



Chuuk State Strategic Plan for Education 2007-2012

Building on Navigating with Pride: Vision 2020
& The Chuuk Education Reform Plan

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INTRODUCTION:

In 1999, the Chuuk State Department of Education commenced the development of a comprehensive strategic plan for education in the state. Officially completed and promulgated in September 2001 the plan, Navigating with Pride: Vision 2020, was thoroughly researched and carefully constructed. It laid out a blueprint for educational improvement to the year 2020. The plan itself was well done. Its implementation was another matter entirely. For all the time, energy and effort that went into creating the Vision 2020, very little was put into fulfilling the promise for educational reform that it contained and which its creators greatly desired. Elementary and high school students throughout the state continued to languish in substandard schools without adequate resources for teaching and learning.

A second plan for reform, the Chuuk Education Reform Plan (CERP), was drafted in response to a resolution passed by the Joint Economic Management Committee (JEMCO) in March 2005. The resolution called for a plan addressing the immediate reform of the Chuuk State School System (CSSS) to be submitted to the Office of Insular Affairs (OIA) Honolulu Field Office by May 15, 2005. The focus of the plan which was developed is on improving the CSSS management structure and internal controls. It was thought that improvements in these areas would give the dormant Vision 2020 plan the best chance to move toward implementation. Similar to the Vision 2020 plan, the time, energy and effort which went into creating the Chuuk Education Reform Plan has not been matched by a sustained output for implementation.

The plan offered here, the Chuuk State Strategic Plan for Education (CSSPE) 2007-2012, has been created as part of the Pacific Regional Initiative for the Delivery of basic Education (PRIDE) Project funded by the European Union and the NZAID. (For more information on the PRIDE Project please see Appendix 2.) This plan is not intended to be seen as a third plan. Rather, it is

offered as part of the evolving process of education reform planning for Chuuk State. The JEMCO Chuuk Education Reform Plan can only be rightly read with reference to the Vision 2020. This plan can only be rightly read with reference to both the CERP and Vision

2020 which continue to be significant documents bearing on educational reform in Chuuk.

The process followed in developing this plan has been pretty straightforward. The Chuuk Department of Education created a PRIDE Project Steering Committee which in turn brought on a consultant to assist the committee in drafting the plan. Important parts of the process which need to be highlighted here include the emphasis on local capacity building and stakeholder input. As part of its efforts to get widespread input from the community the Steering Committee conducted extensive stakeholder consultations in the five regions of the state. Through these consultations teachers, administrators, students, parents, and community leaders and members gave voice to their priorities to improve education. (For a summary of the data from the stakeholder consultations please see Appendix 3.)

A strategic plan is a blueprint for ongoing decision-making and a guide for prioritizing the use of limited resources. It is not meant to cover every detail and answer every question upfront. This plan is designed for flexibility so that changes can be made throughout its implementation. The following points may help anticipate some of the questions that may be raised as individuals look more closely at the plan.

- Ultimate responsibility for the implementation of this plan lies with the Chuuk State Department of Education. The plan calls for the establishment of an implementation group for ongoing evaluation of how the plan is implemented. This same group is tasked with developing subsequent annual implementation plans based on accomplishments of the prior year.
- The order in which the Priority Areas are presented in the plan does not necessarily indicate their relative importance. For example, Special Education (Priority Area #7) should not be viewed as less important than Facilities, Resources and Support Services (Priority Area #5). Everything in the plan needs to be accomplished. That said, it should be noted that the first three areas which focus on accountability, professional certification, and curriculum are critically important since so much of the rest of the plan depend on these three areas being done well.

- The efforts of the Chuuk Department of Education, with the assistance of the Basic Social Services Project (BSSP) Education Advisor, to establish a monitoring and evaluation division within the department need to be highlighted. The creation of sustained, systemic and comprehensive performance management is vital. Since both projects, PRIDE and BSSP, were underway at the same time both the PRIDE Steering Committee and the BSSP Working Group sought to support each other's efforts for improvements in education.
- Over the last 5-10 years the international community, mostly under the auspices of the United Nations, has come to common agreement in responses to some of the great challenges of our time and the critical role which education has in meeting those challenges. Several important conventions articulate the challenges and responses to them. These conventions include The Millennium Development Goals (Millennium Declaration, UN General Assembly, New York, 2000), Education for All (EFA, World Education Forum, Dakar, Senegal, April 2000), The United Nations Literacy Decade (UNLD, UN General Assembly, New York, 2002), The United Nations Decade of Education for Sustainable Development (DESD, UN General Assembly, New York, 2004), and the Forum Basic Education Action Plan (FBEAP, Forum Secretariat, Auckland, New Zealand, May 2001). While these conventions are not explicitly referenced in the strategic plan, their goals have influenced and form the wider context in which the plan was developed, especially as the FSM is a signatory to these conventions. (For a summary of the goals of these conventions please see Appendix 4.)

As indicated above the strategic planning process has involved the work of many individuals and a debt of profound gratitude is owed to everyone who provided input into the plan. The PRIDE Steering Committee expresses its deep appreciation to all the teachers,

parents, administrators, students and community members and leaders who took the opportunity to voice their ideas and concerns during the stakeholder consultations. Because of the input from all the people involved the plan is representative of various constituencies around the state.

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Priority Area 1: ACCOUNTABILITY

Narrative: The key issues in Priority Area 1 include creating systems for the effective and efficient management of the CSSS and annual action plans for the implementation of this strategic plan. Improving management and internal controls are issues of paramount importance in the JEMCO Chuuk Education Reform Plan and must continue to be seen as issues requiring the fullest attention of all CSSS personnel. Critical to achieving accountability are the systems established through the Basic Social Services Project for effective monitoring and evaluation (M&E) mechanisms within the CSSS for improving performance management.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. Annual action plans will guide the ongoing implementation of the Chuuk State Strategic Plan for the Education Sector.	<p>A. Establish Strategic Plan Evaluation Group.</p> <p>B. Annually evaluate achievement status of performance indicators and progress towards goals in each priority area.</p>	<ul style="list-style-type: none"> • By mid-August of each year of the strategic plan the Strategic Plan Evaluation Group will evaluate the achievement status of the year's performance indicators and draft a new annual plan based on the evaluation and progress toward priority goals. • Director and chiefs include strategies and actions in their yearly plans. 	Director Deputy Director Division Chiefs
2. A system will be in place to hire qualified staff and retain staff according to criteria-based performance.	<p>A. Organize staff, policies and procedures to establish an effective monitoring and evaluation division.</p> <p>B. Establish performance management system with clear lines of accountability for principals, teachers & CSSS staff.</p>	<ul style="list-style-type: none"> • Monitoring and evaluation division established • Only qualified (based on established criteria) personnel are hired/retained by the CSSS. • Education personnel are aligned with prioritized work needs and job descriptions with outcome measures are implemented for all personnel. • Performance management system evaluated by monitoring and evaluation division. • All stakeholders are provided with performance management data. 	Director Deputy Director Division Chiefs M&E Chief/ Coordinator
3. CSSS will improve its operational efficiency and effectiveness.	<p>A. Conduct comprehensive system-wide personnel and program audit.</p> <p>B. Streamline and reorganize CSSS based on the findings of the personnel and program audit</p> <p>C. Create and disseminate comprehensive CSSS policy manual.</p> <p>D. CSSS will reallocate and clarify the roles and functions of the central office, schools and communities.</p> <p>E. Central Office will develop and implement a plan for regular monitoring</p>	<ul style="list-style-type: none"> • Personnel and program audit carried out by qualified professional. • CSSS operations streamlined and reorganized based on the audit findings with significant decreases in instances of waste, fraud and abuse. • CSSS policy manual is developed and is available to and used by all education personnel, as well as, PTAs and other interested stakeholders. • Training for school leaders and central office personnel in the areas of effective time and resource management, staff evaluation, and staff management conducted. 	Director Deputy Director CSBE Chief, M&E

