



Education

**Statistical Yearbook
2017**





REPUBLIC OF PALAU MINISTRY OF EDUCATION

OFFICE OF THE MINISTER

The Ministry of Education in Palau is pleased to introduce to you the Education Statistical Yearbook 2017. While the issue of timeliness and data quality remain the key barriers in the whole process of data collection, the Ministry of Education (MOE) has made significant change on this statistical output with the technical support of the regional Education Management Information System (EMIS) facility team from the Secretariat of Pacific Community.

The education statistics presented in this Statistical Yearbook are divided into seven main sections, these are Education System in Palau, School Information, Student Information, Student Assessments, Teacher Information, Fiscal Information, 2017-2026 Education Master Plan, and Key Indicators. This Statistical Yearbook primarily captures data on MOE mandated areas in primary and secondary schools. It is imperative for MOE to consolidate its education statistics in a collective database. This way forward will require a review on school data collection processes and the core functions and roles for planning, management, and policy decision-making.

This Education Statistical Yearbook 2017 is a step forward towards a comprehensive data collection and data validity systems in the future that will range from the Early Childhood Care and Education (ECCE), Primary Education, Secondary Education, Post-Secondary Education for Education Statistics in Palau. The Ministry of Education relies on collaborative efforts from partner agencies for data collection and compilation of a comprehensive Education Statistical Yearbook for the entire education system of Palau.

The time series data are made available in this Statistical Yearbook to enable you, our partners, and end users of education statistics to have a holistic understanding of our education system. Planners and policy makers as well as researchers from all levels could source their information from this Statistical Yearbook for future reference. I would like to encourage schools and communities at large to make good use of the data that is published in this Statistical Yearbook.

Access to quality data is critical in all levels of policy formulation and decision making as we work collectively toward the achievement of Sustainable Development Goal 4 to provide quality education. Hence, evidence-based information needs to be automated and regularly disseminated to the public for our national government, our schools, our partners, and communities to make informed decisions.


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Our students will be successful in the Palauan society and the world.

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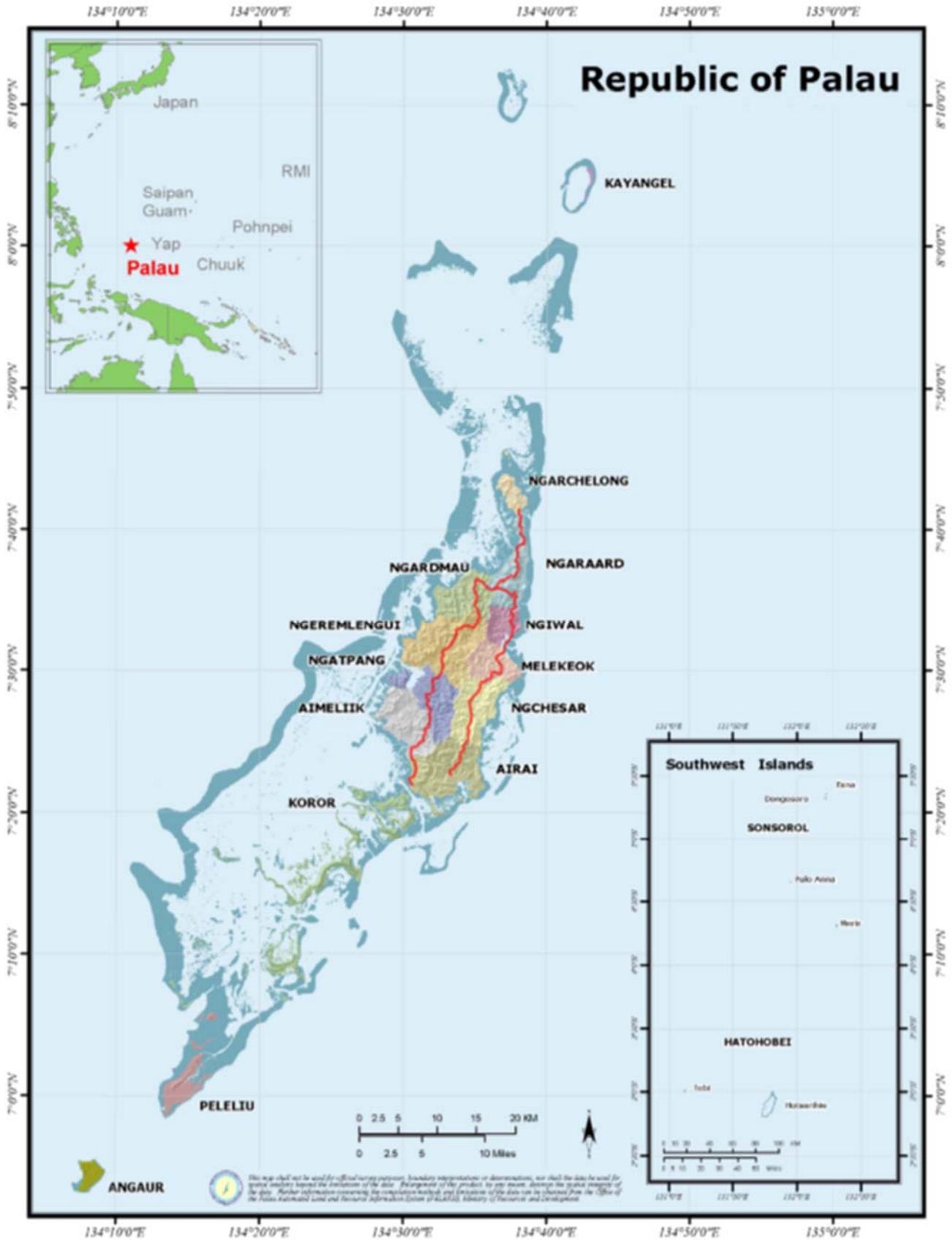
Introduction

The Education Statistical Yearbook 2017 is an annual publication of the Ministry of Education. It provides a range of statistical information about education in the Republic of Palau and serves as a reference for school officials and others responsible for planning and implementing activities concerning education and the development of our youth. The statistical information contained in this publication is comprised of data collected with the Ministry of Education's Student Information System and the 2017 Annual School Survey conducted in May 2017 and data from other sources within the Ministry of Education.

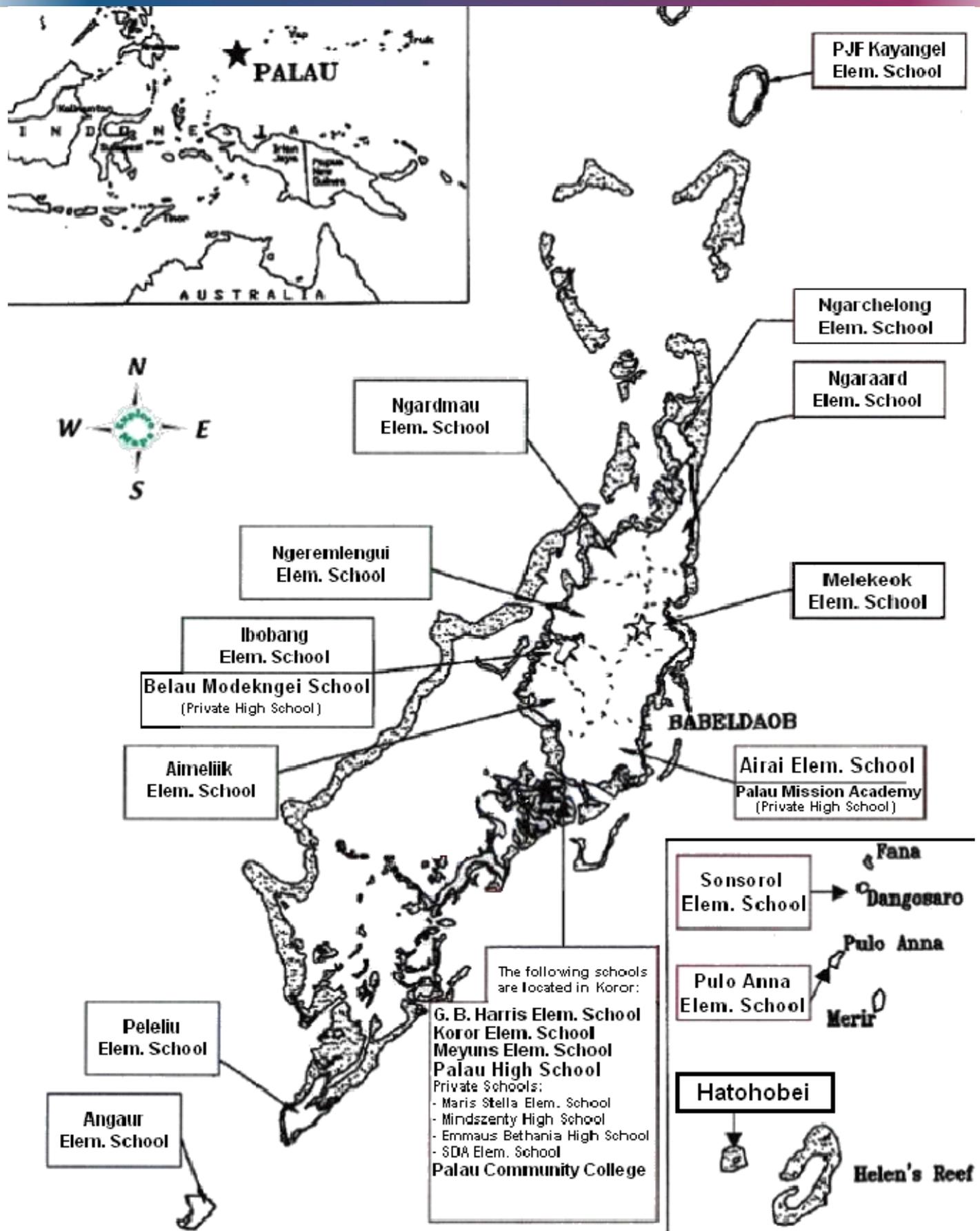
The layout of this Education Statistical Yearbook begins with a summary of all the schools in the Republic of Palau. The following shows how this publication is organized.

- Education System in Palau
- School Information
- Student Information
- Student Assessments
- Teacher Information
- Fiscal Information
- 2017-2026 Education Master Plan
- Key Indicators
- SDG 4 Targets & Core Indicators

Map of Palau



Map of School Locations



Abbreviations

ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
EQAP	Educational Quality and Assessment Program
FEDMM	Forum Education Ministers Meeting
FY	Fiscal Year
GBH	George B. Harris Elementary School
GER	Gross Enrollment Rate
GPI	Gender Parity Index
MOE	Ministry of Education
PERA	Palau English Reading Assessment
PHS	Palau High School
PILNA	Pacific Islands Literacy and Numeracy Assessment
PJF	Palau Japan Friendship (Kayangel) Elementary School
PNC	Palau National Code
PTSA	Parent Teacher Student Association
QAT	Quarterly Assessment Test
RPPL	Republic of Palau Public Law
SAT	Stanford Achievement Test
SAT 10	Stanford Achievement Test 10th Edition
SDG 4	Sustainable Development Goal 4
SIS	Student Information System
SmIS	Small Island States
SPC	Secretariat of Pacific Community
STR	Student Teacher Ratio
SY	School Year
WASC	Western Association of Schools and Colleges

Education System in Palau

Palau’s typical school year begins in August and ends in May. There are 184 instructional days. Public elementary schools have six class periods per day for 45 minutes. The one public high school has four class periods per day for 90 minutes each. The five core subjects taught are Palauan studies, English, math, science and social studies. Additional subjects taught in the elementary schools are physical education, health, career guidance, arts and crafts, and agriculture.

Table 1: Education System in Palau

Education	School/Level	Grades from	Age from	Ed Act
ECCE/Pre-School	Head Start/Kindergarten	0	3 to 5	Yes
Primary	Elementary	1 to 8	6 to 13	Yes
Secondary	High School	9 to 12	14 to 17	Yes
Post Secondary	College	13 +	18 +	Yes

Note: Refer to the Annex page 36-39 for Education Acts

■ ECCE/Pre-School

The Republic of Palau has an ECCE program that is a separate entity funded by United States federal grants. The Head Start program has a “Child Development and Early Learning Framework” that guides the curriculum implementation and assessments for planning teaching and learning. The framework represents the Head Start foundational approach to school readiness by promoting positive outcomes in early childhood programs serving age 3-5 children. Children’s teaching and learning experiences are aligned to the school readiness goals and progress is being tracked across the curriculum. The Head Start and other early childhood programs include dual language learners and children with disabilities. Approximately 80% of ECCE or Pre-School students, based on their enrollment counts, attend Palau Head Start program. For the remaining 20%, students and their parents have the option to select several privately-operated kindergartens.

