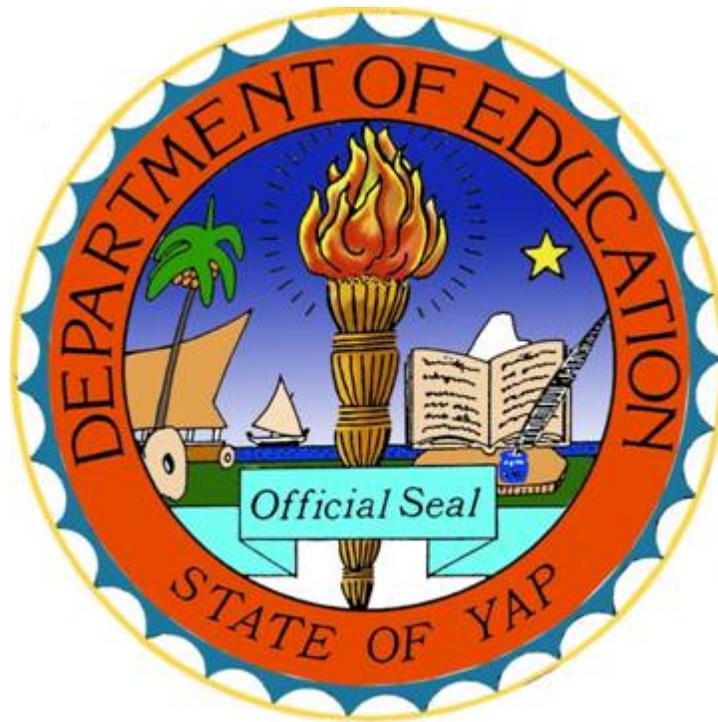


**Education Strategic Plan
2007-2012**

**Yap State
Federated States of Micronesia**



September 2007

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By
Department of Education
Yap State, FSM

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Director's Message

It is with great pleasure that I present this Education Strategic Plan 2007-2012 for Yap State Department of Education. In the plan are strategies aimed at improving our educational services and thereby improving student achievement in school. I have confidence that effective implementation of the plan will result in higher achievement for our students.

Much work has been done to develop this Education Strategic Plan. The PRIDE Project provided financial and technical assistance for the development of the plan. Consultations were held with DOE administrators and program coordinators, and educational data underwent analyses and interpretations. Various educational initiatives from global to the state level, major influences on education, and the current education system were thoroughly reviewed during the development of the plan. A draft plan was prepared and disseminated to key stakeholders for review, input and feedback. A Steering Committee with representatives from various stakeholder groups and DOE administrators and program managers reviewed the draft and provided their feedback, which were incorporated into the plan for the final version. This final document therefore represents the desire of the various stakeholders to move forward in our efforts to improve education for our children.

I take this opportunity to extend my most sincere appreciation to the PRIDE Project for providing financial and technical support for the development of this plan. As the PRIDE Project is an activity of the Forum Secretariat funded by external donors, I do hereby extend my heartfelt appreciation to the Forum Secretariat and the two primary donors, European Union and New Zealand Aid, for giving us the opportunity to develop our education strategic plan to improve education of our children. Similarly, I thank the Education Strategic Plan Steering Committee and the DOE Executive Team for their contributions to the development of this plan.

Now that the Education Strategic Plan has been developed, it is time that we get organized and collaborate in implementing the activities in the plan. To this end, I invite all personnel of the Department of Education, students, parents, community leaders, and all other key stakeholders to join the Department in the implementation of the plan.

Together, we should be able to make a big difference in our student achievement.

Sr. Margaret M. Margou
Director of Education
Yap State

Governor's Message

Congratulations to the Department of Education for developing its five-year Education Strategic Plan 2007-2012. It is crucial that the department chart its course for the next five years to improve student achievement in our state.

It is imperative that our students be well prepared to enter post-secondary education or the workforce after exiting our public school system. With this new Education Strategic Plan, I trust that the Department of Education will make significant progress in preparing our children to lead successful lives in the future.

Education is vital to the growth and development of our people as well as our society. Our economic, political, and social welfare depend, to a large extent, on educated people who can implement and continue to refine the systems put in place to promote the well-being of our people and our community. It is therefore our duty to strengthen our education system so that it can make significant contribution to the development of our communities.

The State Government will try its best to provide support and assistance for the implementation of the Education Strategic Plan. While our budget allocation may not be sufficient to furnish all that we need for improvement purpose, the State Government will contribute wherever it can to facilitate implementation of the activities in the plan and seek external assistance where possible to assist in progressing our improvement efforts in education.

I call on everyone, from leaders to all support staff, to join our Department of Education in implementing this Education Strategic Plan so that we may together improve our education system for our children. While the Department of Education takes the lead in implementing the plan, each of us may contribute in little ways, as well as in big ways, to provide support and assistance to the educational efforts to improve our student achievement.

The Office of the Governor will always be available for any assistance that it may be able to provide to assist in the implementation of the Education Strategic Plan. I do encourage the Department of Education to call upon my office should there be anything that we can do to facilitate implementation of activities in the plan.

Sebastian Anefal, Governor
Yap State

Acknowledgements

As part of a regional effort to develop strategic plans in the education sector for all countries in the Pacific, the Yap State Department of Education, with funding support from the European Union and the New Zealand Aid through the PRIDE Project, initiated a period of strategic planning for educational improvement in Yap in the spring of 2007. The Department established the Yap State Education Strategic Plan Steering Committee to work with the PRIDE Project in the development of the five-year education strategic plan for Yap.

The Management Team, as well as the Executive Committee, of the Yap State Department of Education also provided valuable input to the development of the Education Strategic Plan. Mr. Dominic Fanasog, Professional Development Coordinator for Yap State Department of Education who serves as the PRIDE State Project Coordinator for Yap State, provided coordination and support in the development of the plan.

The following individuals, groups, and organizations are thus acknowledged for their contributions to the development of this Education Strategic Plan:

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- Jesse Salalu, Neighboring Islands Schools Administrator (DOE)
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Table of Contents

Director's Message.....	iii
Governor's Message.....	iv
Acknowledgements	v
Table of Contents	vii
List of Tables	ix
List of Figures.....	x
List of Maps.....	x
Foreword	xi
Section 1. Introduction	1
Overview of the Yap State Education Strategic Plan.....	1
Introduction to Yap State, Federated States of Micronesia (FSM)	2
Section 2. Global, Regional, National, & State Initiatives on Education.....	6
Global Initiatives	6
Regional Initiatives.....	10
National Initiatives	15
State Initiatives	24
Section 3. History and Cultural Traditions on Yap Education System	32
Pre-Colonial Yap and Traditional Teaching and Learning	32
The Written Yapese and Formal Schooling in Yap.....	34
Section 4. Current Education System in Yap	44
Governance and Management of Yap Education System	44
Organizational Structure of the Schools.....	48
Basic Student Indicators	49
Staffing/Teachers Pattern	54
Curriculum and Instruction.....	56
Student Assessment	65
School Facilities	68
Fiscal Resources	72
Support Services.....	74
Section 5. Goals and Strategic Objectives.....	76
Priority Area #1: Governance and Policy Setting	79
Priority Area #2: School Administration and Management	82
Priority Area #3: Curriculum and Instruction	85
Priority Area #4: Professional Development	91
Priority Area #5: Assessment and Data Management.....	95

Priority Area #6: Administrative and Support Services 98
 Technology and Media 98
 Facilities/Infrastructures 100
 Fiscal Services 102
Section 6. Monitoring and Evaluating the Plan..... 104
 Monitoring Chart 105
References 109

List of Tables

Table 1. Student Enrollment: SY2000 - SY2007	50
Table 2. Graduation Rate: SY2000 - SY2007	51
Table 3. Dropout Rate: SY2000 - SY2007.....	52
Table 4. Student-Teacher Ratio: SY2007.....	52
Table 5. Student-Teacher Ratio, Elementary and High Schools: SY2004 - SY2007	52
Table 6. Individual School/Center Student-Teacher Ratio: SY2007 (Public Schools).....	53
Table 7. Number of Classroom Teachers for Public and Private Schools: SY2007	54
Table 8. Teachers' Educational Levels: SY2007.....	55
Table 9. Administrative and Support Staff: SY2007.....	55
Table 10. Yap State Exit Test Scores: SY1998 - SY2007	65
Table 11. Percentages of Composite Raw Scores: SY1998 - SY2007.....	66
Table 12. Yap Public School Buildings: SY2007	68
Table 13. Fiscal Resources for Public Schools: FY2004 - FY2007	72
Table 14. Goals and Strategic Objectives: 2007-2012	76
Table 15. Strategic Objectives and Major Activities for Governance and Policy Setting	79
Table 16. Strategic Objectives and Major Activities for School Administration and Management.....	82
Table 17. Strategic Objectives and Major Activities for Curriculum and Instruction	85
Table 18. Strategic Objectives and Major Activities for Professional Development.....	91
Table 19. Strategic Objectives and Major Activities for Assessment and Data Management.....	95
Table 20. Strategic Objectives and Major Activities for Administrative and Support Services	98
Table 21. Monitoring Chart.....	105

List of Figures

Figure 1. Functional Organizational Chart, Yap State DOE	47
Figure 2. Student Enrollment Trend, SY2000 - SY2007	50
Figure 3. Trend of Eighth Grade Achievement in Yap State Exit Test: SY98 - SY07	66
Figure 4. Budget Sources: FY2007	73
Figure 5. Budget Allocation: FY2007	73
Figure 6. Allocations of National Appropriation: FY2007	74

List of Maps

Map 1. Federated States of Micronesia (Showing Yap State).....	2
Map 2. Islands of Yap State	3
Map 3. Distances from Yap Proper to Neighboring and Outer Islands	71

Foreword

This Education Strategic Plan was developed for the purpose of implementing activities aimed at improving education in Yap State, Federated States of Micronesia. In it are goals and strategic objectives to improve governance and policy setting, school administration and management, curriculum and instruction, professional development, assessment and data management, and administrative services, such as media and technology, facilities / infrastructures, and fiscal services. Improvement in these priority areas is anticipated to increase effectiveness and efficiency in the delivery of educational services to students and the public and to increase student achievement in school.

A great deal of planning has taken place in the past with similar purpose as this Education Strategic Plan. Some progress had been made as a result of those plans in the past. There is no doubt that improvement can be realized through careful implementation and monitoring of activities in the plans. Consequently, everyone has an important role in carrying out activities in this Education Strategic Plan to maximize the anticipated outcomes.

The Yap State Department of Education will take the leading role in implementing and monitoring activities in the plan and in evaluating progress made toward accomplishment of the strategic objectives in the plan. However, the Department of Education needs cooperation and support from all stakeholders for successful implementation of the activities in the plan. Consequently, the Department of Education invites all stakeholders and the general public to participate in the implementation of this Education Strategic Plan. There is no doubt that our children, as well as our society, will greatly benefit from successful implementation of this plan.

Section 1. Introduction

Research and experience indicate that education provide numerous desirable benefits for the individual as well as the society. Education increases individual potentials, provides protection against poverty, enhances safety and security, and ensures personal and societal growth and development. Such benefits could be improved and expanded through effective educational planning. It is therefore imperative that continuous planning be integrated into organizational efforts to improve education.

As part of the Pacific regional effort to improve educational planning in the Pacific countries, Yap State of the Federated States of Micronesia (FSM) began the process for developing its five-year education strategic plan in the spring of 2007. The PRIDE Project, a Forum Secretariat's project aimed at implementing the Pacific Ministers of Education's Forum Basic Education Action Plan, provided funding and technical assistance for the development of the education strategic plan for Yap. The Yap State Department of Education administrators and program coordinators and the Education Strategic Plan Steering Committee supplied key input to the development of the plan. The setting of Yap State, influences on Yap education system, initiatives on education reforms, and the current education situation in Yap provided solid bases for the formulation of the goals and strategic objectives for the plan.

This Education Strategic Plan begins in October 2007 and ends in September 2012 to coincide with the budget cycle for Yap State and the FSM National Government.

Overview of the Yap Education Strategic Plan

In developing the Yap Education Strategic Plan, the Steering Committee considered the setting of the state, the historical and cultural influences on the state education system, various initiatives on education, and the current state of the education system. These contexts contributed to the formulation of the goals and strategic objectives that are anticipated to result in greater student achievement in Yap.

The Yap Education Strategic Plan consists of six major sections as described below.

Section 1: Introduction. This section provides an overview of this Yap Education Strategic Plan and an introduction to Yap State, Federated States of Micronesia (FSM).

Section 2: Global, Regional, National, and State Initiatives on Education. Major global, regional, national, and state initiatives on educational improvement are described in this section. Included are goals and objectives of these various initiatives aimed to increase access and equity to quality education for all children.

Section 3: Historical and Cultural Influences on Yap Education System. This section describes the history and cultural traditions that have influenced the education system in Yap. Included are both informal and formal educational traditions dating from pre-colonial times to the present day.

Section 4: Current Education System. In this section, the current education system in Yap is described for pre-school, elementary, secondary, and post-secondary settings. Governance and management of Yap public school system, organizational structures of the schools, basic student indicators, staffing pattern, curriculum and instruction, student assessment, school facilities, fiscal resources, and other support services are also presented in this section.

Section 5: Goals and Strategic Objectives. This is the main section of the plan, which identifies the priority and critical areas in education, their associated goals, strategic objectives, major activities, intended outcomes, responsible officers, expected costs, and timeframe.

Section 6: Monitoring and Evaluating the Plan. This section describes strategies for implementing, monitoring, and evaluating the plan. A monitoring chart is included to aid in monitoring progress toward meeting the objectives in the plan.

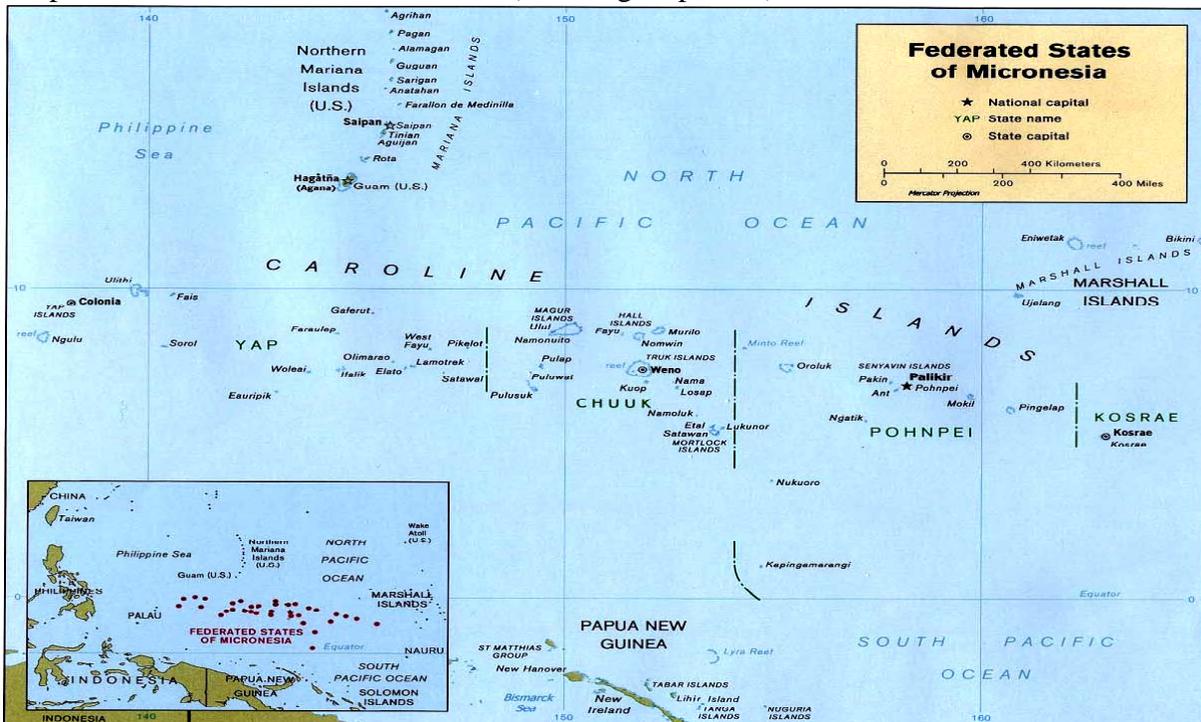
Introduction to Yap State, Federated States of Micronesia (FSM)

This section provides a brief introduction to Yap State, Federated States of Micronesia (FSM), with a focus on its geography, people, history, culture, language, education, and government.

Geography

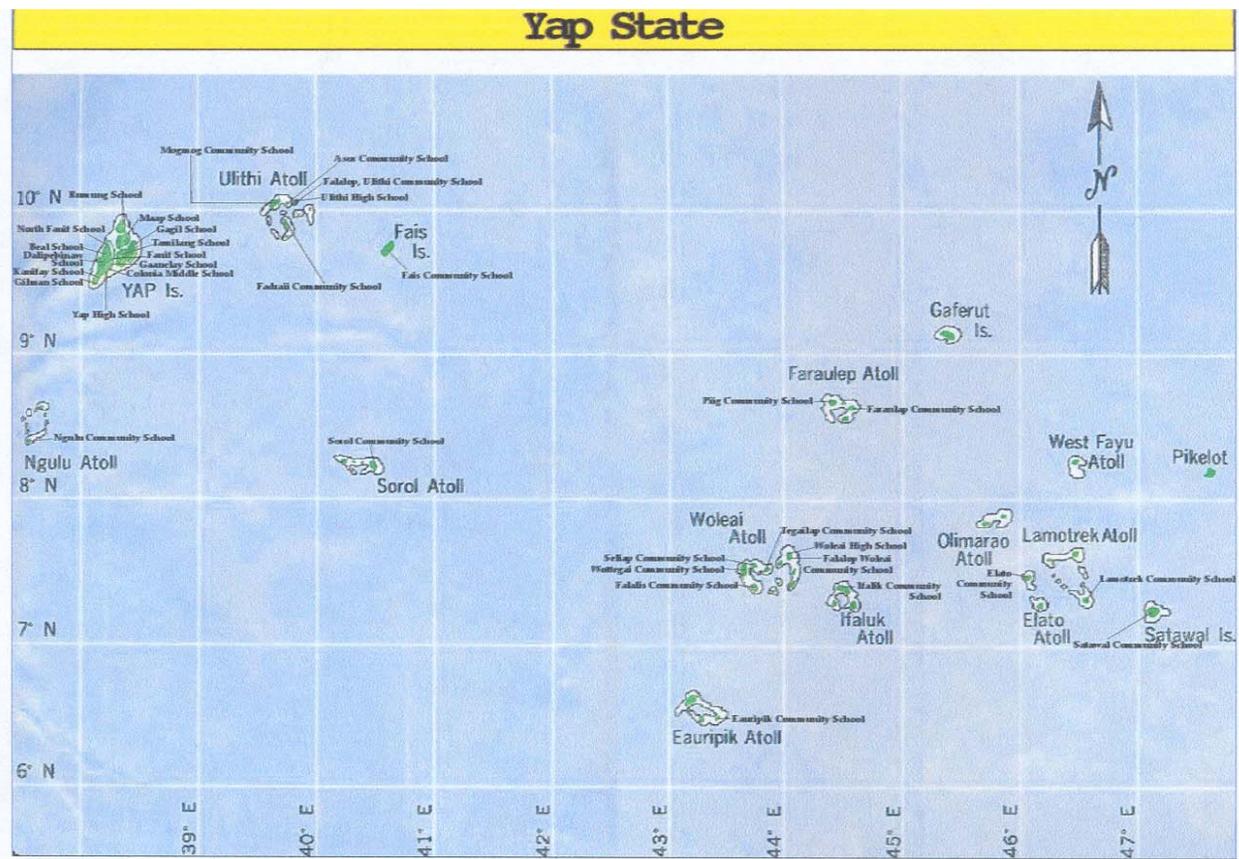
Located at 9°30' north latitude and 138°5' east longitude, Yap is the westernmost state in the Federated States of Micronesia (FSM), which comprises of four states – Pohnpei, Chuuk, Yap, and Kosrae. The State of Yap is 250 miles northeast of Palau, 450 miles southwest of Guam, 1,100 miles southeast of the Philippines, 1900 miles southeast of Tokyo, and some 4,300 miles southwest of Honolulu.

Map 1: Federated States of Micronesia (Showing Yap State)



The State of Yap includes Yap Proper, consisting of four main islands of Marbaaq, GagilTomil, Maap, and Rumung and eight smaller islets dotting its fringing reef, and 19 inhabited outer islands and atolls, with a total land area of 46 square miles. Yap Proper, with 38.7 square miles of land, which accounts for 84% of the state's total landmass, has 10 municipalities with more than 100 small villages. Yap Island, which is the westernmost and largest of the islands, about twelve miles long and one to three miles wide, with half of Yap Proper's land area, is home to two-thirds of Yap State's estimated 12,055 people. From Yap's state capital, Colonia, located on the main island of Yap, the State of Yap stretches eastward for another 1,200 or so kilometers and includes another 134 outer islands, most of them low-lying atolls, with a combined land area of 7.26 square miles.

Map 2: Islands of Yap State



People

Yap is believed to have been settled over 3,000 years ago by migrations from the Philippines and Indonesia. The people have brown complexion, similar to Palauans and Indonesians. As a society, Yap at one time was highly organized and powerful enough to exact tribute from islands as far away as the Marianas to the north and western islands in Chuuk State to the east.

The Yapese were seafaring islanders who sailed vast distances over the Pacific. Even recently, Yapese sailed canoes from Yap to the Marianas, Okinawa, and Palau. In centuries past,

Yapese made the life-threatening 1,000-kilometer round-trip voyage to Palau's rock islands to quarry the now famous stone money, which are huge disks of crystalline stone. These stone disks measure up to two meters in diameter and weigh as much as four tons, making them the world's largest and heaviest currency. Many people lost their lives sailing in canoes in high seas hauling the stone money from Palau to Yap, reflecting the determination of the Yapese people. These days, the huge disks are still lined up in open banks alongside the roads, with each or several stone money belonging to a particular person or clan, with none getting stolen or lost, and with any changing ownership without being moved. The story of the stone money sums up the qualities of the Yapese people: determined, honest, respectful, and traditional.

Nowadays, most people in Yap dress in Western clothes, but there are still men and boys wearing bright colored loincloths and women wearing woven hibiscus skirts. Almost everyone chews betel nut in Yap. Out in the villages, men's meeting houses are still built in the elaborate, traditional style of wood, thatch, rope, and bamboo, and centuries-old stone footpaths are still in good use by the villagers, a testament to the Yap people's great respect for tradition and nature.

History

Yap at one time ages ago was a self-contained world on its own. In time, the Yapese ventured into the vast Pacific Ocean. They came upon other people from other islands and realized that they were not alone and that the world was greater than they had thought. Europeans came into contact, with Spain exerting its right to the islands in 1885. After Spain lost the Spanish-American war, Spain sold Yap and the rest of Micronesia to Germany. In 1914, with World War I raging, Japan seized Micronesia from the Germans. With the League of Nations approving Japan's control of the islands in 1920, Japan administered Yap and the rest of Micronesia for 31 years until the United States grabbed the islands in 1945 from Japan during World War II. The first governor of Yap State was elected into office in 1978 while the first President of the FSM was inducted into office in 1979. On May 10, 1979, Yap became a state of the Federated States of Micronesia through the Compact of Free Association with the United States. The Compact Agreement, which granted the FSM independence, was signed by the FSM and the U.S. in 1982 but became effective on November 3, 1986.

Culture

Yap is the most traditional state among all FSM states as well as throughout the Micronesian region. The Yapese society has a caste system consisting of seven levels. People are recognized and respected according to their villages. It is a society where the caste system survives and where village chiefs still hold as much political clout as elected public officials. Every group of islands within the Yapese society has its own unique cultural identity and customs.

Language

Yap State has four major languages: Yapese, Ulithian, Woleaian, and Satawalese. The four languages, along with English, are the official languages of the state. Yapese is spoken only on Yap Proper. The other three local languages, which are quite similar to those spoken by outer islanders of Chuuk and the Carolinians of the Commonwealth of the Northern Mariana Islands, are used by Yapese from the neighboring and outer islands. Since the languages are different, the Yapese resort to English in order to communicate with fellow Yapese from other islands.

Education

In 1945, after the United States took control of Micronesia from the Japanese, the U.S. Department of Navy set up schools in Yap. Six years later, in 1951, the U.S. Department of Interior took over from the Navy. Today, Yap's educational system is still modeled after the U.S. system. This is reflected in the basic curriculum and the school day. A typical school day begins at 8:30 a.m. and ends at 2:30 or 3:30 p.m. There is a growing concern among the Yapese to reform education to more accurately reflect Yapese tradition and culture while still meeting the challenges of an emerging state and the rapidly changing world.

Government

Yap is one of the four states of the Federated States of Micronesia, which has a Compact of Free Association with the United States. As a state, Yap has its own constitutional government, with three equal branches consisting of the executive, legislative, and judicial branches. Yap also has traditional leaders that serve in the Council of Pilung and the Council of Tamol, which perform functions concerning traditions and customs. The executive branch is headed by a governor and a lieutenant governor who are primarily responsible for executing the laws and administering state government services. The legislature, composed of ten members elected by voters of their respective election districts, creates laws for the state. The judiciary function is vested in the judicial branch that consists of the state court and other courts that may be created by law. The state court is the highest court of the state and consists of a Chief Justice and two Associate Justices.

