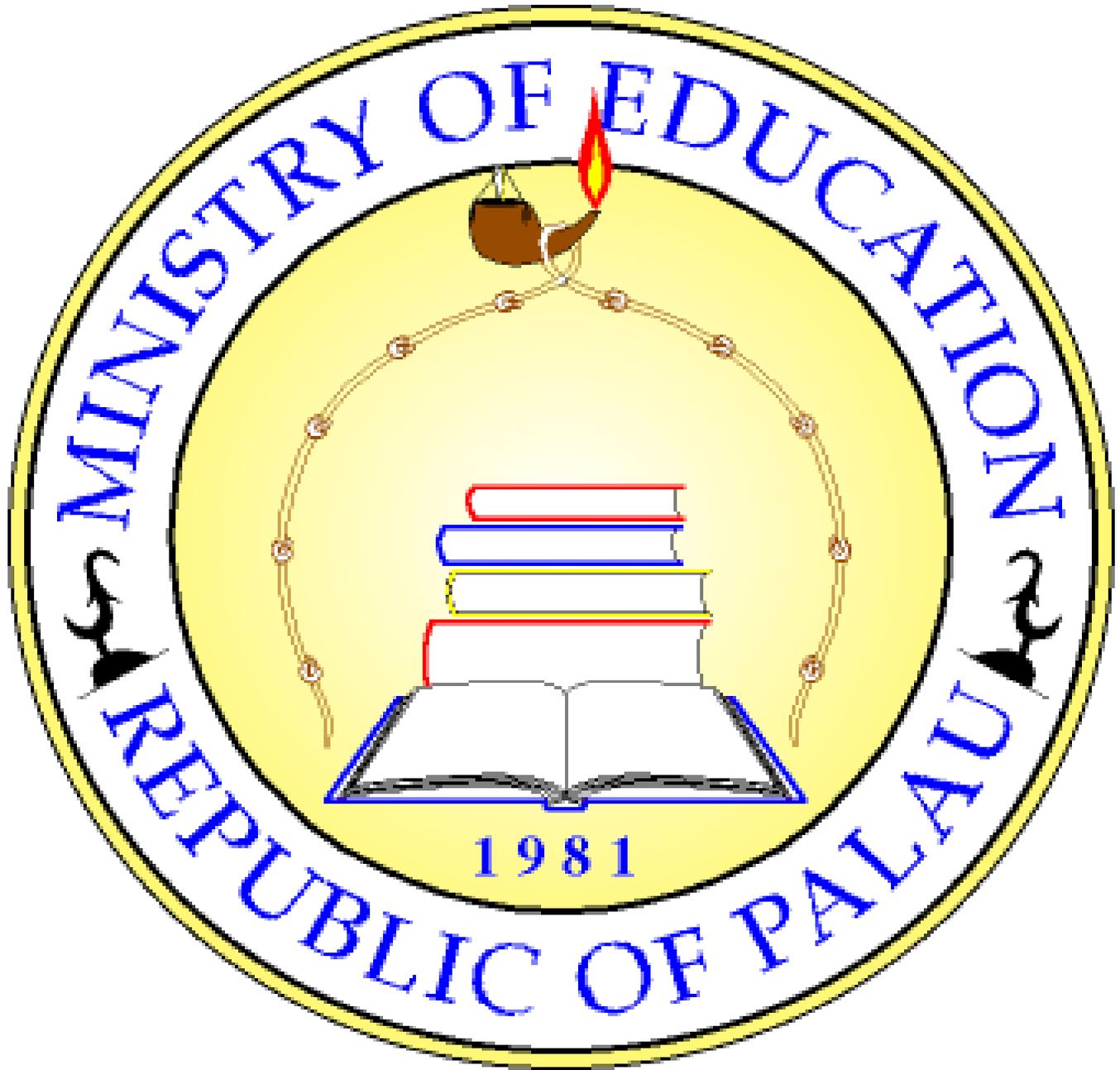


**Education Master Plan  
2006-2016  
Republic of Palau**



**October 2006**

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By  
Ministry of Education  
Republic of Palau

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## Acknowledgements

In the spring of 2006, the Ministry of Education (MOE) of the Republic of Palau initiated a period of strategic planning to improve educational programs and services for the period of 2006–2016. This strategic planning aimed to build on the previous 10-year education master plan referred to as the *Palau 2000 Master Plan for Educational Improvement* and to integrate recommendations from the first Palau Education Summit held in April 2006 as well as recommendations from other forums. The ultimate goal is to develop and implement a new long-term education master plan for Palau.

The development of the new 10-year education master plan was carried out by the Palau Education Master Plan Steering Committee, in consultation with the MOE Management Team and with assistance from the Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) Project and Pacific Resources for Education and Learning (PREL). The PRIDE project is implemented by the Institute of Education at the University of the South Pacific and is jointly funded by the European Union and New Zealand AID. PREL is a non-profit educational agency based in Honolulu, Hawai‘i.

This Education Master Plan report was made possible by the following groups and individuals:

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## **Organization of the Plan**

This plan is organized by sections, as outlined below.

### **Section 1: Introduction**

This section serves as the introduction to the plan and covers global, regional, and national initiatives for improving the educational system.

### **Section 2: History and Cultural Traditions of the Educational System in the Republic of Palau**

This section describes the history and cultural traditions that influence the current education system in the Republic. Included are both informal and formal educational traditions dating from precontact times to the present day.

### **Section 3: Current Educational System**

The current educational system in the Republic of Palau is described for preschool, kindergarten, elementary, secondary, and postsecondary settings. This provides the background for development of educational goals and objectives.

### **Section 4: Goals and Strategic Objectives**

This is the main section of the plan and includes a description of each priority area and its associated goal, strategic objectives, intended outcomes, responsible offices, expected costs, and timeframe.

### **Section 5: Monitoring and Evaluating the Plan**

This section emphasizes the importance of program monitoring efforts in aiding program improvement, increasing the focus on program achievements, and providing a source of motivation to carry out the program.

### **Appendix A: Priority Issues for the Education Summit**

This appendix presents the five major educational issues described to stakeholders during the April 2006 Education Summit.

### **Appendix B: Education Summit Recommendations**

Based on the five major educational issues provided during the April 2006 Education Summit, recommendations were made by stakeholders and are summarized in this appendix.

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## Minister's Message

It gives me great pleasure to introduce the Palau Education Master Plan 2006–2016. Children are the focus of our work in the Ministry of Education. Parents, with the support of the community, business sector, teachers, and multiple government and nongovernment agencies, strive to provide a better future for our children. From the outset, I commend all the stakeholders who have contributed so much to the education system in our Republic. Without your continued support, this plan will not succeed.

The Palau Education Master Plan 2006–2016 serves as a road map for education in the Republic of Palau, and it points the way toward achieving a better future for our children. The prime objective of this plan is to provide basic education for all children in the Republic. This means that all of our people will be literate, both verbally and mathematically, and will be able to contribute to an improved quality of life in the Palauan communities. This will lead to a better future for all.

Since independence, our Republic has made enormous progress in achieving our education objectives. Much has been achieved as a consequence of the implementation of the recent 10-year education master plan, called the *Palau 2000 Master Plan for Educational Improvement* (1995–2005). However, there is still much to be done to reach our targets. I believe that this plan will help us to accomplish this. The implementation of this plan is achievable but will demand and require the support and commitment of all involved. Traditionally, parents and communities have had the responsibility for maintenance and upkeep of their schools. This must continue with the support of appropriate government agencies. It is critical that state governments as well as the national government fully support the implementation of this plan. Every stakeholder must understand the priorities of government with respect to education. All of us must commit ourselves to providing relevant education for all children in the Republic of Palau.

Many representatives of all involved stakeholders have worked together to develop this plan. This spirit of partnership and cooperation is commendable and must continue. I thank Director Emery Wenty for the leadership that he has shown as Chairman of the Palau Education Master Plan Steering Committee and all the members of the Steering Committee for their assistance and support in the successful completion of this plan.

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Mario Katosang  
Minister of Education  
Republic of Palau

## Foreword

Since the Ministry of Education's (MOE's) initiation of its *Five-Year Improvement Plan* in 1986, the dialogue and work to detail, refine, review, and reach consensus on what knowledge is most important to teach has been foremost in the work and intentions of the Ministry personnel. This new Palau Education Master Plan 2006–2016 builds upon this work as well as the progress made by its immediate predecessor, the *Palau 2000 Master Plan for Educational Improvement, 1995–2005*.

Furthermore, the Palau Education Master Plan 2006–2016 incorporates recommendations from the April 2006 Education Summit and the February 2006 National/State Symposium. The plan draws upon the Palau National Master Plan and regional and international conventions such as the the Pacific Regional Initiatives for the Delivery of Basic Education (PRIDE) Benchmarks, the Education for All (EFA) Goals, and the Millennium Development Goals.

Looking ahead to the next 10 years, the Palau Education Master Plan 2006–2016 aims to increase student achievement through improvement in governance and policy setting, curriculum and instruction, school administration and management, personnel management, and facilities and support services. These goals are anticipated to lead to achievement of the vision of the MOE, which states that “Our students will be successful in the Palauan society and the world.” To accomplish this vision, the MOE has declared the following mission:

*The Republic of Palau Ministry of Education, in partnership with students, parents, and the community, is to ensure student success through effective curriculum and instruction in a conducive learning environment.*

The MOE takes the responsibility for implementing this new Palau Education Master Plan 2006–2016. But, we also know that the MOE cannot achieve these ends in isolation. The MOE's partners at the state and national levels and in the education sector, communities, and the business sector, as well as parents and students themselves, all have essential roles to play, roles just as important as that of the MOE. As the MOE mission states, the MOE needs partnership with students, parents, and the community to accomplish the goal of ensuring student success.

I urge you to join the MOE in working to implement this new education master plan for the Republic. As we venture forward, let us work together to maximize opportunities for our children.

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.

Emery Wenty, Director of Education  
Chairman, Education Master Plan Steering Committee

## Section 1. Introduction

It is well recognized that formal education offers many advantages to society. It provides a fundamental protection against impoverishment, by enabling people to develop and apply knowledge and skills, and it empowers people to participate in decision-making and in transforming their lives.

The Palau Education Master Plan 2006–2016 has been developed within the context of a number of global, regional, and national initiatives that seek to promote high-quality educational access for all. As presented in Figure 1, these initiatives provide a funnel—from global to national—of the educational efforts that have led us to the current educational reform plan.

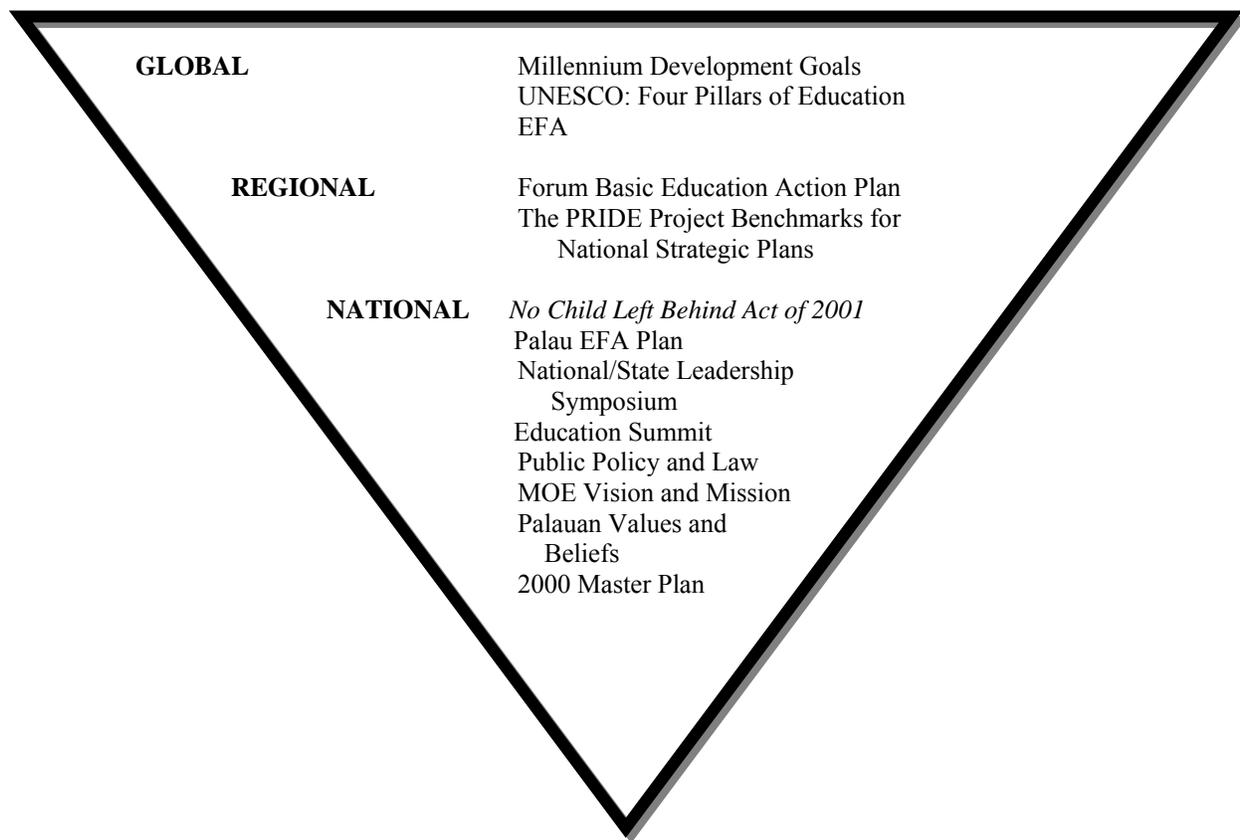
### Global Initiatives

Three global educational initiatives are described below: Millennium Development Goals, Four Pillars of Education, and Education for All (EFA).

**Millennium Development Goals.** The United Nations adopted the Millennium Development Goals in 2000 to focus the attention of world leaders on addressing peace, security, development, human rights and fundamental human freedoms. 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.



**Figure 1. Global, Regional, and National Education Reform Efforts**

**The United Nations Educational, Scientific and Cultural Organization’s (UNESCO’s) Four Pillars of Education.** UNESCO also promotes access to high-quality education as a basic human right. In 1996, UNESCO published a report of the International Commission on Education for the Twenty-first Century entitled *Learning: The Treasure Within*. This report described education through an individual’s lifespan, based upon four pillars:

- Learning To Know: Acquire the instruments of understanding
- Learning To Do: Apply knowledge to the world of work
- Learning To Live Together: Participate and cooperate with others
- Learning To Be: Contribute to one’s all-around development

This conceptualization provides a comprehensive view of learning and of the purpose of education.

**Education for All.** EFA is a worldwide effort, also spearheaded by UNESCO, to make education available to meet basic learning needs of all people in the world. 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 were agreed to by all nations at Jomtien, Thailand, in 1990, and have since been reaffirmed in

Dakar, Senegal, in 2000. All countries in the world are encouraged to include the following goals in their education plans:

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% 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.
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.

### Regional Initiatives

**Forum Basic Education Action Plan.** Fourteen Ministers of Education of the Pacific Islands Forum developed a Forum Basic Education Action Plan (FBEAP) in May 2001 to achieve Pacific goals of universal and equitable educational participation and achievement, and to improve the quality and outcomes of education. The vision set forth by FBEAP is the following:

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.

Educational improvements were sought in three areas: the classroom, school, and community.