■ Primary Education

The primary education covers the first eight years of formal education from grade one to grade eight. The official entry age is at six years of age. The primary schools are strategically located throughout Palau as shown in Map of School Locations to provide universal access to primary education. The primary education curriculum frameworks include Palauan concepts to contextualize learning to fit the social, economic, environmental, and political issues and practices relevant to the people and the nation. The primary education is keen on shaping a well-rounded student to be successful in the Palauan society and the world with the basics of education knowledge and skills for academic, physical, and human growth and wellbeing.

Figure 1: Palau Education System

GRADE		AGE
15	College	20+
14		19
13		18
12	High School	17
11		16
10		15
9		14
8	Elementary	13
7		12
6		11
5		10
4		9
3		8
2		7
1		6
0	Kindergarten	5
0	ECCE/Pre-School	4
0		3

Education System in Palau

The primary schools have four quarters of approximately 45 days or nine weeks of instructions and testing on the last week with a total of 184 instructional days per school year. The typical school schedule begins at 8:00 am with five core subjects (Math, English, Science, Social Studies, Palauan Studies) for 45 minutes each class with an hour lunch break and electives in the afternoon until dismissal of students at 2:30 pm. The MOE curricula incorporates the Singapore Mathematics standards and the U.S. Common Core standards for both English and math. The development of Palauan Studies is ongoing with local data collection and documentaries to improve the subject.

In addition, private primary schools in Palau are mandated by the Ministry of Education to teach the five core subjects (Math, Science, English, Social Studies, and Palauan Studies) as required in their curriculum.

■ Secondary Education

The secondary education prepares students for higher education and or the world of work with continued emphasis on the core business of education for student success in the Palauan society and the world. The Palau National Code compulsory education law mandates the Ministry of Education to educate the students from 1st to 12th grades from 6 years old to 17 years old or until graduation from secondary education. (*See Annex for PNC for Ed*)

Palau High School (PHS) is the only public secondary school in Palau. PHS is fully accredited by the Western Association of Schools and Colleges (WASC). A typical school day has four courses for 90 minutes each class time that begins at 8:00 am, with two classes in the morning and an hour lunch, and two more classes in the afternoon and ends at 3:30 pm. PHS operates on a semester basis with five core subject requirements (Math, English, Science, Social Studies, Palauan Studies) including Health, Physical Education, Career Academy courses, Elective courses with a total of 27 credits requirement for graduation in four years – Freshmen (9th), Sophomore (10th), Junior (11th), and Senior (12th).

The private secondary schools are mandated by the Ministry of Education to incorporate in their curriculum frameworks with five core subject requirements similar to public secondary schools. The Ministry of Education also charters all public or private primary and secondary schools in Palau. By law, all schools are mandated to holistically educate students to be well versed in the English and Palauan studies and can read and write in both languages ready for college at Palau Community College (PCC) or abroad.

Approximately two-thirds of high school aged students attend the one public high school with the remaining attending several private schools. There are two educational pathways that lead to a high school diploma with a career academy certificate or an individualized education certificate for students with special needs. The system is based on credits achieved, as opposed to years spent in school. Career and Technical Education (CTE) is also offered as part of the whole high school learning experience.

Career Technical Education (CTE)

Career guidance classes in primary schools serve as early career discovery of interest as students make transition to secondary school. The career pathways offered at Palau High School through the career academies prepare students for post secondary education or entry level careers. The structured career academies include both school based and work based learning activities. The CTE courses include two credits of career development courses and four courses of career pathways. PHS career academies are Agriculture, Automotive, Business Information, Health, Construction, Tourism & Hospitality, and Liberal Arts. PHS graduates pursue academic and career and technical choices toward higher education and the world of work.

■ Post Secondary Education

Palau Community College (PCC) is a U.S. accredited tertiary education in Palau by Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. PCC is a two-year higher learning institute with a catalog of courses offered in various discipline majors and minors in certificate programs and associate degrees. PCC vocational technical education programs allow for various careers for diversified students to choose career pathways to pursue higher education. PCC also added a vocational certification program to promote skilled workforce for citizens in Palau. PCC in partnership with the Ministry of Education also offers bachelors and master's degree through San Diego State University (SDSU) Bachelors and Masters Cohorts program in educational leadership and public administration. PCC also have agreements with other line ministries, agencies, and U.S. grant programs that serves the students academically, vocationally, and career pathways for job opportunities locally and abroad.

School Information

In the Republic of Palau, there are 18 public schools and six private schools in the country. For elementary schools, there are 16 public schools and two private schools. Palau High School is the only public high school in Palau while there are four privately operated high schools.

Table 2: Total Number of Public Schools in Palau, 2016-2017

Education Level		School Name
Elementary	1	Aimeliik Elementary School
	2	Airai Elementary School
	3	Angaur Elementary School
	4	George B. Harris Elementary School
	5	Ibobang Elementary School
	6	Koror Elementary School
	7	Melekeok Elementary School
	8	Meyuns Elementary School
	9	Ngaraard Elementary School
	10	Ngarchelong Elementary School
	11	Ngardmau Elementary School
	12	Ngeremlengui Elementary School
	13	Peleliu Elementary School
	14	PJF (Kayangel) Elementary School
	15	Pulo Anna Elementary School
	16	Sonsorol Elementary School
	17	Hatohobei Elementary School
High School	1	Palau High School

Table 3: Total Number of Private Schools in Palau, 2016-2017

Education Level		School Name
Elementary	1	Maris Stella School
	2	Seventh Day Adventist Elementary School
High School	1	Belau Modekngai School
	2	Emmaus Bethania High School
	3	Mindszenty High School
	4	Palau Mission Academy

All public and private schools have a Parent Teacher Student Association (PTSA) whereas a chairperson is voted in to work closely with school officials and report to the association. PTSA's hold meetings throughout each school year to ensure that students continue to meet progress.

Student Information

Student Enrollment

Table 4: Gross Enrollment Rate in Public & Private Elementary Schools by Gender, 2014-2017

Year	Enrollment (Age 6-13)			Population Estimate (Age 6-13)			GER			GPI:GER
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2014	1,141	1,014	2,155	1,005	891	1,896	113.5%	113.8%	113.7%	1.0
2015	1,159	1,021	2,180	993	894	1,887	116.7%	114.2%	115.5%	1.0
2016	1,099	986	2,085	981	904	1,885	112.0%	109.1%	110.6%	1.0
2017	1,127	1,053	2,180	966	904	1,870	116.7%	116.5%	116.6%	1.0

Source: MOE Student Information System and the 2015 Census Population Estimate

Table 5: Gross Enrollment Rate in Public & Private High Schools by Gender, 2014-2017

Year	Enrollment (Age 14-17)			Population Estimate (Age 14-17)			GER			GPI:GER
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2014	534	555	1089	474	444	918	112.7%	125.0%	118.6%	1.1
2015	512	534	1,046	479	441	920	106.9%	121.1%	113.7%	1.1
2016	512	476	988	494	444	938	103.6%	107.2%	105.3%	1.0
2017	529	565	1,094	510	449	959	103.7%	125.8%	114.1%	1.2

Source: MOE Student Information System and the 2015 Census Population Estimate

Table 6: Total Enrollment in Elementary Schools by Time Series, 2014-2017

Year	Public School Enrollment			Private School Enrollment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2014	926	800	1,726	216	213	429	1,141	1,014	2,155
2015	958	811	1,769	203	208	411	1,159	1,021	2,180
2016	950	827	1,777	191	216	407	1,099	986	2,085
2017	868	757	1,625	197	210	407	1,065	967	2,032

Source: MOE Student Information System

Table 7: Total Enrollment in High Schools by Time Series, 2014-2017

Year	Public School Enrollment			Private School Enrollment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2014	309	337	646	225	218	443	534	555	1089
2015	322	329	651	190	205	395	512	534	1046
2016	334	311	645	178	165	343	512	476	988
2017	314	296	610	169	177	346	483	473	956

Source: MOE Student Information System & the 2017 Annual Statistical Survey

Student Information

Table 8: Total Enrollment in Private Pre-School and Kindergarten by Grade Level, 2017

Pre-School & Kindergarten	Male	Female	Total
Belau Head Start Program	213	210	423
Gospel Kindergarten	35	34	69
Maris Stella School	5	9	14
Total	253	253	506

Source: 2017 Annual Statistical Survey

Table 9: Total Enrollment in Public Elementary Schools by Age & Grade Level, 2017

Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
5	22								22
6	153	17					1		171
7	37	141	13			1	1	1	194
8	4	54	131	14	1				204
9	2	12	39	127	11	1		1	193
10	1	1	7	45	111	10	2	1	178
11		1	1	16	64	109	9		200
12				1	25	58	106	13	203
13				1	7	13	63	95	179
14					3	2	7	41	53
15					1		6	15	22
Over 15								6	6
Total	219	226	191	204	223	194	195	173	1625

Source: MOE Student Information System

Table 10: Total Enrollment in Private Elementary School by Age & Grade Level, 2017

Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
5									
6	25	1							26
7	16	23	4						43
8	3	21	32	2					58
9	3	6	26	13					48
10			11	17	16	4			48
11			1	10	24	15	2		52
12					5	12	18	2	37
13					3	5	21	23	52
14						4	15	19	38
15							1	3	4
Over 15							1		1
Total	47	51	74	42	48	40	58	47	407

Source: MOE Student Information System

Student Information

Table 11: Total Enrollment in Public High School by Age & Gender, 2017

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1				1
14	7				7
15	79	7			86
16	52	92	9		153
17	10	33	89	8	140
18	8	14	30	95	147
19	1	6	9	30	46
20			5	10	15
21		2	1	11	14
Over 21 years old				1	1
Total	158	154	143	155	610

Source: MOE Student Information System

Table 12: Total Enrollment in Private High Schools by Age & Grade Level, 2017

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	5				5
14	66	3			69
15	22	62	1		85
16	10	16	63	11	100
17	3	5	17	44	69
18			3	7	10
19			2	3	5
20		1		1	2
21				1	1
Over 20 years old					0
Total	106	87	86	67	346

Source: 2017 Annual Statistical Survey

Table 13: Total Enrollment in Palau Community College by Class Level and Gender, 2017

	Class Level					
	Freshmen	Sophomore	Unclassified	Enrichment	Undeclared	Dual
Male	156	61	0	0	21	0
Female	198	69	3	0	23	1
Total	354	130	3	0	44	1

Source: 2017 PCC Factsheet

Student Information

Table 14: Public Elementary Students with Disabilities, 2017

Year	Enrollment	Male	Female	Total	Male	Female	Total
2014	1726	36	24	60	2.1%	1.4%	3.5%
2015	1769	37	24	61	2.1%	1.4%	3.4%
2016	1777	36	24	60	2.0%	1.4%	3.4%
2017	1625	37	23	60	2.3%	1.4%	3.7%

Source: Special Education Data

Table 15: Public High School Students with Disabilities, 2017

Year	Enrollment	Male	Female	Total	Male	Female	Total
2014	646	25	8	33	3.9%	1.2%	5.1%
2015	651	25	10	35	3.8%	1.5%	5.4%
2016	645	21	8	29	3.3%	1.2%	4.5%
2017	610	18	9	27	3.0%	1.5%	4.4%

Source: Special Education Data

Internal Efficiency Indicators

Table 16: Promotion, Repetition, & Dropout Rates in Public Schools, 2017

Grade	Promotion	Repetition	Withdrawal/Dropout
Grade 1	79.6%	10.4%	10.0%
Grade 2	86.4%	7.4%	6.2%
Grade 3	92.8%	3.4%	3.8%
Grade 4	91.7%	3.7%	4.6%
Grade 5	84.9%	11.3%	3.8%
Grade 6	90.0%	3.8%	6.2%
Grade 7	98.0%	1.5%	0.5%
Grade 8	89.7%	1.0%	9.2%
Grade 9	81.0%	8.9%	10.1%
Grade 10	86.4%	6.3%	7.0%
Grade 11	88.1%	6.3%	4.4%
Grade 12	95.5%	2.5%	1.9%