Section 2: Global, Regional, National, and State Initiatives on Education

A number of global, regional, national, and state initiatives that seek to improve the quality of education for all guided the development of the Yap Education Strategic Plan. These initiatives provide a funnel of frameworks on wider educational efforts that lead to the current educational reform plan for Yap.

Global Initiatives

There have emerged in the last decade or so several global educational initiatives aimed at improving access, equity, and quality in education. Four of these – Education for All, Four Pillars of Education, Millennium Development Goals, and Education for Sustainable Development – are described below. UNESCO, being a UN lead agency on education, has a greater role in the global efforts to improve education.

Education for All

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth, and adults. The movement was launched at the World Conference on Education for All in Jomtien, Thailand, in 1990, when representatives of the international community agreed to universalize primary education and massively reduce illiteracy by the end of the decade. EFA aims to reach a common vision of a world in which everyone, child and adult alike, will command the basic literacy and numeracy skills needed to function as a citizen, worker, family member, and fulfilled individual in the emerging global society.

Six goals, which aim to meet the learning needs of all children, youth, and adults by 2015, were agreed to by all nations at the World Conference in 1990. Ten years later, in the year 2000, many countries were still far from reaching the six goals, prompting the international community to meet again in Dakar, Senegal, in 2000 and reaffirm the global commitment to achieving Education for All by the year 2015.

The six goals of the Education for All movement are as follows:

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children,
2. Ensuring that by 2015 all children, especially girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality,
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs,
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,

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving general equity in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality, and
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 EFA goals contribute to the global efforts to achieve the eight Millennium Development Goals (MDG), especially MDG 2 on universal primary education and MDG 3 on gender equality in education, by 2015.

Countries throughout the world have developed EFA national plans to implement activities to accomplish the six EFA goals. The FSM National Government, through its Department of Education, has developed the FSM National EFA Plan, which is described in the section on national initiatives.

UNESCO's Four Pillars of Education

The United Nations also promotes access to quality education as a basic human right. In 1993, the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, was established and financed by UNESCO to work independently to reflect on education and learning for the twenty-first century. In 1996, UNESCO published a report of the International Commission entitled *Learning: The Treasure Within*, which describes education throughout life as based upon the following four pillars:

- *Learning to know* (acquiring the instruments of understanding), by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- *Learning to do* (applying knowledge to the world of work), in order to acquire not only an occupational skill but also the competence to deal with many situations and work in teams. It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.
- *Learning to live together* (participating and cooperating with others), by developing an understanding of other people and an appreciation of interdependence, carrying out joint projects and learning to manage conflicts, in a spirit of respect for the values of pluralism, mutual understanding, and peace.
- *Learning to be* (developing one's personality and autonomy), so as better to develop one's personality and be able to act with ever greater autonomy, judgment and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities, and communication skills.

The UNESCO's four pillars of education identify specific aims of education: to enable the learner to acquire the instruments of understanding, to apply knowledge to life situations and the world of work, to participate and cooperate with others, and to contribute to self development.

Greater emphasis is placed on one of the four pillars, namely *learning to live together*, as the far-reaching changes in the traditional patterns of life require better understanding of other people and the world at large and demand mutual understanding, peaceful interactions, and harmony. The other three pillars of education provide the bases for learning to live together.

Millennium Development Goals

In 2000, world leaders at the United Nations Millennium Summit agreed on the following vision for the future: a world with less poverty, hunger and disease; greater survival prospects for mothers and their infants; better educated children; equal opportunities for women; a healthier environment; and more collaborative countries working for betterment of all people. This vision took the shape of eight Millennium Development Goals, which provide countries around the world a framework for development and time-bound targets by which progress can be measured.

The Millennium Development Goals were derived from the United Nations Millennium Declaration that was adopted by 189 nations during the fifty-fifth session of the General Assembly in September 2000. Most of the goals and targets were scheduled to be achieved by the year 2015 on the basis of the global situation during the 1990s.

The eight Millennium Development Goals are as follows:

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.
4. Reduce child mortality.
5. Improve maternal health.
6. Combat HIV/AIDS and other diseases.
7. Ensure environmental sustainability.
8. Develop a global partnership for development.

The second of these, achieving universal primary education, is seen as a fundamental global right for all as well as a major goal for the education sector in each nation. Education systems are also anticipated to contribute to attainment of other Millennium Development Goals, such as eradicating extreme poverty and hunger, promoting gender equality, and combating HIV/AIDS and other diseases.

Education for Sustainable Development

In December 2002, the United Nations General Assembly adopted resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005-2014) and

designated UNESCO as the lead agency for the promotion of the Decade. The overall goal of the Decade of Education for Sustainable Development is to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behavior that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations.

Within the broad goals established by the United Nations General Assembly, subgoals for the Education for Sustainable Development at the national level include the following:

- Provide an opportunity for refining and promoting the vision of and transition to sustainable development through all forms of education, public awareness, and training.
- Give an enhanced profile to the important role of education and learning in sustainable development.

The objectives of the Education for Sustainable Development are as follows:

- Facilitate networking, linkages, exchange and interaction among stakeholders in Education for Sustainable Development.
- Foster an increased quality of teaching and learning in education for sustainable development.
- Help countries make progress towards and attain the Millennium Development Goals through Education for Sustainable Development efforts.
- Provide countries with new opportunities to incorporate Education for Sustainable Development into education reform efforts.

The four major thrusts of Education for Sustainable Development include the following:

- Improving access to quality basic education
- Reorienting existing education programs
- Developing public understanding and awareness
- Providing training

Through global consultations, the following seven strategies have been identified as essential for moving forward with plans for implementing Education for Sustainable Development. Countries are urged to apply these strategies both in their own institutional frameworks and in the partnerships and networks in which they function.

- Vision-building and advocacy
- Consultation and ownership
- Partnership and networks
- Capacity-building and training
- Research and innovation
- Use of information and communication technologies (ICTs)
- Monitoring and evaluation

Regional Initiatives

Four regional initiatives on education are described in this section. They are the Forum Basic Education Action Plan (FBEAB), the PRIDE Benchmarks, the Pacific Plan, and the Pacific Education for Sustainable Development Framework.

Forum Basic Education Action Plan

In May 2001, the Ministers of Education of the Pacific Islands Forum developed the Forum Basic Education Action Plan (FBEAP) as the principal policy in education for the Pacific Region. The FBEAB is built upon the following vision and goals for the Forum members.

Vision

“Basic education as the fundamental building block for society should engender the broader life skills that lead to social cohesion and provide the foundations for vocational callings, higher education, and lifelong learning. These when combined with enhanced employment opportunities create a high level of personal and societal security and development.”

Goals

- To achieve universal and equitable educational participation and achievement
- To ensure access and equity and improve quality and outcomes

Strategies for improving basic education cover wide areas that may be grouped as follows:

Planning and Management

- Improve basic educational planning and strengthen local planning capacity.
- Improve data management and information systems.
- Reallocate financial resources to factors that lead to greater academic outcomes.
- Ensure gender equality and equitable participation and achievement.
- Improve school management and culture.
- Make greater use of technology for delivery of all education services.

Curriculum and Instruction

- Improve the quality and relevance of curriculum programs and teaching materials.
- Include technical and vocational education and training in the curriculum.
- Incorporate teaching of governance and civics into the curricula to advance basic education for good governance.
- Institute valid and reliable assessment procedures.
- Improve classroom and teaching conditions.

Teacher Training

- Improve the competence and confidence of teachers with relevant skills and knowledge.
- Provide training in teaching methods and learning styles.
- Improve early childhood, pre-service and in-service teacher education programs.
- Enhance the teaching profession.

Community Partnerships

- Improve relationships with communities and stakeholders.
- Ensure participation of all stakeholders in the planning and delivery of education.
- Increase community support.
- Develop partnerships with civil society organizations and the private sector for delivery of non-formal education.
- Establish a regional qualifications framework.

The Pacific Regional Initiatives for the Delivery of basic Education (PRIDE) Project, funded by the European Union and New Zealand and implemented by the Institute of Education, University of the South Pacific, on behalf of the Forum Secretariat, is the major vehicle for implementing the Forum Basic Education Action Plan. The same PRIDE Project provided financial and technical support for the development of this Yap Education Strategic Plan.

The PRIDE Project Benchmarks for National Strategic Plans

The Pacific Regional Initiatives for the Delivery of basic Education (PRIDE) Project was launched in 2004 to implement the Pacific Ministers of Education's Forum Basic Education Action Plan. The project seeks to enhance student learning in fifteen Pacific countries by strengthening the capacity of education agencies in the Pacific to effectively plan and deliver quality basic education through formal and non-formal means to children and youth.

At the first PRIDE Project Regional Workshop, held in Lautoka, Fiji, in September 2004, the participants, representing fifteen Forum countries, worked with the PRIDE Team to finalize ten Benchmarks for National Strategic Plans for the Pacific Region. The benchmarks were formally ratified at the second meeting of the PRIDE Project Steering Committee in October 2004. The benchmarks have since been revisited three times by the PRIDE National Project Coordinators, resulting in the eleventh benchmark and minor revisions in the principles and indicators. The eleven PRIDE Benchmarks for National Strategic Plans, as of September 2007, are as follows:

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 & international conventions
4. Access and equity for students with special needs
5. Partnerships 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

Forum countries are encouraged to include all of these eleven benchmarks in their national education strategic plans. For Yap State, efforts have been made to incorporate each of these benchmarks into the goals and objectives of its education strategic plan.

The Pacific Plan

The Pacific Leaders have called for sharing scarce resources and aligning policies to strengthen national capacities to support their people. The leaders have called for a Pacific Plan to strengthen regional cooperation and integration for the benefit of the people of the Pacific. Managed by the Pacific Islands Forum Secretary General, the Pacific Plan Task Force, in consultation with a core group of Pacific leaders, developed the Pacific Plan as “a living document” through broad-based national and regional consultations. The Pacific Plan, endorsed by the Pacific Islands Forum Leaders in their meeting in October 2005, contains the following fifteen strategic objectives:

1. Increased sustainable trade (including services) and investment
2. Improved efficiency and effectiveness of infrastructure development and associated service delivery
3. Increased private sector participation in, and contribution, to development
4. Reduced poverty
5. Improved natural resource and environmental management
6. Improved health
7. Improved education and training
8. Improved gender equality
9. Enhanced involvement of youth
10. Increased levels of participation and achievement in sports
11. Recognized and protected cultural values, identities and traditional knowledge
12. Improved transparency, accountability, equity and efficiency in the management and use of resources in the Pacific
13. Improved political and social conditions for stability and safety
14. Increased national ownership and commitment to regional approaches, plans, policies and programs
15. Increased Pacific and international partnerships to support regionalism

Strategic Objective #7, to improve education and training, is clearly for the education sector. The initiatives for the first three years of the Pacific Plan, from 2006 to 2008, for Strategic Objective #7 include the following:

- Harmonizing approaches in the education sector
- Upgrading secondary curricula and examination systems (including for vocational training)

- Standardizing a regional leaving certificate
- Coordinating support for basic education through the Forum Basic Education Action Plan and using the PRIDE Project as a model

Pacific Education for Sustainable Development Framework

The Pacific Education for Sustainable Development Framework was developed as a mechanism to assist in the implementation of the Pacific Plan and the basis for a regional approach to coordinating actions to achieve its vision of a prosperous Pacific region where “all people can lead free and worthwhile lives.” The Framework, which recognizes the commitment made by the Pacific countries in adopting the United Nations Decade of Education for Sustainable Development, was endorsed by the Pacific Ministers of Education in September 2006. The Framework may be adapted for national policy and regional strategy documents and may also be used by both national and regional organizations to identify priority initiatives for implementing Education for Sustainable Development within the Pacific.

The overall goal of the Education for Sustainable Development (ESD) is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behavior that allow for a more sustainable and just society for all. The following is the goal of the Pacific Education for Sustainable Development:

“To empower Pacific peoples through all forms of locally relevant and culturally appropriate education and learning to make decisions and take actions to meet current and future social, cultural, environmental and economic needs and aspirations.”

The Pacific Education for Sustainable Development Framework is focused on three priority areas facing the Pacific: formal education and training, community-based education, and policy and innovation. For each priority area, objectives have been identified to further enhance the focus on the area. The priority areas and their objectives are as follows:

Priority Area #1 (Formal Education and Training): Structured learning initiatives for improved knowledge and understanding to support implementation of sustainable practices.

Objectives

- Support countries with implementing the Forum Basic Education Action Plan and other regional, national and international initiatives to improve the quality and delivery of basic education in the Pacific.
- Promote quality education in all member countries through:
 - Development of education policies and strategies that recognize the critical role of learning in progress towards achieving sustainable development;

- Research and development of innovative models and resources that support ESD in Pacific contexts – schools, teacher training, technical and vocational education, field and extension educators, university, including cultural and traditional community values and associated local indigenous knowledge;
- Inclusion of learning outcomes that focus on sustainability content and learning activities in the curriculum at all levels;
- Development of strategies to assess student understanding of sustainability and sustainable living as part of core curriculum;
- Building teacher capacity to incorporate sustainable development topics into their teaching programs using a practical and relevant approach; and
- Development and identification of appropriate ESD resources to support this priority area using appropriate information and communication technology tools.

Priority Area 2 (Community-Based Education): Community-based activities for improving people's knowledge, understanding and skills to implement and promote sustainability.

Objectives

- Increase understanding of the meaning of ESD in the local, Pacific-wide and global contexts, taking into account the cultural diversities of the different countries.
- Develop community participation skills for both government officials and key community members to effectively engage in policy development and decision-making.
- Increase awareness of sustainable development among community leaders and influential groups and develop their knowledge and skills in ESD through training and participation in ESD activities to act as champions to undertake further ESD activities.
- Prepare communications resources that clearly articulate sustainability issues and their importance to the Pacific.
- Research and highlight good practical approaches to sustainable practices in businesses, communities and with individuals, including traditional practices and other areas related to lifestyles and livelihoods.
- Develop skills to enable sustainable development projects that strengthen existing, and promote new, long-term revenue generating opportunities in communities.
- Identify other ESD mechanisms to engage the business sector in sustainable development activities.

Priority Area 3 (Policy and Innovation): Policy development and innovative models and approaches to implement ESD.

Objectives

- Evaluate current ESD initiatives and their contributions to achieving sustainable outcomes for the Pacific thus establishing baseline information and support for policy development.
- Work with national governments to ensure appropriate national level policies and plans are in place to implement ESD across governments through an intersectoral approach so that the role of learning in achieving sustainable development and the role of sustainable development in education systems is clear and reinforced.
- Develop new, and foster existing, partnerships and models that support ESD.
- Research and highlight ESD examples of private-public partnerships.
- Collaboration with Australia, New Zealand and others who have identified similar priorities for ESD; e.g., teacher capacity building, educational resources, evaluation and research, and promotion of understanding and collaboration.

National Initiatives

Several major national initiatives have been developed to improve education in the Federated States of Micronesia. These initiatives include Title 40 of the FSM Code, FSM Strategic Plan for Improvement of Education, FSM Strategic Development Plan, and the FSM Education for All 2015 National Plan, which are described below.

TITLE 40 of the Federated States of Micronesia (FSM) Code

TITLE 40 of the Federated States of Micronesia (FSM) Code, which contains the FSM Education Act of 1993, declares it to be the policy of the FSM to provide for a decentralized educational system in the country which shall enable its citizens to participate fully in the development of the islands as well as to become familiar with the Pacific community and the world. To this end, the purpose of education in the FSM shall include the following:

- To develop its citizens in order to prepare them for participation in self-government and economic and social development;
- To function as a unifying agent;
- To bring to the people a knowledge of their islands, the economy, the government, and the people who inhabit the islands;
- To preserve Micronesian culture and traditions;
- To convey essential information concerning health, safety, and protection of the island environment; and
- To provide its citizens with the social, political, professional and vocational skills required to develop the Nation.

FSM Strategic Plan for Improvement of Education

The Strategic Plan for Improvement of Education in the Federated States of Micronesia (August 1997) contains 22 goals, each with various numbers of objectives in priority areas for improvement of education in the FSM. These goals and objectives are as follows:

Goal (Standards): By year 2000, a review/revision/development of National Minimum Standards in curriculum and instruction and assessment that reflect the repressed developmental needs of the FSM will have been developed and implemented.

Objectives

- Review and revise the existing National Minimum Standards.
- Include teaching and assessment standards in the existing National Minimum Standards.
- Establish a National Advisory Council for the purpose of reviewing, assessing, and providing technical assistance.
- Develop a timeline for National Minimum Standards awareness sessions in the FSM states.

Goal (Curriculum): Align the curriculum with agreed-upon nation-wide standards and assessment and evaluation instruments.

Objectives

- Develop policies for development, implementation and evaluation of curriculum and its impact on student learning and achievement.
- Expand/develop support mechanisms to ensure curriculum is implemented in instructional activities.
- Reassess all curriculum in light of the need to support economic growth, especially in the productive sectors.

Goal (Instruction): Focus instructional time around learning.

Objectives

- Define the school year in such a way as to ensure that learning time for core academic and emotional development activities is not impacted upon.
- Ensure that class time is devoted to learning.
- Review and revise existing school time schedules to promote learning.

Goal (Materials Development): Implement a comprehensive system of materials development in each State and across the FSM through development of systems based on the Guiding Principles for Materials Development.

Objectives

- States are recommended to set up materials development program based on the Guiding Principles for Materials Development.

- The FSM NDOE in cooperation with the COM-FSM and the States will set up a materials exchange program for both local language materials and English.

Goal (Assessment and Evaluation): The FSM Education System will have appropriate assessment and evaluation systems for all levels of education and will use those systems as the basis for decision making, resource allocation, and planning and development.

Objectives

- Expand/develop a National Assessment System based on the National Standardized Tests (NST), College of Micronesia FSM Entrance Exams, and other assessment tools as agreed upon by the States.
- Formalize State Assessment and Evaluations System for all levels of the State Education System.
- Develop a formal system for program evaluation on a periodic basis.
- Provide training in analysis of assessment and evaluation data and procedures for development of new assessment tools and evaluation procedures.

Goal (Accountability): Develop accountability systems, which encompass the classroom, school, community, state and nation, directed towards the assumption of responsibility for continuous student academic and emotional development.

Objectives

- Agree upon baseline data for current levels of student performance for each school, State, and the Nation.
- Obtain agreement on the role of various groups and individuals regarding levels of authority, accountability and responsibility for education improvement.
- Improve financial, budget and management systems which impact on improving education.

Goal (Governance): Develop governance system which focuses on setting enabling policies and frameworks for improving learning.

Objectives

- Develop comprehensive systems of enabling policies revolving around learning.
- Enforce existing laws, policies, regulations, and codes.

Goal (Finance): By year 2001, the education system in the FSM will be less dependent on external resources, utilize more local resources, and make more effective use of all human and financial resources available.

Objectives

- Increase and redirect distribution and allocation of funds to the priority areas in education. (short-term)
- Improve process for acquisition and expenditure of funds.

- Establish a Secretaries Temporary Committee (2 year maximum) to study and report to the Nation on the financial situation of education with recommendations on improving financing of the FSM Educational System. (long-term)

Goal (Parental and Community Involvement): Increase parental and community support and involvement in the school system.

Objectives

- Provide structured training for parents and community to understand the basics of a quality education system.
- Develop State and school level plans for increased parent and community involvement in education which take into account the need for a gradual assumption of responsibility and authority, focuses on making changes in the schools which focus on learning, and develop accountability systems which take into account extended family issues and traditional systems of governance and decision making.

Goal (Accreditation): By the year 2001, the FSM will develop an accreditation scheme for secondary schools.

Objectives

- Research accreditation schemes and make the information available to all stakeholders in educational improvement.
- In the year 2000, establish standards for accreditation of schools.
- In the year 2001, implement accreditation of secondary schools in the FSM.

Goal (Professional Development and Certification): Design, implement, and assess professional development systems and programs for education in the FSM.

Objectives

- Develop comprehensive plans for staff and personnel development.
- Develop/revise certification systems for teachers, principals, and support staff.
- Devise and implement vocational teacher training programs at COM-FSM.
- Devise and implement teacher training programs in local languages and cultures, early childhood and content areas.

Goal (Technical and External Assistance): Develop policies for technical and external assistance to be based on priority needs and to include local capacity building and accountability system.

Objectives

- Develop policies on use of technical assistance.
- External aid should be sought based on priority needs of the FSM.
- Local capacity for providing technical assistance needs to be developed.

- Expand/develop assessment and accountability systems of technical assistance providers.

Goal (Systems and System Wide Improvement): Develop instructional and organizations systems which focus on learning as the key to improving education through effective policy development, priority setting, information and communication systems, and assessment and evaluation.

Objectives

- Develop policy structure at all levels of education system to support learning.
- Develop effective information management and communication systems to allow top down and bottom up flow of information.
- Develop financial operational procedures and budgeting processes which will support policy directives and priorities of the school systems.

Goal (Bottom-up Reform): Improve the participation, representation and authority of teachers and the community in education improvement.

Objectives

- Develop school based evaluation and observation systems for determining effective instructional practices, materials and programs which have a positive impact on student learning, and identify strengths and problems with materials, programs and curriculum.
- Develop at the State and National level mechanisms for compiling the collected data from schools and classrooms into the FSM Information Management System.
- Develop at the State and National level mechanisms for decision-making which either directly use representatives from teachers and classrooms or mechanisms which ensure that the school based information is a key factor in decision making on resource allocation, training, and direction of the school system.

Goal (Dropout): Develop a system for defining and tracking of dropout students.

Objectives

- Develop definition of what is a dropout in terms of local conditions.
- Expand/develop the IMS to track dropout rates at elementary, secondary and postsecondary levels.
- Develop school and community based programs to assist students to complete school.
- Expand alternate programs such GED, T3, JTPA, etc. to accommodate students who do not attend high school or who drop out of high school.

Goal (Academic/Vocational/School-to-Work Coordination): Develop a vocational program which emphasizes development of SCANS skills and career education based on the

productive sectors and promotes the economic and social development of individual, families, and the community.

Objectives

- Instructional programs will be designed to emphasize the primary FSM productive sectors (agriculture, marine, and tourism).
- Expand/improve Vocational Education Teacher Training in the FSM.
- Vocational instruction will be delivered in an environment that is appropriate, safe, and conducive to learning in terms of tools, equipment, instructional materials, facilities, and quality of personnel.
- Establish an information management system at both the National and State levels to aid in the Vocational Education reform movement. Basic to the IMS system will be to cooperate with National and State Planning Offices in collection, analysis, projection and publication of information on careers and labor market data.
- Develop or enhance career education, career counseling, and job placement programs in the FSM.
- Provide for an accountability system in the FSM.

Goal (Equity): Ensure that all K-12 grade students are given equal opportunities to utilize their learning potentials.

Objectives

- Ensure continuity of equitable education services to all children in the FSM.
- In cooperation with the Departments of Health Services, ensure that equitable health care services are provided to all children in the FSM.
- Provide pre-service and in-service training to enhance teachers' sensitivity to the differences in ability and learning styles of all children.
- Improve communication facilities, resources and information sharing to enhance teaching and learning.
- Encourage students to enter programs or studies identified by the nation or states as priorities.
- Provide on-the-job training and equal opportunity to all students.
- Ensure that all students mastered social and life skills prior to exiting grade 8.
- Increase allocation of money into the Scholarship Funds in areas targeted by the Economic Summit with great considerations of an "Affirmative Action."
- Provide sufficient English skills in reading, writing and speaking so high school graduates can succeed in college without extensive remedial work.

Goal (Linkages with COM-FSM): Strengthen linkages between secondary education and COM-FSM.

Objectives

- Develop linkages and articulation between secondary and postsecondary curriculum and instruction.

- Develop COM-FSM capacity to deliver technical assistance and short term professional development for the existing education staff.
- Revitalize the concept of a National Leadership/Management Center at COM-FSM.

Goal (Scholarships): Integrate greater career education with scholarship programs linked with national training needs.

Objectives

- Review and revise existing National and State scholarship programs and policies to ensure greater coordination and linkage with national training needs.
- Develop curriculum/programs in public schools that help students and families make career decisions and build positive attitudes towards higher education that reflect the needs of the nation.

Goal (Facilities): Establish quality educational facilities for students and support staff.

Objectives

- In cooperation with the States, establish standards for educational facilities.
- Develop comprehensive plans for construction and maintenance of education facilities.

Goal (Technology): Technologically literate population able to rapidly respond to changing conditions in the world economy.

Objectives

- Provide quality mathematics and science programs to form the basis for understanding and using current and future technologies.
- Develop student computer literacy for understanding and use of information technologies.
- Develop operational plans for effective use of the Internet and other information technologies for improvement of instructional support staff training programs.
- Provide for repair and maintenance and upgrading of technological resources.
- Allocate financial and technical resources for assistive technologies.

Goal (Data Management): Develop and implement an educational information management system (IMS).

Objectives

- Develop a computerized IMS for the FSM.
- Develop a research agenda to assist in the acquisition of data.

