

Public School System

Republic of the Marshall Islands

FY2023 Annual Report

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LEADERSHIP & MANAGEMENT

Leadership and Management constitute the overall responsibility of PSS under the Minister of Education, Sports & Training, the National Board of Education and the Commissioner of Education, to which certain mandates and responsibilities (e.g., legislation, regional and international partnerships) are established that are beyond delegation to the Associate Commissioner of each functional division.

Under the enacted Marshall Islands Public School System (PSS) Act of 2013, the Minister of Education, Sports & Training shall be a member of the National Board of Education with executive power to provide oversight of administration and operation, policy and budgetary matters. The Commissioner of Education (formerly Secretary of Education) is responsible for the overall administration and implementation of public primary and secondary educational programs in the RMI.

The Annual Progress Report for FY 2023 focuses on three components: the highlights of PSS accomplishments, the challenges during the implementation process and insights into areas where PSS can continue to grow and continue to provide essential services to students, teachers, parents and community partners as mandated under the PSS Act.

During FY 2023, the Leadership and Management was assigned four major outputs to implement under the Budget Portfolio based on the PSS Strategic Plan 2021-2023. Following is a brief summary of the implementation on these four outputs.

Output 1: Identify, develop and direct initiatives to support the PSS and students: Establish a Development and Aid Coordination Office within the Ministry of Education.

Implementing Action 1: Continue to secure the necessary funding from the RMI Government and/or other donors to ensure the approved Teacher Salary Scale is implemented.

Challenges: The issue on budget constraint created a challenge for PSS to fully implement the Teacher Salary Scales. As a result, teachers who completed the PSS qualification requirements (Associate of Science in Education) or higher degrees could not receive their salary reclassification during the fiscal year. Compact requirements also mandate PSS to qualify teachers before they can be compensated under Compact grant funds, but teachers' qualification improvement does not equate budget increase to cover necessary increments. This usually create delays in teachers receiving their increments as PSS usually relay on lapse salary to cover these increments which often create mistrust toward the PSS staff development scheme.

Way Forward: PSS is reviewing the staff development scheme and is looking to reduce the number of staff development candidates and focus first on the high school diploma holders who need to meet qualification before offering staff development opportunities for higher degree candidates. This reduction will ensure limited training budget is allocated properly reducing the need to seek other source of funds as more and more teachers acquire higher qualifications.

Implementing Action 2: Continue to secure the necessary level of funding from the Government and other donors to ensure that learning goals and objectives of K-12 are met.

Challenges: The annual budget ceiling set by the Budget Appropriation Committee usually determine the level of funding each Ministry receive based on budget appropriated under the Compact and local

revenues. As the budget ceiling has remained the same or has been reduced over the years as part of the Compact grant annual budget step downs, it is difficult to cover basic needs for the schools resulting in schools getting only bare minimum for classroom supplies and materials, fuel for student transportation and school communication.

Way Forward: To supplement Compact funds that support basic school learning needs, school leaders have begun tapping into special grants that cover few classroom supplies and equipment. One such organization that offer this support is the Yokwe Yuk Women's club that has been active in providing financial assistance to school in the form of small awards.

Implementing Action 3: Make recommendations to NBOE on policies that would improve student attendance and learning.

Challenges: Student performance in the Neighboring Islands has been a continuing challenge not only because of attendance but also because of a combination of factors hindering the learning process including school leadership management skills, student out-migration, low teacher qualifications, unattractive learning environment, land owner interference, remoteness and educational opportunities inequalities.

One recommendation that the Minister and PSS proposed to the NBOE but did not become a policy was the idea of strengthening the lower primary as the foundation for learning and streamline the subject offering to concentrate on Reading, Mathematics and Language Arts. At the time, the NBOE was occupied with the development of the PSS Strategic Plan and the recommendation did not make it into a policy.

Way Forward: PSS to continue working on it Strategic Plan that would take into consideration achievable outcomes that would improve student attendance and learning in the schools.

Implementing Action 4: Require monthly reporting from Associate Commissioners.

Challenges: Turnover of monthly report compilations under the Performance-Based Budget scheme was not always followed with some Division missing due reporting dates.

Way Forward: Utilizing written report templates to compile reports from PSS divisions and programs and ensure due dates are met.

Implementing Action 5: Continue to administer the TSLB mandate and requirements.

Challenges: This has been a major challenge as PSS and TSLB are on the same level under the Minister's portfolio so PSS can only work collaboratively with TSLB to ensure teachers licenses are issues and updated as needed.

Way Forward: Continue partnering with TSLB and offer support where needed to ensure teachers qualification and licenses are tracked and updated.

Implementing Action 6: Conduct research, continue to hold high-level discussions for system-wide improvements and other reforms initiatives, including the Compact decrement management.

Challenges: Although PSS has begun to engage with educational partners to conduct research to improve student learning, there has not been many opportunities to partner with educational organization beyond a few that offer this service to the education sector in RMI including the Pacific Resources for Education and Learning (PREL), the Pacific Regional Educational Laboratory (PacREL) and Pacific Regional Education Framework (PacREF) implementing agencies.

Way Forward: The PSS continues working with education partners to conduct research to improve student performance and to explore partnering with partners like Global Partnership in Education (GPE) and other UN organizations.

Implementing Action 7: Carry out the power and functions of the National Board of Education as cited in Section 309 of the PSS Act of 20135. 8.

Output 2 Maintain and enhance National, Regional, and international partnerships to support the mission of the Public School System.

Implementing Actions 1: Collaborate with relevant ministries and agencies to monitor the implementation of the National Youth Policy.

Challenges: It has not been easy to follow the implementation of the National Youth Policy as the responsible party overseeing the Youth has not been actively seeking involved Ministries and agencies participation in supporting the implementation of this policy. The Secretary of Education (currently Commissioner of PSS) is a member of the Marshall Islands Youth Advisory Board which monitor the National Youth Policy but has not been invited to any meeting of the Board.

Way Forward: PSS needs to begin reaching out to the Marshall Islands Advisory Board to offer its support on the implementation and mortaring of the National Youth Policy. Collaborate with relevant ministries and agencies to monitor the implementation of National Youth Policy also needs to be strengthen.

Implementing Actions 2: Collaborate with the National Training Council to implement PSS-related activities in the National TVET Plan.

Challenges: Understanding the National TVET Plan has not been a high priority for PSS. But with the establishment of the new TVET component within PSS, there is a critical need for the PSS TVET staff to acquire and understand this National plan.

Way Forward: Better collaboration between the National Training Council and PSS to implement PSS-related activities within the National TVET Plan.

Implementing Actions 3: Participate in local, regional and international meetings and forums to share views and goals of education.

Challenges: There was not much challenge in implementing this activity as PSS was able to participate in local, regional and international meetings and forums to share view and goals of education.

Way Forward: Continue to participate in local, regional and international meetings and forums to share views and goals of education with supports from the RMI National government as well as educational

partners that usually offer sponsorship funds to have PSS participant join in on these important meetings and forums including supports from diplomatic partner countries like USA, Japan, Australia, and organizations like US DOI, PREL, REL, GPE, UN Agencies, and etc.

Implementing Actions 5: Continue seeking financial assistance from partner countries Japan ROC Australia, EU, and USA.

Challenges: There has not been much challenge in implementing this activity as PSS was able to seek and receive financial supports from partner countries like Japan, ROC-Taiwan, Australia, and United States and etc.

Way Forward: Continue seeking financial assistance from partner countries like Japan -support under the Japan Grassroot Assistance, ROC-Taiwan -student scholarship program, Australia-volunteer programs, and USA - Compact grant assistant. Also other partner countries that offer technical assistant to improve educational services to children like the Forum countries that support RMI USP as well as Pacific Ministers' education initiatives.

Output 3 Align PSS's Public Relations functions with priorities of the Strategic Plan

Implementing Action 1: To create a school campaign and drop out awareness program, for example: student with assistance by teachers, parents, principals, PSS Admin and the local board of education, will publicly discuss the issue of absenteeism on radio and MIJ, in the community and town hall meetings.

Challenges: Over the years, there has not been a post to address student dropped out and absenteeism issues. And PSS has only one public relation officer but he is been focusing on PR matters as required under his position description.

Way Forward: PSS was able to hire a Truancy officer and created a Truancy office under the Policy and Planning Division who has begun working with schools alongside the Data office to tract student dropped out and absenteeism.

The Accreditation office has also begun establishing School Advisory Committee to assist school leaders with school improvement efforts including reduction student dropped out and absenteeism.

Implementing Actions 2: Conduct monthly meetings of the local board of Education.

Challenges: Reaching all schools in the Neighboring Islands (NI) has been a major challenge for the Accreditation team and meeting the monthly meeting initiative difficult based on current transportation available both by air and by sea.

Way Forward: The District Supervisor including member of the Accreditation Team have been able to visit the NI to conduct these community meeting with involvement of the School Advisory Board members not on a monthly basis but usually on a quarterly basis.

Output 4 Establish a Development and Aid Coordination Office within the Ministry of Education.

Implementing Actions 1: Recruit a special consultant.

Challenges: Budget constraint has delayed the hiring of suitable consultant to help implement this initiative as most special consultant come with a high paying salary.

Way Forward: PSS was able to hire a special consultant who was able to help support PSS with development and aid coordination with a minimal pay and has been helpful in supporting the acquisition of small grant schemes for PSS.

Implementing Actions 2. Establish relationship with relevant agencies to ensure aid is pursued.

Way Forward: PSS continues maintaining a good working relationship with its international education partners and has been benefitting from financial support from the US Compact funds, and UNICEF, UNESCO and GPE funds as well.

Implementing Actions 3. Identify and apply for discretionary grants for which the RMI is eligible for through U.S. OSEP, DOI, DOE and other grantors.

Way Forward: PSS continues to seek and apply for discretionary grants from international partner especially USDOE which support the RMI's Special Education Program. PSS was also able to apply for grants from the GPE.

DIVISION OF BUDGET & FINANCE

This area focuses on the development of the annual budget, budget management, tracking, and accounting including asset management, reporting, and controlling day-to-day spending of the Public School System.

The autonomy of the Public School System (PSS) is a major and critical challenge identified in the 2021-2025 PSS Strategic Plan. To enable the PSS to carry out its services to the schools, its personnel, financial and budget autonomy were provided for in the Marshall Islands Public School System Act 2013 (the PSS Act).

Three Outputs that relate to budgeting and finance were identified in the Ministry of Education, Sports and Training Portfolio Budget Statements for the 2023 Fiscal Year under Focus Area 2: Personnel, Budget, and Administration; Outcome 2.1 – Budget and Finance Management.

The activities under each of the outputs in Outcome 2 for the period August 2022- to August 2023 are detailed below. Note that the financial data provided is for the Fiscal year – 1 October 2022 to 30 September 2023.

Output 2.1.1 - Coordinate the Preparation and Administration of the Annual Budget

Achievements

1. Application and use of the Performance-Based Budgeting (PBB) concept continued in the 2023 budget year (October 2022 to September 2023). Since 2003 the Ministry of Education, and now

the PSS, have used this concept to allocate resources to meeting the goals and objectives of the education system.

2. Participated in high-level meetings and consultations to ensure compliance and fulfillment of budget instructions.
3. Continued coordination of efforts in the development of the annual Portfolio Budget Statements with Ministry of Finance, Office of the Chief Secretary, PSC, EPPSO, BCC, and the Appropriation Committee.

Output 2.1.2 – Establish, Maintain and Administer Accounting Functions of the Education Fund

Achievements:

1. The PSS continued to develop proficiency in managing the RMI General Fund budget, accounting and reporting functions using the Abila MIP Fund Accounting system, first introduced in the 2016 fiscal year. For the 2023 fiscal year, RMI General Funds of **\$5.1 million** were effectively managed by the PSS and applied to PSS priorities. In addition, the PSS provided all required financial reports and records, in the requested format, to the Auditor General as part of the Single Audit for the 2022 fiscal year.
2. Hot lunch for school year 2022-2023 was budgeted at **\$3.6 million**. This amount was able to feed 10,245 students on Majuro, Kwajalein, and Neighboring Islands.
3. Administered the Aid to Non-Public Schools, **\$788,638** was budgeted for 2023. The following are schools with their shared allocations based on the distribution formula:

Table 2: Aid to Non-Public Schools:

<i>Majuro and Outer Islands Schools</i>	
1. Majuro Baptist Christian Academy	\$153,902.00
2. Assumption School	\$101,646.00
3. SDA School	\$57,513.00
4. Majuro Coop School	\$208,185.00
5. Ajeltake Christian Academy	\$20,009.00
6. St. Joseph Elementary School	\$35,100.00
7. Marshall Christian High School	\$21,468.00
Total	\$597,823.00
<i>Ebeye Schools:</i>	
1. Ebeye Christian Elementary School	\$11,905.00
2. Ebeye Calvary School	\$40,745.00
3. Ebeye SDA School	\$57,010.00
4. GEM School	\$22,134.00
5. Queen of Peace Elementary School	\$29,343.00
6. Father Hacker High School	\$ 9,222.00
7. Jabro School	\$20,456.00
Total	\$190,815.00

Output 2.1.3 - Increase the Efficiency of the Procurement and Supply Functions

Achievements:

1. Procurement, Budget, and Finance staff consolidated their understanding and proficiency in the use of the *Microix* Workflow Management system. *Microix* has been used for processing, authorizations and approvals of Purchase Requisitions, Purchase Orders, Travel Authorizations and Contract & Other Payments from the RMI General Fund throughout the 2023 fiscal year. Capacity building for this system continues to be offered to staffs in house.
2. Business processes that fully comply with the Finance Management Act 1990 for all transaction types, have been set up and operationalized using the *Microix* workflow and electronic files for all *Microix* transactions are permanently stored within the system.
3. The IQBE Finance officer continues using the *Microix* system to request payments for all IQBE activities.
4. PSS continues to use the asset management module of the Abila System.

DIVISION OF ADMINISTRATION & HUMAN RESOURCES MANAGEMENT

The Division of Administration and Human Resources Management is comprised of four areas: the Administration Office, the Human Resources Management Office, the Staff Development Office, and the Public Relations Office. Under the supervision of an Associate Commissioner, the overall responsibilities of such Offices are to provide administrative and logistical support, recruitment and retention of employees, training and development, and circulation of information to the general public in relation to the Public School System (PSS).

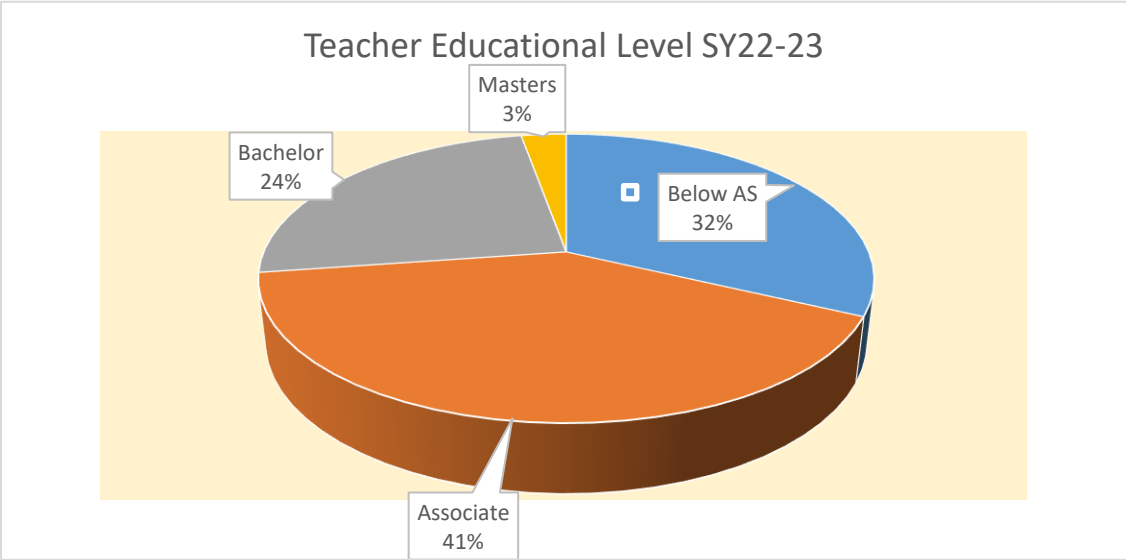
Output 2.2.1 Provide efficient and effective services for recruiting qualified teaching and non-teaching staff and retain and maintain a number based on need and provide administration services for the PSS.

The PSS recruited staff to fill many vacancies, left by out-migration and other career change decisions. Most recruitment was of Marshallese citizens, though PSS also recruited international staff to fill specialized positions such as secondary teachers, secondary curriculum specialists, and others.

Output 2.2.2 Provide and maintain an adequate number of qualified Principals, VPs, HTs and Teachers for school in the RMI.

Edu. Level	2022	
	No.	#
Below AS	284	32%
Associate	361	41%
Bachelor	217	24%
Masters	25	3%
Total	887	100%

At this time, 68% of teachers meet the requirements for certification, which requires at least an Associate's Degree. Nearly all of the under-qualified teachers are working in neighbor island schools, which are hard to staff.



Output 2.2.3 Strengthening of in-service and pre-service programs.

PSS continues to support teachers who participate in in-service programs, such as the 20 educators who graduated with a Master’s Degree in Curriculum Students from the University of Hawaii-Manoa, in July 2023. Other educators were served through educational leave so they could attend classes at USP and CMI, especially those from neighbor islands. In addition, teachers participated in full summer of professional development options, including workshops on how to create lesson plans according to the Quality Pedagogical Framework, and strategies to support children with disabilities.

DIVISION OF POLICY, PLANNING & STANDARDS

INTRODUCTION: The Division continued to carry out its mandate by providing data management & information technology services for the Public School System; assessment of student learning; school evaluation through the local accreditation process, provides support for planning and policy making, and has taken steps to establish local school boards of education. Some of the major activities and accomplishments are as follows:



TESTING OFFICE:

Output 3.1.1 Participate in Regional and International Research to obtain data on comparative learning achievements of students in the RMI.

Output 3.1.2 Expand and strengthen the student testing and assessment system.

Accomplishments:

- Retest schools with SPED students that were absent during the testing dates in order to meet the 100% student participation rate.
- Completed Scoring, Analyzing, and Reporting of MISAT 2022 test results for grades 3, 6, 8, 10 & 12.
- Participated in regional forum collaborations with EQAP and other Pacific entities to improve the quality of education in the Pacific regions in regards to assessments.

- Undertook virtual training on MIEMIS to improve management of data, specifically, student and school assessment data.
- Provide staff development training to new Testing Office staffs on testing procedures and process.

Challenges:

The major challenges faced by the Testing Office are as follows:

- Additional training needed for testing staff towards data analysis, data management, and Excel.
- Improvement in planning the schedule, transportation, assignment of test proctors, and administration of the MISAT test.
- Improvement in collaboration in regards to student data between Testing office, Data Office, and schools.
- The need to have a consistent handling of test papers & answer sheets in order to safeguard the integrity of the test.
- The need to have a consistent TIMING of the MISAT. Test Proctors to be on time and to follow the testing rules procedures during the administration of the test.

Way Forward:

The following are goals set by the testing office in order to provide better service to schools:

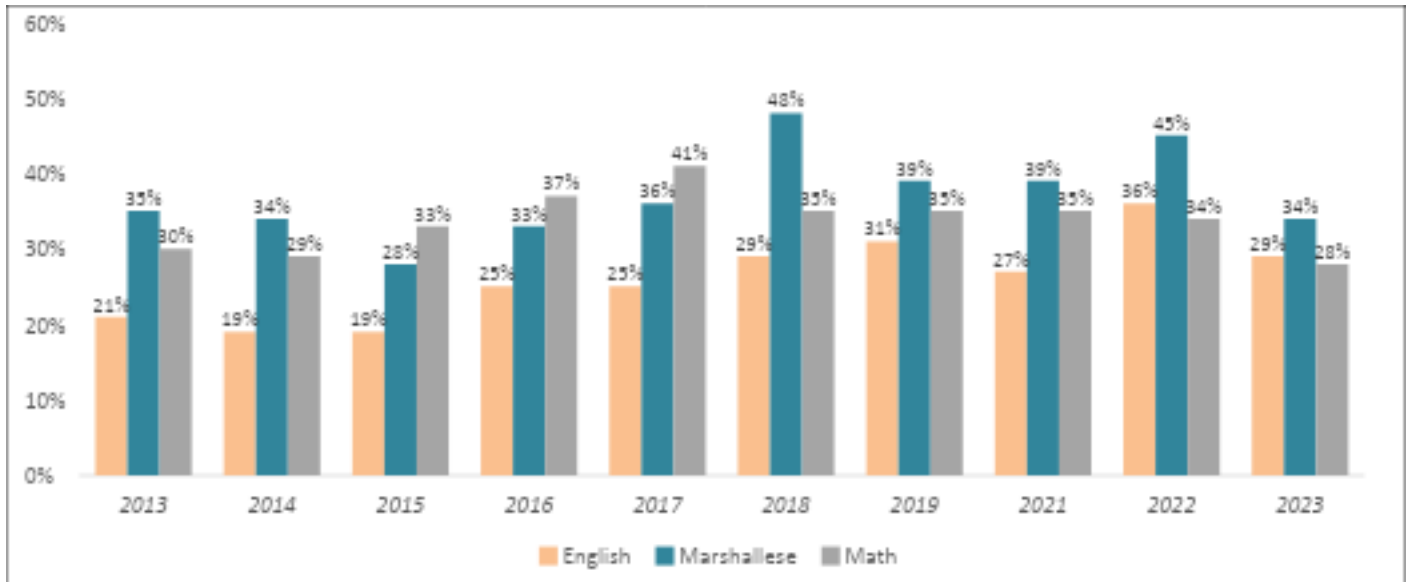
- Set a manageable and well-organized schedule so that the administration and all other related preparations prior to and after testing go efficiently.
 - 1.Prepare the MISAT schedule and cost estimates
 - 2.Improve communication with schools via email/radio station/ CB radio
 - 3.Implement log sheets to track the outgoing and incoming of test papers.
 - 4.Restrict test proctors with prior complains in regards to their conduct towards the students and the testing process.
- Improve the reporting of the MISAT test results by:
 - 1.Using the Scoring Online Programs
 - 2.Put results online to be accessible to principals, teachers & other stakeholders.
 - 3.Disaggregated data by gender, school, teacher, urban vs outer, public vs private, district, annual and individual reports will be made available online
- Continue to collaborate with the curriculum specialists so that test results are utilized fully to improve student learning and performance on the curriculum standards and benchmarks.