	of personnel and program effectiveness at school sites.	<ul style="list-style-type: none"> Central Office personnel will visit for monitoring purposes each school site twice yearly. 	
4. The CSSS central office and all schools will be in compliance with all CSBE and FSM policies regarding absenteeism and the required number of days and hours of instruction.	<p>A. Enforce existing policies specifying the number of days in a school year, the hours of instruction, and employee sick days per year.</p> <p>B. Spell out penalties for abuse of policies.</p>	<ul style="list-style-type: none"> Employee absenteeism rates are significantly reduced. Penalties put into effect. 	Director Deputy Director Chief, Elementary Chief, Secondary Chief, M&E
5. CSSS will improve its management and information system.	A. Fully implement a robust education data management system.	<ul style="list-style-type: none"> Adequate resources for equipment, staffing and training is allocated Professional training for central office and school principals on use of data for planning and school improvement conducted. A centralized database that includes information on CSSS budget, personnel, students, schools, facilities and other data as needed is in use and accessible to relevant staff. 	Director Deputy Director Division Chiefs
6. Easily accessible public feedback mechanisms will be available for ongoing stakeholder input for central office action.	<p>A. Identify and use a variety of means for ongoing stakeholder input.</p> <p>B. Create and implement mechanisms to respond to stakeholder input.</p>	<ul style="list-style-type: none"> The central office will receive on a regular basis (but at least twice annually) feedback on the policies and programs of the CSSS from a variety of stakeholders. Appropriate divisions, offices, personnel actively respond to input from stakeholders. 	Director Deputy Director Chief, Elementary Chief, Secondary Chief, M&E
7. CSSS operations and planning will be based on reliable and valid data and educational research.	<p>A. Establish centralized data management center for the CSSS.</p> <p>B. Employ qualified data management personnel and provide ongoing training and professional development to them.</p> <p>C. Establish a research unit to assist CSSS operations and planning activities.</p>	<ul style="list-style-type: none"> Data collection, management, and evaluation functions are integrated and centralized in its own division/office. Data personnel receive ongoing training to upgrade their knowledge and skills in data collection, management and evaluation. Research unit functioning and supporting CSSS operations and planning activities. Research partnerships created with IHEs allowing postgraduate students access to research opportunities in Chuuk 	CSBE CSBE Director Deputy Director M&E Chief
8. CSSS will create an independent financial management system responsible for streamlining management	A. Establish the financial policies, procedures, and control mechanisms necessary for the CSSS to operate its own budget and financial system.	<ul style="list-style-type: none"> Computerized financial management system established and in use. Financial management system for the CSSS transferred from the State Finance Office to the CSBE and the Executive Director. 	CSBE Director Deputy Director Business Office

and providing school supplies, learning resources, and contractual services.			
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Priority Area 2: CERTIFICATION AND PROFESSIONAL DEVELOPMENT

Narrative: Another high priority item for the CSSS is the certification of teachers as the system faces a November 2008 deadline for all non-certified teachers to have completed or to be making substantial progress towards an AA/AS degree, the minimum requirement for certification. The issue of teacher certification was raised at about half the stakeholder consultation sites. Other issues which emerged at the sites included teacher absenteeism, professionalism, hiring more teachers and teacher aides, raising teachers' salaries, retirement, and hiring only qualified personnel for positions within the Chuuk State School System. Some of these issues are addressed in Priority Area 3 which focuses on accountability. This Priority Area 2 focuses primarily on issues of the certification and ongoing training and professional development of CSSS personnel.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. Classroom teachers will meet or exceed minimum certification requirements.	<p>A. Prepare teachers to pass the COM entrance test (COMET) or entrance requirement for other post-secondary institution.</p> <p>B. Prioritize resource allocation to assist non-degreed teachers to complete their AA/AS degree and those with AA/AS degrees to move towards attaining a BA/BS degree.</p> <p>C. Work with appropriate service providers to coordinate course offerings for non-certified teachers and develop additional course offerings to satisfy degree requirements.</p> <p>D. Grant educational leave only to qualified teachers to complete courses needed for degree completion. ("Qualified" here means that a teacher applying for educational leave has passed the COM entrance test and/or can meet other IHE entrance requirements.)</p> <p>E. Prepare teachers to pass the FSM National Standardized Test for Teachers (NSTT).</p> <p>F. Train central office and school-site personnel to conduct observations of teachers using monitoring and evaluation observation instrument.</p>	<ul style="list-style-type: none"> • 100% of teachers seeking a COM degree pass the COMET. • All teachers have a minimum of an AA/AS degree or its equivalent from an accredited institution of higher education. • Teachers pursuing degrees have a sufficient number of courses to choose from and are not delayed from completing their degrees due to required courses not being available. • Teachers show evidence of meeting entrance requirements for a COM or other IHE (institute of higher education) degree program as part of their application for educational leave. • Teachers pass the NSTT. (FSM Teacher Certification Regulations, January 2004) • Teachers observed satisfactorily demonstrating use of core teaching in the classroom (FSM Teacher Certification Regulations, January 2004) 	<p>Director Deputy Director Division Chiefs Staff Development CSLA Specialists Mentors Principals</p>
2. School-site	A. Develop certification requirements	<ul style="list-style-type: none"> • All principals fully certified according to the revised 	Director