FSM Strategic Development Plan (SDP)

At the 3rd FSM Economic Summit, held on March 29 – April 2, 2004, at the College of Micronesia, Palikir Campus, at Pohnpei, FSM, the FSM Strategic Development Plan (2004) was developed for nine sectors, including education. The FSM Strategic Development Plan outlines the FSM’s broad economic strategy and sectoral development policies, with descriptive narratives and Strategic Planning Matrix for each sector. At the Summit, the following mission statement was crafted for education in the FSM:

“The Federated States of Micronesia educational system recognizes its shared participation with parents, extended family, and broader social structures in the intellectual, emotional, physical and social development of children. It will deliver a quality, sustainable basic education system which provides all students with basic skills, thinking skills, and personal qualities; provides for the manpower needs of the Nation; develops a literate population based on the revitalization of local languages and cultures while ensuring high competence in English and other international languages; and collaborates with all sectors of the government and community to fully utilize available human and financial resources in developing the educational foundation required for sustainable economic growth and social development.”

The FSM Strategic Development Plan contains the following five strategic goals for education in the FSM:

- Strategic Goal 1 Improve the quality of learning in the FSM.
- Strategic Goal 2 Improve the quality of teaching in the FSM.
- Strategic Goal 3 Consolidate performance monitoring and data based decision-making system.
- Strategic Goal 4 Strengthen participation and accountability of the education system to communities.
- Strategic Goal 5 Education is relevant to the life and aspirations of the FSM people.

FSM Education for All 2015 National Plan

The *FSM Education For All 2015 National Plan* was developed by the Division of Education, FSM Department of Health, Education and Social Affairs, in early 2000, as part of the Education for All (EFA) movement. The FSM EFA National Plan proposes the following educational reforms to address the six EFA goals:

FSM Priority 1: Improve all aspects of the quality of education and ensure excellence of all.

- Review/revamp the current teacher training program with incentives.
- Add new life long learning curriculum standards and benchmarks to the national curriculum standards at secondary level.
- Provide training for untrained and under-trained teachers.

- Establish incentive programs along with teacher observations and support systems.

FSM Priority 2: Expand and improve comprehensive early childhood care and education.

- Amend the current Education Act to include policy guidelines for early childhood care.
- Include in the Education Department's Plan the facilities and equipment appropriate for servicing and supporting of ECE and Special Education.

FSM Priority 3: Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills program.

- Develop primary and secondary vocational programs to ensure that students are better equipped to deal with life after school.
- Organize a mass media campaign to educate parents as to the wider implications of education today.
- Develop vocational and career education programs for adults.
- Provide more effective training on current HIV-AIDS issues and refined HIV-AIDS policies to students and staff, parents, young adults and the general public.

FSM Priority 4: Achieve a fifty (50) percent improvement in levels of adults' literacy.

- Provide funding for teacher training.
- Provide adequate funding to assist with and improve the illiteracy and innumeracy problems in the country.

FSM Priority 5: Ensure that, by 2015, all children have access to and complete free and compulsory education of good quality.

- Consult the community for defining drop out and improve data collection on drop out students.
- Develop systems to track drop out rates at elementary, secondary and post-secondary levels.
- Develop school and community based programs to assist students to complete school.
- Expand alternative programs to accommodate students who do not attend/drop out of high school.

FSM Priority 6: Eliminate gender disparities in primary and secondary education.

- (There are no proposed actions in the FSM EFA Plan for this EFA priority as FSM believes there is no gender disparity issue in the FSM.)

State Initiatives

The state of Yap has developed several state initiatives to improve its education system. Major state initiatives, such as in Yap State Constitution; Yap State Code; Yap State Education Philosophy, Mission and Goals; Yap State Five-Year Education Plan; Yap DOE Three-Year Development Plan; Yap State DOE Vocational Education Strategic Plan; and Yap State DOE vision and mission statements, are presented below.

Yap State Constitution

Article XII, Section 2, of the Yap State Constitution, states that the Yap State Government shall provide for public education and schools, that public elementary education shall be free, and that traditions and customs of the people of the Yap State shall be taught in public schools as provided by law.

Eleven constitutional amendments to the Constitution of the State of Yap were adopted by Yap State voters on November 7, 2006, and certified by the Yap State Election Commissioner on November 24, 2006. These proposals came from the 2004 Yap Constitutional Convention. In Article XII of the Constitution, a new Section 3 was added to provide for the establishment of education minimum standards by public law. The standards are yet to be developed.

Title 16 of Yap State Code

As the Yap State Constitution calls for the teaching and learning of the traditions and customs of the people of the state, Title 16 of Yap State Code mandates creation of the position of culture teachers and hiring of culture teachers by the local school boards of elementary schools in the Yap Proper to instruct students in various aspects of Yapese heritage and culture. Title 16 of the Yap State Code also establishes 27 elementary school districts for Yap State and reaffirms Title 40, Section 242, of the FSM Code, requiring all children to attend elementary school in the district in which they reside.

Yap State Education Philosophy, Mission and Goals

The Yap State Education Policy and Procedures Manual identifies the philosophy of education for Yap State as well as the Yap State educational mission and the Department of Education goals.

Philosophy of Education. The philosophy of education for Yap State revolves around the nature of the human person, the Micronesian society, and Micronesia as an emerging nation, and it reflects the Yapese view of individual persons and the setting within which the education system serves the Yapese children. The individual is endowed with the power to know and the power to care, and therefore it is important that education reinforce self-motivated learning to help students see learning as a lifelong process, that education foster in the learner self-respect and respect for others, along with those other virtues and values that promote peace and harmony, and that education actively involve students in the learning process and provide encouragement, positive reinforcement, and guidance for the learning

process. The educational system must integrate the best of the old with the best of the emerging new to assist individuals to live positively and harmoniously in the continually changing world. Education should offer a continuous developmental process in which individuals are encouraged to experience and generate new dimensions for their own enrichment in their culture and into the future.

Yap State Educational Mission. The Yap State Educational Mission is “to provide quality educational experiences for all children, youth and adults of Yap.” The state instructional program must therefore be planned in response to the needs of both the individuals served and the expectations of the community.

Yap State Department of Education Goals. The Yap State Department of Education goals include the following:

- To develop an education system which is appropriate for Yap, able to meet the challenges of the present and the future, and responsive to the socio-cultural, economic, and political trends of the state, the FSM and the outside world.
- To provide quality education, which includes basic skills and knowledge deemed appropriate and important by the community.
- To provide the people a relevant education so that they will be able to contribute to the community and state economy through self-sufficiency and/or employment.
- To work with the communities, government agencies/departments and other groups to broadly extend the responsibility for education and learning thereby insuring that limited education resources are effectively utilized.

Yap State Five-Year Education Plan 1988-1993

In June 1988, the Yap State Department of Education developed its second five-year education master plan. The goals and objectives for the plan were as follows:

Goal 1: Provide students with appropriate and applicable knowledge and skills to better enable them to lead more responsible and productive lives.

Objectives

- Develop basic communication skills such as reading, writing, listening and speaking in both English and the vernaculars.
- Stress application of learning in appropriate situations.
- Stress computational and technological skills as priorities for vocational development.
- Expand awareness concerning quality of life issues.
- Develop study skills to facilitate independent learning.

Goal 2: Enhance student’s understanding and respect for traditional culture and values.

Objectives

- Promote adherence to traditional customs and active participation in cultural events.
- Expand the study and strengthen knowledge about local history and traditional arts and crafts.
- Reinforce and expand the study and use of the vernacular language arts.

Goal 3: Develop in students effective problem-solving and decision-making skills.

Objectives

- Incorporate the use of higher order thinking skills and problem solving strategies in the instructional process.
- Foster the development of creative thinking skills through exploration of different ways of applying logic and reasoning.
Provide opportunities for the development of problem-solving and decision-making skills.

Goal 4: Instill in students attitudes towards lifelong learning.

Objectives

- Instill a desire of lifelong learning as a method of meeting personal goals and needs.
- Explore and encourage the effective use of leisure time.
- Model for students a commitment for lifelong learning.

Goal 5: Prepare students to develop a clearly defined personal value system.

Objectives

- Enhance appreciation of the importance for exhibiting respect and personal integrity in interacting with others.
- Nurture positive attitudes toward preservation of natural ecologies and cultural values.
- Promote an understanding of and respect for the differences in people of other cultures.
- Provide opportunities for the development of one's self-esteem through appropriate reinforcement.
- Instill a sense of responsibility and personal commitment toward the family, community, state, and nation.
- Improve attitude toward physical and mental health through positive practices.

Goal 6: Promote a working partnership between the formal education system and community to educate, train and guide Yap's young people.

Objectives

- Foster the understanding and awareness throughout the community that the teaching and learning process is a shared responsibility

- Increase community involvement and active participation in all education related activities.

Goal 7: Provide professional development programs that ensure instructional excellence, professional upgrading, and performance accountability.

Objectives

- Increase opportunities for the active involvement of staff members in making decisions regarding policies, plans and programs.
- Implement a system of personnel management, supervision and evaluation aimed at helping individual staff members become more sensitive to the need for personal and professional growth.
- Provide appropriate development opportunities that support and encourage staff to continuously improve their professional skills and capabilities.
- Establish an incentive program that recognizes and rewards personnel who exhibit high degrees of skills, commitment, creativity and performance.

Yap Department of Education Three-Year Development Plan (1990-1993)

The Yap State Department of Education developed a three-year development plan for fiscal years 1990-1993. The plan outlined four goals that altogether had 13 objectives. The four goals and their objectives were as follows:

Goal 1: Continue to upgrade/improve the quality of classroom instructions in the school system.

Objectives

- Continue to improve the leadership capabilities of the principals in all the schools.
- Continue to upgrade the teaching capabilities of the teachers servicing in all the schools.
- Assure that all the basic supplies and materials necessary for the teachers to carry on quality instructional activities in all the schools are adequate and relevant.
- Have the curriculum frameworks or guides for the entire required subject areas finalized and implemented in all the schools.
- Have new programs necessary to augment the required instructional subject areas developed, instituted and implemented in all the schools.

Goal 2: Improve the potencies of department’s training activities and maximize the benefits of trainings attended by department personnel.

Objectives

- Have department’s in-service educational programs more effective and consistent with the training needs of individual employees as well as the relative requirements of the department.

Goal 3: Improve partnership and teamwork among the department's personnel.

Objectives

- Improve information sharing among department's personnel.
- Continually and consistently promote commitment, dedication, accomplishments and outstanding performance in department.
- Increase the participation of staff in problem-solving major educational issues or needs.

Goal 4: Improve management of department's available resources as well as department's effort/efficiency in the acquisition of additional needed resources.

Objectives

- Have program supervisors and other educational administrators consistently implement personnel related policies and practices to help increase productivity and efficiency of the department.
- Increase productive participation of parents and community members in children's educational growth.
- Have the department's draft guidelines governing supply requests, distributions, and inventories finalized and consistently implemented.
- Improve management, responsibility and maintenance over department's available resources.

Yap State DOE Vocational Education Program Strategic Plan 2007 –2011

Yap State Department of Education has a five-year strategic plan for its vocational education program. The plan contains the following overall goal and five strategic goals for years 2007-2011.

Overall Goal: In collaboration with the parents, extended family and broader social structure, the Yap Department of Education will deliver quality and sustainable vocational education program that will provide all students with basic skills, thinking skills and personal qualities; help provide for the manpower needs of the State and the Nation and work with government and private sectors and the community in maximizing the use of human, financial and material resources in the upliftment of vocational education foundation necessary for sustainable economic growth.

Strategic Goal 1: To provide training opportunities that will increase the ability of vocational education teachers to (a) teach challenging subject matter in the various vocational disciplines, and (b) assist their students in achieving high academic and skill standards.

Activities

- To assess and have an inventory of vocational teaching skills needs and send vocational education teachers to schools to earn degree (AA/AS and BS/BA) and non-degree training programs (e.g. apprentice training, seminars / workshops).

- To assess the faculty strength of the vocational education program and recommend recruitment/hiring whenever necessary.
- To assess administrative and career counseling needs and send administrators and career counselors to administrative and career counseling trainings.

Strategic Goal 2: To ensure that secondary schools offer vocational education programs that support the State and the Pacific region's economic development priorities and meet the projected labor needs of key industries and business establishments.

Activities

- To provide comprehensive vocational education trainings based on updated labor requirements of key industries and business establishments.
- To update and improve secondary level vocational programs and curricula to ensure that students acquire marketable knowledge and skills in their areas of specialization.

Strategic Goal 3: To ensure that all secondary schools possess adequate instructional resources (e.g. textbooks, tools, equipment and supplies) to implement the updated vocational programs/activities/curricula resulting from strategic goals 1 and 2.

Activities

- Develop an effective system that will facilitate the identification and timely delivery of the necessary supplies and instructional/resource materials, equipment and textbooks to all the vocational education programs of all high schools.
- Develop an inventory system that will effectively monitor all equipment, tools, textbooks, supplies and instructional materials/resources delivered to all schools.
- Develop a system that will make all schools (i.e. principals and teachers) accountable for whatever equipment, tools, textbooks and supplies and instructional materials/resources delivered.

Strategic Goal 4: To enhance/improve planning, implementation, monitoring and evaluation and provide for technical assistance and an effective research/monitoring system that will provide accurate information on vocational education program's success or shortcomings.

Activities

- To establish a system of planning, implementation, monitoring, evaluation, coordination, communication, technical assistance and research activities to regularly (quarterly, bi-annually and annually) document success and shortcomings of the vocational education programs.

Strategic Goal 5: Coordinate with the in-charge of infrastructure to ensure that classroom buildings and other vocational education facilities are built according to State and National standards set for vocational education.

Activities

- To design an infrastructure plan for vocational education program facilities for all school zones.
- Submit infrastructure plan to the in-charge of infrastructure unit of the Department for review, revision and possible fund sourcing.

Yap State DOE Vision Statement

The vision statement for Yap Department of Education is as follows:

“The Yap State Department of Education envisions a future where children will be the center of our educational system. Our children will have a strong sense of identity and self-esteem, be confident, creative, friendly, responsible, and respectful and have high moral values and a deep appreciation of life and its many challenges. Our children will be serious about learning, strive for excellence and will have a good sense of understanding, respect, and appreciation of their own cultures and others as well.

- We envision a future where home and community set positive examples for our children through thought, word and actions while nurturing their physical, intellectual, and spiritual maturity.
- We envision a future where our schools provide experiences for children to grow and develop their natural talents. Programs and policies will be reflective of the changing needs of students, teachers, parents, and communities of Yap State. Personnel will be motivated, dedicated and able to work cooperatively among themselves. They will promote open communication and create working partnerships with the students, parents, community, and the central office. Local culture will be valued, respected and supported within each school; and the values of learning, good health and neatness will be encouraged.
- We envision a future where the school curriculum will be appropriate, relevant, and responsible to the needs of the Yapese child while being fully supported by the parents, communities, traditional leaders and government.
- We envision a future where the environment of home, community and school creates a climate conducive to children’s learning and development, and in which they are encouraged, motivated, loved and cared for. All facilities will be safe, secure, hygienic and accessible to all children including those with special needs.
- We envision a future where the DOE Central Administration will communicate and collaborate with traditional leaders, and other government and non-government agencies in providing full support for the schools and communities.
- We envision a future where home, community, school, central administration, traditional leaders and government – working as one

– will encourage and support all Yapese children to develop their skills, knowledge, and values to become self-reliant, responsible and productive citizens of the State of Yap.”

Yap State DOE Mission Statement

The mission statement for Yap State Department of Education is as follows:

“The Yap State Department of Education believes that CHILDREN are the center of education, EDUCATION is the future of Yap, and SEED (State Education Enterprising Department) is the future of education. Therefore, our mission is to nurture our children’s sense of cultural identity, self-esteem, confidence, creativity, friendliness, responsibility, respectfulness, high moral values and deep appreciation of life and its many challenges; to form a cooperative enterprise with parents, community members, traditional leaders and other government and non-government agencies which support schools and communities; to develop programs and policies which reflect the changing needs of re-examination of curriculum, collaborative decision-making, and an equitable distribution of funding; to value, respect and support local culture within each schools; and to create public facilities which are accessible to all students including those with special needs.”

Section 3. History and Cultural Traditions on Yap Education System

The education system in Yap has evolved over many years from its traditional teaching and learning system to its present U.S. model as a result of decades of colonial influences over the islands. As changes in the education system take place, traditional teaching and learning continue to diminish and being replaced by modern teaching and learning strategies in response to current needs and realities. Preserving traditions and culture is important to the Yapese, however, as affirmed by Yap's constitutional requirement for teaching of traditions and culture in public schools and the Yap State Code mandating hiring of culture teachers for elementary schools in the Yap Proper. It is therefore important to strike a balance between the need to apply modern teaching and learning models and the need to meet the local mandate to teach traditions and culture.

Understanding the historical and cultural influences on Yap education system provides an important tool in developing an educational improvement strategy for Yap. The traditional teaching and learning has given way to formal schooling in most places, including Yap; but in the strong traditional state of Yap, there are powerful legal mandates and compelling social interest for teaching of traditions and culture.

Pre-Colonial Yap and Traditional Teaching and Learning

In centuries past, Yap considered itself a complete universe. It was the only world. Then, in Yapese eyes, they were the only people in the world, and resources among and around them were all there were. The Yapese used the resources wisely to sustain their livelihoods. There was no formal schooling in the Western sense, but there were teaching and learning taking place throughout people's lives. As the Yapese began sailing far, they came into contact with other people from other places. Then came the European contact.

Prior to European contact, Yap did not have a written language. History, traditions, culture, knowledge, and information were passed on orally from generation to generation. The oral passing of information was a vital medium for teaching and learning. The elders taught the young family and clan matters, social and cultural mores, life skills, and knowledge about nature, and all these were retained in memory and may be orally passed on to the next youngsters or generation.

The family was the center of traditional teaching and learning. Elders in the family taught younger family members the traditions, culture, skills, arts, and virtues through everyday life activities. Senior male members of the family would teach the young males the knowledge and skills in fishing, hunting, carpentry, and such others traditionally for male members of the family. Elder female members would teach the young females the knowledge and skills in weaving, gardening, cooking, child rearing, and other work that are traditionally for females. As the young grew older, they in turn taught the younger ones and began to actively participate in social teaching and learning.

Village clubs, which were common, were important social venues for teaching and learning. Every adult belonged to at least one of the village clubs. Youngsters often accompanied elder members of their families to the village clubs for practical, social learning. At the village clubs, the male learned vocational skills through doing important projects for the community, such as constructing clubhouses and building canoes. The female would gather and learn important vocational skills in arts and crafts and share expertise in gardening, cooking, and child rearing. The vocational skills learned through projects and sharing at the clubhouses or other settings were critical for individual members of the communities in sustaining their livelihoods in their communities.

Another means for teaching and learning involved a learner learning from an expert through some form of oral agreement that may be complemented with remuneration. This type of learning typically involved special skills, such as navigation, magic, and chiefly protocols, and was often reserved for privileged learners, like those from high-ranking clans or families in the community.

Through traditional teaching and learning at the home, village clubs, and with experts, children and youth learned the habits and values of the individuals as well as the society. Parents and elders carefully taught the young about values, morals, responsibilities, duties, and obligations as well as their right place in the society. The Yapese has had a strong traditional caste system since ages that even today still exists, and it compels Yapese to ensure their family members understood well their proper place and duties in their communities. This caste system is probably the strongest tradition that Yap has had through all times.

The curriculum of the traditional learning or schooling at the home, the village clubs, and apprenticeships and the anticipated outcomes included the following:

- Virtues, morals, and values
- Personal and social responsibilities, duties, and obligations
- Family and clan relationships and obligations
- Understanding one's place in the society
- Modesty and proper ways of speaking and behaving
- Traditions and culture
- Nature of physical and social environment
- Life skills
- Subsistence skills
- Sustainability skills
- Arts and crafts
- Special skills

Traditional teaching and learning in Yap, whether in the family, in village clubs, or through an accord between the learner and an expert, were holistic in that they were carried out in the context of everyday living. The need for self-sufficiency, social fulfillment, and sustainability was sufficiently met through traditional, practical teaching and learning.

The Written Yapese and Formal Schooling in Yap

The early colonial history of Yap produced the first written Yapese word. The earliest probable western contact was in 1526, when the Portuguese explorer Diego del Rocha landed on an island that he named the Sequeira Islands, now believed to have most likely been Ulithi. Contact with westerners was sporadic until the later part of the 19th century, when the German trading company J.C. Godeffroy & Sons established an office in Yap in 1869. For a while, both Germany and Spain looked toward Micronesian territories. In 1885, Pope Leo XIII claimed Micronesia, including Yap islands, for Spain.

In 1888, the Spanish missionary and Capuchin monk Father Ambrosio de Valencina produced the earliest published work on Yapese grammar. The work, entitled *Primer Ensayo de Gramatica de la lengua de Yap*, printed in Manila, is the first published work which contains written Yapese. The Spanish-based orthography used in the book continued to be in use until the Yapese Orthography Committee reworked Yapese orthographic conventions in 1972. The work contains a short dictionary of some forty pages and a list of phrases and dialogues.

In 1899, after their defeat in the Spanish-American war, Spain sold its Micronesian Territories, including Yap, to Germany. In Yap, the Germans, led by the German Capuchin Catholics, established formal mission schools that taught German and religion to the Yapese. The German Mission Fathers (*der Patres der Mission*) elementary textbook from 1909 appears to be aimed at teaching German to Yapese children. The book contains lessons on the alphabet, geography, and patriotic songs in German. It also has Yapese texts and German and Yapese verbs.

The Spanish and German colonial rule was relatively short, with little activities, and therefore had little impact on the Yapese traditions and culture. It nevertheless introduced the written word and thus the beginning of the conversion from oral teaching and learning to written textbook and formal schooling.

The Japanese Period

During the first decade of the twentieth century, there was a rapidly increasing Japanese presence in Micronesia. In 1914, with the outbreak of World War I, Japan seized control of all German colonial holdings in Micronesia. In 1920, Japan gained full legal authority over Micronesia, including Yap, through the League of Nations, with obligations to promote the material and moral well-being and social progress of the locals; to rule out slavery, traffic in arms, and alcoholic beverages; to refrain from building military bases; and to permit freedom of worship and missionary activity.

League of Nations Mandate

By the time the League of Nations granted Japan control over Micronesia, Japan has already been in Micronesia for five years. At the meeting of the League of Nations in 1920, during which the League of Nations granted Japan a mandate over Micronesia, Japan reported to the

League of Nations that it has already provided schools and jobs for Micronesians. The United States opposed the Japanese mandate over Micronesia, mainly due to the underwater communication cable going through Yap and the fact that Yap was very close to Guam and the Philippines, which were under the U.S. The U.S. eventually accepted the mandate in exchange for concessions from the Japanese government.

Stronger Colonial Administration

The Japanese navy established five naval districts in Micronesia that included Saipan, Palau, Chuuk, Pohnpei, and Jaluit. Each district was governed by a Japanese navy commander or lieutenant commander. Palau district had an assistant in Yap while Pohnpei district had an assistant in Kosrae. Japanese law was higher than Micronesian traditional laws, and so Japan exerted tight control of Micronesia and people's lives. The Japanese administration brought in more people to govern Micronesia than the Spanish or the Germans had in the past. The Yapese way of life, as in the rest of Micronesia, changed much during Japanese time due to a much stronger and stricter Japanese administration.

Lessening of Traditional Authority

The Japanese government tried to lessen the traditional authority of the chiefs. The government ranked the traditional chiefs below the police officers and even forced the chiefs to obey the police officers. In 1922, when Japan's South Seas Government began ruling Micronesia, a new program detailing the rules for native village officials further reduced the chiefs' traditional power. This eventually led to greater lessening of the chief system.

Formal Schooling

Japan embarked on an ambitious task to immerse Micronesia into Japanese culture through education. The Japanese naval government solidified schools begun by the previous German missionaries, with strong emphases on the Japanese language, math, and ethics, and allowed Spanish and German missionaries to return to set up schools in Yap to spread their religion. The Japanese language became the language of instruction, and harsh punishment applied to any use of local languages. The Japanese government strengthened formal schooling and allowed religious freedom to meet the mandates of the League of Nations to promote social progress and the well-being of the locals and to permit religious freedom in Micronesia.

In 1914, ahead of the League of Nations mandate, the Japanese navy started small schools in Yap. The navy personnel taught arithmetic, geology, the Japanese language, and respect for the Japanese Emperor. In 1923, the navy left, and the basic education program began, with three years of elementary school and extra two years for students who did very well in school. There were three elementary schools in Yap: one in Colonia, another in Gagil, and the third in Kanifay. Beside the Japanese language, other subjects taught included math, geography, agriculture, handicrafts, and some carpentry. Those that did well in carpentry were sent to a carpentry school in Palau. There were two Yapese teachers, along with the Japanese teachers, teaching in the schools. These were Tidow from Tomil and Tamag of Rull. Classes, mostly in

language, were held in the morning while students would garden in the afternoon. A dorm at Gagil provided housing for school children from the neighboring islands.

The Japanese government instituted two different school systems in Yap, as well as the rest of Micronesia. One school system was for the Japanese children in Yap while the other school system was for the local people. The school system for the Japanese children was similar to the school system used in Japan. Japanese children completed eight years of primary schooling in Yap and then continued on to secondary and post-secondary education in Japan or elsewhere. In the school system for the natives, children attended school for three years and may continue on to two more years if they showed promising signs of usefulness for the Japanese government.