MISAT Results 2013 - 2023:

<i>year</i>	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023
English Reading	21%	19%	19%	25%	25%	29%	31%	27%	36%	29%
Marshallese Reading	35%	34%	28%	33%	36%	48%	39%	39%	45%	34%
Math	30%	29%	33%	37%	41%	35%	35%	35%	34%	28%

Table 2: MISAT I: Grade 3 Percent Proficient & Above 2013 – 2022

Figure 1: MISAT I Grade 3 Percent Proficient & Above 2013 - 2023:



year	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023
English Reading	19%	18%	19%	19%	16%	17%	19%	20%	24%	26%
Marshallese	33%	34%	33%	39%	36%	34%	38%	35%	40%	33%
Math	19%	21%	21%	20%	18%	22%	19%	19%	8%	20%

Table 3: MISAT II Grade 6 Percent Proficient & Above 2013 - 2022

Figure 2: MISAT II Grade 6 Percent Proficient & Above 2013 - 2022:

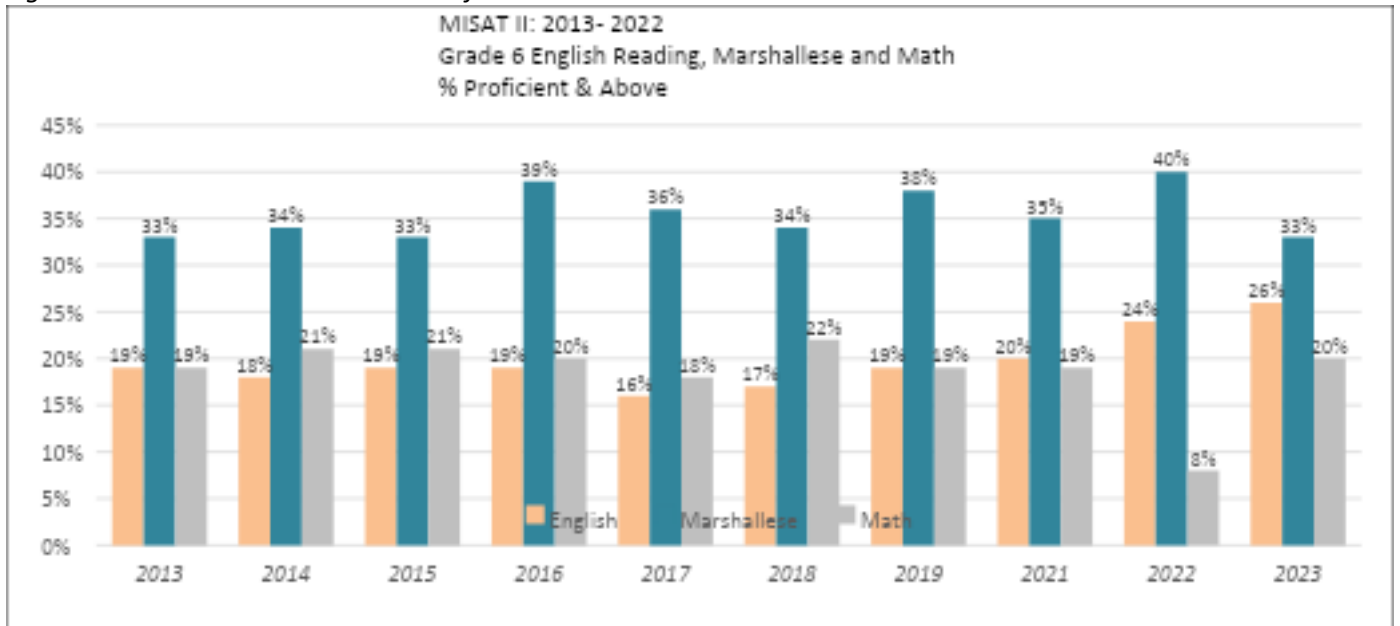


Table 4: MISAT III Grade 8 High School Entrance Test Percent Proficient & Above 2013 - 2022:

year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
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Grade 8: All Subject	36%	39%	37%	41%	41%	44%	44%	24%	26%	24%	30%
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Figure 3: MISAT III Grade 8 High School Entrance Test Percent Proficient & Above 2013 - 2022:

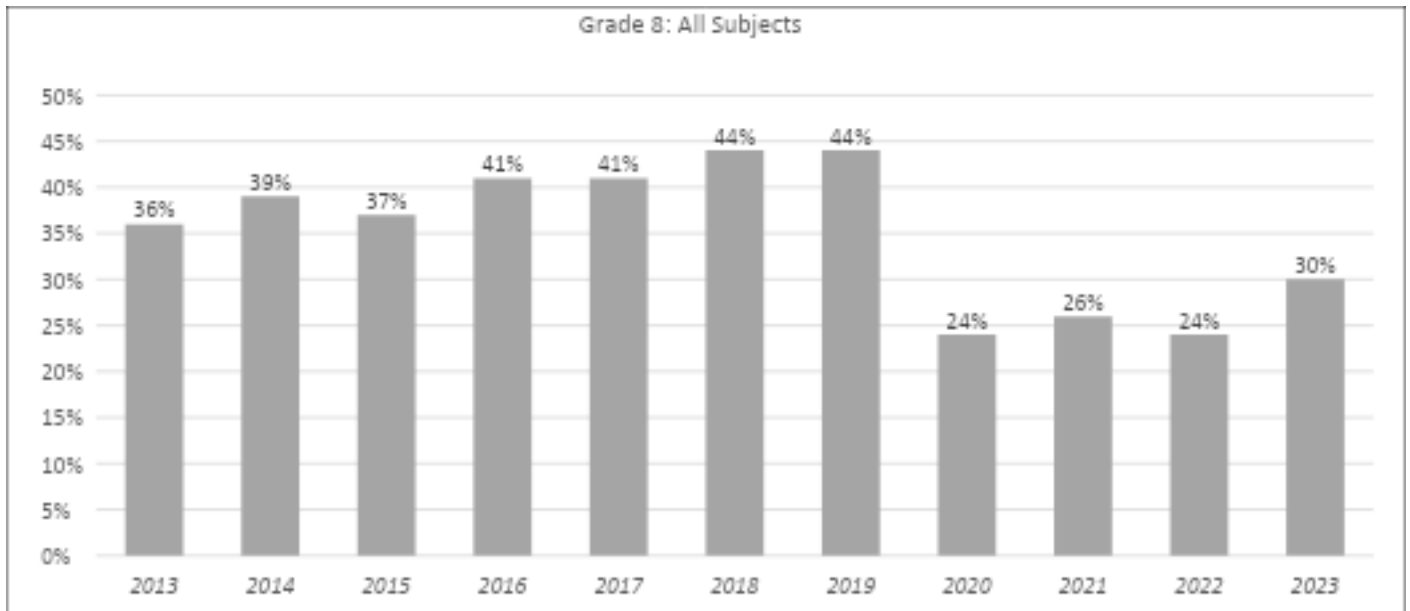


Table 5: MISAT IV Grade 10 Test Percent Proficient & Above 2013 - 2022:

year	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023
English	32%	28%	30%	31%	24%	27%	27%	15%	25%	23%
Math	12%	12%	12%	11%	13%	18%	14%	N/A	7%	14%

Figure 4: MISAT IV Grade 10 Test Percent Proficient & Above 2013 - 2022:

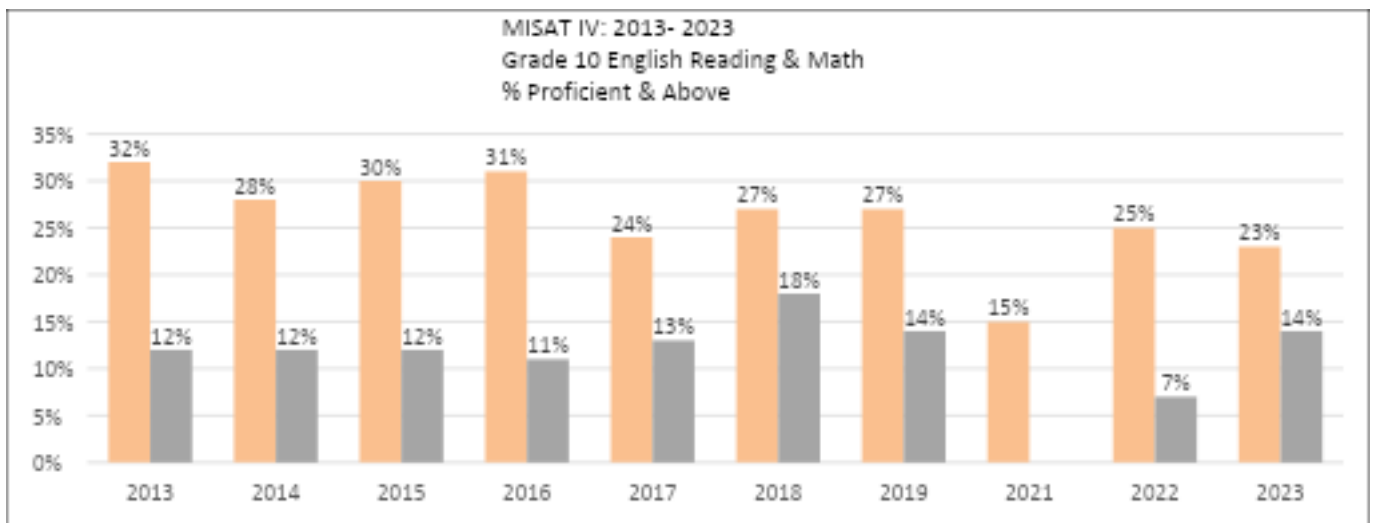
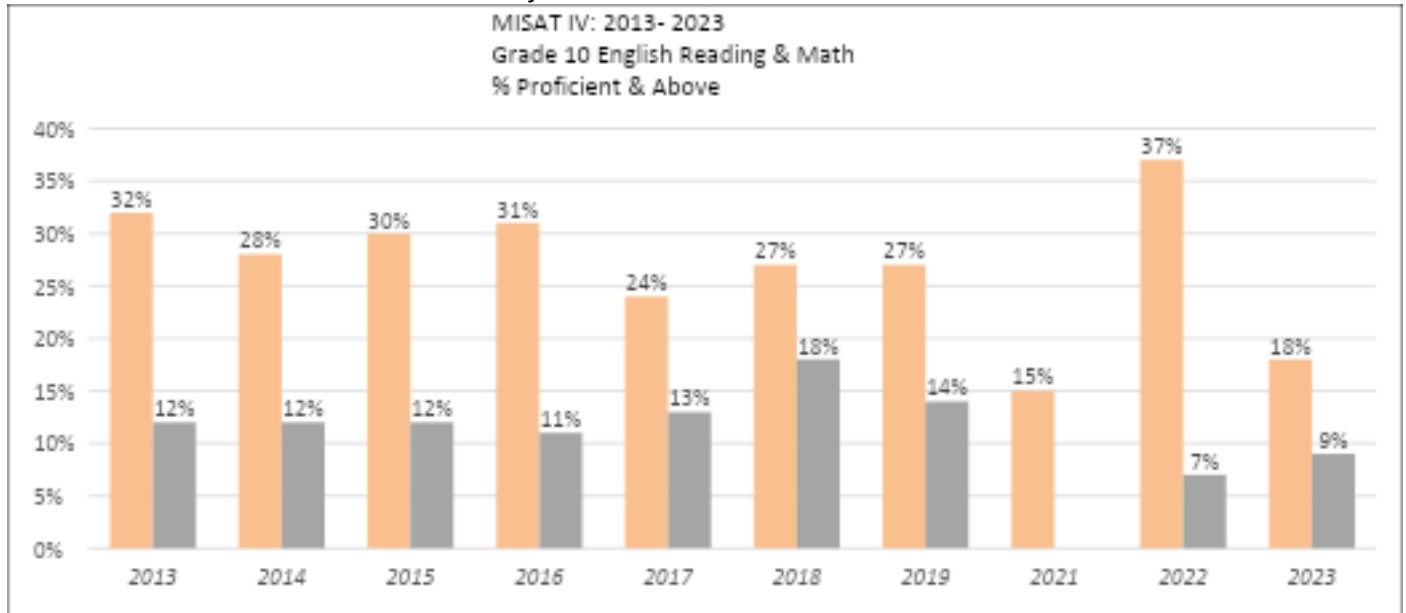


Table 6: MISAT V Grade 12 Test Percent Proficient & Above 2013 - 2022:



year	2013	2014	2015	2016	2017	2018	2019	2021	2022	2023
English	32%	28%	30%	31%	24%	27%	27%	15%	37%	18%
Math	12%	12%	12%	11%	13%	18%	14%	N/A	7%	9%

Figure 4: MISAT V Grade 12 Test Percent Proficient & Above 2013 - 2022:

INFORMATION SYSTEM OFFICE

Objective 3: Develop an Education Management Information System (EMIS) and strengthen its capabilities to ensure accuracy and timely collection, production, and submission of data.

Accomplishments:

- Marshall Islands Education Management Information System has begun and has expanded the Ministry of Education, Sports & Training's data system in terms of monitoring and tracking of school facilities/equipment inventory, staff/teacher professional development and certification, school/student/teacher reports, and quarterly student attendance reports.
- Staff and student information are entered into the database system using Annual Census Workbook.
- Data reporting from schools has improved over the past years.
- Provided data support for school report cards, DOI indicators, budget planning and other requests as needed.
- Additional support is given to improve Accreditation Office site survey tool using the new accreditation android app.
- Radio Operator is also using the android app to collect and enter data.
- Marshall Islands Student Information System (MISIS) in deployment stage in urban schools and expanding to neighboring islands with internet connectivity.

Challenges and Constraints:

- Schools generally do not comply with data submission timelines.

- Communication issue with remote schools
- The integrity of data collected has improved but still needs work.
- Late and uncollected data restrains reports from being completed in a timely manner.
- Poor internet connectivity and trained staff also constrain the effective collection of data.
- Lack of training facility to properly conduct capacity building for PSS Staff.

Way Forward:

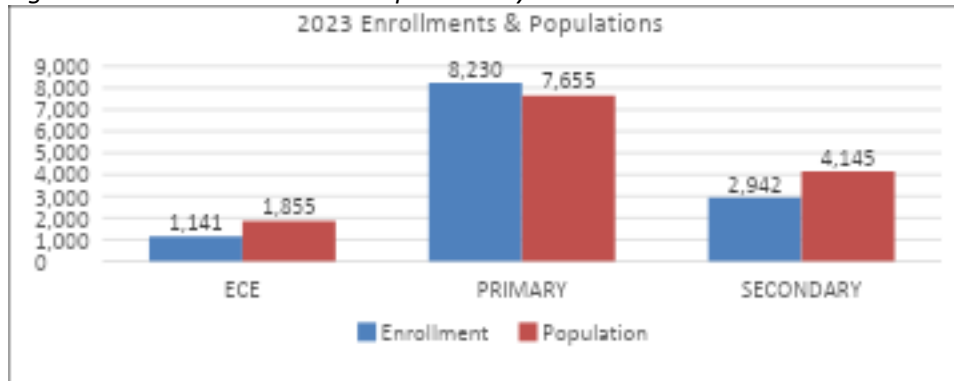
- Continued use and improvement of Marshall Islands Educational Management Information System.
- Continued use and improvement of Marshall Islands Student Information System.
- Collaboration with pacific neighbors on improved data collection and further development of EMIS.
- Improvement of data collection infrastructure so that data can be effectively collected.
- Better involvement from schools to input their data into MIEMIS.

Student Enrollment: Total number of students enrolled in school for 2022-2023 school year, by Early Childhood, Primary, and Secondary schools.

Table 7: Student Enrollment, Student Population 2023:

	<i>Enrollment</i>	<i>Population</i>
Early Childhood Education	1,141	1,855
Primary School	8,230	7,655
Secondary School	2,942	4,145

Figure 5: School Enrollment & Population by Levels 2023:



Student Enrollment Trends: Student enrollment trends by levels and regions 2019 – 2023.

Table 8: Student Enrollment Trend by Levels 2019 – 2023:

	2019	2020	2021	2022	2023
ECE	1,262	1,180	1,144	1,103	1,141
Primary	9,939	9,369	9,085	8,662	8,230
Secondary	3,059	3,074	3,066	2,969	2,942
Total	14,260	13,623	13,295	12,734	12,313

Figure 6: Student Enrollment trends by Levels 2019 - 2023

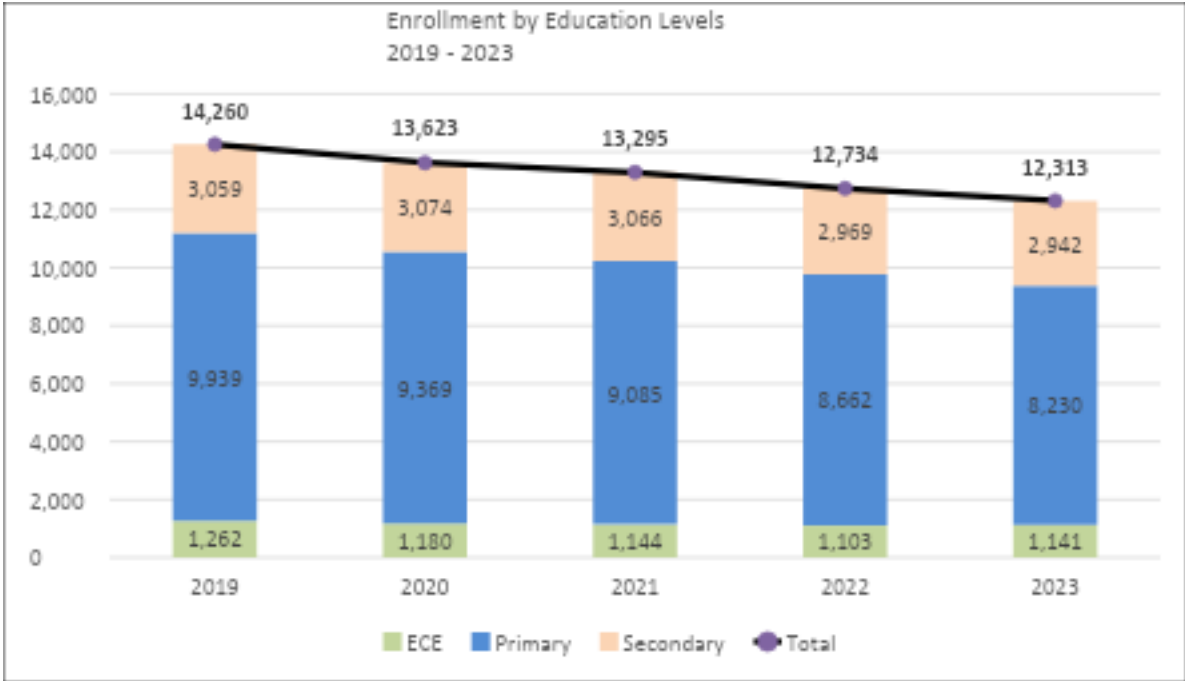
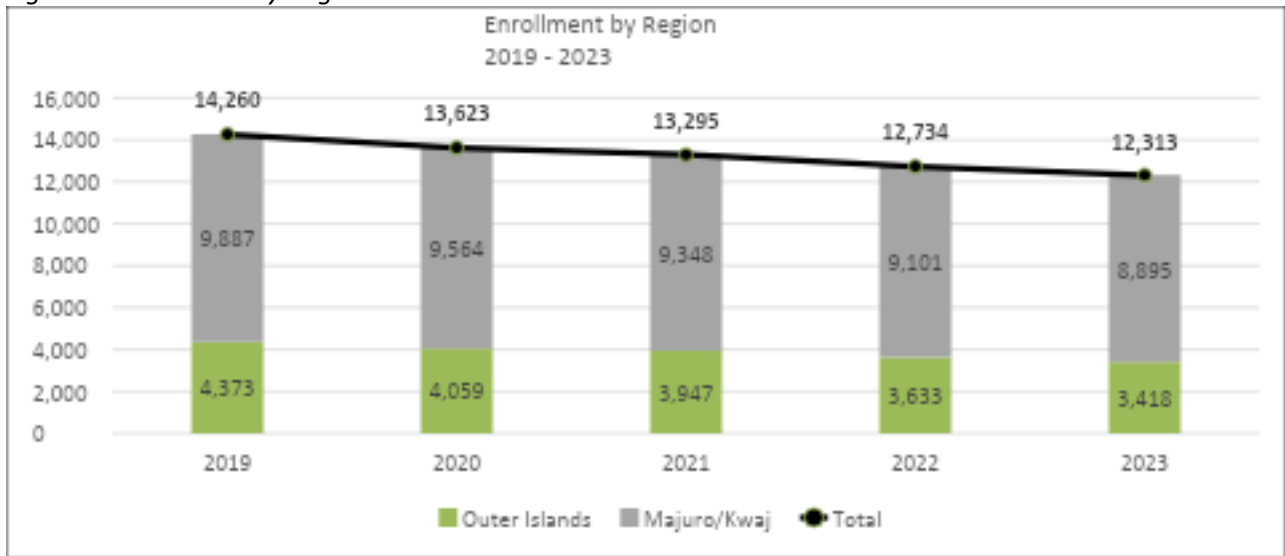


