	959,907	3,326,918

Source: *Director, Head Start Program*

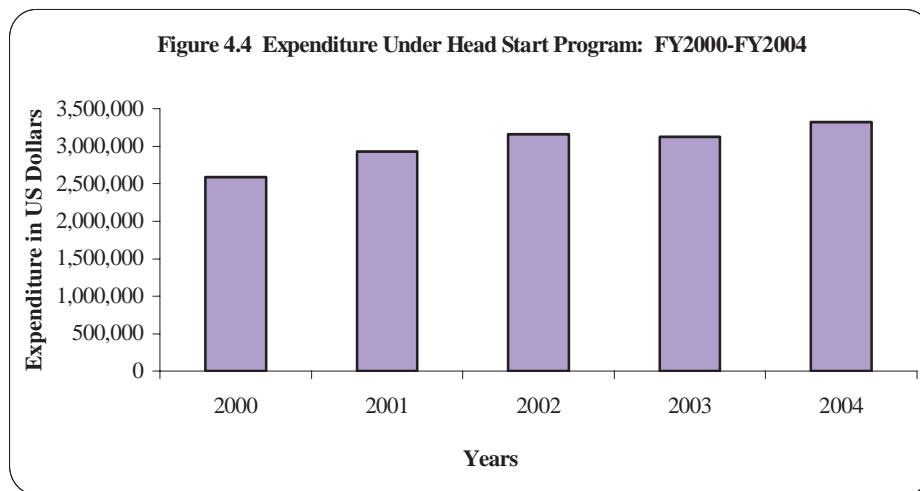


Table 4.6 Number of Primary Schools by Area in RMI: 1990-91, 1995-96 and 2000-01 to 2003-04

Area	1990-91		1995-96		2000-01		2002-03		2003-04	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	16	16.7	19	18.4	19	18.6	19	19.2	19	19.0
Ebeye	6	6.2	6	5.8	7	6.9	6	6.1	9	9.0
All others	74	77.1	78	75.8	76	75.5	74	74.7	72	72.0
Total	96	100.0	103	100.0	102	100.0	99	100.0	100	100.00

Source: Ministry of Education, RMI

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

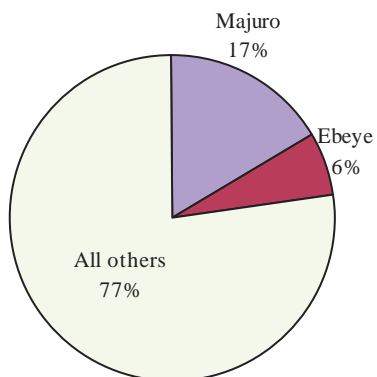


Figure 4.6 Share of Primary Schools by Area: 1995-96

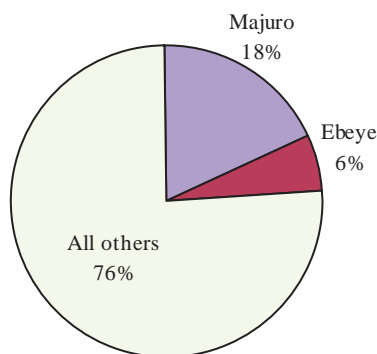


Figure 4.7 Share of Primary Schools by Area: 2000-01

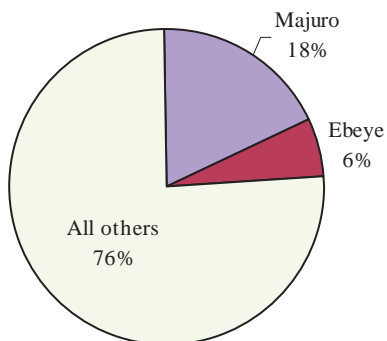


Figure 4.8 Share of Primary Schools by Area: 2002-03

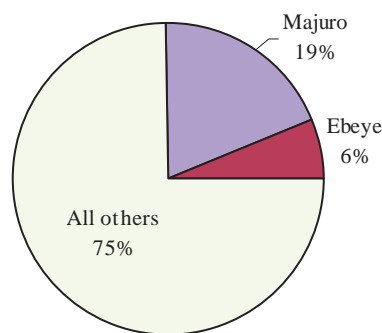


Figure 4.8 Share of Primary Schools by Area: 2003-04

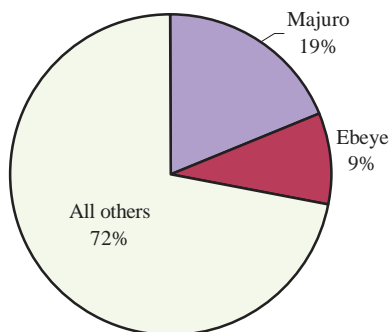


Table 4.7 Public and Private Primary Schools, Teachers and Students in Different Atolls: 2003-04

Atoll	Public					Private				
	Schools	Teachers	Students			Schools	Teachers	Students		
			Boys	Girls	Total			Boys	Girls	Total
<i>Ailinglaplap</i>	8	36	230	206	436	3	14	33	38	71
<i>Ailuk</i>	2	10	55	57	112	1	4	21	19	40
<i>Arno</i>	10	32	261	245	506	2	8	69	65	134
<i>Aur</i>	2	14	59	75	134	0	0	0	0	0
<i>Ebon</i>	3	15	109	92	201	0	0	0	0	0
<i>Enewetak</i>	1	9	83	75	158	0	0	0	0	0
<i>Jabat</i>	1	5	13	11	24	0	0	0	0	0
<i>Jaluit</i>	7	28	170	138	308	2	8	50	50	100
<i>Kili</i>	2	11	107	69	176	0	0	0	0	0
<i>Kwajalein</i>	4	58	622	521	1,143	5	66	520	553	1,073
<i>Lae</i>	1	6	52	51	103	0	0	0	0	0
<i>Lib</i>	1	4	21	26	47	0	0	0	0	0
<i>Likiep</i>	3	14	93	67	160	0	0	0	0	0
<i>Majuro</i>	8	155	1,674	1,509	3,183	11	88	622	676	1,298
<i>Maloelap</i>	5	22	88	91	179	0	0	0	0	0
<i>Mejit</i>	1	11	46	48	94	0	0	0	0	0
<i>Mili</i>	5	20	131	129	260	0	0	0	0	0
<i>Namdrik</i>	1	9	94	83	177	0	0	0	0	0
<i>Namu</i>	4	15	111	112	223	0	0	0	0	0
<i>Ronglap</i>	1	10	60	47	107	0	0	0	0	0
<i>Ujae</i>	1	7	64	69	133	0	0	0	0	0
<i>Utrik</i>	1	8	48	59	107	0	0	0	0	0
<i>Wotje</i>	2	9	115	89	204	0	0	0	0	0
<i>Wotho</i>	1	3	17	17	34	1	4	33	33	66
Total	75	511	4,323	3,886	8,209	25	192	1,348	1,434	2,782

Atolls with schools pending 2003-04 school year data have been italicized. Enrollment data for SY2002-03 were applied in these cases.

Source: Ministry of Education

Table 4.8 Student-Teacher Ratio in Primary and Secondary Schools by Area in RMI: 1991-91, 1995-96 and 2001-01 to 2003-04

Area	1990-91		1995-96		2000-01		2002-03		2003-04*	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Majuro	25.7	13.3	19.8	17.6	18.2	16.4	19.0	14.4	17.8	14.1
Ebeye	18.7	18.2	25.3	13.4	16.0	18.5	20.2	16.6	18.4	16.9
All										
Others	20.0	10.9	19.7	13.7	16.9	21.2	12.2	15.3	11.1	18.3
Total	21.6	13.7	20.6	15.9	17.2	17.7	15.6	15.1	14.4	15.4

*There are schools still pending SY2003-04 data. SY2002-03 data were applied in these cases.

Source: Ministry of Education

Table 4.9 Teacher-School and Teacher-Student Ratios in Primary Schools by Type of Management in RMI: 1990-91, 1995-96 and 2000-01 to 2003-04

Year	Public Schools					Private Schools				
	No. of Schools	No. of Teachers	No. of Students	Teacher-School Ratio	Student-Teacher Ratio	No. of Schools	No. of Teachers	No. of Students	Teacher-School Ratio	Student-Teacher Ratio
1990-91	74	360	8,260	4.86	22.94	20	150	2,614	7.50	17.43
1995-96	76	457	9,719	6.01	21.27	27	189	3,581	7.00	18.95
2000-01	77	456	8,384	5.92	18.39	25	205	3,001	8.20	14.64
2002-03	75	537	8,166	7.16	15.21	25	169	2,806	6.76	16.60
2003-04*	75	570	8,171	7.60	14.34	25	189	2,783	7.56	14.72

*There are schools still pending SY2003-04 data. SY2002-03 data were applied in these cases.

Source: Ministry of Education

Table 4.10 Gross Enrollment Ratios for Primary and Secondary Schools: 2000-01 to 2003-04

Year	Primary Schools	Secondary Schools	Pry. And Secondary
2000-01	102.0	50.3	84.7
2001-02	98.8	48.3	81.2
2002-03	101.6	51.9	84.0
2003-04	91.8	43.8	73.2

Calculations based on the population as per 1999 census.

Source: Ministry of Education/EPPSO

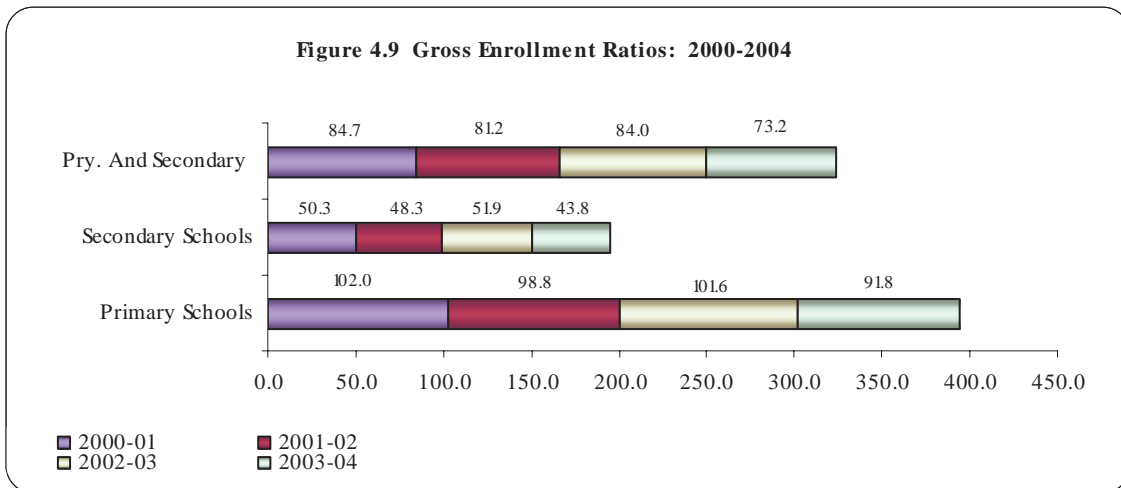
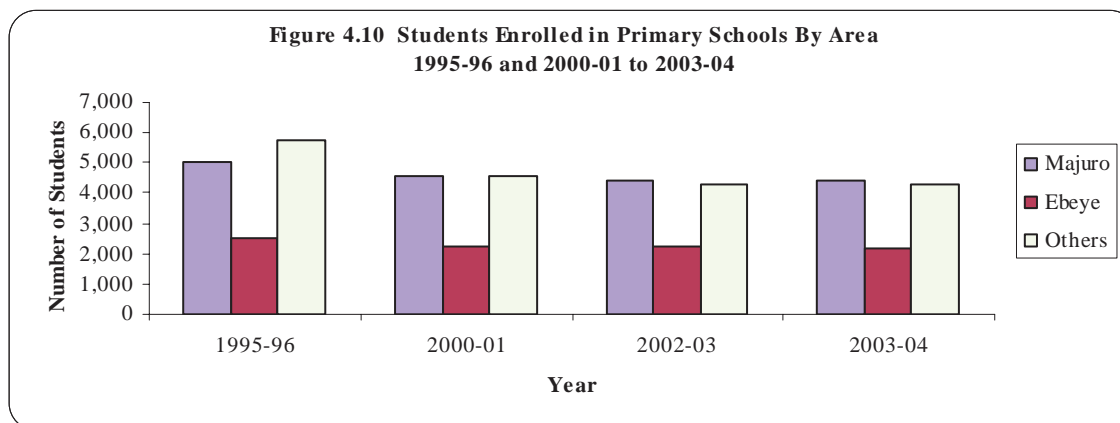


Table 4.11 No. of Students in Primary Schools in RMI by Area: 1995-96 and 2000-01 to 2003-04.