The school curriculum consisted largely of the Japanese language, ethics, and arithmetic, with some useful local handicraft activities such as weaving and carving. Ethics, as a curriculum, dealt with virtues, obedience, hard work, and patriotism (to Japan). This was enforced through assigning higher level students to work as domestic helpers at Japanese households to practice the Japanese language and proper ethics as taught in the classroom. Indeed, Yapese became able to read, speak, write, and understand the Japanese language very well and knowledgeable about typical Japanese manners and household items.

The classroom atmosphere was always stern and obedient. Classes were big, sometimes with more than 50 students per class. The school in Colonia for fourth and fifth grades even had close to 100 students in one class. Usually, each class had one Japanese teacher and one local interpreter. Rules were strict, and corporal punishment was harsh. Students had to learn the new language, ethics, and arithmetic in a strongly disciplined and controlled classroom. Instruction mostly required group reading, reciting, or singing and rote memory. Strict morality, strong discipline, and Japanese character were sternly enforced in the classroom.

In 1926, a form of higher education began in Koror, Palau. This was Carpentry Apprentice Training School, which taught young men carpentry and woodworking. Students that did well in carpentry in Yap were sent to the carpentry school in Palau. In 1940, the carpentry school in Palau added blacksmith, automotive mechanics, and electronics to its curriculum. In Yap, the Japanese government instituted an agricultural school for boys and a nursing school for girls. The agricultural school grew crops to feed the Japanese government workers. The nursing school was only for one year, with an opportunity for outstanding students to attend a second year, mainly to tutor new students in the Japanese language.

Japanizing the Natives

The overall aim of the Japanese government in Micronesia, including Yap, appeared to have been to Japanize the local population and exploit the resources in Micronesia. Japan launched economic and social programs, including a very influential school system, that far exceeded efforts of the Spanish and the Germans. While formal schooling in Micronesia was run by missionaries under the Spanish and German administrations, formal schooling under the Japanese rule was first instituted by the Japanese navy and later carried out by the Japanese government. The Japanese government wanted Micronesians to be able to understand and

obey the Japanese and to do work for the Japanese. Hence, the schools placed heavy emphases on the Japanese language, ethics, and hard work. The Japanese even tried hard to break down the traditional chief system and substituting it with reverence and respect to the Japanese Emperor. Indeed, Micronesians, including the Yapese, understood, read and spoke basic Japanese fluently, acquired strong Japanese moral values and ethics, and retained the value of hard work.

The American Period

On December 7, 1941, the Japanese brought the United States into World War II through its bombing of the Pearl Harbor, Hawaii, where U.S. harbored its Pacific navy fleet. Japan had long prepared for the war; and so while bombing Pearl Harbor, it had a fleet of warships sailing from Palau to the Philippines, which the Japanese captured in June 1942 to solidify their control over the western and central Pacific and much of Southeast Asia and Melanesia. By 1942, however, the U.S. began to make success in the war in the Pacific, and in February 1944, the first American bomb dropped in Micronesia during the war fell on Pohnpei. The time chart below provides a glimpse into the American bombing of Yap and other territories in Micronesia.

• February 1944	Pohnpei & Chuuk were bombed by the Americans.
• March 1944	Bombing of Palau by the Americans began.
• March 31, 1944	Mainland Yap was bombed by the Americans.
• July & August 1944	Yap suffered heavy bombing by the Americans.
• September 23, 1944	Ulithi was captured by the Americans.
• October 16, 1944	Ngulu was taken by the Americans without a fight.
• January 1, 1945	Fais was captured by the Americans.
• September 5, 1945	Yap was surrendered to the Americans.

The war in the Pacific ended in August 1945, but the war in Yap continued for several months after the official surrender. As noted in the time chart above, Yap surrendered a month after the end of the war in the Pacific. On December 7, 1945, the American flag was finally raised on Yap. Thus began the next colonial rule over Yap.

Trust Territory of the Pacific Islands

In 1947, Micronesia, which included Yap, Palau, Saipan, Chuuk, Pohnpei, and the Marshall Islands, was designated as the Strategic Trust Territory of the Pacific Islands (TTPI) by the United Nations, the successor to the League of Nations, with Yap originally as a district of Palau. The Trust Territory was governed by the United States with supervision from the United Nations. The leader of the Trust Territory of the Pacific Islands was referred to as the High Commissioner, with headquarters in Saipan, now called the Commonwealth of the Northern Mariana Islands. To govern the islands, the U.S. first tasked its naval administration to administer the islands and later transferred the responsibility to its Department of Interior.

U.S. Naval Administration

The United States Navy entered Micronesia during World War II. After the war, it was tasked to oversee Micronesia. The U.S. naval administrators governed Yap and the rest of Micronesia (TTPI) from 1946 to 1951, after which the U.S. Department of Interior began administering the Trust Territory of the Pacific Islands. The U.S. naval administration revived Yap traditional chiefs, involving them in the development of their municipalities and giving them courts and police to work in their municipalities. Many customs and traditions were revived, and missionaries returned to Yap to continue spreading their religion.

The naval administration worked closely with the chiefs and the local people to rebuild Yap. Working with the Sea Bees, the Yapese cleaned and rebuilt areas damaged in the war. They constructed homes, roads, and bridges and undertook special projects in major construction work for the navy. By 1948, the Yapese, working for the naval administration, built the first school in Yap after World War II at Alaw at the top of the hill in Nimar. The Yapese also built the navy administration and communication building down the hill from Alaw, the hospital on the old Spanish fort at Bilealaach, the dock, and Ganiir bridge. Unlike the previous colonial rulers, the U.S. Navy paid Yapese for working for the navy.

In July 1946, the naval administration held the first election for Yap, in which the highest-ranking chiefs in their respective municipalities won. This signaled the desire of the Yapese people to return to their chief system. The ten chiefs formed the Council of Chiefs, which the naval administration allowed to govern the islands. History indicates that economic development of Yap was very slow during the U.S. naval administration; however, the Yapese felt liberated and pleased to return to their customs and traditions.

U.S. DOI Administration

In July 1951, the United States Department of Interior (DOI) took over administration of Yap, as well as the rest of the Trust Territory of the Pacific Islands, from the U.S. Navy. Yap and Ulithi separated from Palau and brought with them all the islands from Woleai to Satawal. To administer Yap and the rest of Micronesia, the U.S. Secretary of Interior appointed a High Commissioner to head the Trust Territory (TT) government. The High Commissioner made and enforced all the laws and decisions for the government. The High Commissioner in turn appointed a District Administrator and his or her deputy to assist the High Commissioner in administering the TT government. In 1957, legislators were elected from Mainland Yap and formed the Yap Islands Congress to work with the District Administrator. In the previous year, the High Commissioner established the Council of Micronesia to advise and assist the High Commissioner in developing programs and policies for the TT government. The Council of Micronesia eventually became the Congress of Micronesia.

The Trust Territory was inaccessible to most outsiders during the 1950s. Only the American government can allow people to enter the territory. Despite more than 240 Americans working for the Trust Territory government, Yap and the rest of the Micronesian islands were still underdeveloped, worse than during Japanese time, and people's living conditions were much worse than they were during the Japanese colonial rule. For the first 15 years of its

administration in Micronesia, the U.S. government did not sufficiently develop the Trust Territory. Still, the United Nations expected the United States to make good on its mandate to pursue political, economic, and social development in the Trust Territory.

Post-War Education in Yap

During and immediately after World War II, there was no school in Yap. People were occupied with survival activities and cleaning up of the war damages. At the end of the war, there were no qualified or trained teachers in Yap. The U.S. naval administration, however, immediately began assisting the Yapese to build schools and training the locals to teach in schools. Outer islands schools took some time to establish, but the villages and the local people worked hard to build schools. The schools were therefore primarily supported by the villages, with elementary schools being run by the local people. The local efforts to establish schools reflected the local cooperative tradition yet representing the new desire for education and the benefits resulting from it. The yearning for education suggests a lasting influence of the Japanese education efforts in Yap and elsewhere in Micronesia. Moreover, it indicates a recognition that advance schooling is an important means for social mobility in the local culture and a principal tool for economic and political success.

The U.S. naval administration began training the local people to teach basic English, math, science, and social studies – subjects which have remained core content areas taught at schools in Yap and throughout Micronesia. The teacher training usually took half a year to one year to complete. Prospective teachers from neighboring islands went to Mainland Yap for the teacher training program at the Catholic Mission. Upon completion, the trainees returned to their islands to open schools for the public. Subsequently, local people traveled to Guam for several years of teacher training. In 1948, the teacher training program was relocated from Guam to Chuuk and became called Pacific Island Teacher Training School. Soon, Yap began to have teachers who have been trained to teach in the classroom.

During the early years of the American administration, there were few schools, and little was done to improve education in the Trust Territory of the Pacific Islands. The first school under the American administration in Yap had begun in 1948, yet there were no concerted efforts to make progress in the area of education. Attendance at school was voluntary, and therefore many children did not attend school. School books, materials, and supplies were difficult to obtain due to lack of funding. Teachers were not paid with money. Instead, they were paid by the community with local food and sometimes with traditional money.

Nevertheless, there were schools in Yap, and children were free to attend or not to attend school. On Mainland Yap, children could attend school up to ninth grade. At night, English language classes were often held for adults at the village schools so that the natives can communicate with the naval administrators. Whereas the Japanese had an unequal but influential education system ending at fifth grade in Micronesia during its colonial administration, the Americans began in Yap with a meager education system ending at ninth grade.

Men's traditional houses in Yap have always served as training centers for boys and young men, who frequented and slept at the traditional houses for traditional learning of certain customs and traditions. In the 1950's, some boys from neighboring islands began to stay at the men's traditional houses while attending the intermediate school in Colonia. This resulted in fewer boys and young men sleeping in the men's traditional houses. Consequently, boys and young men began to attend more modern, American type of education than the traditional Yapese education system.

By 1959, there were elementary schools in most municipalities in Yap. Children who successfully graduated from ninth grade mostly went on to teach at the village schools, with some continuing on to a high school in Chuuk that was established in the early 1950's. Many girls did not go to school then. Among the girls that graduated from elementary schools, a few would go on to high school in Chuuk or to a nursing school in Saipan. Eventually, after graduating from the high school in Chuuk, some students continued on to college in Guam or Hawaii. In time, there became more educated Yapese working as translators, teachers, carpenters, electricians, police officers, and office workers. For the first time, the Yapese may obtain a college degree. Likewise, for the first time, the Yapese worked in a colonial government.

Kennedy Administration: Impact on Education

In the early 1960s, the American administration began to take concrete actions to develop the Trust Territory, with special emphasis placed on education, as it recognized the geographical, economic, and political importance of the islands. John F. Kennedy had just got elected and began to dispense millions of dollars into the Trust Territory. For eight years, from 1961 to 1968, there were twelve increases in the budget for the Trust Territory. The Kennedy administration funded numerous projects in education, sanitation, and construction to improve the standards of living in the territory. Coast Guard was brought in to Yap and other places in Micronesia to help develop the territory. Coast Guard personnel constructed roads, bridges, pipelines, and buildings; provided first aid to villages; and used their heavy equipment to assist the local people in community projects. Schools were built and renovated, American teachers were brought in, locals were trained to be teachers, and federal programs for education increased. Dispensaries were built, doctors were provided, and people were administered immunizations against common diseases. The U.S. opened up the territory in 1962, allowing outsiders to travel to most of the islands in the territory, and Micronesians began to learn about self-government through the Congress of Micronesia. In 1962, Micronesians developed the first flag of Micronesia.

In 1966, the Kennedy administration sent the first Peace Corps volunteers to the Trust Territory to assist in the development of the islands in the territory, especially in schools, and to help Micronesians to understand the American democratic way of life. The Congress of Micronesia had earlier established English as the national language, and so the Peace Corps volunteers were trained to teach English as a second language before they were sent to Micronesia. Many Peace Corps volunteers sent to the Trust Territory taught English in schools. In Yap, there was one Peace Corps volunteer for every 108 people in the first year of the Peace Corps program. Today, there are still some of these former Peace Corps volunteers

in Micronesia; they had married and settled in Micronesia during or after their Peace Corps tenure in the Trust Territory.

In the 1960's, the Department of Education was the largest employer in the Trust Territory, with one out of three government employees working for the department. In the neighboring islands of Yap, teaching was often the only government job. Within 10 years, from 1962 to 1971, the number of public high schools in the Trust Territory increased from one to eight. Yap High School began in September 1962, and the first students to graduate from the high school did so in 1966. Outer Islands High School (OIHS) began in 1963 as a junior high school. Two years later, OIHS became a complete high school, with grades from seventh to twelfth grade. The class of 1967 was the first to graduate from OIHS. Most of the high school teachers were American contract teachers and Peace Corps volunteers, who additionally taught the Yapese how to teach in the classroom and how to operate schools. After high school, only a few entered college, first at Guam and later on at other places. From 1965 to 1969, the number of Micronesians in college more than tripled from 142 students to 445 students.

In the 1950's, the schools in Yap and throughout the rest of Micronesia tended to be locally oriented; but in the 1960's, the schools became more modeled after the American education system. Governance and structure, staffing, curriculum, and activities resembled those of American schools. Students completing the schools in Yap became able to continue their education abroad in the American school system. With Kennedy administration's efforts in progressing education in the Trust Territory, schooling entered the rural villages and outer islands. With American-modeled schools, American contract teachers, and Peace Corps volunteer teachers, American education in the Trust Territory began to immerse Micronesians into the American culture. This has resulted in a long, continuing struggle for the Yapese and the rest of Micronesians: living in dual cultures – the western or contemporary culture and the local culture.

In the 1970's, grades seven and eight were removed from the Outer Islands High School and placed at the various elementary schools in Yap. Then, in 1975, Yap High School moved to Rull and began offering vocational programs, such as agriculture, carpentry, and nursing. The Micronesian Occupational College (MOC), established in Koror, Palau, in 1969, increased its vocational programs to 12 and received its full accreditation by the Western Association of Schools and Colleges in 1977. The Community College of Micronesia (CCM), established in Kolonia, Pohnpei, in 1970, began a two-year teacher training program for elementary school teachers. In 1978, CCM was accredited by the Western Association of Schools and Colleges. The School of Nursing in Saipan became a part of the CCM in 1975 and moved to Majuro, Marshalls, in 1986. Then, in 1983, the College of Micronesia was formed to bring together the Micronesian Occupational College, the Community College of Micronesia, and the Nursing School into one college system.

In the 1970's and 1980's, federal funding of various education projects increased. Vocational education, adult and community education, special education, and other programs increased; training on administration and management, curriculum and instruction, and information management multiplied; school facilities were greatly improved; and more people were

getting educated, even at places beyond Trust Territory. Schooling became an important part of the lives of the people as well as the operation of the government. Increasingly, the Yapese became immersed into the American culture, with values and behaviors that often clash with the traditional Yapese culture. While the Yapese culture expects children and adults to know their places in the Yapese traditional society and to be respectful, courteous, quiet, and sociable, the western culture influences the Yapese to be expressive of their minds, freedom, and rights and to question, inquire, demand, and speak out.

Much political activities took place in late 1970's and the 1980's that changed the political structure of the Trust Territory. Palau and the Marshalls voted against the Micronesian Constitution created in 1975 while the Marianas did not even vote on the constitution. The Marianas adopted its constitution and became a U.S. commonwealth. Marshalls adopted its own constitution in 1978 and became the Republic of the Marshall Islands while Palau adopted its constitution in 1980 and became the Republic of Palau. Yap, Chuuk, Pohnpei, and Kosrae adopted the Micronesian Constitution and formed the Federated States of Micronesia (FSM). In 1982, the Congress of Micronesia and the United States signed the Compact of Free Association agreement, granting independence to the FSM. The Compact Agreement gave the FSM control of its government and foreign affairs and the United States control over military security. Back in 1978, the first governor for Yap State was elected, and major departments and offices were established for the executive branch of the Yap State Government. The Department of Education then began administering and managing public schools in Yap.

In the 1990's, the overall administration of the education system for Yap was transferred from the Trust Territory Headquarters in Saipan to the FSM and Yap Departments of Education. This presented the Yapese the opportunity to assess their educational needs and develop plans and strategies to address them. In the development of the Yap State's second five-year plan, the Yap Department of Education had its first opportunity to develop its plan for the Yap public school system to be included in the second Yap State Five-Year Plan, which was approved in October 1992.

Today, there are 33 schools in Yap, 31 of which are public schools, operated by the Yap Department of Education. The schools and their programs are still modeled after the American education system, and the long struggle between the western culture and the traditional culture continues. This is particularly striking in the conflicts between traditional authority and elected authority; elders and younger generations; privilege and equality; traditional customs and contemporary culture; and individual concerns against community concerns.

Significant Changes on Education

During all the colonial administrations over Yap, the development and growth of Yap as a society and education in Yap had undergone tremendous changes that have impacted not only the Yap society itself but the Yapese as an individual and as a member of the greater Yapese community. Some of the significant changes have included the following:

- Advent of formal schooling, beginning with the Spanish and the Germans, and expanding into its current American-modeled education system that begins with pre-school and progresses through primary or elementary school, secondary or high school, and post-secondary institution.
- The school administration has dramatically changed from having missionaries, naval administrators, colonial rulers running the school system to having the Yapese operating the public school system.
- Schooling has changed from traditional learning to formal schooling, which is now compulsory compared to years ago when it was voluntary.
- Television, computers, books, Internet, and increasing airline services continue to bring new ideas and changes, but the Yapese society continues to practice and preserve its traditional culture.
- Having become immersed into the western culture yet continuing to recognize and practice their traditional culture, the Yapese continue to face the challenges posed by the struggle between the western culture and the traditional culture.
- The need and the demand for schooling have become a priority issue now that education is increasingly recognized as an effective tool for personal, social, economic, and political advancement.
- A greater need has emerged for partnerships, networking, and collaboration between the school and the home, among governmental and non-governmental organizations, within the communities and with the neighbors, and with regional and global institutions.

While the political and economic structures in Yap have undergone tremendous changes throughout the years, the organizational structure of the education system has likewise been through several stages of its growth and development. Today's education system in Yap represents the continuing effort to reform the education system to meet the needs of the children and Yap State. Understanding the current education system in Yap State would certainly assist in the development and the implementation of goals and strategies for improvement of education in Yap State.

Section 4. Current Education System in Yap

This section describes the current education system in Yap. It contains information about governance and structure, students, curriculum, teachers, student assessments, facilities, and resources. The section aims to provide a common information base for determining the current situation and the desired future state of the education system. The gaps will provide bases for formulation of priorities for improvement of the education system in Yap.

Governance and Management of Yap Education System

The Yap State Education System is governed by a five-member State Board of Education and managed by the Yap State Department of Education. The Yap State Department of Education is led by the Director of Education, who is assisted by three administrators who administer public schools and management and support services.

State Board of Education

Yap State public law, as well as the Yap State Education Policy and Procedures Manual, calls for a State Board of Education consisting of five members, four of whom are appointed by the governor, with confirmation of the State Legislature, while the remaining member is the State Director of Education. The Board is responsible for advancing educational development toward quality education and culturally sensitive curriculum by developing long- and short-term plans, budgeting for activities, reviewing state and national rules and regulations, recommending necessary changes, and approving or disapproving all matters related to the education system.

The State Director of Education, who serves as the Executive Officer of the State Board of Education, is the highest ranking educator in the state with day-to-day administrative authority and control over the education system of the state. Appointed by the governor and confirmed by the State Legislature, the Director of Education heads the Yap Department of Education, which is one of the major departments of the Yap State Government.

Department of Education

The Yap Department of Education is headed by a Director who is responsible for administering, managing, and evaluating the public elementary and secondary school system throughout the state and developing and implementing educational curricula, standards, and programs for the state education system. The Department of Education is the Yap State Government agency responsible for the state education system. Under the Director of Education are three administrators who are hired through the civil service system.

Management and Support Services Administration

The Management and Support Services Administration is headed by an administrator whose primary responsibility is to administer management and support services in curriculum and

instruction, professional development, assessment and evaluation, management information system, technology and media, and budget and procurement. These areas are each managed by a coordinator who reports directly to the Management and Support Services Administrator. The divisions under the Management and Support Services Administration include the following:

Curriculum and Instruction. The Curriculum and Instruction Division is responsible for developing curriculum and instructional materials for grades 1 to 12 for all schools in the state, purchasing instructional materials needed for all schools in the state, providing curriculum data to school staff, administrative staff, and the DOE Director, and updating schools on curriculum changes for improvement and accuracy. Within the division are all content areas, culture programs, vocational education, early childhood education, and special education.

Professional Development. The Professional Development unit is responsible for staff development programs for employees, workforce education, and student services. Under workforce education are on-the-job training program, the GED (General Educational Development) program, and community education. Student services include counseling at the high school level. The GED Program awards high school equivalent diploma to young and adults that successfully pass the U.S. GED examinations in five content areas.

Assessment and Evaluation. The major functions and responsibilities of the Assessment and Evaluation unit include administration, management, and reporting of state level examinations as well as the development of curriculum-based assessments. The unit also maintains accurate, updated assessment database system and procures external assessment materials as needed.

Education Management Information System. The Education Management Information System unit is tasked with data collection, analysis, and reporting for the Department of Education. The unit is responsible for the implementation and maintenance of the Pacific Education Data Management System (PEDMS), which manages data entry, processing, and reporting for the Department.

Technology and Media. The Technology, Media, and Infrastructure Division is responsible for all aspects of computer and communications technology; media that includes layout, printing, filming, and editing; and infrastructure and facilities. Responsibilities of the division include planning, installation, maintenance, and training in the areas of technology, media, and infrastructure for the Department of Education.

Budget and Supply. The Budget and Supply unit handles finances and supplies for the Department. The unit is responsible for budget development, implementation, and monitoring; requisitions and other forms of expenditures; receiving and distribution of supplies; and inventory of the Department's assets.

Neighboring Islands Schools Administration

The Neighboring Islands Schools Administration is headed by an administrator whose primary responsibility is for the administration and management of all public schools in the neighboring islands of Yap. There are 19 public schools (17 elementary schools and two high schools) in the neighboring islands. The Neighboring Islands Schools Administrator is assisted by five School Area Supervisors, four of whom coordinate school activities for the neighboring islands, with the other for Waab in Yap Proper.

School Area Supervisors. There are five School Area Supervisors that serve as the School Zone Inclusive Education Coordinators (IECs) for the Department of Education. The School Area Supervisors are located at the Central Office and are each assigned to each of the five school zones in the Yap Proper and the neighboring islands - Waab, Ulithi, Woleai, Ifalik, and Satawal. The School Supervisors are tasked to plan with the DOE Division Chiefs and the State Director of Education and coordinate and monitor all school-related matters for their school zones, including making regular visits to the schools in their school zones.

Yap Proper Schools Administration

The Yap Proper Schools Administration is headed by an administrator whose primary responsibility is for the administration and management of all public schools in the Yap Proper. There are 12 public schools in the Yap Proper, having approximately 1,400 students, or about one-third of the total student population for Yap. The Yap Proper Schools Administrator supervises 12 school principals in the Yap Proper.

Executive Committee

The Department of Education also has an Executive Committee of 13 members that serves as the executive decision making body for the Department. The Executive Committee meets once a month. Members of the Executive Committee are as follows:

- Director of Education, Chairman
- Management and Support Services Administrator
- Yap Proper Schools Administrator
- Neighboring Islands Schools Administrator
- Coordinator, Technology and Media
- Coordinator, Assessment and Evaluation
- Coordinator, Curriculum and Instruction
- Coordinator, Vocational Education
- Coordinator, Early Childhood Education
- Coordinator, Special Education
- Coordinator, Professional Development
- Coordinator, Workforce Education
- Chairman, Principals Association

Management Team

The Department of Education also has a Management Team that provides the overall leadership and direction for management of the department. The Management Team, which meets three times a week, consists of the top-level administrators as follows:

- Director of Education, Chairman
- Management and Support Services Administrator
- Yap Proper Schools Administrator
- Neighboring Islands Schools Administrator

**Yap State Department of Education
Functional Organizational Chart**

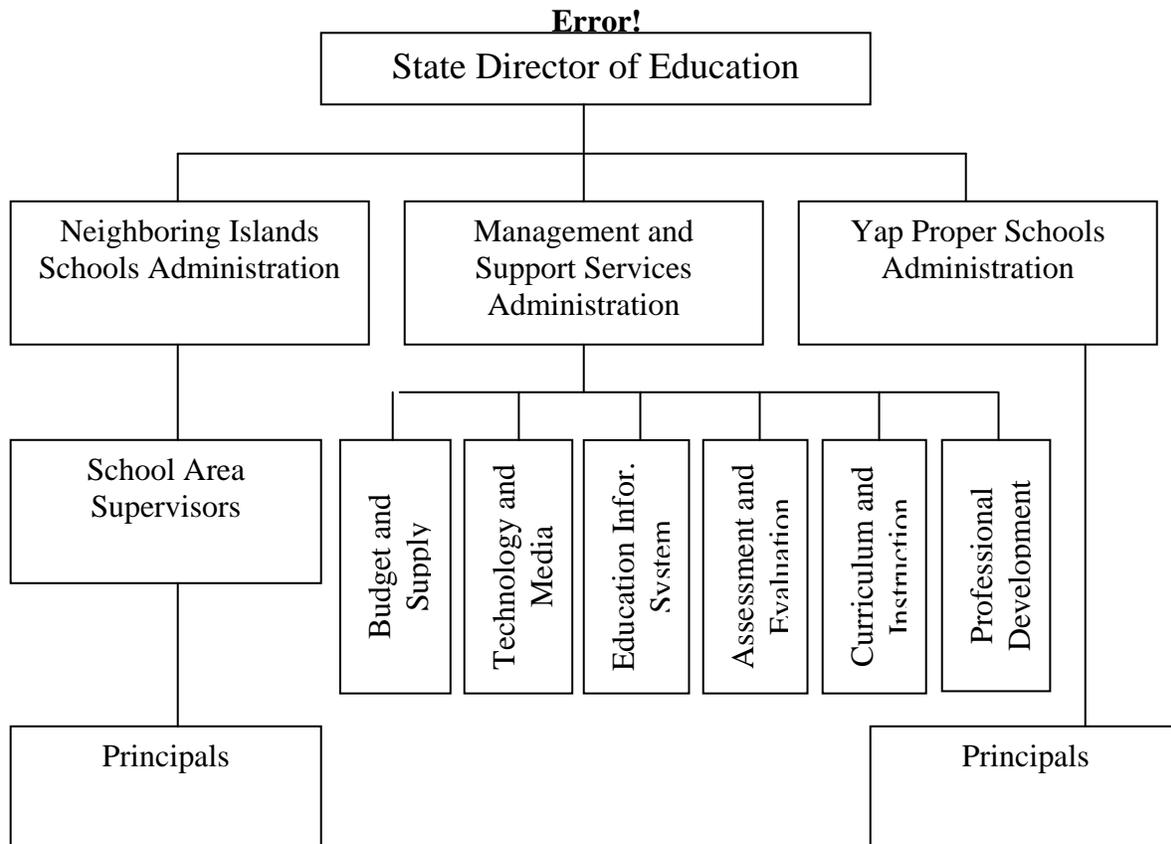


Figure 1. Functional Organizational Chart, Yap State DOE, As of September 2007

PREL Service Center. The PREL Service Center, a part of the Pacific Resources for Education and Learning (PREL) network through the U.S. affiliated states in the Pacific, provides support for the Yap State Department of Education. The center is located at the Yap DOE.