administrators will meet or exceed minimum certification requirements.	for principals and other on-site administrators. B. Develop school administrator preparation program.	certification system. <ul style="list-style-type: none"> All principals complete the principal preparation program required for certification. CSLA provides short and long-term training for school-site administrators. 	Deputy Director Division Chiefs CSLA Specialists Mentors
3. Central office education personnel (e.g., chiefs, specialists, mentors,) will meet or exceed minimum certification requirements.	A. Determine certification requirements for central office personnel B. Conduct a system-wide assessment of the training needs of all support staff and central office personnel based on revised job descriptions for all positions. C. Develop training programs to assist education personnel to obtain needed training.	<ul style="list-style-type: none"> All education personnel have access to training needed to meet minimum requirements for their position. All education personnel meet or exceed minimum certification requirements for their position. 	CSBE Director Deputy Director Division Chiefs Program Coordinators
4. Effectiveness and quality of all CSSS personnel will be improved.	A. Establish and implement evaluation processes for all CSSS employees through the monitoring and evaluation division. B. Provide targeted professional development for staff to improve skills and knowledge based on needs highlighted through monitoring and evaluation observations. C. Develop and implement procedures and programs to recruit and retain qualified teachers and other personnel. D. Evaluate adequacy of existing mentoring program to support new teachers and other personnel and develop additional mentoring services as needed.	<ul style="list-style-type: none"> Evaluation processes for all CSSS personnel are established and implemented through the monitoring and evaluation division. Observations conducted through the monitoring and evaluation division are used to identify and provide targeted professional development to improve skills and knowledge. Qualified teachers and other personnel are recruited into and retained by the CSSS. New teachers and other personnel receive quality mentoring services. 	CSBE Director Deputy Director Division Chiefs
5. Ongoing professional development for school-based education personnel beyond minimum certification requirements will be available.	A. Design school-based professional development programs to be implemented by mentors and specialists an linked to training needs highlighted in monitoring and evaluation observation protocols.	<ul style="list-style-type: none"> Ongoing professional development programs implemented at school sites by mentors and specialists. 	CSBE Director Deputy Director Division Chiefs Staff Development CSLA
6. Comprehensive personnel manual will clearly articulate all	A. Develop a CSSS personnel manual to include all appropriate policies, rules, procedures, positions, rights and	<ul style="list-style-type: none"> Personnel Manual made available to all CSSS employees. Personnel Manual is used by all employees and enforced by appropriate authorities in the CSSS. 	CSBE Director Deputy Director

policies, rules, procedures, positions, rights and responsibilities of CSSS employees.	responsibilities for use by the CSSS and all its employees. OK		Division Chiefs
7. National and state government scholarship schemes recognize education as a priority area for support.	A. Work with scholarship boards to revise policy to include education as a state and national priority area for scholarship support for degrees at the BA/BS level and above.	<ul style="list-style-type: none"> • Revised scholarship policies in effect. 	CSBE Director Deputy Director Scholarship Board
8. Alternative means for ensuring certified teachers teach in all classes will be explored.	A. Work with Chuuk State Legislature and Personnel Office to seek changes in State retirement policies to allow already certified retiring/retired teachers to continue working as classroom teachers.	<ul style="list-style-type: none"> • Number of certified teachers working as classroom teachers in Chuuk State is increased. 	CSBE Director Deputy Director

Priority Area 3: CURRICULUM, INSTRUCTION AND ASSESSMENT

Narrative: Issues concerned with curriculum, instruction and assessment make up Priority Area 1 as these are foundational to student learning. Data from the stakeholder consultation process show curriculum issues were raised at every consultation site, the only item to be recorded at 100% of the sites. While many sites raised curriculum as an issue in general, others had more specific curriculum concerns. The general concerns centered more on the need for a revised curriculum for use in the schools. The more specific concerns included vocational and special education, cultural and traditional skills, religious education and bible study, physical education and recreation programs, and computer classes. Curriculum also drives questions about instructional materials and other resources needed in schools. The 2001 CSSS strategic plan, Vision 2020, called for a comprehensive curriculum needs assessment. The CSSS/PRIDE stakeholder consultation process confirms that such a comprehensive assessment remains a very high priority for public education in Chuuk State.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. The CSSS curriculum adequately prepares students to meet state, national, and international standards	<p>A. Undertake comprehensive curriculum needs assessment to determine its usefulness in educating students to be active participants in the 21st century globalized economy.</p> <p>B. Design a model for curriculum development</p> <p>C. Adopt FSM National Standards in Language Arts, Math, and Science and further develop standards for remaining subject areas.</p> <p>D. Identify grade level benchmarks for a statewide curriculum assessment program</p> <p>E. Develop appropriate assessment tools for all subject areas</p>	<ul style="list-style-type: none"> • Current curriculum for elementary and secondary schools thoroughly analyzed by professional curriculum consultant. • Areas for curriculum revision and development identified by the consultant with specific recommendations in the areas of literacy, numeracy, Chuukese and English language, and information and communications technology. • Model submitted to the Executive Director of Education for approval. • Revised standards-based curriculum adopted by the CSBE. • Benchmarks at grades 4, 6, 8, and 10 for core content areas developed. • FSM National Standardized Test used to monitor student performance, with additional assessments crafted to align with standards-based curriculum. 	Chief, C&I
2. Cultural and linguistic values and practices guide curriculum development in Chuuk State	<p>A. Identify and articulate foundational cultural and linguistic values and practices which will help guide curriculum development in Chuuk.</p>	<ul style="list-style-type: none"> • The CSSS ECE-12 curriculum is rooted in and reflects cultural and linguistic values and practices identified and articulated as foundational. 	Chief, C&I Culture Specialist
3. Improve student assessment processes	<p>A. Evaluate current student assessment processes.</p> <p>B. Align student assessments with adopted standards and benchmarks.</p> <p>C. Utilize student assessment data for</p>	<ul style="list-style-type: none"> • Gaps and weaknesses in current student assessment processes identified and targeted for improvement. • Student assessments are aligned with standard and benchmarks. • Revisions in curriculum and instructional practices based 	Chief, C&I M&E \$25,000.00