In the **classroom**, improvements were sought in:

- Teaching staff
- Curriculum programs
- Instructional materials
- Assessment procedures

Improvements in the **schools** included:

- Management
- Facilities

And in the **communities**, improvements were sought in:

- Relationships with communities and stakeholders
- Participation of all stakeholders in the planning and delivery of education

**The PRIDE Project Benchmarks for National Strategic Plans.** The PRIDE Project was launched in 2004 to implement the Pacific Vision for Education, as outlined in the FBEAP. The project seeks to strengthen the capacity of educational agencies in the Pacific to effectively plan and deliver high-quality basic education to children and youth. As a result, the PRIDE Project has developed draft “Benchmarks for National Strategic Plans” for education. The benchmarks provide a baseline for a minimum set of criteria necessary for inclusion in the strategic plans developed with their assistance. These benchmarks include the following:

1. Pride in cultural and national identity
2. Skills for life and work locally, regionally, and globally
3. Alignment with the national development plan and with regional and 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

Each of these benchmarks is included in the strategic plan contained in this report.

### National Initiatives

**The No Child Left Behind Act of 2001 (NCLB).** The focus of NCLB is to provide technical assistance to state education agencies to build their capacity in developing and implementing initiatives in the following areas of need:

- **Teacher Quality.** Due to the geographic span in remote areas and the limited access to postsecondary education programs, teacher quality is impacted in two areas: recruiting highly qualified and/or certified teachers, and providing and maintaining sustained and relevant professional development.
- **Principal Leadership.** Increasing demands and the changing role of school principals, combined with the number of schools in remote and isolated areas, creates the need to recruit, retain, and support effective instructional leaders who are able to guide the change process.
- **Students, Families, and Communities.** Schools are not isolated institutions, and with our cultural, geographic, and language diversity, we need to find more and better ways to engage students, families, and community members in supporting improved student achievement for all students.

- **Standards and Assessment.** The proficiency requirements for all students present a challenge for this region as we strive to align standards-based curriculum, instruction, and assessment within a framework of culturally and linguistically diverse populations.
- **Literacy and Language.** In order to support improved literacy with indigenous groups, as well as among the many struggling readers of all ages, the use of indigenous languages, cultures, and English proficiency must be addressed.

**National Goals for Education: Palau Education for All.** The *Palau EFA Plan (2002)* proposes the following activities:

#### **Classroom**

- Train classroom teachers.
- Implement alternative educational programs for disadvantaged students.
- Provide more effective training on HIV/AIDS issues and policies.
- Implement skills-based health education.

#### **School**

- Provide counseling and tutoring services to students.
- Establish kindergarten programs.
- Implement a system for tracking students.
- Increase equitable access to primary education.

#### **Community**

- Provide educational programs on childhood development, care, and education.
- Establish an information center for all educational programs and opportunities.
- Provide basic literacy programs for adults.
- Provide basic and continuing education to adults.

**National/State Leadership Symposium.** In February 2006, a National/State Leadership Symposium was convened in Palau to prioritize the major needs of the Republic of Palau over the next decade and to take into account those priorities in preparation for the negotiations with the United States on the financial provisions of the Compact of Free Association, which will terminate in 2009. Members of the symposium included leaders representing the executive, legislative, and judicial branches of the national government; representatives from the executive and legislative branches of the state governments; and traditional leaders, as well as representatives from the private sector, boards, and commissions. The Human Resource Development focus groups provided input regarding education and training. They indicated concern with the educational system in Palau related to the following:

#### **Classroom**

- Inadequate quality of instruction provided by schools
- Inappropriateness of the curriculum

### **School**

- Inadequate career counseling
- Insufficient evaluation of both students and teachers

### **Community**

- The need for greater monetary and institutional support from the government
- The need for greater involvement of family and society in fostering and supporting quality education

Recommendations provided by these groups were organized according to the group responsible for carrying them out. The executive branch of the government was provided with the following recommendations:

- Designate education as the primary national priority.
- Increase government spending in education.
- Institute incentives for teachers, such as increased salaries, to improve quality of instruction.
- Invest in expanding and upgrading existing educational institutions.

The Olbiil Era Kelulau (OEK), the national legislature, was given the following recommendations to carry out:

- Repeal mandatory retirement for teachers.
- Appropriate full scholarships for educational fields and those of the utmost importance to the nation, such as medicine.
- Make the Palau National Scholarship flexible enough to support applicants to schools that do not follow the U.S. enrollment cycle.

Recommendations proposed for implementation by the MOE and Palau Community College (PCC) include the following:

### **Classroom**

- Hire more skilled teachers.
- Reduce class sizes.
- Reduce the number of classes taught by teachers.
- Provide additional training to teachers.
- Refine evaluation systems for teachers.

### **School**

- Align courses in mathematics, science, and other vocational fields to labor needs.
- Align vocational and educational training programs with the national priorities and labor needs.
- Implement programs that guide students into the teaching field.
- Provide additional career counseling in all schools.
- Refine evaluation systems for students.

- Expand PCC into a 4-year college to address Palau’s labor market needs.

### **Community**

- Assist parents in maximizing their children’s educational potential.

**Education Summit.** In April 2006, the Palau MOE organized a 2-day summit of over 400 members of the Palau community, including students, parents, teachers, principals, public leaders, educational employees, community members, and nongovernmental organization (NGO) representatives. Findings of the evaluation of implementation of the previous 10-year master plan (1995–2005) were presented (Church & Emesiochl, 2006). Based on these findings, recommendations for the period 2006–2016 were developed by participants around five MOE priority areas: governance and policy, curriculum and instruction, school administration and management, personnel management, and facilities and support services.

A summary of recommendations and areas of concern cited by stakeholders is provided below:

#### **Governance and Policy**

- Finalize the decision regarding the Board of Education.
- Implement Teacher Certification System.
- Implement School Administrator Certification System.
- Strengthen partnerships (Belau Employers and Educators Alliance/Belau Family School Community Association [BEEA/BFSCA]).
- Implement effective Teacher-student ratios.
- Develop and implement handbooks for students, parents, and teachers.

#### **Curriculum and Instruction**

- Strive for high teacher quality, salary, and benefits.
- Strengthen MOE/school partnerships with BFSCA and BEEA.
- Strengthen Palauan language and culture curriculum.
- Implement a comprehensive student evaluation and tracking system (baseline data).
- Improve student achievement on standardized assessment tests (Palau Achievement Test [PAT] & Stanford Achievement Test, 10th Edition [SAT10]).
- Conduct regular school involvement training for parents.
- Establish Health Academy at Palau High School to strengthen math and science.
- Establish separate curriculum designed for gifted and academically challenged students.
- Reinstate physical education (PE) including character education.
- Incorporate service learning (volunteerism) curriculum in the high school.
- Upgrade technology (computer) education.

### **School Administration and Management**

- Resolve school land property issues.
- Conduct school facilities renovations as needed.
- Resolve school consolidation issues.
- New school in Babeldaob.
- Amend retirement laws.
- Provide social workers for all schools.
- Have uniform classroom/facility standards for all schools.
- Allow disability accessibility at all schools.

### **Personnel Management**

- Improve certification.
- Retain high-quality teachers.
- Strengthen recruitment capability.
- Expect and reward excellent performance.
- Increase funding for teacher training.

### **Facilities and Support Services**

- Develop student-busing policies.
- Increase education financing.
- Reform student lunch program.
- Increase internet access.
- Conduct necessary school facilities renovations.

These recommendations and areas of concern served as a basis for developing the goals and strategic objectives of the new education master plan. In June 2006, the Ministry of Education Management Team and the Palau Education Master Plan Steering Committee provided their input on the same issues posed to the Palau community representatives. These recommendations were consolidated with those from the April 2006 Education Summit and the February 2006 National/State Leadership Symposium. The resulting recommendations form the basis of the Palau Education Master Plan 2006–2016.

**Public Law.** Public policy related to educational and occupational development is provided by Public Law 4–57. As noted below, this law states that the national government of the Republic of Palau will provide an educational system that enables citizens to participate in the development of the Republic and gain knowledge in all areas.

*The purposes of education in the Republic are to increase citizen participation in economic and social development, to unify the Republic by giving the people knowledge of their islands, economy, government and world, and to provide citizens of the Republic with the knowledge and skills required for self-development and the development of the Republic. These skills include professional and vocational, as well as social and political, abilities.*

**Vision and Mission.** The Palau MOE states a corresponding vision and mission for education:

- **Vision.** Our students will be successful in the Palauan society and the world.
- **Mission.** The Republic of Palau Ministry of Education, in partnership with students, parents, and the community, is to ensure student success through effective curriculum and instruction in a conducive learning environment.

**Palauan Values and Beliefs.** For Palauan education to be relevant, it should relate to Palauan values and beliefs. As described by the *Palau 2000 Master Plan for Educational Improvement* (1994), being Palauan means that one places a high value on:

- Respect.
- Sharing and cooperation.
- Participation in community activities and decisions.
- Work.
- Knowledge and acceptance of our cultural heritage and practicing one's culture.
- Responsibility and self-reliance.
- Spiritual values.
- Humility.

***Palau 2000 Master Plan for Educational Improvement.*** The national education reform has been in effect for over a decade. In 1996, the Republic of Palau adopted a comprehensive educational improvement plan, the *Palau 2000 Master Plan for Educational Improvement*, to guide the nation's school reform and restructuring efforts into the 21st century. The *Palau 2000 Master Plan for Educational Improvement* provided analyses of the condition of elementary and secondary education in the Republic of Palau, as well as detailed recommendations and timelines for implementing and evaluating these recommendations. This plan was the education component of the Republic of Palau's *National Master Development Plan* (1996).

The *Palau 2000 Master Plan* was developed by a task force established by the OEK. Members of the task force were appointed by the president, with consent of the Senate, and were broadly representative of educational, public policy, and local communities. The *Palau 2000 Master Plan* was developed over the course of a year with the assistance and advice of hundreds of Palauan citizens.

Six priority areas were described by the *Palau 2000 Master Plan*:

1. Improving standards to bring the real world into curriculum and instruction
2. Strengthening family/school/community partnerships
3. Developing and implementing a professional personnel and certification system
4. Improving preschool and kindergarten education
5. Improving governance and policy setting for education
6. Expanding and upgrading facilities

Major accomplishments include compulsory high school attendance, emphasis on workforce development in curriculum and instruction, and increased parental involvement. There was a general lack of accomplishment regarding governance and policy setting, and preschool and kindergarten education. Some progress has been made in professional personnel and certification systems, and in the expansion and upgrading of facilities. These findings were utilized in the development of the current Palau Education Master Plan 2006–2016.

## **Section 2. History and Cultural Traditions of the Educational System in the Republic of Palau**

An educational improvement strategy is a major planning effort being undertaken by the Republic of Palau to design a long-term, comprehensive educational strategy to meet the needs of its young people as the nation moves into the 21st century. Leaders in Palau, including traditional leaders, educators, religious leaders, and politicians, have long recognized that a system of education for a nation is more than just “schools.” An educational system also includes forces such as community attitudes toward learning; educational aspirations for children and youth; historical and cultural attributes of what, how, when, and why learning takes place; and child rearing and learning practices in the home. Indeed, “teachers” may influence humans any time from birth to death. Additionally, the formal schools, community attitudes and aspirations, cultural practices, and significant teachers change over time as society and the world change. An educational improvement strategy must consider historical and cultural influences as well as the predictable socioeconomic changes in the years ahead as it examines the strengths and concerns of the present system as a background for creative and effective change.

### Pre-colonial Palau and Traditional Teaching and Learning

Palau did not have a written language prior to European influence. History, information, knowledge, customs, religion, and appropriate elements of the sociopolitical system were passed orally from generation to generation. No formal schools in the Western sense existed in the traditional Palauan societies; rather, learning and teaching were based on highly honored and respected community expectations and followed precise social mores. Senior members of each family were the significant teachers, and the family was the center of learning. Traditional education involved training, cultivating, and strengthening memory to retain the knowledge of the culture. As the children grew older, the father and other significant males (often the mother’s elder brother) taught the male children, and the mother took care of the female children.

Child rearing practices passed on the habits and values of the group, and the basic personality of the individual was developed through patient delineation by parents and/or elders of what was considered right and wrong behavior. Thus, the child learned the standard assumptions, motivations, and emotional tensions of his or her family and clan.

In addition, children and youth learned the skills, knowledge, values, and sensitivities appropriate to their social position. Certain knowledge was personalized and only for high-ranking families, such as skills or art forms related to canoe, house, and *bai* (clubhouse) building; preparation of medicines; magic; knowledge of nature; political philosophy; and so forth.

Village clubs existed in all Palauan villages and were important “schools,” especially for boys. The club “curriculum” for boys included fishing, hunting, and carpentry; girls learned taro cultivation, child rearing, and food preparation. The club system also served the welfare of the village and fostered a powerful value of social obligation as an ideal

product of learning and schooling. Social responsibility also included loyalty to the group and the leader. Vocational skills were learned through the club's public services, such as building the clubhouses, constructing war canoes, service in war, and compulsory participation in all public celebrations, which also included furnishing part of the food and gifts for these many occasions.

Traditional learning in Palau, whether in the family, in boys and girls clubs, or through an arrangement between the learner and a village expert, was holistic—learning and “schooling” was in the context of everyday living. The ideal of self-sufficiency and personal independence was strong. This ideal was reflected in the extent to which a man could support a household through his own skills and labors by being able to perform all the tasks inherent in the traditional subsistence way of life.

In summary, the “subjects” of the traditional “schools” of the home, the club, or an apprenticeship and the ultimate outcomes that were expected included the following:

- Respect and courtesy
- Responsibility, duty, and social obligation
- Perseverance and industry
- Modesty and the proper ways of speaking and acting
- Group and leadership loyalty and obedience
- Public service and personal caring/protecting
- Compassion, sympathy, and pity
- Kindness and generosity
- Preserving/strengthening clan relationships
- Subsistence skills, or “earning” ability
- Nature of physical and social environment
- Cultural knowledge

### Formal Schooling in Palau

Since nearly the beginning of the 20th century, Palau has been inundated by cultural change brought about by the educational influences of Western churches, schools, and elected governments—all three foreign to the traditional culture. Change in Palau has been a story of resistance and pragmatic acceptance. Resistance resulted from the tenacity of the indigenous view of Palau as a unique and complete world universe. However, the social power, prestige, and wealth inherent in foreign intrusions have influenced acceptance. European contact began in 1564, the first English visit occurred in 1783, and the first Americans, who were whalers, appeared in 1832. These early incursions, including the Spanish regime from 1885–1899, did not include the establishment of a formal system of education. While they provided catechism classes for 48 young Palauans, the Spanish viewed Palauans as needing Catholicism, not schooling.

The 15-year annexation of Palau by Germany (1900–1914) saw the establishment of the first formal school in Palau—a school for policeman with a curriculum of German language, reading, writing, geography, and arithmetic. Thus began the shift from the

indigenous education system to formal instruction in language, the printed word, and the thought structures of a foreign culture. German mission schools led the conversion of oral learning to book learning. The German Capuchin Catholics established the first Palauan language books—a catechism, biblical history, and dictionary. The tenure of both the Spanish and Germans was relatively short, with very few colonists. Thus, their rule had little impact on the culture of the Palauans.

### **The Japanese Period**

In 1914, the Japanese navy took control of all the German colonial holdings in Micronesia without resistance from Germany or the local people. In 1920, Japan gained full legal authority over Palau through the League of Nations. This obligated Japan 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. Japan launched economic and social programs that far exceeded efforts of the Spanish and the Germans, perhaps the most important of which was the establishment of an influential school system. Initially, the Japanese navy established schooling similar to that of the German missionaries, differing only in the elimination of religious instruction and the substitution of the Japanese language for German. The first schools were soon replaced by four elementary schools offering a curriculum of Japanese language, singing, arithmetic, ethics, weaving, and carving. The staff were Japanese and qualified primary school teachers. Two separate systems were created: elementary schools for “natives” and a separate segregated school for Japanese colonial children. The school curriculum for “native” children was based on: (a) the particular locality, and (b) the presumed intelligence of the natives, with emphasis on practical education—agriculture, colonization, and daily life matters. The Japanese viewed Palauans as slightly civilized and, like children, they were perceived as unable to generalize or think abstractly, to attend to tasks, to think rationally, or to make distinctions.