Source: MOE Student Information System and the 2017 Annual Statistical Survey

Internal Efficiency Indicators

Figure 2: Public School Graduation Rates (Grade 8 & 12)

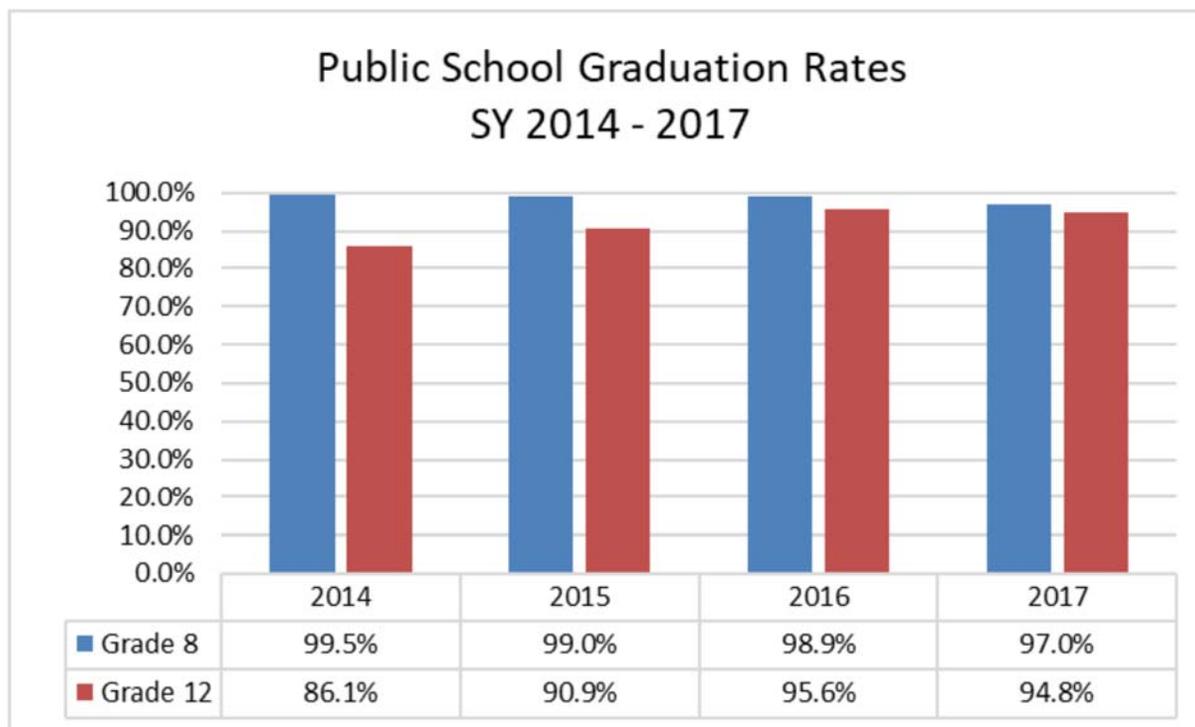
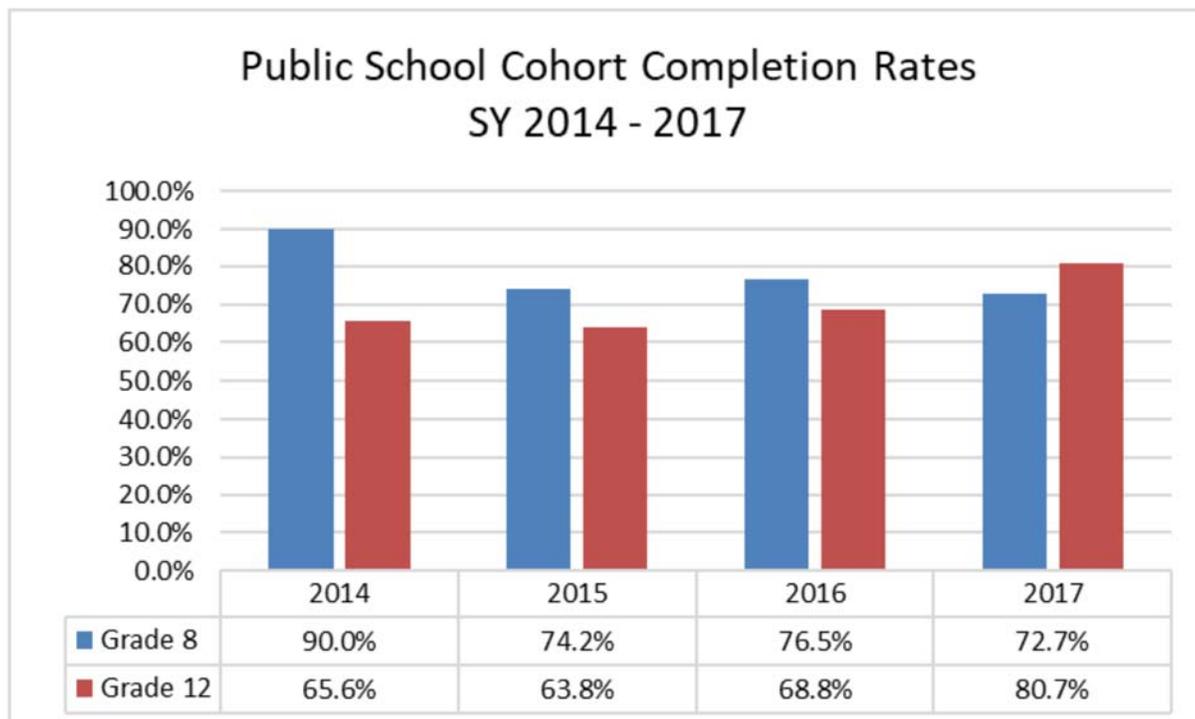


Figure 3: Public School Cohort Completion Rates (Grade 8 & 12)



Student Assessments

In terms of system-wide assessment, the Ministry of Education utilizes three locally developed assessment tools, one international standardized test, and one regional assessment tool to measure student achievement levels in the core content areas. Each system-wide assessment tools serve different purposes. The system-wide assessment tools include National Report Card Scores, Palau English Reading Assessment (PERA), Quarterly Assessment Test (QAT), Stanford Achievement Test 10th Edition (SAT10), and Pacific Islands Literacy and Numeracy Assessment (PILNA).

The purposes of system-wide assessments are as follows:

- Measure achievement levels in reading
- Measure achievement levels in English language arts, Palauan studies, math, science and social studies
- Public high school accreditation
- Identify areas of strength and weaknesses in core subjects
- Inform teaching and learning process
- Determine professional development activities
- Guide school improvement planning

The following table shows the system-wide assessment tools as implemented by the Ministry to all public schools.

Table 17: MOE Student Assessment Tools in Public Schools

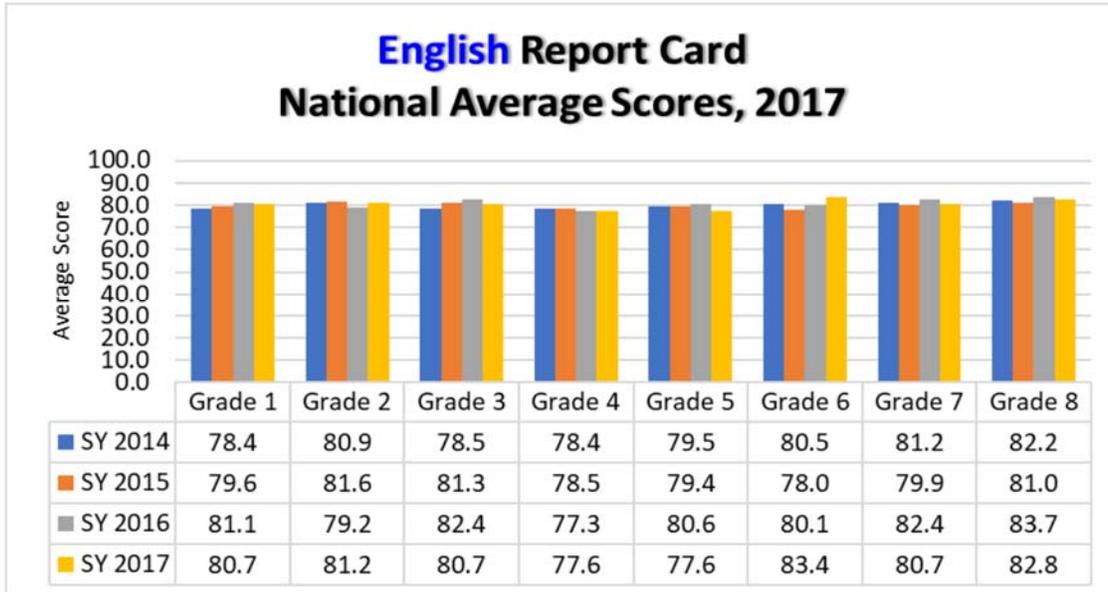
Grade Levels	Report Card (Quarterly)	PERA (Pre/Post)	QAT (Quarterly)	SAT 10 (Annually)	PILNA (Every 4 years)
1	X	X	X	X	
2	X	X	X	X	
3	X	X	X	X	
4	X	X	X	X	X
5	X	X	X	X	
6	X	X	X	X	X
7	X	X	X	X	
8	X	X	X	X	
9	X			X	
10	X			X	
11	X			X	
12	X			X	

This publication will show each assessment along with a brief description of its purpose and student results.

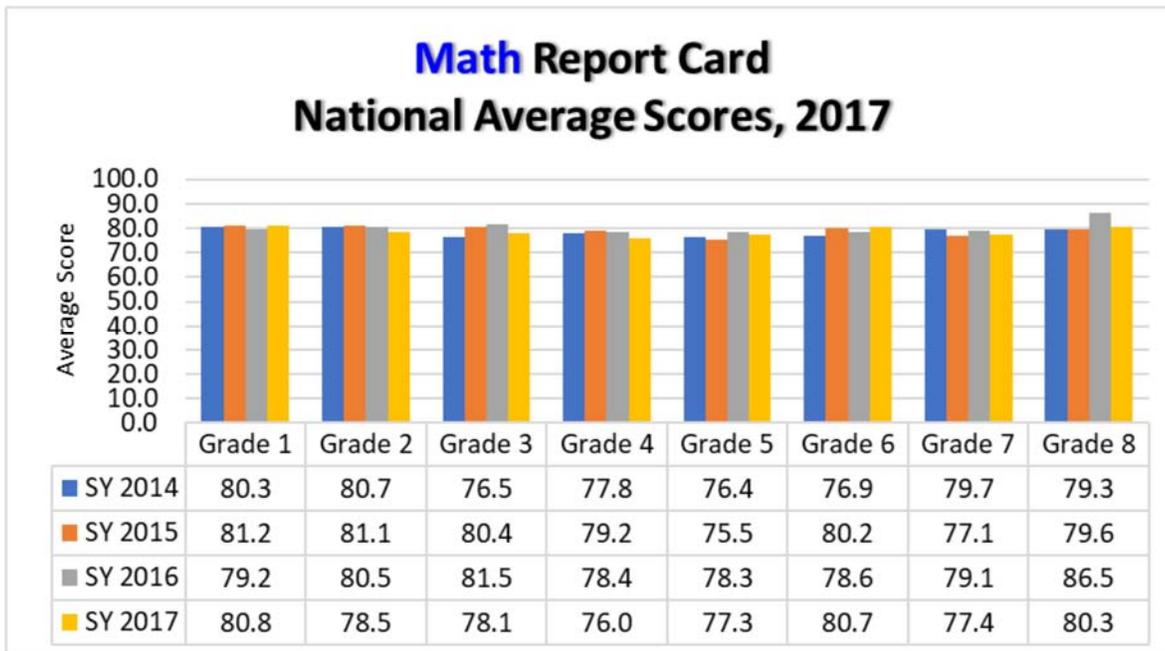
Student Assessments

The **National Report Card Average Scores** are derived from student quarterly report cards showing academic performance on a quarterly basis. The average scores are reported in this publication by content areas from Grades 1-8.