	<p>ongoing improvements in curriculum and instruction.</p> <p>D. Incorporate current systematic ECE Child Outcome Assessment process with FSMID in the assessment of children's progress.</p>	<p>on comprehensive student assessment data.</p> <ul style="list-style-type: none"> • ECE Child Outcome Assessment process incorporated with FSMID in the assessment of children's progress. 	
4. Improve availability and quality of instructional materials and other learning and teaching resources.	<p>A. Identify and procure/develop appropriate instructional materials and other resources aligned with standards-based curriculum adopted by CSBE.</p> <p>B. Establish policies and procedures to ensure timely acquisition of instructional materials from vendors and delivery to school sites.</p>	<ul style="list-style-type: none"> • Curriculum appropriate materials (e.g., textbooks) purchased from commercial vendors in a timely manner. • Chuukese language instructional materials developed locally for use in schools as needed. • Instructional materials are acquired and delivered in a timely manner. • All schools have needed instructional materials and other learning and teaching resources. 	<p>Chief, C&I Chief, Elementary Chief, Secondary \$2,500,000.00</p>
5. Fully align early childhood education and elementary schools.	<p>A. Complete transition of preschool programs from Head Start to Early Childhood Education.</p> <p>B. Integrate ECE budget with Elementary budget.</p> <p>C. Through to grade 3, continue evaluation of students participating in ECE programs compared with students not participating in ECE programs, until all eligible students are enrolled in ECE programs.</p>	<ul style="list-style-type: none"> • ECE designated as regular provider for preschool (ages 3-5) education in Chuuk. • ECE program expanded to all elementary schools in CSSS. • Evaluation conducted and aggregate evaluation results annually released to the public until all eligible children are participating in ECE programs. 	<p>CSBE Director Deputy Director ECE Coordinator Chief, Elementary To be determined</p>
6. All Chuukese high school graduates will be literate in their local language and English.	<p>A. Establish a language commission for Chuuk State.</p> <p>B. Develop comprehensive state language policy for all grades for local languages and English</p> <p>C. Begin reading instruction in the local language in first grade and in English in second grade</p> <p>D. Increase number of available literacy resources for early elementary grades and develop grade level reading materials.</p>	<ul style="list-style-type: none"> • Chuuk State language commission established and develops comprehensive language policy for the State. • State level language policy implemented for Chuuk State. • Phonics program for local language and English implemented beginning in the first grade. • Appropriate reading materials in the local language and English disseminated system-wide. 	<p>Director Deputy Director Division Chiefs To be determined</p>
7. CSSS will have a high school graduation rate of 85% or higher.	<p>A. Collect all appropriate data on students who leave school before earning a diploma (drop outs, push outs, and</p>	<ul style="list-style-type: none"> • Comprehensive database of students who leave school is created. • Programs responding to specific causes of students leaving 	

	<p>transfers).</p> <p>B. Analyze the reasons why students leave school before earning a diploma.</p> <p>C. Develop a procedures and processes for defining, tracking, and working with students who leave school before earning a diploma.</p>	<p>school created and implemented.</p> <ul style="list-style-type: none"> • Students who leave school are assisted in returning to complete their education. • Larger numbers of high school graduates qualify for admission to COM and other IHE degree programs. 	
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Priority Area 4: COMMUNITY PARTNERSHIP AND INVOLVEMENT

Narrative: Consultations with stakeholders—parents, teachers, students, administrators, community members and leaders—in communities in the five regions of the state were a critical component of the strategic planning process. An issue which emerged at several sites was that the community had already seen plans and projects come and go, so what would make this plan any different from other attempts to improve the delivery of basic education in Chuuk State? It is a fundamental question. Continuous and consistent, active and effective engagement of all stakeholders is essential for this plan to have chance of making a difference for the children of Chuuk State. Communities are invited here to take an active role in the education of its children and in the providing a clean, healthy and safe learning environment.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. Communities will actively support the work of education in schools	<p>A. Conduct community meetings to get input from families/communities about issues and concerns regarding their involvement in their local schools.</p> <p>B. Develop policy detailing how schools will involve families/communities in school operation and functions.</p> <p>C. Conduct a public education campaign to familiarize families & communities of the policy.</p>	<ul style="list-style-type: none"> • Procedures for actively involving community members in students’ education established. • School-community councils implement the policy on family/community involvement in schools. 	<p>CSBE Director Deputy Director Division Chiefs School Administrators PTA Boards</p>
2. Communities will help provide a healthy school environment that is a safe haven for all students.	<p>A. Conduct a public awareness program to develop more receptive and caring attitudes toward school facilities on the part of community members.</p> <p>B. Review and revise as needed CSSS policies regarding drugs, alcohol, violence and weapons in schools.</p> <p>C. Disseminate widely all CSSS policies regarding drugs, alcohol, violence and weapons in schools.</p>	<ul style="list-style-type: none"> • Greater community involvement in maintaining positive school environments. • Policies are known, implemented and enforced. 	<p>Director Deputy Director Division Chiefs School Administrators Municipal Officials PTA Boards Community Members</p>
3. With community assistance, schools will promote the transmission of appropriate values and customs held important by the people of Chuuk.	<p>A. Identify and articulate values and customs most important to the community.</p> <p>B. Use school-community councils to develop appropriate and effective means for the transmission of important values and customs.</p>	<ul style="list-style-type: none"> • Schools report to the CSSS Executive Director the values and customs held most important by the community and which can be integrated into elementary and secondary school programs. • Important Chuukese values and customs are taught in schools. 	<p>Cultural leaders Church leaders Parents School Administrators</p>
4. Community members	A. Identify skills, knowledge and	• Skills, knowledge and expertise within the community	Cultural Specialists

<p>will assist in non-formal education programs by sharing their skills, knowledge and expertise.</p>	<p>expertise within the community which can be shared with students in non-formal and alternative education activities and programs.</p> <p>B. Develop programs for the sharing of skills, knowledge and expertise identified in the community.</p> <p>C. Implement non-formal and alternative activities and programs through which community members share skills, knowledge and expertise useful and appropriate to the community.</p>	<p>identified and programs for sharing such developed.</p> <ul style="list-style-type: none"> • Non-formal and alternative activities and programs established through which students learn from the skills, knowledge and expertise of community members. 	<p>Division Chiefs PTAs Church leaders</p>
<p>5. CSSS will establish partnerships with area businesses and organizations as appropriate to enhance student learning opportunities.</p>	<p>A. Identify skills, knowledge and expertise within the local business community and other organizations which can be used to enhance opportunities for student learning.</p> <p>B. Develop and implement programs for the sharing of skills, knowledge and expertise identified in the business community and other organizations.</p>	<ul style="list-style-type: none"> • Skills, knowledge and expertise within the business community and other organizations identified and programs for sharing such developed. • The business community and other organizations are active partners with the CSSS in enhancing student learning opportunities. 	