All Japanese children received 8 years of primary school, the same as in urban Japan at the time. Local children in the public schools received 3 years of schooling, with the potential of 2 more years of vocational education for the exceptionally able. A student was advanced on the basis of his or her work in the preceding school years and was observed and graded not only in specific school subjects, but for attributes such as ambition, general capacity, obedience, and family background. The fundamental purposes of the public school were to teach Japanese language and give moral training. Nearly half of the total school hours were devoted to Japanese language instruction. Most graduates could write in simpler forms of Japanese, but few mastered the highest form of written language. However, most students learned spoken Japanese fairly well. Perhaps the best teachers were the Japanese housewives; nearly all 4th- and 5th-year students of Koror Public School were assigned to work as domestics for Japanese families.

In both the Japanese and local school systems, the emphasis was heavily on moral education, divinity of the Emperor (obedience to leadership), pride in nation (although the nation was Japan), and many social virtues. In 1927, a survey showed that, in

Micronesia, Palau had the highest rate of native children in school (86%, while the average rate for all Micronesia was 43%). Clearly, Palauans wanted their children to learn. Palau and the rest of Micronesia were also rapidly becoming Japanese lands. In the 1930s, Koror was a booming and outwardly attractive Japanese town—clean, uncluttered, tidy, and peaceful.

In the Japanese system, the public school classes were big. Eighty or more students were common in the 4th- and 4th-year levels. One teacher taught all subjects, and use of the vernacular was taboo. The class atmosphere was stern and serious; discipline was immediate and frequently severe. Students were punished if they spoke Palauan, and punishment was corporal—a slap or hit on the head with the fist or bamboo. Academic excellence was rewarded through various positive reinforcements. Most subjects were taught by rote memorization, and group reading was a common method of teaching. Most of the teachers were recruited from Japan, with the exception of one Palauan teacher in each school to act as interpreter. Staff turnover was minimal. At the end of the Japanese occupation, there were no “Palauan” schools, no teacher training programs for Palauans, and no educational programs to prepare Palauans for the teaching profession.

As noted earlier, with few exceptions, schooling beyond the primary courses in Palau was not open to all Palauans. One exception was the carpenters apprentice school in Koror, established in 1927. This school accepted about 20 exceptional boys every year for a 2-year program with the following curriculum: ethics, Japanese language, arithmetic, drawing, gymnastics, architecture, and practice.

The curriculum was expanded in 1940 to include courses in auto mechanics, electronics, and surveying. Graduates of the vocational school were skilled and effective, and contributed in a number of ways. Some were pressed into service to build military installations, and others joined an 8-month guerilla training program under the Japanese military. In 1944, World War II reached Palau, with the United States taking Palau from the Japanese administration.

### **The American Period (Trust Territory)**

At the end of World War II, it was reported that only two Palauans could speak English. There were no qualified teachers. Rural village schools were not operational. There was little political or economic interest in Palau from the United States. However, the U.S. Naval Administration immediately began assisting Palauans in establishing schools from scratch. Teacher training was begun by sending a small number of men and women to Guam for training. In the meantime, each village complex lobbied to have its own school, rather than only the four elementary schools established by the Japanese. In fact, in one year (1946), nine new school buildings were constructed as village enterprises by local craftsmen, using local materials. These schools were staffed by untrained personnel while waiting for those being trained in Guam to return. This effort to build schools demonstrates several important elements of Palauan culture: the strong desire for education, the desire for foreign goods, and the socially productive cooperative-competitive principle that ensures productivity in Palau.

During the latter part of the 1940s, schools were largely supported by the communities and the elementary schools were governed by the local people. The intermediate schools were run almost entirely by the military government. Vocational education was started in the 1950s and was vintage Japanese style, with carpentry as the base. The staff were Palauans who had been trained by the Japanese and were qualified carpentry teachers. This may illustrate a key and enduring influence of the Japanese system on Palauan thinking: More than anything, the global concept of “school” is synonymous with employment, social advancement, and being modern. The more schooling one has, the better. It is clear that advanced schooling has proven to be an important means of social mobility in Palauan culture and has had a close connection to political success. The Japanese legacy also includes an expectation that the schools have a heavy emphasis on moral training, social obligation, and discipline. This translates into the expectation that the school is responsible and accountable for misbehavior of youth.

The decade of the 1960s, and especially the year 1963, was pivotal time in Palauan history. The Kennedy administration recognized the economic, political, and geographical importance of Micronesia and authorized millions of dollars in aid with a special emphasis on education. Big budgets and huge programs in education soon eclipsed the island-oriented, community education approach. The Accelerated Elementary School Program (AESP) was initiated by the administration and the Trust Territory Government. All responsibilities for school construction and funding, formerly held by the local government, were assumed by the Trust Territory Government. American contract teachers were hired, followed by Peace Corps volunteers. A large educational bureaucracy was established. During the latter years of the 1960s, secondary education began to be installed in all districts, and the Palau Intermediate School became Palau High School. While the schools of the 1950s tended to be Palauan-oriented, during the 1960s, the system moved more toward the American model in terms of policies and staffing. And, with the building of classrooms and housing, American teachers entered Palau’s rural village—bringing America to villages in Palau. American education was intended to play a larger role in persuading Palauans to abandon their traditional culture and become a part of the U.S. family. Children soon lived in dual cultures: in the academic Western world at school and in the local culture at home.

Federal funding of education programs increased throughout the 1970s and 1980s in both dollar amounts and program areas. A host of educational programs were installed that have advanced the curriculum and opportunities for Palauan youth, but have also increased economic dependency on the U.S. In addition, increasingly larger numbers of Palauan high school graduates are finding their way to U.S. colleges, leading to a commensurate immersion into American culture. While worldly benefits of prestige and economic security often result for these graduates, they also may acquire values and sensitivities of a foreign culture that are often at odds with the Palauan way. Palauan culture expects youth to be quiet, know their place, respect elders, be subordinate, and accept Palau as it is. College returnees often act just the opposite. Western influence has taught Palauans to confront and to debate as an expression of freedom of speech rather than using the traditional, acceptable, and responsible Palauan system of speaking out.

In 1994, in addition to the 20 public elementary schools and one high school, there were two private elementary schools and five private high schools. All but 70 of the 350 teachers in both public and private schools held bachelor's degrees. Mission statements, goals, objectives, curricula, technology, and governance were distinctly American. This is not to suggest that the Occidental culture has completely replaced all that has come before. In fact, age-old tensions still surface, or reside just under the surface, including:

- Traditional authority versus elected authority.
- Elders versus younger adults and youth.
- Concern for community versus concern for the individual.
- Privilege of birth versus equality.
- Customs and tradition versus contemporary culture.

The most recent data (2005) on change in Palau's system of education reflect events and issues that have been presented in the literature about the history of the educational system in the Republic. The following is a list of some of the notable changes:

- Expansion of the education system from only elementary schools to an elementary, secondary, and postsecondary system.
- A change from "outsiders" running the system to Palauan administration.
- A move toward greater equality of opportunity for women in the system.
- Multiple outside influences, which have changed the system; yet, Palauans have survived by valuing their cultural heritage and "practicing their culture."
- Television, which has brought great change and even more outside influence.
- Increased airline routes, which continue to bring in new people and more change; immigration has impacted Palauan workers and foreign domestics have a negative effect on children's language development.
- A decline in respect for educators.
- A decline in self-discipline by children.
- A decline in the close partnerships that previously existed between family and school.
- More students who are bilingual or trilingual when they enter school.
- Renewed national identity brought about through the Constitution and Compact of Free Association.
- Requirement that teachers now have an associate's or a bachelor's degree.
- An increasing "brain drain" from Palau.
- Greater acceptance of Palauans moving to other places; but, there is still a strong desire that they eventually return.
- Higher expectations for students, from simple service occupations to highly technical and scientific jobs.
- Fewer volunteers in the schools now than in the past.
- Mandatory retirement at age 60 or 30 years of service.

In addition, the overall administration of the education system, which was the responsibility of the Trust Territory Headquarters Education in Saipan, ceased to exist in early 1990s, and more responsibilities were turned over to the Palau Department of Education. This gave Palauans the opportunity to reassess the local educational needs of the children and begin to develop education improvement strategies to address them. This effort began with the development of a 5-year education master plan, which resulted in the completion of content area curriculum frameworks and the completion of about 80 bachelor's degree by teachers. The *Palau 2000 Master Plan for Educational Improvement* (1995–2005) was developed and implemented, with major accomplishments in the restructuring of the high school curriculum and instruction to reflect the relationships between student learning in schools and the demands of the workforce; the completion of certification systems for both teachers and school administrators; and the strengthening of partnerships with parents, community members, and the business sector.

A brief description of the current education system in the Republic of Palau may assist in the challenging task of developing and implementing the next 10-year improvement plan for education.

## **Section 3. Current Educational System**

This section provides a summary description of the current educational system in the Republic of Palau. Its purpose is to provide a common information base for determining “where we are” in the current education system and “where we want to be in the future.” The gaps between where we are now and where we want to be will provide a basis for recommending new sets of priorities and action plans necessary for further improvement of the education system in the Republic of Palau.

### **Governance and Management of Palau’s Education System**

Title 22 of the Palau National Code of Legislation calls for a National Board of Education of five members, appointed by the national president, with the advice and consent of the Senate. The Board, however, has not been functioning. In the *Palau 2000 Master Plan for Educational Improvement*, a recommendation was made to change the number of Board members to seven and have them be elected by the people of Palau. This has not been done, and the Board is still not functioning. It is strongly recommended that this issue be resolved as soon as possible.

In the absence of a Board of Education, the MOE and its Management Team have continued to carry out essential functions of the Board in managing the operation of the Ministry, including major functions of the Bureau of Education and other divisions of the Ministry, as shown in the MOE organizational chart.

### **Ministry of Education**

The MOE is headed by a minister who is responsible for managing, operating, and promoting the public elementary and secondary school system throughout the Republic and developing and implementing educational curricula and standards at every educational level and addressing related matters. The minister is responsible for the performance of the duties and functions of the following bureau and divisions.

#### *Bureau of Education*

The Bureau of Education is headed by the director of education, whose major responsibility is to direct all education programs and activities, supervise all division chiefs, manage administrative services, and coordinate all federal programs under the Bureau.

#### *Division of School Management*

The Division of School Management is headed by a division chief whose primary responsibility is the administration and management of all public schools and the public library under the MOE.

*Division of Curriculum and Instruction*

The Division of Curriculum and Instruction is headed by a division chief whose primary responsibility is the development of curriculum and instructional implementation in all public schools.

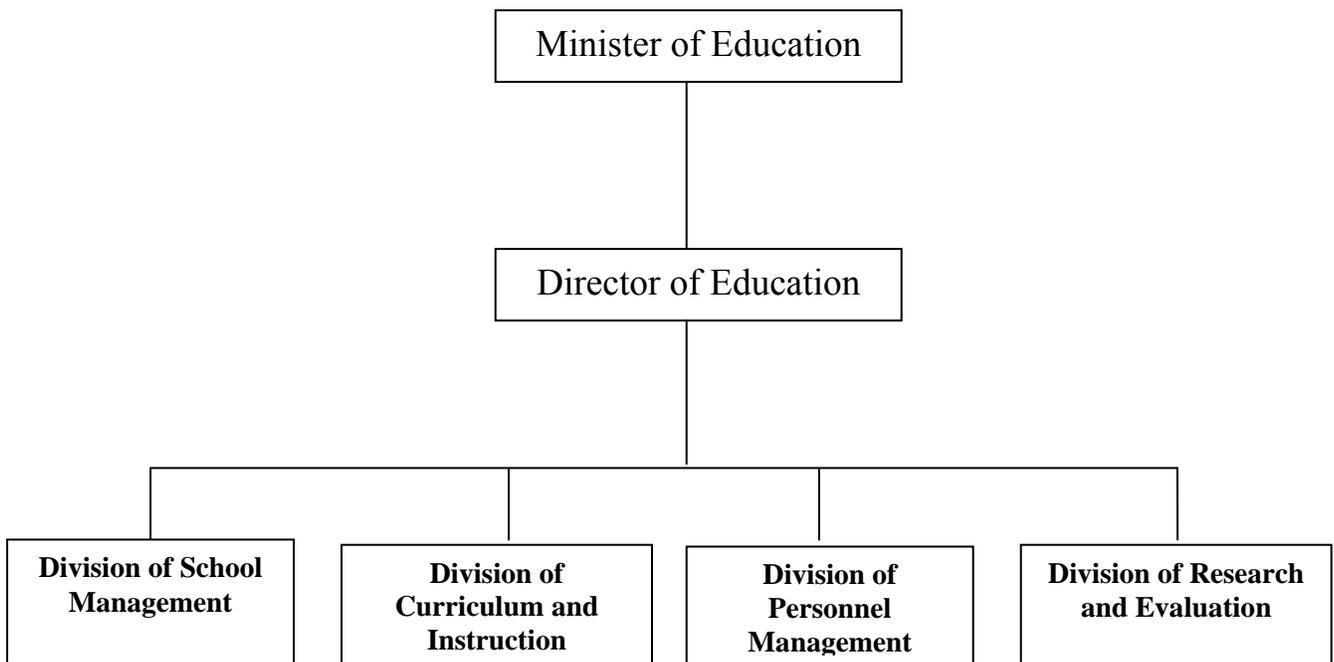
*Division of Research and Evaluation*

The Division of Research and Evaluation is headed by a division chief whose major responsibility is to conduct planning, research, and evaluation for effective strategies that will improve educational programs and activities for the MOE.

*Division of Personnel Management*

The Division of Personnel Management is headed by a division chief whose main responsibility is personnel matters, including personnel recruitment, management, training, and certification for the MOE.

**Palau Ministry of Education  
Organizational Chart  
January 2002**



**Figure 2. Palau Ministry of Education Organizational Chart, 2002**

## Organizational Structure of the Schools

### **Preschool**

Preschool “Head Start” programs are provided by the Palau Community Action Agency (PCAA). These programs are supported by U.S. federal funds. The purpose of this federal program is to give children from economically disadvantaged families a “head start” in being ready for elementary school.

Several private schools also offer a kindergarten program. These include the Koror Evangelical Church Gospel Kindergarten, Maris Stella Kindergarten, and Seventh-Day Adventist Church Kindergarten.

Public schools do not offer preschool or kindergarten programs. School attendance is compulsory from age 6 through 17 or until graduation from high school.

### **Public and Private Elementary and High Schools**

In both public and private schools, elementary grades are 1–8, and high school grades are 9–12. In addition to the 18 public elementary schools and one public high school, there are 2 private elementary schools and 5 private high schools. There is a close working relationship between the public and private schools. In addition, there is a significant amount of sharing of public resources with the private schools.

### **Community College and Adult/Community Education**

PCC was established by the legislature in March 1993 to provide post-high school occupational and academic training. PCC is the only institution of higher education in Palau. The college offers 1-year certificates and associate’s degrees in many fields of study as well as bachelor’s and master’s degree cohort programs with San Diego State University. Major fields of study at the college include agriculture, air conditioning and refrigeration, automotive mechanics technology, business accounting, construction technology, criminal justice, education, electrical technology, environmental/marine science, general electronics technology, nursing, office administration, small engine and outboard marine technology, tourism and hospitality, and liberal arts.

PCC currently offer programs in adult high school for students who dropped out of high school. Other areas of adult and community education are under the jurisdiction of the MOE. Preparation and testing for the General Educational Development (GED, an alternative to the regular high school diploma) tests, along with other community education opportunities, are administered by the MOE.