Table 9: Enrollment by Region 2019 – 2023

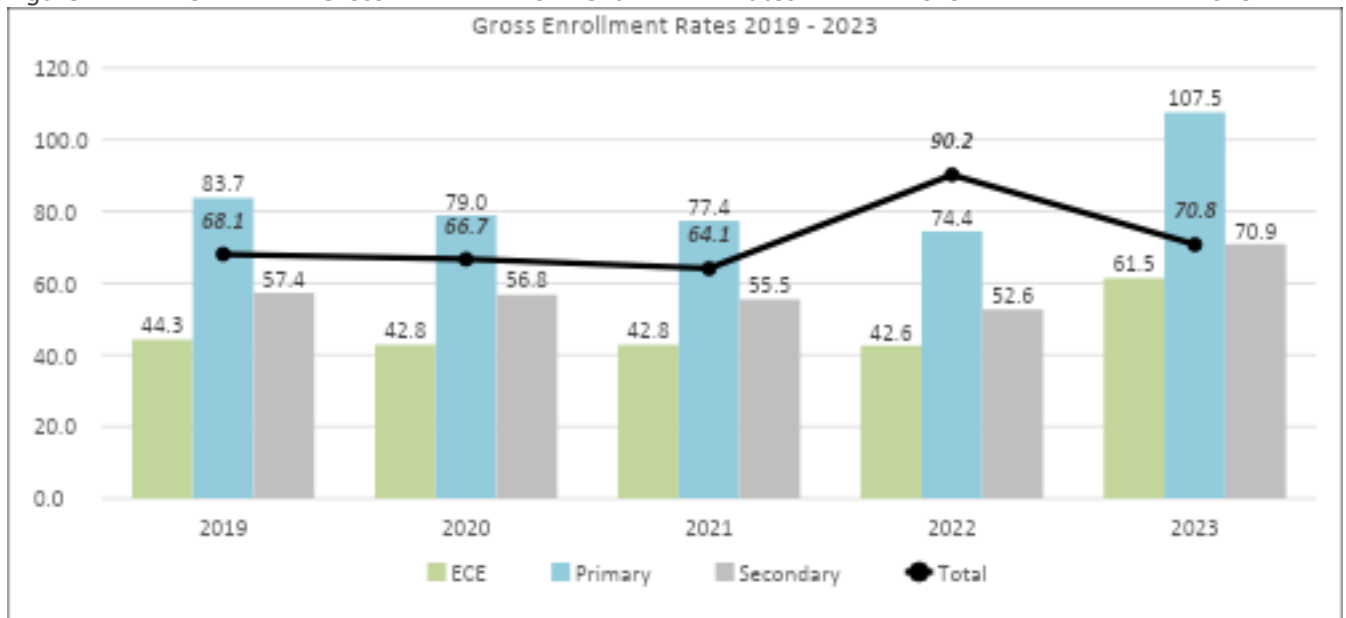
	2019	2020	2021	2022	2023
Outer Islands	4,373	4,059	3,947	3,633	3,418
Majuro/Kwaj	9,887	9,564	9,348	9,101	8,895
Total	14,260	13,623	13,295	12,734	12,313

Figure 7: Enrollment by Region Trends 2019 – 2023



Indicator 8. Gross Enrollment Rates 2019 - 2023. It is total enrollment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to the given level of education in a given school year. It shows the general level of participation in a given level of education.

Figure 3: Gross Enrollment Rates 2019 – 2023



LOCAL SCHOOL ACCREDITATION

Output 3.4.1 Implement, evaluate, and strengthen the School Accreditation Program. Also implement and train schools on Child Protection Policy.

Activities and Accomplishments:

During school year 2022– 2023, 14 schools were visited for accreditation follow up and including the establishment of Community Advisory School Board for each respective school jurisdiction. This school year with one private school close down and of out a total of 111 public and private primary and secondary schools, 99 have been evaluated and assigned accreditation levels, and 2 are yet to be determined. The 2 undetermined schools will be evaluated in 2024 school year.

- Accreditation training for school leaders and staffs is not done on individual school campus.
- Child Protection Policy is part of the accreditation training activities.
- Improvement in maintaining school campus, facilities and school grounds to higher standard of cleanliness/neatness/safe & hygienic.
- Overall improvement in school leadership management.

Challenges & Constraints:

- Schools do not comply with school report submission deadlines.
- Teachers need help in lesson planning/training on how to teach effectively/write evaluations.
- Need training on data management.
- Extra-curricular activities/School Improvement Plan is not effectively implemented and monitored.
- Few schools are in critical conditions and need major maintenance by PSS.

Accomplishments:

- *Two schools are ready for WASC*
- *Thirteen schools have had their School Community Advisory Board established*
- *Two more schools submitted their School Improvement Plans*

Way Froward:

- 4 neighboring Island and 3 Majuro schools have been identified for WASC Accreditation:
 1. Aur Elementary
 2. Likiep Elementry
 3. Woja, Ailinlaplap Elementary
 4. Jah Elementary
 5. Toka Elementry
 6. Long Island Elementary
 7. North Delap Elementary
 8. Rairok Rainbow Elementary

School visited in 2022-2023

<i>Schools</i>	<i>Activities</i>
Airok Elementary School (Aelonglaplap)	Accreditation updates/upgrades/evaluation; CAB establishments.
Buoj Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.

Enewa Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Jobwan Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Aliuk Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Ine Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Lukoj Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Matolen Elementary	Accreditation updates/upgrades/evaluation; CAB establishments.
Aur Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Tobal Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Enewetak Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.
Imiej Elementary school	Accreditation updates/upgrades/evaluation; CAB establishments.
North Delap Elementary School	Technical assistance and preparation provided to be promoted to WASC
Rairok Elementary School	Technical assistance and preparation provided to be promoted to WASC
Tarawa Elementary School	Accreditation updates/upgrades/evaluation; CAB establishments.

Schools currently with special WASC status:

1. Marshall Islands High School
2. Majuro Coop Elementary School
3. Majuro Coop High School
4. Assumption Elementary School
5. Assumption High School
6. Delap Elementary School
7. Rita Elementary School
8. Majuro Middle School
9. Jabor Elementary School
10. Jaluit High School
11. Kwajalein Atoll High School
12. Northern Islands High School

School with special SDA status:

1. Delap SDA Elementary School
2. Laura SDA Elementary School
3. Delap SDA High School

Table 1 shows the number of schools by accreditation levels for school years 2019, 2020, 2021, 2022 & 2023 and is provided in the table below. As may be seen, 3% of schools are currently at Level 1. Correspondingly, the percentage of schools in level 2 has decreased from 39% in 2022 to 36% in 2023. The percentage of schools in level 3 & 4 have stayed the same respectively in 2022 and 2023.

Table 1: School Accreditation Summary 2019 - 2023

	2019		2020		2021		2022		2023	
level	count	%	count	%	count	%	count	%	Count	%
Level 1	0	0%	0	0%	0	0%	0	0%	3	3%
Level 2	42	38%	38	34%	39	35%	44	39%	40	36%
Level 3	49	44%	53	48%	51	46%	45	40%	45	40%
Level 4	5	5%	5	5%	3	5%	5	4%	5	4%
WASC	10	9%	10	9%	12	9%	13	12%	13	12%
SDA	5	5%	5	5%	5	5%	3	3%	3	3%
Not determined					2	2%	2	2%	2	2%
Total	111	100%	110		112	100%	112	100%	111	100%

Figure 1 below shows the distribution percentages for 2023 for the different accreditation levels summarized in Table 1 above.



Table 2: This table displays the average for each Standards for years 2019, 2020, 2021, 2022 & 2023.

Standards	2019	2020	2021	2022	2023	Average
Leadership	11.18	11	11.23	11.3	11	11
Teacher Performance	9.6	9.5	9.61	9.55	9.51	9.55
Data Management	10.82	10.6	10.95	10.45	10.30	11
Curriculum Standards & Benchmarks	9.79	9.6	9.84	9.75	9.69	9.70

Facilities	10.84	10.6	11.15	10.84	10.9	11
School Improvement Plan	10.45	10.2	10.46	9.76	9.70	10

Figure 2: The graph below shows the comparative averages for each of the six accreditation standards for the year 2019, 2020, 2021, 2022 & 2023. Portraying the weakest and the strongest standards, and the trend.

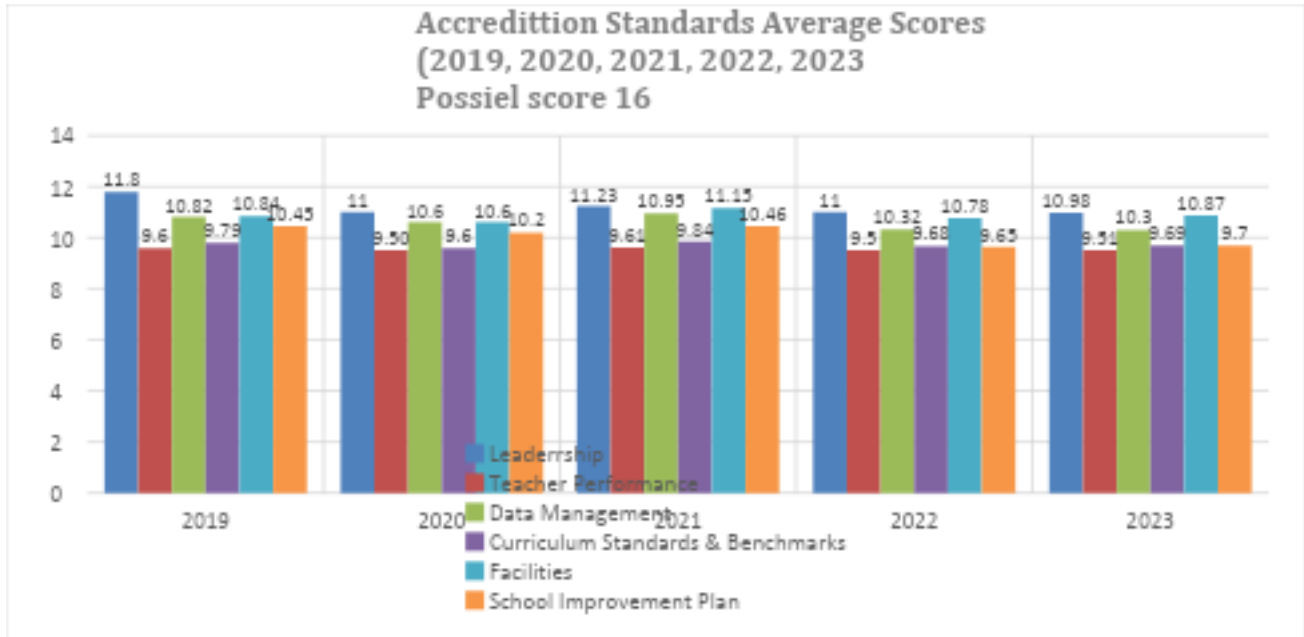


Figure 3: The following graph shows the comparative average summary by accreditation criteria for years 2020 and 2021. This shows the substantial improvements across all criteria along the years, reflecting the hard efforts made by everyone to improve school and learning conditions.

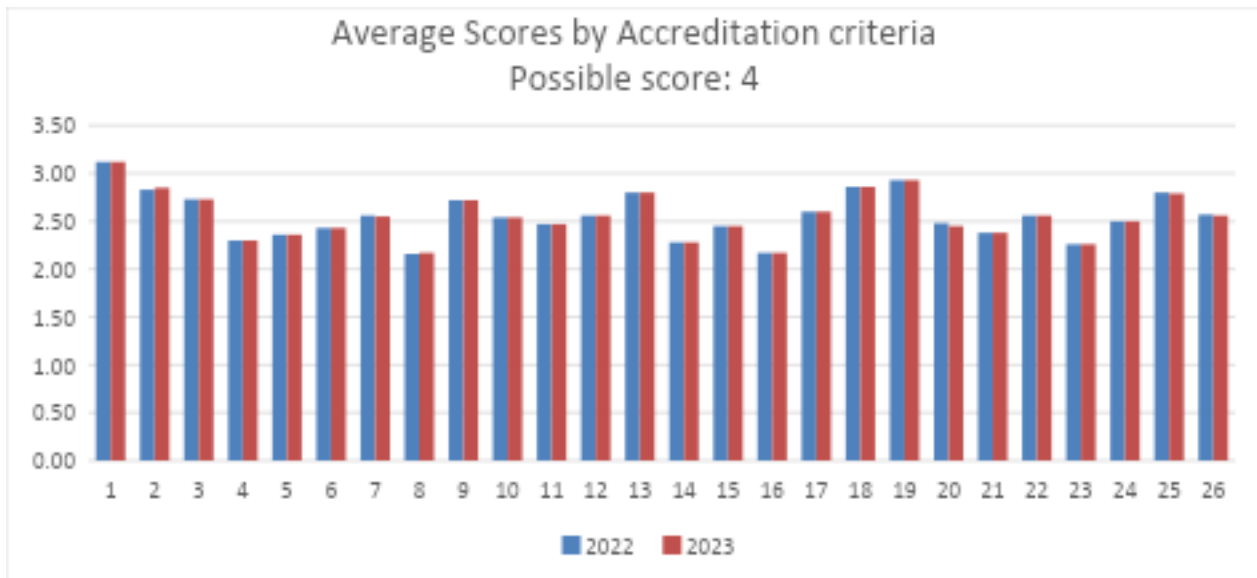


Table 3. Accreditation Levels of all schools 2023:

Public Primary Schools		Students	Teachers	S/T Ratio	Accreditation Level
<i>Ailinglaplap Atoll</i>		405	49	6:1	
1	Airok A	44	7	6:1	Level 3
2	Buoj	62	6	10:1	Level 3
3	Enewa	27	3	8:1	Level 2
4	Jah	11	3	3:1	Level 3
5	Jeh	55	7	8:1	Level 2
6	Jobwan	52	6	9:1	Level 2
7	Katiej	12	2	6:1	Level 2
8	Mejel	30	4	8:1	Level 2
9	Woja A.	112	11	10:1	Level 3
<i>Ailuk Atoll</i>		74	9	8:1	
10	Ailuk	56	7	8:0	Level 2
11	Enejelar	18	2	9:0	Level 2
<i>Arno Atoll</i>		344	53	6:1	
12	Arno	45	6	8:1	Level 2
13	Bikarej	34	8	4:1	Level 2
14	Ine	38	5	7:1	Level 3
15	Japo	20	3	7:1	Level 3
16	Kilange	39	5	7:1	Level 2
17	Longar	28	4	7:1	Level 3
18	Lukoj	23	4	5:1	Level 2
19	Matolen	31	3	10:4	Level 3
20	Tinak	47	4	12:1	Level 2
21	Tutu	16	3	5:1	Level 2
22	Ulien	23	8	3:1	Level 3
<i>Aur Atoll</i>		96	14	6:1	
23	Aur	44	7	7:1	Level 3
24	Tobal	52	7	7:1	Level 3
<i>Ebon Atoll</i>		146	17	8:1	
25	Ebon	74	7	10:1	Level 3
26	Enekoion	14	2	7:1	Level 3
27	Toka	58	8	7:1	Level 3
28	<i>Enewetak Atoll (Enewetak)</i>	110	7	15:1	Level 2
29	<i>Jabat (Jabat Island)</i>	24	4	6:1	Level 3
<i>Jaluit Atoll</i>		238	35	6:1	
30	Imiej	26	3	8:1	Level 2
31	Imroj	27	5	10:1	Level 3
32	Jabnodren	8	2	4:1	Level 1
33	Jabor	63	10	6:1	WASC
34	Jaluit	56	8	7:1	Level 2
35	Mejrrok	22	3	7:1	Level 3
36	Narmej	36	4	9:1	Level 2
37	<i>Kili (Kili Island)</i>	103	6	16:1	Level 3
<i>Kwajalein Atoll</i>		1,216	70	17:1	
38	Carlos	19	2	8:1	Level 2
39	Ebadon	9	3	3:1	Level 2

40	Ebeye Middle	285	16	17:1	Level 3
41	Ebeye Public	733	41	17:1	Level 3
42	Enniburr	170	8	20:1	Level 3
43	<i>Lae (Lae Atoll)</i>	74	9	8:1	Level 3
44	<i>Lib (Lib Island)</i>	45	4	11:1	Level 2
<i>Likiep Atoll</i>		<i>80</i>	<i>12</i>	<i>6:1</i>	
45	Jepal	21	3	7:1	Level 3
46	Likiep	53	8	6:1	Level 3
47	Melang	6	1	6:1	Level 2
<i>Majuro Atoll</i>		<i>3207</i>	<i>240</i>	<i>15:1</i>	
48	Ajeltake	231	17	13:1	Level 2
49	Delap	522	43	10:1	WASC
50	Ejit	30	5	6:1	Level 3
51	Laura	410	24	17:1	Level 3
52	Long Island	305	16	19:1	Level 3
53	Majuro Middle School	559	32	17:1	WASC
54	North Delap	317	29	10:1	Level 2
55	Rairok	170	11	15:1	Level 2
56	Rita	578	47	12:1	WASC
57	Woja, Majuro	115	11	10:1	Level 2
<i>Maloelap Atoll</i>		<i>120</i>	<i>19</i>	<i>6:1</i>	
58	Aerok M.	31	4	7:1	Level 2
59	Jang	20	3	6:1	Level 2
60	Kaven	25	3	8:1	Level 3
61	Ollet	14	4	3:1	Level 3
62	Tarawa	30	5	6:1	Level 2
63	<i>Mejit Island (Mejit)</i>	61	9	7:1	Level 3
<i>Mili Atoll</i>		<i>153</i>	<i>22</i>	<i>6:1</i>	
64	Enejet	16	5	3:1	Level 2
65	Lukonwod	22	4	5:1	Level 2
66	Mili	44	4	11:1	Level 3
67	Nallo	46	6	7:1	Level 3
68	Tokewa	25	3	8:1	Level 3
69	<i>Namdrik Island (Namdrik)</i>	97	10	9:1	Level 3
<i>Namu Atoll</i>		<i>130</i>	<i>20</i>	<i>6:1</i>	
70	Loen	27	4	9:1	Level 1
72	Majken	44	9	4:1	Level 2
73	Namu	34	3	11:1	Level 2
74	<i>Mejatto (Rongelap Atoll)</i>	53	8	5:1	Level 3
75	<i>Ujae(Ujae Atoll)</i>	86	8	10:1	Level 2
76	<i>Utrik (Utrik Atoll)</i>	74	6	12:1	Level 3
77	<i>Wotto (Wotto Atoll)</i>	20	5	4:1	Level 2
<i>Wotje Atoll</i>		<i>151</i>	<i>15</i>	<i>10:1</i>	
78	Wodmej	32	4	8:1	Level 3
79	Wotje	119	11	11:1	Level 3
<i>Private Primary</i>		<i>Students</i>	<i>Teachers</i>	<i>S/T Ratio</i>	
80	St. Joseph	78	5	15:1	Level 3
81	Ebeye Calvary	113	8	11:1	Level 3

82	Ebeye Christian	71	8	8:1	Level 3
83	Ebeye SDA	243	10	24:1	SDA
84	GEM Christian School	100	8	12:1	Level 4
85	Jebro	43	8	5:1	Level 2
86	Queen of Peace	175	14	11:1	Level 3
87	Ajeltake Christian	43	4	10:1	Level 4
88	Assumption	262	21	12:1	WASC
89	Delap SDA	265	14	18:1	SDA
90	Laura SDA	62	5	12:1	SDA
91	Majuro Baptist	270	10	27:1	Level 3
92	Majuro Coop	283	30	9:1	WASC
93	Marshall Christian(Rongrong)	19	4	4:1	Not determined
	<i>Public Secondary</i>	<i>Students</i>	<i>Teachers</i>	<i>S/T Ratio</i>	
94	Jaluit High School	556	25	22:1	WASC
95	Kwajalein Atoll High School	269	19	14:1	WASC
96	Laura High School	253	21	12:1	WASC
97	Marshall Islands High School	1,132	64	17:1	WASC
108	NIHS	241	23	10:1	WASC
109	Life Skills Academy	88	11	8:1	Level 2
100	Enniburr High School	80	2	40:1	Not determined
	<i>Private Secondary</i>	<i>Students</i>	<i>Teachers</i>	<i>S/T Ratio</i>	
101	Ebeye Calvary High School	130	5	20:1	Level 3
102	Ebeye Gem High School	32	3	10:1	Level 4
103	Ebeye SDA High School	97	6	16:1	SDA
104	Jabro High School	79	8	8:1	Level 2
105	Father Hacker High School	55	7	7:1	Level 3
106	Assumption High School	73	5	14:1	WASC
107	Delap SDA High School	78	10	7:1	SDA
108	Majuro Baptist Christian Academy	72	7	10:1	Level 3
109	Majuro Coop High School	84	9	9:1	WASC
110	Marshall Christian High School	110	8	13:1	Level 2

INFORMATION TECHNOLOGY OFFICE:

Output 3.2.1 Develop and Education Management Information System (EMIS) and strengthen its capabilities to ensure accurate and timely collection, production, and submission of data.

Redesign and Understanding of PSS and Its Network Infrastructure to easily identify, troubleshoot, and record inventory of current hardware to document their layout (i.e. Switches, servers, AP, printers, desktops, etc.) Redesign and centralize PSS and its School networks to improve scalability and easily locate, secure, configure, organize, optimize performance, & then provide self-healing capabilities when faults occur within PSS and its Network.