Priority Area 5: FACILITIES, RESOURCES, AND SUPPORT SERVICES

Narrative: The focus of this priority area some of the many things that contribute to and support a quality environment. Land use issues continue to be a major obstacle to developing and implementing a comprehensive infrastructure improvement plan for the CSSS and to the use of Compact funding for supplying needed instructional materials. In the meantime, students and teachers continue to be adversely affected by the woeful condition of most classroom facilities and the lack of basic educational resources.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. Chuuk State will have clear title to or lease agreements for all land on which public schools are sited.	<p>A. Clarify JEMCO requirements for what constitutes an acceptable land-use agreement.</p> <p>B. Work with Office of the Governor and Legislative leaders to arrange for the purchase of privately owned lands that the CSSS is currently using.</p> <p>C. Establish a land acquisition schedule to plan for long term needs.</p>	<ul style="list-style-type: none"> • Clarification used to revise list of school sites eligible for facilities improvement and to receive learning and teaching resources. • Acquisition schedule to manage impact on limited financial resources is followed. • Funds for land purchase are secured and land is purchased. 	<p>Director Administrative Officer Infrastructure Specialist</p>
2. Schools will have adequate resources for learning and teaching.	<p>A. CSSS in consultation with school-based personnel identify minimum learning and teaching resources required for all schools, e.g., sufficient number of student desks and chairs, blackboards in every classroom, etc.</p> <p>B. Prioritize the purchase and installation of these learning and teaching resources.</p> <p>C. Develop and implement purchasing and installation plan for learning and teaching resources.</p>	<ul style="list-style-type: none"> • All schools have minimally required learning and teaching resources. 	<p>Director Division Chiefs Area Supervisors Principals</p>
3. All schools have necessary student restroom facilities, clean drinking water and classroom and office space and meet established standards for education facilities.	<p>A. Establish standards for school facilities incorporating factors that promote safety, sustainability, management and a safe learning environment.</p> <p>B. Prioritize the installment and/or repair of student restroom facilities.</p> <p>C. Prioritize consistent student access to safe and clean drinking water.</p>	<ul style="list-style-type: none"> • School facilities standards are established and guide development of infrastructure improvement plan. • Costs for construction, replacement, and/or renovation determined. • Comprehensive master plan for school facilities renovation, upgrading and construction based on established standards developed. • School facilities renovation, upgrading, and construction undertaken. 	<p>Administrative Officer Infrastructure Specialist Chief, Elementary Chief, Secondary</p>

	<p>D. Review and update assessment of all school facilities.</p> <p>E. Develop infrastructure improvement plan.</p> <p>F. Implement infrastructure improvement plan.</p>	<ul style="list-style-type: none"> All schools have clean and sanitary restroom facilities and water storage tanks where needed. 	
4. Student transportation needs will be met on a timely basis.	<p>A. Conduct a comprehensive student transportation needs survey throughout the five regions of the State.</p> <p>B. Establish clear criteria regarding eligibility for student transportation services.</p> <p>C. Develop and implement a student transportation plan to ensure on-time access to school.</p>	<ul style="list-style-type: none"> Students who meet eligibility requirements are provided timely transportation service. 	Administrative Officer Infrastructure/ facilities Specialist Division Chiefs
5. The CSSS will protect its capital investments and sustain a pleasant learning environment at all schools	<p>A. Develop comprehensive maintenance and repair program for all CSSS facilities</p> <p>B. Develop and implement a public awareness program designed to develop a more receptive and caring attitude toward school facilities.</p> <p>C. Develop and implement in elementary and secondary schools a system of instilling values associated with showing respect for the environment and responsibility for cleanliness.</p> <p>D. Secure school sites with highest incidents of vandalism with perimeter fencing and lockable gates.</p>	<ul style="list-style-type: none"> All CSSS facilities are clean, safe and secure. Responsibility for maintaining schools delegated to municipal councils and implementation of a cost-sharing scheme for maintenance of school facilities endorsed and enforced by state leaders. Community participation in keeping schools in good repair and clean implemented in all schools. Acts of vandalism committed at schools eliminated. School based personnel and students take an active role in caring for school facilities, especially in maintaining cleanliness of the school site. Most vulnerable schools are free of repeated vandalism. 	AO Infrastructure/ facilities specialist Division Chiefs Cultural Specialist Principals
6. Student health and counseling needs will be met.	<p>A. Conduct comprehensive assessment of student health and counseling service needs.</p> <p>B. Create and implement student health and counseling services based on the results of the needs assessment.</p> <p>C. Provide qualified service providers as needed.</p>	<ul style="list-style-type: none"> Student health and counseling service needs determined through comprehensive assessment. Student health and counseling service needs are met on a consistent and timely basis by qualified service providers. 	Director Deputy Director
7. Schools will meet for full day session.	<p>A. Examine and resolve current obstacles to schools meeting for a full day session, e.g., no student lunch.</p>	<ul style="list-style-type: none"> Schools in session for the full day for student instruction. 	

	B. Enlist the aid of parents and other community members in overcoming obstacles to schools having a full day session.		
8. A realistic and comprehensive technology plan for the CSSS will guide all technology related decision-making.	<p>A. Based on the standards developed in 9.3.A, create a comprehensive technology plan for the CSSS which fully accounts for the technical, geographic, and environmental challenges that exist in the five regions of the State.</p> <p>B. Determine purchasing, installation, set-up and maintenance costs of implanting the plan.</p> <p>C. Set a timeline for equitable implementation of the plan.</p> <p>D. Implement the plan as developed.</p>	<ul style="list-style-type: none"> • A comprehensive technology plan to guide all technology related decision-making is developed in a timely manner. • All aspects of the plan are fully costed. • The plan is implemented according to a timeline equitable across the five regions of the CSSS. 	<p>Director Deputy Director Chiefs Technology Committee</p>
9. All schools will have a library suitable to the learning and teaching needs of its students and teachers.	<p>A. Establish minimum requirements and standards for elementary and high school libraries.</p> <p>B. Survey library needs in all schools.</p> <p>C. Develop a comprehensive and systematic plan, including cost estimates, for providing appropriate library resources and services in all schools.</p> <p>D. Implement plan for providing appropriate library resources and services.</p>	<ul style="list-style-type: none"> • Minimum requirements and standards for elementary and high schools established. • Survey of library needs completed. • Comprehensive and systematic plan for providing appropriate library resources and services in all schools is developed. • Plan is implemented. • Libraries are identified as priority items in the repair, renovation and construction of school facilities. 	<p>Director Deputy Director</p>

Priority Area 6: GOVERNING AND FINANCING EDUCATION

Narrative: Much of what is touched on in this priority area, but not all of it, normally stays in the background relatively unnoticed. The issues involved, though, can make or break systemic reform in education. The key question here is whether the CSSS has the legal, policy and procedural frameworks necessary to create an educational system which effectively supports high quality achievement for all students. More in the forefront is the issue of equitable compensation CSSS personnel which will help attract and retain qualified teachers and administrators.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. The CSBE and CSSS will have effective legal, policy and procedural frameworks to support high quality student achievement.	<p>A. Conduct a comprehensive review of existing education and personnel laws, policies and procedures as they relate to the CSBE and CSSS.</p> <p>B. Revise existing policies, procedures, and laws and propose new ones as needed based on the comprehensive review.</p> <p>C. Submit proposals to the CSBE for further action as needed.</p>	<ul style="list-style-type: none"> • Comprehensive review completed • A comprehensive education act proposed to the Governor and State Legislature. • Rules and regulations based on new Chuuk State Education Act promulgated. • Statewide education campaign to increase family and community awareness of new policies and procedures conducted. • Policy and procedure manual developed and circulated. 	CSBE Director Deputy Director
2. Annual base salary of educational professional staff will be raised to a level comparable to base salaries of other educators in the region and respectable for the profession.	A. Work with the Office of the Governor and Legislative leadership to increase annual appropriation for the CSSS to allow for salary increases, especially for teachers, needed to attract and keep quality personnel.	<ul style="list-style-type: none"> • Annual base salary increases for CSSS employees approved, budgeted, allotted and paid. 	CSBE Director Deputy Director
3. The financial base for education and training in Chuuk will be expanded and strengthened.	A. Potential sources of new and increased revenue for education and training in Chuuk State are investigated.	<ul style="list-style-type: none"> • A new section, "New possible sources of funding," is included in quarterly reports and completed by Chiefs and Program Directors. 	Director Deputy Director Division Chiefs Program Directors/ Coordinators