### **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 ratios in public schools.

## **Student Enrollment**

Student enrollment records show a slight decline in student enrollment in the public schools during the last 2 years, as indicated in Table 1. This trend may be attributed to the slow growth of the local population, as there was a consistent decrease in the number of incoming 1st graders for the same period. The MOE continues to work closely with the community leaders and parents to improve access to education and to strengthen school curricula at all levels to ensure that every child is given the opportunity for high-quality education. Private school enrollment in the last 2 years essentially remained the same.

**Table 1. Student Enrollment Trend: 1998–2006**

School Type	School Year	Elementary			High School			Grand Total
		Male	Female	Total	Male	Female	Total	
Public	1997–1998	1,224	1,095	2,319	373	350	723	3,042
	1998–1999	1,284	1,114	2,398	380	371	751	3,149
	1999–2000	1,259	1,128	2,387	368	343	711	3,098
	2000–2001	1,264	1,150	2,414	371	366	737	3,151
	2001–2002	1,301	1,180	2,481	340	356	696	3,177
	2002–2003	1,305	1,158	2,463	388	403	791	3,254
	2003–2004	1,272	1,160	2,432	408	391	799	3,231
	2004–2005	1,261	1,121	2,382	360	419	779	3,161
	2005–2006	1,211	1,063	2,274	425	409	834	3,108
Private	1997–1998	255	264	519	192	206	398	917
	1998–1999	289	285	574	200	212	412	986
	1999–2000	267	258	525	213	228	441	966
	2000–2001	292	293	585	217	225	442	1,027
	2001–2002	314	297	611	226	246	472	1,083
	2002–2003	317	332	649	221	216	437	1,086
	2003–2004	326	325	651	207	215	422	1,073
	2004–2005	308	304	612	178	244	422	1,034
	2005–2006	278	279	557	213	273	486	1,043

*Note.* These student enrollment statistics are collected in the beginning of each school year.

**Table 2. Student Enrollment by School Level: 1998–2005**

School Year/% Change	1998–1999	% Chg.	1999–2000	% Chg.	2000–2001	% Chg.	2001–2002	% Chg.	2002–2003	% Chg.	2003–2004	% Chg.	2004–2005
Primary	2,913	0.0	2,912	3.4	3,011	0.7	3,033	0.4	3,046	-0.6	3,029	-1.2	2,994
Secondary	1,163	-0.9	1,152	2.3	1,179	-0.9	1,168	5.1	1,228	-0.6	1,221	-1.6	1,201
Total	4,076	-0.3	4,064	3.1	4,190	0.3	4,201	1.7	4,274	-0.6	4,250	-1.3	4,195

*Note.* Data are from the Division of Research and Evaluation, MOE.

### **Graduation Rate**

The average graduation rate for the last 10 years is 88.3%, from the lowest graduation rate of 79.2% in 2004–2005 to the highest rate of 95.2% in 2005–2006.

**Table 3. Graduation Rates: 1996–2006 (Public and Private Schools)**

School Yrs.	Elementary			High School		
	Enrolled	Graduates	Percentage	Enrolled	Graduates	Percentage
1995–1996	263	256	97.3	112	104	92.9
1996–1997	232	232	100.0	90	82	91.1
1997–1998	258	263	101.9	118	103	87.3
1998–1999	275	272	98.9	130	102	78.5
1999–2000	276	276	100.0	125	113	90.4
2000–2001	285	281	98.6	152	127	83.6
2001–2002	275	266	96.7	114	102	89.5
2002–2003	261	261	100.0	128	118	92.2
2003–2004	348	319	91.7	257	235	91.4
2004–2005	372	375	100.8	236	187	79.2
2005–2006	368	365	99.2	252	240	95.2

### **Dropout Rate**

Over the 3-year period from the 2002–2003 school year through the 2004–2005 school year, the dropout rate in public elementary schools was 0.8% in school year 2002–2003, 0.4% in 2003–2004, and 3.8% in 2004–2005. The public high school dropout rate was 3.9% in school year 2002–2003, 8.8% in 2003–2004, and 3.6% in 2004–2005.

In the private schools, the dropout rate was 0.2% for school year 2003–2004 and 1.3% for school year 2004–2005 in the elementary schools; for high school, the rate was 1.7% in 2003–2004 and 1.2% in school year 2004–2005.

**Table 4. Student Dropout Rate**

<b>Public</b>	<b>2002–2003</b>		<b>2003–2004</b>		<b>2004–2005</b>	
<b>School Level</b>	<b>Enrollment</b>	<b>Dropout</b>	<b>Enrollment</b>	<b>Dropout</b>	<b>Enrollment</b>	<b>Dropout</b>
Elementary	2,464	0.8%	2,419	0.4%	2,382	3.8%
High School	791	3.9%	728	8.8%	779	3.6%
<b>Private</b>	<b>2002–2003</b>		<b>2003–2004</b>		<b>2004–2005</b>	
<b>School Level</b>	<b>Enrollment</b>	<b>Dropout</b>	<b>Enrollment</b>	<b>Dropout</b>	<b>Enrollment</b>	<b>Dropout</b>
Elementary	582	-	570	0.2%	612	1.3%
High School	437	-	411	1.7%	244	1.2%

**Student-Teacher Ratio**

The student-teacher ratio for school year 2004–2005 remained the same as the prior year at the primary level and was slightly lower in secondary school level. The class sizes in central schools lead to a much larger than average student-teacher ratio (shown in Table 5) due to the high population concentration in Koror and Airai. On the other hand, the schools in Babeldaob and the outlying states have a lower than average student-teacher ratio. With the completion of the Compact Road, the MOE could fully implement the school consolidation plan for the public schools in Babeldaob. This will eventually lead to more equal student-teacher ratios across Palau.

**Table 5. Individual School Student-Teacher Ratio: 2005 (Public Schools)**

<b>School Name</b>	<b>Enrollment</b>	<b>Teachers</b>	<b>Ratio</b>
Aimeliik	83	9	9:1
Airai	210	13	16:1
Angaur	31	8	4:1
George B. Harris	554	28	20:1
Ibobang	21	5	4:1
JFK (Kayangel)	17	5	3:1
Koror	653	37	18:1
Melekeok	43	8	5:1
Meyuns	240	17	14:1
Ngaraard	66	9	7:1
Ngarchelong	70	11	6:1
Ngardmau	36	9	4:1
Ngchesar	39	9	4:1
Ngeremlengui	66	11	6:1
Ngiwal	40	8	5:1
Peleliu	108	12	9:1
Pulo Ana	6	2	3:1

School Name	Enrollment	Teachers	Ratio
Sonsorol	6	1	6:1
Total Elementary	2,289	202	11:1
Palau High School	797	57	14:1

Note. Data are from the Annual School Survey, Division of Research and Evaluation, MOE.

**Table 6. Student-Teacher Ratio: 1997–2005**

School Year	1997–1998	1998–1999	1999–2000	2000–2001	2001–2002	2002–2003	2003–2004	2004–2005
Primary Schools	12:1	14:1	12:1	12:1	13:1	13:1	13:1	13:1
Secondary Schools	9:1	9:1	9:1	9:1	10:1	11:1	12:1	11:1

Note. Data are from Division of Research and Evaluation, MOE.

### Staffing

There are approximately 359 teachers in the public and private schools in the Republic of Palau. School year 2004–2005 data shows 269 teachers in public schools and 90 teachers in private schools, as indicated in Table 7.

**Table 7. Number of Teachers in Public and Private Schools**

School Type	Number of Teachers		
	SY 2002–2003	SY 2003–2004	SY 2004–2005
Public	277	255	269
Private	No data	92	90

The Palau MOE employs a total of 269 classroom teachers to teach at 18 public elementary schools and one public high school. Available data on teachers' educational backgrounds indicate that the teachers are not adequately prepared to teach in the classroom. Table 8 shows teachers' education levels and major fields of study.

**Table 8. Teachers' Education Levels and Major Fields of Study**

Teachers' Education Levels School Year 2004–2005			Teachers' Major Fields of Study School Year 2004–2005		
Diploma/Degree	Number	Percent	Major	Number	Percent
High School	116	43%	Education	46	17%
Associate's	88	33%	Liberal Arts	39	15%
Bachelor's	59	22%	Business Administration	19	7%
Master's	6	2%	Other	49	18%
Doctorate	0	0%	No College Degree	116	43%

There is, however, a growing number of teachers taking courses at the local college in pursuit of a higher degree in education. Every year, approximately 3% of MOE teachers

graduate from the local college with a degree in education, compared to none about five years ago. This is significant progress in the enhancement of teacher quality. The number and percentage of teachers taking courses toward an education degree are shown in Table 9.

**Table 9. Teachers’ Degree Plan, School Year 2005**

<b>Degree</b>	<b>Number</b>	<b>Percent</b>
Associate’s	39	15%
Bachelor’s	20	7%
Master’s	8	3%
Doctorate	0	0%
Not taking courses	202	75%

## Curriculum and Instruction

This section describes the current status of public elementary and high school curriculum and instruction and of student assessment.

### **Elementary Curriculum and Instruction**

The elementary school curriculum consists of five core subjects: English, Palauan, mathematics, science, and social studies. These subjects are taught for 45 minutes every school day for the 180 days in the school year. Other subjects taught in elementary schools include health, PE, and career guidance, which are taught once or twice a week.

Direct classroom instruction in elementary schools takes up approximately 6 hours per school day. Classes normally begin at 8:00 a.m. and end at 2:30 p.m., with lunch and recess in between. In most schools, there are tutoring sessions after school (after 2:30 p.m.). Typically, in the elementary school, a classroom teacher teaches the five core subjects in a row, with one 15-minute recess in the morning, then two subjects in the afternoon, after lunch. The classroom teacher will then have two hours every day to check students’ papers, plan lessons, prepare materials, and do other work.

### **High School Curriculum and Instruction**

At Palau High School, the curriculum consists of academic and vocational programs. Palau High School academic courses include English, Palauan studies, social studies, science, mathematics, health, and physical education. In addition to taking the required academic courses at each grade level, students are required to enroll in one of five career academies and take six courses in their academies. The career academies include Natural Resources (agriculture), Business Information Systems, Health and Human Services (tourism and hospitality), Industrial Engineering (construction technology and automotive technology), and Arts and Humanities.

The high school curriculum places emphasis on both academic and vocational programs to equip all high school graduates with both academic and technical skills for entry to postsecondary education and/or the workplace after graduation from high school. Palau High School's vocational programs include work-based learning under supervision of local employers through job shadowing (10th grade), career mentoring (11th grade), career practicum (12th grade), and a summer work experience program, all of which are designed to expose students to a variety of professions and proper work ethics. Work-based learning activities provide opportunities for students to gain skills and knowledge in the workplace as well as connect or apply what they learn in the classroom to the world of work.

Palau High School operates on a semester basis with 90 minutes for each subject, and students are required to take 25 credits to graduate. Classes normally begin at 8:00 a.m. and end at 3:30 p.m., with lunch and recess in between. The average class size is 25 students. The teaching assignments are organized by departments so teachers typically teach one or two different levels of subjects per semester. The average teaching load is two or three classes per day. High school teachers have a longer time allotted for lesson planning and preparation compared to elementary school teachers.

**Table 10. Course Offerings at Palau High School**

<b>Required Courses</b>			
<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Algebra I	Algebra II	Career Academy Prog.	Career Academy Prog.
Career Development I	Career Development II	Career Academy Prog.	Career Academy Prog.
English I	English II	English III	English IV
General Science	Biology	Geometry	Career Practicum
Health	Physical Education	Chemistry	Career Practicum
Palauan Studies I	Palauan Studies II	Palauan History	Elective
World Geography	World History	Elective	Elective
<b>Elective Courses</b>			
<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Accelerated English	Advanced PE (girls)	Keyboarding	Journalism
Accelerated Math	Advanced PE (boys)	Computer Literacy	Japanese II
		U.S. History	Physics
		Japanese I	Trigonometry
		Office Practice	Comparative Gov't.
			Cultural Research

### **Career Academy Programs**

The following career academies and their corresponding courses are currently being implemented at Palau High School.

- Natural Resources: Agriculture I and II
- Business Information Systems: Introduction to Business, Computer Applications, Bookkeeping, and Business Math
- Health and Human Services: Tour Operations I and II and Hotel Operations I and II
- Industrial Engineering: Construction Technology (Construction Technology I, II, III, and IV) and Automotive Technology (Automotive Technology I, II, III, and IV)
- Arts and Humanities: general academic courses

**Table 11. Palau High School Graduation Requirements**

No.	Subject	# of Credits
1	English	4 credits
2	Math	3 credits
3	Science	3 credits
4	Social Studies	3 credits
5	Palauan Studies	2 credits
6	Health	1 credit
7	PE	1 credit
8	CD I, CD II, and Career Academies	6 credits
9	Elective Courses	2 credits
	Total Credits	25 credits

### Student Assessment

In addition to teacher-made tests, the MOE utilizes several assessment tools to assess student achievement; these tools include the PAT, the SAT10, and the Quarterly Assessment Tests. The PAT is a locally developed criterion-referenced test used to assess student learning based on the curriculum frameworks of the five core subjects (English, Palauan studies, science, math, and social studies); it is administered in grades 4, 6, 8, 10, and 12 at the end of April or beginning of May each school year. The SAT10, a standardized norm-referenced test developed in the United States, is used to compare student performance within the same grade group of students who took the same test in the United States. The Quarterly Assessment Tests are locally developed criterion-referenced tests administered at the end of each quarter to grades 1–8 to measure student achievement toward the learning targets in math, science, English, Palauan, and social studies. Results of the assessments are used to identify weaknesses and to develop strategies to further improve student achievement.

### Palau Achievement Test

- The PAT is administered annually in spring for grades 4, 6, 8, 10, and 12.
- The PAT includes English, math, Palauan studies, science, and social studies.
- The test results are useful in assessing the effectiveness of classroom instruction in relation to the prescribed curriculum standards and learning targets.

- Recent PAT results for 2005, shown in Table 12, indicate that mean scores for English are consistently higher across grade levels, followed by Palauan studies and social studies, while mean scores were lower for math and science.

**Table 12. Palau Achievement Test (National Mean Scores in Percentages), 2005**

Grade	English	Math	Palauan	Science	Social Studies
4	59.0	54.0	56.2	51.9	60.7
6	58.4	32.3	52.4	47.7	53.7
8	67.1	48.7	62.5	58.4	55.9
10	52.1	44.1	57.8	41.6	56.9
12	61.1	27.8	No Data	37.6	50.1

*Note.* Data are from the Division of Research and Evaluation, MOE.

### **Quarterly Assessment Tests**

- The Quarterly Assessment Tests are administered every quarter for English, math, Palauan studies, science, and social studies.
- Student scores amount to 25% of a student’s quarterly grade for each of the subjects tested.
- The results for 2004, shown in Table 13, indicate that average scores were consistently highest for social studies and math across grade levels, followed by Palauan studies, while average scores were lower for English and science.

**Table 13. Quarterly Assessment Tests (National Average Scores in Percentages), 2004**

Subject	Grade Levels							
	1st	2nd	3rd	4th	5th	6th	7th	8th
English	74.8	74.8	72.2	72.2	72.3	69.6	68.8	68.5
Math	85.7	86.8	81.7	85.9	73.8	64.8	68.7	61.2
Palauan	75.7	72.2	73.3	79.1	75.4	72.0	74.1	75.7
Science	73.3	74.0	67.6	72.1	66.4	66.3	63.6	64.8
Social Studies	77.7	78.9	79.3	75.7	76.0	74.1	73.0	78.2

*Note.* Data are from the Division of Research and Evaluation, MOE.

### **Stanford Achievement Test**

- The SAT10 was administered in April 2004, as mandated by Republic of Palau Public Law (RPPL) 6-25 (*Educational Assessment Act of 2002*).
- As shown in Table 14, the SAT10 results relative to the 2002 U.S. norm group for grades 1–12 indicate that the student performance in spelling was consistently higher than in the other subtests. After spelling was science and environment, followed by mathematics. Students performed lower in listening, language, thinking skills, and reading.