Implementing Actions

Ongoing Actions Steps Summary

- Create a network documentation policy

- Create a network topology diagram
- Document server names, roles and IP addresses
- Document software versions and proof of licenses
- Document hardware components
- Document the Active Directory
- Document PSS backup procedures
- Network Wide Rearrange of IP Addresses
- Network cable upgrade and repair
- Centralize PSS and its Networks
- Document a trouble technique for PSS and Its School Networks
- Create a new upgrade plan for PSS and Its School Network
- Monthly visit school for Network assessment including outer islands school.

Summary of Issues:

- Better-quality of Man power
- Better-quality software and hardware tool to troubleshoot within PSS and its Networks
- Additional advance training for IT Staff
- Transportation for troubleshoot
- Early upgrade for any PSS and its Network equipment
- Better-quality security for PSS and its Networks Premises



The Early Childhood and Elementary Division is mandated to provide inclusive education services to children in Kindergarten to grade 8, ages 5 to 13, including the Early Childhood Development (ECD) program for Pre-School age 4. The program started three years ago with three schools in Majuro and one in Ebeye. There is plan to expand the program into more of our public schools in Majuro, Ebeye and Santo.

The Division continued to collaborate with the teacher education programs at CMI and USP to upgrade teachers' qualifications and to improve quality teaching. During the school year, Outcome 4 was implemented to support these improvements. Following is a summary of the implementation of this outcome:

Output 4.1.1 Implement new program and services to improve the language skills of K-3 students.

One of the initiatives carried out was to build capacity and work closely with the stakeholders and other programs within PSS in a collaborative effort to provide developmentally appropriate support for the enhancement of non-cognitive skills, particularly for the young learners in RMI. The following activities were achieved, leading to improving teaching and learning in primary schools.

Accomplishments:

- Expanding the Early Childhood Development program to include more schools from Majuro, Ebeye and Santo.

- ✓ Completion of the revised SAL and SAM assessment tools to be trailed this semester.
- Completion of the Marshallese translations of the English readers for K-8 (Best Press).
- ✓ Completion of bilingual reader for cluster 1 (K-3)
- Developed training materials for use in the outer island schools training (sample lesson plans using QPF) observation checklists, etc
- Conducted training in 11 schools in the outer islands

Projects and Programs

1 Family Life Education:

- Curriculum Integrated Approach to FLE in existing scholastic subjects
 - Social Science – values, rights, culture and sexuality
 - Understanding of the gender, family, tolerance, inclusion and respect
 - Science – sexual and reproductive anatomy and physiology
 - Health – inclusion of all other topics
- Orientation of FLE Master Trainers (School Leaders) to orient teachers
- Pilot Schools identified for roll out (7 schools: Ebeye(2), Jaluit(1), Arno(2) & Majuro(3))
- Teachers trainings conducted by school leaders and curriculum specialists (2 in Ebeye and 2 in Majuro including Jaluit and Arno teachers)
- Completion of teachers' guides

2. Social Citizenship Education:

- Phase 1(2019-2023)
 - Development of a Policy School Hand Book
 - Completion of readers on Marshallese legends
 - Social Citizenship Club (SCE) in schools
 - End line survey (Phase1)

Output 4.1.4 Support the development of the effective primary school principals and teachers.

Placing qualified and experienced principals and teachers in schools is one of the priorities of PSS.

Accomplishments:

- Literacy and Numeracy training for outer island school leaders based on the MISAT and PILNA assessment results.
- Increased in the number of principals, teachers, curriculum specialists that have obtained their Bachelor of Art and Master of Arts in Curriculum Studies from the University of Hawaii Manoa Campus.
- Increased in the number of teachers that have obtained their Bachelor or Master Degrees in Education
- Collaborate with the Department of Education at CMI to do multi-grade teaching for the outer island teachers.
- Two trainings of Master Trainers for the in school Family Life Education (FLE)
- Assigned CIA Specialists and District Supervisors to schools in Majuro as mentors to work with principals and teachers to support teaching and learning
- Reviewing and translating into Marshallese, readers and student activities booklets for the Social Citizenship Education to be part of the Social Studies curriculum.

Output 4.1.5 Coordinate the role of community stakeholders in primary schools with the School Accreditation Program

Accomplishments:

- Establishment of a School Advisory Committee for the neighboring island's schools. This is being rolled out to some schools.
- Continue to support the elementary schools that are fully accredited by WASC for a sustainable future.
- Continue to support schools to improve on their Local Accreditation levels.
- Increased in the number of schools that are benefiting a grant from Yokwe Women Club on Kwajalein.
- Collaborate with the SPED team to improve services in the neighboring island's schools to address the needs of our SPED students.

Output 4.1.6 Implementation of Learning Garden in all schools in Majuro with continuous support from our donor partners, Taiwan Technical Farm and the Ministry of Natural Resources and Commerce (NRC).

Accomplishments:

- Learning garden curriculum training for teachers.
- Continue to liaise with donor partners (NRC, TTM, CMI) for their support in providing seeds, compost, garden tools, etc.
- Weekly visits to monitor and engage students to do composting, transplanting, and nurturing seeds
- School visit to do training with teachers, school staff and school vendors on Horticulture & Nutrition.
Schools are: Marshall Islands High School and Kwajalein High School.
- UNDP Deep Dive Project approved support to selected schools on Climate Change Education. A garden tool house and a mini weather station will be built at these schools; Rita Elementary School, Majuro Middle School, Marshall Islands High School, Assumption School, Majuro COOPERATIVE School, North Delap Elementary School, Delap Elementary School, Arno Elementary School, Mili Elementary School, Kwajalein High School

Output 4.2.1 Administration of the Universal Kindergarten Program

Activities and Accomplishments under this output are as follow:

- Celebration of Early Childhood Education week in April hosted by Ajeltake Elementary School that include Majuro public and private schools to take part in all the activities and competitions organized by PSS in partnership with CLLC, Wellness, and WUTMI
- Recognition of the best teacher from each public school in Majuro
- Distribution of school supplies and materials to all schools.
- School base trainings for teachers to support with relevant resources that benefit the implementation of the plan for learning at the lower grades.
- Increased in the number of qualified Kindergarten teachers.

Output 4.2.2 Administration of Majuro Public Elementary Schools

Under the guidance and supervision of the Associate Commissioner for public primary schools in Majuro, the schools are run by the principals. Following were accomplishments and activities.

- Assigned mentors to provide support to each school in Majuro.
- School base training on the curriculum content areas.
- Mentors contribution to WASC accreditations in each of their assigned schools
- Trailing of the formative assessment, (SAL/SAM) in schools.
- Classroom observations and monitoring of math and language teaching for cluster 3
- Hired and placed more qualified teachers in schools.



Throughout the school year, the Curriculum Unit provided ongoing support and training to principals and teachers on effective instructional strategies and assessments. The Curriculum unit is placing greater emphasis on using formative assessment in schools. The following activities were conducted during the year to further this effort.

Output 6.1.1: Continue to refine and improve the Existing National Curriculum Core Subjects.

Accomplishment:

- Family Life Education (FLE) is being integrated into the National Health Curriculum in nine elementary schools in Majuro, Ebeye, and neighboring islands, focusing on healthy relationships and communication skills to begin with. FLE is being piloted in nine elementary school in Majuro, Ebeye, Santo and Arno.
- The Science curriculum is being modified to include environmental education topics related to marine and terrestrial ecology, the effects of climate change, and conservation strategies as part of the UNDP Ridge to Reef initiative. The Integrated Science and Environmental Curriculum (iSEC) framework and a teacher's guide are currently being piloted in five primary schools: Wotho, Aur, Likiep, Mejit, and Ebon.

- Ongoing review of the Elementary Social Studies curriculum (K-3) to amend/modify benchmarks and performance indicators to be completed by summer 2024.
- Social Citizenship Education benchmarks and performance indicators have been integrated into the Social Studies RMI National Curriculum for grades 5-8, awaiting validation and approval by the EC Committee.
- Completed Phase 1 endline survey to evaluate the Social Citizenship Education program in select Majuro pilot schools. Goal is to gather input and improve before rolling out curriculum across the country and moving to Phase 2 in January of 2024.

Output 6.1.2: Provide curriculum support in non-core areas.

Continue to collaborate with other Ministries, Government agencies, and non-governmental organizations to promote project-based learning and life skills education.

Accomplishment:

- Collaborates with Alele Meuseum for Cultural Week or Manit Week school activities, celebrating cultural diversity through crafts and visual arts, fostering creativity, inclusivity, and cultural heritage exploration.
- Collaborate with Jo-Jikum to revise stories and legends from Aur. Stories will be printed and distributed to schools.

Output 6.1.3: Provide increased support to teachers in implementing the national curriculum.

Achievements:

- Continue to provide ongoing assistance and support to teachers regarding the use of the National Curriculum.
- Curriculum specialists have been assigned to schools in Majuro to support school leaders and teachers in curriculum implementation, assessments, and teacher evaluation, aiming for continuous improvement in teaching and learning.
- Monthly visits by CIA team to Majuro schools to do classroom observations and provide feedback and suggestions for teacher who needs help.
- In collaboration with PREL and IQBE, the CIA team developed new items for Short Assessment for Literary in English (SAL-E), Marshallese (SAL-M), and Short Assessment for Math (SAM). The new formative assessment tool has been expanded to cover students in grades 4-6.
- The CIA team was able to carry out more visits to neighboring island schools throughout the academic year to conduct training sessions on curriculum contents, the Quality Pedagogy Framework (QPF), classroom management, formative and summative assessment. Providing additional support for head teachers and principals in interpreting MISAT results and using data to inform instructional practices. (Likiep, Jepak, Melan, Mejit, Ailuk, Enejelar, Kili, Wotje, Enewetak, and Utrok.)
- Development and trailing of new items for Short Assessment for Literary in English (SAL-E), Marshallese (SAL-M), and Short Assessment for Math (SAM). The new formative assessment tool has been expanded to cover students in grades 4-6.
- Monthly meetings between CIA and school leaders are held to discuss challenges and ways to improve curriculum implementation, challenges and sharing of best practices to enhance student learning experiences.

Ongoing Training/Workshops for Majuro Schools with number of participants:

Family Life Education (FLE Master Trainer Training)	55
FLE Training for teachers (Pilot schools:	30
Differentiated Learning (All Majuro Schools)	30
Social Citizenship Education (SCE Readers Workshops: Rairok, Long Is, Ajeltake, Woja, Laura ES)	60
Math in Focus (All Majuro Schools)	100

Training/Workshops for Neighboring Is Schools with number of participants:

Kabinmeto (Ujae, Lae & Wotho ES)	22
Maloelap (Aerok , Kaben , Tarwa , Ollet & Jañ ES)	21
Namdrik ES	9
Arno (Bikarej, Tutu & Ulien ES)	15
Namu (Namu ES, Majken ES & Mae ES)	21
Wotje (Wotje ES & Wodmej ES)	17
Ebeye (Ebeye ES)	30
Jaluit (Jabor, Jaluit, Imiej, Imroj, Mejrirok, Narmej & Jabonoden ES)	38
Mili (Mili, Nallu, Lukonwod, Tokewa & Enejat ES)	30

Output 6.1.4: Promote the use of technology for improved teaching and learning.

Achievements

- Use of online learning platforms such as Kahoot, Web Quest, and Google Classroom for instructions, interactive quizzes, and assignments to improve student engagement and learning.
- Use of Google Meet and Zoom have now been used to conduct virtual meeting with principals and school leaders.
- Development of YouTube videos of several Marshallese storybooks.

Output 6.1.5: Identify non-traditional learning strategies and educational models for primary schools.

Achievements

- RMI's primary school utilizes the quality pedagogy framework (QPF), promoting student-centered teaching and an interactive learning environment, fostering active student participation in their learning.
- Strengthen the implementation of place-based learning, a student-centered approach, to improve student engagement and comprehension of subjects through hands-on experiential learning in their immediate surroundings.
- Collaborated with WAAM to enhance place-based learning through the PSS/IQBE Canoe project, piloted at Enewetak Elementary School.

Majuro & Neighboring Islands School Visits:

Math Curriculum and Content Training at Likiep



QPF Lesson presentation by Ailuk Teacher



Mejatto Social Studies Gr.8 MISAT unpacking



Placed Based Learning at Enewetak



SCE training at Wotje ES



Formative Assessment training at RES



Ridge 2 Reef Training for Pilot school



Family Life Education training for teachers



Summer 2023: Literacy and Numeracy Training focus on the following:

For Literacy:

- Define what literacy means to us as Marshallese
- Review and link 4th and 6th grade PILNA benchmarks & skills to RMI ELA & MLA 4th and 6th grade reading & writing benchmarks and skill indicators
- Create & share reading activities using the three reading phases: pre, during & post reading
- Review the following purposes for reading:

- Reading for fluency & comprehension
- Create & share literacy plans for this new school year in particular the first semester: Quarter 1 & 2
- Review formative assessment & locating examples used during the literacy workshop

For Numeracy:

- Introduce revised PILNA benchmarks
- Introduce “Bloom’s Taxonomy” to be used when writing lesson objective(s)
- Facilitate linkage between PILNA and RMI benchmarks’
- Facilitate creation of math problems based on PILNA and RMI benchmarks
- Use “Algebraic Tiles” to solve equations
- Use “base ten block” to do addition, subtraction, multiplication, and division.
- How to find slope using graph and slope formula.



Majuro elementary teachers, school leaders, and curriculum specialists participated in English language development exercises that focused on differentiation and language



routines.

Classroom observations from DES showed that teachers utilized the skills acquired from training and workshops.



The Special Education Program continued to provide free, appropriate public education (FAPE) for all children with disabilities, ages 3 through 21, consistent with RMI PL 2013-23, Chapter 26 of PSS Rules and Regulations, PSS Special Education Policies and Procedures, and US PL 108-446, the Individuals with Disabilities Education Act (IDEA). IDEA provides funds to Freely Associated States (FAS) for special education and related services, including teacher salaries, staff development, materials and supplies, and other related assistance.

Accomplishments during the 2022-23 school year:

- Implementation of programs consistent with requirements, including **726** students with intellectual disabilities, specific learning disabilities, developmental disabilities, hearing or visual impairments, emotional disabilities, or physical disabilities were served by **125** special education teachers in **75** schools and **7** special education support staff. Special education and related services were provided to students consistent with their individualized education program (IEP) and contained in their IEPs to ensure free, appropriate education for those students. 95% of the special education teachers and staff were funded by the U.S. federal grant, IDEA Part B.
 - Implementation of MOEST/PSS Strategic Plan Focus Area 8, Special Education, and Outcome 9, Address the needs of special education students.
 - Including collaborating closely with College of the Marshall Islands, that designed and introduced two new courses addressing crucial content identified in our needs assessment: IEP development and implementation, as well as Reading Instruction. In the second year, also initiated a trial of materials from the reading course, ensuring alignment with teachers' needs in terms of scope, sequence, and pacing. This process continued into the third year, with the piloting of materials from the IEP course and finalizing the reading course, culminating in its submission for approval through the CMI Curriculum review process.
 - Summer training in the IEP process and writing IEPs to increase the effectiveness of special education teachers; to increase continuation to grade 9 to monitor the academic performance of special education students; reassign special education teachers to high schools and additional training to high school teachers to improve secondary outcomes for special education students; replace the existing Special Education Information Management System (SEIMS) with an online system that accommodates U.S. Federal reporting requirements and facilitates other analyses to improve data collection capabilities; and increased services for deaf, hard-of-hearing, and deaf-blind children.
 - Completion of State Performance Plan (SPP), Annual Performance Report (APR), Annual IDEA Part B Application and Assurances, Section 618 data reports, and State Systemic Improvement Plan (SSIP) for continued eligibility and funding under IDEA Part B. From the reports submitted, the Office of Special Education (OSEP) of the U.S. Department of Education (USDOE) determined that RMI "meets the requirements" of IDEA. In February 2023, RMI submitted SPP/APR and its SSIP with improvement plans to Increase the number of students with disabilities entering high school; to Improve IEP and IEP transition plans; to Improve attendance rates for students with disabilities; to Improve quality of teaching for students with disabilities; and to Improve parent involvement in order to achieve its state improvement measurable result (SiMR): Increased percentage of students with disabilities who graduate with a high school diploma in Majuro and Ebeye public schools with 80.95% .
-
- General supervision of program consistent with requirements, included supervision of programs and services; technical assistance to all schools and related programs in RMI; schools data

collection through the Special Education Information Management System (SEIMS) on processes and results; fiscal management; program assessment through and improvement planning involving the Special Education Advisory Council (SEAC); annual review and compliance determination; triennial (every 3 years) on-site monitoring; management of special education complaints, mediation, and due process hearings, including dissemination of rights and procedures; resolution of issues through customary practices, including disinterested parties; and parent and stakeholder involvement.

Challenges/Constraints:

- Administering programs and services to students in remote outer island schools.
- Better delivery of quality services to children.
- Better acquisition and distribution of supplies and materials for teachers to implement IEPs.
- Better acquisition and distribution of equipment for teachers to implement services.
- Improving number of students with disabilities entering high school;
- Improving IEP and ITP transition plans;
- Improving attendance rates for students with disabilities;
- Improving quality of teaching for students with disabilities;
- Improving parent involvement; and
- Increasing percentage of students with disabilities who graduate with a high school diploma.

Way Forward:

The program implemented Output 9 to address the challenges and constraints and to continue to improve services to children, teachers and parents.

Output – 9.1.1 – To strengthen the management and administration of a Special Education Program to improve delivery of quality services to address its primary objectives. And to provide required teaching and learning tools and equipment and ensure a free and friendly learning environment for all children with special needs.

The program assigned specialists to focus program areas and geographical locations to work closely with schools’ principals and special education teachers. The following chart lists the current staff assignments.

Special Education Staff Assignments:

<i>Special Ed. Specialist</i>	<i>Program Area</i>	<i>Geographical Location</i>
Frank Horiuchi, Director	Program Management Intra & Inter Agency Coordination IDEA & Federal Grant Administration, Monitoring, and Evaluation	Majuro schools

Kimberly Lorenij	Kwajalein special education program and services	Kwajalein/Mejatto District Ebeye, Enebur, and Ebdon Elem Schools; Ebeye Middle School; and Kwajalein High School
Miriam Joab	ECH (Pre-K-8) 619 co-coordinator, Child find, Identification, Evaluation, (MID) ECH schools, Deaf Education Center, Autism, Physically impaired, and Related services parent involvement.	Southern District Pre-K Majuro, Kwajalein, Neighboring Islands schools & Private schools.
Asmon Langidrk	data management and reports, student assessment, hearing-screening, parent involvement agencies	Majuro Atoll Laura Elem School Ajeltake Elem School Woja Elem School
Huswynn Abo	fiscal, property, and personnel management, accessible materials, time and effort certification, & collect personnel data	Western District Rairok Elem School Ejit Elem School & LIES
Neimon Heine	Student assessment and evaluation and Special Education Advisory Council panel (SEAC)	Assessment Data Reports
Jennifer Shoniber	SSIP co-coordinator, Monitoring, and Visually impaired.	Eastern District Marshall Is High School, Laura High School Kwajalein High School, Jaluit High School, Northern High School, Majuro Middle School, Ebeye Middle School (SSIP Schools only)
Keener Menanso	RMI Teacher Retention Project Coordinator, Private School participation project (PSPP) Teacher training, Secondary, Middle School and Post School outcome	SpEd Center (Rita center, Delap center and Long Island center and MIHS center)
Vacant	Transition services, Work-study, post-secondary programs.	Secondary Schools

Teacher Training

During the Summer of 2023, during the Special Education Summer Institute, a meeting was convened with Stakeholders (middle and high school teachers, principals, representatives from the College of Marshall Islands, parent groups, Special Education Advisory Council). During this meeting the RMI PSS team presented data from the RMI SPP/APR. Data was organized in powerpoint slides, which explained the SPP/APR, the indicators applicable to RMI and displayed data for each indicator, in a table that showed multiple years of data for each indicator, and which color coded the indicators where RMI had progress and slippage in the last four years, where applicable. Stakeholders reviewed SPP/APR data

and provided support for RMI to continue on its SSIP implementation. The special education team met with individual teachers throughout the summer to prepare for that school year. This includes visiting the office to pick up supplies for the classroom face to face training on the RMI SSIP and Individualized Educational Program (IEP) The IEP training was based on the revised RMI IEP Handbook and IEP rubric that includes requirements and suggestions for developing IEPs and also an IEP manual to assist teachers in writing meaningful plans consistent with RMI Special Education Policies and Procedures. The manual has been translated into Marshallese. A handbook for parents to use during an IEP,



with the assistance of NCSI and the National Technical Assistance Center on Transition (NTACT). There was training on transition planning and services for the RMI Expanded SSIP Core Team and the SSIP school improvement teams. Also an updated RMI Transition Plan Manual, revised by NTACT, was used in the training. The teams from Marshall Islands High School, Majuro Middle School, Laura High School, Kwajalein High School, and Majuro Middle School also developed school action plans consistent with the RMI SSIP.

There were 2 special education teachers who graduated with BA degree from the College of the Marshall Islands; 7 attended the University of the South Pacific Majuro Campus; and In sy 2022-23, 1 graduated from the University of Hawaii on-line courses with master degree in curriculum studies. Last school year RMI Special Education Program applied for a discretionary grant program from the U.S Department of Education called Personnel Development To Improve Services and Results for Children With Disabilities—Improving Retention of Special Education Teachers and Early Intervention Personnel and was awarded this year 2021. The purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, and youth with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research, to be successful in serving those children.

Teaching supplies and materials were purchased and distributed to the schools and equipment like computers and printers to outer island secondary schools as well as furniture.