Area	1995-96		2000-01		2002-03		2003-04*	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	4,999	38	4,578	40	4,453	41	4,452	41
Ebeye	2,531	19	2,257	20	2,220	20	2,186	20
All others	5,770	43	4,550	40	4,299	39	4,316	39
Total	13,300	100	11,385	100	10,972	100	10,954	100

*There are schools still pending SY2003-04 data. SY2002-03 data were applied in these cases.

Source: Ministry of Education

**Table 4.12 No. of Teachers in Primary Schools by Area in RMI: 1995-96 and 2000-01 to 2003-04**

Area	1995-96		2000-01		2002-03		2003-04*	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	253	39.2	251	38.0	234	34.8	250	32.9
Ebeye	100	15.5	141	21.3	110	16.4	119	15.7
All Others	293	45.3	269	40.7	328	48.8	390	51.4
Total	646	100.0	661	100.0	672	100.0	759	100.0

*There are schools still pending SY2003-04 data. SY2002-03 data were applied in these cases.

Source: Ministry of Education

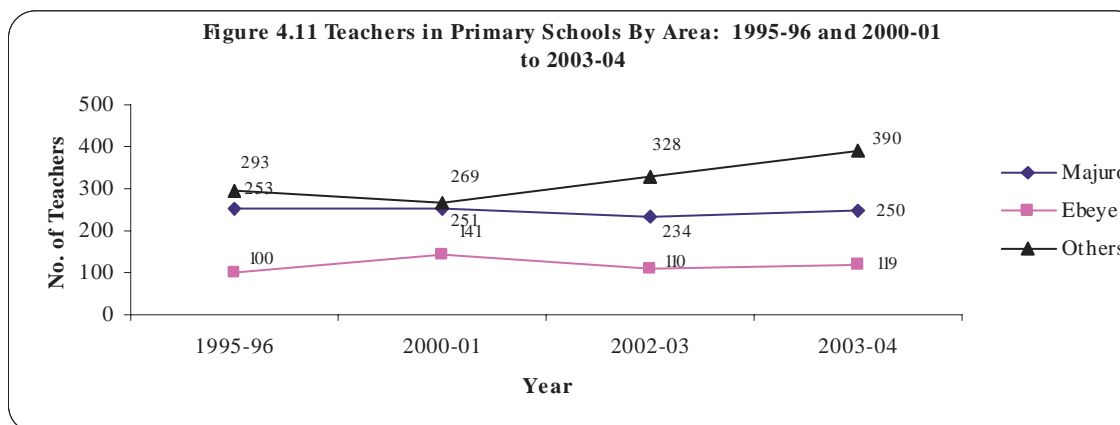
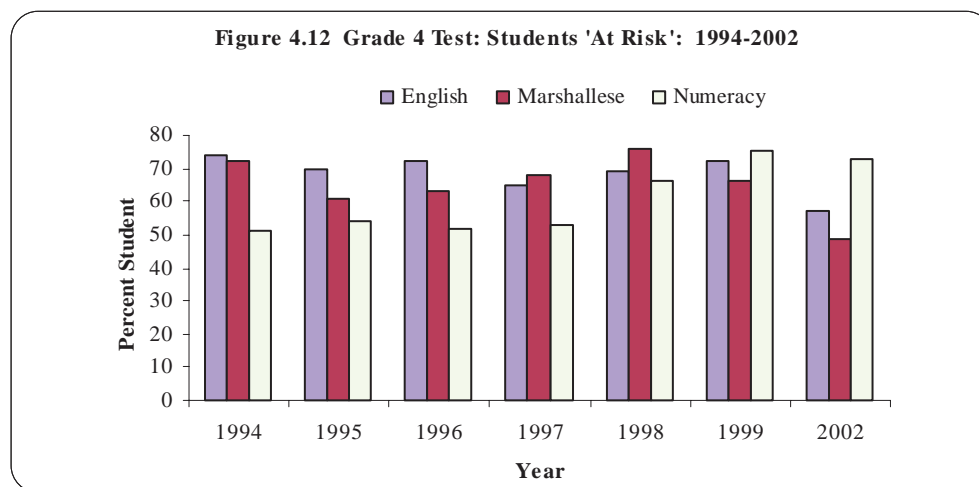


Table 4.13 RMI Pacific Islands Literacy Level (Grade 4) Percent Students 'At Risk': 1994-2002.

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

* This Test could not be administered during 2000 and 2001

Source: Ministry of Education

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

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

Source: Ministry of Education

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

Table 4.15 Public and Private Secondary Schools, Teachers and Students in Different Atolls: 2003-04

Atoll	Public					Private				
	Schools	Teachers	Students			Schools	Teachers	Students		
			Boys	Girls	Total			Boys	Girls	Total
<i>Ailinglaplap</i>	0	0	0	0	0	1	4	41	40	81
Jaluit	1	21	180	165	345	0	0	0	0	0
<i>Kwajalein</i>	0	0	0	0	0	5	42	326	383	709
<i>Majuro</i>	1	52	432	424	856	7	74	453	465	918
Wotje	1	14	140	147	287	0	0	0	0	0
Total	3	87	720	725	1,445	13	120	820	888	1,708

Note: Atolls with schools pending 2003-04 school year data have been italicized. Enrollment data for SY2002-03 were used in these cases.

Source: Ministry of Education

Table 4.16 RMI Pacific Islands Literacy Levels (Grade 4) percent 'At Risk', Public and Private Schools: 1998-2003

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

Source: Ministry of Education

Table 4.17 Number of Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 - 2003-04

Area	1990-91		1995-96		2000-01		2002-03		2003-04	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	5	62.5	7	53.8	8	50.0	8	50.0	8	50.0
Ebeye	2	25.0	3	23.1	5	31.3	5	31.3	5	31.3
All others	1	12.5	3	23.1	3	18.7	3	18.7	3	18.8
Total	8	100.0	13	100.0	16	100.0	16	100.0	16	100.0

Source: Ministry of Education

Table 4.18 Teacher-School Ratios in Primary and Secondary Schools by Area in RMI: 1990-91, 1995-96, 2000-01 - 2003-04

Area	1990-91		1995-96		2000-01		2002-03		2003-04*	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
Majuro	10.5	22.2	12.3	13.0	13.2	10.9	12.3	15.0	13.2	15.8
Ebeye	16.3	9.5	16.7	12.7	20.1	6.6	16.7	8.6	13.2	8.4
All Others	3.2	17.0	3.8	7.7	3.5	10.0	5.0	13.0	5.4	13.0
Total	5.2	18.4	6.3	11.7	6.5	9.5	7.1	12.6	7.6	12.9

*There are schools still pending SY2003-04 data. SY2002-03 data were applied in these cases.

Ratio = No. of Teachers divided by No. of Schools

Source: Ministry of Education

Table 4.19 Teacher-School and Teacher-Student Ratios in Secondary Schools by Type of Management in RMI: 1990-91, 1995-96 and 2000-01 to 2003 - 2004.

Year	Public Schools					Private Schools				
	No. of schools	No. of teachers	No. of students	Teacher-School Ratio	Student-Teacher Ratio	No. of schools	No. of teachers	No. of students	Teacher-School Ratio	Student-Teacher Ratio
1990-91	2	63	867	31.5	13.8	6	84	1,143	14.0	13.6
1995-96	2	65	978	32.5	15.1	8	90	1,442	11.3	16.0
2000-01	3	66	1,380	22.0	20.9	13	95	1,473	7.3	15.5
2002-03	3	87	1,445	29.0	16.6	13	115	1,702	8.9	14.8
2003-04*	3	87	1,624	29.0	18.7	13	120	1,708	9.2	14.2

*There are schools still pending SY2003-04 data. SY2002-03 data were applied in these cases.

Source: Ministry of Education

Table 4.20 Students Appeared and Qualified for Admission into Secondary Schools and Number of Students who actually took admission by area in RMI: 1990-91, 1995-96, and 2000-01 to 2003-04

Year	No. Appeared for Test				No. Qualified for Admission			
	Majuro	Ebeye	All others	Total	Majuro	Ebeye	All Others	Total
1990-91	468	141	494	1,103	205	54	131	390
1995-96	528	173	611	1,312	181	74	171	427
2000-01	556	224	598	1,378	240	54	195	489
2001-02	584	175	626	1,385	207	32	201	440
2002-03	554	164	609	1,327	264	46	235	545
2003-04	561	179	588	1,328	404	71	258	733

Source: High School Test Administered by the Ministry of Education

Table 4.21 Students Appeared and Qualified for Admission into Secondary Schools by Gender in RMI: 2000-01 to 2003-04

Year	Number Appeared		Total	No. Qualified		Total
	Male	Female		Male	Female	
2000-01	659	719	1378	250	239	489
2001-02	674	711	1385	199	241	440
2002-03	658	669	1327	264	281	545
2003-04	656	672	1328	341	392	733

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

Table 4.22 Performance in RMI High School Entrance Test by Schools: 2004

Name of School	Avg WS	Rank	No. Tested	No. Qualified	Pass %
Utrik Elementary	60.9	1	9	9	100.0
Aerok (A) Elementary	56.2	1	8	8	100.0
Assumption	55.9	1	34	34	100.0
St. Thomas	48.7	1	8	8	100.0
Ronglap	48.3	1	10	10	100.0
Likiep Elementary	44.6	1	15	15	100.0
St. Paul	44.4	1	14	14	100.0
Imroj Elementary	43.9	1	1	1	100.0
Woja (Majuro) Elementary	41.6	1	15	15	100.0
Jebal Elementary	38.3	1	1	1	100.0
Kaven Elementary	35.6	1	5	5	100.0
Laura Elementary	38.3	2	38	36	94.7
Woja(A) Elementary	47.3	2	18	17	94.4
Ebeye SDA	43.9	3	28	26	92.9
Delap SDA	38.9	3	13	12	92.3
Rita Christian	46.2	4	11	10	90.9
Coop	51.4	5	18	16	88.9
Queen of Peace	45.5	6	8	7	87.5
Ajeltake Elementary	39.8	7	30	25	83.3
Imroj Protestant	39.0	7	5	4	80.0
Imiej Elementary	38.5	8	5	4	80.0
St. Joseph	37.5	8	8	6	75.0
Wotje Elementary	34.7	8	24	18	75.0
Kilange Elementary	28.4	9	8	6	75.0
Lae Elementary	39.7	9	19	13	68.4
Majuro Middle School	36.1	10	348	238	68.4
Jeh SDA	41.0	11	5	3	60.0
Mejit Elementary	31.8	12	24	14	58.3
Enewetak Elementary	29.0	13	21	12	57.1
Jebwan	37.1	14	16	9	56.3
Wodmeej Elementary	30.9	15	6	3	50.0
Laura SDA	30.7	15	4	2	50.0
Tutu Elementary	29.4	15	2	1	50.0
Jabat Elementary	28.9	15	4	2	50.0
Laura Christian Academy	24.5	15	4	2	50.0
Namdrik Elementary	32.3	16	28	13	46.4
Aur Elementary	30.4	17	11	5	45.5
Ebeye Calvary	27.2	18	16	7	43.8
Majkon Elementary	35.4	19	14	6	42.9
Tarawa Elementary	30.1	19	7	3	42.9
Kili Elementary	34.1	20	15	6	40.0
Enekoion	33.2	20	5	2	40.0