Figure 4: National Report Card Average Scores by Core Subject & Grade Level, 2014-2017

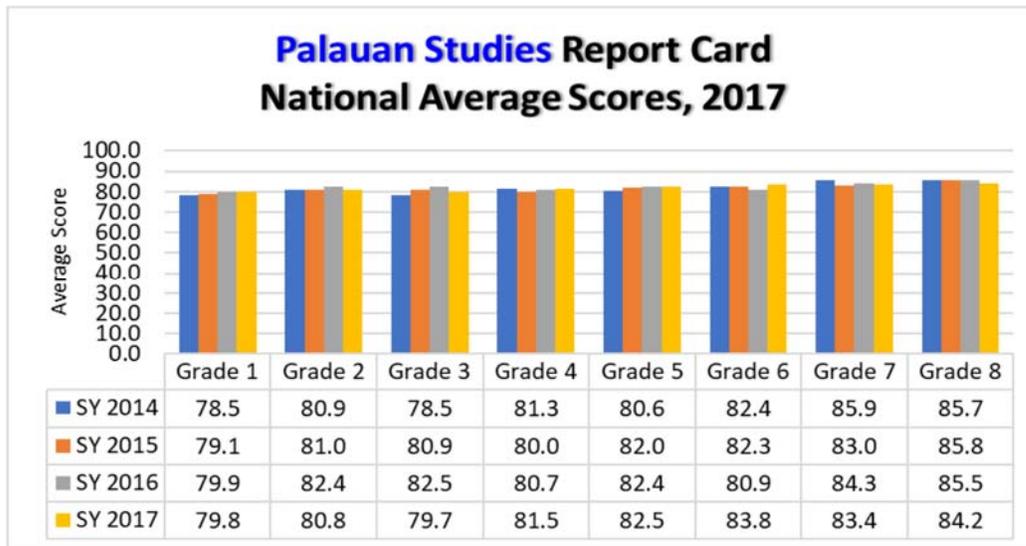


Source: MOE Student Information System

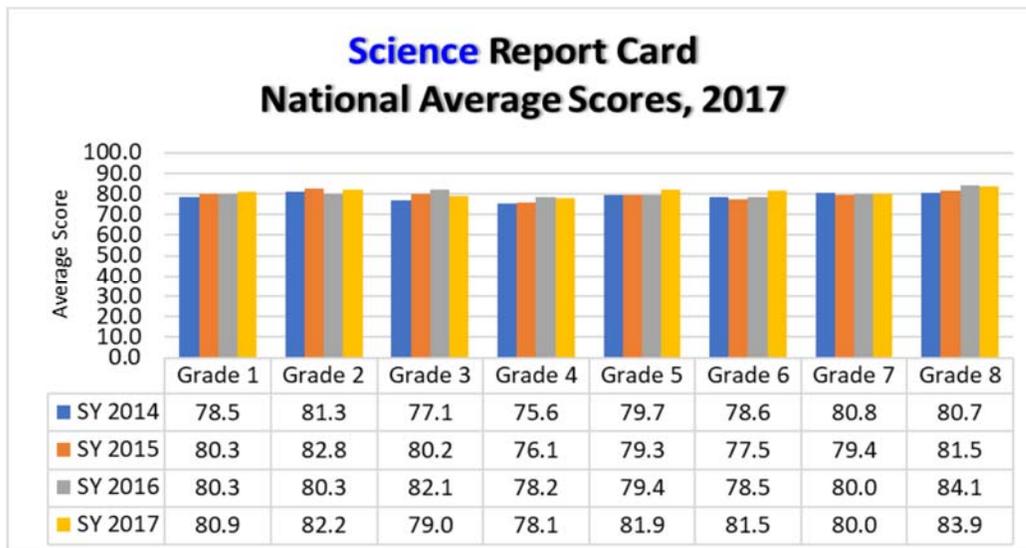


Source: MOE Student Information System

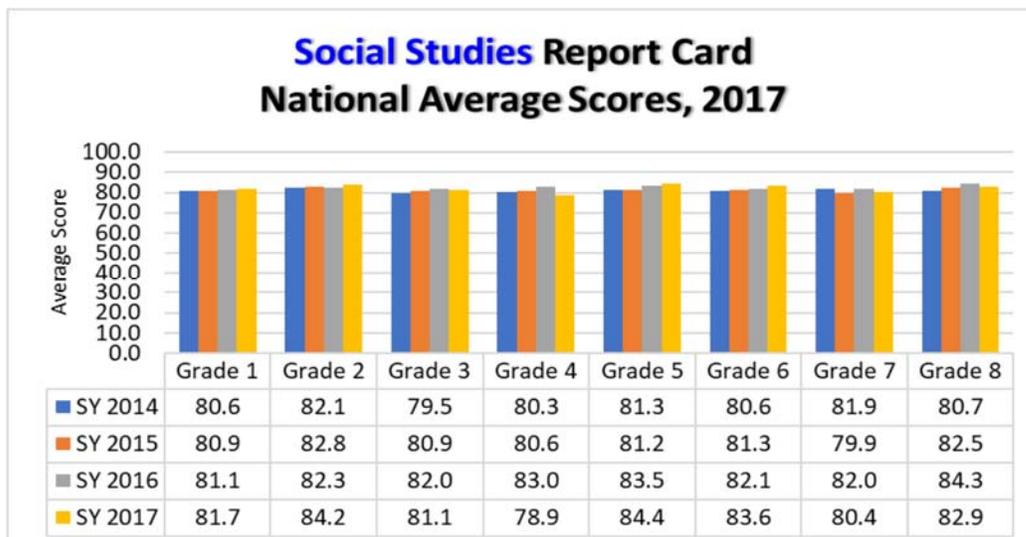
Student Assessments



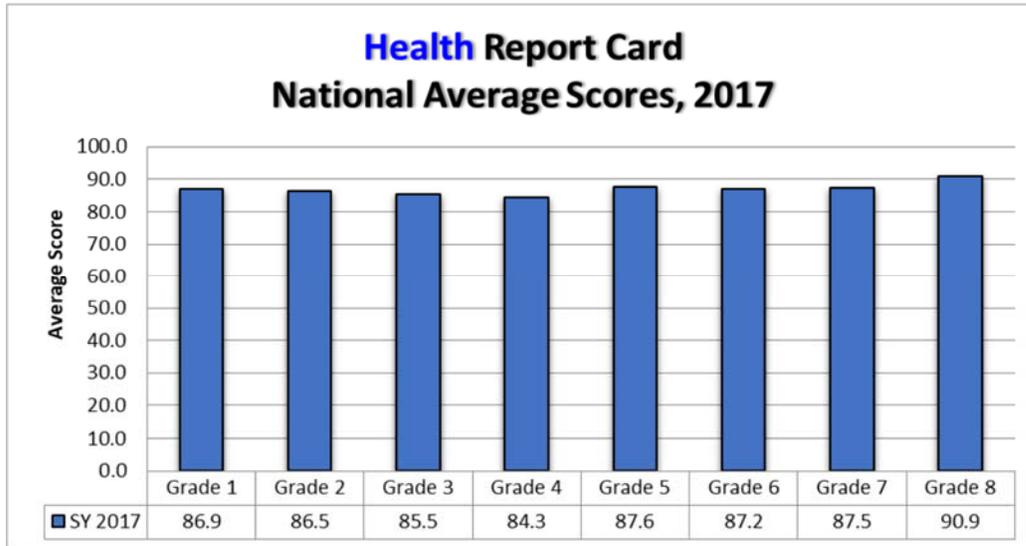
Source: MOE Student Information System



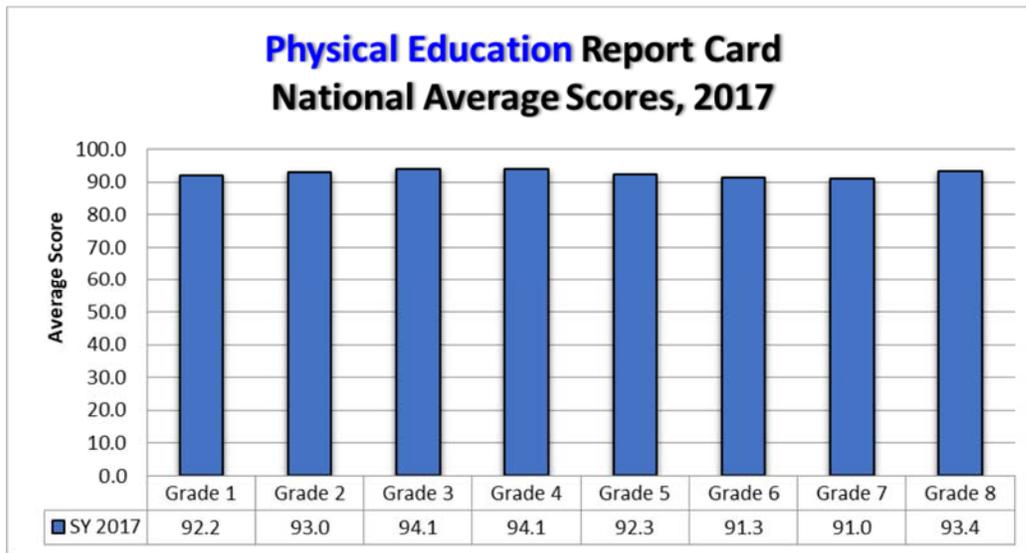
Source: MOE Student Information System



Source: MOE Student Information System



Source: MOE Student Information System

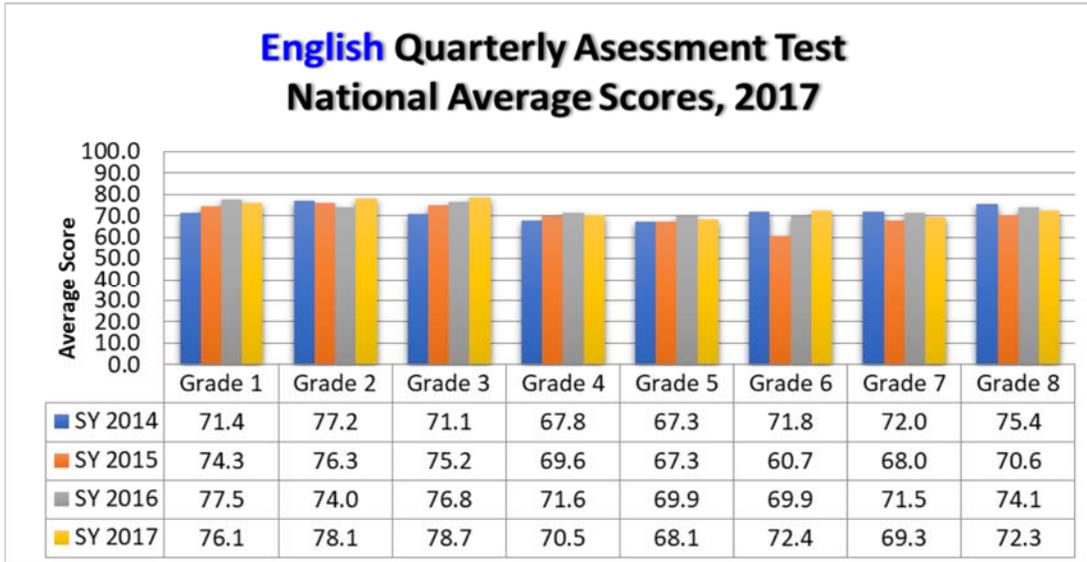


Source: MOE Student Information System

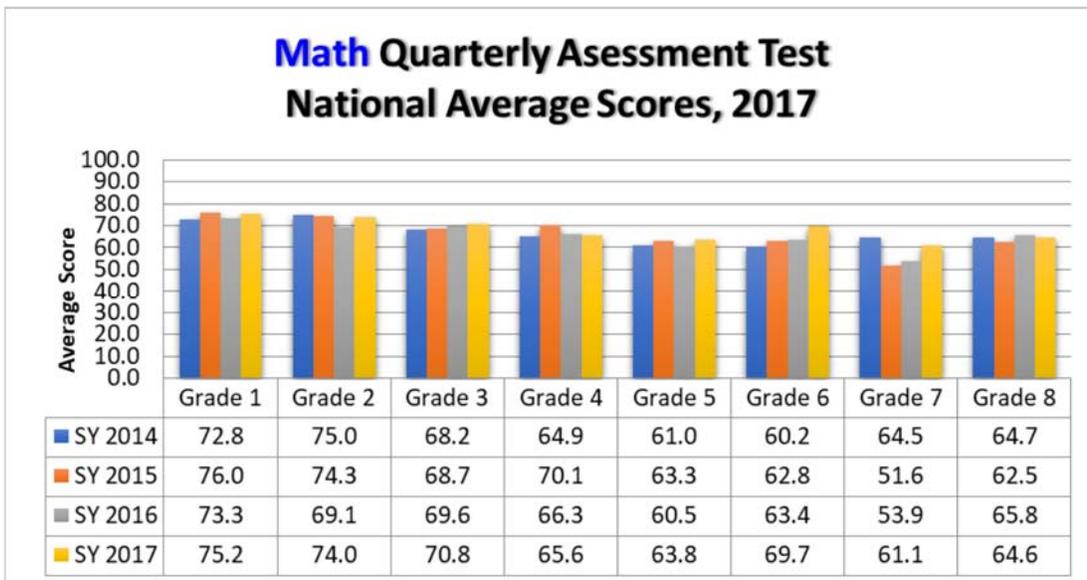
Student Assessments

Quarterly Assessment Test (QAT) is a diagnostic test that measures the learning targets of the five core subjects for the Ministry of Education in Grades 1-8. The QAT is administered at the end of each quarter and counts for 25% of each student grade.