The Center is currently advertising for a part-time staff to work in early childhood education for the PERT Program, whose director is based in Pohnpei. The Center assists DOE in professional development for English learning, with focus on reading comprehension for grades 4 and 5. PREL also collaborates with the Pacific Comprehensive Center to design forms for school visitations and observations. The PREL Service Center stands ready to assist the Yap DOE wherever it can.

Organizational Structure of the Schools

The organizational structure of the schools in Yap is best understood through grade levels, years in school, or student age. Early childhood program provides preschool for three to five year old children. Elementary schools provide educational programs for grades 1 to 8, or year 1 to year 8, normally from ages 6 to 13. High schools provide education for grades 9 to 12, or year 9 to year 12. College provides one-year vocational certificates or two-year associate degrees in liberal arts and different areas of education and may provide four-year bachelor degree program opportunities in specific fields. Beyond that, one has to travel to college or university abroad and stay there for perhaps a couple of years or more, whether it is for a master's or a doctorate degree.

By law, school attendance is compulsory from first to eighth grade, or for ages 6 to 14.

Preschool

The preschool program is provided through the Early Childhood Education (ECE) Program of the Yap State Department of Education. The Early Childhood Education Program, supported through the Supplemental Education Grant (SEG) to Yap through the Compact of Free Association Agreement with the United States, provides educational, social, and cultural activities to three- to five-year old children. The ECE Program is formerly the Head Start Program for Yap that operated semi-autonomously through federal grant from the United States. At the end of school year 2007, there were 25 ECE Centers operating under the Yap State Department of Education.

Another preschool program is a kindergarten program at the Seventh Day Adventist School that enrolls five-year old children and prepares them to enter first grade.

Children who successfully complete the Early Childhood Education Program and the kindergarten program are transitioned to elementary schools more efficiently and do well in first grade compared to those who do not complete the ECE or the kindergarten program.

Public and Private Elementary and High Schools

Generally, elementary schools are from grades 1 to 8 while high schools are from grades 9 to 12. Children enter first grade at age six. In one school, Seventh Day Adventist School, the basic education is well integrated from kindergarten (at age five) to twelfth grade. For another school, the first to fourth grade students are in one location while fifth to eighth graders are in another location due to high enrollment.

There is a total of 33 schools in Yap: 31 are public schools while two are private schools. Fourteen (14) of the schools are in the Yap Proper, with 12 being public and two private. Of the 14 schools in the Yap Proper, 12 are elementary schools, one is a high school, and one is from kindergarten to twelfth grade (K-12). The other 19 schools are in the neighboring islands, 17 of which are elementary schools and two are high schools, all being public schools. The two private schools include Seventh Day Adventist School from kindergarten to 12th grade and St. Mary's Catholic School from grades 1 to 8.

Each school has a school board, which makes its own bylaws, and furthermore has a Parents Teachers Association (PTA) that works closely with the school board.

All 31 public schools are grouped into five school zones: Waab (Yap Proper), Ulithi, Woleai, Ifalik, and Satawal School Zones. Originally only four based on the four languages for Yap, the zones have expanded to include the Waab Zone due to the high concentration of student enrollment in the Yap Proper.

Community College & Adult/Community Education

The College of Micronesia (COM), with the main campus at Pohnpei, the seat of the FSM capital, has a full-fledge campus in Yap. The COM-Yap Campus provides courses toward a one-year certificate and two-year degree programs in several fields of study, including liberal arts, early childhood education, elementary education, secondary education, and special education. Students and adults have opportunities to attend short-term training or take college courses at the Yap Proper or travel to Pohnpei State for full-time study at the College of Micronesia main campus. Students often travel to Guam, Hawaii, and the U.S. mainland for higher education.

A General Educational Development (GED) program provides opportunities for youth and adults who have not completed high school to take courses in five major content areas to obtain a high school equivalent diploma. The content areas include English reading, English writing, mathematics, science, and social studies. Upon successful completion of the five courses, which usually takes one to two years, students must take and pass U.S.-made GED examinations in all five areas in order to receive their GED diploma. Currently, the GED program is managed by the Workforce Education unit under the Division of Professional Development of Yap State Department of Education.

Basic Student Indicators

The following tables show the trends of student enrollment, graduation rates in both public and private schools, dropout rates and student-teacher ratio in public schools.

Student Enrollment

Student enrollment data for the last eight years, as shown in Table 1 below, indicate two isolated years of drastic decrease in student enrollment between which there were three

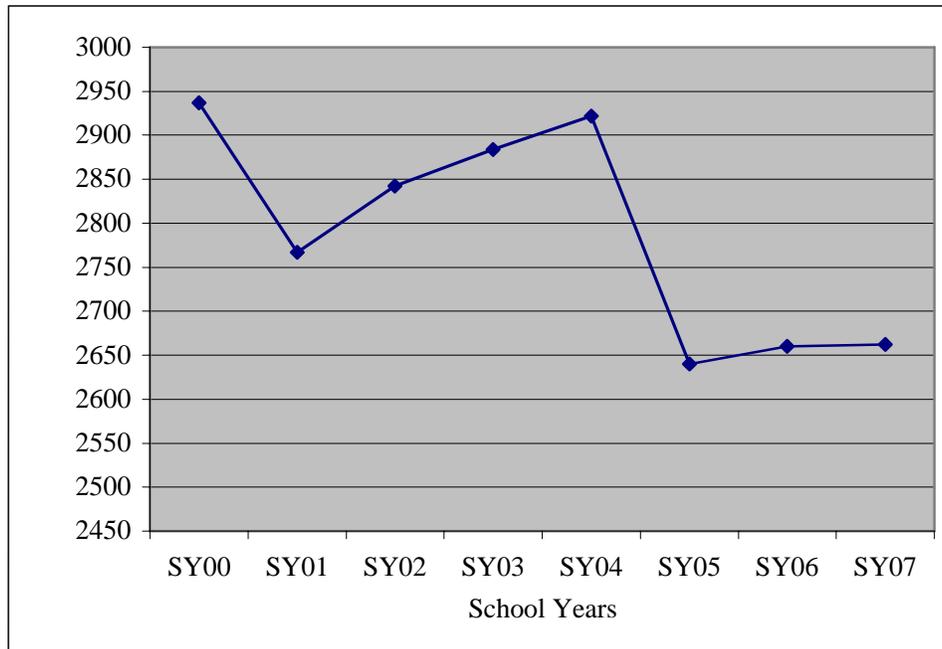
consecutive years of significant increases and with the last three years having the most stable enrollment. In SY2001, the student enrollment decreased by 170 students, which represent about 5.8% of the previous school year enrollment. Similarly, in SY2005, the enrollment declined by 282 students, or 9.6% of the previous school year enrollment. In between the two years, from SY2002 to SY2004, the enrollment increased by an average of 52 students each year. After the last major decrease in enrollment in SY2005, the student enrollment reached its lowest in the last three years, averaging 2,654 students annually and becoming more steady.

Table 1. Student Enrollment: SY2000 – SY2007

School Year	Elementary			High School			Grand Total
	Male	Female	Total	Male	Female	Total	
1999-2000	1163	989	2152	445	340	785	2937
2000-2001	1054	916	1970	439	358	797	2767
2001-2002	1056	961	2017	459	366	825	2842
2002-2003	1065	960	2025	455	404	859	2884
2003-2004	1058	936	1994	497	431	928	2922
2004-2005	975	819	1794	464	382	846	2640
2005-2006	1000	846	1846	454	366	820	2666
2006-2007	992	859	1851	450	361	811	2662

Source: Yap Department of Education

Figure 2. Student Enrollment Trend, SY2000-SY2007



The two major decreases in student enrollment are attributed to natural disasters that struck the state, such as Super Typhoon Sudal on April 9, 2004. The Department of Education continues to work closely with the community leaders and parents to improve student access

to education and to strengthen curriculum and instruction to ensure quality education for all children in the state.

Graduation Rate

Overall, the graduation rates are very good. For high school, the average graduation rate for the last eight years is 96.2%, with SY2005 having the lowest graduation rate at 93.3% and the preceding SY2004 having the highest graduation rate at 98.1%. For the elementary level, the average graduation rate for the last eight years is 77.99%, but this rate includes three school years, from SY2001 to SY2003, in which elementary school graduates were required to pass an exit examination in order to advance to high school. Beginning in SY2004 up to the present, the exit examination became no longer required for entrance to high school. The average graduation rate for elementary level from SY2004 to SY2007 was 94.25, which is close to that of the high school level.

Table 2. Graduation Rate: SY2000 – SY2007

School Yrs	Elementary			High School		
	Enrolled	Graduates	Percentage	Enrolled	Graduates	Percentage
1999-2000	270	217	80.4	182	178	97.8
2000-2001	231	159	68.9	178	170	95.5
2001-2002	227	108	47.6	164	160	97.5
2002-2003	228	114	50.0	174	169	97.1
2003-2004	220	209	95.0	213	209	98.1
2004-2005	218	203	93.2	210	196	93.3
2005-2006	235	223	94.9	215	206	95.8
2006-2007	228	214	93.9	197	186	94.5

Source: Yap Department of Education

Dropout Rate

The dropout rates for both elementary and high schools have been below 7% in the last seven years, from SY2001 to SY2007. Elementary schools have a much lower dropout rate, averaging 0.9% over the last seven years, with 1.3% being the highest dropout rate in school year 2001-2002 and 0.5% being the lowest rate in SY2001. For high school, the average dropout rate for the last seven years is 5.1%, with SY2006 having the highest dropout rate and SY2004 having the lowest rate.

Table 3. Dropout Rate: SY2000 – SY2007

School Yrs	Elementary			High School		
	Enrolled	Drop out	Percentage	Enrolled	Drop out	Percentage
2000-2001	1970	9	0.5	797	44	5.5
2001-2002	2017	25	1.3	825	35	4.2
2002-2003	2025	18	0.9	859	42	4.8
2003-2004	1994	23	1.2	928	37	3.9
2004-2005	2769	19	0.7	846	54	6.3
2005-2006	1846	22	1.2	820	55	6.7
2006-2007	1851	15	0.9	811	38	4.6

Source: Yap Department of Education

Student-Teacher Ratio

In school year 2006-2007, the overall student-teacher ratio for public schools was 8:1. This simply means that, on the average, there were eight students for one teacher. High school had the highest student-teacher ratio at 12:1 while ECE and elementary schools had about the same student-teacher ratio at 7:1, as shown in Table 4 below. Class sizes are much larger at the schools in the Yap Proper than the average student-teacher ratio due to the high concentration of population in the Yap Proper. In contrast, the outer island schools have lower than average student-teacher ratio.

Table 4. Student-Teacher Ratio: SY2007

School Type	# of Schools	# of Teachers	# of Students	Ratio
ECE Centers	25	49	385	7:1
Elementary Schools	29	258	1915	7:1
High Schools	3	62	748	12:1
Totals	57	370	3048	8:1

Source: Yap Department of Education

Over the past four school years, the student-teacher ratio for elementary and high schools combined has declined from 12:1 in SY2004 to 7:1 in SY2007. This is attributed to the increase in the number of teachers over the same period. Table 5 shows the decreasing overall student-teacher ratio for the past four school years for elementary and high schools combined.

Table 5. Student-Teacher Ratio, Elementary and High Schools: SY2004 – SY2007

School Year	# of Teachers	# of Students	Ratio
2004	235	2,922	12:1
2005	235	2,640	11:1
2006	355	2,660	7:1
2007	370	2,662	7:1

Source: Yap Department of Education

The student-teacher ratio for individual public schools and ECE centers for SY2007 are shown in Table 6 below. While the average student-teacher ratio for all public schools and ECE centers combined in SY2007 was 8:1, records indicate that the student-teacher ratio ranged from the lowest at 2:1 at ECE center and elementary school levels to the highest at 19:1 at Yap High School. Generally, the student-ratio tends to be high when the student enrollment is high.

Table 6. Individual School/Center Student-Teacher Ratio: SY2007 (Public Schools)

School/Center	# of Students	# of Teachers	Ratio
Asor Elementary School	17	6	3:1
Bael Elementary School	54	8	7:1
Baleau ECE Center	25	2	13:1
Colonia ECE Center	46	3	16:1
Colonia Middle School	168	12	14:1
Dalipebinaw ECE Center	23	4	6:1
Dalipebinaw Elementary School	61	8	8:1
Eauripik ECE Center	9	1	9:1
Eauripik Elementary School	15	6	3:1
Elato ECE Center	4	1	4:1
Elato Elementary School	24	5	5:1
Fadraii ECE Center	10	2	5:1
Fadraii Elementary School	24	6	4:1
Fais ECE Center	20	2	10:1
Fais Elementary School	96	11	9:1
Falachig ECE Center	17	2	9:1
Falalis ECE Center	7	2	4:1
Falalis Elementary School	33	6	6:1
Falalop Ulithi Elementary School	83	13	6:1
Falalop Woleai ECE Center	20	2	10:1
Falalop, Ulithi ECE Center	16	2	8:1
Fanif ECE Center	13	2	7:1
Fanif Elementary School	59	11	5:1
Faraulap ECE Center	3	2	2:1
Faraulap Elementary School	26	7	4:1
Gaanelay Elementary School	140	10	14:1
Gagil ECE Center	16	2	8:1
Gagil Elementary School	102	11	9:1
Gilman ECE Center	9	1	9:1
Gilman Elementary School	42	12	4:1
Ifalik Elementary School	153	15	10:1
Kanifay ECE Center	12	2	6:1
Kanifay Elementary School	43	9	5:1
Lamotrek ECE Center	10	2	5:1
Lamotrek Elementary School	116	15	8:1
Maap ECE Center	20	2	10:1

Maap Elementary School	101	11	9:1
Mogmog ECE Center	14	2	7:1
Mogmog Elementary School	53	8	7:1
North Fanif Elementary School	32	5	7:1
Piig ECE Center	7	1	7:1
Piig Elementary School	10	4	3:1
Rawaii ECE Center	20	2	10:1
Rumung Elementary School	7	3	2:1
Satawal ECE Center	41	3	14:1
Satawal Elementary School	148	12	12:1
Seliap ECE Center	6	1	6:1
Seliap Elementary School	23	6	4:1
Tamilang ECE Center	9	2	4:1
Tamilang Elementary School	111	12	9:1
Tegailap Elementary School	29	7	4:1
Ulithi High School	95	16	6:1
Woleai Elementary School	115	13	9:1
Woleai High School	138	19	7:1
Wottegai ECE Center	8	2	4:1
Wottegai Elementary School	30	6	5:1
Yap High School	515	27	19:1
Totals	3048	370	8:1

Source: Yap Department of Education

Staffing/Teachers Pattern

In SY2007, there were 395 classroom teachers in Yap State, 370 of whom were for public schools and 25 for private schools. As shown in Table 7 below, for public schools, there were 49 ECE teachers, 259 elementary school teachers, and 62 high school teachers.

Table 7. Number of Classroom Teachers for Public and Private Schools: SY2007

Type	ECE	Kindergarten	Elementary	High School	Total
Public School Teachers	49	0	259	62	370
Private School Teachers	0	2	19	4	25
Total	49	2	278	66	395

Source: Yap Department of Education

Records indicate that teacher quality needs to be improved. Of the 370 classroom teachers in SY2007, 253 or 68.6% do not have a college degree. Only 109 or 29.5% of the classroom teachers have a college degree, with associate degree being the lowest college degree and master's degree being the highest college degree. Seven teachers are now in the third year of their bachelor degree program. The educational backgrounds of the public school teachers are summarized in Table 8 below.

Table 8. Teachers' Educational Levels: SY2007

College Degree	# of Teachers	Percentage
Without Degree	254	68.6%
Third Year in College	7	1.9%
Associate Degree	89	24.1%
Bachelor Degree	18	4.9%
Master's Degree	2	0.5%
Doctorate Degree	0	0.0%
Total	370	100.0%

Source: Yap Department of Education

Records also indicate the following:

- That the two teachers with master's degree are both teaching at one school (Yap High School).
- That 61% of the teachers with bachelor's degree are teaching at Yap High School, and 72% of those with bachelor's degree are teaching at the three public high schools.
- That the remaining 28% of those with bachelor's degree are teaching at five of the 28 public elementary schools in Yap.
- That 22, or 79%, of the 28 public elementary schools have at least one teacher with an associate degree.
- That, of the 49 teachers at the 25 ECE centers, none has a college degree.
- That the three public high schools each has more teachers with college degree or background than those without college experience.

The non-instructional and support staff vary from principals to cooks, with unbalanced distribution. Significant figures include 24 ECE cooks, three librarians, four counselors, and one secretary, considering the number of schools and students served in the public school system. Table 9 lists the number of current administrative and support staff at public schools.

Table 9. Administrative and Support Staff: SY2007

Position	Number
Principals	30
ECE Cooks	24
Vice principals	4
Counselors	4
Librarians	3
Administrative Assistant	1
Secretary	1

Source: Yap Department of Education

Professional Development

The Professional Development Division, under Management and Support Services Administration, carries out activities involving teachers and staff upgrade, workforce education (on-the-job training, General Educational Development (GED), and community education), and student services. Currently, teacher certification is a priority issue as teachers in the FSM are mandated to have an associate degree in education and pass a national examination by October 2007.

Classroom observations are undertaken to ensure that teachers implement the curriculum and that instruction is delivered effectively. Results of classroom observations are usually used to design or select appropriate training for teachers. The Professional Development Division is now focusing on multi-grade training, with the aim of making it a course at the College of Micronesia.

Curriculum and Instruction

This section describes the current status of public elementary and high school curriculum and instruction. It also includes descriptions of the early childhood education, special education, vocational education, and workforce education.

The current curriculum being used in Yap is called baseline curriculum. It is the first curriculum for the state that is indigenous in nature. The development of the baseline curriculum started in 2000 with grades 1 to 4; every year, a grade was added until it reached grade 8 in 2005. Typhoon Sudal destroyed everything, including documents on curriculum, and so the DOE is now still recovering from the loss of the documents.

The curriculum is standardized and in line with FSM minimum standards. In January 2006, curriculum officials from all FSM states met in Pohnpei and aligned state standards with FSM minimum standards and benchmarks for grades up to eighth grade. It was decided that English be introduced in fifth grade. When administration changed, the introduction of English in the public school system was brought down to third grade. English curriculum must now be adjusted to begin in third grade.

Local vernacular is taught up to at least tenth grade. Students are required to complete the essay portion of local vernacular curriculum in school. When instruction in English begins, local vernacular teaching appears to be reduced. A resolution in the state legislature seeks to require teaching of local vernacular in the school system. Currently, there is no curriculum in place for vernacular language in upper grades in elementary schools. There is a need to work with ECE and special education to develop one vernacular curriculum for Yap state.

In teaching local vernacular, there needs to be a spelling system in place for vernacular language. Right now, there is no spelling system for vernacular language. There are efforts to put in place new orthography for the Yapese language, but there is resistance to move away from the old ways of writing Yapese. Despite all these, local dictionaries have already been done for Yap Proper, Ulithi, and Woleai.

Early Childhood Education

The Yap Early Childhood Education program began operating under the Yap Department of Education in June 2005. Formerly the Head Start program funded by a U.S. federal grant, the ECE program is now running the former Head Start program with half of its former budget. The ECE program now has 25 classrooms, 16 on outer islands and 11 on Yap Proper. There are about 102 staff members for the ECE program, about half of whom are teachers at the ECE centers. The ECE program provides parental services and involves parents widely in its programs and activities. The program is currently working on a guide or a plan for its operation.

The Yap ECE program is a comprehensive child development program designed to serve children ages 3-5 years old and their families. The program has the overall goal of increasing the social competence of young children in Yap State. By social competence, it is meant that the child is effective in his daily dealings with his or her present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of social, emotional, cognitive, and physical development.

ECE services are also family centered, following the tenets that children develop in the context of their family and culture and that parents are respected as the primary educators and nurturers of their children. ECE offers family support for growth and change, believing that people can identify their own strengths and needs and are capable of finding solutions.

To support the overall goal of social competence, the ECE program embraces the following core set of values:

- Establish a supportive learning environment for children, parent and staff in which the processes of enhancing awareness, refining skills and increasing understanding are valued and promoted.
- Parents and staff recognize and respect local tradition and cultures of others.
- Understand that empowerment of families occurs when program governance is a responsibility shared by parents and staff and when ideas and opinions of families are heard and respected.
- Embrace a comprehensive vision of health for children, families and staff, ensuring that basic health needs are met, encourage practices that prevent illness and injuries, and promote positive culturally relevant health behaviors that enhance life-long well-being.
- Respect the importance of all aspects of an individual's development, including social, emotional, cognitive and physical growth.
- Each child and adult is treated as an individual while, at the same time, a sense of belonging to a group is reinforced.
- Foster relationship with the larger community, so that families and staff are respected and served by a network of community agencies in partnership with one another.

- Develop a continuum of care, education and services that allow stable support to children and families during and after they leave the program.

The ECE program provides a range of services in the areas of education, child development, medical, dental and mental health, nutrition, parent involvement and transportation services for children on Waab.

Currently, the program is being funded under the Supplemental Education Grant (SEG) as provided under the Amended Compact with the United States with a budget of about one million dollars. There are approximately 450 children enrolled in the program. Services are provided in a center base setting with 11 classrooms on Waab Island and 16 classrooms in the outer islands. ECE services are supported by a staff of 102, nine of whom are administrative and management staff while the rest are direct service providers such as teachers, cooks, bus drivers, and health and family workers.

Challenges for Early Childhood Education Program. The early childhood education program faces some challenges that need to be addressed to improve the program. Major challenges for the ECE program include the following:

- **ECE Legislative Mandate.** The ECE program is currently operating without any legislative authority. It is the prerogative of the Department of Education to continue or discontinue the program. A legislative mandate would ensure that early childhood service become an integral part of the educational system. It would also ensure that funds are always earmarked for this important program should the SEG grant be terminated as it is a discretionary grant that is appropriated annually by the U.S. Congress. Numerous researches have shown that early education greatly enhance the success rate of students in grade school.
- **ECE Standards and Guidelines.** The ECE program continues to operate as it did under the Head Start Program. Neither the national nor the state DOE has any standards or guidelines for running an early childhood education program. The state needs to develop policies and procedures for operating the early childhood education program, including minimum standards of services that must be met. Policies and procedures must address, at a minimum, age(s) of children to be served, minimum and maximum number of children per classroom, children/teacher ratio, and other health and safety issues. This would ensure that quality and consistent services are provided to all children enrolled in the program.
- **Training and Technical Assistance.** Early childhood education is a relative new field of study for our region and particularly for Yap. There are very few educators who specialize in the field available in this region. Training and technical assistance need to be contracted to provide occasional training and keep the staff up to date on the latest development in this field.

Elementary Curriculum and Instruction

At both elementary and high school levels, the core subjects are each taught for 45 minutes per day for a total of 180 days per school year, which runs from August to May. The school year is operated in four quarters, with about 45 school days per quarter. In school year 2007, all students were verified to have all needed textbooks.