Output 9.1.2. –Improved Special Education services and relationships with key stakeholders.

We continued to engage all stakeholders in the implementation and evaluation of the face-to-face meetings or online via Zoom. Stakeholders continued to reiterate the need for ongoing communication and training regarding transition topics to support their work in schools and insisted it be included as an ongoing activity in the SSIP (State Systemic Improvement Plan).

- The Ministry of Education, Sports and Training and the Special Education Program conducted activities during the RMI Disability Awareness week in December 2023. One of the activities during the disabilities awareness week was To educate the community about persons living with a disability, CMI also had a display and MISPA and other community organizations supported PSS in demonstrations and other parent training activities. CMI students and the community were able to learn the struggles that persons with disabilities have to live with every day.
- People were learning sign language and some of what the SpEd teachers were doing in class with SpEd students.
- The parents learned how to take better care of their child/ children who are living with disabilities. However, one day wasn't enough to learn so many things on how to better care for your child. Parents were transported to the hospital to use hospital equipment for training.
- We recruited additional parents to join MISPA.
- Grant from the PTI office in Hawaii funds MISPA activities

Monitoring of Schools

The Special Education Program continues monitoring all schools in 33 Atoll. Monitoring of schools was done during the MISAT testing trips in April 2023 and continued on for sy 23-24.

The program continued to monitor twenty (21) of the special education students who had graduated from high school last two years ago by using a school survey. The results showed that some of the students are not currently working and are not in the higher institution. This is one of the activities that the RMI Public School System reported in the Annual Performance Report to the USDOE.

Output 9.1.3 – To retain, recruit and train classroom teachers to help sustain the Special Education Program objectives of inclusiveness and equality of services to all students with special needs.

The Special Education Program continued to work with the PSS personnel office to recruit highly qualified special education teachers by recruiting applicants with Associate of Science degrees in education. In June 2023, Six (6) special education teachers who graduated with BA degrees from the College of the Marshall Islands. Five (5) CMI graduates with elementary education were hired as special education teachers during the school year 2022-2023. These teachers were assigned to schools on Majuro and neighboring islands.

KWAJALEIN ATOLL SCHOOLS:

The Kwajalein Division is responsible for delivering quality education to K-12 students across the Kwajalein Atoll. The school system includes four K-8 schools and two high schools serving grades 9-12, with a total enrollment of 1,444 students for the 2022-2023 school year. This structure ensures comprehensive educational coverage for all students within the atoll.

Kwajalein	893	862	1755
Carlos	8	10	18
Ebadon	20	11	31
Ebeye Public Middle	132	137	269
Ebeye Public Elementary	485	401	886
Kwajalein Atoll High	138	159	297
Enniburr	78	113	191
Ennibur High School	32	31	63

Drop outs- High school – 70 students: 19%

Elementary - 98 students: 7%

Output 7.1.1: Reduce the Primary and Secondary School Dropout Rates to 10%

During the 2022-2023 school year, significant efforts were made to reduce the dropout rates in both primary and secondary schools. A series of targeted interventions, including increased student support services, improved parental engagement, and enhanced monitoring of at-risk students, were implemented. These strategies resulted in a noticeable decrease in dropout rates.

- **Primary School Dropout Rate:** Reduced to 7%, surpassing the target of 10%.
- **Secondary School Dropout Rate:** Reduced to 19%, which is close to the target rate and represents a marked improvement from previous years.

These outcomes were achieved through collaboration between school staff, community leaders, and parents to address the root causes of absenteeism and disengagement, such as socio-economic challenges and lack of motivation. Science fair activities at Kwajalein Schools play a pivotal role in encouraging student attendance and active participation by creating a dynamic learning environment that goes beyond traditional classroom settings. Through hands-on experiments, project-based learning,

and interactive demonstrations, students become more engaged in their education, fostering curiosity and enthusiasm for scientific exploration. These events not only enhance academic skills in areas such as research, problem-solving, and critical thinking but also promote collaboration and communication among peers. Additionally, the inclusion of culturally relevant topics and real-world applications makes the learning experience more meaningful, motivating students to attend school regularly and take pride in showcasing their knowledge and achievements. Ultimately, science fair activities contribute to a positive school culture, where students are inspired to explore STEM fields and develop a lifelong love



for learning.

Tutoring programs, after-school activities, and counseling services also played a crucial role in keeping students engaged and motivated to complete their education.

Output 7.1.2: Revitalize the TVET Program at KAHS

The Technical and Vocational Education and Training (TVET) program at Kwajalein Atoll High School (KAHS) was revitalized through a comprehensive curriculum update and enhanced industry partnerships. This revitalization aimed to make the program more relevant to the needs of students and the local job market.

Curriculum Update: Curriculum modules such as life skills, canoe building and navigation, gardening, and information technology were introduced at Kwajalein Atoll High School to provide students with a holistic and culturally relevant educational experience. These modules are designed to equip students with practical skills that are applicable both within and beyond the classroom. Canoe building and navigation preserve traditional knowledge and heritage, fostering a deep appreciation for Marshallese culture and seafaring history. Gardening initiatives promote sustainability and environmental stewardship, while life skills modules focus on personal development, problem-solving, and effective communication. The integration of information technology prepares students for the modern workforce by enhancing digital literacy and technological competencies. Together, these modules offer a well-

rounded curriculum that prepares students for future academic and career opportunities while honoring



the unique cultural context of the Marshall islands.

Industry Partnerships: Towards the end of each school year, seniors have an opportunity to spend one day out of the week as interns in various organizations, Ministries, and local businesses to gain hands-on experience and explore potential career pathways. This internship program allows students to apply the skills and knowledge they have acquired in school to real-world settings, enhancing their understanding of different professional fields. By working alongside professionals and participating in daily operations, students gain valuable insights into workplace expectations, develop professional networks, and acquire practical skills that will benefit them in their future educational and career endeavors. This initiative not only strengthens the connection between the school and the community but also helps students make informed decisions about their post-graduation plans, whether they choose to enter the



workforce or pursue higher education.

- The revitalized TVET program now offers a stronger alignment with industry standards and employment opportunities, ensuring that students graduate with the skills needed to succeed in the local and regional job markets.

Output 7.1.3: Increase Alternative Programs for High School Dropouts on Ebeye Using STEM Learning Concepts

To support high school dropouts on Ebeye, new alternative education programs utilizing STEM learning concepts were introduced. These programs aim to provide practical skills and educational opportunities for students who have left the traditional education system.

Bridge Program: A "STEM Bridge Program" called Boot Camp, was launched to help high school dropouts reintegrate into formal education or transition into vocational training. The College of the Marshall Islands Boot Camp Program, in collaboration with the KALGov't, National Training Council, and the Public School System, provides a unique opportunity for drop out students to gain hands-on experience and practical skills in various fields. This partnership aims to bridge the gap between academic learning and workforce readiness by offering targeted training sessions, workshops, and mentorship programs. Participants engage in intensive learning modules focused on career development, technical skills, and industry-specific knowledge, preparing them for future employment or further educational pursuits. Through this initiative, the program also seeks to address the local demand for skilled labor, promote lifelong learning, and support the overall economic development of



the Kwajalein Atoll.

Challenges

Challenges for the Kwajalein Atoll High School campus include transportation issues caused by rough terrains and constant exposure to salt spray, which contribute to frequent vehicle maintenance and reduced lifespan of transportation equipment. Additionally, the lack of dormitory facilities for students from outer island schools poses a significant obstacle. Without adequate housing, these students face difficulties in accessing education consistently, leading to disruptions in their learning and overall academic progress. Addressing these challenges requires not only improving transportation infrastructure but also exploring options for developing on-campus or nearby dormitory facilities to provide a safe and stable learning environment for all students.

Overall, the SY 2022-2023 marked significant progress in reducing dropout rates, enhancing vocational education, and providing alternative learning opportunities for primary and secondary school dropouts in the Kwajalein Atoll. These achievements contribute to a more robust and inclusive educational system that meets the diverse needs of students in the Republic of the Marshall Islands.

DIVISION OF SECONDARY AND CAREER EDUCATION

The Office of Secondary and Career Education strives to ensure that children who have completed primary schooling and have reached the age of 14, who qualify for admission to high school, and who

continue to meet the Public School System standards are enrolled in each of the six public high schools. The six public high schools, and an academy school are: Marshall Islands High School (MIHS), Laura High School (LHS), Jaluit High School (JHS), Northern Islands High School (NIHS), Kwajalein Atoll High School (KAHS), the newly established Enniburr High School (EHS) and the Life Skills Academy (LSA), these schools enroll children who completed eighth grade education from geographically based feeder schools from outer islands and urban center.

Vision: Our students are the key to a peaceful and productive Marshall Islands. They will be independent critical thinkers, with bi-cultural skills, knowledge and values that will allow them to thrive in both atoll and global environments.

Mission: We aim to educate and prepare all students to be independent, literate critical thinkers and problem-solvers, and be culturally and globally competent and responsive in order to reach their greatest potential. We are committed to developing effective partnerships with parents and the community, placing qualified teachers in all schools, creating safe and conducive learning environments and equipping our schools with vital learning resources.

<i>Output 5.1.1</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanism</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsible Person(s)</i>
Improving student achievement	n% of secondary school students' placement into CMI credit level: English 6.6% Math 14.7%	MTC Analysis Report, 2023	70/407 (17%) enrolled in to math credit level per math transition course results English: ongoing	48% did not achieve and enroll into credit level	Continue to review the weakness areas and retrain teachers	Associate Commissioners for Primary and Secondary, Secondary Principals and Vice Principals
	% of students in grades 10 & 12 perform at proficient level & above: Secondary: 18% all subjects	MISAT Annual Report, 2022	Grade 10: 14% performed at math proficiency level, while 23% performed in English Grade 12: 18% performed at English	Many students are not teach properly and need additional support	Conduct ongoing teacher training/workshops	Associate Commissioner for Primary, Assistant Commissioners, Principals and Head Teachers Associate Commissioner for Secondary

			proficiency level, while 9% performed at math proficiency level			
	School curriculum is aligned with the MISAT test	PSS CIA training updates, 2022	<p>PSS Dept. of CIA conducted a curriculum review and revision of the core subject curriculum in order to align the curriculum with the MISAT and CMI math courses with all high school leaders, departmental chairpersons, and math subject teachers.</p> <p>PSS Dept. of CIA, secondary leaders, and math teachers in collaboration with CMI and REL Pacific joined together to develop the alignment of the math curriculum with CMI transition courses 2020 and piloted with high schools.</p> <p>PSS/CMI English Bridging Program is ongoing, while</p>	<p>Not all teachers were participated due to insufficient of funds</p> <p>Aligning the curriculum took a while due to the COVID-19, research conduct, validation and review of the alignment of the math curriculum with</p>	Continue this collaboration with CMI	Associate Commissioners for Primary and Secondary including School principals, English and math teachers and Curriculum Specialists

			<p>training #1 was completed in November 2022, in which aimed to envision the possibility of the courses</p> <p>Next training will be focusing on overall student learning outcomes, and design to develop units for the outcomes, and aligning the English curriculum</p>	PSS and CMI		
	<p>% of 9 grade out of 9+p-9 students 2022-23. 8.4% (SY22) students passing for 9th grade. <i>Actual enrollment numbers are not available yet.</i></p> <p>16% increase in true grade 9</p>	9 week report, 2022	Ongoing as enrollment numbers are not available yet	Still many students do not meet the learning standards and the MISAT cut-off scores	Continued to provide training or workshops for teachers or upgrade and up-skill them	Associate Commissioners for Primary and Secondary

TVET Committee with PSS, CMI and USP membership	PREL inception report, 2023	Ongoing initiative. In June-July 2023, a TVET training was conducted by the PREL inviting school leaders, MoEST entities leaders,	Ways or how to engage in developing a partnership	Establish partnership with CMI, USP, Chamber of Commerce, and government workforce and	Associate Commissioners for Primary and Secondary
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			and stakeholders to review TVET curriculum and discuss the 4-track system		private businesses	
Leadership training programs for all Principals	PSS-PD office updates	3/7 (43%) of the high school principals have received their Master of education degree in curriculum studies (MEdCS) – culturally responsive leadership and place-based STEM	Constraint of time and commitment for school leaders due to their busy work at schools	Encourage principals to upgrade their skills	Associate Commissioners for Primary and Secondary	Leadership training for all principals in 1/3 of the neighboring islands.
		1/7 (13%) of the high school principal has completed GCSL leadership courses at USP				
		3/7 (43%) of the secondary school principals and/or leaders are females				

Improving student persistence especially at secondary level	Current secondary school dropout rate. 71% (SY22) 5% reduction of dropout rate	9 week report, 2023	316/2466 (13%) dropout of from high schools	Poor attendance continues to be an issue at all high schools	Continue to provide support and guidance and establish a taskforce on dropout	Associate Commissioner for Secondary, Secondary School Principals and Vice Principals including Truancy Officers and School Counselors
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Improving School Characteristics	Evaluation of schools for the nine characteristics to		Ongoing			Associate Commissioners for Primary and Secondary,
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	establish a base-line					Assistant Commissioner s, School Principals, Vice Principals including School Accreditation Staff
Improving accreditation rates and school improvement planning	50% of all schools submit an annual school self-study	WASC Self-study report, 2022 WASC letter of confirmatio ns	In 2022-23, currently 3/7 (43%) of high schools have submitted their self-study reports to PSS and WASC followed by implementati on of the school-wide action plans that were achieved and granted with 6-year accreditation cycle 5/7 (71%) of the public high schools are accredited by WASC (3 high schools achieved their 6-year cycle accreditations , while 2 high schools recently received their 3-year cycle accreditations)	More responsibilities for school staff and faculty	Encourage staff and faculty to fully participate in the process	Associate Commissioner s for Primary, Secondary, Principals, Vice Principals and Head Teachers and Policy, Planning & Statistics including School Accreditation Staff
	Review of LSA in alignment with	Accreditatio n annual report, 2022	Achieved local accreditation at level 2	Lack of spaces	Continue to work and meet the accreditatio	Associate Commissioner for Secondary and School Accreditation

	accreditation standards.				n standards	Staff & PSS Accreditation Team
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Output 5.1.4: Strengthen or improve TVET program at the secondary level

The Project Development Objective (PDO) is to improve equitable access to quality secondary, post-secondary technical and vocational education and training, and employment intermediation services. The project consists of four components. The first and second components will focus on the accessibility and quality of selected education and training programs offered in public secondary schools, public post-secondary institutions (CMI and USP), and private training providers. The third component will focus on academic and career counselling as well as labor market intermediation services. The fourth component will support project implementation and monitoring and evaluation (M&E). Within the MOEST, the first component will be managed by PSS, the second and third by NTC, and the fourth jointly by NTC and PSS.

<i>Output 5.1.4</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanism</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsible Person(s)</i>
Strengthen or improve TVET program at the secondary level	To improved access to and quality of TVET skill development	ESSP-PAD, 2020 PREL Inception Report, 2023	\$10M-USD \$2.1M was allocated for PSS initiatives (improvement of access to foundational skills (literacy and numeracy) PREL conducted a TVET training in June-July 2023	Hiring of consultants locally and internationally	Encourage more attention and collaboration within the Ministry and stakeholders	Associate Commissioners for Secondary, Director of CIA, TVET Specialist Secondary Principals, Vice Principals, in partnership with NTC, CMI, USP and key stakeholders

Output 5.2.1: Support and Evaluate the Life Skills Academy

Life Skills Academy was established in 2012, replacing then national vocational training institute. LSA serves students who were not able to reach the cut of score of the Marshall Islands Standardize Test which is 60%. The school was established to provide basic core subjects and mainly focus on providing vocational courses for the students. To adhere with the vision and mission of LSA, the school has started working to fulfill the development goals stated in the 5 years school improvement plan.

<i>Results Chain</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanisms</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsibility</i>
Outcome 5.2	Life Skills Academy					
Output 5.2.1 To support and evaluate the LSA	5.2.1a: To offer vocational courses such as gardening, wood-work, sewing, food preparation, IT, traditional arts and crafts	Quarterly reports Newsletters	LSA has successfully conducted the IA classes with available resources inclusive of public showcases, quarterly practicum components and boot camp/TVET programs	The introduction of arts and crafts and food preparation will require space and resources. Lack of budget to purchase mandatory materials	LSA Budgets need to be revisited in order for the school to be able to purchase necessary resources for the SY 23-24.	Director of CIA, Curriculum Specialist Director of LSA Department Chairs
	5.2.1b: Continue to offer basic English and math	Quarterly progress reports Quarterly subject evaluation comparison reports	LSA has shown a collective 60% increase in scores throughout grades 9 through 12 in English and Math.	The lack of mandatory and supplemental resources carries hindrances for further improved grades	Revisit curriculum for LSA. Current curriculum is standard for secondary schools. Given that a high proportion of students directed at LSA have not achieved a passing score in the MISAT examination, adapted curriculums must be implemented.	Director of LSA Teachers

Output 5.1.4: Strengthen or improve TVET program at the secondary level

The Project Development Objective (PDO) is to improve equitable access to quality secondary, post-secondary technical and vocational education and training, and employment intermediation services. The project consists of four components. The first and second components will focus on the accessibility and quality of selected education and training programs offered in public secondary schools, public post-secondary institutions (CMI and USP), and private training providers. The third component will focus on academic and career counselling as well as labor market intermediation services. The fourth component

will support project implementation and monitoring and evaluation (M&E). Within the MOEST, the first component will be managed by PSS, the second and third by NTC, and the fourth jointly by NTC and PSS.

<i>Output 5.1.4</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanism</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsible Person(s)</i>
Strengthen or improve TVET program at the secondary level	To improved access to and quality of TVET skill development	ESSP-PAD, 2020 PREL Inception Report, 2023	\$10M-USD \$2.1M was allocated for PSS initiatives (improvement of access to foundational skills (literacy and numeracy) PREL conducted a TVET training in June-July 2023	Hiring of consultants locally and internationally	Encourage more attention and collaboration within the Ministry and stakeholders	Associate Commissioners for Secondary, Director of CIA, TVET Specialist Secondary Principals, Vice Principals, in partnership with NTC, CMI, USP and key stakeholders

Output 5.2.1: Support and Evaluate the Life Skills Academy

Life Skills Academy was established in 2012, replacing then national vocational training institute. LSA serves students who were not able to reach the cut of score of the Marshall Islands Standardize Test which is 60%. The school was established to provide basic core subjects and mainly focus on providing vocational courses for the students. To adhere with the vision and mission of LSA, the school has started working to fulfill the development goals stated in the 5 years school improvement plan.

<i>Results Chain</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanisms</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsibility</i>
Outcome 5.2	Life Skills Academy					
Output 5.2.1	5.2.1a: To offer vocational courses such	Quarterly reports Newsletters	LSA has successfully conducted the IA classes with	The introduction of arts and crafts and food	LSA Budgets need to be revisited in order for the school to be able to purchase	Director of CIA, Curriculum Specialist

To support and evaluate the LSA	as gardening, wood-work, sewing, food preparation, IT, traditional arts and crafts		available resources inclusive of public showcases, quarterly practicum components and boot camp/TVET programs	preparation will require space and resources. Lack of budget to purchase mandatory materials	necessary resources for the SY 23-24.	Director of LSA Department Chairs
	5.2.1b: Continue to offer basic English and math	Quarterly progress reports Quarterly subject evaluation comparison reports	LSA has shown a collective 60% increase in scores throughout grades 9 through 12 in English and Math.	The lack of mandatory and supplemental resources carries hindrances for further improved grades	Revisit curriculum for LSA. Current curriculum is standard for secondary schools. Given that a high proportion of students directed at LSA have not achieved a passing score in the MISAT examination, adapted curriculums must be implemented.	Director of LSA Teachers
	5.2.1b: Expand the IA components	Quarterly reports Newsletters	LSA is currently reviewing areas into Expanding IA components.	The major lack of space of workshops, classrooms, budgets and resources have stalled progress in this area. The current curriculum doesn't allow space to introduce expanded IA components to fit into schedule	LSA would need proper reviewed space and resources to conduct its classes successfully. The curriculum needs to be revisited in order to verify what subjects has to be taught in order to promote Industrial Arts as a vocational school.	Associate Commissioner Director of CIA Curriculum Specialist Director of LSA Dept. Chairs
	5.2.1c:		Ongoing			Associate Commissioner of Secondary

	Establish a system for certifying the job skills and competencies attained by students and the degree of mastery.					Director of CIA Curriculum Specialist Director of LSA Department Chairs
	5.2.1d: Maintain a teacher-student ratio of no more than 30:1 by hiring additional teachers as enrollment increases	Emails to AC Secondary and AC HR Meetings EOY Staff status listing reports to HR Department	Staff positions have been filled and currently all classes have dedicated personnel for SY 22-23	Some new staff hired for positions were not able to teach those specific subjects and schedules had to be reshuffled in order to incorporate stationed new hires	Director of LSA to be part of the interview process with a possible demonstration class conducted for validating quality teaching.	AC of HR and Admin, Secondary, Director of LSA

Output 5.2.2: To provide relevant and responsive secondary programs

The pre-nine program is designed to provide additional support to students who did not meet high school entrance MISAT score of 60%. The year-long program will prepare these students and give them necessary skills to successfully meet demands of high school academic requirements. The pre-nine program is available in all public high schools in the Marshall Islands.