**Table 14. Stanford Achievement Test, 10th Edition (Percentile Rank), 2004**

Grade	Environment	Language	Listening	Science	Social Studies	Spelling	Thinking Skills	Total Mathematics	Total Reading
1	19	19	15	-	-	32	-	28	22
2	21	13	10	-	-	20	-	20	17
3	-	15	10	24	20	28	14	20	15
4	-	18	11	30	29	38	21	29	14
5	-	16	11	25	21	28	14	22	13
6	-	19	13	26	23	39	17	27	19
7	-	24	12	25	26	37	19	27	23
8	-	30	15	32	31	44	21	30	21
9	-	27	-	32	29	40	24	35	18
10	-	23	-	21	26	24	16	22	17
11	-	34	-	33	31	39	29	28	24
12	-	35	-	38	35	39	30	27	24

*Note.* Data are from the Division of Research and Evaluation, MOE.

Projected Annual Cost for SAT10 testing is \$60,000. This includes the following:

- Test booklets for grades 1–3
- Answer sheets for grades 4–12
- Scoring services
- Parent report
- Shipping costs

### Teacher Testing

The PRAXIS I Test for teachers has been selected to meet the mandate of RPPL 6-25 (*Educational Assessment Act of 2002*). The test center at PCC has been established. The MOE has submitted a request to the OEK for funding of the administration of PRAXIS I. Detail of PRAXIS I are as follows:

### Teacher Testing (PRAXIS I)

- Population to be tested: 450 school teachers, substitute teachers, counselors, school administrators, and other personnel as required by RPPL 6-25.
- Test to be used: PRAXIS I: Pre-Professional Skills Test (PPST) Reading, Writing, and Mathematics

- Implementing agency: PCC is mandated by RPPL 6-25 (*Educational Assessment Act of 2002*) as the implementing agency, to serve as the test center and score report recipient for the PRAXIS Series, and to convey results to MOE and the OEK.

**Table 15. Projected Cost for PRAXIS I Testing**

<b>Personnel</b>	<b>Unit</b>	<b>Unit Cost</b>	<b>Total</b>
MOE personnel except transportation, maintenance, security, and administrative staff, the cooks, and the Minister	378	\$ 130	\$ 49,140
Private school principals, vice principals, teachers, counselors, and librarians	72	\$ 130	\$ 9,360
Scoring and Reporting	3	\$ 400	\$ 1,200
<b>Subtotal:</b>			<b>\$ 59,700</b>
Shipping and Handling @ 8%			\$ 5,300
<b>Total Estimated Cost:</b>			<b>\$ 65,000</b>

### School Facilities

The Ministry delivers services through 22 campuses, 20 of which are school facilities. This is a large infrastructure, spread throughout all the states of the Republic, consisting of 135 buildings with 462 rooms, totaling 297,233 square feet of space.

Maintaining such an infrastructure continues to be a challenge with many buildings already more than 40 years old and also having been constructed poorly. Given this environment, fiscal resources only provide for general maintenance, much of which gets spent on personnel.

This situation poses a great challenge to the Ministry's effort to provide conducive learning environments at the infrastructure level.

### Fiscal Resources

Public funding has decreased over the past few years and will likely continue the declining trend in the near future.

**Table 16. Fiscal Resources: Public Schools**

<b>Fiscal Year (FY)</b>	<b>Public Law</b>	<b>Amount</b>
FY 2000	RPPL 5-34	\$ 6,783,000
FY 2001	RPPL 6-1	\$ 6,690,000
FY 2002	RPPL 6-12	\$ 7,163,000
FY 2003	RPPL 6-26	\$ 6,592,200

<b>Fiscal Year (FY)</b>	<b>Public Law</b>	<b>Amount</b>
FY 2004	RPPL 6-37	\$ 6,398,000
FY 2005	RPPL 7-7	\$ 6,224,000
FY 2006	RPPL 7-13	\$ 6,387,000

Public funding covers the very basic operations of the Ministry. Eighty-two percent of funding is spent on salaries, with the little that is left over utilized for other operational activities.

With all of the public funding used up by basic operations, the Ministry is forced to seek supplementary funds elsewhere in order to implement and conduct various programs necessary for the fulfillment of instructional and other operational objectives.

### Support Services

The Ministry provides additional services to facilitate student achievement and to ensure students get as many opportunities as possible within the educational system.

- Student busing is implemented in areas where different schools have been consolidated into one. It eliminates the long walk to a school in another village, which used to be the case in the Japanese and U.S. administration periods prior to 1994. Free lunch continues to be provided to school children, eliminating disruption in the middle of the school day and ensuring that all students eat adequately so that they will be able to continue their courses in the afternoon.
- The individual needs of students with disabilities continue to be addressed through the special education program. This allows disabled students to participate in and benefit from the educational system. This is supported by an annual grant of about \$1,000,000 from the U.S. Department of Education, which covers 70% of the program costs.
- An adult education program, with an average annual enrollment of 100, continues to be implemented to provide educational opportunities to those who dropped out of the school system and also to improve parent literacy as a means of supporting the achievement of students in the school system. This program is made possible with a \$60,000 grant from the U.S. Department of Education, which covers 75% of the costs.
- The literary and reference reading needs of students and the public continue to be addressed through the operation of a public library, individual school libraries, and partnerships with local special-purpose libraries. These resources receive critical support from U.S. Department of Education grant funds in the amount of about \$70,000 a year, which covers 30% of their costs.
- A major push to integrate technology into instruction and operations in order to improve student achievement and the organization's operational efficiency and effectiveness continues to be made possible with critical U.S. federal grant support of about \$200,000, which covers 50% of the effort's costs.



## Section 4. Goals and Strategic Objectives

Five major educational issues serve as the focus for reform planning:

- Governance and policy setting
- Curriculum and instruction
- School administration and management
- Personnel management
- Facilities and support services

*Governance and policy setting* refers to the way education is governed and how policies are set for education in the Republic. *Curriculum and instruction* deals with the development, implementation, and improvement of school curriculum, classroom instruction, and student assessment. *School administration and management* involves leadership and operation of the schools at the administrative level. It involves the day-to-day administration of educational programs and the management of resources, including personnel, students, facilities, and supplies at the schools. *Personnel management* refers to human resources in the areas of recruitment, hiring, and training of personnel for the entire Ministry as well as the implementation of the public service system rules and regulations within the MOE. *Facilities and support services* are noninstructional components of the Ministry that are needed to establish and maintain an environment that is conducive to learning.

### Development of the Plan

In April 2006, over 400 members of the Palau community met in the first Palau Education Summit to receive the evaluation findings of the implementation of the *Palau 2000 Education Master Plan* and to make recommendations for the development of the Palau Education Master Plan 2006–2016 for the Republic. Participants represented eight stakeholder groups that included students, teachers, principals, parents, employers, public leaders, public agencies, and nongovernmental organizations/religious groups. Representatives were asked to deliberate and make recommendations regarding each of the five major educational issues summarized above (see Appendices A and B). Presentations of the recommendations were made by each of the groups and were also provided in written form.

In June 2006, Pacific Resources for Education and Learning (PREL) facilitated a meeting in which the MOE Management Team and the Palau Education Master Plan Steering Committee provided their input on the same issues posed to the Palau community representatives. These recommendations were consolidated with those from the education summit and the February 2006 National/State Leadership Symposium. The resulting recommendations form the basis of the Palau Educational Master Plan 2006–2016.

The table below presents each priority area and its associated goal, strategic objectives, intended outcomes, responsible office, expected cost, and timeframe.

**The Palau Education Master Plan 2006–2016**  
**Goals, Strategic Objectives, Intended Outcomes, Responsibilities, Cost, and Timeframe**

**Table 17. Priority Area #1: Governance and Policy Setting**

**GOAL:** Strengthen governance and policy setting.

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Designate education as the primary national priority through increased funding.	<ul style="list-style-type: none"> <li>• Lobby for/request education budget increase and the designation.</li> <li>• Draft legislation.</li> </ul>	<ul style="list-style-type: none"> <li>• Official government action designating education as the primary national priority.</li> <li>• Increased MOE budget.</li> </ul>	Executive MOE OEK	\$3.7 million	2007	Ongoing
Finalize the decision regarding Board of Education.	<ul style="list-style-type: none"> <li>• Draft legislation/ law amendment.</li> <li>• Lobby for/request decision on the Board of Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Decision regarding continuation, expansion, or discontinuation of Board of Education.</li> </ul>	Executive OEK MOE	- 0 -  Cost to be incurred if Board is activated.	2006	2010

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Develop and implement MOE policy manual.	<ul style="list-style-type: none"> <li>• Review public laws and current policies.</li> <li>• Draft new policies and compile with current policies into a policy manual.</li> <li>• Print and disseminate policy manual to MOE and school personnel.</li> <li>• Enforce rules promulgated by policy manual.</li> </ul>	<ul style="list-style-type: none"> <li>• MOE policy manual is available in print and electronic forms and is being enforced.</li> </ul>	Minister of Education, Director of Education, MOE Management Team	\$20,000	2006	2008 Ongoing
Improve management and accountability systems.	<ul style="list-style-type: none"> <li>• Assess current systems and procedures.</li> <li>• Revise/develop operation and management systems and procedures.</li> <li>• Develop annual plans to implement Education Master Plan 2006–2016 activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved operation, management, and decision making processes.</li> <li>• Annual plans available and used to implement Education Master Plan 2006–2016.</li> </ul>	Director of Education, Chief of Research and Evaluation, MOE Management Team	\$50,000	2006	Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
	<ul style="list-style-type: none"> <li>• Improve data management system, including a comprehensive student database, to support management and decision making.</li> </ul>					
<b>Total Expected Cost—Priority Area #1</b>				<b>\$3,770,000</b>		

*Note.* Cost estimates were provided by the Palau MOE.

**Table 18. Priority Area #2: Curriculum and Instruction**

**GOAL:** Improve curriculum and instruction.

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Improve the curriculum frameworks.	<ul style="list-style-type: none"> <li>• Review and revise the curriculum frameworks.</li> <li>• Develop, acquire, and use relevant, localized curriculum and materials for classroom instruction.</li> <li>• Train school personnel on the use of the curriculum and the materials.</li> <li>• Review and revise as necessary student assessment for more effective use in planning and improving curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved localized curriculum and materials.</li> <li>• Increased number of teachers aware of and applying improved curriculum and materials.</li> <li>• Student assessment results are used to plan and improve curriculum and instruction and teacher training.</li> </ul>	Chief of Curriculum and Instruction	\$200,000	2006	2011 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Increase literacy, numeracy, Palauan knowledge, and essential life skills.	<ul style="list-style-type: none"> <li>• Apply research-based models to improve literacy and numeracy.</li> <li>• Integrate curriculum for developing essential life skills into existing subjects.</li> <li>• Improve/increase Palauan studies in the classroom.</li> <li>• Implement improved curriculum in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• All students meet grade appropriate standards, as defined by the Core Curriculum Content Standards (CCCS).</li> <li>• Increase in the percentage of students meeting essential life skills standards.</li> <li>• Increase in student scores on achievement tests.</li> <li>• Increase in knowledge and skills in Palauan culture.</li> </ul>	Chief of Curriculum and Instruction	\$100,000	2007	2010 Ongoing
Integrate technology in the curriculum.	<ul style="list-style-type: none"> <li>• An information resource directory of effective techniques for integrating technology is made available to all educators.</li> <li>• Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of teachers aware of effective technology integration techniques.</li> <li>• Increased access to computer technology and</li> </ul>	Chief of Curriculum and Instruction	\$200,000	2007	2010 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
	<p>expertise on integrating technology across the curriculum is available to all schools.</p> <ul style="list-style-type: none"> <li>• Increase number of computers at the schools.</li> <li>• Teachers integrate technology with writing, reading, and other content areas.</li> </ul>	<p>educational technology experts.</p> <ul style="list-style-type: none"> <li>• Increased integration of technology across the curriculum.</li> </ul>				
Strengthen and expand career academies.	<ul style="list-style-type: none"> <li>• Conduct assessment of existing career academies.</li> <li>• Implement recommendations from the assessment to improve career academies.</li> <li>• Conduct needs assessment for new career academies (e.g., teaching/</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of new career academies.</li> <li>• Increase in the percentage of students meeting career and full graduation standards.</li> <li>• Increase in the percentage of students enrolling in and continuing in postsecondary</li> </ul>	Chief of Curriculum and Instruction	\$300,000	2006	2010 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
	<p>health academies).</p> <ul style="list-style-type: none"> <li>• Develop and implement new career academies as needed.</li> <li>• Articulate and align high school courses with those of PCC.</li> </ul>	<p>education.</p> <ul style="list-style-type: none"> <li>• Improved transition of students from high school to the local college (PCC) or the workforce.</li> </ul>				
Improve student assessment systems.	<ul style="list-style-type: none"> <li>• Evaluate existing student assessment systems.</li> <li>• Revise/realign student assessments to the CCCS.</li> <li>• Implement revised student assessments and modify, as necessary.</li> <li>• Use results of assessment data to tailor/improve curriculum and instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student assessments.</li> <li>• Increase in the application of assessments as part of the learning and teaching process.</li> </ul>	<p>Chief of Curriculum and Instruction</p> <p>Chief of Research and Evaluation</p>	\$200,000	2006	2010 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Improve and expand extracurricular and enrichment activities for students.	<ul style="list-style-type: none"> <li>• Assess existing extracurricular and enrichment activities at all schools.</li> <li>• Make decision regarding continuation, expansion, or discontinuation of existing activities.</li> <li>• Conduct needs assessment for new extracurricular and enrichment activities at all schools.</li> <li>• Implement and evaluate new activities, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in the percentage of students dropping out of school.</li> <li>• Decrease in the percentage of students who are retained.</li> <li>• Increase in student attendance rates.</li> <li>• Increase in student scores on achievement tests.</li> </ul>	Chief of Curriculum and Instruction	\$200,000	2007	2010 Ongoing
<b>Total Expected Cost—Priority Area #2</b>				<b>\$1,200,000</b>		

