

マーシャル諸島共和国、ミクロネシア連邦、  
パラオ共和国における学校教育

ミクロネシア地域の教育事情に関する  
オンラインセミナー開催報告

School Education in the Republic of  
the Marshall Islands, the Federated States of  
Micronesia, and the Republic of Palau

Report on the Special Seminars on  
Education of the Micronesian Region

2021年12月

December 2021

ミクロネシア地域の教育研究会

Research Group on the Education of  
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# はじめに\*

玉井昇(獨協大学)

## 1. 本研究の趣旨

本研究では、「ミクロネシア地域」の教育学的研究において、これまであまり脚光を浴びることのなかった歴史教育を調査対象とし、その中でもとくに近現代史教育に焦点を当てている。当該地域は、小笠原諸島の南方に接続する海域に位置することから日本と地理的に隣接するだけでなく、近現代の歴史の中でも深い関わり合いを有している。当該地域は、日本の外務省によれば「歴史的に日本とのつながりが深く、日系人が多く活躍する親日国」(外務省「わかる!国際情勢」Vol.170、2018年7月20日)とも位置づけられている。

そもそも、この地域に関する学術的研究は、欧米やアジア地域を対象とした研究に比べると圧倒的に少ない。世界的に見れば、当該地域の教育事情や課題に関する研究は、とくに戦後の信託統治執政国であったアメリカを中心に行われてきた。それらの主題は、言語や文化など現地の伝統とアメリカ文化との相剋に関連するような教育課題を扱ったものが多く、その他には肥満に代表される社会的問題との関連で保健体育に関する最近の業績や、数学教育などの先行業績が散見されるに過ぎない。

一方で、アメリカ以前の統治国であった日本の方が統治時代に関するものを中心に幾分当該地域の研究業績が多いと言えるかもしれない。しかし、人類学をはじめとする人文科学分野に比べれば、社会科学分野の先行研究は少なくなり、今日の教育を主題として扱ったものは極めて限定的である。やはり、同じく言語、保健や数学教育などに関する研究を中心に、国際教育協力に関連する先行研究などが散在する程度である。そもそも、UNESCO や世界銀行等の教育資料の中でもこの地域の基礎的な教育指標の大部分が断続的に掲載され、経年的な変化の分析などは困難であり、空白になっていることも少なくない。こうした現状を踏まえると、当該地域における教育事情の全体的概要とその中で社会科学教育の現状を整理した上で、現地の初等・中等教育における歴史教育の実情と課題を把握する必要性を痛感している。

他方、学術的な関心の低さとは反比例するようにこのミクロネシア地域と日本の国際的な交流は、今日に至るまで長期にわたる蓄積がある。例えば、当該地域も含めた大洋州地域との関係において、1997年から継続的に日本主催で「太平洋島サミット」が開催されており、毎回のように教育や国際交流の関連分野も議題に上がっている。例えば、2018年に福島県いわき市で開催された第8回サミットでは「人的往来・交流の活性化」と称して、特に「若者の間の活発な人的交流及び文化交流を通じた個人間の強い絆の重要性」が強調された。また、2021年7月にオンライン開催された直近の第9回サミットでも、「太平洋のキズナ政策」と題しコロナ禍にあっても以後3年間に5,500人以上の人材の交流と育成の実施が約束されている。

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\* This part is the introduction for Japanese readers, while the English version can be found on the following pages 4 to 8.

概して、特定の国家間において国際交流を深化させるためには、相互に歴史や文化の理解が不可欠である。しかしながら、教育分野での学術的研究の少なさに加え、とくに日本とも関係の深い歴史教育に関しては、その基礎的研究さえも世界的に不足している状況にある。本研究はそうした現実に意義を見出し、現地の初等・中等教育における社会科教育および歴史教育の現状と課題の整理を目的に調査を進めている。

## 2. 本研究の経緯

本研究は、以下の通り日本学術振興会科学研究費助成事業を元に遂行されている。

**研究課題** 「旧日本委任統治領『ミクロネシア地域』の歴史教育に関する研究」  
(基盤研究(C)、課題番号 19K02538、研究期間 2019~2021 年、2022 年度延長予定)

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**研究協力者** 相沢友紀(広島大学大学院生)、奥田梨絵(神戸大学大学院生)

Hannah Lafita(マーシャル諸島共和国教育スポーツ訓練省)、Junior Paul(同左)

Wayne Mendiola(ミクロネシア連邦共和国教育省)

Raynold Mechol(パラオ共和国教育省)、Pillar Ngiraswei(同左)ほか

研究に着手した 2019 年度は当該地域の教育状況を中心に文献研究から始めた。日本統治時代と当時の教育を受けた世代に関する研究は一定の蓄積があるものの、現在の教育に関する研究となると限定的であり、とくに歴史教育を主題として扱ったものはとくに見当たらず、改めて本研究の意義を確認することができた。他方で、社会科教育の基礎的情報から本論の近現代史教育に至る広範囲な調査の必要性も痛感し、まずは現地の教育事情から歴史教育関連の使用教科書等の分析を1次調査の主題に据えた。

その上で、2019 年 8 月にパラオ教育省、パラオ高等学校、G.B.ハリス小学校ほか実際に現地を訪問してインタビュー調査を実施した。その成果は第 30 回日本国際教育学会(大谷大学)で発表し、その一端として中等教育に関しては学術誌上でも公表している(玉井昇(2020)「パラオ共和国の中等教育における社会科と使用教科書—とくに歴史教育と対日関係事項を中心に—」、『国際教育』第 26 号、pp.90-103)。続いて、2020 年 3 月にマーシャル諸島での調査を計画していたが、新型コロナウイルス感染拡大の影響で延期を余儀なくされた。

続く 2020 年度も、新型コロナによる現地渡航の禁止が続いたため、待機期間中はオンラインで現地関係者と連絡を取り合い、教育事情の情報収集を中心とした基礎調査を進めた。特にマーシャル諸島を中心に現地関係者へのオンライン調査を進め、その一環として 8 月にはマーシャル諸島共和国教育省の Junior Paul 氏と Hannah Lafita 氏を講師とする公開オンラインセミナーを実施した。当日は現地および日本からの参加に加えて、パラオ、台湾やニュージーランドなどからの参加もあった。これを機に内外での新たなネットワークを開拓し、以後関係者とオンライン研究会も実施した。その成果の一部は日本国際教育学会 2020 年度研究発表会(オンライン開催)にて発

表し、その一部は学術誌上で公表している(川崎典子(2021)「マーシャル諸島共和国の現代の社会科学教育に関する予備的考察」、『国際教育』第27号、pp.33-45)。

加えて、ミクロネシア連邦に関しても、ポンペイ州を足がかりとして現地教育省の関係者と連絡を取りながら基礎的情報の収集に努め、オンラインでの調査を進めている。その一端として、2021年8月4日にミクロネシア連邦教育省のWayne Mendiola氏を講師として公開オンラインセミナーを実施した。続く同年8月16日にはパラオ共和国教育省のRaynold Mechol氏を講師に、公開オンラインセミナーを行った。やはり、両日とも内外からの参加もあり、以後もオンライン研究会を継続している。

こうして、コロナ禍にあってもICTを活用することで一定の研究成果を上げつつある中で、他方では実地調査でないとなかなか把握しにくい個々の教育現場の実態など、自ずと遠隔調査の限界も見えてきた。現在も引き続き現地関係者とコンタクトを取りながら、渡航制限が解除されれば現地でのフォローアップ調査を再開する体制を維持している。

### 3. 本報告書の概要

こうしておよそ1年半にわたって続くコロナ禍にあって、当初の予定していた現地調査が困難になった。そんな中でも、分担者・協力者との試行錯誤と弛まぬ努力によって実現したオンライン調査を通して1次調査に近い成果を上げつつある。その過程において、現地協力者に対する聞き取り調査の一部をオンライン公開することで、他の研究者はもとより広く一般にも情報共有することで新しい研究調査と成果の社会還元の色を示すこともできた。さらに、その成果をセミナー参加者以外にも情報提供することを目的とし、今回本書の中で各国教育省担当者によるセミナーの開催報告を中心に現地の教育情報および社会科学・歴史教育の概要を取りまとめることにした。

よって、第1章はHannah Lafita氏およびJunior Paul氏による“Education of Republic of Marshall Islands: Digest of Education Statistics 2018 – 2019 and beyond”(2020年8月6日実施)、第2章はWayne Mendiola氏による“Education of the Federated States of Micronesia: Achievements and Challenges”(2021年8月4日実施)、第3章はRaynold Mechol氏による“Education of the Republic of Palau: Past, Present, and Future”(2021年8月16日実施)を収容している。この各国教育情報のセミナー報告は、現地教育省の担当者によって解説された主たる内容を各解説者監修の下で要約作成したものであり、各コーディネーター(マーシャル諸島/川崎典子、ミクロネシア連邦/奥田梨絵、パラオ/相沢友紀)による日本語要旨を付記している。最後に、全セミナーのモデレーターを務めた渡辺幸倫氏による「『おわりに』にかえて:オンラインセミナー実施の流れ」で締めくくられている。

以上の通り、本報告書は専門的知識を惜しみなく提供してくれた現地の協力者をはじめ、内外の研究分担者・協力者はもちろんのこと、様々なかたちでご支援して下さった皆様によるご教示の賜物である。本紙がミクロネシア地域の社会科学・歴史教育に関する基礎資料として、今後の研究調査に少しでも役立つことが出来ればこの上ない喜びである。

# Introduction

Noboru Tamai (Dokkyo University)

## I. Research Objective

This research focuses on education for social studies regarding the Micronesian region, with a particular focus on modern history education, which has not been in the limelight much thus far. The area in question is not only geographically adjacent to Japan because it is located in a sea area that connects to the south of the Ogasawara Islands, but also has a deep relationship in terms of modern history. According to the Ministry of Foreign Affairs of Japan, counties in the region are also regarded as pro-Japanese ones with deep historical ties to Japan which also have many Japanese descendants (Japan Ministry of Foreign Affairs "わかる!国際情勢 (Understanding! The International Situation)" Vol.170, July 20th, 2018).

To begin with, there is an overwhelming lack of academic research on this region in comparison to research on Europe, the United States, and Asia. From a global perspective, most studies on the educational situation and issues in the region have been conducted in the United States, which was a Trusteeship Council country during the post-war period. Many of these studies dealt with educational issues related to the frictions between local traditions and American culture, while other recent research achievements are related to health and physical education in regard to social issues such as obesity, with only a few prior research in such subjects as mathematics education.

However, it may be said that Japan, which had been a ruling country before the United States, had somewhat more research achievements in the area, mainly in relation to that ruling period. Nevertheless, compared with humanities fields such as anthropology, the amount of prior research in the field of social sciences is small, with an extremely limited number of studies dealing with education today. Likewise, there is a limited number of research related to international educational cooperation, focusing on research related to language, health, and mathematics education. Before referring to academic studies, most of the basic educational indicators for this region are intermittently published in educational materials from UNESCO and the World Bank, so it is difficult to analyze changes over time, and not uncommon to find no data available. In light of this situation, we, the members of this research team, are keenly aware of the need to sort out the actual

circumstances and issues related to history education in local primary and secondary schools. In the meanwhile, it should be necessary for us to grasp the overall outline of the educational situation in the region concerned and an understanding of the current state of social studies education within that context.

However, this international exchange between the Micronesian region and Japan has been building for a long time, in inverse proportion to the low level of academic interest. For example, since 1997 Japan has continuously hosted the Pacific Islands Leaders Meeting for the Oceanian region, which includes the region concerned, and the related fields of education and international exchange have been raised as agenda items every time. At the Eighth Summit held in Iwaki of Fukushima Prefecture in 2018, for instance, the importance of "strong personal ties through vigorous people-to-people interactions and cultural exchanges among young people" was particularly emphasized, with reference to such policies as "invigoration of people-to-people interactions and exchanges." At the latest and ninth summit, held online in July 2021, the leaders of the member states also promised to exchange and train more than 5,500 personnel over the next three years, even in the face of the coronavirus disaster, in what is known as the "*Kizuna* (bonds or ties) Policy in the Pacific."

In general, a mutual understanding of history and culture is essential for deepening international exchange among specific countries. However, in addition to the lack of academic research in the field of education, there is also a worldwide shortage of even basic research on historical education which is particularly closely related to Japan. This study finds significance in such realities and proceeds with an investigation for the purpose of organizing the present situation and issues of social studies education and historical education in local primary and secondary schools.

## 2. Research Background

This study is carried out pursuant to the Grants-in-Aid for Scientific Research <KAKENHI> of the Japan Society for the Promotion of Science and the Ministry of Education, Culture, Sports, Science and Technology as follows.

### **Research Agenda: "Study on History Education in the Former Japanese Mandated Territory of Micronesia"**

(Grant-in-Aid for Scientific Research (C), Issue No. 19K02538, Research Period 2019-2021, Scheduled to be extended in FY2022)

**Principal Investigator: Noboru Tamai** (Professor, Dokkyo University)

**Co-Investigators: Yukinori Watanabe** (Professor, Sagami Women's University), and  
**Noriko Kawasaki** (Associate Professor, University of Miyazaki)

**Research Collaborators: Yuki Aizawa** (Hiroshima University graduate student),  
**Rie Okuda** (Kobe University graduate student)

**Hannah Lafita** and **Junior Paul** (Republic of the Marshall  
Islands Ministry of Education, Sports and Training)

**Wayne Mendiola** (Department of Education, Federated States  
of Micronesia)

**Raynold Mechol** and **Pillar Ngiraswei** (Ministry of Education of  
the Republic of Palau), and others.

In 2019, the research study began with a focus on literature research, particularly on the educational situation in the region. Although a certain amount of research has been accumulated on the generations which were educated during the period of Japanese rule, research on current education is limited, and in particular, few studies can be found which dealt with historical education as a main theme. Thus, our team was once again able to confirm the significance of this research. However, we were also keenly aware of the need for a wide-ranging survey, ranging from basic information on social studies to modern historical education, in this study. Therefore, the analysis of textbooks and other materials related to historical education based on the local educational situation was chosen as the main subject of the first survey.

Then, in August 2019, two of our team actually visited the Ministry of Education (Palau), Palau High School, G.B. Harris Elementary School, and other sites to conduct an interview survey. The results were presented at the Thirty Meeting of the Japan International Education Society (Otani University, Kyoto) and, with a particular focus on secondary education, were published in academic journals (Noboru Tamai, "Social Studies and the Textbooks for Secondary Education in the Republic of Palau: A Study on History Education Particularly on The Japanese Occupation"), *Journal of International Education*, no.26, pp. 90–103). From there, next plan was scheduled to survey the Marshall Islands in March 2020; however, this had to be postponed due to the spread of the new coronavirus epidemic.

In the following year, 2020, the ban on international travel due to the new coronavirus disease continued. Therefore, we kept in touch with local officials online during the waiting period and proceeded with a basic survey, focusing on gathering information on the educational situation. In particular, an online survey

of local stakeholders was conducted, primarily concerning those in the Marshall Islands. As part of these surveys, an online seminar was held in August under Junior Paul and Hannah Lafita of the Republic of the Marshall Islands Ministry of Education. On the day of the event, participants from Japan were joined by participants from Palau, Taiwan, New Zealand, and other countries. Taking this as an opportunity to cultivate new networks in and out of the country, we have since held online research seminars with concerned parties. Some of the results of said research were presented at the Japan International Education Society 2020 research presentation meeting (held online in March 2021), while one of them have been published in an academic journal (Noriko Kawasaki (2021) "A Preparatory Study on the Contemporary Social Studies in the Republic of Marshall Islands: Focus on the Portrait of Japan in the Marshall's Original History Textbook," *Journal of International Education*, no.27, pp.33-45).

In addition, with regard to the Federated States of Micronesia, using Pohnpei State as a foothold, we have conducted online surveys, working to collect basic information while contacting local officials from the Ministry of Education. As part of this effort, on August 4th, 2021, Wayne Mendiola of the Federated States of Micronesia's Ministry of Education held an online seminar as a lecturer. Subsequently, on August 16th of the same year, another online seminar was held under Raynold Mechol of the Ministry of Education of the Republic of Palau. As expected, participants from Japan and abroad attended on both days, and online workshops began after the Marshall Islands seminar last year have continued to be held ever since.

In this way, even under the corona pandemic, Information Communication Technology has been used to achieve certain research results. However, the limitations of remote surveys have emerged, such as the fact that the actual situations in individual educational settings are difficult to grasp without conducting surveys on-site. Even now, we have kept in touch with local stakeholders to resume follow-up surveys once travel restrictions have been lifted.

### **3. Summary**

Thus, the coronavirus pandemic, which has continued for over a year and a half, has made it difficult to conduct the field research as originally planned. In light of such circumstances, the results of online surveys, which were realized through trial and error and constant efforts with the coordinators and collaborators, are

beginning to produce results similar to those of first phase of the survey. In the process, it was possible to present a new style of online research method not only for the research team members, but also for other researchers and the general public. This way of research enabled us including local collaborators to share the results of online surveys with other participants. In addition, with the aim of sharing the results of these seminars with people other than seminar participants, it was decided in this report to compile a summary. As a result, it contains information on local education information as well as on social studies and history education offered by the officials of the Ministry of Education of each country through the seminars.

Therefore, Chapter 1 reports "Education of the Republic of the Marshall Islands: Digest of Education Statistics 2018–2019 and beyond" by Hannah Lafita and Junior Paul (dated August 6th, 2020). Chapter 2 deals with "Education of the Federated States of Micronesia: Achievements and Challenges" by Wayne Mendiola (dated August 4th, 2021). Chapter 3 is about "Education of the Republic of Palau: Past, Present, and Future" by Raynold Mechol (dated August 16th, 2021). This seminar report on the educational information of each country features a summary of the main content as explained by the officials from Ministry of Education of relevant countries and a Japanese summary by coordinators (Marshall Islands: Noriko Kawasaki; Federated States of Micronesia: Rie Okuda; Palau: Yuki Aizawa) is appended. Finally, it closes with "Notes for conducting online seminar: A substitute for the conclusion" by Yukinori Watanabe, who worked hard to moderate all the seminars.

As described above, this report is the result of studies with local collaborators who generously provided us with their specialized knowledge, research coordinators and collaborators from Japan and abroad, as well as everyone who has supported us in a variety of ways. It would be greatly appreciated if this paper could be used as basic material for future research and surveys on social studies and historical education in the Micronesian region.



# Chapter I

A Special Seminar on Education of the Republic  
of the Marshall Islands: Digest of Education  
Statistics 2018 – 2019 and beyond

# マーシャル諸島共和国 オンラインセミナーの概要\*

川崎 典子(宮崎大学)

## 1. マーシャル諸島共和国の概要

面積 180 平方キロメートル  
人口 59,194 人(2020 年、世界銀行)  
首都 マジュロ  
民族 ミクロネシア系  
言語 マーシャル語、英語  
宗教 キリスト教(主にプロテスタント)

## 2. オンラインセミナーの概要

開催日時: 2020 年 8 月 6 日(木)11 時~14 時(日本時間)

場所: オンライン・ライブ配信(Web 会議システム Zoom)

講演者:

ハナ・ラフィータ氏(Ms. Hannah Lafita, Associate Commissioner for Primary Education of the Ministry of Education, Sports & Training)

ジュニア・ポール氏(Mr. Junior Paul, Associate Commissioner for Career and Secondary Education of the Ministry of Education, Sports & Training)

### 【講演の概要】

・マーシャル諸島共和国教育・スポーツ・訓練省(以下、教育省)のミッション

子どもたちは平和で生産的なマーシャル諸島の要であると考え、全児童・生徒が自律的で教養ある批判的思考者でかつ問題解決者に育ち、持てる能力を最大限に伸ばして発揮できるように文化的能力とグローバル対応力を備えた人材に成長させることを教育省の使命とする。

・公教育システムについて

アメリカの教育システムをベースとしており、公教育と非公教育に分けられる。公教育では、初等教育(就学前教育を含む)、中等教育、高等教育の3つの教育課程が存在する。就学適齢期は、初等教育で5~13歳、中等教育で14~18歳とされている。

小学校が93校(公立79校、私立14校)、中等教育学校が18校(公立7校、私立11校)

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\* This part is the summary information on the following pages 14-27 for Japanese readers.