<i>Results Chain</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanisms</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsibility</i>
<i>Outcome 5.2.2</i>	<i>Pre Nine Program</i>					
Output 5.2.2 To provide relevant and responsive Secondary	5.2.2a: Continue to implement pre 9 th program at the secondary level	PBB Quarterly Report	The program is now its 12 th year and continue to serve at an average of 150 students per year for its existence.	The building we are occupying is the oldest building in the campus and has shown extreme deterioration. Despite our	Being the oldest building in the campus and with its present condition, we would like to recommend a construction of a new building for the Pre 9 Program. Or if	Program Director, PSS Associate Commissioner for Secondary Education & MIHS Principal & Support Staff

y programs			<p>Throughout the years, the program was able to acquire its own vehicle to improve services rendered to the students and their parents.</p> <p>The program has set up its own computer laboratory which helps students to better their computer literacy. The program also provide student within the campus with FRRE, clean, filtered water that ran thru UV lamps for disinfections.</p>	<p>great efforts to maintain the building, several component of the building continue to be a problem. From doors, ceilings to windows and even electrical systems.</p> <p>The landline telephone is always been a problem and despite numerous time it is reported, it will just work for a few weeks and disconnected again.</p>	<p>not possible, the immediate renovation of the entire Pre 9 Building to make the classrooms more bigger and conducive to learning with the main focus on the replacement of windows, ceiling, bathrooms and electrical systems.</p> <p>At this moment, there are reports of termite infestation from several rooms. Pursue the use of cellphone using communication budget instead of landlines to keep parents informed of their student status.</p>	
	5.2.2b: Revise the curriculum for pre 9 th program include basic math	PBB Quarterly Report	<p>With recent alignment in curriculum with CMI, the program is now teaching Pre-Algebra and Math Laboratory. These give our students more activities on math giving them more exposure that will better improve their basic math skills.</p>	<p>Incoming student from the middle school has inadequate math skill that is ill appropriate to Pre 9 level or even for grade 9 level for that matter. Early determination of students who are struggling with the basic</p>	<p>Develop a PRE TEST for Math for incoming students so that weakness will be clearly identified and appropriate changes in teaching can be implemented.</p>	<p>Program Director, Pre 9 Math Teachers & PSS Associate Commissioner for Secondary Education</p>

				mathematics foundations		
5.2.2c: Continue to implement the computer based literacy program (i.e., read-theory) to boost student reading and ability level	PBB Quarterly Report	List of students that will enrolled in our BEABLE Program for this SY 2023-2024 will be submitted on August 25, 2023. As soon as UN & PW has been received and disseminated to students: online computer based reading and comprehension commences	Intermittent internet connectivity continues to be a problem within the school not to mention shortage of bandwidth due to the number of computer units / laboratory that has been set up.	Comprehensive determination of what amount of bandwidth is needed compare to the number of computer units the school has and a permanent IT personnel stationed in the school that can immediately trouble shoot any predicament the school has at any particular time. A separate internet connectivity solely for the program is most welcome.	Program Director, Pre 9 Concerned Teachers & PSS Associate Commissioner for Secondary Education	
5.2.2d: Continue to implement tutoring programs after school and summer	PBB Quarterly Report	A weekly tutorial program is implemented for major subject in English and Math. It is an hour long session where students are given class works and other class activities to identified struggling students. For the past few years, summer program has always been provided to struggling students with 70% below GPA in order	Although a light snack is provided, the students, find the snacks not enough to quench their hunger that they skip the tutorial program. Transportation is also a dilemma for some student, reason for them not to attend the tutorial programs.	Increase the tutorial programs to 2 hours per week and allocate sufficient budget for the decent compensation of the teachers for their extra load and decent food and regular transportation for the students.	Program Director, Concerned Teachers, PSS Associate Commissioner for Secondary Education, & Parents of concerned students	

			for them to improve their GPA and be promoted to grade 9.			
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Output 5.3.1: To address and improve delivery of education at Marshall Islands High School (MIHS)

Marshall Islands High School was the first public secondary institution founded in 1963 as a small boarding school serving students from all atolls and islands of the Republic of the Marshall Islands. Prior to 1963, MIHS was an intermediate facility of the Trust Territory of the Pacific Islands that sent students to the Pacific Islands Central Schools (PICS) located in Pohnpei, in what is now the Federated States of Micronesia. Some of the teachers and leaders, past and present, graduated from PICS. Marshall Islands High School has since evolved into the biggest public secondary school in the RMI. The school has developed from a small institution to become an educational and academic center. In response to the “National Education Goals of Self-Reliance,” MIHS strengthened its focus towards vocational education. The emphasis on vocational education competed with the academic track. However, Marshall Islands High School kept its philosophy of holistic education. The Public Schools System (PSS), MIHS administration, and the faculty work diligently to improve both academic courses and vocational courses. The basic vocational courses were updated, incorporating new technology, and thereby strengthening the overall curriculum. Marshall Islands High School is also the biggest high school in the country of the Marshall Islands which accommodated students from Arno, Enewetak, Mejjato, Majuro (Rairok, Delap, Uliga, Rita) and Mili. Marshall Islands High School continues to grow with student enrollment increasing over the years as more classroom space become limited as a result of more students are enrolled and registered as returned, retain and transferred within the country. MIHS’ primary role in the community is to serve as the largest and most comprehensive public secondary education facility on Majuro Atoll, which encompasses the nation’s capital and largest population center throughout the country. MIHS also serves as one of the main public educational centers for students from nearly every atoll throughout the country.

Results Chain	Performance Targets and Indicators with Baselines	Reporting Mechanisms	Achievements	Challenges	Recommendations	Responsibility
Outcome 5.3.1	Marshall Islands High School					
Output 5.3.1: To address and improve delivery of education	5.3.1a: Vacancies are filled prior to the first day of instruction by coordinating with PSS-HR	PBB Quarterly Report	MOE/PSS Personnel Office and PSS continue to place qualified staff at MIHS.	As of now, we’re short with English & Math teachers	New teachers to be on campus before school starts.	AC of HR AC of SCED Principal

n at Marshall Islands High School	5.3.1b: Provide professional training for MIHS faculty and staff	PBB Quarterly Report	Prior to COVID we did several Professional Development with CMI, WASC, PREL, and USP	The lockdown and other COVID safety protocols prevented most of our professional training plans	Identify urgent areas of need and work on doing professional training with the resource personnel that are available	PSS- HR Principal and VP - Curriculum, Instruction, and Assessment
	5.3.1c: To implement extra-curricular activities for students	PBB Quarterly Report	This year we had 3 outreach which are: Boot Camp Tobacco Awareness Teen Pregnancy Awareness	No challenges, it was useful for the students to know!	If we could invite more to do awareness on other issues that will be suitable for the students.	VP of students affairs, Principal, school leaders
	5.3.1d: Continue to implement WASC accreditation and recommendations	PBB Quarterly Report	We have achieved another six years of accreditation	Adjusting our plan to meet the mid-cycle report which will be due in about 1-2 years from now.	Keep working with the School WASC Leadership team, WASC Focus groups and other stakeholders to collect reports and pay close attention to the last WASC VC recommendations	PSS -WASC Office Principal MIHS WASC Leadership Team
	5.3.1e: To use SIS to collect data	PowerSchool	Very fast to receive names from MMS.	Roll over after middle school. It took a long time to receive the names in the PS after middle school.	Continue using PowerSchool as our tool to collect data and training on transfer of data	Principal VP-SA Counselors Teachers
	5.3.1f: Improve parents engagement	PTA minutes and attendance sheet	Meetings were called and held with each grade level.	Very much difficult to have a good number of	Maybe it will help if we utilize the school bus to bring parents to and from these	School Admins & Leaders

			Officers were elected to assist the school minimize the attendance problem	parents attend these meetings when called.	meetings, and, or, reach out into the communities.	
	5.3.1g: Continue to purchase of school needs	PBB Quarterly Report	The MIHS allocated budget by PSS Budget Office was the main source of funds for purchasing most of the major school needs.	Other urgent /immediate affordable needs were met by school operation money collection from Registration fees and other fundraising activities.	More support from PSS	PSS - HR School Admin and Leaders

Output 5.3.2: To address and improve delivery of education at Northern Islands High School (NIHS)

Northern Islands High School (NIHS) is a secondary school in [Wotje Atoll](#), Marshall Islands. It is a part of the Marshall Islands Public School System. NIHS serves the secondary educational needs of the populations of the northeast atolls, which include Ailuk Atoll, Aur Atoll, Mejit Atoll, Maloelap Atoll, Utrik Atoll and Wotje Atoll. This chain of atolls belong to the Northeast Sub-division or district which is often referred to by the locals as the Ratak Chain. Positioned at Telan Wetto which is an 8.9 acre parcel of land on the island of Wotje, the main inhabited island in Wotje Atoll which is located approximately 150 miles north of the RMI capital of Majuro and 160 miles east of Kwajelein Atoll is NIHS. It is centrally located in the Northeast Subdivision. NIHS enjoys a diverse teaching faculty whose multicultural experiences and expertise blend into its programs.

Education is the key to the nation’s growth, the intellectual capital of its people, the future quality of life of its citizens, the engagement of people in productive and personally satisfying endeavors and the international competitiveness of the nation as a whole. Being the high school education provider in the Ratak Chain vested with a pivotal role in shaping the values and the spirit of the northern islands community, NIHS recognizes need for conducting a Self-Study to examine ways of building the capacity required to keep at center stage in fulfilling the great purpose of the people it serves. That great purpose is embraced in the school’s values statement, vision statement, mission statement and school-wide learner outcomes.

<i>Results Chain</i>	<i>Performance Targets and Indicators</i>	<i>Reporting Mechanisms</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsibility</i>
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	<i>with Baselines</i>					
Outcome 5.3.2	Northern Islands High School					
Output 5.3.2 To address and improve delivery of education at Northern Islands High School	Output 5.3.2a: To fill vacancies prior to the first day of instruction by coordinating with PSS-HR	EC minutes and updates	85% of the vacancies were filled prior to the instructional began	Delay of staff arrival	School admin continues to coordinate with PSS	AC of HR AC of SCED Principals
	Output 5.3.2b: Provide professional training for NIHS faculty and staff	CIA training updates	Improve teacher's knowledge and awareness	Support for training funds	Continue PD and visitations to NIHS	Director of CIA Curriculum Specialist Director of Staff Development
	Output 5.3.2c: Ensure that teachers at NIHS meet TSL requirements	Meeting minutes	Ongoing	Better coordination between TSL and NIHS	Coordination and communication	AC of HR TSL AC of SCED Principal Vice Principal
	Output 5.3.2d: Monitor feeding program	Food consumption report	Quarter 1-4 received	Improve on monitoring the food on site	Continue to coordinate with the dept., of SCED and ensure food stuff is prepared prior to a scheduled trip	Principal AC of SCED Admin. Assistant
	Output 5.3.2e: Continue to implement SIP	Dept. meeting minutes	Ongoing	Lack of resources to implement the SIP	PSS need to provide resources needed	Principal VP Staff and faculty
	Output 5.3.2f: 	Dept., meeting minutes	15/43 (35%) of NIHS seniors	Teachers and students are exhausted	After-working hours allowance and encourage	Director of CIA Principal

	Continue to implement the tutorial program after school		enrolled in to math credit-bearing courses at CMI		more students to keep up with their studies	VP Staff and faculty
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Output 5.3.3: To address and improve delivery of education at Laura High School (LHS)

<i>Results Chain</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanisms</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendation</i>	<i>Responsibility</i>
<i>Outcome 5.3.3</i>	<i>Laura High School</i>					
Output 5.3.3 To address and improve delivery of education at LHS	5.3.3a: To fill up the vacancies prior to the first day of instruction by coordinating with PSS-HR	EC minutes and updates	85% teachers hired prior to first day instruction	Delay of teachers' arrival	Continue to coordinate with HR	AC of HR AC of SCED Principal VP
	5.3.3b: Continue to provide professional training opportunities for LHS staff and faculty	PSS-CIA updates	Achieved training are internal principal leadership, counselors, support staff, and teachers	Transport to attend training in town	PSS to conduct PD and visitations to LHS	Director of CIA Director Staff Development Principal VP Dept. Head-Chairperson
	5.3.3d: Continue to implement the school SIP	WASC report	Ongoing	Per the action plan, attendance continues to be an issue	Continue to engage and strengthen PTA	Principal VP Staff and faculty parents
	5.3.3e: Continue all school-based extracurricular activities increase parental involvement	PTA and school minutes	Achieved parental conference	Lack of parental involvement	Continue to improve on parental involvement	Principal VP Staff and faculty parents
	5.3.3e: 	WASC report	WASC granted a six	Changes in the	Continue to work with PSS on	PSS Principal

	Implement WASC accreditations and references		year accreditation	leadership process	professional development	VP Staff and faculty
	5.3.3f: Coordinate with central PSS administration to acquire school needs	PRs & POs	Achieved school supplies	Slow process of converting PR into PO, caused delay of the school items	Improvement of PR/PO process	PSS Principal VP Staff and faculty
	5.3.3g: Continue to implement the tutorial program for English and Math after school and summer			Challenge students always run away from the program		Principal VP Staff and faculty

Output 5.3.4: To address and improve delivery of education at Jaluit High School (JHS)

Jaluit High School was established in 1975. It is the second largest secondary school in comparison to LHS, NIHS and KAHS. The school serves as boarding to accommodate students from Ebon, Namdik, Kili, Jaluit, Aelonglaplap, Jabat, Namo and Mili. The student population is almost 40 percent less than Marshall Islands High School (MIHS). From the current school's data, its student population continues to increase annually by 10%, leading to more demand for classrooms and dormitory. While demand becomes higher, resources become limited and it causes an unbalance between the numbers of enrolled students compared to the quality of service being provided.

<i>Results Chain</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanisms</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsibility</i>
<i>Outcome 5.3.2</i>	<i>Northern Islands High School</i>					
Output 5.3.2 To address and improve delivery	Output 5.3.2a: To fill vacancies prior to the first day of instruction	EC minutes and updates	85% of the vacancies were filled prior to the instructional began	Delay of staff arrival	School admin continues to coordinate with PSS	AC of HR AC of SCED Principals

of education at Jaluit High School	by coordinating with PSS-HR					
	Output 5.3.2b: Provide professional training for NIHS faculty and staff	CIA training updates	Improve teacher's knowledge and awareness	Support for training funds	Continue PD and visitations to NIHS	Director of CIA Curriculum Specialist Director of Staff Development
	Output 5.3.2c: Ensure that teachers at NIHS meet TSL requirements	Meeting minutes	Ongoing	Better coordination between TSL and NIHS	Coordination and communication	AC of HR TSL AC of SCED Principal Vice Principal
	Output 5.3.2d: Monitor feeding program	Food consumption report	Quarter 1-4 received	Improve on monitoring the food on site	Continue to coordinate with the dept., of SCED and ensure food stuff is prepared prior to a scheduled trip	Principal AC of SCED Admin. Assistant
	Output 5.3.2e: Continue to implement SIP	Dept. meeting minutes	Ongoing	Lack of resources to implement the SIP	PSS need to provide resources needed	Principal VP Staff and faculty
	Output 5.3.2f: Continue to implement the tutorial program after school	Dept., meeting minutes	15/43 (35%) of NIHS seniors enrolled in to math credit-bearing courses at CMI	Teachers and students are exhausted	After-working hours allowance and encourage more students to keep up with their studies	Director of CIA Principal VP Staff and faculty

Output 5.4.1: Close-Up Program

Close Up informs, inspires and empowers young people to exercise the rights and accept the responsibility of the citizens of a democracy. The Close-Up Foundation is yearly event that send students to Washington, DC and New York. Each year Public School System gives the opportunity to public and private high school in Majuro, Kwajalein and outer islands. Close Up's Washington, DC High School Program is a one-of-a-kind opportunity for students to experience their government in action, learn about environmental issue, economics, and climate change that affecting our vulnerable Pacific islands.

Each year the Public School System approves the selection list from the schools and send 20 students to Washington, DC and New York. This year, 17 students and 3 staff visited Washington DC and New York. During this 2 week program, the students make personal connections with the people, institutions, and iconic sites that embody the nation’s past and present. On Close Up experience, students have the chance to:

- Discuss current events with political experts, policy makers, and members of congress or their staff.
- Explore Capitol Hill and witness a live Congressional Committee Hearing
- Engage in meaningful discussions with peers from around the country and debate the most pressing issues facing our nation in a mock congress;
- Be inspired by the famous monuments, world-renowned museums, and hallowed institutions that define our history; and
- Get a glimpse of diplomacy up close by discovering an embassy and meeting an ambassador or diplomat.
- Discuss the issues of climate change and environmental issues in the Pacific islands.

Since 1988 - 2023, RMI high schools have been participated in the event for both public and private high schools. There are now 1,393 students who have been named as alumni of the Close-up Foundation. % of the alumni are currently working in the government and private sectors.

<i>Results Chain</i>	<i>Performance Targets and Indicators with Baselines</i>	<i>Reporting Mechanism</i>	<i>Achievements</i>	<i>Challenges</i>	<i>Recommendations</i>	<i>Responsibility</i>
<i>Outcome 5.4.1</i>	<i>Close Up Program</i>					
Output 5.4.2 Implement close up program at all secondary schools	5.4.2a: To improve test scores in social studies and government	Close-up trip report, June 2023	17 students and 3 staff participated in the DC and NY close-up program in June 2023	Student/teachers delayed in arrival due to the typhoon Mawar	Improvement on coordination and communication and add another chaperone with travel experience	CIA Specialist Principals Vice Principal Dept. Chairperson
	5.4.2b: To complete high school and attend college	Quarterly report, 2019	18 students who participated in 2018 close up have completed high school are current students at CMI		Continue this program locally and internationally	Principals Vice Principal Dept. Chairperson

Output 5.4.2 High School Senior Practicum Program. Further review, plan and implement the Senior Practicum Program at appropriate high schools

The purpose of career practicum education programs is to provide students with opportunities for obtaining experience and developing skills related to anticipate careers through on-the-job training at businesses and industries. In addition to skill development, emphasis is placed on the development of good work habits, responsibility, character, and leadership.

Results Chain	Performance Targets and Indicators with Baselines	Reporting Mechanisms	Achievements	Challenges	Recommendations	Responsibility
Outcome 5.4.2	High School Senior Practicum Program					
Output 5.4.2 To plan and coordinate practicum with participating businesses, ministries and agencies	5.4.2a: At least 10% of participants receive offer for employment	Practicum report, 2023	In 2022-23, 316/483 (65%) of the seniors completed the practicum.	Need more training to gain employment JHS and NIHS did not participate due to the CoVID-19 delay of instruction	Better coordinate with ministries, agencies, and private entities to support and monitor student attendance and performance	Director of CIA CIA Specialist Principals Vice Principals Department Chairperson Counselors
	5.4.2b: At least 90% of participants complete or submit college applications	Practicum report, 2023	316/483 (65%) of the seniors completed the practicum	Unavailable data for college submission of application	Ensure data or report is available for this area	Director of CIA CIA Specialist Principals Vice Principals Department Chairperson Counselors

Output 5.4.3 High School Debate Program

The program was developed to assist student in building stronger speaking and language skills. It promotes interest in a wide variety of topics that are used as the basis for the debate program. Competitions are usually held during education week and constitution day.

Results Chain	Performance Targets and Indicators	Reporting Mechanisms	Achievements	Challenges	Recommendations	Responsibility

	with Baselines					
Outcome 5.4.3	High School Debate Program					
Output 5.4.3 To implement debate program at all high schools	5.4.3a: To improve student learning outcome and public speaking	Education Week 2023 report	Moot Court Debate Competition 1 st – MIHS 2- MBCA 3 rd -AHS	Improve in competency in public speaking and it's a challenge for outer island high school students	Continue to implement the program by conducting school-based debate as an extra-curricular activities and establish CUP clubs in schools	Director of CIA Curriculum Specialist Principals Vice Principals Department Chairs

DIVISION OF SPORTS & EXTRACURRICULAR PROGRAM (SEP)



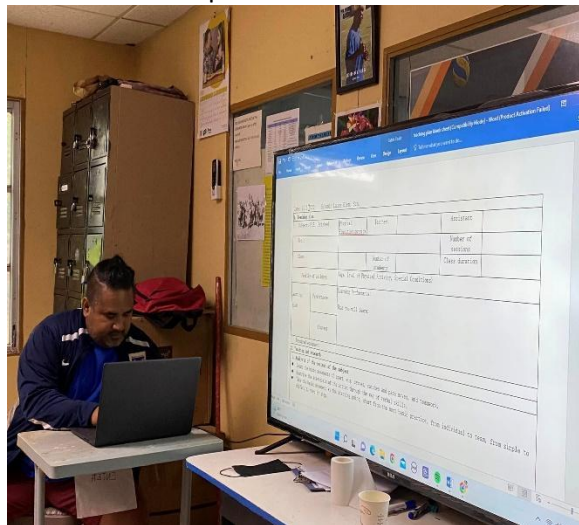
S.E.P. the Division “Sports & Extracurricular Program.” SEP has two departments: 1- Sports Department (Elementary, Middle, High School, Community, National and International. The second is the Enrichment (After School Activities at schools and communities...SOMI, Music, Tutor, Homework, etc....).

With the absence of Community Afterschool Recreation and Education Program (C.A.R.E.), there are no format after school activities for Majuro’s youth. In order to continue after school sports music, and art activities, an Activity Coordinator was identified from within the Ministry’s staff. Later in 2017, with the merge of the Sports Division from the Ministry of Internal Affairs and School Enrichment Program. The title changed to Physical Education Coordinator. The coordinator organizes and oversees extracurricular activities throughout the school year, as well as summer activity programs for students.

Q1

OCT 2022.

- A. October 3, 2022 - SEP had the Teaching Plan & Research Refresher Course with Director Carlon Zedkaia and Curriculum Specialist Ander Kowe attended by 15 SEP Staffs.



B 10.6.22 SEP Training for Table Officials and Mock Simulation led by SEP Supervisor Hackney Wase.