Table Performance in RMI High School Entrance Test by Schools (continuation): 2004

Name of School	Avg WS	Rank	No. Tested	No. Qualified	Pass %
Tokewa Elementary	25.6	20	5	2	40.0
Amo Elementary	28.6	21	16	6	37.5
Aerok (M) Elementary	24.9	21	8	3	37.5
Lukoj Elementary	24.8	22	3	1	33.3
Vocational & Training Institute	24.1	23	37	12	32.4
Jabro Pvt. School	28.5	24	19	6	31.6
Ebeye Public	24.0	25	78	23	29.5
Tobal Elementary	24.6	26	7	2	28.6
Ebon Elementary	31.6	27	20	5	25.0
Mejurirok	30.2	28	4	1	25.0
Jabnoden	27.6	28	4	1	25.0
Jeh Elementary	27.0	28	8	2	25.0
Japo Elementary	25.6	28	4	1	25.0
Uliga Protestant	23.4	28	8	2	25.0
Lukonwod	21.8	28	4	1	25.0
Mili Elementary	25.8	29	13	3	23.1
Ujae Elementary	23.2	30	13	2	15.4
Jaluit Elementary	25.3	31	21	3	14.3
Ine Elementary	23.7	32	16	2	12.5
Ulien Elementary	23.1	32	8	1	12.5
Buoj Elementary	22.8	32	8	1	12.5
Enejet Elementary	20.9	32	8	1	12.5
Toka Elementary	24.0	33	18	2	11.1
Ebeye Christian	20.5	34	21	2	9.5
Jah	29.4	35	3	0	0.0
Namu Elementary	27.5	35	11	0	0.0
Melang Elementary	26.9	35	2	0	0.0
Mejel Elementary	24.6	35	5	0	0.0
Lib Elementary	23.1	35	1	0	0.0
Nallo Elementary	23.1	35	6	0	0.0
Loen Elementary	22.9	35	5	0	0.0
Bikarej Elementary	22.8	35	1	0	0.0
Ailuk Elementary	21.9	35	13	0	0.0
Enejelaar Elementary	21.8	35	3	0	0.0
Jabor Elementary	20.6	35	22	0	0.0
Jang Elementary	20.5	35	2	0	0.0
Wotto Elementary	17.6	35	3	0	0.0
Ollet Elementary	17.1	35	1	0	0.0
Eniburr Elementary	17.0	35	2	0	0.0
Carlos Elementary	16.3	35	4	0	0.0
Enewa Elementary	15.8	35	3	0	0.0
Namej Elementary	15.2	35	3	0	0.0
Ebadon Elementary	14.6	35	3	0	0.0
Laura Protestant	12.4	35	1	0	0.0
ALL SCHOOLS	33.3	86	1,328	733	55.2

Source: Ministry of Education

Table 4.23 Total Enrollment in Primary and Secondary Schools by Grade and Sex in RMI: 1989-90 to 2003-04

Year	Primary Schools									Secondary Schools					Grand Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	9th	10th	11th	12th	Total	
Both Sexes															
1989/90	1,863	1,585	1,541	1,449	1,329	1,265	1,166	1,145	11,343	711	516	417	322	1,966	13,309
1991/91	1,782	1,493	1,525	1,430	1,358	1,183	1,132	1,078	10,981	673	652	459	359	2,143	13,124
1991/92	2,515	1,436	1,623	1,469	1,461	1,356	1,175	1,213	12,248	813	584	443	375	2,215	14,463
1992/93	1,996	1,766	1,452	1,624	1,513	1,400	1,306	1,180	12,237	854	622	511	390	2,377	14,614
1993/94	2,129	1,725	1,665	1,463	1,585	1,376	1,351	1,272	12,566	865	646	548	423	2,482	15,048
1994/95	1,993	1,894	1,683	1,679	1,446	1,521	1,339	1,332	12,887	893	614	464	429	2,400	15,287
1995/96	1,657	1,580	1,661	1,716	1,522	1,520	1,233	1,328	12,217	879	709	507	415	2,510	14,727
1996/97	1,657	1,578	1,658	1,715	1,519	1,516	1,292	1,326	12,261	879	713	507	415	2,514	14,775
1997/98	1,599	1,349	1,474	1,625	1,657	1,534	1,444	1,380	12,062	901	645	580	436	2,562	14,624
1998/99	1,435	1,389	1,536	1,499	1,614	1,576	1,436	1,582	12,067	963	702	504	498	2,667	14,734
1999/00	1,394	1,339	1,396	1,420	1,477	1,530	1,474	1,353	11,383	908	699	572	407	2,586	13,969
2000-01	1,433	1,241	1,273	1,389	1,420	1,478	1,439	1,430	11,103	968	787	625	473	2,853	13,956
2001-02	1,591	1,390	1,361	1,371	1,517	1,527	1,488	1,556	11,801	1,015	832	626	511	2,984	14,785
2002-03	1,504	1,287	1,286	1,242	1,039	1,244	1,322	1,317	10,241	1,032	850	704	556	3,242	13,388
2003-04	1,669	1,439	1,279	1,345	1,226	1,292	1,326	1,339	10,915	1,001	869	732	579	3,181	14,096
Males															
1989/90	972	839	778	726	688	700	556	553	5,812	346	269	212	154	981	6,793
1990/91	893	765	800	709	690	605	610	513	5,585	326	315	228	175	1,044	6,629
1991/92	1,324	744	874	789	748	693	590	632	6,394	399	268	222	191	1,080	7,474
1992/93	1,026	937	730	842	741	698	654	592	6,220	445	305	248	199	1,197	7,417
1993/94	1,106	875	860	751	794	700	708	620	6,414	443	314	259	208	1,224	7,638
1994/95	1,034	970	850	864	761	757	696	686	6,618	437	304	221	217	1,179	7,797
1995/96	851	846	836	869	769	778	610	633	6,192	452	338	242	227	1,259	7,451
1996/97	851	845	836	868	766	776	610	633	6,185	452	338	242	227	1,259	7,444
1997/98	851	606	782	822	861	799	759	689	6,169	462	309	280	200	1,251	7,420
1998/99	697	741	773	808	831	796	710	794	6,150	483	350	269	240	1,342	7,492
1999/00	732	697	757	730	778	779	742	663	5,878	434	339	294	214	1,281	7,159
2000-01	712	629	655	782	693	787	736	700	5,694	453	399	301	238	1,391	7,085
2001-02	835	727	720	721	873	762	792	774	6,204	506	413	303	265	1,487	7,691
2002-03	801	648	626	667	675	670	662	656	5,405	517	431	328	266	1,542	6,947
2003-04	900	767	634	701	665	668	713	653	5,701	502	440	354	273	1,569	7,270
Females															
1989/90	891	746	763	723	641	565	610	592	5,531	365	247	205	168	985	6,516
1990/91	889	728	725	721	668	578	522	565	5,396	347	337	231	184	1,099	6,495
1991/92	1,191	692	749	680	713	663	585	581	5,854	414	316	221	184	1,135	6,989
1992/93	970	829	722	782	772	702	652	588	6,017	409	317	263	191	1,180	7,197
1993/94	1,023	850	805	712	791	676	643	652	6,152	422	332	289	215	1,258	7,410
1994/95	959	924	833	815	685	764	643	646	6,269	456	310	243	212	1,221	7,490
1995/96	806	734	825	847	753	742	623	695	6,025	427	371	265	188	1,251	7,276
1996/97	806	733	822	847	753	740	682	693	6,076	427	375	265	188	1,255	7,331
1997/98	748	743	692	803	796	735	685	691	5,893	439	336	300	236	1,311	7,204
1998/99	738	648	763	691	783	780	726	788	5,917	480	352	235	258	1,325	7,242
1999/00	662	642	639	690	699	751	732	690	5,505	474	360	278	193	1,305	6,810
2000-01	721	612	655	782	698	787	736	700	5,691	515	388	324	235	1,462	7,153
2001-02	756	663	641	650	644	765	696	782	5,597	509	419	322	246	1,496	7,093
2002-03	703	639	660	575	591	574	660	661	5,063	515	419	376	290	1,600	6,663
2003-04	769	672	645	644	561	624	613	686	5,214	499	429	378	306	1,612	6,826

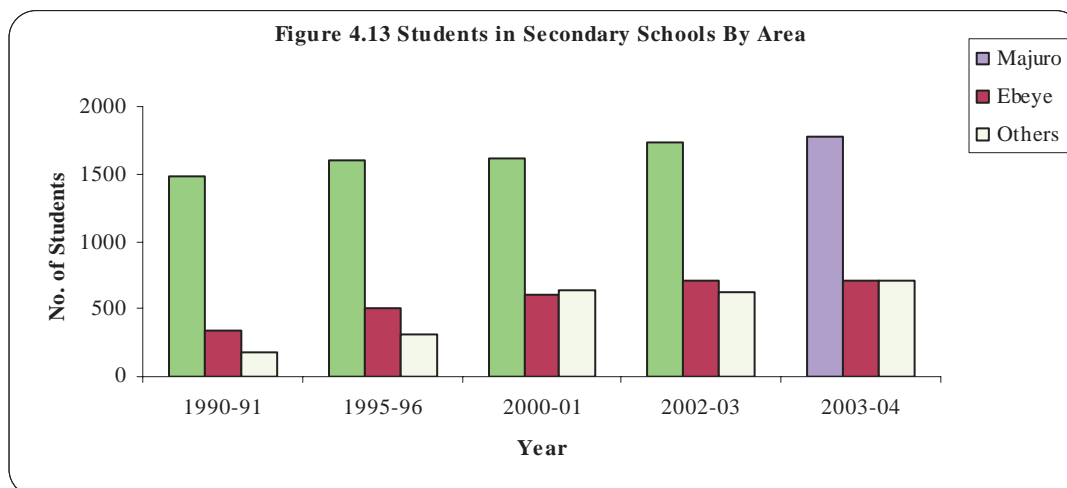
Source: Ministry of Education/EPPSO

Table 4.24 No. of Students in Secondary Schools by Area in RMI: 1990-91, 1995-96, and 2000-01 to 2003-04.