あり、さらには、高等教育機関としてマーシャル諸島短期大学 (College of the Marshall Islands) と南太平洋大学マジュロ校 (University of the South Pacific Majuro Campus) が存在する。

上記に加えて、教育に関する法律、教育予算、公教育の課題について説明が行われた。

### 【内容一覧】

マーシャル諸島共和国の一般情報 (14~15 頁)

公教育システムについて (16~17 頁)

教育予算 (17~18 頁)

公教育の課題 (18~19 頁)

### 【質疑応答】

後半部では、講演者がセミナー参加者から寄せられた質問に答えた。主な質問事項を以下に示す。

<質問事項>

- ・学校歴 (19 頁)
- ・課外活動の有無について (19 頁)
- ・ミドルスクールの位置づけについて (20 頁)
- ・感染症対策等の衛生教育について (20 頁)
- ・教育省にスポーツを含む理由について (21 頁)
- ・職業訓練教育について (21 頁)
- ・優秀な人材の外国流出について (21 頁)
- ・平和教育について (21~22 頁)
- ・大学等での高等教育および教員養成について (22 頁)
- ・学校教員の要件について (22 頁)
- ・教育に関する法律 Act 2013 以前の公教育について (22~23 頁)
- ・公立学校とミッションスクール (私立学校を含む) との違いについて (23 頁)
- ・学校中退率について (23~24 頁)
- ・E ラーニングの重要性について (24 頁)
- ・学校教育を離れて以降の学びについて (24 頁)
- ・マーシャル語の教育について (24~25 頁)
- ・アイデンティティを高める教育について (25 頁)
- ・マーシャルの教育理念について (25~26 頁)
- ・持続可能な開発のための教育について (26 頁)
- ・JICA 海外ボランティアとの連携について (27 頁)
- ・教育分野の国際協力活動について (27 頁)

**マーシャル諸島共和国  
教育セミナー** (英語/ビデオ会議)  
マーシャル諸島共和国の教育省担当官に  
教育事情について説明していただきます。  
【話し手(邦字)】 3 Associate Commissioners  
of the Ministry of Education, Sports and Training, RMI  
【日時】 2020年8月6日 11:00-14:00  
【方法】 ビデオ会議システム(Zoom)  
※詳細はお申込みの方にEメールでお伝えします。  
【主催】 ミクロネシア地域研究者グループ  
玉井昇(獨協大学)・渡辺幸倫(相模女子大学)  
相沢友紀(広島大学大学院)・川崎典子(宮崎大学)

本セミナーは文部科学省  
科学研究費助成事業基盤  
研究 C 19K02538 (代表  
玉井昇) で開催します。

申込み(8月3日締切)  
<https://forms.gle/3bcv2Nw56n5c9nE9>  
(Google Forms)

問合せ  
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セミナー広報用ポスター

### 3. 参考資料

- ・Republic of the Marshall Islands Ministry of Education, Sports & Training. (2019).  
Digest of Education Statistics 2018 - 2019.  
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- ・Republic of the Marshall Islands Ministry of Education, Sports & Training. (2020).  
Education Statistics Digest - Version 2.  
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- ・Republic of the Marshall Islands Ministry of Education, Sports & Training. (2013).  
Marshall Islands Public School System Act 2013.  
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- ・Republic of the Marshall Islands Ministry of Education, Sports & Training.  
“Curriculum” <https://pss.edu.mh/documents/reports/>

# A Special Seminar on Education of the Republic of the Marshall Islands: Digest of Education Statistics 2018 – 2019 and beyond (August 6, 2020)

**Junior Paul** (Associate Commissioner of Secondary and Career Education)

**Hannah Lafita** (Associate Commissioner for Early Childhood and Elementary Education)

## I. Outline of Seminar

### Presentation

Mr. Junior Paul briefly introduced himself and expanded upon his 16 years' professional journey in the education system, starting from a classroom teacher in 2004 to now being the Associate Commissioner for Secondary Education, Public School System Republic of the Marshall Islands. He also mentioned his affiliation with the National Training Council, engagement with the National Emergency Operation, and involvement in the college university selection team for RMI.

Describing her career in the education system, Ms. Lafita mentioned that she currently oversees about 80 schools scattered all over the Marshall Islands. After graduating from a college in Honolulu, Hawaii, she started her career as a classroom teacher. She later moved to the College of the Marshall Islands, working initially as an Admission Director, and then became the school counselor. She joined the Public School System as a teacher trainer, became the Curriculum Director, and then joined the Executive Committee Group as an Associate Commissioner for primary schools.

## Ministry of Education, Sports & Training (MoEST)

### **Junior Paul**

The Marshall Islands established the Public School System in 2013. The two chains of the Marshall Islands are Ratak and Ralik, referring to the eastern and western parts, respectively. The Marshall Islands consist of 33 coral atolls. Majuro is the capital city. Kwajalein Atoll, an urban center, was used as the military base. Bikini and Enewetak were used as nuclear testing sites. The population of the Marshall Islands is approximately 56,000 people. In 1986, the RMI became a self-governing republic under the Compact of Free Association with

the United States.

Mr. Paul mentioned that because of its remoteness as a country, people have to travel by plane or boat to travel from one island to another, which is one of the challenges of the education system in the Marshall Islands.

Mr. Paul shared the mission and vision statement, which included the 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 and the vision of students as the key to a peaceful and productive Marshall Islands.

Under the Republic of the Marshall Islands Education System, the Ministry of Education, Sports, and Training provides public and non-public education for elementary, secondary education, higher education, and private schools. While the government and public schools provide free education, private schools charge a certain tuition fee.

He further added that the education system in the Marshall Islands is based on the American model of education, which is compulsory.

1. Early Childhood Education or Pre-Primary: Age Group 3 to 5.
2. Primary Education or Grade 1 to 8: Age Group 6 to 13.
3. Secondary Education or Grade 9 to 12: Age Group 14 to 17 or 18.
4. Post-Secondary Education: College of the Marshall Islands or The University of the South Pacific.

Mr. Paul stated that the Public School System Act was approved by the Cabinet and came into effect in 2013. The purpose was to repeal Chapter 3, Title 14 of the Marshall Islands Revised Code of the Education Act of 1992 and enact an act to establish an autonomous public school system within the Ministry of Education as the autonomous party responsible for the administration of primary and secondary programs in the Republic. The PSS was formed to provide the Commissioner of Education and governed by the National Board of Education. It was also established to provide independent personnel and financial management, budgeting, and other related purposes.

Ms. Kitlang Kabua serves as the current MoEST Minister. She is the Senator and Representative from Kwajalein Atoll.

### **Organizational Chart of MoEST:**

1. Public School System: Responsible for K-12 System education.

2. National Training Council: Responsible for unemployed youth.
3. Marshall Islands Scholarship, Grant, and Loan Board: Tertiary Education.
4. College of the Marshall Islands: Tertiary Education.
5. University of the South Pacific: Tertiary Education.
6. Teachers' Standards and Licensing Board: Responsible for teachers and ensuring that teachers are licensed and qualified for any teaching position.

### **Public School System Chart:**

1. Ministry of Education.
2. Local Board of Education.
3. Commissioner of Education.
4. Division Departments.
  - A) Secondary Education headed by Junior Paul.
  - B) Early Childhood Education and Primary Education headed by Hannah Lafita.
  - C) Admin and Human Resources Office
  - D) Policy Planning and Statistic.
  - E) Maintenance Facility and Property Maintenance.
  - F) Budget and Finance.
  - G) Sports.
  - H) Division for improving quality of basic education with support from the Asian Development Bank.
  - I) Division for Early Childhood Development support from the World Bank.

Mr. Paul stated that there were nine members of the board. The RMI PSS Act of 2013 established the National Board of Education consisting of five members appointed by the Cabinet, representing the five main geographical districts of RMI: the Minister of Education and three members appointed by the MoEST, representing teacher and principal interests, non-public school interests, and parents, students, and guardian interests.

**Ms. Lafita** explained that the Primary Education Division is mandated to provide inclusive education and related services to children in kindergarten to grade 8 in the age group of 5 to 13. The focus is to provide access to and improve student performance and learning outcomes at the primary level and address the needs of special education students. It oversees three supplemental programs:

1. Curriculum, Instruction and Assessment.
2. Special Education.
3. Media and Instructional Services.

**Mr. Paul** stated that the two aspects of the secondary and vocational education division are teaching academia and conducting vocational programs. It strives to ensure that children who have completed primary schooling have reached the age of 14 and qualify for the public school system standards are enrolled in each of the below-mentioned public high schools:

1. Marshall Islands High School, who has inaugurated a new dormitory supported by the Government of Japan through the embassy of the Marshall Islands.
2. Laura High School.
3. Jaluit High School, a remote school situated in the outer islands.
4. Northern Islands High School, another remote school situated in Wotje Atoll.
5. Kwajalein Atoll High School, situated in Ebeye.
6. Enniburr High School.
7. Life Skills Academy.

He mentioned that these schools enroll children who completed eighth-grade education from geographically based feeder schools.

#### **College Institutes of RMI under the Ministry of Education:**

1. College of the Marshall Islands led by a President.
2. University of the South Pacific Majuro Campus led by a Campus Director.

#### **Schools of RMI – Total 113:**

1. Public Elementary Schools: 79.
2. Private Elementary Schools: 14.
3. Public Secondary Schools: 7.
4. Private Secondary Schools: 11.
5. Public Post-secondary institutes: 2.

Mr. Paul further elaborated that the Marshall Islands School System comprises public and private schools. The Public School System administers public schools; however, private schools are funded by the government through Aid-To-Private School in accordance with compliance with government requirements.

#### **FY20-21 MoEST Overall Proposed Budget:**

Sources of funding include General Funds 33%, Compact Funds 35%, Ebeye Special Needs 9%, Supplemental Education Grant 18%, and the Federal Grants 5%.

Funding from MoEST agencies include the Public School System, the College of the Marshall Islands 14%, National Training Council 2%, Marshall Islands Scholarship, Grant, and Loan Board 5%; and the University of South Pacific 2%,

with a total of 31.5 million.

### **FY20-21 Budget Ceilings:**

Mr. Paul emphasized that they tried and balanced the budget allocated. However, the General Funds was hit by a 17% cut affecting the ministries and agencies into the budget circulation on May 12, 2020. On June 18, 2020, PSS was notified by the Budget Consolidation Committee on further cuts in the Compact Funds by \$825,708 and Supplemental Education Grant by \$9000.

### **FY20-21 Key Budget Expenditure – All Agencies from All Funds:**

Mr. Paul added that a transfer out amount of \$6.7 million went to the University of South Pacific and College of the Marshall Islands, with \$6 million operational expenditure, and \$18.7 went to personnel. The total budget for the Ministry of Education is \$31.5 million.

### **FY20-21 Budget by Focus Areas – All Funding Sources:**

Leadership and Management 3%; Personnel Budget and Administration 7%; Policy, Planning, and Statistics 4%; Primary Education 40%, which receives the maximum fund allocated in order to focus on student learning; secondary education 24%, which could not be funded to CIA line item in this financial year; Kwajalein School 12%; Special Education Program 7%; Property & Maintenance 2%; Sports & School Extracurricular Program 2%.

Mr. Paul also shared the FY20-21 budget expenditures from Compact, Ebeye Special Needs, and Supplemental Education Grant, which included personnel expenditure, operating expenditure, and transfer to other agencies.

### **Challenges:**

1. Due to the dengue outbreak, students and teachers were stranded in Majuro and could not travel to other islands. School-based training and accreditation visits to locals and the WASC were canceled. Internal and external trainings/meetings were canceled.
2. Due to COVID-19, internal and external trainings/meetings were canceled, and a significant number of employees were stranded outside of the RMI. There was a one-week school closure for the pandemic preparation, and the schools had to be closed early. Recruiting qualified staff was another challenge during the pandemic. There was also a delay in conducting the Marshall Islands Standard Achievement Test, and the MISAT for grades 6, 10, and 12 was canceled.
3. Another challenge for high schools was the limited space available in

dormitory schools due to the large number of students coming, such as Jaluit High School.

4. Transportation was another issue through air and sea for teachers and students.
5. Budget also posed a challenge with a large number of cuts for the new fiscal year.

## 2. Question & Answer Session

1. **Question:** In which month does the new school year start on the Marshall Islands?

**Mr. Paul** replied that the new school year began in the second week of August in the Marshall Islands.

He added that there was an early school closure due to COVID-19 preparation. Therefore, to compensate for the lost time, the plan is to start the schools early since the RMI has remained COVID-19 free.

2. **Question:** Do schools in the RMI have afterschool programs, such as extracurricular or supplementary activities?

**Ms. Lafita** responded that there are many afterschool programs such as tutoring programs for students who need help, music classes, and social citizenship education club, especially in secondary schools. They plan to roll out a program called Mothers' Club. RMI schools conduct interschool sports competitions during the school year. In addition, every school in RMI has a learning garden as part of curriculum learning, which is mandatory for every child to attend. There are efforts made to have students learn about the value of eating healthy food. Students can select any of these programs based on their interests.

**Mr. Paul** added that in the secondary education arena, as part of the afterschool programs, they have many clubs like science, math, and sports clubs to teach these subjects. The Close Up Club is a program where students get a chance to travel from RMI to Washington, D.C. in partnership with other ministries to participate in activities such as writing essays, research reports, and helping with government issues or any existing social and economic issues.

3. **Question:** Where are public middle schools located in the RMI school system,

are these middle schools compulsory, and is there a charge for that part of education?

**Ms. Lafita** replied that middle schools fell between primary and secondary education. It is a part of primary education because they cater to K to 8, and middle schools are usually grades 6 to 8. However, there is a standalone school in Majuro that caters to only grades 7 and 8, and the feeder schools cater to K to 6 and feed into that. The rural area schools by the end of the island cater from K to 8. She stated that there is one public elementary school on Ebeye catering K to five and then six to eight in middle school. It is compulsory and free of charge.

4. **Question:** Are there any specific programs undertaken, such as hygiene education in schools, to fight against dengue fever and COVID-19?

**Mr. Paul** responded that RMI had yet recorded no cases of COVID-19. However, they have implemented hygiene education in schools, sharing the knowledge of COVID-19 with school principals. They also have partnerships with the US Environmental Protection Agency, the Ministry of Health and Human Services, and the International Organization for Migration to help conduct training on hygiene and washing in primary and secondary schools. The Commissioner of Education, a part of the National Disaster Committee, shares ideas to tackle COVID-19.

**Ms. Lafita** added that in the primary schools, prior to COVID-19, they had a couple of projects in partnership with the US EPA around a clean school program, training students to do recycling and also water for life, training students how to test and treat water. The management team comprised students, parents, and teachers.

**Mr. Paul** mentioned that the EPA donated some handwashing buckets to all the schools in Majuro with hand soaps. A large number of bar soaps were donated in Taiwan. The WASH Cluster organization is in the process of installing wash stations in school campuses, starting with Majuro. He further stated that for people who are not attending schools, the Ministry of Culture and Internal Affairs is working with communities, elderly people, and people with disabilities to support them with hygiene education. As a partner, the Red Cross Society voluntarily goes out to the community and teaches them on hygiene in terms of handwashing and measures to tackle COVID-19.

5. **Question:** Why is sports included in the Ministry of Education, Sports, and

Training, as it seems less related to education and training?

**Mr. Paul** replied that the previous government made this modification to make changes in ministerial portfolios. They added sports in the curriculum, as they probably thought sports are closely related to education and training, as we can teach the students how to play games, exercise, and be healthier. Previously, sports activities were under the Ministry of Internal Affairs.

6. **Question:** Since there is a very weighted education system in the Marshall Islands, what is the most popular in vocational education?

**Mr. Paul** replied that vocational education is a part of learning for secondary school, the most popular being information technology.

7. **Question:** Is brain drain a serious problem in RMI?

**Mr. Paul** denied that brain drain is an issue in RMI, as it is mandatory for students visiting overseas universities to return to RMI and work for at least 2-3 years.

8. How does the curriculum try to address peace education and the important elements conveyed to students? The vision statement makes an important point that our students are the key to a peaceful and productive Marshall Islands.

**Ms. Lafita** alluded to social citizenship education, which includes human rights, inclusion, culture, gender equality, nuclear issues, and climate change in order to have a peaceful future for our children. The program was from kindergarten to grade 12. Part of this program is to teach students their rights and responsibilities as human beings. They are embedded in the curriculum for children to learn to share, learn to love, and learn to respect. Part of it is to teach students to end violence against women and girls.

She stated that this school year they are planning to roll out a principal handbook that outlines all school policies. They also have a teacher's guide to help teachers try and address all the issues faced by the schools, especially in terms of bullying.

**Mr. Paul** added that this new initiative includes the process of acquiring values and knowledge and development of attitudes, skills, and behavior that a student can live in harmony, independent, or with others. This will help students grow and learn how to become who they are and become responsible. Peace

education is also considered a part of human rights education as well as citizenship education.

9. **Question:** In terms of tertiary education, is there more demand for universities now than before? In terms of teacher education, the College of the Marshall Islands has established a bachelor's degree course in the educational field since 2018. Are most graduate students working in the field of the educational sector in RMI?

**Ms. Lafita** responded that the bachelor's program was primarily implemented for classroom teachers, since most of them had been teaching only with an associate degree in education. This program helps them upgrade their qualifications, as laid down by the Teachers Licensing Board.

**Mr. Paul** replied that, compared to previous studies, there has been an increasing demand for universities. At present, two small colleges are established for distance learning for teachers, one in Jaluit and the other in Wotje, under the College of the Marshall Islands. The Ebeye-Kwajalein community also demands another distance learning to be established in Ebeye.

10. **Question:** What are the educational requirements for becoming a teacher in RMI? Is there some sort of training that new teachers have to go through?

**Mr. Paul** answered that the minimum requirement to become a teacher is to have an associate degree in education or an associate of arts degree in any other field. The maximum requirement to become qualified teachers is to have a BA, BS degree in education, or any other related field. People who have acquired a master's degree can also be taught. The secondary division requires teachers to have at least a bachelor's degree as part of the regulations from the Teachers' Licensing Board and Human Resources Regulation.

The training period for new teachers is about one or two weeks before they enter the classroom.

11. **Question:** Who used to govern the PSS before the Act of 2013? Why was the change/independence needed? How did school operations change after the PSS amendment?

**Mr. Paul** responded that the Act was governed by the Public Service Commission, Ministry of Education before; however, after the Act came into force, the public school system became independent in its operation. The main reason for the

change was to make the PSS an autonomous body having the authority to run its own budget and hire and manage personnel in a swift manner.

In terms of the change in school operations after the PSS Act, the hiring process is extremely quick. It has helped schools recruit expatriate teachers in a short period of time. The ordering of school supplies also increased after the Act.

The process of selecting teachers includes opening the vacancy, and after receiving applications through PSS, the Executive Committee as a part of the Selection Committee decides on the applicants' qualification requirements before taking them on board.