The elementary school curriculum consists of four core subjects: English, vernacular language, mathematics, and science. Beginning in school year 2008 (August 2007 – May 2008), English will be introduced in third grade. Previously, up to the year 2000, English was taught beginning in first grade and then, from 2000 to 2007, beginning in fifth grade. Local vernacular language is taught from first to sixth grade only. Social studies are integrated into language arts. Additional courses include life arts, culture, agriculture, physical education and health, which are each taught for 45 minutes once up to three times a week or may be taught daily at some schools.

Courses at public elementary schools include the following:

- Reading
- Writing
- Mathematics
- Vernacular
- Science
- Social Studies
- Culture
- Life Arts
- Health
- Pre-Algebra
- Physical Science
- Micronesian Studies
- General Science
- Spelling
- Agriculture
- Algebra I
- Horticulture I
- Tourism
- Health and Sports
- Environmental Science
- Construction
- Health Science

A typical elementary school day begins at 8:00 am and ends at 2:30 pm, with recess and lunch in between classes. After students leave the school, the teachers would assess students' work, plan lessons and prepare materials for the next day, and do other work typical for teachers. Teaching at an elementary school is hard work, requiring about six hours of actual instructional delivery and normally involving teaching about six different subject areas that at times are difficult for the teachers themselves.

High School Curriculum and Instruction

The high school core curriculum consists of English, mathematics, science, social studies, physical education, and vocational education. Students choose a major among agriculture, auto mechanics, carpentry, and home economics at high school. Computer technology is integrated into the core curriculum. Additional courses include arts and the Japanese language.

Courses offered at the high school level include the following:

- General Science
- English Literature
- Pre-Algebra
- Algebra 1 & 2
- Physical Science
- Expository Agriculture 1 & 2
- English Composition
- Expository Construction 1 & 2
- Expository Mechanic 1 & 2
- Computer
- World History
- Life Science
- Business Mathematics
- Earth Science
- Geometry
- Micronesian Studies
- Culture
- English Skills Development
- Oceanic Studies
- Consumer Mathematics
- Biology
- Advance Science

The number of credits required for graduation from high school varies between Yap High School and the two other high schools at the neighboring islands. Yap High School requires 22 credits for graduation while Ulithi High School and Woleai High School require a minimum of 24 credits and may require up to 28 credits to graduate from the schools. Traditional navigational skills or other cultural skills may be required at some schools, resulting in higher number of credits required to graduate from these schools.

Vocational Education Program

The vocational education program has an important role in Yap's education system. The program provides coordination of activities and support for vocational programs at high schools in Yap.

Formerly funded by the Pacific Vocational Education Improvement Project (PVEIP), a U.S. federal grant project, the vocational education program is now funded by the Supplemental Education Grant (SEG) that is provided to Yap through the FSM's Amended Compact of Free Association with the United States. The program received \$140,000 SEG for its FY2007 activities.

The vocational education program has developed the Yap State DOE Vocational Program Strategic Plan for 2007-2011. The overall goal for the plan is for the Yap DOE to collaborate with parents, extended family, and broader social structure in delivering quality and sustainable vocational education program that will provide all students with basic skills, thinking skills, and personal qualities; help provide for the manpower needs of the State and the Nation; and work with government and private sectors and the community in maximizing the use of human, financial, and material resources in the uplifting of vocational education foundation necessary for sustainable economic growth. To accomplish this goal, the plan proposes five strategic goals as follows:

- To ensure that vocational education teachers are provided with training opportunities that will increase their ability to (a) teach challenging subject matters in the various vocational disciplines, and (b) assist their students in achieving high academic and skill standards.

- To ensure that secondary schools offer vocational education programs that support the State and the Pacific region's economic development priorities and meet the projected labor needs of key industries and business establishments.
- To ensure that all secondary schools possess adequate instructional resources (e.g. textbooks, tools, equipment and supplies) to implement the updated vocational programs/activities/curricula resulting from Strategic Goals 1 and 2 of the Yap State DOE Vocational Education Program Strategic plan.
- To enhance/improve planning, implementation, monitoring and evaluation and provide for technical assistance and an effective research/monitoring system that will provide accurate information on vocational education program's success or shortcomings.
- To coordinate with infrastructure personnel to ensure that classroom buildings and other vocational education facilities are built according to Yap State and national standards set for vocational education.

Challenges for Vocational Education Program. There are three main challenges that need to be addressed in order to improve vocational education program for Yap State. The challenges are as follows:

- **Budget Reduction.** The continuous reduction of the budget for the program makes it difficult to allocate appropriate quantity and quality of resources for all the school zones based on their plans. There has been annual budget reduction for vocational program for the past two fiscal years. A portion of the money goes to the National Government for use in monitoring SEG programs in all FSM states.
- **Procedural Delays.** Too much adherence to policy procedures in the budget allotment delays many of the program activities. The program follows a set of timeframe for its activities, along with a determined amount of resources. A single delay in delivery of resources for one activity will affect other activities within the program or other projects for the program.
- **Infrastructure Improvement.** Infrastructure for vocational education program needs improvement. The vocational shops at high schools need equipment and resources for classroom instruction and student practicum. The shops themselves need repair to ensure security and safety of students, equipment, and resources. Maintaining vocational shops is an expensive task, and so there needs to be a long-term infrastructure plan for upgrading vocational education facilities and supplying equipment and resources for the vocational program.

Special Education Program

The Special Education Program, operating under the Yap State Department of Education, receives its entire funding from a U.S. federal grant; in FY2007, the program had \$643,735. The Special Education Program is the only U.S. federal grant program that was not affected by the FSM's Amended Compact of Free Association with the United States and therefore

continues to receive direct funding from the U.S. DOE. In fact, the program has been assured of its funding for the next 20 years.

The Special Education Program is regulated by the Individual with Disabilities Education Act (IDEA), a U.S. public law that regulates state services to individuals with disabilities. In December 2004, new IDEA regulations became effective, so the Special Education Program has been making adjustments to comply with the new IDEA regulations.

As part of the program regulations, states are required to develop state performance plans. For Yap, the Special Education Program is developing Yap State Performance Plan while assisting the FSM National DOE in developing an FSM-wide state performance plan. Under IDEA, there are 20 indicators that must be addressed in the state performance plan. The state performance plan covers 2005-2011 and must include targets and benchmarks for the next ten years.

The Special Education Program uses the inclusive model, trying to reach all students in the least restrictive environment. Children with disabilities from six to 21 years of age can be found in elementary and high schools, and some at age three to five may be found in early childhood education centers. However, children with disabilities from zero to two years old are difficult to find, and some form of data collection in the community may be required to identify these children. The Special Education Program collaborates closely with the Public Health officials to identify children with disabilities and to provide health services to children with disabilities and their parents.

For years, the Special Education Program has been processing student data and services manually. It has been difficult keeping track of the number of children served by the program. While children with disabilities have been evaluated and served with appropriate services, paperwork and documentations of these activities have been difficult to maintain. There is no database management personnel on board for the program. San Diego State University has developed a web-based data system for the Special Education Program. While the program looks forward to use the data system, it has been found that there are inconsistencies in filling the Special Education forms and that some students do not have records. Data management is therefore a priority issue for the Special Education Program.

Challenges for Special Education Program. The Special Education Program faces some major challenges in its program services. These challenges, shown below, need to be addressed in order to improve the program.

- **Reorganization.** To meet the IDEA requirements, the Special Education Program needs to reorganize. The reorganization has already begun and needs support from the administration and everyone on board.
- **Staff Training.** Staff training is needed, especially in the special education procedures. Procedures for the referral process are not often properly followed. Personnel attrition and new hires do not help as new staff are not familiar with the procedures for the referral process as well as for data collection and reporting.

- **Data Management.** Data management is a critical issue for the Special Education Program as the program is required to submit certain student and service data to the U.S. DOE. The FSM national government has provided the ACCESS program for use in storing, processing, and reporting data, but somehow the program is not working properly. The Special Education Program relies on the Pacific Education Data Management System (PEDMS) for reporting data, but the PEDMS system does not have all the data needed by the Special Education Program for its reports. Adding to the problem are the lack of personnel responsible for data – from collection to input to analysis and processing to reporting - and inconsistent staffing, which usually results in incomplete forms, uncollected data, and incomplete database. The central resource teachers (CRTs) and the Special Education staff do not seem to know what to do with the results of the data, and principals see data collection and analysis as additional work for them.
- **Integration.** There is a need for a policy or guidelines to integrate Special Education activities, such as data collection and analysis, into regular operation of the schools and the DOE so that principals and other employees take the Special Education program as a necessary, integral part of the overall education system. The Special Education Program is a huge asset for the DOE and the students. The program resources can be utilized to assist at-risk students. It would be to the advantage of the DOE to fully integrate Special Education activities into regular operations of the DOE and the schools.
- **Alternate Assessment.** One of the IDEA requirements calls for alternate assessment to students with disabilities. Currently, the Special Education Program uses the FSM Assessment to screen potential students for Special Education services. The DOE uses the Yap State Exit Test for 8th grade and the National Standardized Test for 6th, 8th, and 10th grade. Special Education students may take alternate assessment to accommodate their needs and disabilities. The Special Education Program works closely with Guam CEDDARS to develop a comprehensive assessment system for the disabled that would include appropriate accommodations and alternate assessments.

Workforce Education

The Workforce Education unit operates under the Professional Development Division of the Yap DOE. Funded by the Supplemental Education Grant (SEG), The Workforce Education unit handles on-the-job training (OJT) program, General Educational Development (GED) program, and community education.

Currently, the unit has already organized a tutoring system for students in which any student with grade point average (GPA) below 1.5 (in a 4.0 scale) must be in the tutoring program until his or her GPA improves to 1.5 or higher. The tutoring system was designed to assist in improving student achievement and to increase students' chances for successfully completing school.

To augment the tutoring program, the Workforce Education program promotes career awareness among students. The program provides information on career planning, career development, and job training for students. The program also provides training to parents so that they may be able to effectively help their children in the learning process.

With the introduction of a new Yapese orthography, the program plans to conduct parent training on the new orthography so that parents may be able to assist their children at home with the learning of the new orthography and that the parents themselves may be able to use the new Yapese orthography. Three courses are being developed to teach the new orthography, and trainers have been identified to teach the new orthography in the five school zones for Yap.

The Workforce Education program also provides an opportunity for out-of-school children and adults in the community to earn a high school equivalent diploma through the General Educational Development (GED) Program. The GED Program provides instruction in five subject areas, and students must be tested on these five subject areas at the end of the courses and must pass them in order to receive the GED diploma. The GED Program is a U.S. program, and so the requirements for the program in Yap are the same as those used in the U.S. The GED diploma is recognized throughout the United States and the U.S. affiliated states and may be used to enter any college or university in the U.S. and the U.S. affiliated states in the Pacific or elsewhere.

Challenges for Curriculum and Instruction

The Curriculum and Instruction Division, under the Management and Support Services Administration, handles curriculum and instruction for all public schools in Yap. The Division is responsible for all subject areas and cultural programs as well as vocational, early childhood, and special education programs offered at public schools. In reviewing the current status of curriculum and instruction, the Division has identified the following challenges that need to be addressed to improve curriculum and instruction:

- Align all curriculum levels - from early childhood education program to special education program to regular education program to culture and agriculture programs.
- Collect and disseminate curriculum information to the stakeholders.
- Upload curriculum materials on the Internet so that the schools, parents, and the community can have access to them.
- Provide training needed for curriculum staff to do their work more effectively.
- Provide appropriate compensation to all curriculum staff to make them more comfortable in carrying out their responsibilities.
- Review curriculum materials before they are disseminated to schools, and get feedback from teachers for improvement purpose.
- Design NBC pre- and post-tests to measure how well students acquire the skills and knowledge described in the benchmarks for targeted grade levels.
- Monitor compliance with curriculum implementation guidelines.

- Identify students’ areas of strengths and weaknesses and provide appropriate instructional assistance and support for students.
- Determine teachers’ training needs.

Student Assessment

The Yap State Department of Education tests eighth grade students annually to assess student achievement in math, reading, and writing. The assessment instrument is a criterion-referenced test referred to as Yap State Exit Test, developed by Yap State Department of Education. The test determines the extent to which students have captured the learning targets.

In 1997, the Yap State Exit Test was first administered to 12 schools in the Yap Proper. These schools included nine public elementary schools, one public middle school, and two private schools. In the following year, in 1998, the test was administered to eighth graders at 23 schools in Yap that serve eighth grade. The schools included 20 public elementary schools, one public middle school, one private elementary school, and one private K-12 school. The test has been administered annually to eighth grade students in Yap since then.

The Yap State Exit Test consists of math, reading, and writing. The math component has 50 points while the reading portion has 30 points and the writing part 20 points. Table 10 below shows the composite raw scores of the exit test for eighth grade in the past 10 years, from SY98 to SY07.

Table 10. Yap State Exit Test Scores: SY1998 – SY2007

Subject	SY98	SY99	SY00	SY01	SY02	SY03	SY04	SY05	SY06	SY07
Math	36.66	36.40	34.77	34.09	31.43	32.05	30.62	32.40	29.61	31.22
Reading	21.52	21.02	20.53	19.55	18.34	17.96	17.40	19.08	17.29	16.25
Writing	12.25	12.32	13.98	13.21	14.86	13.15	13.43	13.73	10.74	10.70
Math = 50 points; Reading = 30 points; Writing = 20 points										

Source: Yap Department of Education

The test scores shown in Table 10 indicate the following:

- The math composite score declined for four consecutive years from SY99 to SY02 but increased three times in the last five years.
- The reading composite score continuously declined in the past 10 years except one time in SY05 when it increased from 17.40 to 19.08.
- The writing composite score generally increased in the early testing years but drastically declined and hit its lowest in the last two years.
- The most recent composite scores (SY07) for all three subjects tested are the lowest in the past 10 years with exception of math, which surpassed two previous scores within the last 10 years (SY04 and SY06).

To compare eighth grade student achievement among the three subjects tested, the composite raw scores need to be converted into percentages of the total possible points. As stated earlier,

math has a total of 50 points, reading has 30 points, and writing 20 points. To convert the composite scores, the raw scores are divided by the total points for each subject area. Table 11 shows percentages of the composite scores for SY98 to SY07.

Table 11. Percentages of Composite Raw Scores: SY1998 – SY2007

Subject	SY98	SY99	SY00	SY01	SY02	SY03	SY04	SY05	SY06	SY07
Math	73.32	72.80	69.54	68.18	62.86	64.10	61.24	64.80	59.22	62.44
Reading	71.73	70.07	68.43	65.17	61.13	59.87	58.00	63.60	57.63	54.17
Writing	61.25	61.60	69.90	66.05	74.30	65.75	67.15	68.65	53.70	53.50

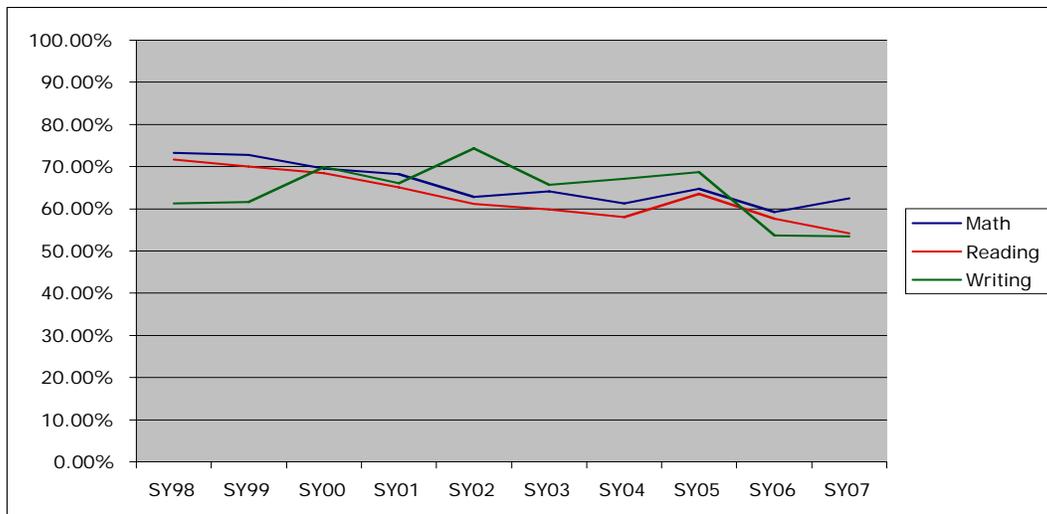
Source: Calculated as percentages from raw composite scores in Table 10.

In percentages, the scores reflect eighth grade student achievement on a 100-point scale. Significant patterns from the percentages in Table 11 include the following:

- The highest recorded eighth grade composite student achievement in the Exit Test is 73.32% in math in SY98 while the lowest is 53.50 in writing in SY07.
- The composite student achievement in all three subject areas has fallen drastically in 10 years: from 73.22% in math in SY98 to 62.44% in SY07, from 71.73% in reading in SY98 to 54.17% in SY07, and from 61.25% in writing in SY98 to 53.50% in SY07.
- For five years at the beginning of the testing, from SY98 to SY02, eighth grade student composite scores in all three subject areas tested were all above the 60% mark, with about half in the 70’s. In contrast, roughly half of all eighth grade composite scores in all three subject areas in the last five years have been in the 50’s, with none in the 70’s.
- In the last two school years, there have been five (out of six) composite scores in the 50’s, one in the 60’s, and none any higher.

Figure 3 shows the trend of eighth grade achievement in math, reading, and writing as scored in the Yap State Exit Test for the last 10 years.

Figure 3. Trend of Eighth Grade Achievement in Yap State Exit Test: SY98-SY07



The trend of eighth grade student achievement in the Yap State Exit Test in the last 10 years, as shown in Figure 3 above, shows the following:

- Eighth grade student achievement in all three subject areas tested has been declining in the past 10 years.
- Of the three subject areas tested, math has had the highest composite score in the last two years, followed by reading and then writing.
- Eighth grade student achievement in reading had increased only once (in SY05) within the last 10 years while achievement in math had increased three times and writing, five times.
- Eighth grade student achievement in reading has been consistently lower than in math within the last 10 years.
- Student achievement in writing has been the most inconsistent and unpredictable within the last 10 years, having reached the highest of all composite scores in SY02 and the lowest in SY07.

Eighth grade is the exiting grade for students in elementary schools in Yap. For ninth grade, students may enter any one of the four high schools, two of which are located at the Yap Proper - one being public and the other private - and the other two, both public, at two separate neighboring/outer islands. For three consecutive years, from SY2001 to SY2003, the Yap State Exit Test was used to determine acceptance to high school. During that three-year period, an average of 45% of the students completing eighth grade annually did not advance to high school. Prior to and after those years, passing the test was not required for high school, and so all students completing eighth grade were able to enter high school.

Challenges for Student Assessment

In reviewing the current status of student assessment, the assessment unit of the Yap Department of Education has identified specific challenges that need to be addressed to improve student assessment. The challenges are as follows:

- An alignment process needs to be implemented to ensure a good match among curriculum standards and benchmarks, classroom instruction, and student assessment.
- Other types of student assessment need to be considered or developed.
- Analyses need to be made on assessment results at different levels, such as classroom, school, state, and national.
- Student assessment needs to cover all students, including those with disabilities.
- Procedures, strategies, and guidelines for providing assessment accommodation or alternate form of assessment for students with special needs should be formulated and implemented in consideration of IDEA and NCLB regulations and guidelines as well as culturally appropriate conditions.

School Facilities

Yap has a total of 31 public schools. Altogether, there are 31 separate school campuses, having 86 buildings with a total of 150,842 square feet of space. The schools are spread in five geographical zones: Waab (Yap Proper) Zone, Ulithi Zone, Woleai Zone, Ifalik Zone, and Satawal Zone. Ulithi is 105 miles from the Yap Proper; Woleai, 373 miles; Ifalik, 403 miles; and Satawal, 545 miles. Waab Zone leads in the number of schools with 12, followed by Ulithi and Woleai Zones with six schools each, Ifalik Zone with four schools, and the Satawal Zone with three schools.

The school buildings are made of concrete floor, concrete wall, and tin roof. Five schools have concrete roof. Approximately half of the schools are in good condition while the other half are in poor condition. Most schools in the Yap Proper are in good condition, compared to Ulithi, which has more schools in poor condition, and Woleai, with all schools in poor condition. In Satawal, more schools are in good condition while, in Ifalik, half of the schools are in good condition. “Good condition” means the school buildings are good but need to be maintained. “Poor condition” means the school buildings need immediate repair.

Shown in Table 12 below is the breakdown of all public school buildings in Yap State and their current conditions.

Table 12. Yap Public School Buildings: SY2007

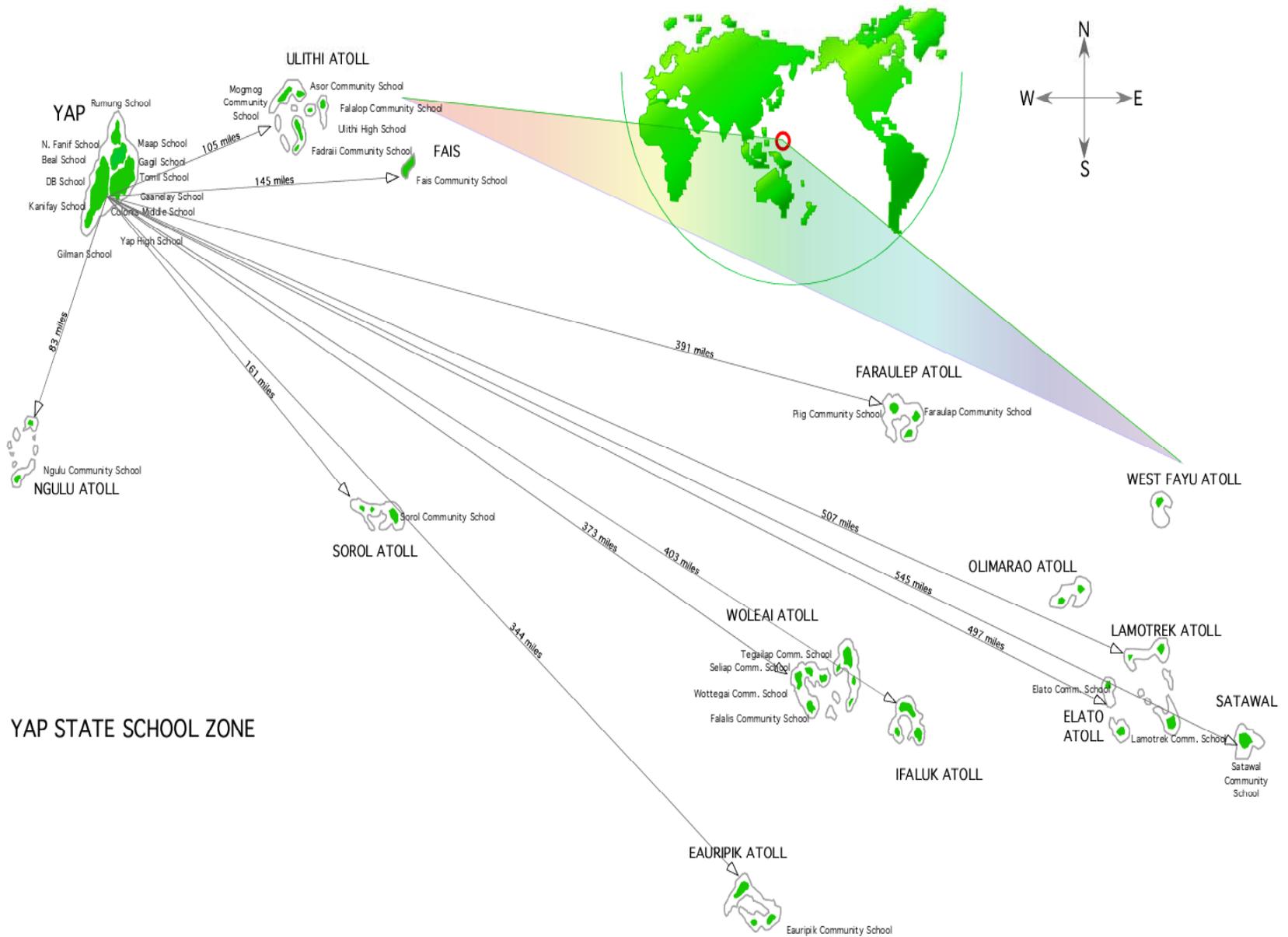
Municipality/ Island	# of School Campus	# of School Buildings	# of Sq. Ft. of Space	Materials	Condition
Public Elementary Schools					
Yap Proper					
Ruul	2 (Gaanelay & Colonia Middle School)	7	12,200	Concrete floor Concrete wall Tin roof Concrete roof	6 - Good 1 - Poor
Dalipebinaw	1	3	3,840	Concrete floor Concrete wall Tin roof	Good
Kanifay	1	2	2,400	Concrete floor Concrete wall Tin roof	Good
Fanif	2 (North Fanif & Fanif Rumuu)	4	7,040	Concrete roof Concrete wall Tin roof	Good
Tomil	1	2	4,800	Concrete roof Concrete wall Tin roof	Good
Gagil	1	3	8,868	Concrete floor Concrete wall	Good

				Tin roof	
Maap	1	2	4,362	Concrete floor Concrete wall Tin roof	Good
Weloy	1 Bael school	2	2,500	Concrete floor Concrete wall Tin roof	Good
Rumung	1	1	2,080	Concrete floor Concrete wall Tin roof	Poor
Ulithi Zone					
Fadaray Island	1	2	4,160	Concrete floor Concrete wall Tin roof	Good
Momog Island	1	2	3,640	Concrete floor Concrete wall Tin roof	Poor
Asor	1	1	2,080	Concrete floor Concrete wall Tin roof	Poor
Falalop Island	1	2	4,160	Concrete floor Concrete wall Tin roof	Good
Fais Island	1	2	4,160	Concrete floor Concrete wall Tin roof	Poor
Woleai Zone					
Falalus Island	1	1	1,764	Concrete floor Concrete wall Tin roof	Poor
Wottegai Island	1	2	2,400	Concrete floor Concrete wall Tin roof	Poor
Seliap Island	1	3	3,170	Concrete floor Concrete wall Tin roof	Poor
Tegailap Island	1	2	2,628	Concrete floor Concrete wall Tin roof	Poor
Falalop Island	1	2	2,856	Concrete floor Concrete wall Tin roof	Poor
Ifalik Zone					
Eauripik Island	1	2	1,600	Concrete floor Concrete wall Concrete roof	Poor

Ifalik Island	1	2	7,200	Concrete floor Concrete wall Tin roof	Poor
Facholap Island	1	1	840	Concrete floor Concrete wall Tin roof	Good
Piig Island	1	1	840	Concrete floor Concrete wall Concrete roof	Good
Satawal Zone					
Elato Island	1	2	1,400	Concrete floor Concrete wall Concrete roof	Poor
Lamotrek Island	1	3	5,088	Concrete floor Concrete wall Tin roof	Good
Satawal Island	1	3	5,088	Concrete floor Concrete wall Tin roof	Good
Total Elementary Schools	28	59	101,164	All concrete floor & wall; mostly tin roof; some concrete roof	About 50% good
Public High Schools					
Yap High School, Yap Main Island	1	14	30,492	Concrete floor Concrete wall Tin roof	Poor
Ulithi High School	1	8	12,386	Concrete floor Concrete wall Tin roof	Poor
Woleai High School	1	4	6,800	Concrete floor Concrete wall Tin roof	Poor
Total High Schools	3	27	49,678	All concrete floor & wall and tin roof	100% Poor
Grand Total	31	86	150,842	All concrete floor & wall; mostly tin roof; some concrete roof	About 50% good

Source: Yap Department of Education

Map 3: Distances from Yap Proper to Neighboring and Outer Islands



Challenges for Facilities and Infrastructures

Maintaining the school facilities and infrastructures continues to be a challenge for the Yap Department of Education, with fiscal resources barely sufficient for general maintenance. Having schools spread over isolated and remote islands accessible by days of travel on boats makes it even more challenging to provide conducive learning environment for all students at the infrastructure level. Some specific challenges for facilities and infrastructures include the following:

- Upgrading and maintenance of all computer hardware, software, networks and communication systems, and media equipment
- Training/upgrading of computer and media personnel
- Increase in staff salaries
- Maintenance of existing facilities and construction of new facilities
- Community involvement in construction and maintenance of school facilities
- Land lease agreement for some of the public schools

Fiscal Resources

Funding for public schools has continuously increased in the last two fiscal years after it was drastically reduced in FY2005, as shown in Table 13 below. The budget increase was mainly through the introduction of Supplemental Education Grant (SEG) in FY2006 and an increase of close to a million dollars in national appropriation for the education sector in FY2007.