Area	1990-91		1995-96		2000-01		2002-03		2003-04	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	1,479	73.6	1,598	66.0	1,609	56.4	1,795	56.4	1,774	55.5
Ebeye	346	17.2	508	21.0	609	21.3	715	23.4	709	22.2
All others	185	9.2	314	13.0	635	22.3	617	20.2	713	22.3
Total	2,010	100.0	2,420	100.0	2,853	100.0	3,147	100.0	3,196	100.0

*SY 2003-04 data is not finalized. There are schools still pending data.

Source: Ministry of Education

**Table 4.25 Number of Teachers in Secondary Schools by Area in RMI: 1990-91, 1995-96, and 2000-01 - 2003-04**

Area	1990-91		1995-96		2000-01		2002-03		2003-04	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Majuro	111	75.5	91	59.9	98	60.9	120	59.4	126	60.9
Ebeye	19	12.9	38	25.0	33	20.5	43	21.3	42	20.3
All Others	17	4.8	23	15.1	30	18.6	39	19.3	39	18.8
Total	147	100.0	152	100.0	161	100.0	202	100.0	207	100.0

*SY 2003-04 data is not finalized. There are schools still pending data.

Source: Ministry of Education

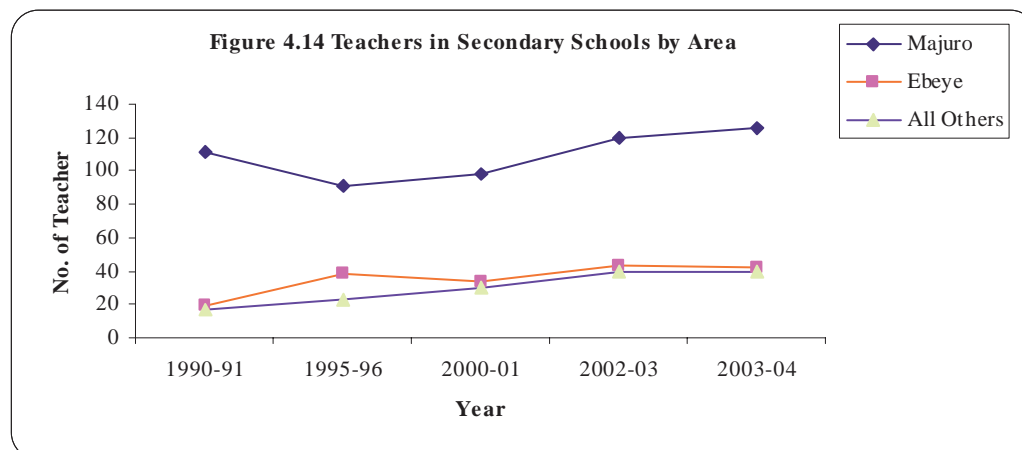


Table 4.26 Admission Capacity in Public High Schools in RMI: 2000-01 to 2003-04

School	2000-01	2001-02	20002-03	2003-04
M.I High School, Majuro	302	318	266	295
Jaluit High School	75	75	79	89
Northern Island High School, Wotje	93	93	95	102
Laura high School*, Majuro				60
Total	470	486	440	546

* Started from 2003-04

No tuition fee. Books are free. Only registration fee of \$20 annually.

Admissions are limited by the seating capacity and availability of teachers.

Source: Ministry of Education

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

Table 4.27 Drop-out Rates Grade 1 to Grade 8 in Elementary Education In RMI: 1990 and 1995-1997

School Year	Started in Grade 1	School Year	Reached Grade 8	Drop-Out Rate(%)
Both Sexes				
1990	1,863	1997	1,326	28.8
1995	1,993	2002	1,556	21.9
1996	1,657	2003	1,317	20.5
1997	1,599	2004	1,212	24.2
Males				
1990	972	1997	633	34.9
1995	1,034	2002	774	25.1
1996	851	2003	656	22.9
1997	851	2004	639	24.9
Females				
1990	891	1997	693	22.2
1995	959	2002	782	18.5
1996	806	2003	661	18.0
1997	748	2004	573	23.4

Source: Ministry of Education/EPPO

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

Table 4.28 Drop-Out Rates Grade 9 to Grade 12 in High Schools in RMI: 1990, 1998, and 1999 - 2001

School Year	Started in Grade 9	School Year	Reached Grade 12	Drop-Out Rate(%)
Both Sexes				
1990	711	1993	390	45.1
1998	901	2001	473	47.5
1999	963	2002	511	46.9
2000	930	2003	536	38.8
2001	1,015	2004	636	37.3
Males				
1990	346	1993	199	42.5
1998	462	2001	238	48.5
1999	483	2002	265	45.1
2000	434	2003	266	38.7
2001	506	316	316	37.5
Females				
1990	365	1993	191	47.7
1998	439	2001	235	46.5
1999	480	2002	246	48.8
2000	474	2003	270	43.0
2001	509	2004	320	37.1

Source: Ministry of Education/EPPSO

Dropout rate in grade 9 to grade 12 has also registered a decline, but it is still a serious problem. Only 62.4% of boys and 62.8% of girls who started 9th grade in 2000 could reach the 12th grade in 2004.

Table 4.29 Drop-out Rates in Schools Grade 1 to Grade 12 in RMI: 1990-93

School year	Started in Grade 1	School Year School Year	Reached Grade 12	Drop-Out Rate(%)
Both Sexes				
1990	1,863	2001	473	75
1991	1,782	2002	511	71
1992	2515*	2003	556	78
1993	1,996	2004	636	68
Males				
1990	972	2001	238	76
1991	893	2002	265	70
1992	1,324	2003	266	80
1993	1,026	2004	316	69
Females				
1990	891	2001	235	74
1991	889	2002	246	72
1992	1,191	2003	290	76
1993	970	2004	320	67

* Appears to be wrong figure

Source: Ministry of Education/EPPSO

Though, the dropout rate from grade 1 to grade 12 is showing signs of decline, this rate is still very high. Only 32% of the girls whom started in grade 1 in 1993 could reach grade 12 in 2004 - and only 30% of the boys.

Table 4.30 Number of Students Enrolled and Number Passed under the Preliminary and Foundation Courses in the RMI-USP Joint Education Programme, by Gender: 1996-2004

Year	Students Enrolled			Student Passed			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1996	39	32	71	23	13	36	59	41	51
1997	47	31	78	29	19	48	62	61	62
1998	48	44	92	28	13	41	58	30	45
1999	28	26	54	15	14	29	54	54	54
2000	28	37	65	16	20	36	57	54	55
2001	19	30	49	15	22	37	79	73	76
2002	37	33	70	30	28	58	81	85	83
2003	34	38	72	30	28	58	88	74	81
2004	37	31	68	20	14	34	54	45	50

Note: Academic Year is from January to November

Source: Centre For RMI-USP Joint Education Programme, Majuro

Figure 4.15 Result of Male Students for Preliminary and Foundation Courses: 1996-2004

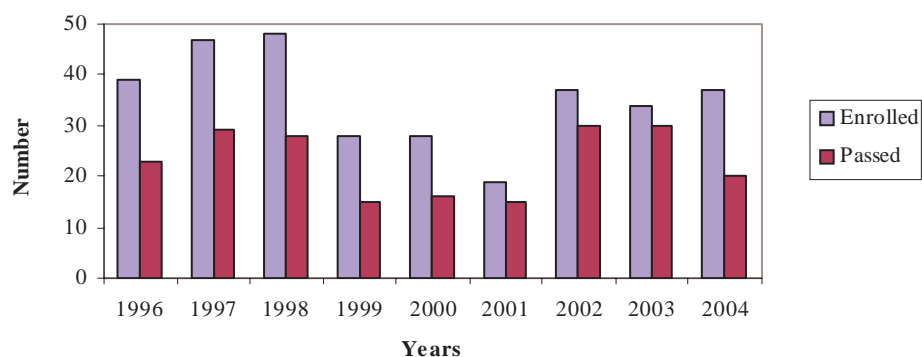


Figure 4.16 Result of Female Students for Preliminary and Foundation Courses: 1996-2004

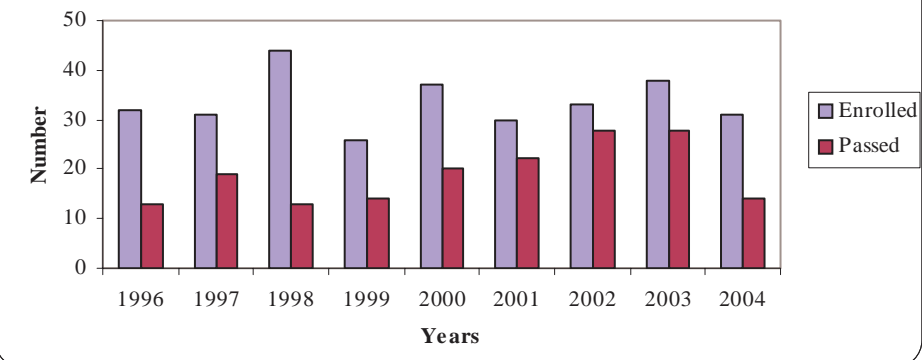


Table 4.31 Community After-School Recreation and Education (C.A.R.E) Program in 8 Public Elementary Schools in Majuro: 2003-04

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

Source: C.A.R.E. Program

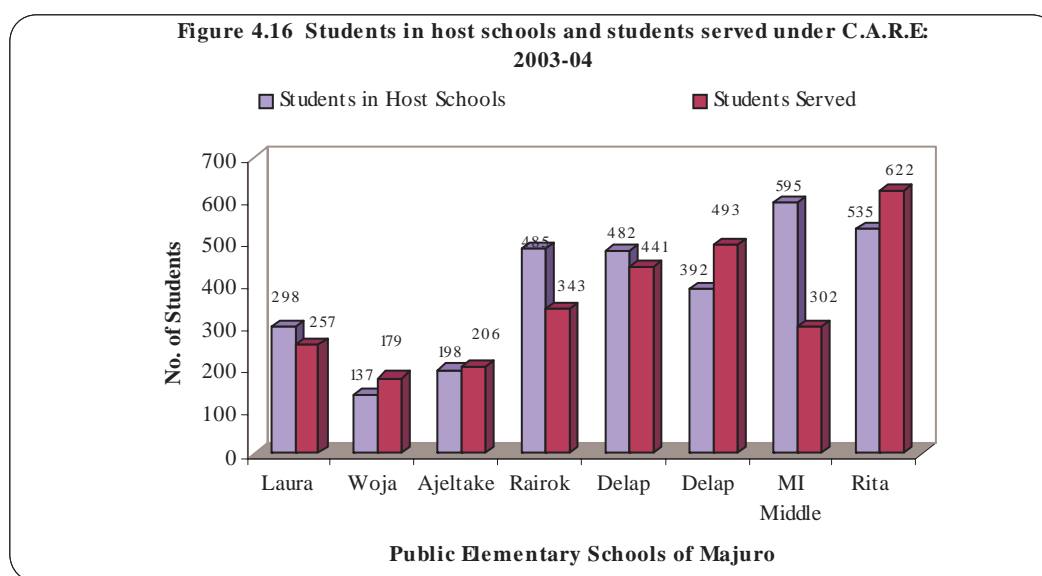


Table 4.32 Community After-School Recreation and Education (C.A.R.E.) Program in 8 Public Elementary Schools in Majuro: 2002-03