**12. Question:** In terms of the values and perceptions about the roles and responsibilities in the community and broader society, is there a comparison between public schools and missionary schools in RMI? Are there any private or Christian schools that stand out?

**Ms. Lafita** replied that in terms of enrollment, private schools have fewer students than public schools; however, recently, public schools have become very selective. Public schools have an open door policy because they are free, and hence enrollment is usually very large.

In terms of values and perceptions about the roles and responsibilities of their community, students in private or missionary schools are more respectful. Parents of students in public schools do not prioritize education.

In terms of academic success, since missionary schools deal with a lesser number of students, they usually come on top in standardized tests. The Baptist is an example of a missionary school that is very selective. Students have to clear a test to enter the school, and most students are from families that can afford, and the parents understand the importance of being in school.

In addition, missionary school teachers are mostly high school graduates and have fewer students to work with, as opposed to public schools.

**13. Question:** What is the reason behind the high dropout rate of both elementary and secondary students in the Marshall Islands from school every year?

**Ms. Lafita** clarified that the numbers were skewed because of substandard data collection within the schools. Some of these are not real dropouts, as they have migrated to the US. The primary reasons for dropouts are the lack of affordability to buy school uniforms or remoteness.

Another reason for dropouts from elementary school students is that they are unable to pass the MISAT test at the end of grade 8 in order to get into the secondary level. There are only a few programs for students who cannot pass. Some may enroll in the GED program. Others can go into the Life Skills Academy, but they have limited space in their schools. Parents do not have the means to put them into private schools.

**Mr. Paul** added that for the secondary level, the target of the dropout rate was reduced from 50% to 25% by 2030. Secondary level education sees the largest number of dropouts since traveling from other islands to Majuro is a huge issue. Many young girls dropped out because of the teen pregnancies. There is also an attendance issue that contributes to dropout. Another contributing factor was the lack of food. Students come to school without having lunch and skip classes to go home and do not return.

Marshallese parents expect their children to be in the school, get the best education, and try their best to support our schools in terms of ensuring that they come in the school.

**14. Question:** What is the importance of e-education in Pacific island countries?

**Mr. Paul** stressed the importance of e-education in the Pacific Island countries and stated that they are planning to implement e-education or virtual classrooms, especially considering the COVID-19 pandemic.

**15. Question:** What kind of education opportunity is available for people who have left schools, especially in relation to community centers, libraries, museums, churches, and conventional and digital media? What kinds of opportunities are available for adults to learn something new in the community?

**Mr. Paul** stated that students have the option to continue with college or university. In terms of community centers, they have a local library in the museum where people can go and research or study on the history of the Marshall Islands culture. Some voluntarily take responsibility for churches. There are also students who are involved in digital media, spreading awareness, and engaging in conventional media.

**16. Question:** What is the actual situation of teaching in native Marshallese languages?

**Ms. Lafita** explained that language policy education was approved in 2015,

which specifies that Marshallese language must be taught in early grades in elementary education, especially in kindergarten up to the primary and middle grades.

She stated that they were in the process of translating all the resources used in the classroom. Apart from the textbook based on the US standards, they are developing other resources to supplement, which will be in both Marshallese and English. However, for the primary grades, since the primary focus is on letting the children know their language well before they can learn the other language, the resources are created in the local language.

**Mr. Paul** added that English was the language of instruction from grades 9 to 12. The local language is usually taught at the lower-grade level and English at the secondary level.

**17. Question:** In terms of identity education, is there anything equivalent to the student resource book in Palau at the primary and secondary levels? The student resource book is a textbook written through Palau's perspective and presents an intrinsic and spontaneous view of Palau. Since all formal textbooks in Palau are made in the US, students have little opportunity to study Palau. Therefore, the student resource book plays an important role. Do you have this kind of resource book written from the Marshallese perspective or are you just translating this US textbook into Marshallese?

**Mr. Lafita** responded that they too have a resource book like Palau, which is in the process of translation. In Social Citizenship Education, all resources are in both languages. They also have the Marshall Islands history book and will soon get the Student Atlas, which will help students learn about the Marshall Islands and embed it as the history of different islands and their uniqueness, the legends that come from this place, and different atolls in the Marshall Islands.

**Mr. Paul** added that in secondary education, they have a student resource book in RMI. These are formal textbooks made in the US and focus mainly on US issues. Therefore, they are trying to relate those concepts to the Marshall Islands government, functions, and environmental issues.

**18. Question:** What are the core principles of education in the Marshall Islands? New Zealand has the concept of Te Whariki, which focuses on holistic learning within communities. Children in primary schools learn things based on this concept.

**Ms. Lafita** mentioned the UNESCO project funded through the Japan Funds-in-Trust, which is an early childhood for sustainable development. Through this project, they are working closely with the Women United Together, an organization of women, known as Parents Educators, working with parents in the community, particularly unmarried girls with children. They try and identify non-cognitive skills and revive some of the indigenous games or stories that can be used in this. They target children between the ages of 0 and 4 so that by the time they come into formal education, they are ready.

They are also in the process of developing modules for teachers and parents, educating parents to play their part effectively while they are still at home. They look at social, physical, emotional, and language skills.

**Mr. Paul** added that there was a concept of valuing children. They really value the children in anything that they would want to learn, which is similar to Te Whariki's holistic approach. At the secondary level, they have a core value in education.

**19. Question:** In terms of education for sustainable development, is it provided at public schools in the RMI? What about disaster resilience education such as disaster drills?

**Ms. Lafita** mentioned that they provided education for sustainable development at public schools and primary schools. Children are taught about climate change, which comes under both social studies and science. Part of the Social Citizenship Education program involves sustaining values, skills, and knowledge through stories, proverbs, songs, and cultural mapping. Human rights are tied into these values, skills, and knowledge. She reiterated the project of learning gardens in schools. Students learn ways of composting, weeding, and separation of things. Students are also taught the importance of saving water. They collaborated with the International Organization for Migration to conduct training at the school in the case of a hurricane or high tide. The major project on climate change is coastal erosion at the middle and high school levels.

**Mr. Paul** added that they also partner with Marshall Islands Public Safety to conduct fire drills, etc.. The Red Cross Society visits schools and trains teachers and students on first-aid skills. The secondary level curriculum is related to primary education of place-based learning where students go out to the community and conduct research on environmental issues, economic, and social and development issues.

**20. Question:** What kind of education problem do you want to solve the most with Japan Overseas Cooperation Volunteers?

**Mr. Paul** expressed his gratitude to JOCV for all the support provided and actively helping to resolve many issues with the education system in terms of providing training for elementary and secondary teachers.

He conveyed the need to have more Marshallese-qualified math and science teachers as well as opportunities for students to become environmentalists, scientists, or engineers. He also communicated the need for training to develop leadership skills for principals and teachers in schools.

**Ms. Lafita** also thanked the JOCV and the Government of Japan for providing continuous support, especially in the education sector. She wondered if they could help with getting someone who could work with the RMI teachers in the special ed program, which is a very important area.

**21. Question:** In terms of international cooperation, since the Marshall Islands are far away from other countries, how could the Taiwanese government improve the education system to increase national income? Owing to the poor soil owing to radiation problems, it is difficult to develop an agricultural economy or tourism. How can developed countries contribute to social responsibilities and in what fields can they engage in collaborative activities with the Marshall Islands?

**Mr. Paul** emphasized the strong relationship between the RMI and the Taiwanese government. Taiwan helps to provide support to resolve issues in terms of education, agriculture, economy, and tourism in the country. The way to increase national income depends on the Cabinet level or the Secretariat level in RMI. He agreed that RMI has poor soil because of radiation problems, long dry seasons, and climate change. Therefore, it is extremely difficult to develop agricultural opportunities; however, the RMI has been fortunate enough to support the Taiwan Mission, helping to provide skills in developing agricultural projects. It also helps the RMI improve the tourism and education sectors.

He concluded that developed countries can contribute to their responsibilities in a collective way to support by providing more opportunities in terms of exchange education for Marshallese and Taiwan.

### 3. Presentation Materials (PowerPoint slides)

## MINISTRY OF EDUCATION, SPORTS & TRAINING



PSS

CMI

NTC

A Special Seminar on Education of Republic of Marshall Islands

Prepared by Mr. Stanley Heine, Mr. Junior Paul and Mrs. Hannah Lafita

6 AUGUST 2020

1

## Background

### Republic of the Marshall Islands

- 2 chain (Ratak and Ralik)
- Consisted of 33 coral islands
- Majuro Atoll, Capital city
- Kwajalein Atoll (US military base)
- Bikini and Enewetak used as nuclear testing sites
- Population is around 56,000 people
- In 1986, RMI became a self-governing republic under the compact of free association with the US



8/4/2020

2

## Mission & Vision Statement

- 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.*
- Vision: *our students are the key to a peaceful and productive Marshall Islands.*

3

## RMI Education

MoEST provides public and non-public education for the following:

1. elementary
2. secondary
3. high education
4. non-public education

Government public schools are free, while private schools charge a tuition fee. The education system in the Marshall Islands is based on the American model of education.

8/4/2020

4

## PSS Act, 2013

AN ACT to repeal Chapter 3, Title 14 of the MIRC the Education Act of 1992, and to enact in its place an Act to establish an autonomous public school system; to provide for a National Education Board and Commissioner of Education; to provide for independent personnel and financial management, budgeting, etc.; and for related purposes.

8/4/2020

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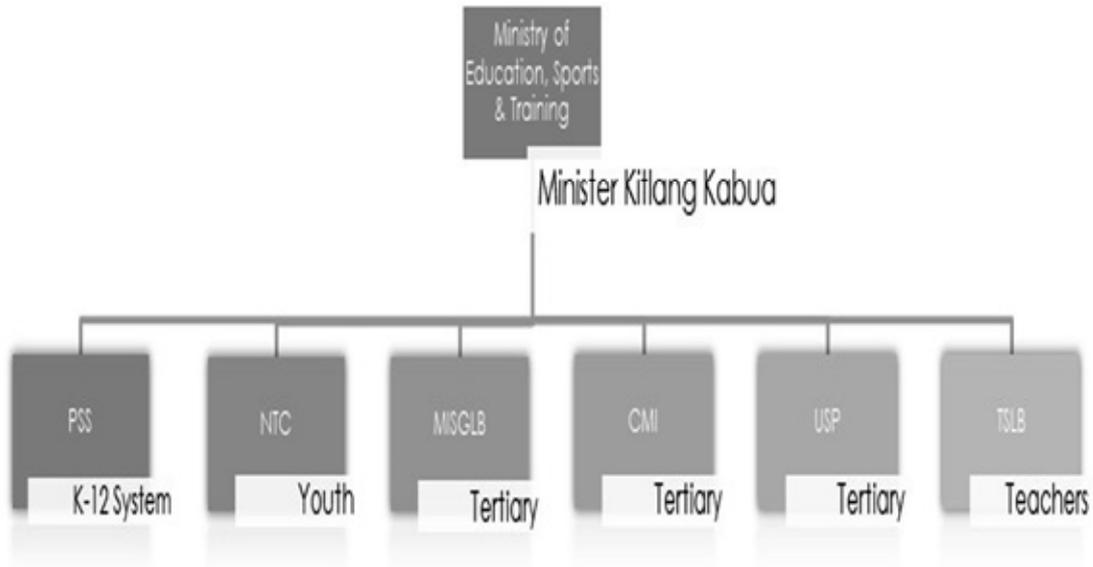
## PSS Act, 2013

There is hereby established, a Public School System (“PSS”) within the Ministry of Education, which shall be the autonomous body responsible for the administration of public primary and secondary programs in the Republic.

The public school system shall be governed by a board to be known as the National Board of Education.

6

## MoEST Organizational Chart



8/4/2020

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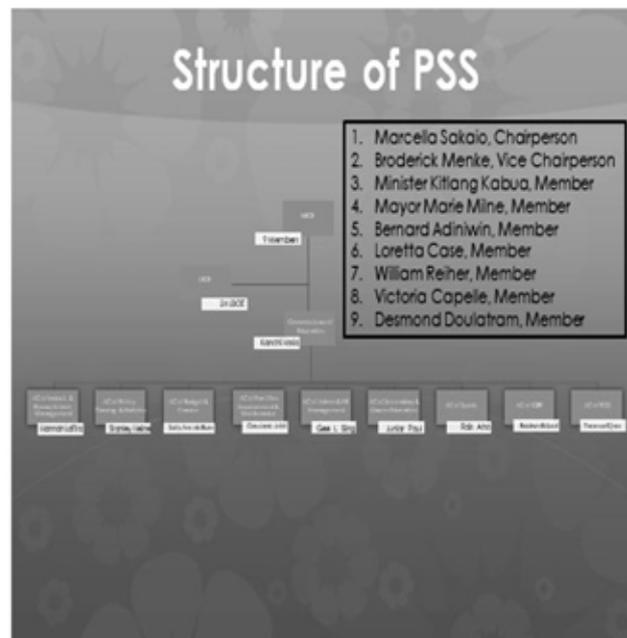
## Public School System Chart

The Marshall Islands Public School System Act of 2013 establishes the National Board of Education.

The Board consists of five (5) members appointed by the Cabinet representing the five (5) main geographical districts in the RM),

the Minister of Education, and three (3) members appointed by the Minister of Education Sports and Training representing:

- (1) Teachers,
- (2) Non-public Schools,
- (3) Parents, Students or Guardians.



8/4/2020

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## Compulsory Education

Education is compulsory

1. Primary Education (K-8, ages 5 to 13)
1. Secondary Education (G9– 12, ages 14-18)

## Primary Education

The Primary Division is mandated to provide education and related services to children in kindergarten to grade 8 of ages 5 to 13, focusing on providing access and improving student performance and learning outcomes at the primary level as well as addressing the needs of special education students. Besides managing the primary schools, the Division also oversees three supplemental programs: Curriculum, Instruction and Assessment, Special Education, Media and Instructional Services.

## Secondary and Vocational Education

The Secondary and Vocational 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), Enniburr High School (EHS) and the Life Skills Academy (LSA), these schools enroll children who completed eighth grade education from the geographically based feeder schools.

8/4/2020

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## Tertiary Education

Two college institute in the RMI

1. College of the Marshall Islands
1. University of the South Pacific Majuro Campus

8/4/2020

12

## Schools

The Marshall Islands K-12 school system is made up of public and private schools. The Public Schools System administers the public schools, but the government provides funding through aids for private schools and oversees their operations for compliance with government requirements.

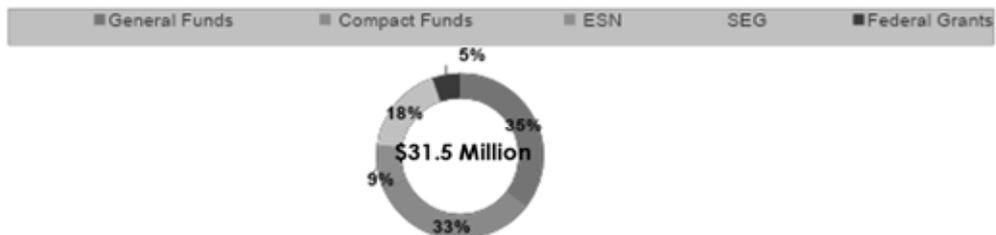
Public Elementary School	79
Private Elementary School	14
Total	93
Public Secondary School	7
Private Secondary School	11
Total	18
Public Post -secondary School	2
Total	113

8/4/2020

13

## FY20-21 MOEST Overall Proposed Budget

### FUNDING BY SOURCES



### FUNDING BY MOEST AGENCIES - ALL FUNDS



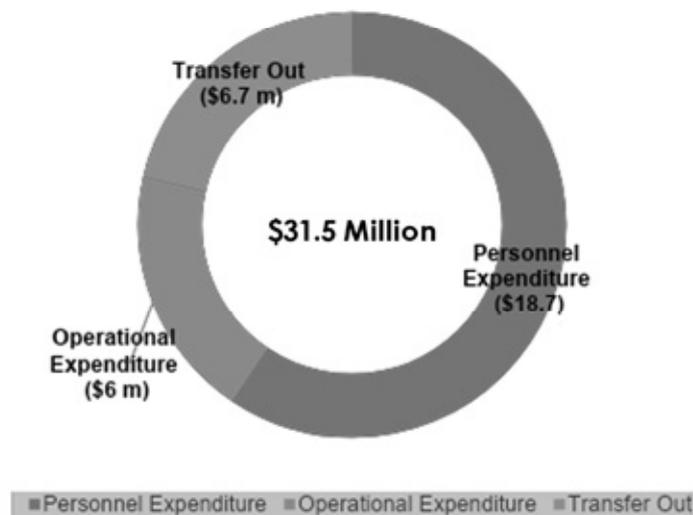
## FY20-21 MOEST Budget Ceilings (All Funds)

FY20-21	GF	CF	ESN	SEG	FG	TOTAL
<b>TOTALS</b>	11,139,414	10,450,788	2,725,899	5,568,466	1,682,329	31,566,897
<b>BUDGET CEILING</b>	\$ 10,313,706	\$ 11,276,496	\$ 2,725,899	\$ 5,577,466	\$ 1,682,329	\$ 31,575,896
<b>BALANCE</b>	\$ 825,708	\$ (825,708)	\$ (0)	\$ (9,000)	\$ 0	\$ (8,999)

- Per Budget Circular on 12 May 2020: General Funds was hit with a 17% cut affecting all Ministries & Agencies.
- On 18 June 2020, PSS was notified by BCC on further cuts in the Compact Funds by \$825,708 and the SEG by \$9,000.