Priority Area 7: SPECIAL EDUCATION

Narrative: This section of special education is briefer than what might otherwise be expected due to the fact that the Special Education program in Chuuk State was evaluated during a Focused Monitoring Visit conducted by the FSM Department of Health, Education and Social Affairs (DHESA) in April 2007. That visit resulted in a number of corrective actions to be implemented by the CSSS. This section of the strategic plan incorporates the Special Education Focused Monitoring Report.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. All students with special needs will have access to appropriate support services to begin, continue and complete their education.	<p>A. Identify children in all areas of the state who need special assistance.</p> <p>B. Identify the types of assistance needed.</p> <p>C. Assist special needs students will currently available services.</p> <p>D. Expand and multiply services to meet the needs of all special needs students.</p> <p>E. Add additional services to respond to the service requirements of all special needs students.</p>	<ul style="list-style-type: none"> • Children with special needs are identified and provided appropriate services to allow them to begin, continue and complete their education. 	
2. CSSS Special Education Program will be in full and continuous compliance with the Individuals with Disabilities Act (IDEA) and the FSM Special Education Handbook.	<p>A. Implement completely the Required Corrective Actions resulting from the April 2007 Focused Monitoring Visit-Findings of Non-Compliance and Required Corrective Actions.</p>	<ul style="list-style-type: none"> • See Required Corrective Action for the following areas: Preschool Programs, Child Find, Transportation, Advisory Council, Interagency Agreement, and General Supervision Requirement-Special Corrective Action. 	

Priority Area 8: POST-SECONDARY, ADULT AND CONTINUING EDUCATION

Narrative: Priority Area 8 focuses on on-going education and training needs of youth and adults who have already left formal educational programs found in a typical school setting. The first step seems to be to find out how many individuals actually need and want training and what kind of training is actually needed. Since vocational education programs have the potential of being very costly, an emphasis here is on identifying programs that are truly cost-effective so that as many persons as possible might benefit from the programs.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
1. Chuuk State will access a range of training programs to provide the most cost-effective training opportunities for its citizens for career advancement and productive citizenship.	<p>A. Conduct a comprehensive assessment to determine i) the number of youth and adults in need of continued education and training opportunities and ii) the specific types of education and training actually needed.</p> <p>B. Identify all programs on and off-island that have the potential to provide cost-effective vocational and technical training and education to adults and youth not enrolled in school.</p>	<ul style="list-style-type: none"> • Comprehensive assessment determining the numbers of people needing training and the types of training needed completed. • Eligible citizens have access to and participate in appropriate and cost-effective training and education programs in order to increase their knowledge and skill level for career advancement and productive citizenship. • CSLA coordinates courses for individuals who do not pass the COM entrance test. 	<p>Director Deputy Director Division Chiefs CSLA Specialists Mentors</p>
2. Overall training needs for Chuuk State will be met.	<p>A. Work with Department Heads, Chuuk Chamber of Commerce and other appropriate offices and organizations to develop and implement a plan to address the training needs in Chuuk State in the areas of education, agriculture, marine/fisheries, tourism, entrepreneurial studies, and other areas identified as priorities by the State.</p>	<ul style="list-style-type: none"> • A comprehensive plan to meet the training needs of Chuuk State is crafted with the support and cooperation of appropriate individuals and groups. • Plan is used to identify, develop and/or access appropriate training programs. 	<p>Director Deputy Director Division Chiefs CSLA</p>
3. Alternative means for acquiring a high school diploma will be available to adult learners.	<p>A. Reintroduce access to GED (General Educational Development) Diploma program.</p> <p>B. Develop an adult education training program leading to attaining a GED Diploma.</p> <p>C. Implement the adult education training program.</p>	<ul style="list-style-type: none"> • GED Program reintroduced in Chuuk State. • Adult learners earn GED diplomas. 	<p>Director Deputy Director Division Chiefs Program Coordinators CSLA</p>

Priority Area 9: VOCATIONAL/TECHNICAL EDUCATION

Narrative: While the previous section addresses the need for technical and vocational education and training of out-of-school adults and youth, Priority Area 9 focuses on students enrolled in school. As above, attention is paid here to identifying and implementing programs that are cost-effective and appropriate to accomplishing education and training needs in priority areas identified by the State.

Goals	Strategies/Actions	Performance Indicators	Center of Responsibility
<p>1. Students in Chuuk State will have access to quality vocational and technical education programs.</p>	<p>A. Conduct comprehensive feasibility study to determine cost-effective and appropriate programs for vocational and technical education for students enrolled in schools in Chuuk State. B. Implement programs system-wide identified as cost-effective and appropriate for use in schools.</p>	<ul style="list-style-type: none"> • Feasibility study completed and programs and delivery systems determined. • Cost-effective and appropriate programs implemented through the most efficient delivery system. 	<p>Director Deputy Director Division Chiefs Vocational Specialist PVEIP Coordinator</p>
<p>2. Overall training needs for Chuuk State will be met.</p>	<p>A. Develop and implement a plan to address the training needs in Chuuk State in the areas of education, agriculture, marine/fisheries, tourism, entrepreneurial studies, and other areas identified as priorities by the State.</p>	<ul style="list-style-type: none"> • Plan is used to identify, develop and/or access appropriate training programs. 	<p>Division Chiefs Staff Development Vocational Specialist</p>
<p>3. Students in Chuuk will be literate in traditional and modern technologies and adept at accessing information and knowledge.</p>	<p>A. Develop technology and information retrieval standards for use in CSSS. B. Integrate technology and information retrieval education in the revised CSSS standards-based curriculum. C. Provide standards-based instruction in technology and information retrieval. D. Integrate traditional technologies in the revised CSSS standards-based curriculum</p>	<ul style="list-style-type: none"> • Graduates of the CSSS are skilled in the use of appropriate technology and can access information for educational purposes in and out of school. • Curriculum/standards in traditional technology developed and implemented. • CSSS graduates are skilled in traditional technologies and accessing traditional knowledge. 	<p>Division Chiefs Vocational Specialist PVEIP Coordinator Secondary School Principals</p>

APPENDICES

APPENDIX 1: ACKNOWLEDGEMENTS

This first appendix is a listing of individuals, groups and schools whose assistance over these past months has been invaluable to the development and completion of the strategic planning process. Thank you very much for all your time, energy and effort. Without you, this project could not have happened as well as it did.