C. 10.20.22 - SOMI Training at MIHS and PSS Gym are also being supported by SEP Coaches as they earned Coaches Certificates for Special Olympics. Trainings are still ongoing every Tuesdays and Thursdays at MIHS/PSS Gym.



SE's Ukulele kids attending the Ukulele Program were invited to perform at the Republic of China Taiwan's 111th National Day Celebration.

D. 10.21.22 SEP Staffs held Clean-up Drive and waste management activity for PSS Compound. Organic waste are separated for compost for SEP Gardening Projects. SE's APECs have been in charge of cleaning and maintaining PSS grounds since the PSS custodian went on a medical trip.



E. 10.23.22 School Visits from Laura to Rita. Monitoring sports supplies and Sports Staffs at their designated school.



Coordinated with Associate Commissioner Pranson Eliu in bringing in containers of COVID supplies for the schools. AC Rais sent three (forty footer) containers from US mainland. SE's APECs continued assisting with the Ralik –Ratak Basketball and the Rairok Community Basketball Tournaments.

November 2022

A. 11.3.22 School Enrichment set-up Patio Gardening with Reservoir as part of SEP School Enrichment extracurricular activities.



B. 11.25.22 School Enrichment Program includes visiting schools for PE class monitoring, Gardening, Gym Attendance, Physical Education Exercises and Trainings, distribution of Sports Supplies to Public Elementary schools and Ukulele After-School Class. In October - November, SE focused on all these activities as the start of the school year was delayed due to Covid Protocols.



C. 11.30.22 Coaching Training for Intellectual and Young Athletes coaches sponsored by Special Olympics Marshall Islands was held at PSS. SE Director Carlon Zedkaia and SOMI General Secretary as Trainers for the two day Coaching Training attended by 16 coaches from SEP.



Train with intellectual athletes continues. SE continues PSS cleaning and ground maintenance.

Christmas Holidays Ukulele Classes continues

December 2022

A. 12.1.22 Second day of the Coaching Training was focus on Practical Exam and Activities. The training was held at Delap Park and PSS Conference Hall.



B. 12.3.22 Special Olympics Trainings are still ongoing, part of the training are Gym Exercises and running at Delap Park or MIHS Field.



C. 12. 27. 22 Christmas Holidays Ukulele Class ends.

Train with intellectual athletes continues. SE continues PSS cleaning and ground maintenance. Ukulele Class went out to perform for a few of the Ministries.

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1.

JANUARY 2023

A. January 5, 2023 – SEP Staffs started Gardening and cleaning the gym equipment to prepare for another year. Gym is open weekday's from 4 pm to 7 pm.

B. January 9 – 16, Physical Education training for newly hired APEC Jokonwa Anjain. Training was conducted at SEP Office and Long Island Elementary School with SE Director and Mr. Micheal Alik (LIES APEC).

C. January 23, 2023 – Special Olympics athletes started training with SEP Coaches at the gym and PSS compound in preparation for the World Games in Berlin 2023.



D. January 25 – 31, SE Hired Helson Latdrik as an APEC for LES. Mr. Helson Latdrik went through basic Physical Education training with Carlon Zedkaia at SEP Office. Mr. Helson spent three days of practical with LIES APEC, Mr. Micheal Alik.

E. January 26, 2023 – PE class from LES, WES, APES, LIES, RRES, NDES monitored by SEP Staffs/APECs. Some other schools have not officially started their PE Classes to ensure that the academic curriculum are followed on time before continuing PE.

F. January 27, 2023 -

Staff meeting and clean-up drive with SEP Staffs and a refresher course for Basketball was led by Sports Supervisor Hackney Wase. There are 3 new Activity Coordinator to be trained before Majuro Day.



FEBRUARY 2023

A. February 6, 2023

2 –week of Sports Training from February 6-16th for SEP staffs and officials including Basketball, Softball and Volleyball. Practical Examination for referees was held at Assumption Basketball Court.

B. New hires Mr. Mikey Elcar and Mr. Robinson Robert were trained by SE Director Carlon Zedkaia on Basic Physical Education training for students in primary level. Mr. Mikey and Robinson spend two days of practical with LIES APEC Micheal Alik.

C. February 7, 2023

Coach Carlon Zedkaia and Coach Michael Alik started training Athletes at the new track and field.



SOMI Athletes are training every Tuesdays and Thursdays to prepare for the upcoming Special Olympics World Games 2023 in Berlin.

D. February 16, 2023

AC Iso Lat went to Ebeye to attend the celebration of Education Week 2023. Mr. Lat along with SEP Ebeye Activity Coordinators organized the Volleyball and Basketball Games for Schools.

E. February 17, 2023

Education Week Marching parade organized by SEP from Alele Museum to CMI. All schools in Majuro and other Government Agencies and Embassies attended the opening ceremony of Education Week hosted by PSS.



F. February 24, 2023-

In part of Education Week Celebration, Life Skills Academy had an informative discussion on Physical Fitness and Education last Wednesday, February 22nd.

SE Director Carlon Zedkaia with SEP coordinators introduced gym workouts and equipment for beginners with the help of RMI athlete Miss Mejit 2022 Hia Aho and Taiwan Volunteer Sport Coaches Hong Tsai and Yungting Chang.



All SEP Staffs designated at the schools organized games for the closing ceremony of the Education Week at their respective schools.

MARCH 2023

A. March 13, 2023

LHS Try-outs for the Majuro Day Track & Field Competition organized by SEP Staffs at Laura Ball Field.



B. March 15, 2023 RMI Basketball Team Try-out and SEP Referee Training at Assumption Multipurpose Court. This is part of the Micro games Try-outs and referee preparation for the games.



C. March 17, 2023 Opening Ceremony for Majuro Day 2023. SEP and Malgov organized the parade at the Majuro Track and Field at Jenrok.. SEP collaborated with Marshall Islands Athletics Federation for the 2-day Athletics Championship 2023 includes running events for schools, Open and Masters Categories.



D. March 26-30, 2023 - SE Supervisor Cathy Borero attended the Unified Leadership Academy in Manila hosted by Special Olympics Asia Pacific to promote better Leadership and inclusiveness in unified sports for Intellectual Disabilities in Special Olympics Marshall Islands.

E. March 27-31 2023 - APECs attended a Sports Refresher Clinic (Basketball, Volleyball and Softball) with Sport's Supervisor Hackney Wase for the 2023 RMI Constitution Day Games.

Q3

1.APRIL 2023

APRIL 6 – Preparation of Basketball Courts, Volleyball Post and Laura Ball field before the May Day Games start. SEP Refresher Courses for all officials and Technical meetings for all Coaches was done in part of the May Day Games for 2023.

APRIL 10 – May Day Games starts at DES, Laura Ball Field and Assumption Covered Court simultaneously. SEP took charge of Basketball, Volleyball and Softball tournament.



APRIL 22- SEP officiated May Day Track & Field Competition at Marshall Islands Sports Complex participated by Majuro Schools and Atoll Athletes. Competition includes 100meter, 200m, Relay for 5th Grade up to Masters Category.

APRIL 23- SEP hosted Basketball Game for Kiribati against RMI Mejit Team in part of the May Day Celebration.

MAY 2023

MAY 2- ROC Taiwan Navy Basketball and Volleyball Games against RMI Teams happened at Assumption covered Court hosted and officiated by SEP.



Team States vs RMI Softball Team also happened at Laura Ball Field officiated by SEP and Volunteers.

May 2nd -Constitution Day Marching Parade organized by SEP from PSS grounds to Delap Park and SEP officiated the Cultural Games at Delap Park.

May 3- SEP officiated “Good Will Games” for a visiting team from Kiribati and Phonpe. Team Wotho vs Team Kiribati Volleyball Game at MIHS and RMI team vs Kiribati Basketball Game at Assumption Covered Court officiated by SEP in part of Constitution Day Celebration. May 9, Pohnpei Calvary Christian Academy vs COOP Mad Dogs Team Girls Basketball game at Assumption organized by SEP.

May 12 – Special Olympics Marshall Islands Coaches along with SEP ongoing training since January for the preparation of World Games in Berlin on June. Coaches Carlon Zedkaia, Cathy Borero and Michael Alik trained Athletes for the Special Olympics World Games 2023 in Berlin, Germany.



JUNE 2023

June 9- Special Olympics Marshall Islands' Team went to Berlin, Germany with SE Director and Coach Carlon Zedkaia to compete at Special Olympics World Games 2023 in Berlin Germany.



June 15- SEP Clean-up drive after most Activity Coordinators went on vacation leave. Clean-up Drives at PSS Compound and Gardening are part of SE programs. Recycling and vegetable planting organized by Director Carlon Zedkaia is an ongoing project whole year round.

June 16- Democracy, Election and Media Workshop hosted by PMI at CMI Campus started and participated by SE Staff Cathy Borero. It is a one week workshop with all PIO and Media Journalists in RMI.



June 22, AC Karl Sualau organized Refresher Courses for all staffs and volunteers, topics from Volleyball and Basketball Officiating are one of the main discussions during the Refreshers.



June 19 – SEP Annual Summer Program Started at Long Island Elementary and has over 80 participants ages from 7-15 years old.



Program includes Ping-pong, Basketball 3x3, Volleyball Mini league, Kids Athletics, Soccer, Kickball and Softball for kids and Ukulele Class. Program ends on July 28th.

June

Q4

1. JULY 6th, 2023– SEP Annual Summer Program continues at Long Island Elementary and has over 80 participants from ages 7-15 years old.

Program includes table tennis, Basketball 3x3, Volleyball Mini league, Kids Athletics, Soccer, Kickball and Softball for kids. Ukulele Class continues at PSS Compound.



JULY 18th- SEP Summer Students with 25 students joined the Healthy Cooking Lesson with TTM- Taiwan Technical Mission at MIHS.



July 20th – S.E. Director started meeting Lutök Koban Alele Committee for the Alele Week/Manit Day activities which takes place annually on the last week of September. LKA meetings were held once a week until the last two weeks before the “Alele Week”. SEP acted as an intermediary for LKA Marshallese Language Spelling Bee for the elementary schools and the Manit Day high schools’ fund raiser.

JULY 25 - Tour at RMI EPA Offices with all summer students learning EPA’s basic operations, how to check clean water, environmental protection, food expiration awareness and encouraging our youth to maintain cleanliness in the surroundings.



JULY 26- SEP Summer Program 3x3 Basketball Championship Game at LIES. With 12 Teams, Boys and Girls competed in the Summer Program's Mini League.



JULY 28 - SEP Summer Program Awarding 2023 with PSS Commissioner Kanchi Hosia.



AUGUST 3- SEP had a refresher courses for officiating 3x3 Basketball with great team of Women in Sports including some of our RMI athletes, Miss Marshall Islands 2023 and Miss Wotje and CMI Sports Coordinators.

AUGUST 4- SEP joined the "Women in Sports" in Action Awareness Session before the tournament. "Women in Sports" held an awareness session for the participating teams. The

session centered on cervical cancer, HPV, and other related topics and climate change awareness.



AUGUST 7- Attended Marshall Islands Soccer Federation “Coaching Education” today at PSS Conference Hall with all SEP Officials and Volunteers.



AUGUST 8- SEP Officiated Women in Sport 3x3 Basketball Tournament. Organized by Miss Marshall islands 2023, Sponsored by Office of Commerce, Investment, and Tourism, AIR Marshall Islands, Marshall Islands Epidemiology & Prevention Initiatives MIEPI, Bank of Marshall Islands, International Organization for Migration, National Energy Office - RMI, Marshall Islands Development Bank, Marshall Islands Basketball Federation and International Organization for Migration - Micronesia

AUGUST 12- Farewell Party for two Taiwan Coaches Yunting Chang and Kun Hong Tsai who had work with Sep for a year as Sport Medicine Coach and Athletics Coach.



AUGUST 23- Softball Training with Taiwan Softball Coach Kuan Ting and SEP Officials at Marshall Islands High School Field.



September 16- Volleyball Tournament under Diversity Sports Festival sponsored by IOM and US Embassy was held at Assumption Court officiated by SEP.

September 20th – S.E. Director invited Aries Hiram to S.E.P. to help our officials/coaches with a local game “Ejjab Aō” rules and regulations.

September 22- SEP attended Basketball Clinic at CMI Court with International Coach from US Embassy and sponsored by IOM including young basketball players and coaches in Majuro.



September 23- SEP officiated Table Tennis “Diversity Sports Festival Tournament” at PSS Conference Hall Delap and sponsored by IOM International Organization for Migration - Micronesia and US Embassy.

September 23- SEP officiated 3x3 IOM Basketball Tournament “RMI Diversity Sports Festival” at Assumption Court Uliga.

September 25- SEP School Basketball League started participated by all schools in Majuro from Grade school to High School Boys and Girls. League is still ongoing and will end on November 2023. LKA Team Sports tournament for Cultural Games kicked off.

SEPTEMBER 29- Director Carlon Zedkaia led the Cultural Games during Manit week at Alele Meusum Compound and Delap Park. All Cultural Games ended October 2nd at Delap Park.



PROPERTIES & MAINTENANCE DIVISION

Public School Systems established the division of Facilities Improvement and Maintenance (FM) with the goal of better monitoring and prolonging the life of the Education's assets. The division carried out various projects during the reported period. The projects included new classroom and building repairs, vehicle maintenance, and classroom furniture making and

repairs.



The Performance Base-Budgeting System was an essential monitoring tool providing effective and efficient methods of monitoring and tracking division activities. Each outcome (objective) has a specific set of outputs (activities) and performance indicators that are to be completed and monitored each quarter to ensure sufficient progress in meeting the required objectives. Performance output describes the work done during the year reported in greater details.

Outcome 9: Provide property maintenance services to all schools and administration building and coordinate expanded community role for school maintenance and upkeep.

Output 9.1.1.1 – Continue to provide regular maintenance for schools and other Education Buildings

Output 9.1.2 – To ensure all PSS vehicles are regularly maintained and monitored to meet the needs for both student and general-public.

Output 9.1.3 – Ensure efficient energy in PSS schools and buildings and land availability for use for new school constructions.

- PSS Facilities and Maintenance Division have created work timetable to updating annually/quarterly maintenance and new necessary priority progress for all PSS schools and department to meet community and student needs. Such as, water storage unit, toilet facilities and transportation. The Division is continued to coordinate and work with RMI- PMU to construct additional classroom building for Majuro, Kwajalein and Outer Island schools.
- It is also continued to coordinate and work with Japan Embassy, ROC/Taiwan Embassy, NGO and other donor by building additional classroom, installing Solar Systems for

Outer Islands and also purchase new school bus with donors funding. The Division has keep record and data of building and shipping out student furniture as well as building repair material for all Outer Island public schools. It has also created monitoring schedule to conducted electrical, plumbing and air conditioning repair for Majuro schools, Jaluit High School and Northern Island High School.

- The Division also coordinates and work with Ministry of Public Works-WIU/Land and Survey office to conduct survey for Majuro, Kwajalein and Outer Island public schools, land survey and school building assessment plans.
- The Division of Facilities and Maintenance has created a quarterly monitoring schedule to do regular engine tune-up as well as keeping record for all reparation/replacement of worn-out parts and tires for all PSS vehicles (i.e. school buses and vehicles owned by school and administration office).

Output 9.1.1 - To provide regular maintenance to all classrooms and other PSS buildings to ensure the safety for students and the general-public to reduce the risk of property loss and personal injury.

The Property and Maintenance Division has completed several projects for the schools. These ranged from major renovation and repair to new construction and making of schools classroom furniture. The following is a table of completed projects.

Table 1. Completed Requests for Classroom Furniture.

<i>School Name</i>	<i>Furniture Requested</i>	<i>Quantity</i>
Delap Elementary School	Classrooms and Library Bookshelves	4
Rairok Elementary School	Students Desk	40
	Computer Lab wall mounted table	2
	Classrooms and Library Bookshelves	4
	TV Cabinet	1
Long Island Elementary School	Students Desk	30
Ajeltake Elementary School	Students Desk	30
Rita Elementary School	Student Desk	30

School Repair and Minor Renovation and Construction:

To date, repairs and minor renovation and construction were completed at the following schools and facilities:

Table 2. School Repair and Minor Renovation and Construction

<i>School Name</i>	<i>Description of Work</i>
Rita Elementary School	<ul style="list-style-type: none"> • Replaced three water pumps at the new classroom building block and Grassroot eight building.. • Installed and replaced new Led Light in two classrooms. • Installed and replaced two clop-up toilet bowl sets.

	<ul style="list-style-type: none"> • Replacing all broken piping at all school PVC water tank and water pumps. • Installed and repair all classrooms doors and locksets.
Delap Elementary School	<ul style="list-style-type: none"> • Installed and repaired classrooms doors and locksets. • Repair and replumbing classroom water tank and water pump connected to classrooms toilet. • Replaced two school freshwater pump piping. • Replaced four classrooms floor tile • Repair all classroom broken lavatory sinks, toilets and pipes fitting.
Rairok Rainbow Elementary School	<ul style="list-style-type: none"> • Replaced all six broken toilets at the school toilet facility. • Roof patching all over the classroom and office. • Installed new wiring of the computer lab and office including (lights and outlets).
Laura Elementary School	<ul style="list-style-type: none"> • Replacing all eight classroom doors and locksets • Cleaning and repair classroom and office a/c unit • Replaced two freshwater pumps connected from 75.000 gallons water tank into all classroom toilet facility.
Woja Elementary School	<ul style="list-style-type: none"> • Installed two water pumps and fix water tank plumping. • Installed six classroom doors and locksets. • Installed and replaced two toilet sets
Majuro Middle School	<ul style="list-style-type: none"> • Repaired salt water and fresh water and plumbing. • Constructing school drinking faucet wooden housing. • Installed and replaced one broken toilet set. • Repair and installed classrooms door locksets • Construction of a new school kitchen.
Ajeltake Elementary School	<ul style="list-style-type: none"> • Replaced office floor tiling with ceramic tile. • Replaced two classroom doors and locksets including office
LSA-Life Skill Academy	<ul style="list-style-type: none"> • Construction of a new school kitchen and dining area. • Repair male and female clog-up toilets • Replacing classrooms lighting.
MOE/PSS	<ul style="list-style-type: none"> • Repair and cleaning of offices air-conditioning units. • Replaced all burn classrooms light and outlet. • Repair supply freshwater pump. • Re-modeling of office space for the budget and procurement office
Marshall Island High School (MIHS)	<ul style="list-style-type: none"> • Cleaning all air conditioning unit • Repair toilet facilities pipe fixtures • Installed four new water pump suppling waters to toilet facilities.
Laura High School (LHS)	<ul style="list-style-type: none"> • Repair toilet installation pipe kits • Replaced classrooms burn LED lights. • Repair and clean all clog up A/C units. • Fix water tanks piping
Marshall Island High School new Dormitory	<ul style="list-style-type: none"> • Installed additional freshwater pump and installed water filter. • Replacing and installed new locksets for the main entrance door and exit door for male unit and female unit. • Installed two 1500 gallons PVC water tank
Pre-Nine Classrooms Building	<ul style="list-style-type: none"> • Repair UV filter water pump and clean water tank for drinking • Installed classrooms door and locksets. • Repair classroom electrical wiring • Repair classroom building roof leaking.

Table 3: Below shows the Public-School Systems Grassroots Projects under the Japanese GGP.

School Name	Project Description	Status To Date
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Woja Elementay School	34-seater Rosa Mits. School Bus	Completed
North Delap Elementary School	34-seater Rosa Mits. School Bus	Completed

Output 9.1.3 – Ensure efficient energy in PSS schools and buildings and land availability for use for new school constructions.

Table 4: Blow shows the number of energy efficiency air conditioning unit installed.

<i>Replaced Air-conditioning Units with new Inverter Type Air conditioning Units</i>	
<i>Division/School Name</i>	<i>Number of A/C split type Installed</i>
Jaluit High School	4 units
Northern Islands High School	2 units
Rita Elementary school	2 units
Majuro Middle school	2 units
North Delap Elementary School	3 units
Delap Elementary School	2 units
Long Island Elementary School	3 units
Marshall Islands High School	4 units
Rairok Rainbow Elementary School	2 units
Laura High School	5 unit
Laura Elementary School	4 units
Ajeltake Elementary School	1 unit
Life Skill Academy	5 units
MIHS Pre -Nine	2 units
PSS Administration Building	6 units
Total number	47 units

Table 5: Blow shows the number of energy efficiency LED light to be installed.