Figure 5: National Quarterly Assessment Test Average Scores by Core Subject & Grade Level, 2014-2017



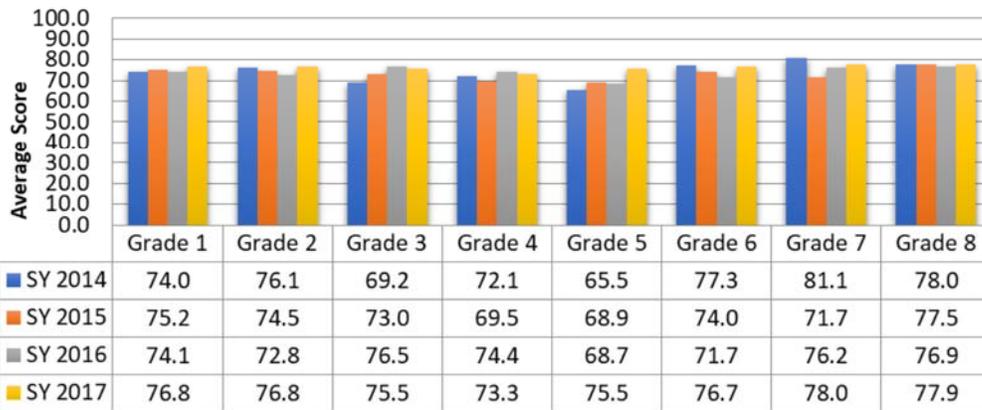
Source: MOE Student Information System



Source: MOE Student Information System

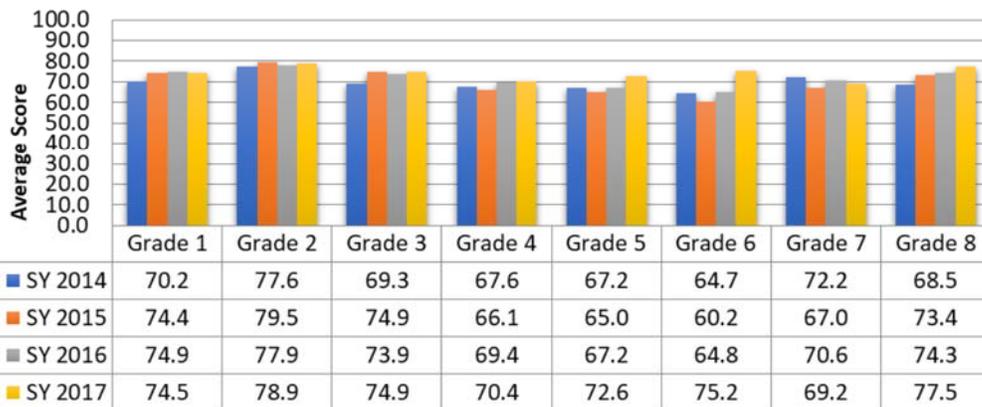
Student Assessments

Palauan Studies Quarterly Assessment Test National Average Scores, 2017



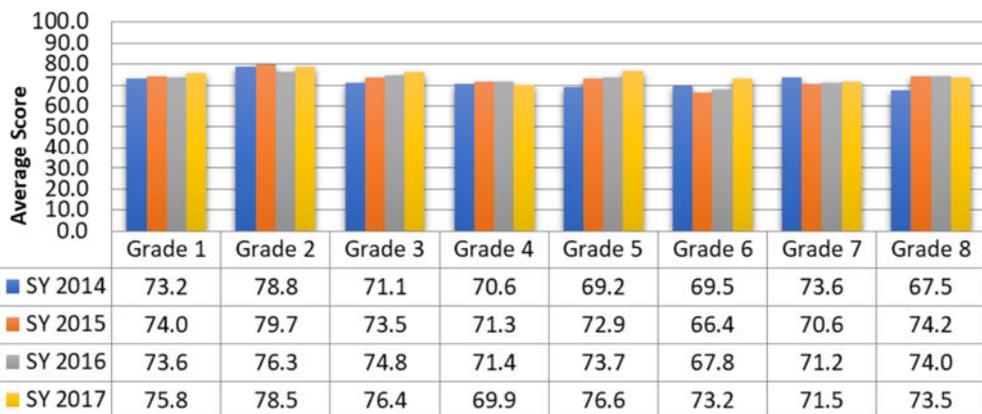
Source: MOE Student Information System

Science Quarterly Assessment Test National Average Scores, 2017



Source: MOE Student Information System

Social Studies Quarterly Assessment Test National Average Scores, 2017

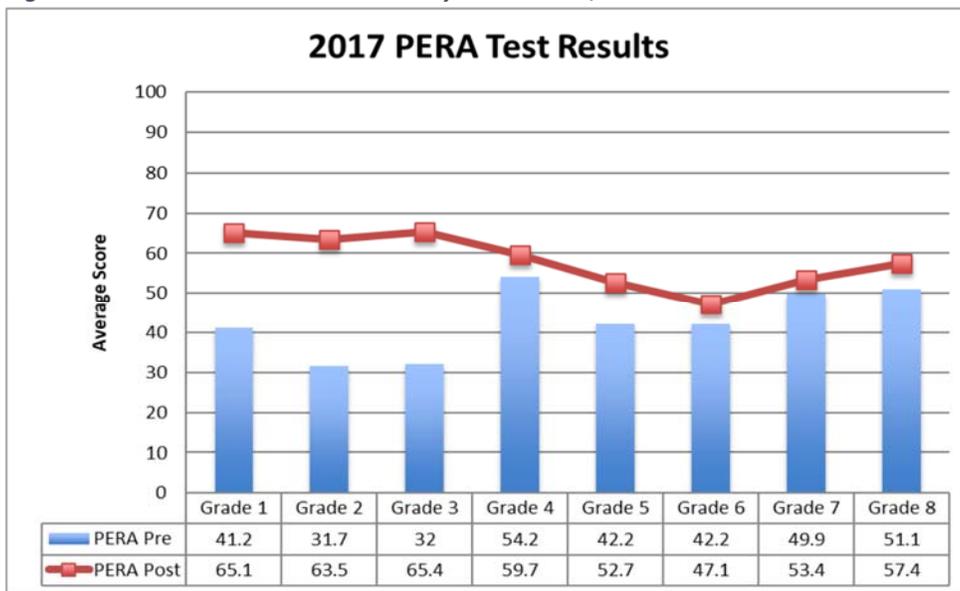


Source: MOE Student Information System

Student Assessments

Palau English Reading Assessment (PERA) is a criterion test based on the current MOE English reading curriculum for Grades 1-8. The test assesses the elements of reading in phonics, vocabulary, literary elements, and reading comprehension. Students' scores on the PERA do not affect their grades. Figure 6 shows the PERA pre and post student results for school year 2017.

Figure 6: PERA Pre & Post Test Results by Grade Level, 2017

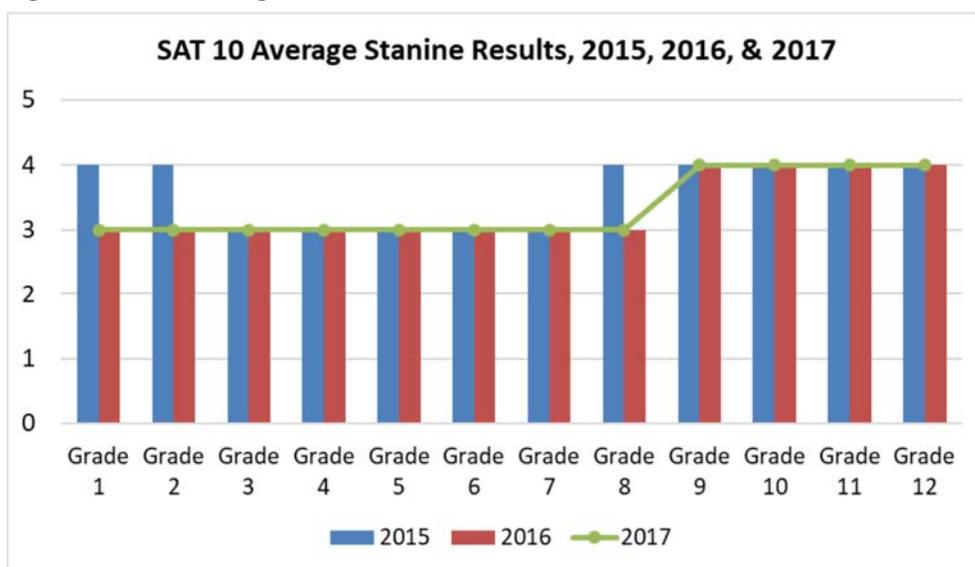


Source: 2017 PERA Assessment Scores

The Stanford Achievement Test 10th Edition (SAT10) is an internationally recognized United States standardized test that is used by the Ministry to measure subject area content and process skills in reading, language, spelling, study skills, listening, mathematics, science and social science. SAT 10 is a norm-referenced test which involves a comparison of students' scores against a norm reference group of U.S. students that took the same test.

Caution should be taken when interpreting the performance of students on the SAT10 Achievement Test in view of the differences between Palau students and US norm group. The SAT10 test results are defined using the following stanine score range; 1, 2, and 3 is below average; 4, 5, or 6 is average and 7, 8, or 9 is above average. Figure 6 shows that on average, public schools stanine ranking is at 3.3 in comparison to a 2007 norm reference group in United States.