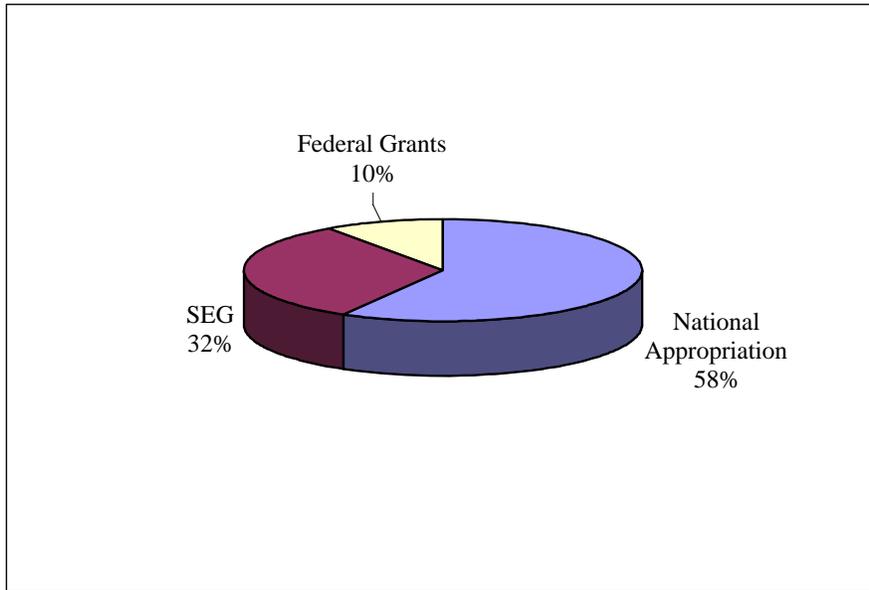
Table 13. Fiscal Resources for Public Schools: FY2004 – FY2007

Fiscal Year	National	SEG	Federal	Total
FY2004	\$3,923,600	0	\$1,429,604	\$5,353,204
FY2005	3,579,082	0	644,031	4,223,113
FY2006	2,848,034	2,393,183	681,108	5,922,325
FY2007	3,820,682	2,082,181	643,735	6,546,598

Source: Yap Department of Education

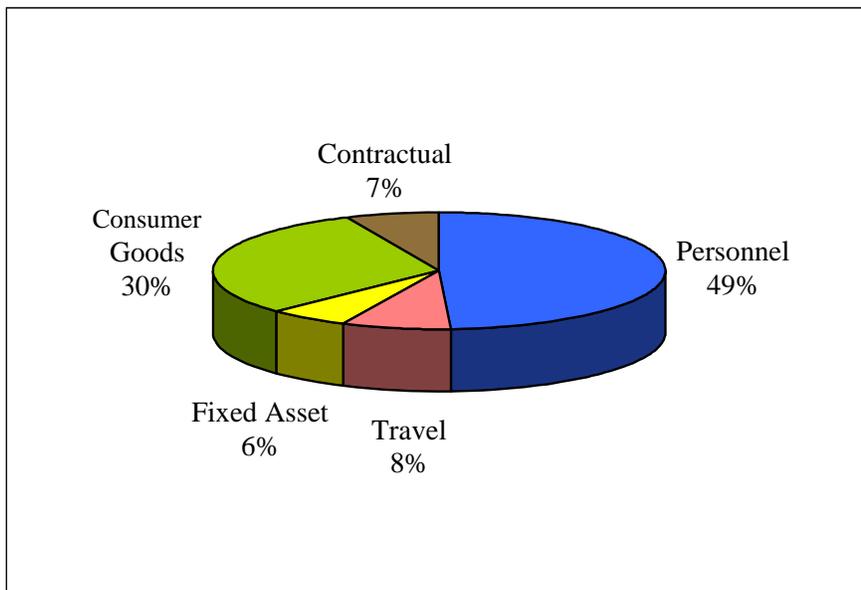
There are three main sources of funding for public education in Yap: national appropriation, Supplemental Education Grant, and U.S. federal grant(s). The supplemental education grant is earmarked for education improvement programs, vocational education, and early childhood education while the lone federal grant is for the special education program. That leaves the national appropriation for all other programs and activities and operations of all public schools in Yap. As shown in Figure 4 below, the national appropriation makes up 58% of the total FY07 education budget while the SEG and federal grant(s) make up the other 42%.

Figure 4. Budget Sources: FY2007



For FY2007, personnel took the largest chunk of the total education budget at 49%, followed by consumer goods at 30% and travel, contractual, and fixed assets altogether at 21%. The breakdown of the FY07 budget allocation is shown in Figure 5 below.

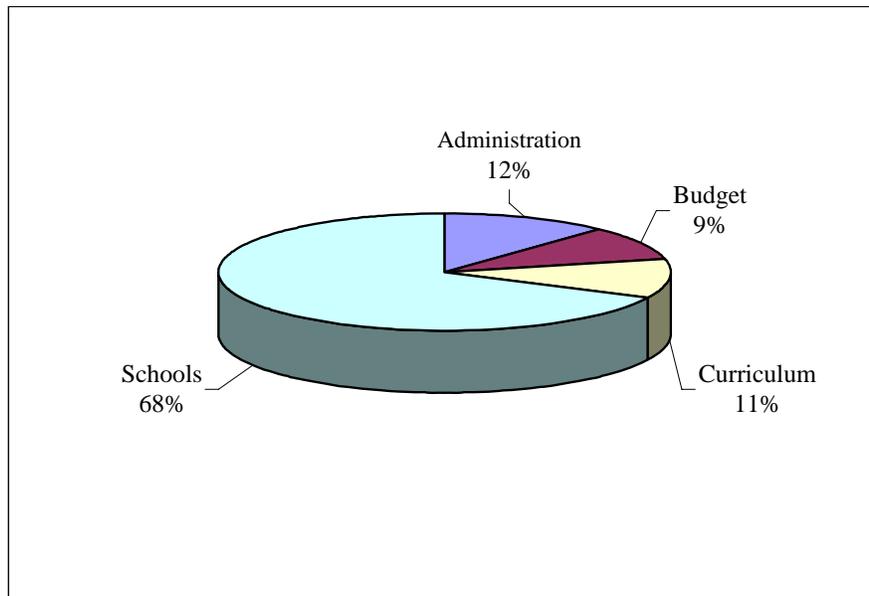
Figure 5. Budget Allocation: FY2007



The FY07 national appropriation for Yap education was \$3,820,682. It represented 58% of Yap's total FY07 education budget of \$6,546,598. Of the total FY07 national appropriation for education, 68% was allocated for schools, 12% for the administration, 11% for curriculum, and 9% for budget.

The following chart shows the allocations made of the national appropriation for FY07.

Figure 6. Allocations of National Appropriation: FY2007



Public funding covers the very basic operations in public education. The current national budget appropriation is barely sufficient to meet the basic maintenance of the public school system. Supplementary funds must be sought for any developmental activities or programs to enhance classroom instruction or increase administrative efficiency.

Support Services

As mentioned earlier, the Yap education system provides several support services to facilitate student learning. The services include early childhood education program, special education program, on-the-job training program, counseling for high schools, General Educational Development (GED) program, community education program, library services, and computer technology services. There is no student lunch program; nor there is a student busing system.

ECE Program

The former Head Start Program, now a part of the Yap DOE, provides early childhood education to 3- to 5-year old children in 25 ECE centers throughout Yap. In FY07, the ECE program had 385 students, 49 teachers, and 24 support staff and operated on an \$864,719 Supplemental Education Grant. Having just moved under the Yap DOE after many years of semi-autonomy, the ECE program needs to be fully integrated into the regular education program for Yap DOE.

Special Education Program

The Special Education Program is the only program still currently fully supported by a direct

U.S. federal grant. The program continues to provide educational activities and support for students with disabilities. In FY07, the Special Education Program operated on a \$643,735 grant from the U.S. Department of Education.

On-the-Job Training

As part of the workforce education program, an on-the-job training program is available for students in vocational programs at high schools. The on-the-job-training program provides students opportunities to be placed at actual work sites for practical learning in their selected vocational fields.

High School Counseling

Counseling services are available at the high school level only. Even then, the existing counseling services are not adequate for all high schools. There is a need to increase counselors at the high school level and to provide counselors for the elementary schools.

GED and Community Education Program

A General Educational Development (GED) program provides instruction in five major content areas to dropout students and the general public. The content areas include English reading, English writing, math, science, and social studies. Students participating in the GED program must pass U.S.-made examinations in all five content areas in order to receive a high school equivalent diploma from the GED program. Other community and adult education courses and training may be offered from time to time to address specific educational needs of the community.

Library Services

Library services are somewhat limited in the Yap public school system. Records at the Yap DOE indicate that there are only three librarians in the entire public school system. There may need to be more widespread library services to all schools to support the instructional program for students, primarily in the area of reading, earlier shown to have the lowest Yap Exit Test scores for six consecutive years within the last 10 years, from SY2000 to SY2005.

Computer Technology

Ninety percent (90%) of all Yap public schools have access to at least one computer, either a desktop or a laptop, with almost all having a printer and many with a scanner and all having access to world wide web. Fifteen (15), or roughly 50%, of the 31 public schools have computer labs, almost equally divided between the Yap Proper and the neighboring island schools. All three public high schools have computer labs, with Yap High School's computer lab having the most computers at 40. Almost all schools outside the Yap Proper with computers use solar power, Wave-mail and World Space for electronic communication connection. Computer technology is mainly used to support classroom instruction, Internet research and electronic communication.

Section 4. Goals and Strategic Objectives

The goals and strategic objectives for this education strategic plan were developed within the contexts of the setting of the state, the historical and cultural influences on Yap education system, various initiatives from the state to the global level to improve education, and the current state of the education system in Yap, all having been described in the previous sections.

When work began on the development of the Education Strategic Plan, two PRIDE team members traveled to Yap and consulted with the Yap State PRIDE Project Coordinator and the members of the Yap DOE Executive Committee, which is composed of the Director of Education, the three administrators under the Director, and the program coordinators serving under the three administrators. The consultations provided valuable input to the review of the current situation of education in Yap as well as the formulation of the goals and strategic objectives for the plan. A Steering Committee composed of representatives of various key education stakeholder groups also contributed significant input for the development of the education strategic plan.

Table 14 below presents the goals and strategic objectives for this Yap State Education Strategic Plan. Altogether, there are six goals, each with five to ten strategic objectives. The goals and strategic objectives are focused on six priority and critical areas of the Department of Education. These areas include governance and policy setting, school administration and management, curriculum and instruction, professional development, assessment and data management, and administrative services. Administrative services include technology and media, facilities/infrastructures, and fiscal services.

Table 14. Goals and Strategic Objectives: 2007 – 2012

Goals	Strategic Objectives
Goal #1: Strengthen governance and policy setting.	1.1 Review and reorganize as necessary the DOE organizational structure for more effective and efficient delivery of programs and services. 1.2 Increase staff salary to provide effective incentive for improved performance. 1.3 Prepare and submit for action draft state legislation(s) on special education and early childhood education programs. 1.4 Develop and implement annual plans and monitoring and evaluation tools and strategies for implementing activities in this Education Strategic Plan. 1.5 Review, revise or update DOE policy manual to cover operations of the department and its major programs.
Goal #2: Improve school administration and management.	2.1 Develop and implement annual school improvement plans for all public schools in Yap. 2.2 Improve monitoring of school operations to include frequent visits and strong support and assistance to schools. 2.3 Strengthen partnerships and collaboration with parents, employers, and the community to improve school operations and to enhance student learning.

	2.4 Conduct a feasibility study for school consolidation to decrease school operating costs.
	2.5 Accredite Yap High School as a step toward higher standards.
	2.6 Conclude land lease agreements for the public schools currently situated on private lands.
Goal #3: Improve curriculum and instruction.	3.1 Align and integrate as necessary the curricula for various programs, such as early childhood education, regular education, special education, culture, and vocational programs.
	3.2 Develop and implement a curriculum and supporting resources and materials for the culture program that would incorporate basic life skills.
	3.3 Review and revise as necessary the curriculum frameworks for the core content areas.
	3.4 Develop and implement strategies to improve reading achievement of all students.
	3.5 Develop and implement procedures for collecting input and feedback on curriculum and instruction and for reviewing, approving, and disseminating curriculum materials and information.
	3.6 Monitor classroom instruction and provide needed technical assistance and support to principals and teachers.
	3.7 Evaluate and realign existing vocational programs with state, national, and regional economic and labor needs.
	3.8 Upgrade vocational program resources, including books, tools, equipment, and supplies.
	3.9 Improve transition of pre-school students to elementary school.
	3.10 Develop and implement Yap State Performance Plan in accordance with IDEA requirements for Special Education Program.
Goal #4: Increase staff capacity to perform their work.	4.1 Increase administrators' capacity to provide strong leadership.
	4.2 Develop and implement a teacher certification system to enhance teacher quality.
	4.3 Provide technical assistance and/or training for administrative and support staff specific to their programs or units.
	4.4 Provide computer training for teachers and staff, administrators, and the community to increase computer literacy among service providers.
	4.5 Develop and implement a DOE personnel manual that covers regulations, guidelines, and procedures that affect the department personnel.
	4.6 Provide assistance to teachers to enroll in college to obtain a college degree.
Goal #5: Improve student assessment and data management.	5.1 Tailor student assessments to ensure alignment to curriculum standards and benchmarks.
	5.2 Develop and administer pre- and post-tests in selected content areas and grade levels to measure gains in student achievement of the learning targets.
	5.3 Develop and implement alternate assessments for students with disabilities to provide appropriate accommodations to meet their needs.

	5.4 Develop and implement a timetable for processing and reporting student assessment results to administrators, principals, and teachers timely for planning and decision making.
	5.5 Develop and implement centralized data management services for system-wide data collection, processing and analysis, and reporting.
Goal #6: Improve administrative and support services.	6.1 Upgrade and/or expand computer technology, media equipment, and communication systems.
	6.2 Increase the capacity of computer technology staff to maintain computer equipment and provide technical services to schools and offices.
	6.3 Increase access to computer technology to support instructional preparation and delivery and student learning.
	6.4 Improve the technical capacity for layout and printing of school books and curriculum materials.
	6.5 Inspect administrative offices and school buildings and develop a schedule for renovations of existing education facilities.
	6.6 Improve vocational education classrooms and shops to ensure they satisfactorily meet state, national, and industry standards.
	6.7 Involve parents and the community in the improvement of school facilities and infrastructures.
	6.8 Develop a plan for construction of new classroom buildings or other education facilities as needed.
	6.9 Streamline the procurement process to reduce processing time and speed up the delivery of goods and services to schools, offices, and other clients.
	6.10 Develop and implement a schedule for reporting financial statements to program coordinators and the management team to support planning management, and evaluation.

Each priority area, its associated goal, strategic objectives, major activities, intended outcomes, responsible officers, anticipated costs, and timeframe are presented in the following tables.

Yap State Education Strategic Plan (2007-2012)

Goals, Strategic Objectives, Major Activities, Intended Outcomes, Responsibilities, Costs, and Timeframe

Priority Area #1: Governance and Policy Setting

Goal #1: Strengthen governance and policy setting.

Table 15. Strategic Objectives and Major Activities for Governance and Policy Setting

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
1.1 Review and reorganize as necessary the DOE organizational structure for more effective and efficient delivery of programs and services.	<ul style="list-style-type: none"> • Review and refine the vision and the mission statements for the department. • Review the current organizational chart, DOE operations, and central staff pattern and determine the most efficient flow of functions and responsibilities. • Determine if any program can be privatized and, if so, develop and implement a privatization plan for it. • Develop a new organizational chart that includes all positions of the department. • Integrate and streamline all existing programs into operations of both the central office and the schools. 	<ul style="list-style-type: none"> • New vision and mission statements • New organizational structure/chart • Well-integrated programs • More effective and efficient implementation of programs and services • Possible privatized program(s) 	DOE Management Team	\$10,000	2007	2008

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
1.2 Increase staff salary to provide effective incentive for improved performance.	<ul style="list-style-type: none"> Review current salary structure for employees, particularly classroom teachers. Prepare a proposal for an increase of staff salary, particularly for teachers. Submit proposal to appropriate authorities and lobby for action. 	<ul style="list-style-type: none"> New salary structure for employees, particularly teachers Increase of staff salary 	DOE Management Team	\$250,000	2007	2008
1.3 Prepare and submit for action draft state legislation(s) on special education and early childhood education programs.	<ul style="list-style-type: none"> Draft legislation(s) on special education and ECE. Submit draft legislation(s) to proper authorities for action. Lobby lawmakers for the legislation(s). 	<ul style="list-style-type: none"> Public law(s) on special education and ECE 	DOE Management Team	\$5,000	2007	2008
1.4 Develop and implement annual plans and monitoring and evaluation tools and strategies for implementing activities in this Education Strategic Plan.	<ul style="list-style-type: none"> Hold meetings to organize and plan for the development of the annual plan. Develop annual goals, objectives, and activities in priority areas. Design forms and strategies for use in monitoring and evaluating activities. Compile plans in all priority areas into one annual plan for the DOE. 	<ul style="list-style-type: none"> Annual plans Monitoring and evaluation tools and strategies 	DOE Executive Committee	\$5,000	2007	2008 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
	<ul style="list-style-type: none"> • Implement and monitor activities in the annual plan. 					
1.5 Review, revise or update DOE policy manual to cover operations of the department and its major programs.	<ul style="list-style-type: none"> • Seek/obtain technical assistance as necessary. • Review DOE policies and relevant public laws and policies. • Revise/draft policies and compile them into a manual. • Print and disseminate policy manual to all DOE personnel. • Conduct staff meetings to familiarize staff with the manual. • Enforce policies promulgated in the policy manual. 	<ul style="list-style-type: none"> • Updated DOE Policy Manual completed and in use 	DOE Executive Committee	\$15,000	2008	2010 Ongoing
Total Expected Cost - Priority Area #1				\$285,000		

Priority Area #2: School Administration and Management

Goal #2: Improve school administration and management.

Table 16. Strategic Objectives and Major Activities for School Administration and Management

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
2.1 Develop and implement annual school improvement plans for all public schools in Yap.	<ul style="list-style-type: none"> • Provide workshops for principals on school improving planning. • Hold workshops with principals to develop school improvement plans. • Work with teachers and staff to implement activities in the school improvement plans. 	<ul style="list-style-type: none"> • Annual school improvement plans for all public schools developed and implemented • Improvement at schools 	School Administrators School Area Supervisors Principals	\$10,000	2007	2008 Ongoing
2.2 Improve monitoring of school operations to include frequent visits and strong support and assistance to schools.	<ul style="list-style-type: none"> • Develop and implement a schedule for school visits and a monitoring instrument for recording observations at schools. • Review observations at schools and provide appropriate assistance and support to schools. • Attend major activities for schools. • Schedule and hold periodic meetings with principals to discuss issues and share information. 	<ul style="list-style-type: none"> • More contacts with principals • Strong support for schools • Efficient school operations • Periodic principals meetings 	School Administrators School Area Supervisors	\$5,000	2007	2008 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
2.3 Strengthen partnerships and collaboration with parents, employers, and the community to improve school operations and to enhance student learning.	<ul style="list-style-type: none"> • Provide opportunities for parents to be more involved in decision-making and in school activities. • Increase partnerships with local businesses and agencies to enhance student learning. • Hold workshop(s) with parents and the community to discuss education needs and areas of collaboration. • Collaborate with stakeholders in the identified areas of collaboration. 	<ul style="list-style-type: none"> • Stronger partnerships and collaboration with key stakeholders • Enhanced student learning 	School Administrators School Area Supervisors	\$5,000	2007	2008 Ongoing
2.4 Conduct a feasibility study for school consolidation to decrease school operating costs.	<ul style="list-style-type: none"> • Collect data on schools, including current costs of school operations. • Determine needs and demands for ECE centers, elementary and high schools. • Determine impact of school consolidation, including cost increase or reduction to DOE and parents. • Prepare a report on the study with recommendations on school consolidation. 	<ul style="list-style-type: none"> • Report on the feasibility study • Recommendations on school consolidation 	School Administrators	\$5,000	2008	2009
2.5 Accredit Yap High School as a step toward higher standards.	<ul style="list-style-type: none"> • Prepare and submit YHS application for WASC accreditation. • Organize a committee to 	<ul style="list-style-type: none"> • WASC accreditation for YHS • Higher standards 	Yap Proper School Administrator	\$25,000	2008	2011

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
	undertake a self-study of YHS. <ul style="list-style-type: none"> • Conduct YHS self-study and prepare and send the self-study report to WASC accrediting commission. • Host WASC accreditation members to YHS campus for a site visit. 	for Yap education	YHS Principal			
2.6 Conclude land lease agreements for the public schools currently situated on private lands.	<ul style="list-style-type: none"> • Compile documents and information on lands where public schools are located. • Identify schools which are located on private or disputed lands. • Negotiate with landowners for use agreement on land where public schools are located. • Prepare and sign land lease agreements for public schools on private properties. 	<ul style="list-style-type: none"> • Land lease agreements signed by landowners 	School Administrators	\$75,000	2009	2012
Total Expected Cost - Priority Area #2				\$125,000		

Priority Area #3: Curriculum and Instruction

Goal #3: Improve curriculum and instruction.