**Table 19. Priority Area #3: School Administration and Management**

**GOAL:** Improve school operations and management.

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Resolve school land property issues.	<ul style="list-style-type: none"> <li>Establish school property boundaries.</li> <li>Make decisions regarding the purchase or exchange of public land for schools currently located on private property.</li> </ul>	<ul style="list-style-type: none"> <li>All public school land properties are properly marked and documented.</li> <li>All public schools are on public property.</li> </ul>	Chief of School Management	\$1,000,000	2006	2011 Ongoing
Resolve school consolidation issues.	<ul style="list-style-type: none"> <li>Make decision regarding the implementation of the school consolidation plan.</li> </ul>	<ul style="list-style-type: none"> <li>School consolidation issues are resolved.</li> </ul>	Chief of School Management	\$300,000	2006	2010
Improve delivery of instruction.	<ul style="list-style-type: none"> <li>Conduct evaluation of instructional delivery in the classroom.</li> <li>Provide appropriate program modification,</li> </ul>	<ul style="list-style-type: none"> <li>Improved implementation of programs.</li> </ul>	Chief of School Management	\$30,000	2006	Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
	training and monitoring.					
Improve monitoring of school operations.	<ul style="list-style-type: none"> <li>• Assess school personnel understanding of policies and procedures at school.</li> <li>• Provide training to school staff on policies and procedures.</li> <li>• Provide routine monitoring of facilities, programs, and teachers at the schools.</li> <li>• Use results of monitoring for planning and decision making regarding school operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective policies and procedures for school operations.</li> <li>• Improved understanding of and compliance with school policies and procedures.</li> <li>• Improved school operations.</li> <li>• Conducive school environment.</li> <li>• Improved planning and decision making on school operations.</li> </ul>	Chief of School Management	\$30,000	2006	Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Develop, maintain, and utilize student tracking system.	<ul style="list-style-type: none"> <li>• Develop comprehensive student database.</li> <li>• Develop and implement comprehensive student tracking system.</li> </ul>	<ul style="list-style-type: none"> <li>• Data related to postsecondary student attendance and completion are available.</li> <li>• Student tracking system is useful for effective decision making.</li> <li>• Improvements in program planning are made.</li> </ul>	Chief of School Management	\$150,000	2007	Ongoing
Develop and implement school handbook.	<ul style="list-style-type: none"> <li>• Draft and finalize school handbook, with participation of principals and parent teacher associations (PTAs).</li> <li>• Disseminate school handbook to all MOE and school personnel.</li> <li>• Rules promulgated by school handbook are enforced by MOE.</li> </ul>	<ul style="list-style-type: none"> <li>• MOE school handbook is created, disseminated, used, and enforced.</li> </ul>	Chief of School Management	\$5,000	2006	2009 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Accredit public schools.	<ul style="list-style-type: none"> <li>• Schools organize and prepare for accreditation review.</li> <li>• Schools conduct accreditation self-study.</li> <li>• Schools undergo accreditation visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of schools receiving accreditation.</li> <li>• Improved status of accreditation reviews at schools.</li> </ul>	Chief of School Management	\$100,000	2006	Ongoing
Strengthen partnerships to maximize students' educational success.	<ul style="list-style-type: none"> <li>• MOE actively collaborates with partner agencies (e.g., BEEA, BFSCA, Ministry of Health [MOH], Head Start, PCC).</li> <li>• Increase the use of nonformal education to support learners' achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in community support for education.</li> <li>• Role of partner agencies is strengthened.</li> <li>• Increase in the number of parents attending parent-teacher conferences.</li> <li>• Increase in the number of parents involved in school activities.</li> </ul>	Chief of School Management	\$50,000	2006	Ongoing
<b>Total Expected Cost—Priority Area #3</b>				<b>\$1,665,000</b>		

**Table 20. Priority Area #4: Personnel Management**

**GOAL:** Improve the quality of personnel.

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Amend the extension of teachers' service retirement from 5 years to 10 years.	<ul style="list-style-type: none"> <li>• Draft legislation.</li> <li>• Lobby leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of experienced teachers.</li> <li>• Decrease in the number of high school graduate teachers.</li> </ul>	OEK MOE Management Team	- 0 -	2006	2007
Implement teacher certification system.	<ul style="list-style-type: none"> <li>• Finalize procedures for certifying teachers.</li> <li>• Certify current teachers.</li> <li>• Conduct needs assessment for teacher trainings needed for teacher certification.</li> <li>• Implement teacher training programs to prepare teachers to meet certification requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher certification system in place and functional.</li> <li>• Increase in the number of certified teachers.</li> <li>• Increase in teacher participation in professional development programs.</li> <li>• Increase in the number of quality teachers.</li> </ul>	Chief of Personnel Management	\$300,000	2006	2007 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
		<ul style="list-style-type: none"> <li>• Reduction in the number of teachers employed who are not certified.</li> </ul>				
Implement administrator certification system.	<ul style="list-style-type: none"> <li>• Finalize procedures for certifying administrators.</li> <li>• Certify current administrators.</li> <li>• Conduct needs assessment for trainings needed for administrator certification.</li> <li>• Implement training programs to prepare administrators to meet certification requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator certification system in place and functional.</li> <li>• Increase in the number of certified administrators.</li> <li>• Increase in administrators' participation in professional development programs.</li> <li>• Reduction in the number of school administrators who are not certified.</li> </ul>	Chief of Personnel Management	\$100,000	2006	2008 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Improve the quality of teachers, administrators, and staff.	<ul style="list-style-type: none"> <li>• Conduct appropriate and timely evaluation of all personnel.</li> <li>• Provide appropriate professional development to all personnel.</li> <li>• Increase salaries and benefits.</li> <li>• Provide new teacher induction and mentoring activities.</li> <li>• Provide effective orientation and exit interviews.</li> <li>• Develop effective strategies for recruiting and retaining teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate personnel training provided to staff.</li> <li>• Increased understanding of teaching standards, competencies, and operations.</li> <li>• Increased retention of teachers in the classroom.</li> <li>• Increased number of personnel attending professional development programs.</li> <li>• Increase in student achievement.</li> </ul>	Chief of Personnel Management	\$1,000,000	2006	Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Implement personnel manual.	<ul style="list-style-type: none"> <li>• Personnel manual is finalized and disseminated to MOE and school personnel.</li> <li>• MOE and school personnel use personnel manual.</li> <li>• Rules promulgated by personnel manual are followed by staff and enforced by MOE.</li> </ul>	<ul style="list-style-type: none"> <li>• MOE personnel manual is fully developed, disseminated, used, and enforced.</li> </ul>	Chief of Personnel Management	\$10,000	2006	2008 Ongoing
<b>Total Expected Cost—Priority Area #4</b>				<b>\$1,410,000</b>		

**Table 21. Priority Area #5: Facilities and Support Services**

**GOAL:** Improve facilities and support services.

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Provide and maintain a safe, healthy, and conducive learning environment.	<ul style="list-style-type: none"> <li>• Assess current learning environment and recommend appropriate action.</li> <li>• Monitor, repair, and maintain facilities necessary for conducive learning environment.</li> <li>• Increase character building measures to promote safe, healthy, and conducive school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• School facilities are adequately provided and maintained.</li> <li>• School environment is conducive to learning.</li> <li>• Increase in equitable, adequate instructional resources.</li> <li>• Decrease in reported accidents and misconduct.</li> <li>• Increase in understanding of Palauan values, beliefs, and virtues.</li> </ul>	Chief of School Management  Administrative Services Manager	\$500,000	2006	Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
Improve and expand counseling and health services.	<ul style="list-style-type: none"> <li>• Conduct needs assessment for counseling and health services.</li> <li>• Hire counselors to provide needed services.</li> <li>• Implement services, as indicated by the needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease in student and teacher sick days.</li> <li>• Increase in the coordination and delivery of services and resources to students.</li> <li>• Decrease in response time for implementing intervention measures for students needing assistance.</li> <li>• Counseling services available at all schools.</li> </ul>	Chief of School Management	\$200,000	2006	2009 Ongoing
Increase access to technology resources.	<ul style="list-style-type: none"> <li>• Conduct needs assessment of all schools for technology.</li> <li>• Provide necessary technology, training, and monitoring, as indicated by the needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in equitable, adequate technology resources.</li> <li>• Increase in access by teachers and students to technology resources.</li> <li>• Increased teacher</li> </ul>	Chief of School Management  Administrative Services Manager	\$500,000	2006	2009 Ongoing

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
		<p>and student use of technology for instructional purposes.</p> <ul style="list-style-type: none"> <li>• Increased expertise of teachers and students in using technology.</li> </ul>				
<p>Establish and implement transportation policies and procedures.</p>	<ul style="list-style-type: none"> <li>• Conduct assessment of existing transportation operation.</li> <li>• Develop transportation policies and procedures, including zoning boundaries.</li> <li>• Inform transportation personnel, students, staff, and the public about the transportation policies and procedures.</li> <li>• Implement, monitor, and refine</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation policies and procedures in place and functional.</li> <li>• Improved efficiency and effectiveness of transportation services.</li> </ul>	<p>Administrative Services Manager</p>	<p>\$200,000</p>	<p>2007</p>	<p>2008</p>

Strategic Objectives	Major Activities	Intended Outcomes	Responsible Office	Expected Cost	Timeframe	
					Begin	End
	transportation policies and procedures as necessary.					
Subsidize lunch program, with the possibility of privatization.	<ul style="list-style-type: none"> <li>• Implement public law subsidizing student lunch program.</li> <li>• Monitor, evaluate, and refine subsidy as necessary.</li> <li>• Conduct periodic assessment of the lunch program to inform planning and decision making on the program.</li> <li>• Explore the possibility of privatizing the student lunch program.</li> </ul>	<ul style="list-style-type: none"> <li>• Student lunch is partially subsidized by parents.</li> <li>• Assessment reports of the student lunch program available for review and use for planning and decision making.</li> <li>• Recommendations made regarding privatization of the student lunch program.</li> </ul>	Administrative Services Managers	\$10,000	2006	2007 Ongoing
<b>Total Expected Cost—Priority Area #5</b>				<b>\$1,410,000</b>		
<b>Total Expected Cost—All Priority Areas (#1–#5)</b>				<b>\$9,455,000</b>		

## Section 5. Monitoring and Evaluating the Plan

This section provides some guidelines to effectively monitor and evaluate progress in the implementation of the strategic activities outlined in the plan in order to reach its intended outcomes.

Research on how to create effective and lasting change in education tells us that careful and systematic review of progress is absolutely essential. This research reminds us also that even the best of plans needs periodic revisions because of unforeseen events and/or new opportunities. Finally, the public monitoring of our progress in implementing our plans can help keep public and staff attention and commitment at a high level. Without such monitoring, our plans tend to be “placed on the shelf.”

It is advised that the Steering Committee for the Palau Education Master Plan 2006–2016 and the Management Team of the Palau MOE should perform the following functions:

- Develop an annual working plan for implementation of the Palau Education Master Plan 2006–2016.
- Each responsible unit within the Ministry will monitor progress in implementing the various strategic objectives and activities stated in this plan.
- Conduct annual formative assessment of annual working plan implementation and report progress.
- Conduct a continuous awareness program for the public and Ministry’s staff to keep attention and commitment focused on the plan.
- Recommend necessary changes to the plan.
- Develop a recommended “work agenda” of priority policy issues and timelines.
- Conduct a summative evaluation at the end of the 5th and 10th years of the Palau Education Master Plan 2006–2016 to assess the accomplishments.

The following monitoring chart will be used as a basis for formal progress reviews of the objectives and related activities under each of the five priority areas.

**Table 22. Monitoring Chart**

Objective	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Strengthen Governance and Policy Setting.</b>										
Designate education as the primary national priority.										
Finalize the decision regarding Board of Education.										
Improve and implement MOE policy										

Objective	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
manual.										
Improve management and accountability systems.										
<b>Improve Curriculum and Instruction.</b>										
Improve curriculum frameworks.										
Increase literacy, numeracy, Palauan knowledge, life skills.										
Integrate technology into the curriculum.										
Strengthen and expand career academies.										
Improve student assessment systems.										
Improve and expand extracurricular/enrichment activities.										
<b>Improve School Operations and Management.</b>										
Resolve school land property issues.										
Resolve school consolidation issues.										
Improve delivery of instruction.										
Improve monitoring of school operations.										
Develop, maintain, and utilize student tracking system.										
Develop and implement school handbook.										
Accredit public schools.										
Strengthen partnerships to maximize student success.										
<b>Improve the Quality of Personnel.</b>										
Amend extension of teachers' service retirement law from 5 years to 10 years.										
Implement teacher certification system.										
Implement administrator certification system.										
Improve quality of teachers, administrators, and staff.										
Implement personnel manual.										
<b>Improve Facilities and Support Services.</b>										
Provide and maintain safe and healthy										

Objective	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
learning environment.										
Improve and expand counseling and health services.										
Increase access to technology resources.										
Establish and implement transportation policies/procedures.										
Subsidize lunch program, with the possibility of privatization.										

Legend:

**BLACK:** Beginning/Ending Dates of Activities

**GRAY:** Ongoing Activities

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**Appendix A**  
**Priority Issues for Education Summit**

## **PRIORITY ISSUES**

Ministry of Education  
Republic of Palau

### **PRIORITY ISSUE: GOVERNANCE AND POLICY SETTING**

**Brief Description:** “Governance and policy setting” refers to the way education is governed and how policies are set for education in the Republic. In the *Palau 2000 Master Plan for Educational Improvement* (1994), the following activities were proposed for governance and policy setting for education in the Republic:

- Strengthen the role of Board of Education
- Increase membership from 5 to 7
- Change from appointive to elective board
- Members to be lay citizens, not employees of education
- Establish procedures to securing professional staff input on policy decisions
- Establish policies to guide continuous educational improvement

#### **Current Status:**

At present, there is no functioning Board of Education. The governance and policy setting for education is assumed by the minister of education, who is appointed by the president with the approval of the Senate. The minister works closely with the Republic of Palau president, as well as with the director of education, chief of curriculum and instruction, chief of personnel management, chief of school management, chief of research and evaluation, and administrative services manager, on matters relating to governance and policy setting. The minister of education, the director of education, the four chiefs, and the administrative services manager make up the MOE Management Team.

The MOE management team is responsible for the following: (a) developing and implementing policies as required by the constitutional and legal mandates for education; (b) managing, operating, and promoting the public school system; (c) developing and implementing educational curricula and standards at every educational level; (d) planning programs and conducting research for effective methods and strategies for improving school performance; (e) developing programs that will support school improvement and personnel-related matters such as staff development and certification; (f) managing administrative and support services, such as student lunch program, student busing, and computer technology; and (g) seeking grant assistance to enhance educational programs.

In terms of policy setting, the MOE Management Team routinely consults with concerned stakeholder groups prior to finalizing policies affecting them. A good example of this consultative approach is the recent involvement of school principals and PTA chairpersons in the revision of grading policy for the public schools.

#### **Major Issues:**

- √ ***Board of Education.*** To date, there has been no action taken by the leadership to establish the Board of Education. The role of the Board is still unclear in light of the national government structure whereby the ministers, under the direction of the president, assume governance and policy setting for the ministries.

- √ **Teachers Certification System.** The approval of the leadership is still pending for the teacher certification system, which sets guidelines and procedures for certifying practicing and future school teachers in the Republic.
- √ **School Administrators Certification System.** The approval of the leadership is still pending for the school administrators certification system, which sets guidelines and procedures for certifying practicing and future school principals and vice principals.

## **PRIORITY ISSUE: CURRICULUM AND INSTRUCTION**

**Brief Description:** “Curriculum and instruction” deals with the development, implementation, and improvement of school curriculum, classroom instruction, and student assessment.

### **Current Status:**

- √ **Elementary Curriculum.** The elementary school curriculum consists of five core subjects: English, Palauan, mathematics, science, and social studies. These are taught for 45 minutes every school day for 180 days. Other subjects taught in elementary schools include health, physical education, and career guidance, which are taught once or twice a week.
- √ **High School Curriculum.** At Palau High School, the curriculum consists of academic and vocational programs. Palau High School academic courses include English, Palauan studies, social studies, science, mathematics, health, and physical education. In addition to taking the required academic courses at each grade level, students are required to enroll in one of the five career academies and take six courses in their academies. The career academies include agriculture, business information, tourism and hospitality, construction technology, and automotive technology. Palau High School operates on a semester basis with 90 minutes for each subject, and students are required to take 25 credits to graduate.

The high school curriculum places emphasis on both academic and vocational programs to equip all high school graduates with both academic and technical skills for entry to postsecondary education and/or the workplace after graduation from high school. Palau High School’s vocational programs include work-based learning under supervision of local employers through job shadowing (10th grade), career mentoring (11th grade), career practicum (12th grade), and a summer work experience program, which are designed to expose students to a variety of professions and proper work ethics. Work-based learning provides opportunities for students to gain skills and knowledge in the workplace as well as connect or apply what they learn in the classroom to the world of work.