Figure 7: SAT 10 Average Stanine Results, 2015, 2016, & 2017



Source: 2015, 2016, & 2017 Stanine Results, MOE

Teacher Information

Teacher Counts & Ratios

Table 18: Total Number of School Teachers, 2017

School Type	Male	Female	Total
Semi-Government Kindergarten	1	21	22
Public Schools	52	180	232
Private Schools	25	58	83
Total	78	259	337

Source: Division of Personnel Management, MOE

Table 19: Total Number of School Teachers by School Level, 2017

School Type	School Level	Male	Female	Total
Semi-Government	Kindergarten	1	21	22
Public	Primary	32	144	176
	Secondary	20	36	56
Private	Kindergarten	0	5	5
	Primary	6	27	33
	Secondary	19	26	45
Total		78	259	337

Source: Division of Personnel Management, MOE

Table 20: Total Number of Public School Teachers by Nationality, 2014 - 2017

Nationality	2014	2015	2016	2017
Palauan	212	199	208	206
Filipino	18	18	18	19
Other Nationalities	8	6	6	7
Total	238	223	232	232

Source: MOE Student Information System and the Division of Personnel Management

Teacher Information

Table 21: Public School Student-Teacher Ratio by Gender & Location, 2017

Level of Education	Location	School Name	Public School Teachers			Enrollment	STR	
			Male	Female	Total			
Elementary	Babeldaob	Aimeliik	1	8	9	50	5:1	
		Ibobang	0	4	4	16	4:1	
		Melekeok	3	12	15	96	6:1	
		Ngaraard	1	7	8	38	4:1	
		Ngarchelong	1	8	9	75	8:1	
		Ngardmau	1	6	7	21	3:1	
		Ngeremlengui	3	5	8	38	4:1	
	Central	Airai	1	10	11	129	11:1	
		George B. Harris	7	17	24	282	11:1	
		Koror	7	32	39	621	15:1	
		Meyuns	1	11	12	160	13:1	
	Outlying	Angaur	2	6	8	16	2:1	
		PJF (Kayangel)	0	4	4	7	1:1	
		Peleliu	4	11	15	59	3:1	
		Pulo Anna	0	1	1	5	5:1	
		Sonsorol	0	1	1	6	6:1	
		Hatohobei	0	1	1	6	6:1	
			Total	32	144	176	1625	9:1
	High School	Central	Palau High School	20	36	56	610	10:1

Source: MOE Division of Personnel Management & MOE Student Information System

In accordance with Palau's national civil service rules and regulations, all public school teachers go through a certification process in which they must qualify by satisfying specific requirements. It is through such certification system that all public school teachers are initially certified. In relation, Palau's National Code Title 22 is awaiting further legislation from Palau's congress prior to its full implementation of teacher's certification by the Ministry of Education. (See Annex for Palau's National Civil Service and PNC Title 22)

Fiscal Information

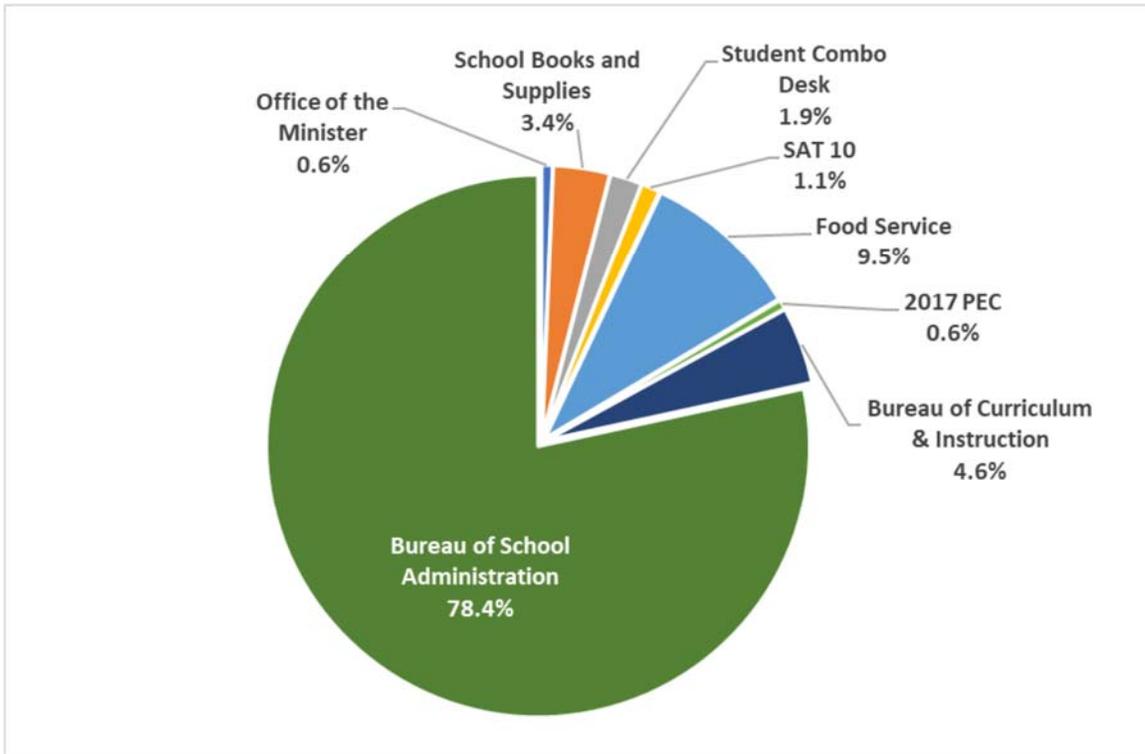
Table 22: Ministry of Education Budget as of October 31, 2017

Line Item	Budget	Actual Expenses	Payroll Expenses	Other Expenses	Balance
Office of the Minister	\$58,000.00	\$0.00	\$57,709.00	\$0.00	\$291.00
School Books & Supplies	\$300,000.00	\$294,847.00	\$0.00	\$0.00	\$5,153.00
Student Combo Desk	\$169,000.00	\$169,000.00	\$0.00	\$0.00	\$0.00
SAT 10 TEST	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00
Food Service	\$846,000.00	\$448,398.00	\$372,446.00	\$0.00	\$25,156.00
2017 PEC	\$50,000.00	\$22,981.00	\$0.00	\$26,940.00	\$79.00
Bureau of Curriculum & Instruction	\$408,000.00	\$15,114.00	\$392,840.00	\$0.00	\$46.00
Bureau of School Administration	\$7,005,000.00	\$1,155,693.00	\$5,750,047.00	\$0.00	\$99,260.00
Total	\$8,936,000.00	\$2,206,033.00	\$6,573,042.00	\$26,940.00	\$129,985.00

Source: National Budget Appropriation & MOE Finance Unit

The Ministry of Education’s Budget is appropriated by Palau’s national congress. Table 22 shows the total budget appropriate for school year 2017 based on the Republic of Palau’s Public Law (RPPL 10-1). Actual expenses are disaggregated into payroll expenses and other expenses. The remaining balance will be expended by the end of the fiscal year. Figure 8 shows the breakdown of the Ministry of Education’s 2017 appropriated budget by percentages.

Figure 8: Ministry of Education Budget Breakdown, 2017



Source: 2017 MOE Finance Unit

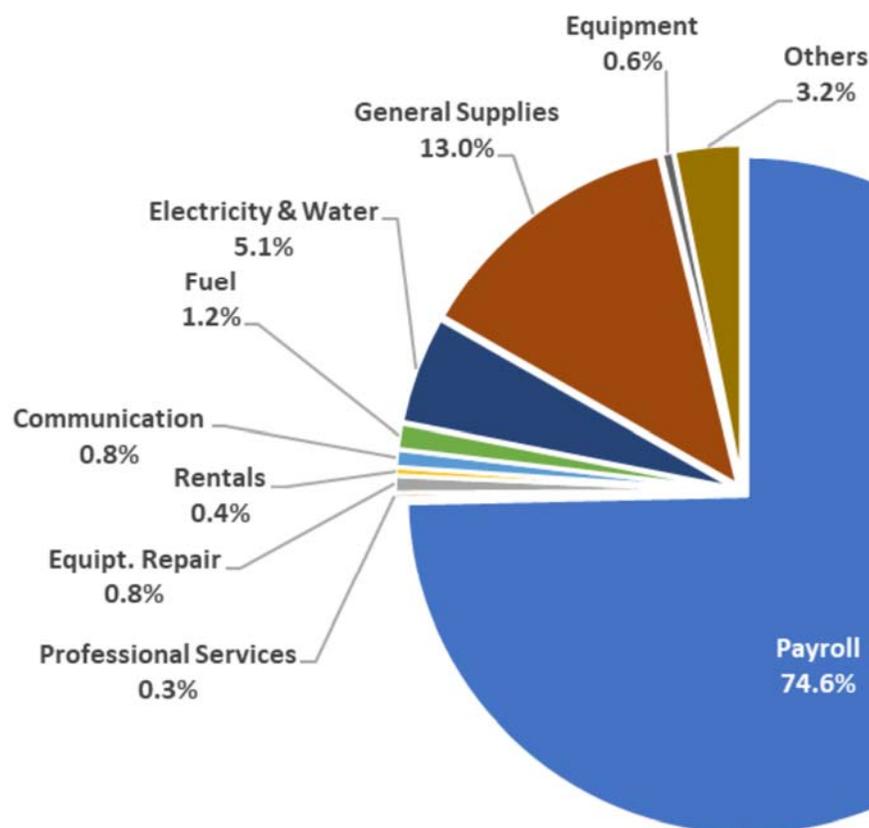
Fiscal Information

Table 23: Ministry of Education Expenditures, 2017

Category	Expense Breakdown	Percentage
Payroll	\$6,573,041.82	74.6%
Professional Services	\$22,833.00	0.3%
Equip. Repair	\$70,094.99	0.8%
Rentals	\$34,372.85	0.4%
Communication	\$72,648.37	0.8%
Fuel	\$105,785.00	1.2%
Electricity & Water	\$452,837.00	5.1%
General Supplies	\$1,144,974.62	13.0%
Equipment	\$48,829.90	0.6%
Others	\$280,596.31	3.2%
Total	\$8,806,013.86	

Source: MOE Finance Unit

Figure 9: MOE Expense Breakdown by Percentage, 2017



Source: MOE Finance Unit

2017-2026 Education Master Plan Policy Goals

The new Education Master Plan is focused on five policy priorities, which are to promote student success with Student Centered Learning, Educational and Instructional Leadership, Curriculum Enhancement, MOE Resource and Partnership Support. The approach is that MOE focuses on the whole child in developing his/her skills and knowledge of today's world.

Figure 10: 2017-2026 Education Master Plan Policy Goals



This year's education statistics are gathered under the above policy goals. The Ministry of Education has agreed upon the series of data and indicators in this statistical yearbook. This document will be improved gradually each year to meet data needs. This statistical yearbook covers mostly data on school enrollments, teacher data, and few indicators related to the International Mandates of Sustainable Development Goal 4 for Quality Education. This document is also reporting on other data as indicated by data source.

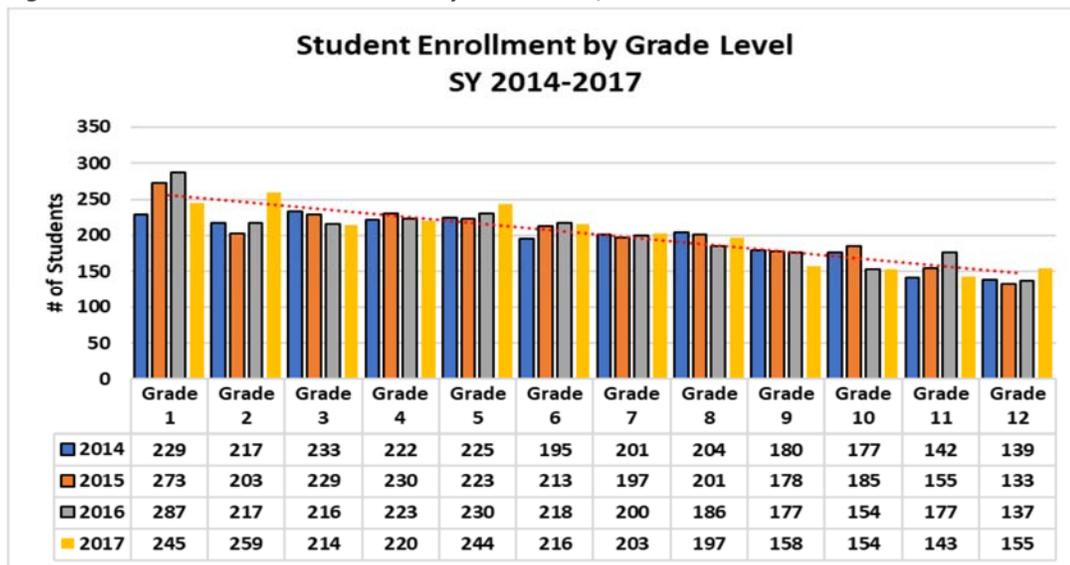
A key indicator section was created to showcase significant data areas in support of the new 10 year education master plan.

Key Indicators

In conjunction with the Palau Ministry of Education 10-year Education Master Plan for 2017-2026. The analysis of this 2017 Statistical Yearbook is mainly focused on statistics related to education sector with key indicators indicated within the new master plan. The grouping of indicators is clustered into five main policy goals focusing on student success.