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

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

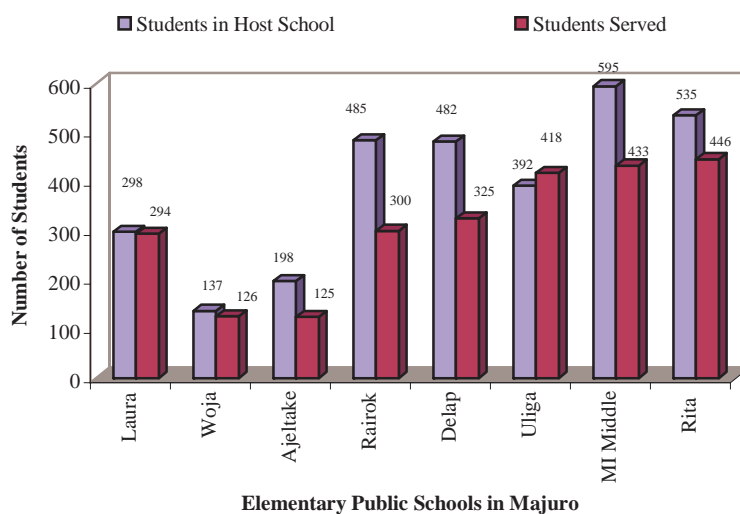
Fig. 4.17 Students in host schools and students served under C.A.R.E: 2002-03

Table 4.33 Number Enrolled and Number Graduated in Various Associate Degree Courses by Gender from the College of the Marshall Islands: 2003-04

Name of Course	Period of Study	Number Enrolled			Number Graduated			Pass Percentage		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Accounting	95/96-2001/02	111	81	192	7	8	15	6.31	9.9	7.8
Business Management	2000/01-01/02	121	155	276	6	8	14	4.96	5.2	5.1
Computer Sc.	95/96-2001/02	263	222	485	30	10	40	11.4	4.5	8.2
Engineering (Arch.)	95/96-2003/04	129	0	129	19	0	19	14.7	0.0	14.7
Education	95/96-2003/04	704	536	1,240	99	42	141	14.1	7.8	11.4
Liberal Arts	95/96-2003/04	670	547	1,217	60	49	109	8.96	9.0	8.98
Management	95/96-2001/02	70	40	110	11	3	14	15.7	7.5	12.7
Nursing	95/96-2003/04	425	598	1,023	27	56	83	6.35	9.4	8.1
Office Admin.	95/96-2003/04	0	33	33	0	8	8	0.0	24.2	24.2
Business Admin. & Man.	2002/03-2003/04	513	309	822	27	14	41	5.3	4.5	5.0
All Nine Courses	Up to 2003-04	3,006	2,521	5,527	286	198	484	9.51	7.9	8.8

Note: In SY2002-03, Accounting, Computer Science, Business Management, and Management combined to form the new "Business Administration and Management" course

Source: The College of Marshall Islands

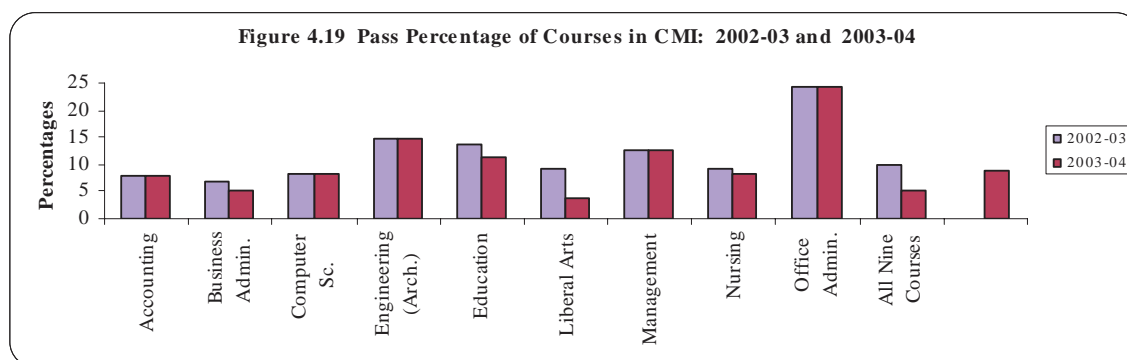


Table 4.34 Number Enrolled and Number Graduated in Architecture by Year and Gender from the College of the Marshall Islands: 1995-96 to 2003-04.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female *	Total	Male	Female *	Total	Male	Female *	Total
1995-96	0	0	0	0	0	0	0	0	0
1996-97	17	0	17	2	0	2	11.8	0	11.8
1997-98	25	0	25	2	0	2	8.0	0	8.0
1998-99	28	0	28	1	0	1	3.6	0	3.6
1999-00	27	0	27	4	0	4	14.8	0	14.8
2000-01	23	0	23	2	0	2	8.7	0	8.7
2001-02	4	0	4	4	0	4	100.0	0	100.0
2002-03	4	0	4	4	0	4	100.0	0	100.0
2003-04	1	0	1	0	0	0	0.0	0	0.0
Total	129	0	129	19	0	19	14.7	0	14.7

* There was no female enrollment for this course

Source: The College of Marshall Islands

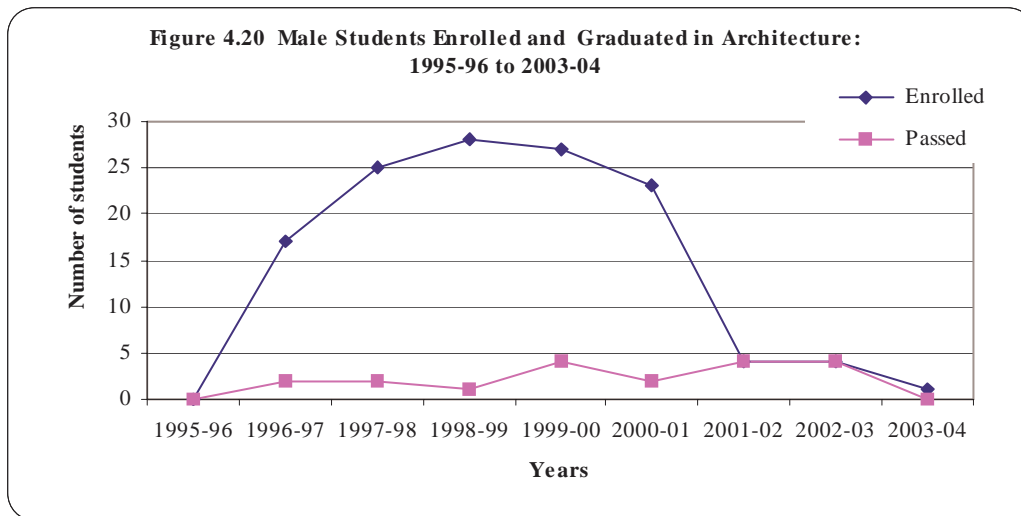


Table 4.35 Number Enrolled and Number Graduated in Education by Year and Gender from the College of Marshall Islands: 1995-96 to 2003-04.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	39	31	70	9	1	10	23.1	3.2	14.3
1996-97	34	29	63	10	5	15	29.4	17.2	23.8
1997-98	32	27	59	9	3	12	28.1	11.1	20.3
1998-99	54	37	91	3	1	4	5.6	2.7	4.4
1999-00	63	46	109	12	7	19	19.0	15.2	17.4
2000-01	71	65	136	6	4	10	8.5	6.2	7.4
2001-02	84	72	156	10	3	13	11.9	4.2	8.3
2002-03	68	64	132	19	11	30	27.9	17.2	22.7
2003-04	259	165	424	21	7	28	8.1	4.2	6.6
Total	704	536	1,240	99	42	141	6.0	7.8	11.4

Source: The College of Marshall Islands

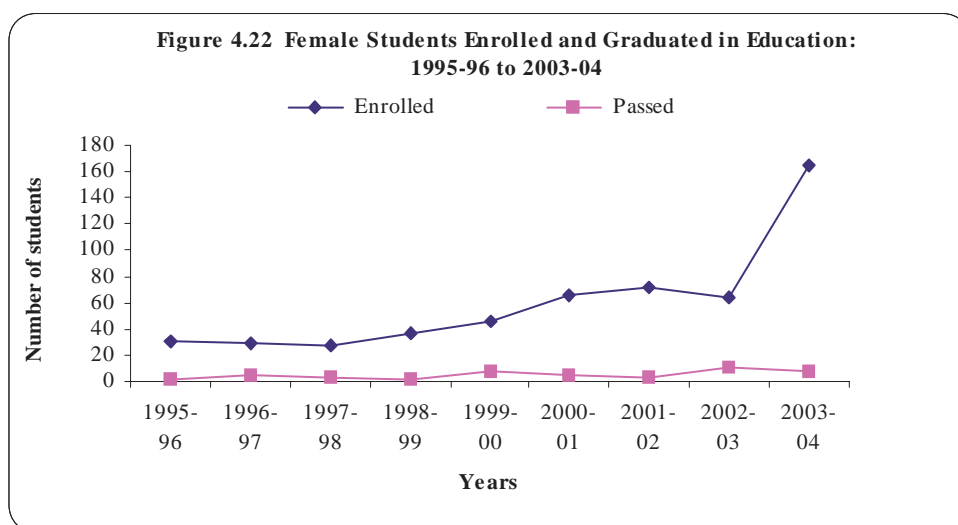
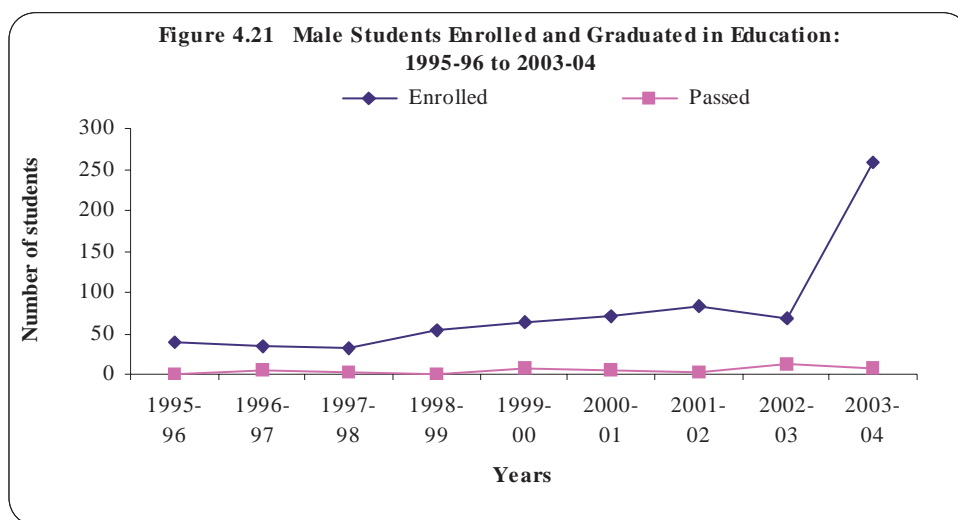


Table 4.36 Number Enrolled and Number Graduated in Office Administration by Year and Gender from the College of the Marshall Islands: 1995-96 to 2003-04.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	0	0	0	0	0	0	0	0.0	0.0
1996-97	0	9	9	0	1	1	0	11.1	11.1
1997-98	0	13	13	0	3	3	0	23.1	23.1
1998-99	0	10	10	0	3	3	0	30.0	30.0
1999-00	0	0	0	0	0	0	0	0.0	0.0
2000-01	0	0	0	0	0	0	0	0.0	0.0
2001-02	0	1	1	0	1	1	0	100.0	100.0
2002-03	0	0	0	0	0	0	0	0	0
2003-04	0	0	0	0	0	0	0	0	0
Total	0	33	33	0	8	8	0	24.2	24.2

NOTE: There has been no male enrollment in this course.