- √ **Classroom Instruction.** Direct classroom instruction in elementary schools takes up approximately 6 hours per school day. Classes normally begin at 8:00 a.m. and end at 2:30 p.m., with lunch and recess in between. In most schools, there are tutoring sessions after school (after 2:30 p.m.). Typically, in the elementary school, a classroom teacher teaches the five core subjects in a row, with one 15-minute recess in the morning, then two subjects in the afternoon. The classroom teacher will then have 2 hours every day to check students’ papers, plan lessons, prepare materials, and do other work.
- √ **Student Assessment.** In addition to teacher-made tests, the MOE utilizes several assessment tools to assess student achievement; these tools include the PAT, the SAT10, and the Quarterly Assessments. The PAT is a locally developed criterion-referenced test used to

assess student learning based on the curriculum frameworks of the five core subjects (English, Palauan studies, science, math, and social studies), and is administered to grades 4, 6, 8, 10, and 12 at the end of April or beginning of May each school year. The SAT10 is a standardized norm-referenced test developed in the United States and is used to compare student performance with the same group of students in the United States who took the same test. The Quarterly Assessments are locally developed criterion-referenced tests administered at the end of each quarter to grades 1–8 to measure student achievement of the learning targets in math, science, English, Palauan, and social studies. Results of the assessments are used to identify weaknesses and to develop strategies to further improve student achievement.

### **Major Issues:**

- √ **Number and Kinds of Subjects in Schools.** There are five core subjects and three additional subjects for grades 1–8. However, different people or interest groups want to include other subjects in the school curriculum. These subjects include arts and crafts, music, character education, baseball, environmental awareness, and health and PE as one subject. The MOE plans to integrate these additional subjects into existing curriculum, but different people or interest groups want them taught as separate subjects on a daily basis.
- √ **Quality of Instruction.** Recruiting and retaining qualified teachers is a problem faced by the MOE because there is no pool of qualified teachers to draw from when degreed and experienced teachers retire or resign from teaching. At present, 43% of classroom teachers at the elementary level are high school graduates and they are assigned to teach seven courses every day for 180 days. Additionally, teachers take courses at PCC during the school year either to attain their associate's, bachelor's, or master's degree in education. These factors have significant impact on the quality of instruction.
- √ **Funding for Student Materials and Work-Based Activities.** Funding allocation by the OEK for books and other instructional materials continues to decrease, while prices of books continue to increase. In addition, federal grants, which have supported acquisition of books and funded the work-based activities for students are either decreasing or are being phased out due to changing priorities of the federal grants that Palau is eligible to receive.
- √ **Partnership.** Parent/PTA involvement in student learning and school activities continues to be a concern, as those parents of students who really need help usually do not participate in school activities. With the decline or phasing out of federal grants that support many parents and community organizations in partnership with the MOE, solutions to maintain or increase parent and community involvement in school activities will need to be identified and implemented.

### **PRIORITY ISSUE: SCHOOL ADMINISTRATION AND MANAGEMENT**

**Brief Description:** This issue deals with leadership and operation of the schools at the administrative level. It involves the day-to-day administration of educational programs and the management of resources, including personnel, students, facilities, and supplies at the schools.

#### **Current Status:**

- √ **Number of Schools.** There are 20 public schools, 19 of which are elementary schools and one of which is a high school. There is at least one elementary school in each state of the

Republic. The schools are spread throughout the Republic, from Kayangel state at the extreme north to Sonsorol state in the extreme south.

- √ **School Organization.** Each school is headed by a school principal, with the addition of vice principals in schools with large enrollment. Each school also has a PTA headed by a chairperson who works closely with the school on matters affecting the school and the students.
- √ **Student Enrollment.** In school year 2006, there were 2,274 students in all public elementary schools and 834 students at Palau High School.
- √ **School Resources.** With some exceptions in the Southwest Island schools (Sonsorol and Pulo Anna, the most remote areas in Palau with a minimal and fluctuating number of students), public schools have classrooms, computer laboratories, libraries, cafeterias, and sports facilities. Palau High School and GB Harris Elementary school share a school nurse.
- √ **School Consolidation.** In 1999, pursuant to RPPL 5-15, the MOE created a consolidation plan for the public elementary schools in Babeldaob. The plan recommended that the consolidation of schools be implemented in three phases, beginning with Phase 1—the immediate consolidation of schools that do not require additional facilities. A portion of Phase 1 has been completed, whereby Ngatpang Elementary School has been consolidated with Aimeliik Elementary School. The remaining portion of Phase 1, consolidating Ibobang Elementary School with Ngeremlengui Elementary School, is in progress. Phase 2 consolidation will be implemented for schools that require intermediate restructuring, including an assessment on additional, required facilities. This pertains to the consolidation of Ngaraard and Ngardmau elementary schools. Phase 3 consolidation will be implemented for schools that require extensive restructuring, including an assessment on major facilities and infrastructure developments that are required. This pertains to the consolidation of Ngchesar and Ngiwal elementary schools with Melekeok elementary school. Phases 2 and 3 are yet to be implemented.
- √ **Partnerships.** The MOE continues to collaborate closely with other agencies as follows:
  - **Belau Family School and Community Association (BFSCA).** The MOE continues to support BFSCA. BFSCA was formed in 1996 to work with parents and train them in various ways to better help their children achieve academically.
  - **Belau Employers and Educators Alliance (BEEA).** The MOE has established a partnership with local businesses through BEEA, which is a formal nonprofit partnership between the MOE and local businesses to improve educational opportunities for students. Through this partnership, students—notably high school students—get to shadow, observe, and learn from employers and employees at actual job sites at the local business establishments.
  - **Head Start Program.** The MOE has a memorandum of understanding (MOU) with Belau Head Start Program for closer collaboration in providing services to students and staff in the areas of curriculum, transition, training, disability, and food service.

- **Palau Community College (PCC)**. There is a close collaboration between the MOE and PCC to articulate courses and programs to meet the needs of students and teachers, including:
  - A dual enrollment program for Palau High School seniors, providing the students with an opportunity to enroll in college-level English and math courses.
  - An accredited education associate of arts degree program designed to meet the needs of MOE classroom teachers.
  - An ongoing MOE Teachers’ Cohort Program where teachers continue to pursue higher degrees in the education field with a 4-year higher learning institution through PCC.
  - The Talent Search Program, offered by PCC as an after-school endeavor to provide tutoring services to students.
  
- **Ministry of Health (MOH)**. The MOE has a memorandum of understanding (MOU) with the MOH for closer collaboration to provide health services for students. Students receive free health care services from a doctor, nurse, and counselors provided by the MOH. The MOH continues to provide free and preventive services, including dental and physical examinations to all the elementary school students on a regular basis.
  
- **Ministry of Justice (MOJ)**. The MOE has an ongoing program with the MOJ to provide innovative programs for students at Palau High School and elementary schools. The Law Enforcement Explorers Program (LEEP) is being conducted as an after school program by police officers at various elementary schools to instill leadership skills, discipline, and teamwork among the students.

**Major Issues:**

- √ **School Land Property**. Some of the schools are located on private lands whose owners demand compensation for the use of the lands, while others are situated on lands that are claimed by private individuals. For schools on private lands, the MOE has difficulty renovating or expanding facilities as the landowners do not approve any major school renovation.
  
- √ **School Facilities Renovation**. Most of the school facilities are deteriorating, as the original structures were built a long time ago. Although the MOE continues to maintain the school facilities, it ultimately requires over \$1 million to complete the major renovations of all the school facilities.
  
- √ **School Consolidation**. A part of Phase 1 and all of Phases 2 and 3 of the school consolidation plan have not been implemented because of the following reasons:
  - The Compact Road has not been completed, which is a major required infrastructure development for transportation to the proposed consolidated schools.
  - Most, if not all, of the schools will require additional facilities for basic operation, which are a funding issue for the MOE.
  - Over the years, parents and communities feel a sense of ownership toward the existing schools and are resistant to the concept of school consolidation.

- √ **New School in Babeldaob.** The MOE plans to construct a new high school in Babeldaob, tentatively at an area between Ngaraard and Ngardmau. Because of the estimated \$10 million cost of building the proposed school, there is a plan to combine both elementary and high school grades in the new school to accommodate students in Babeldaob. Funding for the proposed school has not been identified.

## **PRIORITY ISSUE: PERSONNEL MANAGEMENT**

**Brief Description:** Personnel management deals with human resources in the areas of recruitment, hiring, and training of personnel for the entire Ministry as well as the implementation of the public service system rules and regulations within the MOE, in conjunction with the director of the public service system.

### **Current Status:**

- √ **Reclassification of Employees.** Job descriptions of all MOE employees, including classroom teachers, have been revised for the new classification system for the government. With the exception of exempt employees, all classroom teachers and other MOE staff have been reclassified under the new classification system for the Republic. The MOE and the Personnel Office are currently working on a new teachers' classification guide to replace the previous one.
- √ **Teachers Certification System.** Plans are underway to begin certifying teachers some time in June 2006. Teachers' portfolios have been put together in preparation for the certification. Implementation procedures for teacher certification have recently been completed, and MOE personnel staff are currently being trained to implement the certification process for all teachers in the Republic.
- √ **School Administrators Certification System.** A certification system for principals and vice principals has been completed and submitted to the Office of the President. The MOE will take up the certification system for school administrators after the certification process for teachers has been implemented.
- √ **Teacher Training.** Statistics on teachers' educational levels indicate that 43% of the teachers are only high school graduates, though they either have teaching experience at the Head Start or kindergarten level, a 1-year certificate from PCC, or a considerable number of credits in college. Currently, 25% of all classroom teachers are taking courses at PCC for an associate's, a bachelor's, or a master's degree, many of them with financial support from MOE federal grants.

### **Major Issues:**

- √ **Ways To Attract and Retain Qualified Teachers.** Teacher salaries and service retirement are often cited as critical factors.
- √ **Funding for Teacher Training.** Currently, the MOE budget is only sufficient for operation and maintenance. All professional development programs for the MOE, including teacher training, are funded by federal grants, for which we are increasingly becoming ineligible.

- √ ***Teachers/Administrators Certification Systems.*** Separate certification systems for teachers and administrators (principals and vice principals) have been developed and submitted to higher authorities. The teacher certification system has gone to the OEK, while the administrators certification system is still at the Republic of Palau president's office.

## **PRIORITY ISSUE: FACILITIES AND SUPPORT SERVICES**

**Brief Description:** Facilities and support services are noninstructional components of the ministry that are needed to establish and maintain an environment that is conducive for learning.

### **Current Status:**

- √ ***Student Lunch.*** Free student lunch has been available in public schools since even before Palau adopted its constitution in 1981. It contributes to the maintenance of a conducive learning environment by providing students with enough sustenance and energy to take them through the second half of their school day and eliminates the disruption possible if students had to leave school during their lunch hour. Recently, the Republic's financial constraints have caused various stakeholders to consider a partially parent-funded lunch.
- √ ***Student Busing.*** Student busing was established in 1994 to accommodate students who live too far from school or who otherwise face risks from traffic on their way to and from school. Currently, Koror, Airai, and Peleliu, plus the five schools that have been consolidated (Aimeliik, Ngeremlengui, Ngarchelong, Ngaraard, Ngchesar), have student busing. The program faces challenges with its aging fleet and expected additional busing needs as homes disperse in Babeldaob due to the completion of the Compact Road.
- √ ***Internet Access.*** Internet access exposes students to the abundant resources and opportunities to learn available on the Internet. At least basic access is available to 99% of students, with the MOE continually searching for opportunities to expand access both in terms of coverage and speed.
- √ ***School Renovation.*** School campuses and buildings house and contain the majority of student learning activities carried out by the Ministry. Many buildings are old, substandard, and do not meet our expanding demands for quality and performance, the main problem being finances.
- √ ***Education Financing.*** Financing the educational effort continues to be challenge. The government is able to provide about \$6.3 million, while various grants add \$2 million. There continues to be a great challenge in offering the best services for the amount of money available both in instructional and support areas.

### **Major Issues:**

- √ ***Student Lunch:*** the ability of the government to provide free lunch to students as costs and demands for more expensive food options increase.
- √ ***Student Busing:*** the ability of the government to replace an aging fleet and to increase services to meet the expected population dispersion in light of the lack of zoning or districting policies.

- √ **Internet Access**: the ability of the government to afford Internet services; the ability of the Ministry to fully utilize and benefit from Internet services.
- √ **School Renovation**: the ability of the government to afford the huge costs necessary to renovate and upgrade Ministry property to meet standards and to accommodate new instructional approaches and methods.
- √ **Education Financing**: the ability of the government to secure financing and to prioritize sufficient funds to best serve the learning needs of students; the ability of the government to increase efficiency and reduce waste.

# **Appendix B**

## **Education Summit Recommendations**

**EDUCATION SUMMIT RECOMMENDATIONS**  
**APRIL 26–27, 2006**

An (x) mark indicates recommendation by the associated stakeholder group.

**Priority Area 1. Governance and Policy**

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/ Comm . Organ.
1.	No Board of Education Remain minister's responsibilities. Save funds. Avoid conflict.	x							
	Instead of Board, chairman of board of each private school to work together with the minister of education to improve all schools.				x				
2.	Establish the Board of Education Members to be elected, representing the eight stakeholder groups. Minister of education will be the ninth nonvoting member.		x						
	Remove establishment of a Board of Education from Palau Education Master Plan 2006–2016. Remove the minister and have a board or similar agency perform the minister's job. Establish an organization to oversee progress of education and to provide a broader view and goals for the future of education. There should be an organization to enforce policies that regulate how education programs are implemented and related educational issues; this cannot be done only within the MOE.			x					

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Revive Board of Education.					X			
	<p>There needs to be a clear distinctive description of roles and responsibilities of the board (e.g., regulate policies, ensure implementation, safeguard fair and equitable education for all).</p> <p>Members are appointed by the president.</p> <p>Election process is timely, costly, and requires constitutional enforcement in the case of recall, and so forth.</p>						X		
	<p>Oversee education policies; check and balance system to make sure that the MOE Management Team is doing its job.</p> <p>Act as a community face.</p> <p>Board members must be elected rather than appointed so that they represent the public's interests, zones/districts, Board members should be Palauan citizens and not employees of the MOE.</p>							X	

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/ Comm . Organ.
	<p>Formulate policy and goals of education. Oversee the implementation of the Palau Education Master Plan 2006–2016. Check and balance between private and public schools. Help push things through executive and legislative branch. Help prioritize activities of education. A neutral agent to help solve grievances of education personnel. Membership: one representative from each parochial school. Members appointed by the president. They represent the following:</p> <ul style="list-style-type: none"> <li>• Businesses</li> <li>• Parents</li> <li>• Traditional leaders</li> <li>• Other interest groups</li> </ul> <p>Number of Board members should be at least 7 but not more than 11. Board should develop its bylaws to follow.</p>								<b>X</b>
3.	<p><b>Teachers Certification System</b> Quality education, qualified teachers, student improvement.</p>	<b>X</b>							
	<p>Guidelines to be clear and established by the Board of Education and Teachers Association; salary to be adjusted after the certification process. Training attended should be credited towards the teacher certification process.</p>		<b>X</b>						

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/ Comm . Organ.
	Change teachers' existing status to become contracted employees where their contract is renewed depending on their performance and output.			X					
	Need to establish a Palau Teachers Certification Test . . . all teachers must take in order to teach in Palau. Set timeline for all teachers to be certified/licensed.				X				
	Strengthen Teachers Certification System.					X			
	A system or a process needs to be in place for certifying teachers and administrators. Teacher certification should accompany teacher license as well; and maintaining these credentials requires teachers to consistently take courses during the summer or be involved in training. There is a need to develop a process for hiring qualified teachers.						X		
	There should be a teacher certification process but it must be revisited to make it realistic.							X	
4.	School Administrators Certification System Stop hiring bias; school improvement.	X				X	X		
	Include all members of Management Team to be certified according to their respective positions.				X				
	There should be certification systems for administrators, librarians, and school counselors.							X	

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
5.	Teachers Association to be included in the next 10-year master plan.		X						
6.	Handbook for students, parents, and teachers to be developed and implemented.		X						
7.	BFSCA Change to National Parents Association.		X						
	Clarify and strengthen tasks and roles of BFSCA. Have BFSCA act as advisory board for education system; tasks to include mediation agent between parents/community and education system; agency that oversees all schools in Palau (public and private).				X				
8.	Child Labor Force Establish age of a child to enter labor force; regulate child safety measures in the workplace.			X		X			
9.	Teacher-Student Ratio Establish more classrooms to alleviate overcrowded classrooms so that all schools can maintain an ideal student-teacher ratio of 15 to 1. Include in writing policies that regulate ideal ratio in a classroom (15 to 1).			X					
	Establish set student teacher ratio.					X			