## FY21 Key Budget Expenditure-All Agencies-All Funds

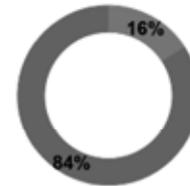
**FY20-21 Key Budget Expenditure-All Agencies-All Sources**



## FY20-21 Budget by Focus Areas – All Funds

- FA1: Leadership and Management = 3%
- FA2: Personnel, Budget & Administration = 7%
- FA3: Policy, Planning & Statistics = 4%
- FA4: Primary Education = 40%
- FA5: Secondary & Career Education = 24%
- FA6: Curriculum, Instruction & Assessment = 0%
- FA7: Kwajalein Schools = 12%
- FA8: Special Education Program = 7%
- FA9: Property & Maintenance = 2%
- FA10: Sports & School Extracurricular Program = 2%

School Based vs Non-School Based Support



■ FA (1,2,3,6 & 9) ■ FA (4,5,7,8 & 10)



## FY20-21 Key Budget Expenditures– Compact, ESN & SEG

COMPACT FUNDS



■ Personnel Expenditure ■ Operational Expenditure ■ Transfer Out

ESN



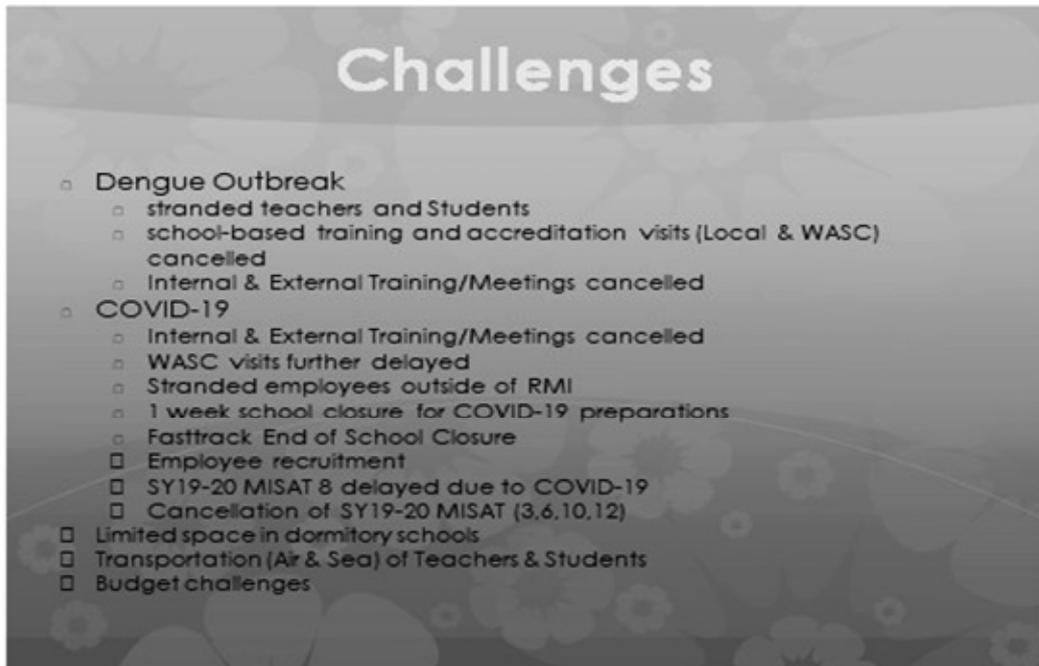
■ Personnel Expenditure ■ Operational Expenditure ■ Transfer Out

SEG



■ Personnel Expenditure ■ Operational Expenditure ■ Transfer Out

## Challenges



### Challenges

- Dengue Outbreak
  - stranded teachers and Students
  - school-based training and accreditation visits (Local & WASC) cancelled
  - Internal & External Training/Meetings cancelled
- COVID-19
  - Internal & External Training/Meetings cancelled
  - WASC visits further delayed
  - Stranded employees outside of RMI
  - 1 week school closure for COVID-19 preparations
  - Fasttrack End of School Closure
  - Employee recruitment
  - SY19-20 MISAT 8 delayed due to COVID-19
  - Cancellation of SY19-20 MISAT (3,6,10,12)
- Limited space in dormitory schools
- Transportation (Air & Sea) of Teachers & Students
- Budget challenges

## More information

Website: [pss.edu.mh](http://pss.edu.mh)

Facebook: Marshall Islands Public School System

Tel: +692-625-5261/5262

Email: [info@pss.edu.mh](mailto:info@pss.edu.mh)

MINISTRY OF EDUCATION, SPORTS & TRAINING



PSS CMIPSS MISGLB  
KOMMOL TATA



## Chapter II

### A Special Seminar on Education of the Federated States of Micronesia: Achievements and Challenges

# ミクロネシア連邦 オンラインセミナーの概要\*

奥田 梨絵(神戸大学大学院生)

## 1. ミクロネシア連邦の概要

面積 700 平方キロメートル  
人口 115,021 人(2020 年、世界銀行)  
首都 パリキール(ポーンペイ島)  
民族 ミクロネシア系  
言語 英語(公用語、共通語)、現地の 8 言語  
宗教 キリスト教(プロテスタント及びカトリック)

## 2. オンラインセミナーの概要

開催日時: 2021 年 8 月 4 日(水)11 時~13 時 15 分(日本時間)  
場所: オンライン・ライブ配信(Web 会議システム Zoom)  
講演者: ウェイン・メンディオラ氏(Mr. Wayne Mendiola, Assistant Secretary, Division of Formal and Non-Formal Education, National Department of Education (NDOE), FSM Government)

### 【講演の概要】

#### ・ミクロネシア連邦、教育省のビジョンとミッション

ビジョン:それぞれの市民がミクロネシア連邦、大洋州コミュニティー、そして世界の発展に貢献できる統一された教育システム。

ミッション:質の高い教育システムのための運営と調整を先導すること。高い教育水準の達成をサポートすること。学習者の要求を満たすこと。

#### ・公教育システムについて

アメリカの教育システムをベースに、公教育と非公教育が提供されている。公教育において、就学前教育(ECE)は5歳児のキンダー、初等教育は、1年生から8年生、中等教育は9年生から12年生となっており、初等教育を義務教育と定めている。現在、2年以内に就学前教育を義務教育に含むよう調整中である。また、高等教育としては、ミクロネシア短期大学(College of Micronesia)があり、ポーンペイ島にあるメインキャンパスを中心にその他の州のキャンパスと連

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\* This part is the summary information on the following pages 44-57 for Japanese readers.

携している。

ミクロネシア連邦では、2021年現在182校(内、私立19校)の学校が存在する。内訳としては、ECEが23校(小学校に併設)、小学校が124校(内、私立4校)、中等教育学校が16校(内、私立6校)、ECE、初等教育、中等教育が合併したマルチレベル学校が19校(内、私立9校)である。

上記に加えて、教員情報、生徒の就学率、出席率といった特性、学力テスト(National Minimum Competency Test, Pacific Island Literacy and Numeracy Assessment)の概要や近年の結果傾向、教育財政等についての説明がなされた。

### 【内容一覧】

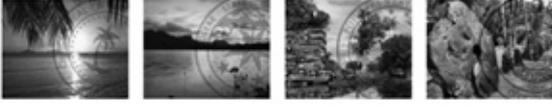
- ミクロネシア連邦の一般情報(44頁)
- 教育情報、権限(44~45頁)
- 教育組織形態について(46頁)
- 教育指標と関連情報について(46~49頁)
- 教育財政について(49頁)
- 教育課題と達成について(49~51頁)

### 【質疑応答】

後半部では、講演者がセミナー参加者から寄せられた質問に回答した。挙げられた質問事項を以下に示す。

#### <質問事項>

- ・教育機関の選択方法について(51頁)
- ・ノンフォーマル教育における宗教グループや伝統文化の役割について(49頁)
- ・義務教育期間の検討について(51頁)
- ・教員の給与待遇や資格試験について(52頁)
- ・離島における教育統計データの方法について(52頁)
- ・就学前教育への関心について(52頁)
- ・各州の成績状況とその違いについて(52~53頁)
- ・短期大学卒業後の進路選択について(53頁)
- ・職業訓練の内容について(53頁)
- ・教育省の立場から、日本とミクロネシア連邦が互いに対してできることについて(54頁)
- ・家庭学習の位置づけとその内容について(54頁)
- ・使用されている、社会科(歴史)の教科書とその使用状況について(54~55頁)
- ・持続可能な教育(ESD)について(55頁)
- ・日本統治時代の歴史の記述や伝統的首長制文化との関係性について(55~57頁)



# ミクロネシア連邦 教育セミナー (英語/ビデオ会議)

ミクロネシア連邦の教育省担当官に  
教育事情について説明していただきます

**【日時】 2021年 8月 4日 11:00-13:15**  
**【方法】 ビデオ会議システム(Zoom)**  
 ※詳細は右記申込サイトに入力後に画面に表示されます。

**【主催】 ミクロネシア地域の教育研究会**  
 玉井昇(獨協大学) / 渡辺幸倫(相模女子大学) / 川崎典子(宮崎大学)  
 相沢友紀(広島大学大学院) / 奥田梨絵(神戸大学大学院)

本セミナーは文部科学省科学研究費助成事業基研究(C)  
 19K02538 (代表 玉井昇) で開催されます。



こんにちは！  
 Mogethin! (ヤップ語)  
 Ran allim! (チューク語)  
 Kaselehlia! (ポンベイ語)  
 Len wol! (コスラエ語)

申込サイト(8月2日締切)  
<https://forms.gle/YWnfFPwmk6ZXVT5E9>  
(Google forms)



問合せ  
 渡辺 幸倫  
 (相模女子大学 教授)  
[watanabe\\_yukinori@isc.sagami-wu.ac.jp](mailto:watanabe_yukinori@isc.sagami-wu.ac.jp)  
(★を@に変換して送信)

セミナー広報用ポスター

### 3. 参考資料

- ・外務省、ミクロネシア連邦基礎データ、<https://www.mofa.go.jp/mofaj/area/micronesia/data.html>
- ・Data- World Bank Open Data, <https://data.worldbank.org/country/micronesia-fed-sts>
- ・Federated States of Micronesia, Department of Education, National Government (2020). Education Sector Strategic Development Plan 2020-2024. <https://national.doe.fm/PublicDocuments/Education%20Strategic%20Plans/Education%20Sector%20Strategic%20Plan%202020-2024.pdf>

# A Special Seminar on Education of the Federated States of Micronesia: Achievements and Challenges

(August 4, 2021)

**Wayne Mendiola** (Assistant Secretary, Division of Formal and Non-Formal Education, National Department of Education (NDOE), FSM Government)

## I. Outline of Seminar

### Presentation

Mr. Wayne Mendiola briefly introduced himself and expanded upon his 18 years' professional journey in the FSM National Department of Education.

### General Information

Federated States of Micronesia (FSM) is situated next to the equator in the Pacific Ocean. It consists of four island states comprising of 607 islands or atolls out of which 71 are inhabited. It has a total area of 7866 sq. km. with 702 sq. km of land and rest lagoon. Palikir, Pohnpei, is the capital city. The nation gained its independence in 1979 when it ratified and adopted its own constitution. It entered into Compact of Free Association with the US in 1986. In 1991, it also became a member of the United Nations. Since all four major islands have different languages, the official language is English. The four islands of FSM are Yap, Chuuk, Pohnpei, and Kosrae.

Mr. Mendiola mentioned that 2010 census showed Chuuk had the highest population with 48,000-plus people followed by Pohnpei 36,000-plus, Yap 11,000 and lastly, Kosrae with 6000-plus people. Interestingly, each island has its own flag.

### Educational Mandates

Mr. Mendiola shared FSM's vision and mission statement for education, which is to build a unified education system that enables every citizen to participate fully in the development of the FSM, the Pacific Community, and the world, and to lead, administer, and coordinate quality education system; support the achievement of high standards; and meet the needs of all learners.

### Education Sector in FSM

1. Early Childhood Education (ECE), elementary, and secondary levels of

education offered by public schools and chartered non-public schools.

- (A) Early Childhood Education (ECE): Age 5
  - (B) Elementary: Age 6-14 (Grades 1 to 8): Compulsory education.
  - (C) Secondary: Grades 9 to 12.
2. Tertiary level education offered through the College of Micronesia-FSM (COM-FSM) with its main campus in Pohnpei, linked campuses in each state, and a separate FSM Maritime Institute in Yap.
  3. Technical and vocational education training, which is not strong and presently unstructured.
  4. Non-formal education: Little provision in the past, but with a vision on improving in the future.

Mr. Mendiola stated that the private or non-public school has to be chartered by the FSM government to be recognized and operational. Also, ECE and secondary education are not counted as compulsory education. However, FSM DOE is working on a plan to make ECE compulsory in the next 2 years since data showed that they are presently enrolling only 60% of the 5-year olds while the rest are not in school. Additionally, another study showed that students that start in ECE tend to continue their education further into college. He further added that COM-FSM is not under the authority of the DOE, but under Board of Regents. In technical and vocational education and training, students are given elective courses. The plan is to improve FSM's technical and vocational education by changing people's mindset as there is great need for manpower within the workforce. Presently, people's opinion is that such technical and vocational education is secondary to academy.

### **FSM Education Title 40**

FSM Education Title 40 is a law created by congress that serves as FSM's law for education and provided detailed of the policy and the purpose of education in the Federated States of Micronesia. Amongst others, the main purpose of education includes to develop its citizens in order to prepare them for participation in self-government and economic and social development and to provide its citizens with the social, political, professional and vocational skills required to develop the Nation.

Further, the National Department of Education (NDOE) set the minimum standards, which is relayed to the State Department of Education, who make their own standard aligned with the national standard but not below the national standard.

## **FSM Educational Organization Chart**

Mr. Mendiola explained that each state has its own different structure. On top is the President of the nation, followed by secretary of DOE. Many organizations or groups advise the DOE secretary.

There are three divisions within DOE:

1. Division of Quality and Effectiveness which takes care of:
  - (A) Student Evaluation
  - (B) School accreditation
  - (C) Teachers' certification and quality
  - (D) Education data and information management system
2. Division of Special Services
  - (A) Disabled students
3. Division of Formal and Non-Formal Education
  - (A) Gifted and Talented Students.
  - (B) Vocational and technical education, ECE.
  - (C) Curriculum in the arts section including social studies and vernacular language arts.
  - (D) STEM Curriculum
  - (E) The Improving Quality of Basic Education (IQBE) project funded by the ADB and the Government of Australia to improve quality of basic education.

Explaining FACSSO, Mr. Mendiola stated that the FSM Association of Chief State School Officers (FACSSO) is a group that comprises of the secretary of education, the four directors of education at each state, and the president of the college of Micronesia FSM. Their role is similar to a governing board of the entire education system where the heads of education come together to form policies and decisions regarding education.

## **FSM Education Indicators & Related Information**

### **Schools**

There are 182 schools in total in FSM, out of which 19 are privately run. These schools are distributed in the following way:

1. ECE: 23 Responsible for grade 5 (Counted for Yap since ECE of Chuuk, Kosrae, and Pohnpei is merged with elementary schools).
2. Elementary: 124 (4 private): Responsible for grades 1 to 8 for ages 6 to 14.
3. Secondary or high schools 16 (6 private): Responsible for grades 9 to 12.
4. Multi-Level Schools: 19 (9 private): ECE, elementary, and high school combined.

## **Teachers**

In FSM, since 2017 until 2020, there are 1695 active teachers with 1631 being qualified. Further, there are 466 certified teachers. Qualified teachers possess minimum of AA or AS degree while certified teachers are qualified teachers who have passed NSST. Recently, FSM changed the NSST policy to include content part along with the pedagogy. Hence, most teachers are presently being tested for the content part.

Teacher attrition data showed teachers who are certified remain within the system while teachers who receive degrees tend to leave the workforce mainly because of low salary when compared to other workforce. He remarked that FSM is struggling to lower this attrition rate of the qualified teachers.

## **Students**

The student enrolment trend is slightly downward. The 2020 downward trend has been due to migration to the US in search of jobs. However, net enrolment rate, which measures acceptable age of student within each grade level, is stable while gross enrolment rate, which measures number of students who are enrolled within grade level regardless of age, shows above 100% enrolment at the beginning. Gross intake rate, which means total number of new entrants in a given rate regardless of age, shows a decline in trend. Access rate, which shows the students' access to each of the grades level from ECE to grade 12, shows a stable trend. In terms of student enrolment in 2021, 10,000-plus students enrolled in Chuuk, 1000-plus in Kosrae, 9000-plus in Pohnpei, and 2000-plus in Yap. In total, 24000-plus students enrolled in the entire FSM.

Student transition rate for FSM is stable across the years from grade ECE to 1<sup>st</sup> grade and from 8<sup>th</sup> to 9<sup>th</sup> grade. In Pohnpei, entrance exams are conducted for entry into high schools, and students failing the exam take summer courses and retake the test again. Promotion rate is at a high level, around 90s. Repetition rate is high in Yap because their ECE starts from age 3, who has to repeat their grades until they reach age 5. Attendance rate is stable at 90s for most states. In general, graduation rate shows an increasing trend across the years. However, the rate drops down in grade 8 and then stabilizes.

## **National Minimum Competency Test (NMCT)**

NMCT is given to students in grade 4, 6, 8, 10 for math, and for language arts test is given to grade 6, 8, 10 students. In 2020, these tests were not administered due to COVID-19 and schools were closed. Test results shows that across the years, there has been some improvement, which fits with FSM DOE's

requirement 2% incremental increase in results every year. A fall below 2% indicates that students are not learning as expected. Also, the result shows a big gap in grade 8 math competency, and the department is finding out the cause for this gap.

### **Pacific Island Literacy and Numeracy Assessment (PILNA)**

PILNA is a test administered every 3 years to all Pacific Islands nations. FSM's PILNA results from 2012 to 2018 shows steady improvement in students' performance. Most students fall at or above the Pacific standards.

### **FSM School Accreditation**

FSM has its own accreditation system called the FSM School Accreditation System, which is based on six standards:

1. Leadership
2. Teacher performance
3. Data management
4. Infrastructure and school ground
5. School improvement plan
6. Observation of teachers.

Mr. Mendiola explained that evaluation team from the state and a core team from the national government evaluate both public and private schools based on the six standards. The scores are then tabulated and school level is determined. Based on the school accreditation manual, schools are measured using four levels:

1. Level 1 schools fail to meet standards
2. Level 2 schools partially meet standards
3. Level 3 schools just meet the standards
4. Level 4 schools exceed their standards.

This accreditation is done in cluster with 50% of the schools evaluated in one year and the rest 50% the next year. Technical assistance is provided to schools to overcome their weaknesses. The results shows that in 2019, 55% of schools were in Level 1 while in 2021, Level 1 schools dropped to 0%. This point to great improvement in the school standards. Mr. Mendiola noted that if a school falls in Level 1 in three consecutive visits (in six years), then that school is recommended to be closed down. This is how FSM schools are evaluated and measured.

### **College of Micronesia Entrance Test (COMET)**

Most high school students take the College of Micronesia Entrance Test

(COMET). The COMET results from 2017 to 2021 shows degree bound students have been steadily increased since 2017. Presently, around 27% of high school students are not admitted to the college.

### **Scholarships**

There are three types of scholarships offered to the students:

1. National scholarship: 94% of undergraduate and graduate students
2. Sin Tax scholarship: 4% of graduate students
3. Merit scholarship: 2% of high school students (valedictorians)

National scholarship represents money appropriated by FSM Congress every year amounting to \$3M for undergraduates and graduate students. This is not a full scholarship, but only pays for tuition and textbook costs. Sin Tax scholarship is 5% reserve of import tax on tobacco products every quarter. Presently, only 60 students are given merit scholarship. This scholarship is given to valedictorians of high schools, one from each state, who scores the highest on the COMET. It comes with a benefit of \$25,000 a year for each student for 4 years. However, the students has to maintain a grade point average of 3.2 to maintain this scholarship.

### **Education Finance**

Per pupil expenditure, which is the cost to educate a child in each state for a given year, shows Kosrae to have the highest per pupil expenditure for School Year (SY) 2021 at about \$2000-plus, followed by Yap, Chuuk, and Pohnpei. Interestingly, in 2018, government expenditure on education as percent of GDP is 11%.

The cost of running the FSM NDOE yearly is around \$1.9M. However, the FSM receives a number of grants:

1. Supplemental Education Grant (SEG) given through US government: a total \$366,598 per annum.
2. The IQBE grant from ADB and Australian government: about \$2.5M annually.
3. The Special Education grant from the OSEP: \$576,000 annually.
4. Local funding from Congress based on local revenue: \$5M every year.
5. SEG 5% is also received from the US reserved for data project: \$0.5M.

The FSM education budget in 2021 including all four states is \$49.6M which is divided into NDOE \$9M, Chuuk \$16M, Kosrae \$5M, Pohnpei \$13M, and Yap \$7M.

### **Challenges and Achievements**

#### **(A) Challenges**

1. Geographical location of FSM. Many of the schools are located in the outer islands.
2. Limitations of transportation. Small planes used presently for interstate travels due to travel restrictions are unreliable and expensive. Distant islands can only be reached through ship.
3. COVID-19 restrictions forced closure of some schools last year. Due to this, NMCT and school accreditation visits were cancelled, while many teachers are still stranded due to border closure. Technical assistance to be provided to the states were also hampered.
4. High teacher attrition. FSM-NDOE is trying to figure out how to keep qualified teachers within the workforce.
5. Limited internet connectivity. COVID-19 restrictions sent many schools into blended learning mode. However, many schools in outer islands have limited internet connectivity making it hard to go online.
6. Fragmented vocational and technical education. There are ongoing efforts to bring vocational and technical education at par with academic education.