Student success rely on many variables and this report aims to showcase needed data to assist in decision making and to get Palau students to be successful in Palau’s society and the world. Teaching and learning are the core business for MOE for which student enrollment and performance are valuable factors. For the past three years, student enrollment has continued to decrease in relation to the Republic of Palau’s census counts. Figure 11 shows the student enrollment by grade level indicating the decreasing trend line. The student assessment results are reported on page 19 to 25 of this publication.

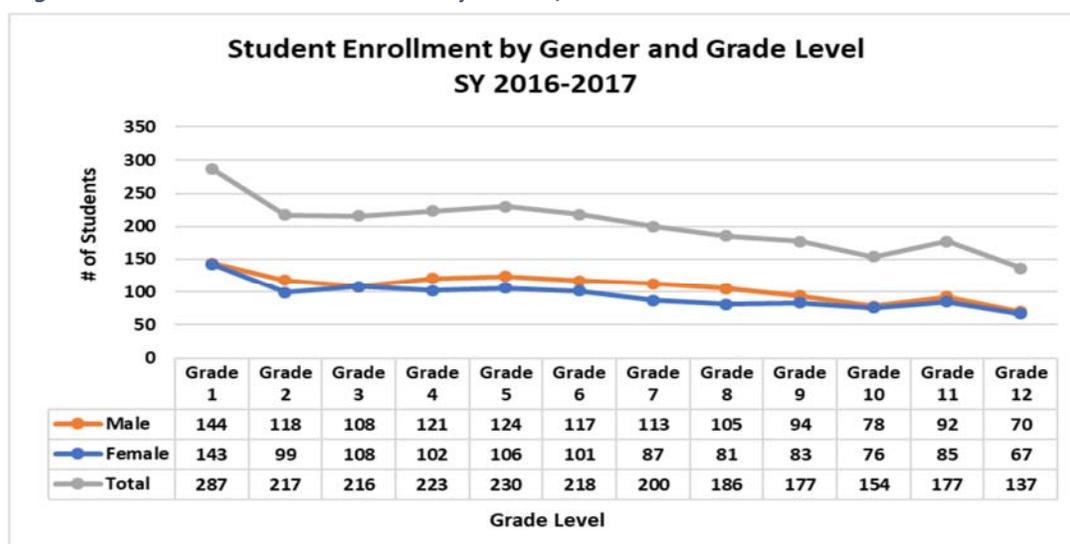
Figure 11: Enrollment in Public Schools by Grade Level, 2014-2017



Source: MOE Student Information System

In 2017, MOE recorded 1625 students who enrolled in elementary schools and 610 students enrolled in high school. In total, there are 2235 students enrolled in Grade 1 to Grade 12. Figure 12 is showing that there are more males (53%) than females (47%) in both public elementary and high school.

Figure 12: Enrollment in Public Schools by Gender, 2017

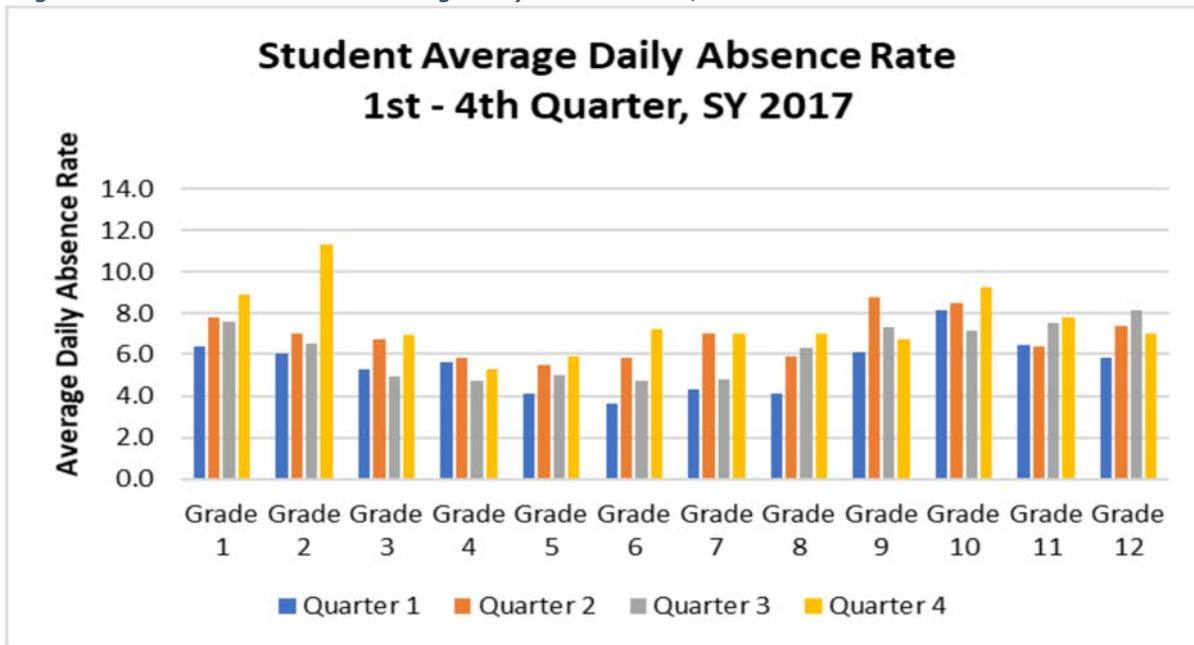


Source: MOE Student Information System

Key Indicators

Another valuable factor to student success is their daily school absences. Student absences are recorded daily by each homeroom teacher in all public schools. On a quarterly basis, absence data are collected and stored within the MOE student information system. The average daily absence rate in all public schools from Grades 1-12 is at 6.2%. Figure 13 shows the attendance rate of each quarter and grade level. In 2017, Grade 2 and 10 show a high absence rate as compared to other grade levels but overall, the absentee rate stayed below 12% of the enrolled students.

Figure 13: Public School Student Average Daily Absence Rates, 2017



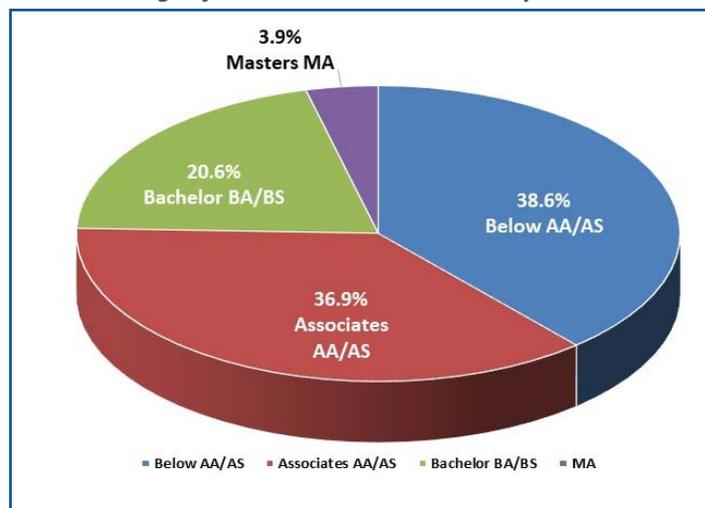
Source: MOE Student Information System

Key Indicators

Education and instructional leadership is one of the essential policy goals of the new 2026 Education Master Plan. There are 233 teachers in the teaching force of whom 89% of them are Palauan and 8% are Filipino teachers. The remaining 3% belong to other ethnic groups. The Filipino teachers are mainly teaching Math and Science in Palau’s public high school.

Figure 14 illustrates the academic level of teachers who are currently teaching in Palau public schools. About 38.6% are teachers with a high school diploma, some college credits, and have a certificate of achievement, 36.9% have an associate degree, 20.6% are bachelor degree holders and 3.9% of them have their Master’s degree.

Figure 14: Percentage of Teachers in Public Schools by Education Level.



Source: MOE Division of Personnel Management

Table 24: MOE Employee Position Classification, 2016-2017

MOE Position Classification	Count
Minister	1
Bureau Director	2
Division Chief	4
Administrative Staff	27
Budget Staff	2
Classroom Teacher	232
Computer Lab Manager	7
Computer Technicians	3
Cook	31
Data Assistant Analyst	1
Database Management Specialist	2
Education Specialist	19
Facility Maintenance Staff	15
Library Staff	15
Media Service Staff	4
Physical Therapy Assistant	1
Program Coordinator	1
Program Manager	2
Researcher	1
School Counselor	4
School Principal	14
School Vice Principal	3
School Registrar	1
Security Officer	12
Statistics Specialist	1
Teacher's Aide	2
Transportation Staff	21
Total	428

Source: MOE Division of Personnel Management

Curriculum Enhancement is another on-going activity at the Ministry of Education geared towards student success. The curriculum focuses on five core subject areas, which are Palauan studies, English, math, science, and social studies.

In addition, work is underway to also include health and physical education. To date, English and math curricula frameworks were revised in 2013. Science was also revised in 2015. Health is currently under revision and will be piloted in schools in school year 2017. The other curriculum frameworks, which include social studies, Palauan studies, and physical education, are scheduled for revision soon as funding becomes available.

MOE Resource Support is another valuable goal for MOE’s plans toward student success. MOE resource support could be improved if the Ministry is equipped with sufficient resources and relevant staff. This year the Ministry of Education has recorded 428 staff, there is a Minister of Education, 2 bureau directors, 4 division chiefs, 14 school principals, 3 vice principals and 233 classroom teachers. All teachers’ salaries are paid by Palau’s National Government. The rest of the MOE employees are support staff.

The share of budget allocated to the Ministry of Education as percentage of the National Government budget was at 10% in 2017. About 74.6% of the Education budget in 2017 was spent on personnel salaries, which include classroom teachers.

Key Indicators

Prior to its unremitting support in strengthening teaching and learning in the classroom, the Ministry of Education has provided schoolbooks and instructional supplies to all public schools since 1981. About 3% of the MOE national recurrent budget has been spent on schoolbooks and Instructional supplies.

Finally, **Partnership Support** is the support given by a number of government and non-government agencies, which foster student success. Figure 15 shows a list of support agencies that have been instrumental in assisting Palau students excel on their studies.

Figure 15: MOE List of Partner Agencies

- Office of the President
- Office of the Vice President/Ministry of Justice
- Ministry of Community & Cultural Affairs
- Ministry of Finance
- Ministry of Health
- Ministry of Natural Resources, Environment & Tourism
- Ministry of Public Infrastructure, Industries & Commerce
- Ministry of State
- Olbiil Era Kelulau (National Congress)
- Belau Employers and Educators Alliance
- Belau Family School Community Association
- Belau Head Start Program
- Belau Tourism Association
- Palau Community Action Agency
- Palau Community College
- Palau Conservation Society
- Palau International Coral Reef Center
- Palau Talent Search Program
- Palau Visitors Authority
- State Governments
- School Parent Teachers Association

Sustainable Development Goal 4

SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



A fundamental human right, education must seek sustainable methods to preserve such right. The Republic of Palau's membership to the United Nations has joined the initiative to target key areas within the education sector by tracking vital data that would support the monitoring, evaluation, and success of its citizens. Below are the Sustainable Development Goals targeted under Quality Education.

SDG 4 Quality Education Targets

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- 4.3 By 2030, ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and men, achieve literacy and numeracy.
- 4.7 By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of cultures contribution to sustainable development.
 - 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
 - 4.b By 2020, substantially expand globally the number of scholarships for developing countries in particular least developed countries, small island developing States and African countries for enrolment in higher education, including vocational training, and communications technology, technical, engineering and scientific programs in developed countries and other developing countries.
 - 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries, small island developing States.

Source: <https://sdgcompass.org/sdgs/sdg-4/>

SDG 4 Targets & Core Indicators

The Republic of Palau's Ministry of Education is working to secure data production to help explain its pathway toward achieving all SDG 4 targets by 2030. The following are the core data indicators that will assist the ministry in securing a well rounded education sector for all its stakeholders.



SDG 4 Core Indicators

Core Indicators

Proportion of children and young people: in grades 2, 3, 8, & 12 achieving at least a minimum proficiency level in reading and mathematics by gender.

Participation rate in organized learning (one year before the official primary entry age).

Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by gender.

Proportion of youth and adults with information and communications technology literacy.

Student Parity indices: (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples, and conflict-affected areas).