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/ Comm . Organ.
10.	Change education levels to include a middle grade campus for grades 1–5 and another campus for grades 6–8.			X					
11.	Move starting time of schools to 8:30 a.m.			X					
12.	Establish procedures to better disseminate information from schools to parents and community members.			X					
13.	Need to establish procedures to address teachers who do not or cannot teach a child.			X					
14.	If parents spend more time with their children and teach them well, teachers would not have difficult time managing a classroom of 30, even 40 students.			X					
15.	Now, policies are established within the MOE and then passed down to parents. Parents should be involved in policymaking process for education.			X					
16.	Repeal 30-year mandatory retirement for educators to bring back degree holders.					X			

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
17.	Every school should raise Palauan flag and sing national anthem.					X			
18.	Elevate partnership levels for BEEA and BFSCA.					X			
19.	Student report card to include character evaluation and assessment.					X			

### Priority Area 2. Curriculum and Instruction

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
1.	Call for high teacher quality, salary, and benefits.	X	X	X	X	X	X	X	X
2.	Increase funding for teacher and student resource materials and work-based activities.	X	X	X	X			X	X
3.	Strengthen MOE/school partnerships with BFSCA and BEEA.	X	X	X	X	X		X	
4.	Strengthen Palauan language and culture curriculum.	X	X			X	X	X	
5.	Include comprehensive student evaluation and tracking system (baseline data).		X	X		X		X	
6.	Continue student standardized assessment tests (PAT and SAT10).		X	X	X	X			

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
7.	Conduct regular school involvement training for parents.		X	X	X	X			
8.	Revisit curriculum framework.			X					
9.	Revise PAT and Quarterly Assessment Tests to be reflective of the new curriculum framework.			X		X			
10.	Develop process/system to ensure curriculum is implemented.			X					
11.	Teach only language arts and math in 1st grade level.				X	X			X
12.	Correlate elementary curriculum with high school curriculum.				X				
13.	Set Palau High School class periods for 1 hour.		X		X	X			
14.	Set elementary class periods for block schedule.				X				
15.	Hire more teachers to establish ratio of 3-1 (3 classes per teacher).				X				
16.	Change school calendar from January–December and increase instructional days.				X				
17.	Establish adherence to strict standard and uniform grading system.					X			

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
18.	Establish Health Academy at Palau High School to strengthen math and science.					X		X	
19.	Establish separate curriculum designed for gifted and academically challenged students.							X	
20.	Incorporate service learning (volunteerism) curriculum in high school.							X	
21.	Reinstate PE, including character education.							X	
22.	Elevate Tourism to academy level at Palau High School.							X	X
23.	Upgrade technology (computer) education.		X					X	

### Priority Area 3. School Administration and Management

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
1.	School Land Property Exchange public and private lands through negotiations, buy land. By law, landowners cannot kick out schools.	X							
	Lands used by schools should have clause in law where landowners cannot kick out schools.			X					
	Management to deal with school land property.		X						

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	MOE and landowners to resolve issues and take ownership of each school's land before any renovation is done.				X				
	Remove schools from private lands and put them in public lands. National government could buy the lands where school is situated, or trade the land with a public land to the landowner.							X	
	Government should buy land from landowners to build the school on. This will help the future expansion of school facilities.								X
2.	<b>School Facilities/ Renovations</b> Is \$1 million enough to renovate the facilities of each school? Poor condition of school threatens students' security and safety.	X							
	Management to deal with school renovations.			X					
	Form a committee to set classroom/facilities standards for all schools.				X				
	Renovation of schools should reflect the school consolidation plan RPPL 5-15 and priorities to schools in public lands.							X	
	Renovation and school facilities improvement should be done for all schools, including private schools.								X
3.	<b>School Consolidation</b> We disagree; do not want schools consolidated.	X							
	School consolidation will depend on discussions from each state, community, parents, school and the MOE.		X						

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Change teachers' existing status to become contracted employees whereby their contract is renewed depending on their performance and output.			X					
	Convert small-enrollment schools to middle schools and others to junior high.				X				
	Consolidation of schools effects members of the Board of Education; they will better represent the school districts.							X	
	Schools should be consolidated to provide quality of instruction and services.								X
4.	New School in Babeldaob We don't agree with new school in Babeldaob. Use funds to support existing schools.	X							
	Vocational school—option for students who are not academically oriented and/or who are vocationally oriented Reformatory school—for minors who are not attending school due to behavioral problems				X				
	In addition to the 2nd high school, the existing Palau High School should have a dormitory to accommodate students coming from Peleliu, Angaur, Sonsorol, Kayangel, and Tobi. Identify one of the vacated elementary schools (due to consolidation) to be the Babeldaob High School and build on it, as necessary.							X	

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/ Comm. Organ.
5.	Retirement Laws Have OEK members review service retirement law.			X					
6.	Provide social workers for all schools.		X						
7.	Committee to set classroom/facility standards for all schools.				X				
8.	Develop student tracking system.			X		X			
9.	Ensure disability accessibility for all schools.							X	

#### Priority Area 4. Personnel Management

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/ Comm. Organ.
1.	Teacher Certification Quality education, quality teachers, student improvement, stop hiring bias, school improvement.	X							
	Who does teachers' certification?				X				
	Need to establish a Palau Teachers Certification Test for all teachers to take in order to teach in Palau.				X				
	Set timeline for all teachers to be certified/licensed.				X				
2.	Increase salaries and benefits.								
	Raise salaries.	X							
	Improve benefits.	X							
	Increase salary and provide medical insurance.		X						
	Salaries and wages to increase.				X				

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Bonus/incentives for quality teachers.				X				
	Health and life insurance coverage for teachers and their families.				X				
	Increasing teacher salaries to be more attractive than other agencies.							X	
3.	Strengthen recruitment capability.								
	Provide attractive incentives for potential teachers.		X						
	Form committee to recruit teachers outside of Palau—college graduates.				X				
	Make teaching more attractive: selling points should be more than money.				X				
	Create a Teachers Club to prepare prospective teaching as a career, not just a job.							X	
	The MOE has to be proactive, to market teaching as a career choice.							X	
	Make the commitment to invite college students to come and take the positions in teaching.							X	
	Internship program for teachers to assess their performance and to see if they qualify.							X	
4.	Expect and reward high performance.								
	Effective recognition program.		X						
	Allow principals to fire/suspend teachers due to lack of quality or productivity.				X				

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Teachers to be on contracts. Renewal contingent on academic performance of students.							X	
	Provide incentives to teachers to continue to do good work.							X	
5.	<b>Funding for Teacher Training</b>								
	OEK makes education top priority.	X							
	OEK to allocate funds for teacher training.	X							
	MOE and PCC to work together in scheduling summer classes to accommodate teachers who need to take courses toward their certification.		X						
	Establish a section/department in the MOE to concentrate on teacher training.		X						
	Principals to actively observe teachers to assess training needs and support the teachers by assigning them to the necessary training they need in order to improve themselves.		X						
	Continue to update teachers' knowledge and skills.		X						
	Appropriate funds (locally) to send teachers for professional development.				X				
	Hire local consultants to save money.				X				
	Set timeline for teacher certification and follow it.				X				
	Provide teachers training.				X				
	Create pool of teachers' aides or substitute teachers.				X				

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Professional training to take place between quarters—strategies learned can be applied quickly.				X				
	All training to be based on principals' recommendations				X				
	Creation of Training of Trainers to be certified and to provide on-going training for teachers and monitor teachers' progress.						X		
	Provide opportunities for teachers to receive training abroad.						X		
6.	Others								
	Provide teacher's aide.		X						
	Service retirement to be an option—not mandated.				X				
	Allow teachers to finish school year before transferring.				X				
	Establish Teachers Week.				X				
	Create handbook on policies and procedures regarding hiring/firing teachers—all schools to be uniform.				X				
	Job descriptions—need to be specific on grade level.				X				
	All MOE personnel mandated to be screened for drugs as part of hiring process.				X				
	MOE to start certification in June 2006.							X	
	Identify OEK education leadership and have MOE and the community involved to push for implementation.							X	
	Provide better or improved management/administration.							X	

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Scholarship for education majors a priority.							X	
	Provide more opportunities/training for teachers.							X	
	Public law that requires mandatory retirement be amended in order to retain qualified teachers.								X
	OEK set aside separate funding for teachers' and principals' training.								X
	There should be a separate MOE personnel system.								X
	Teachers' certification should match teachers' salaries.								X
	Peace Corps volunteers.			X					
	Substitute teachers.			X					
	Teacher qualifications and credentials.			X					
	Guidelines for all MOE programs.			X					
	PCC programs earmarked to reach students interested in teaching fields.			X					
	Palau High School programs (Teacher Academy) with OEK support.			X					
	Reinstate Teacher Qualifications and Standards.					X			
	MOE website to include teacher position vacancies.					X			
	Active recruitment of qualified Palauan teachers (local and overseas) to include incentive programs.					X			
	Increase qualifications for science, math, and English teachers at all levels.					X			

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Recruit Police Academy graduates for school security positions.					X			
	Change the word “personnel” to “human resources” within the MOE.					X			

### Priority Area 5. Facilities and Support Services

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
1.	Student Busing								
	MOE to continue to provide student busing.	X	X	X					X
	Privatize school busing system.			X					
	Subsidize student busing: have parent pay \$10 for each child to ride the bus to school.			X					
2.	Zoning								
	Establish school zone and district so that students go to school in their respective districts.			X					
	Busing system must continue, but a policy should be developed stating that students close to school walk to school and ride buses only during bad weather.						X		
3.	Others—Busing								
	Bus drivers should be insured to protect the government from lawsuit in case of accident.								X
	Bus drivers should wear uniforms to drive the bus.								X

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Establish collaboration between school, state, and community on ways to provide transportation to students who live very far from the school.			X					
	Have the OEK put up funding for student busing.			X					
	Have the MOE establish policy and regulations for bus operation.			X					
	Find grant money to run busing operation.			X					
	Increase number of school buses.				X				
	MOE to provide transportation, beside buses, for each school to use for school errands.				X				
	Public schools assist private boarding schools with busing				X				
	Continue the service of busing; MOE finds ways to maintain safety and have parts readily available for maintenance.							X	
	Additional buses in order to rotate use and to minimize crowding (safety).							X	
	Provide public busing to accommodate public and students who participate in after school programs (tutoring, games, etc.).							X	
	Increase buses to accommodate public and private school students.	X							
	Buses to have seat belts.	X							
4.	Education Financing								
	Find additional funding toward education.			X					

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Palau should continue to negotiate to have federal programs.							X	
	Increase MOE budget to \$10 million.			X					
	Reduce budget for sports activities and put them in education budget.			X					
	Since education is a national priority . . . increase financial support—based on amount requested by MOE.				X				
	25% of GDP be set aside for the education of our children; therefore the OEK should create a law to address this. Just know that it takes more than just money to ensure quality.						X		
	This confirms that education be number one priority of this nation, followed by health in the area of public education. As a result, a creation of an independent Board of Education is needed.						X		
5.	Others—Education Financing								
	Speed up process of requisitioning.				X				
	Up to the MOE to convince the OEK to give more funds.	X							
	Prioritize educational needs.	X							
	Make financial reports.	X							
	Stop shifting funds from one ministry to the other.	X							
6.	Student Lunch								
	Continue student lunch program.			X					

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Give lunch money to each school so that the schools run their own lunch program.			X					
	Lunch to be discussed and addressed per school and PTA.		X						
	Lunch program to stop completely (elementary level). When and how: phase out over a 3-year period.				X				
	Student lunch should be the responsibility of parents.								X
	Have parents provide student lunch or lunch money depending on individual school's situation.			X					
	Parents buy lunch.	X							
	Privatize school lunch services.								
	To allow different vendors on campus to sell lunches to students (private boarding school and Palau High School).				X				
	Communities are willing to supplement the funds toward the lunch program.			X					
	Have school prorate student lunch cost and subsidize the cost for parents.			X					
	Based on parents' income, determine the cost of lunch for student (subsidize).							X	
	Lunch program continues until government funding completely phases out. When that happens, lunch program should be subsidized by parents and notice must be given in advance.						X		
7.	Others—Student Lunch								

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Make sure food is not outdated.			X					
	Have equal food distribution for all students.			X					
	Decrease budget + decrease lunch days = increased funding to each school.				X				
	To renovate food service building to be used as lunch cafeteria (Palau High School).				X				
	Need efficient management.						X		
	Nutritionist prepares and assists in development of menu to ensure balanced diet. The MOH reported that corned beef and spam are contributing factors to high blood pressure and diabetes, so nutritionist is needed.						X		
	Due to lack of nutritionist, the MOE must ensure students eat vegetables and fruits three times a week; fresh fruits and vegetables are highly recommended.						X		
	Lunch money will be used to be used to buy other school supplies.	X							
	Change menu.	X							
8.	<b>Internet Access</b>								
	Establish acceptable use policy for Internet use for all government agencies.			X					
	Monitoring should be an important part of this plan to prevent students from viewing other than educational programs.						X		
	Put system in place to block access to unacceptable sites.	X							

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Continue Internet program; should find additional funds to support this service.			X					
	People responsible should find funds to support continuation of Internet services.			X					
	Students continue to have access to the Internet for learning purposes, and it should be available at all times.						X		
	Continue with Internet access to do our research on the Web.	X							
	Internet access needs to be improved.		X						
	More lines for speedy Internet access.	X							
	Faster Internet access for each school.				X				
	MOE work with outer islands to use single sideband (SSB) radio to provide Internet access.							X	
	Free Internet access.	X							
	Possibility for all education facilities (libraries, labs) to provide free Internet access. Palau National Communications Corporation (PNCC) to consider this.							X	
	Parents are willing to support Internet services.			X					
	Establish well-equipped Learning Resource Centers, with Internet access.								
	Internet			X					
	Better equip school library for better service.			X					
	Centralize approach to providing access; need resource management program such as centralized learning center.			X					

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
9.	Renovations								
	Funds to be appropriated by school principals regarding school renovations.				X				
	Privatize school maintenance.			X					
	Maintenance of school facilities to be privatized or done in partnership with PTA/state government to expedite the process.		X						
10.	Others— Renovations								
	Need a lawnmower for school.			X					
	Scratch consolidation and improve existing school facilities.			X					
	Find funds to renovate existing school facilities before building new facilities.			X					
	Call upon parents and each state to help with school renovation projects.			X					
	Set priorities for school renovation and bid out renovation projects.			X					
	Have parents and community take initiative to donate material toward school renovation.			X					
	There should be partnerships between the MOE and community (parents ureor el beluu), public agencies/organizations, and private businesses.							X	
	Parent donations for helping out in the renovations of schools.							X	
	Fundraising (car wash).							X	

No.	Recommendations	Students	Teachers	Parents	Principals	Employers	Public Leaders	Public Agencies	NGOs/Comm. Organ.
	Environment and sanitation agency should inspect school facilities where results will be used to prioritize needs.						X		
	Facilities study must happen during this summer in order to utilize the \$1 million mentioned by the president yesterday.						X		
	The MOE should partner with the state government and president in implementing this resource in meeting those identified needs.						X		
	Renovation priorities should be placed on ensuring hygiene (e.g., secure screen, safe and clean toilet, etc.).						X		
	Budget for school and dispensary should be given to governors. This definitely mandates governor to formulate a budget and submit it to the OEK.						X		
	The MOE should be responsible for development and improvement of curriculum and human resources.						X		
	Air-condition classrooms, fix ceiling fans, buy school supplies with the lunch program money.	X							
	Provide conducive learning environment.		X						