**(B) Achievements**

1. Recently became member of Western Interstate Commission of Higher Education (WICHE). As a result, FSM students enrolled in WICHE-member US colleges and universities will receive 100% instate tuition for master's and doctoral studies and 150% instate tuition for undergraduates studies.
2. Introduced FSM Education Management Information System (FedEMIS). FedEMIS project was funded through the SEG. The World Bank has recommended the FSM EMIS system to other Pacific Island countries.
3. Pacific Open Education Data App. FSM has one of the first education system to have an app for both, iOS and Android. This is connected to EMIS.
4. Take home learning packages. To prepare for the worst case scenario of COVID-19, NDOE joined hands with a non-profit organization to develop a take-home learning packages. One full month of lesson in all subject areas from ECE to 12<sup>th</sup> grade are stored.
5. Global Partnership Education (GPE) Grant. FSM applied and received a \$2.5M for GPE grant to reach the goal of making ECE compulsory in the next 2 years.
6. Completed education sector strategic development plan. This is a 4-year plan until 2024 for the national DOE as well as the states.
7. Accelerated Funding through GPE to assist FSM schools to prepare for worst-case scenario of COVID-19 being played out. This funding is used to help establish communication and internet connectivity in the remote

schools.

8. Cohort learning platform for high schools established using UNESCO grant. Most populated high school is targeted in each state where a conference room is established for student group to learn through internet mode.

## 2.Question & Answer Session

1. **Question:** How do parents and students choose the schools they want to go to?

**Mr. Mendiola** agreed that students and parents can choose which school they want to go to. However, for students in the outer islands, they may not have much choice. But most parents choose schools keeping proximity and quality of education factors since some schools are better than others.

2. **Question:** What kind of role religious groups and traditional gatherings play in non-formal education?

**Mr. Mendiola** answered that in the past some non-formal education was run by traditional people. However, currently, such education has decreased to a minimum, except for some training that take place in church and traditional gatherings though it is largely in an unstructured manner. However, through traditional gatherings, young people learn the tradition and the customs of the island. It also differs from one state to another. For example, a lot of non-formal education takes place in Yap teaching about basket weaving, canoe building, etcetera.

3. **Question:** Why does FSM considers only primary education and now ECE as compulsory education and excludes secondary education as being compulsory?

**Mr. Mendiola** agreed that presently the FSM law states only elementary education as compulsory, while ECE will become compulsory within the next 2 years. The directors did discuss through FACSSO on having ECE to 10<sup>th</sup> grade as compulsory, but did not agree on the secondary part. One reason why they wanted to do that was because data showed lot of dropouts in the 10<sup>th</sup> grade. However, in the future after ECE has been made compulsory, this issue can once again be taken up. He added that FSM has sufficient infrastructure and teacher count to provide secondary education for all students once it is made compulsory.

4. **Question:** What will happen to teachers who fail the qualification test?

**Mr. Mendiola** stated that currently there is no maximum limit fixed for the teachers to take the test. However, Yap is an exception to this rule as the state has said teachers can only attempt the test three times, and if they fail to qualify, then the teacher will have to leave the job.

5. **Question:** Since you mentioned that teachers' payment is not competitive enough, what is the actual level of payment for teacher against other industries?

**Mr. Mendiola** replied that in terms of salaries, teachers fall at the bottom level along with police officers. Salaries at the banks, telecommunication industries, other state government jobs, finance industries are a lot higher. Furthermore, even a regular clerk at national government is paid higher than a teacher. Mr. Wayne shared that he started his career as a teacher and a principal and has been fighting all his career life to increase teachers' salaries. Fortunately, some states have been picking up on the discussion.

6. **Question:** What special strategy does FSM take to overcome the hardship in conducting statistical survey because of distance of remote islands?

**Mr. Mendiola** stated that it is a work-in-progress. Currently, FSM has a policy in place on how to collect data. Since not all schools have internet connectivity presently, FSM came out a spreadsheet-type template sent out to all remote island schools to fill in the beginning and end of the school year data. Schools that have internet connectivity have School Information System which will automatically connect to the state and to the national. However, this mechanism is not yet completed.

7. **Question:** What is the culture behind Yap parents to send their children to school at age 3 or 4 even though they know kids will repeat the years?

**Mr. Mendiola** answered that a part of the reason is because the parents wanted their children to receive early awareness so that once the kids reach 5 years old, it becomes easy for them. A lot of ECE centers are run by parents. Parents partake in most of the ECE center operation. Additionally, there is no fee involved since ECE is a public school.

8. **Question:** Is there any difference in test results of each state? If yes, what are the reasons for this difference?

**Mr. Mendiola** agreed that there are differences in the states' test results. Chuuk has the worst result because of high student population and difficulty in getting qualified teachers and maintaining them. Almost 50% of the entire FSM student population is in Chuuk. However, comparatively, students in Kosrae and Pohnpei are doing okay while Yap test results are at a moderate level.

- 9. Question:** What kinds of paths are available for students who seek further education after college?

**Mr. Mendiola** informed that most students who finish high school join COM-FSM. After that, most students move mainly to the US, especially Hawaii and Guam, since they do not need visas to stay there. However, FSM students also receive scholarship from other countries like Japan, China, Australia, and New Zealand. Scholarships from countries like Israel, Cuba are also available, but not much students apply for them. Furthermore, after students complete their education abroad, some return while others stay back. Although students receiving scholarship are asked to sign an MoU asking the students to return to FSM and provide service, this is a struggle, because it is difficult to provide job opportunity in FSM. Personally, he feels that as long as the students work and send remittance into FSM, it helps the economy.

- 10. Question:** What kind of vocational and technical education is provided in FSM And what kind of industry, domestic and international, are the students prepared for?

**Mr. Mendiola** stated currently majority of vocational and technical education is in the area of carpentry, mechanic, agriculture, and sewing for women. Unfortunately, they have is minimal connection with the industry, and this is something FSM wants to improve. Vocational and technical education was created largely to address students who are not academically inclined. He opined that this education should be connected to the workforce because there is a huge influx of foreign workers, especially in carpentry, mechanics, and cosmetology. He further informed that people who work in US port industries work for low wage due to lack of vocational and technical training. Hence, if they are trained and certified, they will receive higher pay jobs and remittance to the FSM economy will go up. A survey showed that FSM remittance is much lower compared to the other Pacific Island nations, which is what the NDOE is trying to improve.

**I 1. Question:** As an officer of DOE, what can Japan do for FSM and what can FSM do for Japan?

**Mr. Mendiola** stated there are lot of common things between the two countries which they can learn from each other. FSM will always to look to Japan for providing assistance, scholarship, short-term studies, etcetera. Japan can also help FSM in terms of trying to improve vocational and technical education since Japan is quite advanced in technology.

Conversely, FSM can always help Japan in understanding things from global perspective. Japanese will be able to understand more about FSM culture and context of doing things since there is a long history between FSM and Japan.

**I 2. Question:** What is included in take-home learning packages and is it organized outside of the curriculum?

**Mr. Mendiola** replied that the take-home package is derived from the curriculum. DOE has ensured that the content is grade equivalent. For example, the content of an ECE take-home package will be ECE equivalent. Also, the content is in the four main subject areas: social studies, science, language arts, and math. Additionally, the packages includes recordings of contents for blind students. The take-home packages content was decided in a general manner to be parent-friendly, something that the parents can help their students with.

**I 3. Question:** Which textbooks are used in social studies in both private and public schools?

**Mr. Mendiola** stated that history & civics is being taught to the students in the social studies curriculum. There are two main textbooks both of which were funded by the DOE; one is Yesterday, Today, and Tomorrow. Some schools use that textbook, especially schools in Kosrae. The other textbook is Over Seas and Time, which is used in other schools. However, he emphasized that no particular textbooks have been set. Hence, these textbooks are used as resources, especially in higher grades. He informed that most private schools are using Over Seas and Time while public schools are using Yesterday, Today, and Tomorrow. Private schools prefer Over Seas and Time because it is the latest publication of the two.

**I 4. Question:** Do teachers pick up on textbook from those lists or they combine to use some other textbooks?

**Mr. Mendiola** replied that this depends on the state. For example, Kosrae use the history book Yesterday, Today, and Tomorrow for the 12<sup>th</sup> grade, but they use other textbooks as resources. There is no specific social studies textbook. The FSM curriculum lists what kind of textbooks can be used, and the states can identify the textbook to be used. Furthermore, they allow teachers to look for other resources, especially since not much textbooks are available except the ones funded by DOE.

**15. Question:** Which textbooks are used in teaching about Japanese colonial period and how is it taught?

**Mr. Mendiola** informed that there is no specific textbook that refer to Japanese time, but both textbooks mentioned above talk about colonial times of all nations that ruled FSM in the past. He agreed that when it comes to the colonial times, not enough detail is present in the textbooks. Hence, the books talks about colonial times in a general way.

**16. Question:** Are there any particular subject for teaching ESD and, if yes, what is taught in the subject?

**Mr. Mendiola** replied that they do not have specific subject for ESD, but the concept and the idea is merged into the subject areas when they are taught, especially in social studies and in science. Recently, curriculum on climate change and resilience was established in social studies and in science with the help of IOM Office and Office of Disaster and Management. Waste management curriculum was also established. All of this is a part of ESD, which is taught within the science curriculum, but not as a separate subject. Sometimes when teachers are not trained enough, people from IOM are invited to conduct trainings to teachers and also as guest speakers to students.

**17. Question:** How have you revived the Micronesian traditional culture and language, which were lost in the 31-year of Japanese colonial period?

**Mr. Mendiola** answered that although during the Japanese colonial period, Micronesian traditional culture and language was not encouraged to practice, people still maintained their identity deep within themselves. The culture and language were not written down, but was carried through word of mouth and that was how it survived during the colonial periods. He talked about Pohnpeians as an example who have their own traditional constitution and

preamble that sets forth the expectations within the culture, which was documented under the first traditional leadership of Pohnpei.

- 18. Question:** What kind of relationship exists between Micronesian culture of traditional chief system and modern subject of social studies and how has the Japanese colonial period affected the transition and the reality of the chief system?

**Mr. Mendiola** explained that in the past before chief traditional system was created, Saudeleur dynasty were the first to rule Pohnpei. However, the chief system started before the Japanese period right after the Isokelekei defeated the last ruling Saudeleur dynasty. He created the chief system and divided Pohnpei into three different sections. Although it is difficult to measure the influence of Japanese times on the chief system, but comparison of chief system with the way emperors are treated in Japan is almost identical. However, the major influence of Japanese colonial time that still exists is the influence on local language. There is a lot of Japanese words that have become local terms.

- 19. Question:** In which subjects do you teach about the colonial period under Japanese rule?

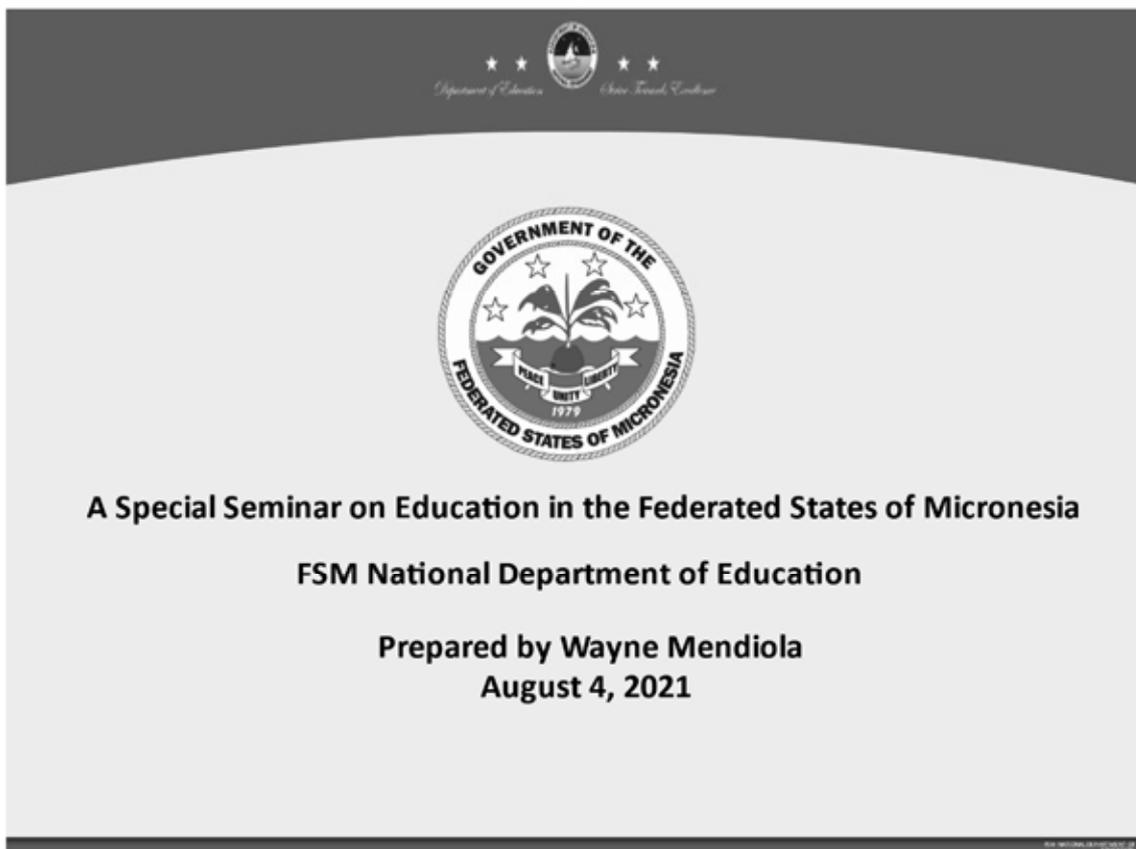
**Mr. Mendiola** informed that directly through the social studies curriculum, students are taught about the Japanese colonial time. However, indirectly, conversations start when people talk about the many Japanese relics around the island. This starts conversation on what happened during the Japanese time. People also put pictures of these relics on social media sites and have conversations around it. Sometimes older people through sites like YouTube tell stories about the events during Japanese times. Also, Mr. Mendiola remarked, there is a lot of Japanese influence in the local language, which youngsters are not even aware of.

- 20. Question:** How is general sentiment constructed towards Japan in FSM and could you help deepen our understanding by directing to relevant readings or people?

**Mr. Mendiola** replied most of his learning of Japanese colonial time came from his father who was a student during the Japanese colonial times. During his own time, Mr. Mendiola remembered that the kind of discipline enforced was what the Japanese had introduced in schools. In general, he stated, people have bitter-sweet memories when they remember the beginnings of the

Japanese colonial times. Many elderly talk about suffering under the Japanese times. However, the new generation has put aside such thinking and point to the present beneficial relationship with Japan. Also, some feel that the economic and other progress of FSM during Japanese colonial time was more than during the American time while others focus on the sufferings of the people during the Japanese time. In this context, Mr. Mendiola narrated his personal experience from 2008 when he visited Japan as part of a leadership program. The host Japanese family apologized to him for what Japan had done to FSM during the colonial period. Such incidences showed him how much people regret what had taken place in the past.

### 3. Presentation Materials (PowerPoint slides)





MINISTRY OF EDUCATION, YOUTH AND SPORTS  
FEDERATED STATES OF MICRONESIA

## PRESENTATION OUTLINE

- General Information
- Education Mandates
- FSM Education Indicators and Related Information
- Education Finance
- Challenges & Achievements



MINISTRY OF EDUCATION, YOUTH AND SPORTS  
FEDERATED STATES OF MICRONESIA

## GENERAL INFORMATION



**FEDERATED STATES OF MICRONESIA**

General Information

- FSM is a federation of four small island states each with its own government and distinctive identity.
- These four islands include 607 islands. Out of the 607 islands, only 71 are inhabited
- Total area of 7,866 sq km (3,037 sq mi), comprising 702 sq km (271 sq mi) of land, and 7,164 sq km (2,766 sq mi) of lagoons.
- Palikir, Pohnpei is the Capital
- The FSM adopted its own constitution and became an independent country in 1979; it entered into a Compact of Free Association with the United States in 1986 and became a member of the United Nations in 1991.



**FEDERATED STATES OF MICRONESIA**

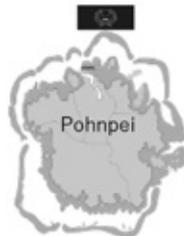
- FSM four small island states



Population  
 ▪ 11,377 (2010 census)



Population  
 ▪ 48,654 (2010 census)



Population  
 ▪ 36,196 (2010 census)



Population  
 ▪ 6,616 (2010 census)



Department of Education  
U.S. TERRITORIES OF THE PACIFIC

## EDUCATION MANDATES



Department of Education  
U.S. TERRITORIES OF THE PACIFIC

### Vision and Mission for Education

#### **Vision**

A unified education system that enables every citizen to participate fully in the development of the FSM, the Pacific Community, and the world.

#### **Mission**

To lead, administer, and coordinate a quality education system; support the achievement of high standards; and meet the needs of all learners.

## Education In FSM

### The education sector in FSM consists of:

- public schools and chartered non -public schools that offer early childhood, elementary and secondary levels of education;
- tertiary education offered through the COM -FSM which has a main campus in Pohnpei and linked campuses in each state and FSM Maritime Institute in Yap(note that the COM -FSM is not under the authority of the NDOE),
- technical and vocational education and training, and
- non -formal education (in name only, with little provision for this area in the past).

## FSM Education Title 40

### Policy and Purpose

It is hereby declared to be the policy of the Federated States of Micronesia to provide for a decentralized educational system in the Federated States of Micronesia which shall enable the citizens of the Federated States of Micronesia to participate fully in the development of the islands as well as to become familiar with the Pacific community and the world. To this end, the purpose of education in the Federated States of Micronesia shall be to develop its citizens in order to prepare them for participation in self-government and economic and social development ; to function as a unifying agent; to bring to the people a knowledge of their islands, the economy, the government, and the people who inhabit the islands; to preserve Micronesian culture and traditions; to convey essential information concerning health, safety, and protection of the island environment ; and to provide its citizens with the social, political, professional and vocational skills required to develop the Nation.

### Rolls of the National Government

to promote education and health by setting minimum standards, coordinating state activities relating to foreign assistance, providing training and assistance to the states and providing support for post-secondary educational programs and projects.





## FSM EDUCATION INDICATORS & RELATED INFORMATION



### Schools

#### **ECE**

Early childhood education (ECE) is a preparatory program conducted within a safe and nurturing environment that promotes the physical, social, emotional, and intellectual development of young children up to and including age 5.

#### **ELEMENTARY**

The first eight years of public-school education (grades 1–8) are compulsory for attendance of all students in FSM aged 6 to 14 years (including those with disabilities) or until the completion of grade eight.

#### **SECONDARY**

Secondary schooling (grades 9–12) is not compulsory.