Sanfio Sony	Executive Director, Chuuk State School System
Joe Kasian	Deputy Director, CSSS
Kinosy Edmund	Chairman, PRIDE Project Steering Committee
Michelle Griffiths	Education Adviser for Chuuk State, ADB Basic Social Services Project
Jim Croghan, S.J.	Consultant, PRIDE Project
Noah Ruben	Chief of Special Services
Joe Sapon	Chief of Secondary Schools
Kirisos Victus	Chief of Elementary Schools
Bilas Aunu	Area Supervisor, Northwest Region
Aitnor Bisalen	Mentor Supervisor
Iromy Bruton	PVEIP Coordinator
Sancher Cheipot	Principal, Weno High School
Sitango Dawe	Principal, Iras Demo School
Harvey Fritz	Technology Specialist
Kuniuo Gustaf	Administrative Officer, DOE
John Hainrick	Area Supervisor, Mortlock Region
Curtis Hayseck	Math Specialist, DOE
Rioichy Johnny	Special Assistant to the Director
Amanisio Joseph	Agriculture Specialist, DOE
Benesio Joseph	Vocational Specialist
Gabriel Julio	Social Studies Specialist
Akapito Kiniwaki	Mentor Teacher, ECE
Steve Marcus	SPED Assistant Coordinator
Augustine Mathias	Vice-principal, Chuuk High School
Johndy Nakamura	Culture Specialist, DOE
Roman Olopai	Transition Specialist, ECE and Site Manager for Northwest
Kane Phaylim	Mentor Teacher, EIP
Christian Raymond	ECE Coordinator
Achilina Sana	Assistant Chief of Special Services
Maneichy Sonis	Principal, Mwan Elementary School
John Sound	CSLA Coordinator
Rockhudson Tommy	WIA Coordinator

SCHOOL COMMUNITIES:

Iras Demo School
Weno High School
Chuuk High School
Nechap Elementary School
Sino Memorial School
Southern High School (Sapore)
Sopota Elementary School
Piis-Paneu Elementary School
Mwan Elementary School
Udot Elementary School
Mesa Elementary School
Faichuk High School (Tolensom)
St. Julia School
P.P.O. Jr. High School

ISLAND COMMUNITIES:

Houk Island
Polowat Island
Tamatan Island
Onoun Island
Onary Island
Fananu Island
Ruo Island
Moch Island
Oneop Island
Leninioch Island
Satowan Island
Central Wonip, Tolensom
Oneisom Island

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APPENDIX 2: THE PRIDE PROJECT

(From the PRIDE website <http://www.usp.ac.fj/index.php?id=pride>)

About the PRIDE Project

The PRIDE Project, with funding from the European Union (EU) and New Zealand, seeks to enhance student learning in fifteen Pacific countries by strengthening the capacity of each Ministry of Education (or equivalent) to plan and deliver quality basic education. The PRIDE Project defines basic education as all education provisions for children and youth except higher education. It includes early childhood, elementary, primary and secondary education, together with Technical & Vocational Education & Training (TVET), and covers both the formal and non-formal sectors.

Overall Objective

To enhance the capacity of Pacific education agencies to effectively plan and deliver quality basic education through formal and non-formal means, and to improve the coordination of donor inputs to assist countries implement their plans.

Purpose

To expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural development of their communities and to contribute positively to creating sustainable futures.

Expected Results

The project will result in strategic plans for education in all of the fifteen participating countries; each formulated through wide consultation with all stakeholders including, teachers, parents, pupils, community and private sector groups. The project will also assist countries implement, monitor and evaluate such plans by way of capacity building activities at the national and regional levels, particularly through distance learning programmes utilising existing video-conferencing and internet technologies. Encouraging effective donor coordination at national levels will be an important project activity. A fundamental principle of the project is flexibility, as countries will be able to determine their own needs within it. The development of an on-line resource centre will encourage sharing of best-practice and experience among the 15 Pacific member countries and will provide back-up for other areas of the project.

Benchmarks for strategic planning in the Pacific region.

1. Pride in cultural and national identity
2. Skills for life and work locally, regionally, and globally
3. Alignment with National Development Plan and regional and international conventions
4. Access and equity for students with special needs
5. Partnership with communities and stakeholders
6. A holistic approach to basic education
7. Realistic financial costing
8. Use of data and research information in educational planning
9. Effective capacity building for all educational personnel
10. Framework for monitoring and evaluation
11. Integration of health and physical education in the curriculum and school activities

APPENDIX 3: REPORT ON STAKEHOLDER CONSULTATIONS

INTRODUCTION:

A key activity in the PRIDE strategic planning process is extensive stakeholder consultations to facilitate community input into the planning process. The stakeholder consultations which took place from late April to early June 2007 were preceded by a four-day workshop conducted by the PRIDE consultant and the BSSP education advisor to prepare the consultation teams that were to go out into communities in the five regions of Chuuk State. Teams visited a total of twenty-five sites in the regions: Northern Nomoneas (five sites), Southern Nomoneas (four sites), Faichuk (seven sites), Northwest (six sites) and Mortlocks (three sites).

The work of the consultation teams was to listen. The listening process was designed to find out the concerns for schools and education from a variety of stakeholders: teachers, school administrators, students, parents, municipal leaders and community members. The teams were instructed to listen to and record the concerns and needs voiced by the stakeholders and not to give on the spot responses, especially if comments from stakeholders were negative or critical. Each team used the same forms to record stakeholder input. These forms included space to specify how many and what type of stakeholders were present at the consultation. In general, consultations were held at school sites.

Once stakeholders expressed their concerns, team members then followed up to solicit any additional input that might be needed to give a fuller picture of the needs in specific areas. The specific areas for follow-up if it was needed were teacher certification, accountability, curriculum and assessment, community partnership and involvement, facilities and resources, governing and financing education, post-secondary and adult education, special education, and vocational educational.

The data was collated by the PRIDE consultant and is reported on below. The report has three sections. Section 1 is a table of all responses grouped according to the number of sites that reported that item. Section 2 focuses on curriculum as an area for special attention in the CSSS/PRIDE strategic plan based on stakeholder feedback. In addition, Section 2 highlights a few other items as well. Section 3 considers a few additional issues which emerged from the consultation and which deserve attention.