Source: The College of Marshall Islands

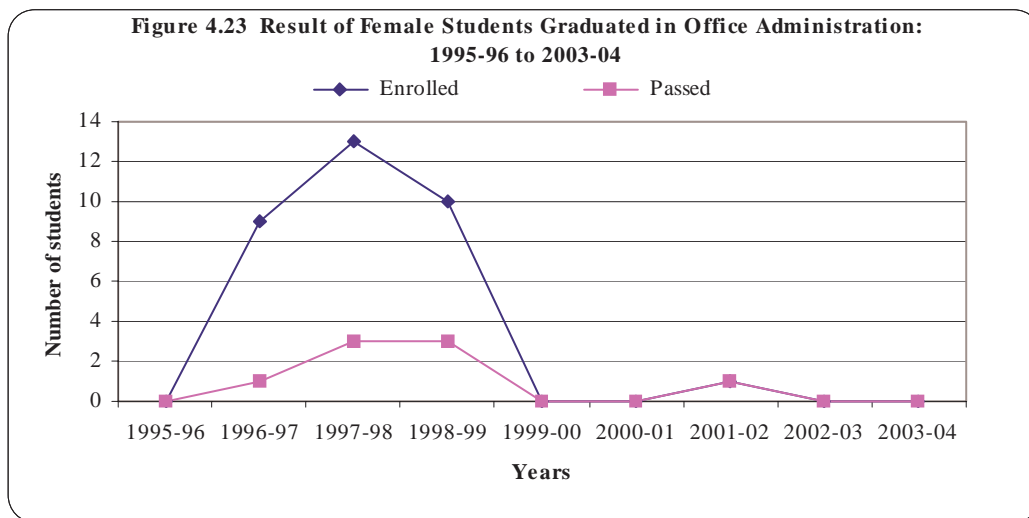


Table 4.37 Number Enrolled and Number Graduated in Business Administration and Management by Year and Gender from the College of the Marshall Islands: 2002-03 to 2003-04.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2002-03	262	161	423	12	7	19	4.6	4.3	4.5
2003-04	251	148	399	15	7	22	6.0	4.7	5.5
Total	513	309	822	27	14	41	5.3	4.5	5.0

Note: Accounting, Computer Science, Business Management, and Management combined to form this new course "Business Administration and Management"

Source: The College of Marshall Islands

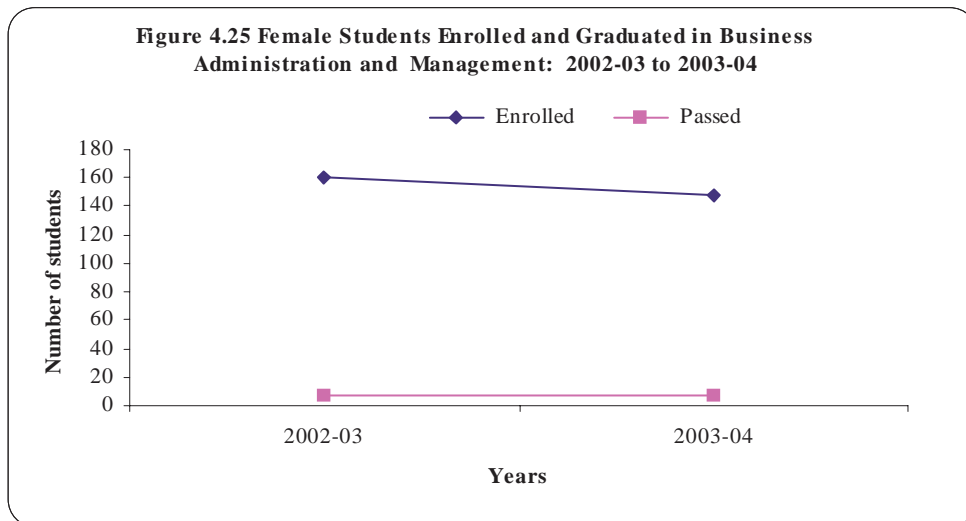
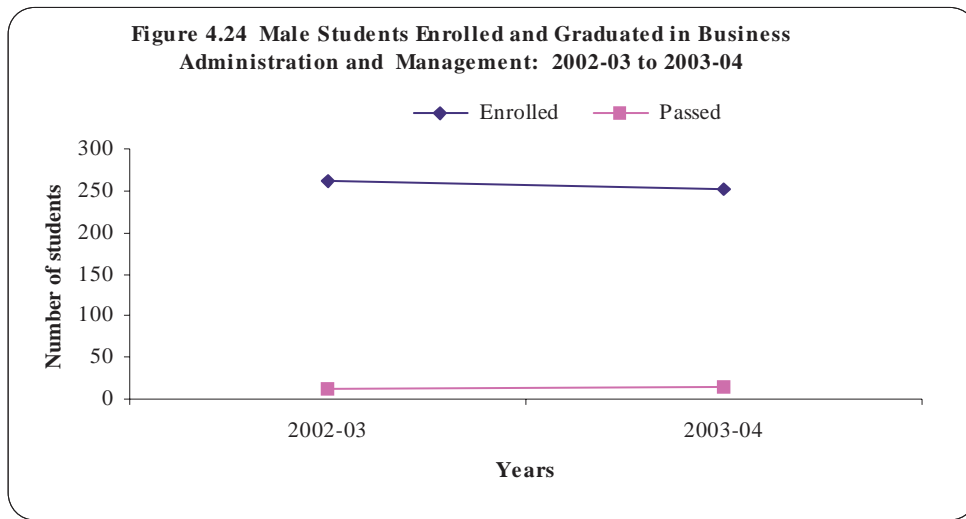


Table 4.38 No. Enrolled and No. Graduated in Computer Science by Year and Gender from the College of the College of the Marshall Islands: 1995-96 to 2002-03

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	20	14	34	0	0	0	0.0	0.0	0.0
1996-97	34	27	61	1	2	3	2.9	7.4	4.9
1997-98	45	40	85	1	1	2	2.2	7.4	4.9
1998-99	58	52	110	10	1	11	17.2	1.9	10.0
1999-00	40	47	87	4	3	7	10.0	6.4	8.0
2000-01	37	32	69	1	1	2	2.7	3.1	2.9
2001-02	29	10	39	13	2	15	44.8	20.0	38.5
2002-03*	0	0	0	0	0	0	0.0	0.0	0.0
Total	263	222	485	30	10	40	11.4	4.5	8.2

* This course as such has been discontinued and now form a part of "Business Administration and Management

Source: The College of Marshall Islands

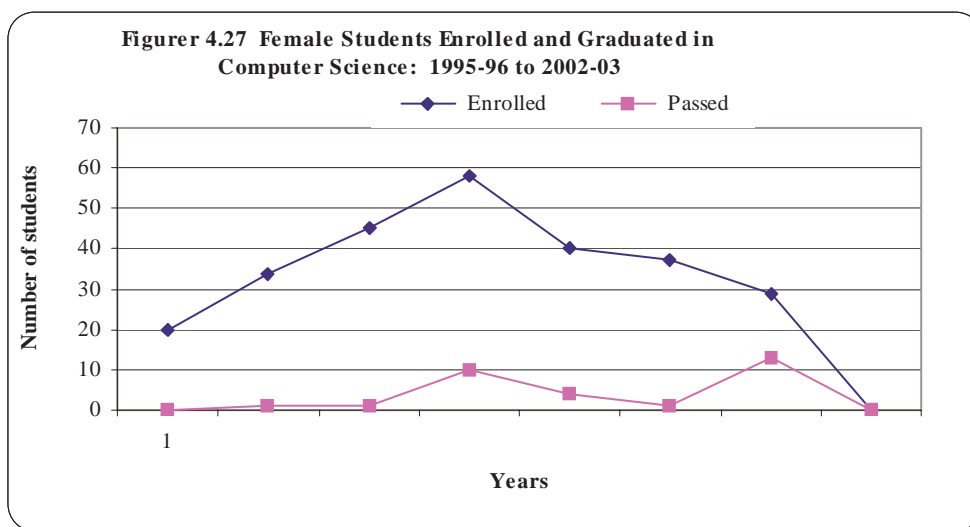
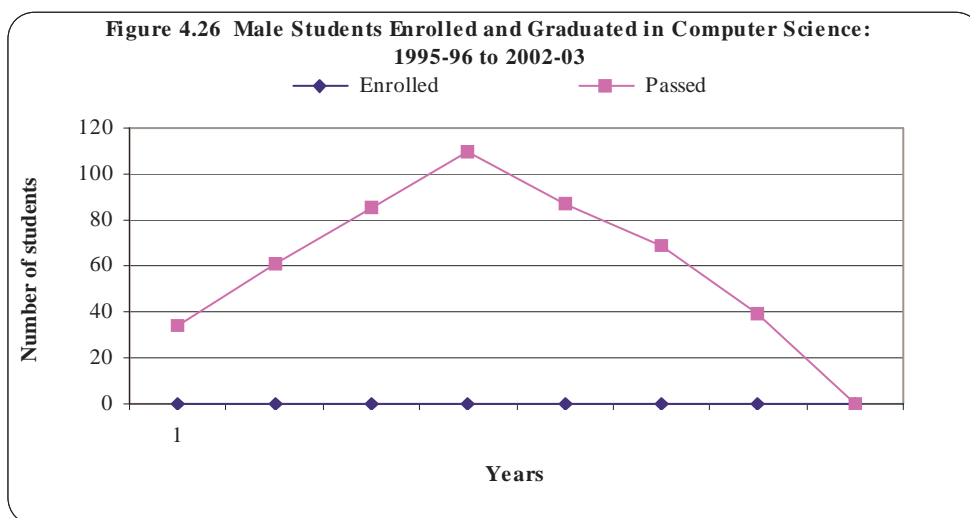


Table 4.39 Number Enrolled and Number Graduated in Business Management by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2000-01	57	49	106	5	3	8	8.8	6.1	7.5
2001-02	64	106	170	1	5	6	1.6	4.7	3.5
2002-03	0	0	0	0	0	0	0.0	0.0	0.0
Total	121	155	276	6	8	14	5.0	5.2	5.1

Note: Business Management course started in 2000-01. In 2002-03, this course - and the Accounting, Computer Science and Management courses - now form the new course "Business Administration and Management."