Table 17. Strategic Objectives and Major Activities for Curriculum and Instruction

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
3.1 Align and integrate as necessary the curricula for various programs, such as early childhood education, regular education, special education, culture, and vocational programs.	<ul style="list-style-type: none"> • Conduct workshops for all program coordinators to share information about the curricula for the various programs. • Organize the curricula for the various programs in the most appropriate sequence. • Develop and implement procedures for integration and transitions among curricula and referrals for programs, including acquisition of resource materials for the various programs. • Conduct meetings/workshops to familiarize teachers, principals, and staff on the curriculum alignment and integration. 	<ul style="list-style-type: none"> • Well-aligned and integrated curricula for various programs • Teachers, principals, and staff are familiar with the curriculum alignment and integration. 	Curriculum and Instruction Coordinator Program Coordinators	\$5,000	2007	2008

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
3.2 Develop and implement a curriculum and supporting resources and materials for the culture program that would incorporate basic life skills.	<ul style="list-style-type: none"> • Appoint a committee and acquire local resource expertise for the work. • Collect input and feedback from teachers, principals, and local experts. • Draft the curriculum and resource materials for the culture program. • Review the draft curriculum with local experts and key stakeholders. • Finalize the curriculum and resource materials. • Conduct workshops with teachers and principals to familiarize them with the curriculum and the materials. 	<ul style="list-style-type: none"> • Curriculum and resource materials for the culture program completed and in use • Teachers and principals are familiar with the curriculum and its resource materials. 	Curriculum and Instruction Coordinator	\$25,000	2007	2009
3.3 Review and revise as necessary the curriculum frameworks for the core content areas.	<ul style="list-style-type: none"> • Appoint committees and acquire technical assistance as needed for the work. • Collect input and feedback from teachers, principals, and other key stakeholders. • Hold meetings and workshops to review and revise the curriculum frameworks. • Finalize revisions and get approval of the revised frameworks. 	<ul style="list-style-type: none"> • Revised curriculum frameworks for core content areas completed and in use • Principals and teachers are familiar with the revised curriculum frameworks. 	Curriculum and Instruction Coordinator	\$100,000	2008	2010

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
	<ul style="list-style-type: none"> • Conduct workshops with principals and teachers on the revised curriculum frameworks. 					
3.4 Develop and implement strategies to improve reading achievement of all students.	<ul style="list-style-type: none"> • Convene a meeting of all relevant staff and resource people to plan for the work. • Acquire technical expertise as necessary for the work. • Design strategies to improve reading achievement using effective research and practices. • Hold workshops with teachers and principals to discuss the strategies and their implementation. • Implement reading strategies in the classroom. 	<ul style="list-style-type: none"> • Teachers become familiar with and use effective strategies for teaching reading. • Increased student achievement in reading 	Curriculum and Instruction Coordinator	\$12,000	2008	2009 Ongoing
3.5 Develop and implement procedures for collecting input and feedback on curriculum and instruction and for reviewing, approving, and disseminating curriculum materials and	<ul style="list-style-type: none"> • Review the current process for collecting input on curriculum and instruction and disseminating curriculum information to schools. • Solicit input and feedback from teachers, principals, other programs (ECE, special education, culture program, vocational education), and other stakeholders on the process. 	<ul style="list-style-type: none"> • Official procedures for collecting and disseminating materials and information on curriculum and instruction official and being followed 	Curriculum and Instruction Coordinator Program Coordinators	\$5,000	2008	2009 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
information.	<ul style="list-style-type: none"> • Draft procedures for collecting input on curriculum and instruction and disseminating curriculum materials and information to schools. • Finalize the procedures, get proper approval, and disseminate the procedures for implementation. 					
3.6 Monitor classroom instruction and provide needed technical assistance and support to principals and teachers.	<ul style="list-style-type: none"> • Develop or refine classroom observation tool for use in recording observations of classroom instruction. • Identify strengths and weaknesses of classroom instruction. • Arrange for teachers with specific strengths to assist and support other teachers and/or obtain technical assistance as necessary to assist teachers and principals in improving classroom instruction. • Analyze recorded classroom observations and provide appropriate support to teachers and principals. 	<ul style="list-style-type: none"> • Enhanced teacher quality • Improved classroom instruction • Higher student achievement 	Curriculum and Instruction Coordinator	\$7,000	2007	Ongoing
3.7 Evaluate and realign existing vocational programs with	<ul style="list-style-type: none"> • Review and identify state, national, and regional economic and labor needs. • Review existing vocational 	<ul style="list-style-type: none"> • Evaluation report on alignment of current vocational programs with 	Vocational Education Coordinator	\$150,000	2008	2012

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
state, national, and regional economic and labor needs.	<p>programs to determine the extent of alignment with the economic and labor needs.</p> <ul style="list-style-type: none"> • Develop and implement a plan to realign vocational programs with current economic and labor needs. 	<p>economic and labor needs</p> <ul style="list-style-type: none"> • Alignment plan • Programs aligned with economic and labor needs. 				
3.8 Upgrade vocational program resources, including books, tools, equipment, and supplies.	<ul style="list-style-type: none"> • Inventory all vocational program resources, including books, tools, equipment, and supplies. Include conditions of the resources in the inventory. • Identify resources that need to be upgraded or acquired. • Identify or seek funding for the resources. • Acquire and deliver the resources. 	<ul style="list-style-type: none"> • Improved resources for vocational education programs • Higher student interest and achievement in vocational programs 	Vocational Education Coordinator	\$100,000	2008	2012
3.9 Improve transition of pre-school students to elementary school.	<ul style="list-style-type: none"> • Organize meetings/workshops for pre-school teachers and first grade teachers and principals to discuss the transition. • Schedule first grade teachers to observe pre-school classes and pre-school teachers to observe first grade classes. • Arrange for 5-year old pre-school students to tour elementary schools and observe first grade class. 	<ul style="list-style-type: none"> • Better understanding among pre-school and first grade teachers and students on transitioning of students • More effective transitioning of students from pre-school to first grade 	Early Childhood Education Coordinator	\$5,000	2008	Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
	<ul style="list-style-type: none"> Forward portfolios of exiting students to elementary schools (first grade teachers). 					
3.10 Develop and implement Yap State Performance Plan in accordance with IDEA requirements for Special Education Program.	<ul style="list-style-type: none"> Seek/obtain technical assistance for development of the state performance plan. Review IDEA requirements for state performance plans. Draft the state performance plan and distribute for review and feedback. Incorporate the feedback and finalize the plan. Submit the plan to appropriate officials. Implement activities in the plan. 	<ul style="list-style-type: none"> Yap State Performance Plan completed, submitted, and implemented 	Special Education Coordinator	\$25,000	2007	2008 Ongoing
Total Expected Cost - Priority Area #3				\$429,000		

Priority Area #4: Professional Development

Goal #4: Increase staff capacity to perform their work.

Table 18. Strategic Objectives and Major Activities for Professional Development

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
4.1 Increase administrators' capacity to provide strong leadership.	<ul style="list-style-type: none"> • Seek/obtain technical assistance for training for administrators. • Provide training in planning, management, and evaluation. • Train administrators to use information technology to support leadership and decision making. • Provide training in personnel management and leadership. 	<ul style="list-style-type: none"> • Well-trained administrators • Strong educational leadership 	Professional Development Coordinator	\$30,000	2007	2012 Ongoing
4.2 Develop and implement a teacher certification system to enhance teacher quality.	<ul style="list-style-type: none"> • Seek technical assistance for development of a teacher certification system. • Develop a plan that includes requirements and procedures for certifying teachers. • Certify current teachers and use certification standards for hiring new teachers. • Conduct needs assessment for teacher training needed for teacher certification. • Implement teacher training 	<ul style="list-style-type: none"> • Teacher certification system deployed • More certified teachers • More teachers in training programs • Enhanced teacher quality 	Professional Development Coordinator	\$100,000	2007	2010 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
	programs to prepare teachers to meet certification requirements.					
4.3 Provide technical assistance and/or training for administrative and support staff specific to their programs or units.	<ul style="list-style-type: none"> • Consult with program coordinators and managers and their staff to determine their staff training needs. • Provide technical assistance and/or training for administrative and support staff specific to their needs. • Provide staff training in customer service, computer technology, and other areas critical to office work. 	<ul style="list-style-type: none"> • Well-trained administrative and support staff • More efficient workflow and production 	Professional Development Coordinator	\$60,000	2008	2012 Ongoing
4.4 Provide computer training for teachers and staff, administrators, and the community to increase computer literacy among service providers.	<ul style="list-style-type: none"> • Survey teachers and staff, administrators, and the community to determine their computer training needs. • Develop course outlines and materials for the training. • Identify computer trainers and prepare computer resources for training. • Conduct computer training for different groups based on identified needs. 	<ul style="list-style-type: none"> • Increase in computer literacy • Increased use of computer for work, including for instructional purpose 	Professional Development Coordinator	\$5,000	2008	2012 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
4.5 Develop and implement a DOE personnel manual that covers regulations, guidelines, and procedures that affect the department personnel.	<ul style="list-style-type: none"> • Seek technical assistance as necessary to develop a personnel manual. • Review existing personnel policies and regulations and determine contents of the personnel manual. • Draft personnel manual and disseminate for review. • Collect feedback and finalize the personnel manual. • Distribute personnel manual to all department personnel and conduct workshops to familiarize the staff with the guidelines, regulations, and procedures in the manual. • Make official implementation and enforcement of the rules in the personnel manual. 	<ul style="list-style-type: none"> • DOE personnel manual officially in use and enforced 	Professional Development Coordinator	\$10,000	2008	2009 Ongoing
4.6 Provide assistance to teachers to enroll in college to obtain a college degree.	<ul style="list-style-type: none"> • Work with COM-FSM to schedule courses needed by teachers for degree programs. • Assist teachers in completing applications for college and financial assistance. • Seek funding to assist teachers in paying the cost of their enrollment in college. • Provide financial incentives to motivate teachers to take 	<ul style="list-style-type: none"> • Increase in the number of teachers taking college courses • Increase in the number of teachers with college degree • Improved teacher quality • Improved 	Professional Development Coordinator	\$150,000	2008	2012 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
	college courses toward a degree in education.	classroom instruction <ul style="list-style-type: none"> • Improved student achievement 				
Total Expected Cost - Priority Area #4				\$355,000		

Priority Area #5: Assessment and Data Management

Goal #5: Improve student assessment and data management.

Table 19. Strategic Objectives and Major Activities for Assessment and Data Management

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
5.1 Tailor student assessments to ensure alignment to curriculum standards and benchmarks.	<ul style="list-style-type: none"> • Seek/obtain technical assistance as necessary for work on student assessments. • Review curriculum standards and benchmarks and highlight specific areas to be tested. • Review current student assessment to assess alignment with curriculum standards and benchmarks and identify areas that need improvement. • Revise, or develop new edition of, student assessments to be aligned with curriculum standards and benchmarks. • Implement the revised or new student assessments. 	<ul style="list-style-type: none"> • New or revised student assessments being used • Student assessments aligned to curriculum standards and benchmarks 	Assessment and Evaluation Coordinator Curriculum and Instruction Coordinator	\$50,000	2007	2008 Ongoing
5.2 Develop and administer pre- and post-tests in selected content areas and grade levels to measure gains in student	<ul style="list-style-type: none"> • Determine content areas and grade levels to be tested. • Collaborate with staff from curriculum and instruction division to establish committees to develop pre- and post-tests. 	<ul style="list-style-type: none"> • Pre- and post-tests in selected content areas developed and used • Selected grade levels regularly tested 	Assessment and Evaluation Coordinator Curriculum and Instruction Coordinator	\$5,000	2007	2008 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
achievement of the learning targets.	<ul style="list-style-type: none"> • Prepare and disseminate to proper officials draft pre- and post-tests for review and feedback. • Finalize pre- and post-tests and administer them to selected grade levels. • Process and analyze test results and report the results to appropriate officials. 	<ul style="list-style-type: none"> • Gains in student achievement measured 				
5.3 Develop and implement alternate assessments for students with disabilities to provide appropriate accommodations to meet their needs.	<ul style="list-style-type: none"> • Seek/obtain technical assistance as necessary. • Review regulations on assessments and accommodations to students with disabilities. • Assess needs of students with disabilities. • Create alternate assessments for students with disabilities. • Administer alternate assessments to students with disabilities. • Process and analyze test results and report test results to appropriate officials. 	<ul style="list-style-type: none"> • Alternate assessments for students with disabilities developed and used • Results of alternate assessments available for use 	Assessment and Evaluation Coordinator Special Education Coordinator	\$25,000	2008	2009 Ongoing
5.4 Develop and implement a timetable for processing and reporting student	<ul style="list-style-type: none"> • Work with central office staff and principals to establish a schedule for processing and reporting student assessment results. 	<ul style="list-style-type: none"> • Schedule set for processing and reporting test results • Reports of test 	Assessment and Evaluation Coordinator	\$5,000	2008	2009 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
assessment results to administrators, principals, and teachers timely for planning and decision making.	<ul style="list-style-type: none"> Collect and enter test results into computer for processing and analysis. Generate reports from the processed data, and distribute the reports to administrators, supervisors, principals, and teachers. 	results generated and distributed to appropriate officials				
5.5 Develop and implement centralized data management services for system-wide data collection, processing and analysis, and reporting.	<ul style="list-style-type: none"> Work with administrators and program managers to identify data they need for their programs. Design data collection process and templates as necessary for data collection and entry. Train support staff on data collection and entry. Collect data, enter in the computer, process and analyze them. Report processed data to appropriate administrators and managers. 	<ul style="list-style-type: none"> Centralized data management services in place Reports on processed data available in time for administrators 	Assessment and Evaluation Coordinator	\$5,000	2008	2010 Ongoing
Total Expected Cost - Priority Area #5				\$90,000		

Priority Area #6: Administrative and Support Services

Goal #6: Improve administrative and support services.

Table 20. Strategic Objectives and Major Activities for Administrative and Support Services

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
Technology and Media						
6.1 Upgrade and/or expand computer technology, media equipment, and communication systems.	<ul style="list-style-type: none"> • Assess current state of computer technology, media capabilities, and communication systems. • Determine areas to upgrade and expand and needed equipment and materials. • Acquire and install equipment and materials. • Provide training on use of upgraded or new technology. 	<ul style="list-style-type: none"> • Improved computer technology, media capacity, and communication systems • Increased access to computer technology and communication systems 	Technology and Media Coordinator	\$150,000	2007	2012 Ongoing
6.2 Increase the capacity of computer technology staff to maintain computer equipment and provide technical services to schools and	<ul style="list-style-type: none"> • Seek/obtain technical expertise as necessary. • Survey training needs of computer technology staff. • Develop training agenda and materials for the training. • Arrange for the training. • Provide training to computer technology staff. • Provide more effective 	<ul style="list-style-type: none"> • Internal computer expertise available • Well-maintained computer equipment and services 	Technology and Media Coordinator	\$10,000	2007	2012 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
offices.	maintenance of computer technology at schools and offices.					
6.3 Increase access to computer technology to support instructional preparation and delivery and student learning.	<ul style="list-style-type: none"> • Conduct needs assessment of all schools for technology. • Provide necessary technology, training, and support, as indicated by the needs assessment. 	<ul style="list-style-type: none"> • Increase in technology resources • Increase in access by teachers and students to technology resources • Increased teacher and student use of technology for instructional purpose • Increased expertise of teachers and students in using technology 	Technology and Media Coordinator	\$150,000	2008	2012 Ongoing
6.4 Improve the technical capacity for layout and printing of school books and	<ul style="list-style-type: none"> • Assess current technical capacity for layout and printing. • Determine needs for upgrading technical capacity. 	<ul style="list-style-type: none"> • Needed equipment and resources acquired and installed and made available 	Technology and Media Coordinator	\$30,000	2008	2012 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
curriculum materials.	<ul style="list-style-type: none"> Acquire and install equipment and resources needed to improve technical capacity. Provide technical assistance or training for layout and printing of books and materials. 	<ul style="list-style-type: none"> Efficient and high quality layout and printing of books and materials 				
Facilities/Infrastructures						
6.5 Inspect administrative offices and school buildings and develop a schedule for renovations of existing education facilities.	<ul style="list-style-type: none"> Design a checklist for recording inspection results. Inspect offices and buildings and record observations. Identify renovation needs through analysis of records of observations. Acquire renovation materials and arrange for renovation work. Develop and implement a schedule for renovation work. 	<ul style="list-style-type: none"> Education facilities inspected and renovated More schools are in good condition. 	Technology and Media Coordinator	\$250,000	2008	2012 Ongoing
6.6 Improve vocational education classrooms and shops to ensure they satisfactorily meet state, national, and industry standards.	<ul style="list-style-type: none"> Review state, national, and industry standards for vocational programs. Inspect vocational education classrooms and shops to determine areas that do not meet state, national, and industry standards. Provide adequate renovation, equipment, and other 	<ul style="list-style-type: none"> Vocational education classrooms and shops meet state, national, and industry standards. Learning environment is improved and more conducive. 	Technology and Media Coordinator	\$100,000	2008	2012 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
	resources to equip classrooms and shops to deliver quality vocational programs.					
6.7 Involve parents and the community in the improvement of school facilities and infrastructures.	<ul style="list-style-type: none"> • Organize tour of schools by parents and community members. • Hold meetings with parents and community members to discuss and identify ways they may help in improving school facilities and infrastructures. • Organize parents to provide assistance for school improvement. • Work with parents and the community on school facilities projects. 	<ul style="list-style-type: none"> • Increased involvement of parents and community in improvement of school facilities • Improved school facilities 	Technology and Media Coordinator	\$5,000	2008	2012 Ongoing
6.8 Develop a plan for construction of new classroom buildings or other education facilities as needed.	<ul style="list-style-type: none"> • Conduct needs analysis for new classroom buildings or other education facilities. • Determine specifications of buildings and facilities to construct. • Draft a plan for construction of new classroom buildings or other education facilities as needed. • Submit request to proper authorities for funding for the new facilities. 	<ul style="list-style-type: none"> • Plan for construction of new building developed and submitted along with request for funding for the facilities. 	Technology and Media Coordinator	\$10,000	2010	2012

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
Fiscal Services						
6.9 Streamline the procurement process to reduce processing time and speed up the delivery of goods and services to schools, offices, and other clients.	<ul style="list-style-type: none"> • Review existing procurement process. • Work with relevant offices to identify areas where processing time can be reduced. • Design/revise procedures and forms to facilitate processing of requests. • Review and restructure delivery process to expedite delivery of goods and services. • Implement new or revised procurement and delivery procedures and forms. 	<ul style="list-style-type: none"> • Revised procurement procedures • Quicker procurement processing time • Faster delivery of goods and services 	Budget and Supply Officer	\$5,000	2007	2008 Ongoing
6.10 Develop and implement a schedule for reporting financial statements to program coordinators and the management team to support planning management, and evaluation.	<ul style="list-style-type: none"> • Work with administrators and program managers to develop a timetable for financial reports. • Set up a system to collect and process needed financial data and to generate financial reports. • Collect and process financial data and generate reports. • Provide financial reports to administrators and program managers. 	<ul style="list-style-type: none"> • Schedule for financial reports completed and in use • Financial data collection and reporting system established • Financial reports timely available for administrators and program managers 	Budget and Supply Officer	\$5,000	2007	2008 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Officer(s)	Anticipated Costs	Timeframe	
					Begin	End
Total Expected Cost - Priority Area #6				\$715,000		
Total Expected Cost – All Priority Areas (#1 - #6)				\$2,004,000		

Section 5. Monitoring and Evaluating the Plan

This section provides guidelines that may be utilized in monitoring and evaluating progress of activities toward the strategic objectives described in the plan. It also contains a monitoring chart that may be used for tracking and evaluation progress toward the strategic objectives.

It is essential that systematic monitoring and evaluation of activities in the plan be undertaken to determine the progress or lack of progress of activities toward fulfillment of the strategic objectives. Such monitoring and evaluation is important for identifying problems encountered and determining appropriate resolutions of the problems. Unforeseen events and new opportunities, which may arise anytime, may require adjustments or revisions to maximize progress of activities in the plan. Systematic monitoring and evaluation of the plan also helps in keeping the staff focused and committed on the plan and its activities.

It is recommended that the Executive Committee of the Yap State Department of Education perform the following functions to facilitate monitoring and evaluation of the plan.

- Conduct initial and periodic meetings with staff to familiarize them with the plan and its activities so that everyone involved understands the goals, strategic objectives, and activities for the plan.
- Develop and implement annual working plans for implementing activities toward accomplishment of the strategic objectives in the plan.
- The responsible offices within the department implement, monitor, and evaluate activities for the various strategic objectives in the plan.
- Conduct annual formative assessment of the activities in the plan to determine the extent of progress toward achievement of the strategic objectives in the plan.
- Conduct continuous awareness program for the department staff and the public to keep attention and commitment focused on the plan and its activities.
- Revise as necessary or recommend adjustments in the activities and strategies in order to make progress toward achievement of the strategic objectives.
- Report progress or lack of progress of activities and problems encountered so that everyone involved may become aware of the status of the activities and may provide support and assistance needed to make progress.
- Conduct a summative evaluation at the end of the period of the plan to assess accomplishments.
- Hold staff retreats to reflect on work performance, celebrate achievements, and recommit to continue collaborative efforts to improve education for all students in Yap.

It is highly recommended that annual plans be evaluated on the last month of the fiscal year, which would be September, and that a new annual plan be developed within the same month, prior to the start of a new fiscal year.

It is also highly recommended that a new five- or ten-year education strategic plan be developed in the summer of 2012 to build on the progress made through implementation of this Education Strategic Plan.

Monitoring Chart

The monitoring chart below may form a basis for formal progress reviews of the activities under each of the six priority areas and may also be utilized for tracking progress of activities in the plan.

Table 15. Monitoring Chart

Objectives	2007	2008	2009	2010	2011	2012
Goal #1: Strengthen governance and policy setting.						
1.1 Review and reorganize as necessary the DOE organizational structure for more effective and efficient delivery of programs and services.						
1.2 Increase staff salary to provide effective incentive for improved performance.						
1.3 Prepare and submit for action draft state legislation(s) on special education and early childhood education programs.						
1.4 Develop and implement annual plans and monitoring and evaluation tools and strategies for implementing activities in this Education Strategic Plan.						
1.5 Review, revise or update DOE policy manual to cover operations of the department and its major programs.						
Goal #2: Improve school administration and management.						
2.1 Develop and implement annual school improvement plans for all public schools in Yap.						
2.2 Improve monitoring of school operations to include frequent visits and strong support and assistance to schools.						
2.3 Strengthen partnerships and collaboration with parents, employers, and the community to improve school operations and to enhance student learning.						
2.4 Conduct a feasibility study for school consolidation to decrease school operating costs.						

Objectives	2007	2008	2009	2010	2011	2012
2.5 Accredite Yap High School as a step toward higher standards.						
2.6 Conclude land lease agreements for the public schools currently situated on private lands.						
Goal #3: Improve curriculum and instruction.						
3.1 Align and integrate as necessary the curricula for various programs, such as early childhood education, regular education, special education, culture, and vocational programs.						
3.2 Develop and implement a curriculum and supporting resources and materials for the culture program that would incorporate basic life skills.						
3.3 Review and revise as necessary the curriculum frameworks for the core content areas.						
3.4 Develop and implement strategies to improve reading achievement of all students.						
3.5 Develop and implement procedures for collecting input and feedback on curriculum and instruction and for reviewing, approving, and disseminating curriculum materials and information.						
3.6 Monitor classroom instruction and provide needed technical assistance and support to principals and teachers.						
3.7 Evaluate and realign existing vocational programs with state, national, and regional economic and labor needs.						
3.8 Upgrade vocational program resources, including books, tools, equipment, and supplies.						
3.9 Improve transition of pre-school students to elementary school.						
3.10 Develop and implement Yap State Performance Plan in accordance with IDEA requirements for Special Education Program.						
Goal #4: Increase staff capacity to perform their work.						

Objectives	2007	2008	2009	2010	2011	2012
4.1 Increase administrators' capacity to provide strong leadership.						
4.2 Develop and implement a teacher certification system to enhance teacher quality.						
4.3 Provide technical assistance and/or training for administrative and support staff specific to their programs or units.						
4.4 Provide computer training for teachers and staff, administrators, and the community to increase computer literacy among service providers.						
4.5 Develop and implement a DOE personnel manual that covers regulations, guidelines, and procedures that affect the department personnel.						
4.6 Provide assistance to teachers to enroll in college to obtain a college degree.						
Goal #5: Improve student assessment and data management.						
5.1 Tailor student assessments to ensure alignment to curriculum standards and benchmarks.						
5.2 Develop and administer pre- and post-tests in selected content areas and grade levels to measure gains in student achievement of the learning targets.						
5.3 Develop and implement alternate assessments for students with disabilities to provide appropriate accommodations to meet their needs.						
5.4 Develop and implement a timetable for processing and reporting student assessment results to administrators, principals, and teachers timely for planning and decision making.						
5.5 Develop and implement centralized data management services for system-wide data collection, processing and analysis, and reporting.						
Goal #6: Improve administrative and support services.						

Objectives	2007	2008	2009	2010	2011	2012
6.1 Upgrade and/or expand computer technology, media equipment, and communication systems.						
6.2 Increase the capacity of computer technology staff to maintain computer equipment and provide technical services to schools and offices.						
6.3 Increase access to computer technology to support instructional preparation and delivery and student learning.						
6.4 Improve the technical capacity for layout and printing of school books and curriculum materials.						
6.5 Inspect administrative offices and school buildings and develop a schedule for renovations of existing education facilities.						
6.6 Improve vocational education classrooms and shops to ensure they satisfactorily meet state, national, and industry standards.						
6.7 Involve parents and the community in the improvement of school facilities and infrastructures.						
6.8 Develop a plan for construction of new classroom buildings or other education facilities as needed.						
6.9 Streamline the procurement process to reduce processing time and speed up the delivery of goods and services to schools, offices, and other clients.						
6.10 Develop and implement a schedule for reporting financial statements to program coordinators and the management team to support planning management, and evaluation.						

Legend:

BLACK: Beginning/Ending Dates of Activities

GRAY: Ongoing Activities

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