ECE—23



Elementary—124 (4 Private)



Secondary—16 (6 Private)



Multi-Level—19 (9 Private)



Total—182 (19 Private Schools)

## Teachers

### Count of Teachers

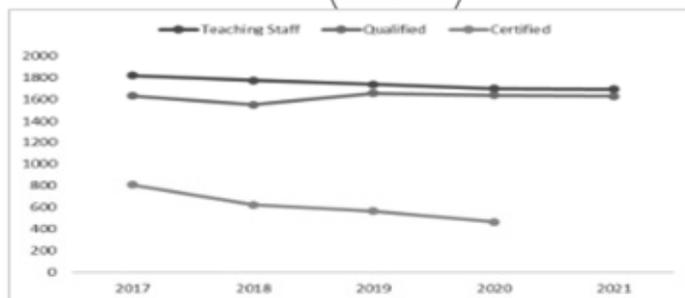
State	2017	2018	2019	2020	2021
Chuuk	687	605	585	568	562
Kosrae	201	174	165	154	165
Pohnpei	543	610	600	600	602
Yap	390	387	391	379	366
<b>Grand Total</b>	<b>1821</b>	<b>1776</b>	<b>1741</b>	<b>1701</b>	<b>1695</b>

### Qualified Teacher

State	2017	2018	2019	2020	2021
Chuuk	639	562	521	511	508
Kosrae	193	174	165	154	163
Pohnpei	509	517	582	597	594
Yap	292	301	391	379	366
<b>Grand Total</b>	<b>1633</b>	<b>1554</b>	<b>1659</b>	<b>1641</b>	<b>1631</b>

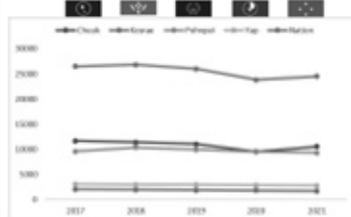
### Certified Teacher

State	2017	2018	2019	2020
Chuuk	205	147	133	86
Kosrae	123	144	127	128
Pohnpei	296	320	294	241
Yap	184	12	11	11
<b>Grand Total</b>	<b>808</b>	<b>623</b>	<b>565</b>	<b>466</b>

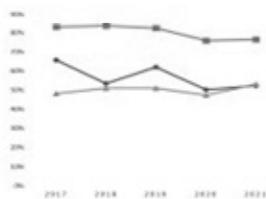


## Students

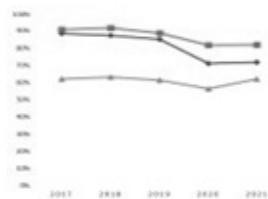
### STUDENT ENROLLMENT TREND



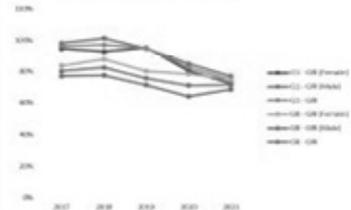
### NET ENROLLMENT RATE



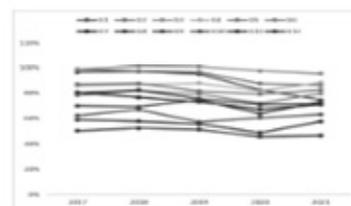
### GROSS ENROLLMENT RATE



### GROSS INTAKE RATE

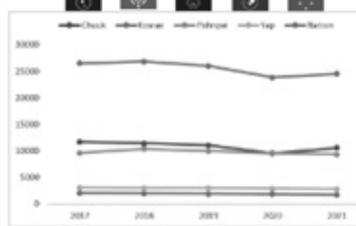


### ACCESS RATE



## Students

### STUDENT ENROLLMENT TREND

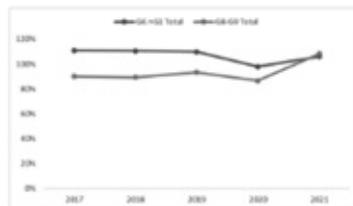


### FSM STUDENT ENROLLMENT 2021

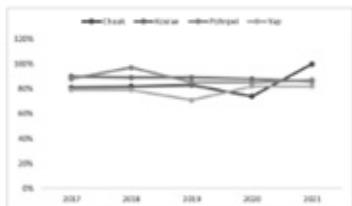


## Students (continue)

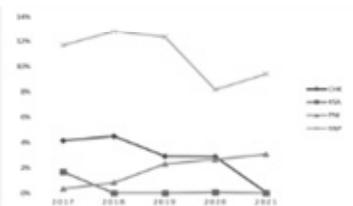
### TRANSITION RATE



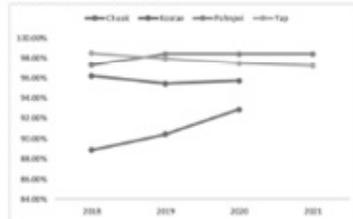
### PROMOTION RATE



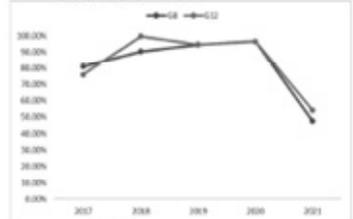
### REPETITION RATE



### ATTENDANCE RATE



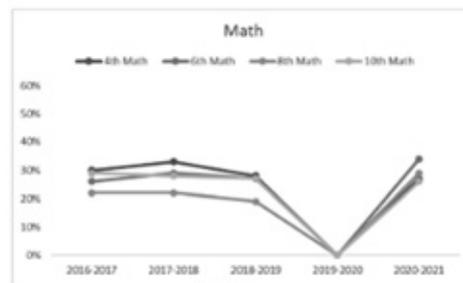
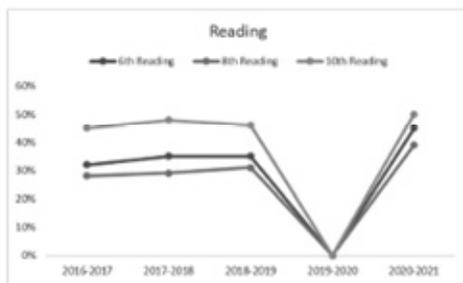
### GRADUATION RATE



## National Minimum Competency Test (NMCT)

Year	6th Reading	8th Reading	10th Reading
2016-2017	32%	28%	45%
2017-2018	35%	29%	48%
2018-2019	35%	31%	46%
2019-2020	0%	0%	0%
2020-2021	45%	39%	50%

Year	4th Math	6th Math	8th Math	10th Math
2016-2017	30%	26%	22%	29%
2017-2018	33%	29%	22%	28%
2018-2019	28%	27%	19%	27%
2019-2020	0%	0%	0%	0%
2020-2021	27%	34%	29%	26%



FSM/MS/ESSAY/01/2021/18

## Pacific Island Literacy and Numeracy Assessment

Significant improvement in student achievement for both literacy and numeracy has been measured both by the FSM-administered National Minimum Competency Standard-Based Test (NMCT) and the internationally administered Pacific Islands Literacy & Numeracy Assessment (PILNA) during the last 8 years. FSM students exceeded the average achievement levels and grew at a faster rate than their peers across the Pacific Islands, as measured by the PILNA. In the tables below, green=learning growth/above expectations, yellow=neutral; red=learning decline/below expectations

	2012	2015	2018	Change
<b>5<sup>th</sup> Grade Literacy</b>				
Below	40.25	54.12	33.62	6.63
At	15.50	16.11	13.55	-1.95
Above	44.25	29.76	52.84	+8.59
<b>7<sup>th</sup> Grade Literacy</b>				
Below	28.63	24.15	11.21	-17.42
At	14.96	13.75	7.74	-7.22
Above	56.41	62.08	81.05	+24.64
<b>5<sup>th</sup> Grade Math</b>				
Below	20.21	16.43	10.3	-9.91
At	14.03	13.24	10.9	-3.13
Above	65.76	70.32	78.8	+13.04
<b>7<sup>th</sup> Grade Math</b>				
Below	17.39	9.52	4.3	-13.09
At	10.10	6.79	4.11	-5.99
Above	72.51	83.69	91.57	+19.06

PILNA Results: % of students below, at, and above Minimum Expected Proficiency

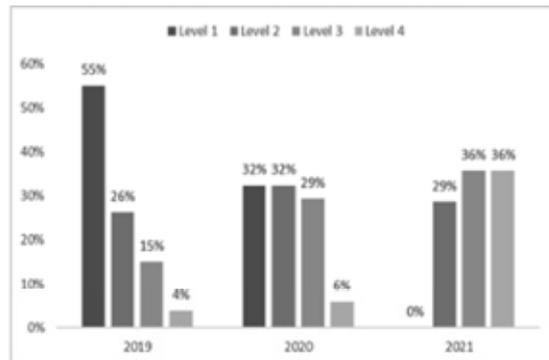
FSM/MS/ESSAY/01/2021/18

## FSM School Accreditation

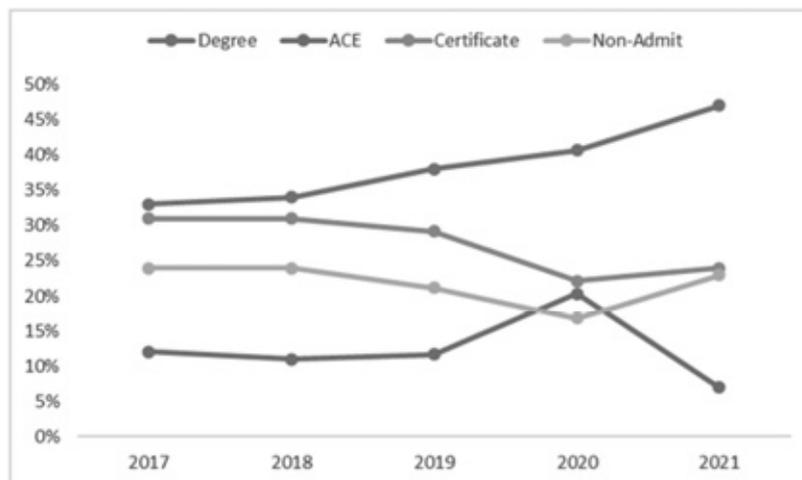
Each year both public and private schools in all states of the FSM are evaluated using a standard accreditation tool. However, due to different geographies and spread out populations, the time for school surveys have been different for each state. The evaluation of schools is done by State Schools Evaluation Team (SSET) or a combined SSET and Core Team members.

Once the school visits are done, a summary of results is produced in a standard format called the Form B. Form B provides initial results of the evaluation and the determination of the school's level. Schools are measured using four different levels:

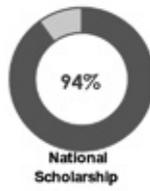
- "Level-4" have met or exceeded standards as specified in the school accreditation manual
- "Level-3" have just met the standards as specified in the school accreditation manual
- "Level-2" have partially met the standards as specified in the school accreditation manual
- "Level-1" have failed to meet the standards as specified in the school accreditation manual



## College of Micronesia Entrance Test (COMET)



### Scholarship-Number of Students Awarded

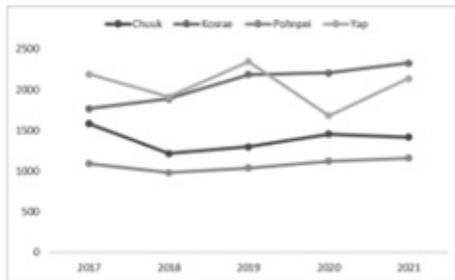


### EDUCATION FINANCE



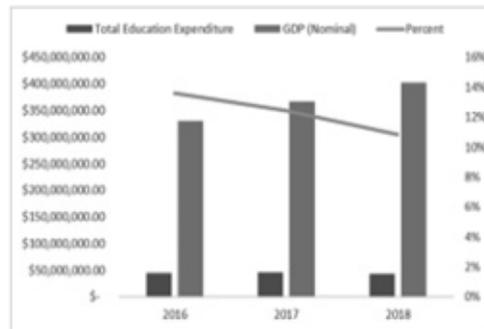
## Education Finance

### Per Pupil Expenditure



State	2017	2018	2019	2020	2021
Chuuk	1580.96	1216.25	1,297.64	1,455.27	1,416.00
Kosrae	1769.13	1887.89	2,187.94	2,204.26	2,325.72
Pohnpei	1090.66	981.91	1,038.79	1,122.14	1,160.52
Yap	2189.68	1911.1	2,345.66	1,681.59	2,138.26
<b>Nation</b>	<b>1657.6075</b>	<b>1499.2875</b>	<b>1,385.82</b>	<b>1,407.96</b>	<b>1,466.55</b>

### Government Expenditure on Education as % of GDP

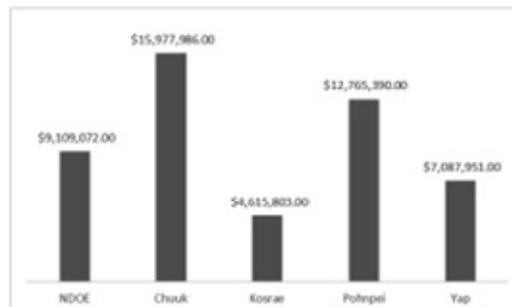


Expenditure/GDP	2016	2017	2018
Total Education Expenditure	\$ 44,897,866.00	\$ 45,526,880.00	\$ 43,677,294.00
GDP (Nominal)	\$ 330,265,200.00	\$ 366,666,800.00	\$ 401,952,300.00
<b>Percent</b>	<b>14%</b>	<b>12%</b>	<b>11%</b>

## Cost of Education Sector-FY2021




**Nation..\$49,556,202**  
 Cost of Education Sector: Total from all funding sources (including IQBE, local tax revenue, etc.)



## Challenges

- Geographical Location
- Limitation on Transportation (sea/air)
- Covid-19
  - School Closure
  - Cancellation of NMCT
  - School Accreditation Visits Cancelled
  - Stranded Teachers
  - TA not provided
- Teacher Attrition
- Limited internet connectivity
- Vocational & Technical Education

## Achievements

- Western Interstate Commission of Higher Educations (WICHE)
- FedEMIS
- Pacific Open Education Data App ¥
- Take-home learning packages
- GPE Grant
- 4 Education Sector Strategic Development Plan
- Accelerated Funding (GPE)
- Cohort learning platform for high schools

## FSM Education information

### Website

FSM Education.....www.national.doe.fm  
Chuuk Education....chuuk.doe.fm  
Kosrae Education....Kosrae.doe.fm  
Pohnpei Education...Pohnpei.doe.fm  
Yap Education..... na

### Contact

(691) 320 -2609/2647

### Email

wmendiola@national.doe.fm



**Kilisou  
Chapwur  
Kulo Malalap  
Kalangan  
Kammagar  
Thank You**

## Chapter III

A Special Seminar on Education of the Republic  
of Palau: Past, Present, and Future

# パラオ共和国 オンラインセミナーの概要\*

相沢 友紀(広島大学大学院)

## 1. パラオ共和国の概要

面積 487 平方キロメートル(600~1000平方キロメートルの排他的経済水域(EEZ)を所有する:講演者注)

人口 18,001人(2019年、世界銀行)

首都 マルキョク(2006年、コロール州より遷都)

民族 ミクロネシア系

言語 パラオ語、英語

宗教 キリスト教(一部の地域では“モデクゲイ”と呼ばれる土着の宗教を信仰している:筆者注)

## 2. オンラインセミナーの概要

開催日時 :2021年8月17日(火)14時~17時(日本/パラオ時間:二国間に時差なし)

場所:オンライン・ライブ配信(Web会議システム Zoom)

講演者:レイノルド・メオール氏(Mr.Raynold Mechol, Director of the Bureau of Education Administration)

### 【講演の概要】

#### ・パラオ共和国教育省のミッション

パラオ憲法の第6条に教育のための法的な命令が記載されており、第1学年から第12学年まで無償および義務としての公教育が規定されている。さらに、パラオ公法4-57では、パラオ共和国の教育における3つの目的が謳われている。

- ① 経済および社会的発展における市民参加(の力)を向上させること。
- ② 島々、経済、政治、および世界の知識を国民に与えることにより共和国内を統合すること。
- ③ 自己の発展および共和国の発展のための知識と技術を国民に提供すること。

教育省のミッションは2004年に制定された。以下、ビジョンおよびミッションである。

“The Palauan students will be successful in the Palauan society and the World.”  
(パラオの児童・生徒はパラオ人社会および世界で成功する)

さらに、ミッションを完遂するための2017-2026マスタープランがあり、それには以下の5つの鍵となる項目が含まれている:

---

\* This part is the summary information on the following pages 78-90 for Japanese readers.

- ① 児童生徒を中心に据えた学習
- ② 効果的な学校運営を実施するための教育的リーダーシップの提供
- ③ 就労場所や高度教育からの要請によるカリキュラムの強化
- ④ 教育省のもつリソースが学校をサポートすること
- ⑤ 児童生徒の学びや学校活動をサポートするための親、コミュニティ、その他政府系機関、NGOによるパートナーシップサポート

### ・パラオ教育省の組織

エデュケーションアドミニストレーション局：学校運営課、調査・評価課、人事課  
カリキュラムおよびインストラクション局：カリキュラムおよび教材開発課、教員研修課

### ・公教育システムについて

小学校 8 年制、高等学校 4 年制。6才から 17 才までが学ぶ。18 才を過ぎると高卒後 post-secondary college か Adult high school に入ることもある。高校を卒業できなかった場合は HISET プログラムに進む。小学校と高等学校(6-17 才)までが義務教育。離島になるとプレスクールへのアクセスがまだできていないが、教育省の責務としてカバーできるのは第 1 学年から第 12 学年までである。

### ・パラオの学校について

小学校：公立 17 校、私立 2 校  
高等学校：公立 1 校、私立 4 校

2200 人以上の児童生徒が学んでいる。一番大きい学校では680人の児童生徒が在籍(コロール小学校)、一番小さい学校では 9 名の児童生徒が在籍(トビ小学校)(カッコ内は筆者による追記。)唯一の公立高校であるパラオ高校では550人が学んでいる。また、全児童生徒の4%にあたる子達が特別支援教育プログラムを受けている。児童-生徒間の比率は全国平均で 10:1 である。

### ・児童生徒の評価について

公立学校では定期的に以下のアセスメントを実施している。

- ① Quarterly Assessment Tests:クォーター毎に実施しているテスト。第1学年から第 8 学年に実施。(筆者注：パラオの学期は四期制)
- ② Palau Achievement Test:第 8 学年から第 12 学年まで実施。卒業(進級)試験として実施。
- ③ English Reading Assessment:年度初めと年度末に実施。第 1 学年～第 8 学年までが対象。
- ④ Iowa Assessment:アメリカ版スタンダードのテスト。第 3 学年～第 11 学年までが対象。

- ⑤ ASVAB, a military test: 2年に一度実施されるテスト。第10学年～第12学年までが対象。生徒のキャリア選択のためのアセスメント。

その他、TOFEL, SATがある。

### ・FY (Fiscal Year) 2019-20の予算配分

パラオの会計年度は10月1日～9月30日となる。2019年から2020年の教育省の予算に関しては、12M米ドルとなり、内9M米ドルが国内で調達した予算(local fund)となり、3M米ドルが他からの義援金となる。これらの予算のうち、80%が教員や教育省での雇用者への給与となる。

### ・教育省の人事について

2021年8月現在、パラオ教育省は420名を雇用している。内、231名が公立学校の学級担任である。教員と学校長のための専門性開発を進めている。また、準学士がない教員はパラオコミュニティカレッジでの取得を、そしえ、学士や修士の取得をサンディエゴ州立大学のコホートプログラムで取得するよう勧めている。また、現在は、グアム大学の特別支援教育プログラムの学士号をとれるようなパートナーシップを構築できるよう努力しているところである。

その他、11の政府系組織や団体がキー・パートナーとして公立学校に教育サービスを提供している。

### ・持続可能な開発の為の教育について (Education for Sustainable Development)

パラオは環境保護と資源の保全に関してのリーダーである。限られた自然の資源の保全と環境保護を確かなものとするためにも災害への心構えと対応を児童生徒に教えている。

その他、SDGsのGoal4(「質の高い教育をみんなに」)の項で、7つの指標をベンチマークとしている旨説明があった。

その他、JICA 海外協力隊についての現況、パラオ教育省がこれから取り組むチャレンジなどの説明があった。

### 【内容一覧】

パラオ共和国の一般情報(78頁)