<i>Replacement of Fluorescent light tubes with LEDS</i>	
<i>Division/School Name</i>	<i>Number of LED Light Tubing Installed</i>
Jaluit High School	50
Northern Islands High School	25
Marshall Islands High School	50
Laura High School	50
Rita Elementary School	25
Woja Elementary School	8
Ajeltake Elementary School	25
Delap Elementary School	25
Majuro Middle School	50
PSS	25
Total number	333

Infrastructure Development and Maintenance Plan (IDMP)

Table 6: Infrastructure new Construction and Maintenance

New Construction		
<i>Atoll</i>	<i>Schools</i>	<i>Status to Date</i>
Majuro	Laura Elementary School (2 building block 8 classrooms, library and including storage)	on-going PDP completed
	Laura High School (1-building block 6 classrooms, Library and Office)	On-going PDP completed
Jaluit	Jaluit High School Renovation Project (Girls Dormitory, Boys Dormitory, Staff Housings, Toilet& Shower Facilities and water tanks)	90% construction completed. (IBCC)
	Jaluit High School Cafeteria	Bid Documents Preparation on-going: Design complete
	Imiej Elementary School (6 classrooms plus Admin/LRC and toilet)	Bid Documents Preparation on-going: Awaiting for Land Lease
	Imroj Elementary School (6 classrooms plus Admin/LRC and toilet)	Bid Documents Preparation on-going Awaiting for Land Lease
	Narnej Elementary School (6 classrooms plus Admin/LRC and toilet)	Bid Documents Preparation on-going. Awaiting for Land Lease
Wotje	Northern High School (Renovation of Boys dormitory; Girls Dormitory and Staff Housings)	On-going 90% completed (RMI Builder)
	Wotje Elementary School (Renovation of all classrooms building and toilet facilities)	Completed (GMA Construction)
	Wodmej Elementary School (Construction of new toilet facility for boys and girls)	Completed (GMA Construction)
Ailinglaplap	Majel Elementary School (Construction of new classroom building block plus Admin/LRC and toilet)	On-going Awaiting for Land Lease Agreement

Proposed Repair and Renovation (Existing Classrooms Building)		
<i>Atoll</i>	<i>Schools</i>	<i>Status to Date</i>
Arno	Tinak Elementary School.	For Assessment
	Matelen Elementary School	For Assessment
	Kilange Elementary School	For Assessment
	Langor Elementary School	For Assessment
	Tutu Elementary School	For Assessment
	Bikarej Elementary School	For Assessment
	Arno Elementary School	For Assessment
	Japo Ekementary School	For Assessment
	Ine Elementary School	For Assessment

Likiep	Likiep Elementary School	For Assessment
	Jabol Elementary School	For Assessment
	Malong Elementary School	For Assessment
Ailinglaplap	Enewa Elementary School	For Assessment
	Bouj Elementary School	For Assessment
Ailuk	Ailuk Elementary School	For Assessment
	Enejelar Elementary School	For Assessment
Namu	Mae Elementary school	For Assessment
	Namu Elementary School	For Assessment
	Majkin Elementary School	For Assessment
Mejit	Mejit Elementary School	For Assessment
Jaluit	Jabnoden Elementary School	For Assessment
	Majiriruk Elementary School	For Assessment
	Jaluit Elementary School	For Assessment
Ailinglaplap	Jeh Elementary School	For Assessment
Jabot	Jabot Elementary School	For Assessment
Mili	Enejel Elementary School	For Assessment
	Lukonwod Elementary School	For Assessment
	Takewa Elementary School	For Assessment
Utrik	Utrik Elementary School	For Assessment
Majuro	Ajelake Elementary School	For Assessment
	Woja Elementary School	For Assessment
	Rairok Elementary School	For Assessment
	Delap Elementary School	For Assessment
	Rita Elementary School	For Assessment

Proposed Preventive Maintenance (Newly Constructed Building)		
Atoll	Schools	Status to Date
Majuro	Rita Elementary School	For Assessment
	Marshall Islands High School	For Assessment
	Long Island Elementary School	For Assessment
	Delap Elementary School	For Assessment
	Majuro Middle School	For Assessment
	Ejet Elementary School	For Assessment
Mili	Mili Elementary School	For Assessment
	Nallu Elementary School	For Assessment
Majuro	Ajeltake Elementary School(Kinder Classroom)	For Assessment
Namdrik	Namidrik Elementary School	For Assessment
Jaluit	Jabwor Elementary School	For Assessment
	Jaluit Elementary School	For Assessment
Utrik	Utrik Elementary School	For Assessment
Enewetak	Enewetak Elementary School	For Assessment
Ailinglaplap	Woja Elementary School	For Assessment

Arno	Luko Elementary School	For Assessment
	Longar Elementary School	For Assessment
Namu	Loen Elementary School	For Assessment

PACIFIC RESOURCES FOR EDUCATION AND LEARNING
Profile of Work 2019 - 2023

PREL is an independent, nonprofit organization with staff in Hawaii, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, the Republic, Guam and the Republic of the Marshall Islands. Through our work we collaborate with schools and school systems, families, community organizations, and government agencies to transform education and promote dynamic reciprocal learning communities built on strong social and cultural capital.

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Website: www.prel.org

An Overview of PREL work in RMI.

MULTILATERAL AGENCIES:

ASIAN DEVELOPMENT BANK (ADB)

1. Professional Learning: Under the Improving Quality of Basic Education (IQBE), PREL worked with the RMI Ministry of Education to develop a National Professional Learning Framework (NPLF) that creates the structure for continued learning for K-12 Teachers.
2. Formative Assessment: Under IQBE, PREL created grade specific English, Marshallese, and Mathematic formative assessments for grades K-6 Teachers. The team also conducted in-classroom training to 230 Marshallese teachers in Majuro, Ebeye, Jaluit, Kwajalein and Wotje.
3. Teacher Resources: Under IQBE, PREL conducted a through inventory of existing school resources in urban and neighboring island schools and set up a repository of digital and print classroom resources. A national library in Majuro will be built at the Ministry of Education containing all of these resources.

UNICEF

1. The Continuity of Learning PREL assisted with distributions in learning during the Covid-19 pandemic. This included providing distance learning tools to schools, training teachers how to teach using a blended instruction model, building capacity for emergency preparedness, and developing early childhood education development systems for PSS.

WORLD BANK

1. Vocational and Island Skills Curriculum: Under the newly approved four-track education system, PREL is producing a Vocational Education Framework, and Curriculum for the vocational and island skills education tracks. The island skills track educates students in outer islands to be productive members of the local community through entrepreneurship and self-reliance. This is an attempt to reduce the migration of islanders by creating jobs on islands that are normally outsourced.

US -Based Agency Funding

TASIK: Transformative Advocates for STEAM Innovation and Knowledge

1. TASIK is a National Science Foundation funded project under the Advancing Informal Science Education (AISL) program. TASIK has working partnerships across the Region. Jo-Jikum is the program partner in the Marshall Islands. A collaborative Summer Camp events were hosted in Summer of 2023 at all TASIK sites in the Region. During these events, youths are engaged with elders in indigenous storytelling and other activities in which they also explored community issues with TASIK partners. Similar activities will also take place Summer 2024.

GEM: Geo-literacy Education in Micronesia

1. GEM was also a NSF (National Science Foundation) funded program. In the Marshalls, GEM created two Island Explorer ISLET teams of High School Youths. These youth researchers created a poster series and books and a bilingual story book. The college formed a Geoscience in Planning ISLET and used GIS technology to map select outer islands. This data series was donated to the respectful participating municipal governments for use in planning projects.

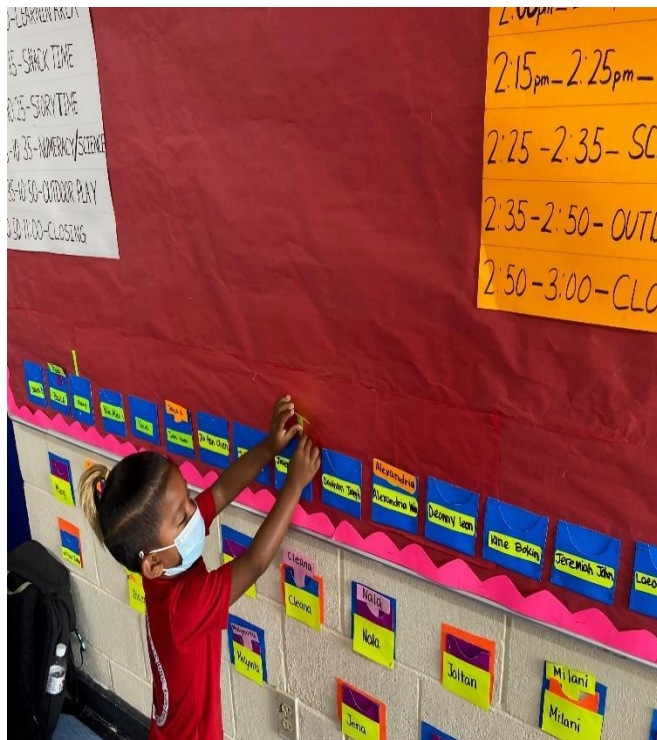
Comprehensive Center Programs (Region 19th. Serving American Samoa, Hawaii and the Republic of the Marshall Islands.

1. Comp-Center R19 Project in the Republic of the Marshall Islands is focused on Strengthening Educator's Effectiveness in the classroom/ schools.
2. This Project builds capacity for the Republic of the Marshalls Public School System to design and implement teacher and school-administrators evaluations systems and ensure that all students have access to effective educators.
3. SY;2022-23 was focused on Training of Principals for the Implementation pilot starting SY: 2023-24. A total of thirty three (33) schools out of 76 schools completed trainings. Five school sites were visited and on-site follow up trainings and classroom observations modeling were conducted successfully.

4. The Comp-Center R19 RMI Services also included Professional Development of PSS SEA staff in Education Finance. This group is engaged in a on-line courses program – a continuation part of the on-

site Education Finance trainings to achieve Certification Levels. So far the courses are on-going and the participants are doing exceptional work!.

EARLY CHILDHOOD DEVELOPMENT PROJECT



Accomplishments/Challenges SY 2022 to 2023

In School Year (SY) 2022 to 2023, RMI PSS completed the ECD-I project, started the RMI ECD-II project, and migrated key activities and contracts from the ECD-I project to the ECD-II project.

The Government of the Republic of the Marshall Islands initiated a request to add additional funding to the RMI Multisectoral Early Childhood Development Project in 2021 via the Early Childhood Development Cabinet Committee (ECD CC). The World Bank determined that the best way to achieve this additional financing was by advancing the closing date of the RMI ECD-I project and creating the Multisectoral Early Childhood Development Project – II (RMI ECD-II) project. A restructuring of the ECD-I Project was processed in parallel to ECD-II preparation and was completed on March 18, 2022. The restructuring cancelled an amount of SDR 7,200,000 (around US\$10 million equivalent) for

recommitment to the overall ECD-II resource envelope. The closing of RMI-ECD-I is documented in the RMI ECD-I Restructuring Paper (RES50023). The original closing date for the RMI ECD-I project was 31 December 2024. Following the restructuring the closing date was advanced to 31 December 2022.

The RMI ECD-II project aims to improve coverage of multisectoral early childhood development services in the Republic of the Marshall Islands and in the case of an Eligible Crisis or Emergency, respond promptly and effectively to it. Component 2 of the project is implemented by the RMI PSS. Component 2 focuses on improving coverage of stimulation and early learning activities. There are four main activities including: 1) empowering parents (male & female caregivers), 2) public preschool services, 3) RMI PSS advocacy and policy linked to ECE, 4) more and better learning materials (quality, age appropriate, culturally relevant and sustaining).

RMI Early Childhood Development Projects							
RMI ECD-I Project				RMI ECD-II Project			
Milestone	Date	Financing	\$US m	Milestone	Date	Financing	\$US m
Approval	28-Feb-2019	IDA-D4240	13.00	Approval	06-Jun-2022	IDA-E0320	27.00
Component 2		IDA-D4240	3.16	Component 2		IDA-E0320	6.00
Effectiveness	30-May-2019			Effectiveness	14-Oct-2022		
Closing	31-Dec-2022			Closing	31-Dec-2026		

RMI ECD Progress Against Indicators				
Project Development Objective(s)				
Indicator	Baseline	Intermediate Target - I	End Target	Status SY 2022-2023
Number of families with children aged 0-5 years receiving home visits from parent educators (Number, Custom)	85 families	95 families	700 families	215 families
Share of children aged 3 and 4 years enrolled in public preschool (Percentage)	2%	8%	25%	5%
Share of children aged 3 and 4 years enrolled in public preschool - female (Percentage, Custom Supplement)	50%	50%	50%	53%
Intermediate Results Component 2				
Indicator	Baseline	Intermediate Target - I	End Target	Status
Teachers recruited or trained (Number, Corporate)	0	135	150	133 teachers recruited or trained

Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)	0	78	85	101 female teachers recruited or trained
Share of targeted caregivers engaging in early stimulation activities	TBD	20%	40%	Coming soon WUTMI has chosen to use the Parents as Teachers approved HOME-IT survey to collect this data
Share of early years' families with access to Marshallese language children's books	1%	20%	40%	Data collected in the ECD impact study at the mid-term
Share of targeted male caregivers engaging in early stimulation activities	0	10%	40%	No data yet This is a new initiative. It is in the start-up phase.

Accomplishments - Empowering Parents

WUTMI increased the number and quality of home visits in their *Ajri In Ibwinini* home visit program. They have completed more than 750 home visits with financing from ECD and are supporting 215 client families with young children in Majuro and Ebeye. WUTMI has completed eight (8) interactive community-wide events for their client families and continued their regular radio program to raise awareness on parenting topics. WUTMI has increased the quality of their home visits and program by reconnecting with Parents as Teachers and strengthening monitoring and evaluation. The one-week training for the new Parent Educators took place right after the WUTMI General Assembly November 28 – December 2, 2022. The trainer was Evelyn Joseph from PREL, who has been WUTMI All ECD program partner since this program was created in 2003. The two (2) Parent Educators from Ebeye also attended the training. In January, three (3) members of WUTMI completed the Virtual Foundational Training with Parents as Teachers.

There were many discussions on a shared interest in strengthening the monitoring and evaluation capacity of the WUTMI *Ajri In Ibwinini* team during the ECD-I project. The initial 2-year grant to WUTMI to expand the *Ajri In Ibwinini* home visit program includes the purchase of twenty (20) tablets for digital collection of data by parent educators. WUTMI has purchased twenty (20) tablets. The World Bank has been providing technical support to the digitization of monitoring forms for use by WUTMI parent educators. The forms have been aligned with the requirements of Parents as Teachers and the reporting requirements of the ECD-II project. On 21 June, fourteen (14) WUTMI Parent Educators participated in the WUTMI *Ajri In Ibwinini* Training on Monitoring Forms.



Public Preschool Services

In SY 2022 to 2023, public preschool services operated at Rita, North Delap, Laura, and Ebeye. 122 children (65 girls and 57 boys) enrolled in public preschool. Overall, 10.5% of children aged 3 and 4 years were enrolled in a public or private preschool service and 5% of the total were enrolled in public preschool services. The COVID pandemic outbreak interrupted the start of the school year and the preschool educator teams prepared home learning packets that emphasized play-based learning for the youngest. Whilda Lazarus, the Preschool Teacher at Rita Elementary School, was awarded this year's ECE Teacher of the Year for her exemplary practice in the classroom.



The expansion of stimulation and early learning services to Kwajalein atoll has been an important priority for SY 2022 to 2023, that spans the early closure of the RMI ECD-I project and start of the RMI ECD-II project. Key achievements in the reporting period include - opening two public preschool classrooms in Ebeye serving forty-seven (47) young students (22 boys, and 25 girls); the public preschool orientation and refresher training in Ebeye was completed 29 to 31 March, training 13 educators (11 female, 2 male), recruitment of two WUTMI parent educators in Ebeye serving thirty (30) client families in Ebeye, and the multisectoral trip to Santos, also part of Kwajalein atoll, which resulted in the completion of the rapid assessment for public preschool expansion at Eniburr school.

1. RMI PSS Advocacy & Policy linked to Early Childhood Education (ECE)

The RMI Cabinet endorsed the National ECD Policy in April of 2023 and the policy launch was held at the closing of the Early Childhood Education Week at Delap Elementary School campus.

In the reporting period, the Executive Committee of PSS engaged in – providing input to key ECD project documents – multiple versions of the Annual Work Plan and Budget, Aide Memoires, prep worksheets for the POM workshops and the actual ECD-II POM, ECD-I Completion Report, Asset Registrar, National ECD Policy & Action Plan, draft Neighboring Island Expansion Plan, Regional Review of ECE Curricula, Progressing the Pasifika Call to Action on ECD Status Report, School Reopening Procedures Following the COVID pandemic, Terms of Reference for ECD-II, draft ECD-I Interim Financial Report, ECD-II SECAP, & ECD-II Agreement on budget support in lieu of teacher salary. Discussions have also taken place on how best to incorporate ECD systematically. For example, the proposed RMI ECE policy, the PSS Strategic Plan, progress toward the National Strategic Plan, progress toward the PacREF, progress toward the global action plan 2022 to 2032 International Decade of Indigenous Languages, and the current partnership with the Global Partnership on Education to work on the sector-wide Education Strategic Plan which includes a thematic paper on ECD.

2. *More and better early learning materials*

Early years families in Wotho, Ujae, and Lae received home reading sets complete with seven (7) quality, age-appropriate, Marshallese children’s books to read at home. The RMI Public School System and Women United Together Marshall Islands (WUTMI) visited each atoll in October 2022 to conduct awareness raising on the value of home reading and distribute children’s books to families.

People often overlook the importance of their language. The mother tongue is the foundation of cognitive development. It is through the mother tongue that we develop a sense of self and begin to explore the world. Young children need a variety of quality, age appropriate, Marshallese children’s books and other learning materials to optimize their early learning and development. This is critical to sustain, develop, and continuously transmit the Marshallese language for future generations.

The Marshallese (bilingual flip style) children’s book *Ekmouj, Ekmouj* was written by Theresa Kijiner and illustrated by Henry Lometo. The Australian Embassy provided funding support for printing one hundred (100) copies of the book and there was a lovely handover ceremony held at Rita Elementary School in December 2022. Some copies were shared with the Alele Museum, library, book mobile, & National Archive.



The Marshallese Early Learning App is under preparation with support from the SIL International using a program called Alpha Tiles. The newly developed SIL Android App Alpha Tiles is designed for flexible adaptation to multiple lesser-known languages and offers a scaled approach to basic literacy. The Alpha Tiles code is open source. The Alpha Tiles set up instructions and worksheets for the Marshallese version have been prepared and shared with RMI PSS. The *Kijdik Eo* Marshallese children's book is underway. The story features a little mouse, different types of traditional Marshallese fishing techniques, the vocabulary for different types of fish found in Marshallese waters, and early numeracy. The content or traditional knowledge featured in the story was requested by the ECD Steering Committee. The text and illustrations have been completed. The story is currently being produced by Six9TOO productions as an education video that captures the *Ro Ro* style.

2023 IQBE Plan Summary

In 2023, the Improving the Quality of Basic Education (IQBE) worked closely with key project partners to ensure that all deliverables were implemented correctly. Regular Technical Committee meetings were held with the College of the Marshall Islands (CMI) and the University of the South Pacific (USP) to share positive work and outcomes and address issues.

Under Output 1, IQBE Literacy and Numeracy Specialists focused their attention on supporting teachers in administering the Quality Pedagogy Framework (QPF) lesson plans on the project islands of Majuro, Wotje, Ebeye and Jaluit. In Majuro, the Literacy and Numeracy Specialists worked closely with teachers at North Delap (NDES) and Delap Elementary (DES), monitoring and supporting them daily in delivering five weekly QPF lesson plans in both ELA and Math. After the delivery of all plans in ELA and Math post tests were administered to all students and evaluated for progress.

The project islands of Wotje, Ebeye, and Jaluit were visited twice this year, during which the IQBE Specialists conducted training on both formative assessment and QPF lesson delivery. Observations were carried out by the IQBE Specialists in collaboration with school leaders, while assessments were supported by specialists from the consultancy firm PREL. Feedback from all visits was positive and the team plans to continue supporting schools on the neighbouring islands in the new year.

As for the project partners, 20 students graduated from the Bachelor in Education program at CMI after completing a 12 week practicum in schools. At USP, meetings were held to revise the Teacher Induction Program (TIP) and propose a new implementation plan under the supervision of a new induction specialist. Meanwhile, work on the National Professional Learning Framework (NPLF) slowed down due to administrative issues with PREL's contract both management teams are trying to address.

Under Output 2, the formative assessment tools – Short Assessment in Literacy (SAL) and the Short Assessment in Math (SAM) – underwent additional modifications following another round of tests in project schools the previous quarter. The literacy assessments, in both English and

Marshallese, address more appropriately elements such as phonemic awareness, while the Math assessment has had its computation skills section refined.

Regarding the Certificate in Educational Assessment (CEA), ongoing consultations with USP's RMI campus have led to a consensus that the course's current structure is no longer feasible. These consultations have led the IQBE team to suggest a contextualized approach if the course were to be retaken. Its structure and delivery will be determined in the next few months.

Under Output 3, the PIU focused their attention primarily on resource development for literacy and numeracy. Specifically, the development of 40 K-3 bilingual readers is nearing completion following the last round of consultations with the PSS textbook committee and the Customary Law and Language Commission (CLLC). The PIU aims to have all books finalized and ready for publication within the next six months.

Additionally, discussions are under way with the Institute of Education (IoE) in Tonga to create a work plan aimed at developing at least 25 new K-6 bilingual readers. The proposal was recently submitted to ADB and if approved the project aims to start working on the text and illustrations of books by mid-2024. Once this plan is approved the project aims to look into re-printing and re-editing of existing Marshallese resources.

Under Output 4, the fourth and final cohort of the Graduate Certificate in School Leadership (GCSL) was successfully completed by 19 students – 13 males and 6 females – at the start of the 2023/24 school year. The final assignment involved supervision of the students' proposed school improvement plans and how they aligned with course requirements. Once the work was carried out in all schools more than 90% of the students completed the program successfully.

The positive feedback from both students and PSS' Executive Committee prompted discussions around a second phase of the GCSL. Following consultations, it was decided that master's program for selected GCSL graduates would be piloted the following year. The two year-program's goal will be to deepen students' understanding of PSS' Principal Performance Standards and find ways to improve school management on a national level.

In terms of community engagement, the IQBE successfully piloted a week-long canoe lesson plan on Enewetak in collaboration with Waan Aelon in Majol (WAM). The K-8 integrated lesson plan was developed over a two-year-period and delivered to all elementary school students from March 27 to April 1. All school subjects revolved around the theme of Marshallese canoes and each day a different topic was the highlight of instruction.

The delivery of the pilot project was well received by both the community and the team that assisted with the delivery of the curriculum. Since then, meetings have been held regularly with WAM's Director to seek ways to expand this collaboration to other islands. Talks around the next project island have already been held and a tentative delivery date has already been shared with PSS' Curriculum team.