Source: The College of Marshall Islands

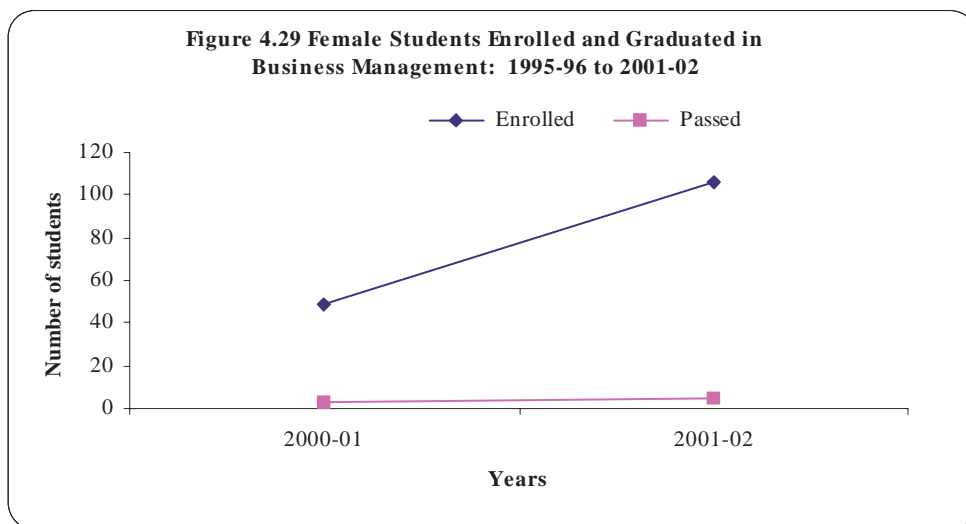
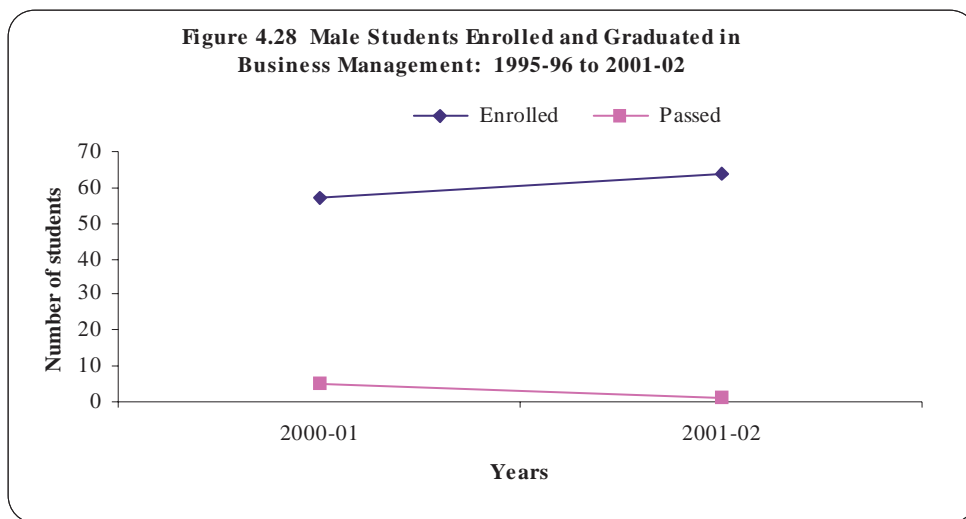


Table 4.40 Number Enrolled and Number Graduated in Management by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	0	0	0	0	0	0	0.0	0.0	0.0
1996-97	6	5	11	2	1	3	33.3	20.0	27.3
1997-98	22	11	33	2	0	2	9.1	0.0	6.1
1998-99	8	5	13	0	0	0	0.0	0.0	0.0
1999-00	13	11	24	4	1	5	30.8	9.1	20.8
2000-01	9	5	14	2	1	3	22.2	20.0	21.4
2001-02	12	3	15	1	0	1	8.3	0.0	6.7
2002-03*	0	0	0	0	0	0	0.0	0.0	0.0
Total	70	40	110	11	3	14	15.7	7.5	12.7

* This course, as such, was discontinued and now forms a part of Business Administration and Management unit

Source: The College of Marshall Islands

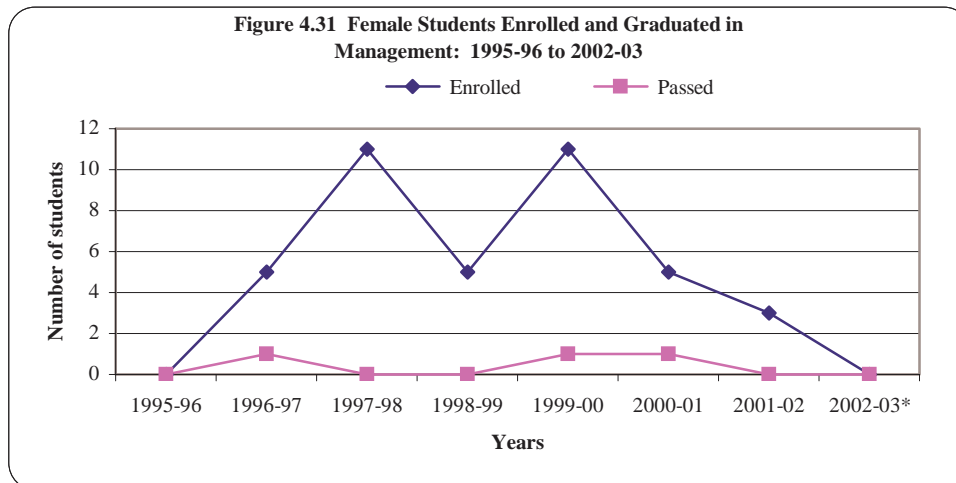
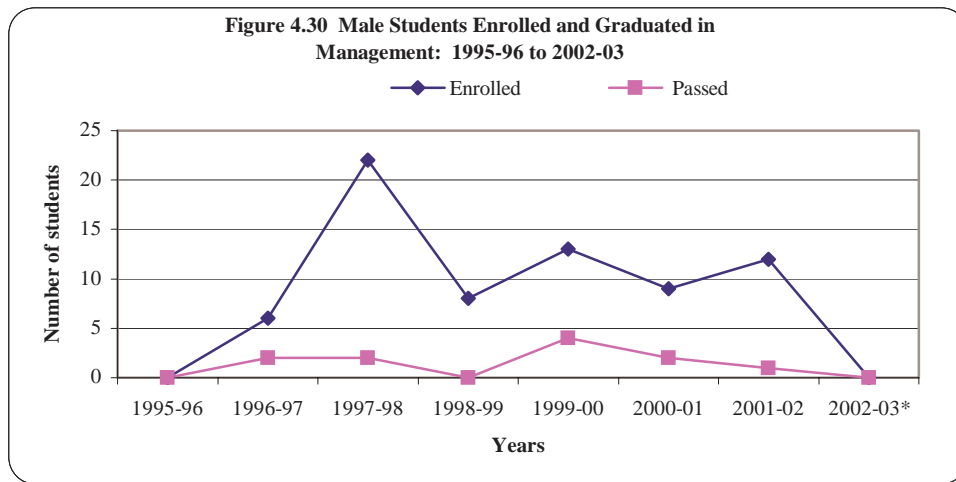


Table 4.41 Number Enrolled and Number Graduated in Accounting by Year and Gender from the College of the Marshall Islands: 1995-96 to 2002-03.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	15	11	26	0	0	0	0.0	0.0	0.0
1996-97	24	14	38	4	1	5	16.7	7.1	13.2
1997-98	29	17	46	0	1	1	0.0	5.9	2.2
1998-99	17	11	28	3	1	4	17.6	9.1	14.3
1999-00	14	15	29	0	2	2	0.0	14.3	6.9
2000-01	7	9	16	0	2	2	0.0	22.2	12.5
2001-02	5	4	9	0	1	1	0.0	25.0	11.1
2002-03*	0	0	0	0	0	0	0.0	0.0	0.0
Total	111	81	192	7	8	15	6.3	9.9	7.8

* This course, as such, was discontinued and now forms a part of Business Administration and Management unit
 Source: The College of Marshall Islands

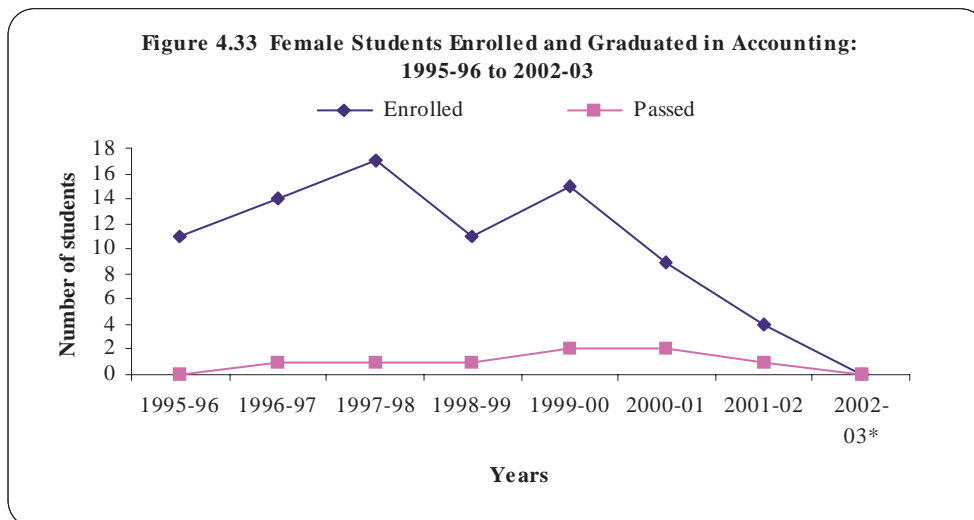
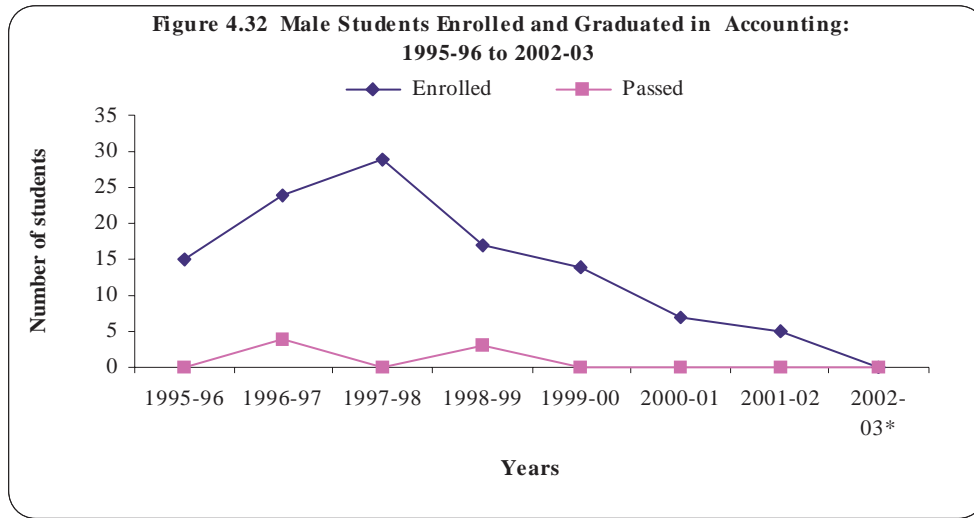


Table 4.42 Number Enrolled and Number Graduated in Nursing by Year and Gender from the College of the Marshall Islands: 1995-96 to 2003-04.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	38	55	93	4	7	11	10.5	12.7	11.8
1996-97	28	47	75	2	8	10	7.1	17.0	13.3
1997-98	32	52	84	3	6	9	9.4	11.5	10.7
1998-99	47	57	104	3	6	9	6.4	10.5	8.7
1999-00	36	42	78	5	7	12	13.9	16.7	15.4
2000-01	34	56	90	3	5	8	8.8	8.9	8.9
2001-02	49	83	132	3	4	7	6.1	4.8	5.3
2002-03	57	62	119	2	3	5	3.5	4.8	4.2
2003-04	104	144	248	2	10	12	1.9	6.9	4.8
Total	425	598	1023	27	56	83	6.4	9.4	8.1