教育情報、権限(78～79頁)

パラオ教育省の省内組織(79頁)

教育システムについて(79頁)

パラオの学校について(80～81頁)

児童生徒評価について(81～82頁)

2019-2020年の教育における予算編成について(82頁)

教育省人事について(82頁)

持続可能な開発の為の教育(ESD)について(83頁)

SDGs Goal4に対する Key Global Indicator について(83 頁)

パラオにおける JICA 海外協力隊(83 頁)

今後の課題(83~84 頁)

学校へのサポートおよび学校運営力向上のためのイニシアティブとして(84 頁)

パラオにおける社会科教育カリキュラムについて(84 頁)

### 【質疑応答】

後半部では、講演者がセミナー参加者から寄せられた質問に回答した。あげられた質問事項を以下に示す。

#### <質問事項>

- ・今もアンガウル州では日本語が公用語に位置づけられているか(84~85 頁)
- ・離島出身者についてのパラオ語の学習について(85 頁)
- ・南西諸島(筆者注:ソンソロール島、トビ島、プロアナ島、メルル島)出身者の学習における言語的側面での困難さはあるのか(85 頁)
- ・留年した児童生徒への教育システムについて(85 頁)
- ・教員の低賃金に対する解決策(85 頁~86 頁)
- ・放課後に実施される付加的な児童生徒の実態に応じた教育活動はあるか(86 頁)
- ・パラオでの典型的な昼食(給食)と宿題について(86 頁)
- ・選択科目について(86 頁)
- ・教育隊員としての JICA 海外協力隊に期待すること(86 頁~87 頁)
- ・ガラスマオ小学校の JICA 海外協力隊員が算数教育を指導する上でのメインとなる視点(87 頁)
- ・パラオで算数を指導するにあたって現地教員と協力して遂行するために重要なことは?(87 頁)
- ・ESDを指導するための教科/科目はあるか?何の教科/科目に内包されているのか?(87 頁~88 頁)
- ・どんな自然災害が危険だとパラオでは認識されているか(88 頁)
- ・パラオ教育省より発行された歴史教科書は1997年に改訂(revise)されているか?(88 頁)
- ・パラオの歴史教育にはどんな政治的価値があるか(88 頁)
- ・関心あるトピックとして「日本統治時代のパラオ人子弟に対する教育」というのがあがるが、今も活用可能な資料はあるか(88 頁)
- ・日本統治時代の歴史を学ぶにあたって第6 学年での教科書の範囲では難しいのはなぜか(88 頁~89 頁)
- ・米国やその他の国にこれまでに移住し、戻ってきたパラオ人について(89 頁)
- ・これまで COVID-19 感染者ゼロのパラオにおける制限について(89 頁)
- ・どのようにして現代教育と伝統的価値観のバランスをとっているのか。特にそれらが互いに矛盾する場合はどうしているのか(89 頁~90 頁)
- ・パラオ人の非核憲法に対する評価について(90 頁)
- ・パラオ-中国、パラオ-台湾の関係性に対する国民の意見について(90 頁)

**パラオ共和国  
教育セミナー** (英語/ビデオ会議)

パラオ共和国の教育省担当官に  
教育事情について説明していただきます

**【日時】 2021年 8月 17日 14:00-17:00**  
**【方法】 ビデオ会議システム(Zoom)**  
※詳細は右記申込サイトに入力後に画面に表示されます。

**【主催】 ミクロネシア地域の教育研究会**  
玉井昇(獨協大学) / 渡辺幸倫(相模女子大学) / 川崎典子(宮崎大学)  
相沢友紀(広島大学大学院) / 奥田梨絵(神戸大学大学院)

本セミナーは文部科学省科学研究費助成事業基盤研究(C)  
19K02538 (代表 玉井昇) で開催されます。

**Tsukarenaos**(パラオ語)  
ツカレナオース  
疲れ直す！

**Daiziob**(パラオ語)  
ダイジオーブ  
大丈夫！

申込サイト(8月15日締切)  
<https://forms.gle/Pd48mclJwYaz0M46>  
(Google forms)

問合せ  
渡辺 幸倫  
(相模女子大学 教授)  
watanabe\_yukinori★isc.sagami-wu.ac.jp  
(★を@に変換して送信)

セミナー広報用ポスター

### 3. 参考資料

- ・外務省、パラオ共和国基礎データ、  
<https://www.mofa.go.jp/mofaj/area/palau/data.html>
- ・Data-World Bank Open Data, <https://data.worldbank.org/country/palau>
- ・Ministry of Education ,  
<https://www.palau.gov.pw/executive-branch/ministries/education/>
- ・Pacific Data Hub, Palau Education Master Plan2017-2027,  
<https://pacificdata.org/data/dataset/education-master-plan-2017-2027>
- ・Elizabeth Diaz Rechebei, Samuel F. McPhetres and Masa-aki N. Emesiochel  
(1997) *History of Palau*, Ministry Of Education, Republic of Palau.

# A Special Seminar on Education of the Republic of Palau: Past, Present, and Future (August 16, 2021)

**Raynold Mechol** (Director of the Bureau of Education Administration)

## I. Outline of Seminar

### Presentation

#### About Palau

Palau is a small Pacific Island nation, which is located south of Japan, north of Indonesia, and east of The Philippines. Its capital is Ngerulmud in Melekeok State. The country has a total area of 487 sq km but with a 600–1000 sq. km of exclusive economic zone. Population wise, it has around 20,000 people who speaks Palauan and English languages. The country uses US dollar as its currency, and its main economic activity is tourism and some fishing. COVID-19 pandemic has greatly affected the tourism industry in Palau.

#### Education Mandates

Mr. Mechol stated that the legal mandates for education in Palau is found in Article 6 of Palau Constitution, which mandates the provision of free and compulsory public education from grades 1 to 12. Further, Palau's public law 4-57 provides three purposes of education for the Republic of Palau:

1. To increase citizen participation in economic and social development.
2. To unify the Republic by giving people knowledge of their islands, economy, government, and the world.
3. To provide citizens with the knowledge and skills required for self-development and the development of the Republic.

Next, Mr. Mechol shared the Ministry of Education's (MOE) vision and mission statements. The vision statement, developed in 2004, states that the Palau students will be successful in the Palauan society and the world. This is importance since many Palauan students leave Palau to further their education and to work and live outside of Palau for greater part of their lives. The mission statement is to ensure, through partnership with students, parents, and the community student success through effective curriculum and instruction in a conducive learning environment.

Further, Mr. Mechol stated that there are five key areas of the Education

Master Plan 2017–2026 which will ensure student success. These include:

1. Student-centered learning
2. Providing educational and instructional leadership, which is basically empowering school principals and teachers as well as support effective school operations.
3. Curriculum enhancement includes finding ways to refine and upgrade curriculum which fulfils the changing requirements in the workplace and in higher education
4. MOE resource support provided to support the schools.
5. Partnership support of the parents, community, other governmental agencies, and NGOs to help with student learning and school activities.

### **MOE Organizational Structure**

1. Minister of Education appointed by the President of Palau and confirmed by Palau Congress.
2. Two bureaus:
  - (A) Bureau of Education Administration headed by Mr. Mechol himself
  - (B) Bureau of Curriculum and Instruction.
3. Bureau of Education Administration
  - (A) Division of School Management
  - (B) Division of Research and Evaluation.
  - (C) Division of Personnel Management.
4. Bureau of Curriculum and Instruction.
  - (A) Division of Curriculum and Instruction Materials Development
  - (B) Division of Instructional Implementation and Teacher Training.

### **Education System**

Mr. Mechol explained that in Palau, children start preschool at ages 3–5 years and elementary school (grades 1 to 8) and high school (grades 9 to 12) at ages 6–17. Students aged 18 and over either go to post-secondary college after high school or enter into adult high school or HISET program if they are unable to complete high school. The HISET program is a diploma-equivalent program.

The MOE is primarily responsible for service delivery in the elementary and high school levels (ages 6–17). However, at this time, they have opened kindergarten in five public schools in remote islands that have no access to preschools. He mentioned that while MOE works closely with pre-school service providers and local college for delivery of educational services in the Republic of Palau, the Ministry's legal mandate covers only grades 1–12.

## Schools in Palau

1. Elementary schools: Public 17 and Private 2
2. High schools: Public 1 and Private 4

All the high schools in Palau are related to different religious groups.

In terms of student enrolment for School Year (SY) 2020–21, Mr. Mechol noted that Palau had little over 2200 students in the public schools from grade 1–12. The largest elementary school had 680 students while the smallest had only 9 students due to remote location in an island north of Palau. He mentioned that Palau High School, being the only public high school in Palau, had almost 550 students. Further, out of the 2250 students, 76 received Special Education program services representing 4% of the student population. Student–teacher ratio in both elementary and high school was approximately 10:1.

According to Mr. Mechol, the student enrollment trend from 2009 to 2021 has shown a slow decline mainly due to two reasons: First, due to low population growth and second, due to migration of Palauans for work and education. He further elaborated that many Palauans migrate to the US because of the Compact of Free Association that allows them to live and work in the US. The trend also shows that the schools are getting smaller, which has led to consideration of either consolidating schools or thinking about ways to increase Palauan population in the future.

Explaining a typical Palauan school year, Mr. Mechol informed that the school begins its session in August each year and ends in May the next year for a total of 184 instructional days. Elementary schools have seven classes per day for 45 minutes each while high school has four classes per day for 90 minutes each. Further, five core subjects are taught in elementary schools: Palau studies, English, Math, Science, and Social Studies. Additional subjects like physical education, career guidance, agriculture, etcetera, are taught as electives. Elementary schools typically begin their classes from 8 am until 2:30 pm where core subjects are covered in the morning and electives in the afternoon. However, high school students start their classes at 8 am until 3:30 pm.

To earn a high school diploma, a high school student is required to earn 27 credits. Core subjects have higher credits, and a minimum passing grade for a semester course is 65%. A student failing to score minimum grade for a course will have to repeat it the next semester.

In addition, Mr. Mechol added that career academy programs are run at high

school level, which contributes to vocational credits. These include programs in agriculture, automotive, business information, health, construction, tourism and hospitality, and liberal arts. All high school students have to select career academy before their 11<sup>th</sup> year and will specialize in that area for the remaining 2 years of high school education. Extracurricular activities are also provided to support student's learning, which include programs in tutoring, counseling, after-school, summer reading and math camps, and so on.

### **Student Assessment**

In addition to the teacher-made assessments in the classroom, there are four major standardized student assessments that are regularly administered in the public schools.

1. Quarterly Assessment Tests: Administered quarterly for grades 1-8 with scores making up 25% of the student's grade for the quarter
2. Palau Achievement Test: Administered annually in grades 8-12, used as exit exams.
3. English Reading Assessment: Administered at the beginning and end of each school year for grades 1-8.
4. Iowa Assessment, a US-based standardized test: Administered annually for grades 3-11.
5. ASVAB, a military test: Administered twice a year in grades 10-12 for assessing students' career preference.

Furthermore, TOEFL and SAT are also administered four times a year for students and community members who plan to go to the US for higher education.

In terms of grading, Mr. Mechol stated that Palau students' performance is reported quarterly to parents and guardians in the student report card. The uniform grading scale used in reporting student performance is shown in number grade, converted to letter grade and grade point. Elementary school students must earn 65% or grade 'D' or better in each of the five core subjects to be promoted to the next grade level, while high school students must earn 65% or grade 'D' or better in all the course requirements to graduate.

Various support services are also offered to the students. These services include tutoring, counseling, library in all public schools, facilities maintenance, media/material production, free food service program, and free student transportation services for public school students.

Regarding school accreditation, Mr. Mechol mentioned that presently 15 public and 6 private elementary and high schools in Palau have acquired school accreditation from international school accrediting commission. Majority is

accredited through the Western Association of Schools and Colleges Accrediting Commission based in California. Only two schools, SDA Elementary School and Palau Mission Academy, are accredited by Seventh Day Adventist Schools accreditation association. Palau Community College, the only college in Palau, also has the accreditation from the Western Association of Schools and Colleges (WASC).

### **FY2019-20 Budget Allocation**

The Palauan fiscal year starts from October 1<sup>st</sup> to September 30<sup>th</sup> the following year. In FY2019-2020, the budget for MOE was \$12M out of which \$9M was from local funding and \$3M from external grants. External grants include grants from the US and other donor partners that support education in Palau. Mr. Mechol mentioned that 80% of the MOE budget is spent on education administration such as teachers' and employees' salaries.

### **MOE Personnel**

As of August 8, 2021, Palau has 420 employees in the MOE out of which 231 are classroom teachers in all public schools. Mr. Mechol added that the Ministry provides ongoing professional development for teachers and school principals. It encourages teachers without associate degrees to acquire their college degrees through Palau community college education program as well as upgrade to Bachelor's and Master's degree level by attending online program from San Diego State University Cohort Program. Currently, an effort is ongoing to partner with University of Guam to offer Bachelors program for special education teachers.

MOE also has various government agencies and community organizations as key partners for the delivery of educational services in Palau public schools. These include:

1. Belau Employers and Educators Alliance.
2. Belau Family School Community Association.
3. School Parent Teachers Association.
4. Belau Head Start Program for preschool.
5. Palau Community College.
6. Palau Conservation Society.
7. Palau International Coral Reef Center.
8. Belau Tourism Association.
9. State Governments.
10. Ministry of Health.
11. Ministry of Justice.

## **Education for Sustainable Development (ESD)**

ESD being a key area for small low-lying nations such as Palau, Mr. Mechol stated topics covering climate change effects are integrated in the students' curriculum. He added Palau is one of the leaders in terms of advocating for environmental protection and resource conservation. Hence, key topics that cover disaster preparedness and response are taught to the students to ensure local environment protection and conservation of the limited resources of the nation.

## **SDG 4 Key Global Indicators**

Mr. Mechol remarked that Palau is working to set benchmarks for seven SDG4 indicators by 2025 and 2030. These indicators contribute to ensuring that Palau can achieve quality education for all students. It is working with South Pacific Commission for technical assistance in determining these benchmarks which have been prescribed by the UN. Palau is setting a system to collect annual data and report on these indicators. As a part of this exercise, on Fridays, everyone in the public school system wear SDG4 written t-shirt to remind them about this important goal.

## **JOCV in Palau**

Mr. Mechol expressed gratitude to all the JOC volunteers who are working in Palau schools for a long time and primarily provide skill transfer and instructional support in mathematics and physical education. However, due to the COVID 19 pandemic, volunteers returned to Japan in 2020. Currently, JICA and Palau Ministry of Education are again working together to recruit volunteers. He stated the plan for 2021 is to recruit teachers for all elementary schools and then with the easing of pandemic restriction, to increase the volunteer numbers to cover high schools in Palau.

## **Challenges:**

1. Shortage of qualified teachers. Due to limited pool of qualified people, the Ministry competes with other ministries and government organizations as well as private companies to attract educated qualified Palauans for teaching positions.
2. Difficulty in recruiting qualified teachers to schools in locations outside of Koror.
3. Teacher and school principal salaries are not competitive when compared to other professions putting the MOE at a disadvantaged position.
4. Limited funding. While the Ministry makes the best use of available funding,

it continuously seeks assistance from donors and partners for funding school programs that cannot be locally funded.

5. Need for comprehensive system of care for marginalized students. A formal system has to be put in place to take care of students coming from broken families or going through challenges at home that affect their education.

### **Instructional Support and School Improvement Initiatives:**

Mr. Mechol shared some current ongoing instructional support and school improvement initiatives of the MOE. These include continuous review and revision of the school curriculum, increasing capacity for public schools to provide remote learning in the event of COVID-19 outbreak, provisioning for access to preschool kindergarten program in remote locations, implementing differentiating instructions for different abilities in the public-school classrooms. These also include programs to reinforce students' love for reading and writing such as Achieve 3000 for grades 4-6 and expanding for grades 3 and 7-8, journal writing, drop everything and read (DEAR). There are also additional programs like teacher mentor-mentee program, in-service training, school leadership training, and school accreditation.

### **Social Studies Curriculum**

Mr. Mechol gave an overview of social studies curriculum, in particular, the Japanese occupation in Palau and Micronesia. This curriculum starts at grade 6 where the students examine photographs, artifacts, and other relics in the Pacific region from 1920 to 1940, and use this information to describe the similarities and differences in the Japanese administration's development of various Pacific islands. Some performance objectives include visiting the local museum and creating slide and presentations of that period. This is followed in the grade 7 as well. In grade 8, students explain reasons for early Japanese expansion into the Pacific region from 1914-1930 and study different foreign policy issues and examine how Palau is dealing with it. They also touch on the current relationship between Palau and Japan. Mr. Mechol appreciated the support of the Embassy of Japan in Palau in opening the embassy to help support student learning. He remarked the students still use History of Palau 1997 edition.

## **2. Question & Answer Session**

1. **Question:** Is Japanese an official language in Palau also or only in Angaur State?

**Mr. Mechol** replied that the official languages according to Palau Constitution are Palauan language and English, not Japanese.

- 2. Question:** Are there any Palauan language lessons since students from remote islands have to learn Palauan to pursue high school study?

**Mr. Mechol** informed that Palauan study is one of the five core subjects taught from grade 1-10, which includes Palauan language and culture. However, since students in southwest islands of Sonsorol, Pulo Anna, and Hatohobei speak different dialect, these schools are encouraged to teach their languages. So, they do not use Palauan language there.

- 3. Question:** Are students from Southwest islands disadvantaged language-wise when they pursue their studies?

**Mr. Mechol** agreed it could be the case since they learn their local dialect in the school and are exposed to Palauan language only when they come to Koror. However, these students are provided additional training programs when they come to schools in Koror. Additionally, they can be taught in English so they can catch up with Palauan language.

- 4. Question:** Do holdover students create a problem and how is this dealt with in the school education system?

**Mr. Mechol** informed that holdover students repeat the same grade for one additional year. However, such students are provided training programs called 'Focus of Concern.' Further, each quarter, a mid-quarter progress report is provided after 4<sup>th</sup> week where teachers project whether the students can pass or not depending on the assistance given to students. Weaker students are then provided training in the form of additional support to ensure they pass the course at the end of the quarter. However, despite this support system, some students still fail because of family issues. As a result, these students are absent frequently and cannot pass the course.

- 5. Question:** What is teachers' pay in terms of USD and how is MOE trying to solve the low salary issue?

**Mr. Mechol** replied teachers with bachelors from foreign universities who come into Palau to work being their annual salary at \$15,000 USD. Currently, the Ministry is proposing to increase that salary to around \$25,000 USD in a year. This is being done to attract the best candidates

to teaching profession. Hence, between now and 2023, they are working to propose the new salary scale for teachers and also develop regulations in different certification levels for teachers commensurate with their pay level.

- 6. Question:** How long would an ordinary student at different levels study after school? Is there any additional educational institution that the students go to after school?

**Mr. Mechol** replied that students do not go to any other educational programs after school since schools themselves provide after-school programs. In Koror, schools run after-school program to help parents. So, Koror Elementary School keeps the students engaged in organized activities until 4:30 pm when parents can pick the students. Students first complete their homework before they play sports and other fun activities.

- 7. Question:** What does a typical lunch and homework look like for Palauans who goes to school in Palau?

**Mr. Mechol** responded that typically elementary school students stay on the campus and have lunch time of about 1 hour while high school students are given flexibility to eat at school or go home if they live close to the school campus. A typical lunch for Palauan students is at the school cafeteria. The school cafeteria menu was designed by a nutritionist to ensure that the students eat balanced food.