Gender parity index for achievement in mathematics by the end of lower secondary.

Percentage of population in a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills by gender.

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in national education policies, curricula, teacher education and student assessment.

Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator)

Total official flows for scholarships, by recipient

Proportion of teachers in lower secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level (minimum diploma)

Net enrolment ratio in primary education

Proportion of children who reach last grade in primary education

Literacy rates of 15-24 years old (%)

Source: Division of Research and Evaluation, MOE

SDG 4 Targets & Core Indicators

Palau's Ministry of Education is currently restructuring its data collection and reporting capabilities to include all SDG 4 core indicators to properly report on the United Nations sanctioned targets. Below are several tables that aims to showcase Palau's core indicators in response to this publication.

1. Proportion of children and young people in grades 2, 3, & 8 achieving at least a minimum proficiency level in reading and mathematics by gender.

Table 25: Proportion of Children and young people: (a) in Grades 2

SY	M	F
2015	48.8%	51.2%
2016	54.4%	45.6%
2017	50.6%	49.4%

Source: MOE Student Information System

Table 26: Proportion of Children and young people: (a) in Grades 3

SY	M	F
2015	54.1%	45.9%
2016	50.0%	50.0%
2017	51.4%	48.6%

Source: MOE Student Information System

Table 27: Proportion of Children at the End of Primary: (b) in Grades 8

SY	M	F
2015	50.7%	49.3%
2016	56.5%	43.5%
2017	56.8%	43.2%

Source: MOE Student Information System

2. Participation rate in organized learning (one year before the official primary entry age).

Table 28: Participation Rate in all Kindergartens

SY	M	F	GPI
2015	45.5%	54.5%	119.7%
2016	51.9%	48.1%	92.7%
2017	48.8%	51.2%	105.1%

Source: Division of Research and Evaluation, MOE

3. Participation rate of youth and adults in formal education and training in the previous 12 months, by gender .

Table 29: Participation Rate in Formal Education (Ages 14-24)

SY	M	F
2015	53%	47%
2016	55%	45%
2017	46%	54%

Source: Division of Research and Evaluation, MOE

4. Proportion of youth and adults with information and communications technology literacy.

Table 30: Proportion Rate in all Public Schools with Information and Communication Literacy

SY	M	F
2015	53%	47%
2016	55%	45%
2017	46%	54%

Source: Division of Research and Evaluation, MOE

5(a). Student Parity indices: (female/male)

Table 31: Proportion Rate in all Public Schools

Pre School By Gender, Age 3-5

SY	M	F	GPI
2015	45.5%	54.5%	119.7%
2016	51.9%	48.1%	92.7%
2017	48.8%	51.2%	105.1%

Primary School By Gender, Age 6-13

SY	M	F	GPI
2015	52.0%	48.0%	92.2%
2016	52.0%	48.0%	92.2%
2017	51.6%	48.4%	93.8%

Lower Secondary School By Gender, Age 14-17

SY	M	F	GPI
2015	48.3%	51.7%	107.0%
2016	51.7%	48.3%	93.5%
2017	50.8%	49.2%	96.8%

Source: MOE Student Information System

5(b). Student Parity indices: (Students with Disability)

Table 32: Student with Disability

Student Count By Gender with Disability,
Age 3-5

SY	M	F	GPI
2015	4	2	50.0%
2016	5	1	20.0%
2017	2	4	200.0%

Source: Special Education Program, MOE

Student Count By Gender with Disability,
Age 6-21

SY	M	F	GPI
2015	66	35	53.0%
2016	59	32	54.2%
2017	54	32	59.3%

6. Gender parity index for achievement in mathematics by the end of lower secondary.

Table 33: Public School Gender Party Index for Grade 8 Mathematics

Mathematics, Grade 8

SY	M	F	GPI
2015	25.5%	51.5%	176.4%
2016	52.9%	56.4%	106.7%
2017	35.8%	45.0%	125.8%

Source: MOE Student Information System

7. Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the Water, Sanitation and Hygiene for All (WASH) indicator defines.

Table 34: Basic Necessities, Proportion Rate in all Schools

SY	Electricity	Internet	Computers	Water	Disability	Sanitation	Handwashing
2015	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2016	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2017	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Division of Research and Evaluation, MOE

8. Total official recipient flows of scholarship

Table 35: Proportion Rate on Recipient Scholarships at all Public Schools

YEAR	APPLICANTS	RECIPIENTS	%
2015	264	181	68.6%
2016	274	215	78.5%
2017	286	218	76.2%

Source: Palau National Scholarship Office

9. Proportion of teachers in lower secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level (minimum diploma)

Table 36: Proportion of Teachers in Public Schools

SY	M	F	Total
2015	7.6%	35.9%	43.5%
2016	5.7%	35.8%	41.5%
2017	5.6%	34.3%	39.9%

Source: Division of Personnel Management, MOE

10. Proportion of children who reach last grade in primary education

Table 37: Proportion Rate of Children who reach Grade 8

SY	M	F
2015	85.8%	82.4%
2016	69.4%	71.7%
2017	70.6%	78.7%

Source: MOE Student Information System

Acknowledgement

This publication was made possible through the support of many people within the education sector. We thank our school principals and their data entry personnel for their active involvement in the Ministry's Student Information System and for participating in 2017 Annual School Survey, the Division of Personnel Management, and Administrative Services Unit for their assistance in the collection of other data within the Ministry. Finally, the Ministry's Division of Research and Evaluation is commended for the compilation of this publication.

Republic of Palau Public Law 10-22

To amend Title 21 of the Palau National Code to authorize the Palau National Framework on Early Childhood Council to regulate child care centers; to incentivize senior citizen participation in child care centers; and for other related purposes.

Figure 15: Excerpt of RPPL 10-22

(a) The Council is responsible for administering this Act and shall implement all regulations necessary to carry out its responsibilities under this Act. Such regulations shall be promulgated in compliance with the Administrative Procedures Act and shall address, but are not limited to:

- (1) Training and qualifications of child care center employees;**
- (2) Capacity of child care centers;**
- (3) Child records;**
- (4) Conditions of child care center facilities, equipment, and grounds;**
- (5) Health and Safety measures and policies, including access to national or state health services such as Oral and Behavioral Health Programs;**
- (6) Care, learning, and play;**
- (7) Child protection;**
- (8) Nutrition and food safety;**
- (9) Equal Opportunities and children with special needs;**
- (10) License application procedures, standardized forms, and accompanying documentation requirements; and**
- (11) Trainings for caretakers and parents regarding early childhood development, child health, and child safety.**

*Republic of Palau Constitution – Article VI (Cross Reference)***22 PNCA § 155 EDUCATION****§ 159. Attendance; parent's or guardian's penalty for child's absence.**

(a) Attendance at a public or nonpublic school shall be required of all children between the ages of 6 and 17, inclusive, or until graduation from high school, unless excluded from school or excepted from attendance by the Minister. For the purpose of beginning school, a child shall be admitted at the beginning of a school year if he has attained the age of 6 on or before September 30. To implement this provision, the Ministry shall provide compulsory education. The Board, in consultation with the Ministers of Education and Health, shall adopt health, safety and educational quality standards for all preschool and kindergarten education programs. The standards shall be adopted no later than June 1997. Thereafter the Ministries of Education and Health, and the Bureau of Public Works, shall conduct periodic inspections to ensure continuing compliance with the standards.

(b) Any parent, guardian, and other person having the responsibility for or care of a child whose attendance at school is obligatory shall send the child to school. Any parent, guardian, or other person who permits a child who is under his control to be absent from school without good cause and in violation of applicable law or regulations shall be guilty of a violation of this section and, upon conviction, shall be fined not more than \$100.

Amendment During President Nakamura – 1997

Section 7. Amendment. 22 PNC 159, as amended by RPPL No. 4-57, is amended to read as follows: "Section 159. Attendance: parent's or guardian's penalty for child's absence.

Attendance at a public or nonpublic school shall be required of all children between the ages of 6 and 17, inclusive, or until graduation from high school, unless excluded from school or excepted from attendance by the Minister. For the purpose of beginning school, a child shall be admitted at the beginning of a school year if he has attained the age of 6 on or before September 30. To implement this provision, the Ministry shall provide compulsory education. The Board, in consultation"

TWENTY-THIRD AMENDMENT

Article VI of the Constitution is hereby amended to read as follows:

The national government shall take positive action to attain these national objectives and implement these national policies: conservation of a beautiful, healthful and resourceful natural environment; promotion of the national economy; protection of the safety and security of persons and property; promotion of the health and social welfare of the citizens through the provision of free or subsidized health care; and provision of public education for citizens which shall be free from grades one (1) to twelve (12) and compulsory as prescribed by law.

Source: Proposed amendment enacted November 19, 2008

PALAU NATIONAL CODE TITLE 22 – EDUCATION SYSTEM OF PALAU

§ 151. TEACHERS' CERTIFICATES; REQUIRED; QUALIFICATIONS.

No person may serve as a teacher in any public school, or as a private school teacher of core academic subjects, without first having obtained a certificate from the Ministry, which certificate shall be issued without cost to the teacher, in such form as the Board and the Ministry determines. The qualification standards and requirements for such certification shall be established by the Board, in consultation with the Minister and the Professional Standards and Practices Commission.

PALAU NATIONAL CIVIL SERVICE SYSTEM RULES AND REGULATIONS

Part 5. CERTIFICATION AND APPOINTMENT

5.1. Certification of Eligibles. For the purpose of filling vacancies in the Public Service, the appropriate management official shall request a list of eligibles from the Director of the Bureau of Public Service System, unless he elects to fill a position by transfer, promotion, or demotion. Requests for eligibles shall be made on forms prescribed by the Director, and shall clearly identify the position to be filled. The Director shall respond to such request by certifying from the appropriate eligibles list the five highest available eligibles, or such lesser number as are available. No person shall report to work nor receive a salary unless he has been previously certified on an appropriate eligible list by the Director and selected by the appropriate management official.

Republic of Palau Public Law 4-2

To amend 22 PNC to provide for the establishment of the Palau Community College as part of the College of Micronesia, and for other purposes.

Figure 16: Excerpt of RPPL 4-2

(a) The Palau Community College (formerly known as Micronesian Occupational College) campus located in the State of Koror is hereby designated the campus and principal office of the Palau Community College. There may be such additional campuses as the Board may designate;

Palau Community College:

(g) For the purpose of its functions, has all the powers, duties and responsibilities of a non-profit public educational corporation. Palau Community College, as established by this act, shall assume the role of a post-secondary educational agency for the Republic. The purposes of the College are to make high quality, post-secondary education available to the citizens of the Republic of Palau, the Republic of the Marshall Islands, the Federated States of Micronesia and such other students as may be recruited by the College and to:

- (1) Serve as a comprehensive community college;
- (2) Provide for such services as postsecondary education instruction, including: Liberal arts education, vocational education, teacher training, continuing education, extension services, college preparatory instruction and assistance, administration of postsecondary education financial assistance programs, monitoring student performance, and other postsecondary education-related functions;
- (3) Maintain accreditation by the Western Association of Schools and Colleges;
- (4) Grant degrees, certificates and diplomas;
- (5) Provide and coordinate training and education programs and services to adults and out-of-school youths;
- (6) Develop and conduct outreach programs;



RPPL 9-22 – “The Skilled Palauan Workforce Investment Act”

Passed into law on April 24, 2014 - To invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at Palau Community College and creating a tax incentive for businesses to hire the said vocationally certified student and for other related purposes. § 301 (h) “Palau Community College shall develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success.”

Types of Certificates



Legislative Findings:

- ▶ Need to increase number of citizens in skilled labor industries.
- ▶ Need to increase citizens interest in skilled labor industries.
- ▶ Need to provide job opportunities with better pay.
- ▶ Tax incentive will encourage employers to hire certified Palauans.

Recommended Wages for Certificates under RPPL 9-22:

Certificate of Competence	\$4.50
Certificate of Completion	\$5.50
Certificate of Mastery (AAS)	\$6.50
Certificate of Mastery (AS)	\$7.50

Note: Other certified trainings such as Job Corps, other college degrees, military certificates, etc. will be reviewed on a case by case basis provided proper information is submitted and if equivalency is found, official RPPL 9-22 certificates will be awarded.



Ministry of Education

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