Source: The College of Marshall Islands

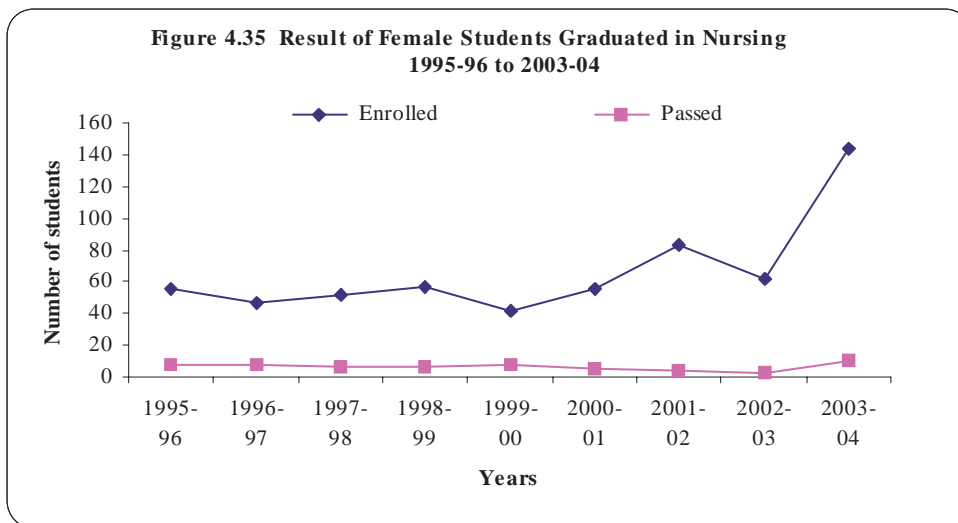
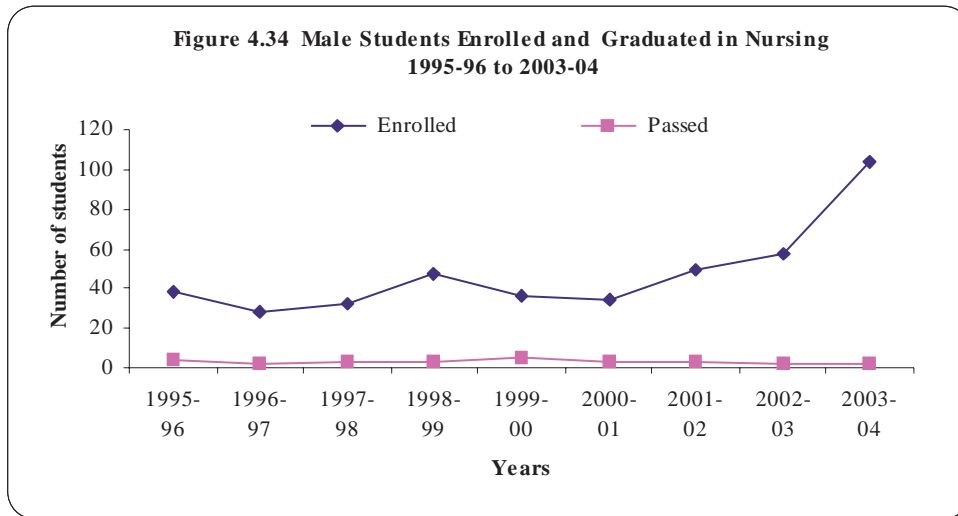


Table 4.43 Number Enrolled and Number Graduated in Liberal Arts by Year and Gender from the College of the Marshall Islands: 1995-96 to 2003-04.

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1995-96	41	32	73	4	3	7	9.8	9.4	9.6
1996-97	48	37	85	7	6	13	14.6	16.2	15.3
1997-98	48	45	93	3	2	5	6.3	4.4	5.4
1998-99	68	54	122	4	5	9	5.9	9.3	7.4
1999-00	81	62	143	4	2	6	4.9	3.2	4.2
2000-01	97	72	169	9	4	13	9.3	5.6	7.7
2001-02	93	88	181	8	13	21	8.6	14.8	11.6
2002-03	96	81	177	10	11	21	10.4	13.6	11.9
2003-04	98	76	174	9	8	17	9.2	10.5	9.8
Total	670	547	1,217	49	46	95	7.3	8.4	7.8

Source: The College of Marshall Islands

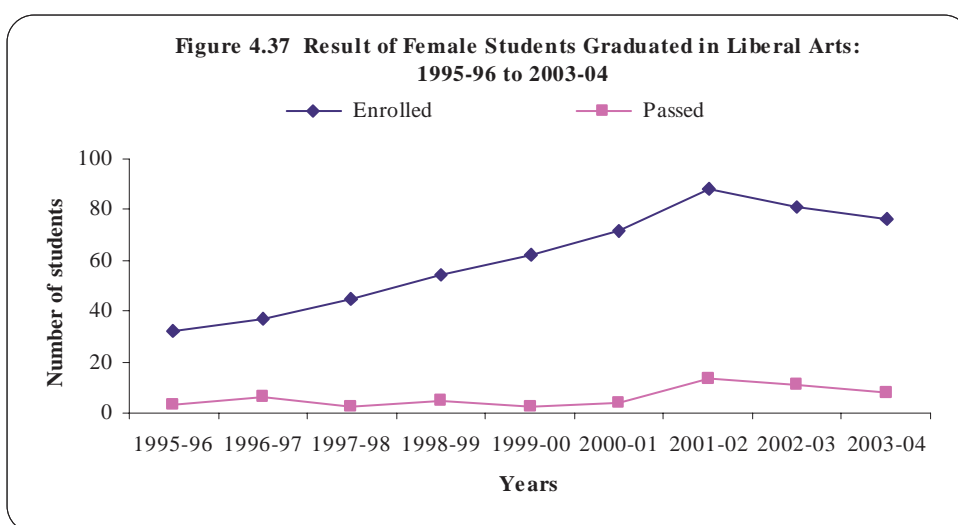
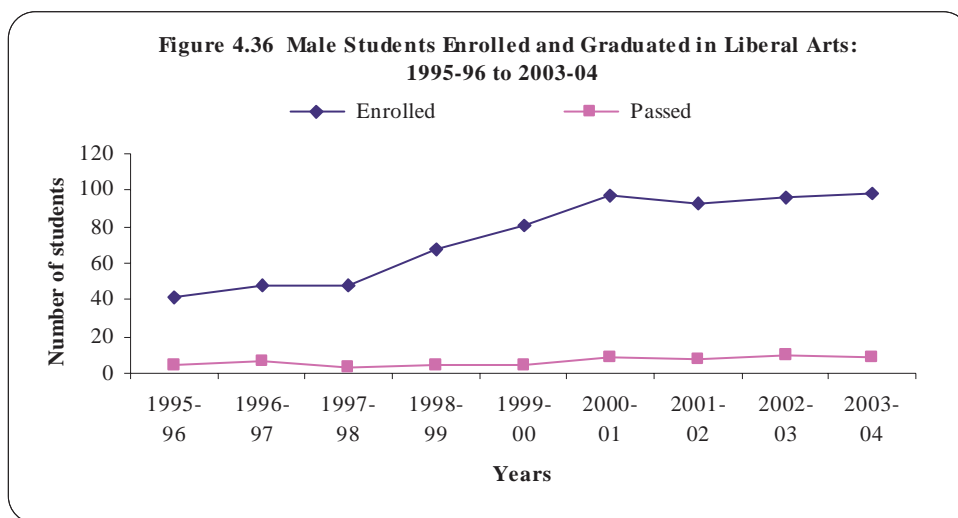
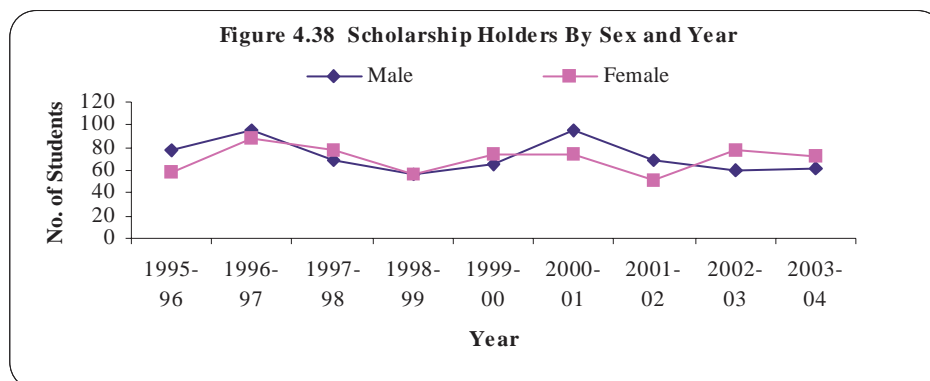


Table 4.44 Scholarship Holders by Gender in RMI: 1995-96 to 2003-04

Year	Male	Female	Total
1995-96	77	58	135
1996-97	95	89	184
1997-98	69	78	147
1998-99	57	57	114
1999-00	65	74	139
2000-01	96	75	171
2001-02	69	51	120
2002-03	60	77	137
2003-04	61	73	134

Source: National Scholarship Office, Ministry of Education

**Table 4.45 Post Secondary Scholarships Awarded in RMI: 2000-01 to 2003-04**

Item	Data		
	2000-01	2002-03	2003-04
Total Compact Funds	\$727,000	\$797,400	\$846,589
Total RMI Funds	\$200,000	\$170,000	-
Grand Total	\$927,000	\$967,400	\$846,589
Number of Scholarship recipients	175	118	134
Number enrolled in CMI	45	19	30
Number studying abroad	130	99	104
Number graduated	18	18	18
Average cost per recipient	\$5,297	\$8,198	\$6,318

Note: No funding was received from RMI General Fund in FY2003-04.

Source: Marshall Islands Scholarship Office

Table 4.46 RMI Scholarship Program: 1988-1999

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

Source: Marshall Islands Scholarship Office

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

Table 4.48 Percentage of Adults(25+) who completed high school education in South Pacific countries: 2000

Country	Percent with high school education
Guam	76.3
CNMI	69.2
A.Samoa	66.1
Palau	74.1
FSM	37.4
RMI	39.6

Source: IPC Statistical Enhancement Program, US Census Bureau

Figure 4.40 Percentage of 25+ having high school education in selected pacific countries: 2000

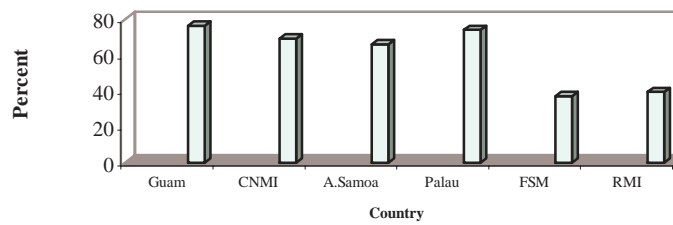


Table 4.50 Number Enrolled and Number Graduated by Year from FNTC: 2001-2004

Year	Number Enrolled			Number Graduated			Pass Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2001	24	0	24	17	0	17	70.8	0	70.8
2002	...	...	0	..	..	0	..	..	..
2003	...	...	0	..	..	0	..	..	..
2004	19	8	27	8	0	8	42.1	0	29.6
Total	43	0	51	25	0	25	58.1	0	100

... Only upgrade courses took place; hence no enrolment in these years.

Note: No female has ever enrolled.

Source: Fishing and Nautical Training Center

Figure 4.42 Number of Male Students Enrolled and Graduate: 2001 and 2004