SECTION 1:

	ITEM	Number of Sites out of 25	Percentage of Sites
1	Curriculum	25	100%
2	Need for Instructional Materials	19	76%
	Special Education Programs	19	76%
	Vocational Education Programs	19	76%
	Increase Teacher/Staff Salaries	18	72%
	Hot Lunch/Feeding Program	18	72%
3	Cultural/Traditional Skills in the Curriculum	16	64%
	Repair/Upgrade Buildings/Facilities	16	64%
	Religious Education/Bible Study	16	64%
	PE/Recreation Programs/Equipment/Facilities	16	64%
	Hire Security Guards	15	60%

	Install Fencing around Schools	15	60%
4	Restrooms/Water Tanks	12	48%
	School Library/Librarian	12	48%
	Computers for Students and Staff	12	48%
5	Outright Purchase of School Site	10	40%
	Adult and Community Education	9	36%
	Provide Student Transportation	8	32%
	Hire Custodial and Maintenance Staff	8	32%
6	Place Health Aide or Nurse at School	6	24%
	Provide Solar Power in Schools	6	24%
	Provide School Furniture	5	20%
7	Need Storage for Textbooks and Instructional Materials	4	16%
	Install/Improve Communications System	4	16%
	Need Brush Cutters and other Cleaning Tools	3	12%
	Build/Rebuild Dormitory	2	8%
	Repair science lab	1	4%
	Need School Counselor	1	4%
	Provide Teacher Housing	1	4%
	Copier machine	1	4%

TABLE 1: Individual items recorded in stakeholder consultations

SECTION 2:

The 29 items which were explicitly noted in the stakeholder consultations are divided into 7 groups in the table above. Curriculum is put by itself in Group 1 since in one form or another curriculum issues were identified at every consultation site, the only item to be recorded at 100% of the sites. While many schools raised curriculum as an issue in general, others had more specific curriculum concerns which are included in Table 1 as separate items. These include vocational and special education (Group 2), cultural and traditional skills, religious education and bible study, physical education and recreation programs, and computers classes. Curriculum also drives questions about instructional materials (first item in Group 2) and what kind of equipment and facilities would be needed for physical education programs in the schools (fourth item in Group 2). The 2001 CSSS strategic plan, Vision 2020, called for a comprehensive curriculum needs assessment. The CSSS/PRIDE stakeholder consultation process confirms that such a comprehensive assessment remains a very high priority for public education in Chuuk State.

Two items in Group 2 which have not yet been mentioned concern increasing teacher and other education staff salaries. Other issues which were mentioned in connection with this item included restoring 80 hours for teachers (5 sites) and paying a night differential for employees who would be eligible for such (2 sites). The final item that enjoyed more than 70% support from the sites is restoring the hot lunch/feeding program to schools.

Other high priority items, those recorded in 60% or more of the sites, focus on repairing and upgrading school facilities, equipment and facilities for physical education, hiring security guards, and installing fencing around school sites. While 60% of all sites reported this final item (fencing) as a concern, it should be noted here that 100% (6 out of 6) of the sites in the Northwest Region flagged this as a need.

Slightly less than half the sites (48%) identified the need for restrooms and/or water tanks either to be constructed or repaired. It must be noted, however, that the need for restrooms and water tanks is even higher than indicated as some sites included these needs in the more general category of repairing and upgrading school facilities.

SECTION 3:

Many sites raised concerns about issues regarding teachers. These issues focused on teacher absenteeism (8 sites), professionalism and enforcement of policy (9 sites), certification and training (12 sites), and hiring more teachers and teacher aides (6 sites, 5 of these sites located in the Northwest Region).

Overall, comments concerning community involvement and participation were negative. Community involvement was described as ineffective or non-existent, with two sites reporting that there was a good working relationship between the school and the community some of the time. Several sites recommended training programs to help improve community effectiveness. Sites that commented on the PTA described it as not effective. Only one site reported an active PTA. Some sites wanted more parent involvement in school activities and programs.

CONCLUSION:

The purpose of the stakeholder consultations was to hear what school and community members had to say about the current needs and issues in public education in Chuuk State today. Teams facilitated meetings in all five regions. Participants were a representative cross-section of key stakeholders: parents, students, principals, municipal officials, and community members. The needs and concerns identified in the stakeholder consultation process are consistent with the priorities presented in the Vision 2020 plan of 2001 and with the initial draft of the CSSS strategic plan for education in Chuuk State. The consultation process provides valuable community input into further revisions of the strategic plan and makes it a much better guide for improvements in education in Chuuk.

APPENDIX 4: SUMMARY OF GOALS OF INTERNATIONAL CONVENTIONS

The Millennium Development Goals (MDGs, Millennium Declaration, UN General Assembly, New York, 2000) – eight goals with an achievement target date of 2015

Goal 1 Eradicate extreme poverty and hunger

Goal 2 Achieve universal primary education (target: ensure that all boys and girls complete a full course of primary schooling)

Goal 3 Promote gender equity and empower women (target: eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015)

Goal 4 Reduce child mortality

Goal 5 Improve maternal health

Goal 6 Combat HIV/AIDS, malaria and other diseases

Goal 7 Ensure environmental sustainability

Goal 8 Develop a global partnership for development

Education for All (EFA, World Education Forum, Dakar, Senegal, April 2000)

Six key education goals which aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Goal 2 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 primary education of good quality

Goal 3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs

Goal 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

Goal 5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

Goal 6 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, numeracy and essential life skills

The United Nations Literacy Decade 2003-2012 (UNLD, UN General Assembly, New York, 2002)

Goal 1 making sure that 50% more people can use reading and writing by 2015, giving special attention to women

Goal 2 Making a considerable contribution to the other EFA goals by 2015

Goal 3 Helping all learners to read, write, and calculate well, to think critically, to have positive values as citizens and to acquire other skills they need

Goal 4 Helping to see that people use their literacy in creative ways, in school and in the community

Goal 5 Making life better through less poverty, more income, better health, taking part more in political life, knowing what your rights and duties are in your country, and taking account of the equal rights of men and women.

The United Nations Decade of Education for Sustainable Development 2005-2015 (DESD, UN General Assembly, New York, 2004)

Goal 1 Making people aware that education is a good basis for a sustainable way of life

Goal 2 Making sure that ideas about sustainable development are part of schools, colleges, universities and other ways of learning

Goal 3 Making sure that organizations and governments worldwide work together, so that they can learn from new experiences and from activities in different parts of the world

Forum Basic Education Action Plan (FBEAP, Forum Secretariat, Auckland, New Zealand, May 2001)

Goal 1 Achieve universal and equitable educational participation and achievement

Goal 2 Ensure access and equity and improve quality and outcomes

(In addition, the Forum ministers reaffirmed their commitment to the six EFA goals above.)

FSM Strategic Development Plan, 5 Education Strategic Goals (Palikir, Pohnpei, 2004)

Goal 1 Improve the quality of learning in the FSM

Goal 2 Improve the quality of teaching in the FSM

Goal 3 Consolidate performance monitoring and data-based decision-making systems

Goal 4 Strengthen participation and accountability of the education system to communities

Goal 5 Make education relevant to the life and aspirations of the FSM people