Regarding homework, while teachers assign homework, homework policy ensures that they do not burden the students with homework. This is to allow students to have free time at home to do chores and to spend time with the family.

- 8. Question:** What kind of subjects can students choose for elective courses?

**Mr. Mechol** responded that high school students can choose elective courses from Japanese or Mandarin language, music, and physical education.

- 9. Question:** As an education officer, what are Mr. Mechol's expectations for JICA and JOCV volunteers who go to Palau?

**Mr. Mechol** mentioned that his first and foremost expectation would be skill transfer. Volunteers come to Palau and help transfer skills to teachers so that they can eventually work on their own. His second expectation would be to help support instruction since during skill transfer, the volunteers can

work together with the teachers to exchange ideas as well as deliver the lessons.

**10.Question:** What should be the main focus while teaching primary school math to children in Ngardmau as a JICA volunteer?

**Mr. Mechol** stated that Ngardmau is a small school with very few students. Hence, the main focus would be to teach math in a stepwise manner going from concrete to pictorial to abstract form. He cautioned that teachers tend to go straight to abstract without spending time on teaching the concept first. For primary school math, most of the teaching included hands-on activities that students can do to understand the mathematical concepts. Once the students are able to build the full concept, they can then mentally picture a problem and are able to solve them. Another effective strategy they are trying to implement to strength math at all grade level is to conduct math drills every day to help students solve math in a quick manner.

**11.Question:** What is important thing to know about when cooperating with teachers in Palau to teach primary school math?

**Mr. Mechol** replied that volunteers must remember to show respect and have an open mind when working with others. This way, misunderstandings can be overcome. He informed that Palauans find it difficult to share honest feelings with other people, especially teachers. That is why showing respect to the other person would lead to better understanding and communication.

**12.Question:** Is there any subject for teaching ESD and what details are included in that subject?

**Mr. Mechol** reiterated that ESD is not taught as a standalone subject. It is integrated into science and social studies curriculum. Being a small island nation, climate change is a huge topic for Palau. Hence, the Ministry works with all schools as well as general population educating about disaster preparedness since Palau has experienced growing intensity of typhoons and other disasters. This is especially important since when a disaster strikes, schools would be highly concentrated areas with students and adults. So, if they are not prepared, then it will be catastrophic for the island nation. He further added that program specialist at the central office integrates ESD topics into the curriculum. Recently, they upgraded the science

curriculum. As an example, the 9<sup>th</sup> grade science was upgraded from mainly being a physical science to an environmental science and 9<sup>th</sup> grade students are now exposed to different ecosystems in Palau.

**13.Question:** What kind of natural disasters are recognized as hazards in Palau?

**Mr. Mechol** replied that apart from earthquake and typhoon, tsunami is a recognized hazard in Palau. Several schools are located on the coastline in Palau, especially around Babeldaob. In disaster preparedness course, such schools are also targeted and prepare for tsunami evacuation.

**14.Question:** Has the book “History of Palau” published by MOE in 1997 been revised?

**Mr. Mechol** explained that Palau students still use the same textbook and it has not been revised. The MOE wants to revise it, which will require funding support to. In fact, he remarked many social studies’ teachers have recommended changes in the current textbook to accurately reflect history. So, revising the textbook would mean adding additional years from 1997 to 2021 as well as making some revision in the current version.

**15.Question:** What political values does Palau’s history education form?

**Mr. Mechol** answered that there are supplementary textbooks that the teachers use to enhance their teaching of history during Japanese occupation in Palau. One such book is on the topic of borrowed Japanese words in Palauan language. Also, Palauan museum has artifacts and pictures, which enhances the students’ knowledge about Japanese occupation period.

**16.Question:** For researching on topics of interest such as “Education for Palauan Children During Japanese Administration,” what are the possible resources available to student to do their research?

**Mr. Mechol** replied that main resources available to the students would be textbooks, museum, and library. However, most elders have limited secondhand knowledge about the Japanese colonial period, they cannot be trusted with their knowledge.

**17.Question:** Why is grade 6 textbook difficult for elementary students where they learn about the history of Japanese period?

**Mr. Mechol** clarified that the particular textbook is meant for high school students. Additionally, teachers use it as a resource to develop lesson plans for appropriate grade levels for elementary school grade 6, 7, and 8. However, the book is not given to grade 6 students.

**18.Question:** Do Palauans who emigrated to the US or other countries ever return to Palau?

**Mr. Mechol** replied that some Palauans return while others don't. Those who have returned recently are mainly who have retired after working in the US, particularly those who are in the US military. In the US military, they can retire early. So, they return to Palau while continuing to earn their retirement benefits from the US army. However, many families settle down in the US and do not return to Palau.

**19.Question:** Although Palau is still COVID-19 free, what kinds of restrictions are imposed in Palau?

**Mr. Mechol** stated that Palau is still COVID free but eventually the virus may find its way to Palau. Hence, the government is working hard to vaccinate the population. But Palau cannot be shutdown forever as the economy is already suffering. So, Palau needs to open its border to allow for tourism. This needs to be well planned.

He further added that at present, any visitor to Palau needs to have a vaccination certificate as well as a negative COVID-19 test done within 72 hours prior to their departure from the originating airport. Visitors without any vaccination are taken directly to quarantine and will have to pay for all the quarantine costs themselves. They have to test negative before they are allowed to mix with the general public.

**20.Question:** How do you balance modern education and traditional value system, especially when they contradict each other?

**Mr. Mechol** remarked that being respectful to others and being responsible are values that are taught at home and are reinforced in the schools, but modern education system teaches values such as free speech, democracy, equality. Hence, there are some concepts and ideologies in the two systems that contradict each other. It's an ongoing challenge without an ideal solution. Teachers play a part in helping interpret and distinguishing

different values. This way, at least high school students are able to choose appropriate values based on their surroundings, but this is difficult to distinguish at a primary level.

**21.Question:** How do Palauans evaluate the current sentiment towards non-nuclear constitution?

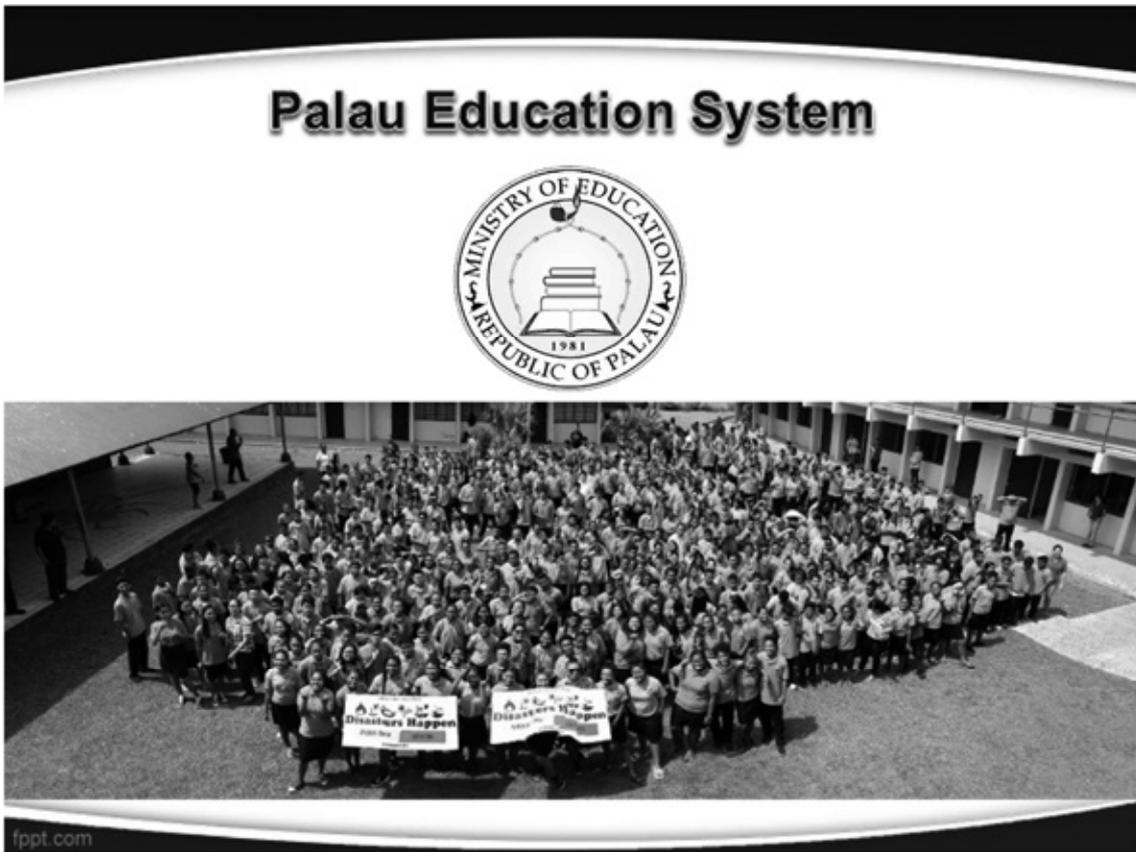
**Mr. Mechol** recalled that the first constitution of Palau was a non-nuclear constitution, which was held up by other countries as a good example to help prevent the spread of nuclear armament across the world. But with the negotiation of Compact of Free Association, there was an amendment made to the non-nuclear provision in the Palau constitution to allow for the Compact of Free Association to take effect in Palau. Hence, in the current constitution, the US does not need to declare if they have nuclear materials in any of their military ships which come to Palau. However, Mr. Mechol added that the present sentiment in Palau regarding this issue is not strong as it was in the early 80s when nuclear prohibition was first drafted in the Palau constitution.

**22.Question:** Can you describe people's opinion about Palau's relationship with People's Republic of China and Republic of China?

**Mr. Mechol** informed that Palau has diplomatic relations with the Republic of China, Taiwan, since 1989. Generally, Palauans value that relationship which has lasted 20 years. Presently, the Palau government recognizes the US, Japan, and Taiwan as its three main close allies. In the recent years, because of economic intrusion by mainland China through tourism, some local businesses have benefited from these economic activities and so want to explore possible ways to maintain diplomatic relations with Taiwan while at the same time have an economic relationship with mainland China. However, some Palauans think that is possible while others feel that Palau should stick to Taiwan. This is an ongoing issue, but it does play a part in Palau's national elections where some candidates want to explore closer economic relations with mainland.

In conclusion, **Mr. Mechol** thanked everyone for providing this opportunity to share information about Palau education system as well as his insights into the different areas as covered by the questions. He hoped that this information will help in further research about the Pacific island and its relationship with Japan.

### 3. Presentation Materials (PowerPoint slides)



## Presentation Objective

To increase awareness of Palau Education System



## Presentation Outline

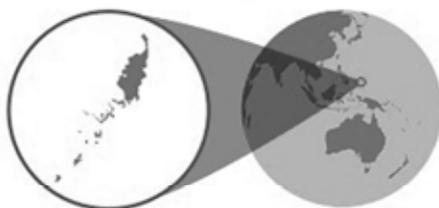
- About Palau
- Education Mandates
- MOE Organizational Structure
- Public Education System
- ESD
- SDG 4
- Social Studies Curriculum



## About Palau



*Location of Palau*



Capital: Melekeok

Land: 487 sq km

EEZ: 600,900 sq km

Population: 21,503 (2019 est.)

Language: Palauan, English

Currency: United States Dollar

Economy: Tourism

## Education Mandates

- ✧ Article 6 of Palau Constitution mandates the provision of free and compulsory public education from grades 1 to 12.
- ✧ The purpose of education in the Republic of Palau, as provided for by public law 4-57, is to:
  - increase citizen participation in economic and social development
  - to unify the Republic by giving the people knowledge of their islands, economy, government, and the world
  - to provide citizens of the Republic with the knowledge and skills required for self-development and the development of the Republic. These skills include professional and vocational, as well as social and political abilities.

### MOE Vision Statement

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

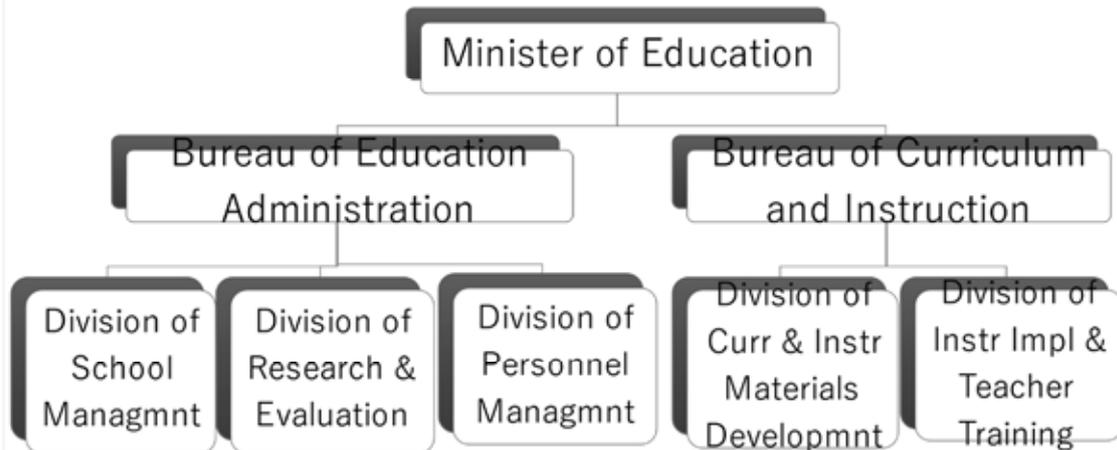
### MOE Mission Statement

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

### Five Major Priorities of the Education Master Plan 2017-2026



## MOE Organizational Structure



Effective 19 March 2009

## Education System

Ages 3-5	Ages 6-17		Ages 18 and Over
Pre-School	Elementary School Grades 1-8	High School Grades 9-12	College HiSET/Adult High School

The Ministry of Education is primarily responsible for service delivery in the elementary and high school levels (ages 6-17). However, it works in close partnership with preschool service providers and the local college for delivery of educational services in the Republic of Palau.

### Number of Public Schools:

- 17 elementary schools
- 1 high school

### Number of Private Schools:

- 2 elementary schools
- 4 high schools



## Student Enrollment for SY 2020-2021

Level	2020	2021	Total	%
Elementary	898	814	1712	75.8%
High School	295	252	547	24.2%
<b>Total</b>	<b>1193</b>	<b>1066</b>	<b>2259</b>	

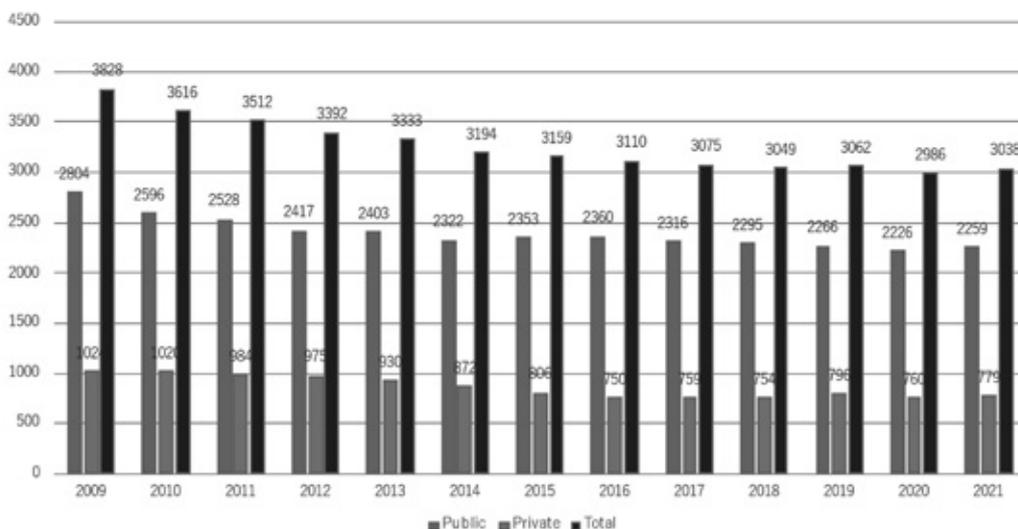
The largest elementary school has 680 students while the smallest has only 9 students. Palau High School, being the only public high school, has an enrollment of 547 students. Of the 2,259 students, 76 receive Special Education program services.

Program	Male	Female	Total	%
General Education	1148	1035	2183	96.6%
Special Education	45	31	76	3.4%

The student-teacher ratio in both elementary and high schools was 10:1.

## Student Enrollment Trend 2010-2021

Public and Private Schools  
Student Enrollment Trend SY 2009-2021



## School Year

- Begins in August and ends in May
- Total of 184 instructional days
- Elementary schools– seven class periods per day for 45 minutes each
- High school- four class periods per day for 90 minutes each (4x4 block scheduling)

### Instructional Programs (Elementary)

The five core subjects include:

- Palauan Studies
- English
- Math
- Science
- Social Studies



Additional subjects taught in the elementary schools are physical education, health, career guidance, arts & crafts, and agriculture.

### Sample Elementary Class Schedule

Grade	1 <sup>st</sup> Period 8:00-8:45	2 <sup>nd</sup> Period 8:45-9:30	3 <sup>rd</sup> Period 9:30-10:15	4 <sup>th</sup> Period 10:30-11:15	5 <sup>th</sup> Period 11:15-12:00	6 <sup>th</sup> Period 1:00-1:45	7 <sup>th</sup> Period 1:45-2:30
1	Math	Science	English	Palauan Studies	Social Studies	M-W: Health Th: PE F: Study Hour	M: Penmanship T: Arts & Craft W: Reading Th: PE F: Music
4	Math	Science	English	Palauan Studies	Social Studies	M-W: Health Th: PE F: Study Hour	M: Penmanship T: Arts & Craft W: Reading Th: PE F: Music
8	Science	English	Social Studies	Palauan Studies	Math	M-W: Health Th: Garden F: PE	M: Arts & Craft T: Music W: Career Guidance Th: Garden F: PE

### High School Student Semester Schedule

Period	Time	Course	Teacher	Room
1	8:00-9:30	Palauan History	Ngiruos, R	209
2	9:40-11:00	Introduction to Business	Demei, L	201
3	12:20-1:50	Geometry	Britanico, E	113
4	2:00-3:30	English III	Ngirengkoi, L	119

## Palau High School Graduation Requirements

Courses	Number of Credits
English	5
Mathematics	4
Science	3
Social Studies	3
Palauan Studies	2
Health	1
Physical Education	1
Career Academy Courses	6
Elective Courses	2
Total Credits Required	27

Note: One credit is earned when a student successfully completes one semester course with a minimum passing grade of 65/D.

### Career Academy Programs

- Agriculture
- Automotive
- Business Information
- Health
- Construction
- Tourism & Hospitality
- Liberal Arts

As part of career preparation, all Palau high school students have the option of specializing in one of the career academy programs listed below in their final two years of high school.

### Extra Curricular Programs

The following extra curricular programs are also available for students.

- Tutoring Programs
- Counseling Programs
- After School Programs
- Summer Reading and Math Camps
- Interscholastic Sports
- Talent Search
- Upward Bound Classic
- Upward Bound Math & Science



Division of Research and Evaluation, Ministry of Education

## Student Assessment

In addition to teacher-made assessments, there are four major standardized student assessments that are regularly administered:

- **Quarterly Assessment Tests** – administered quarterly in grades 1 – 8
- **Palau Achievement Test** – administered annually in grades 8 and 12
- **English Reading Assessment** – administered at the beginning and end of each school year in grades 1 – 8
- **Iowa Assessment** – administered annually in grades 3-11
- **ASVAB** – administered twice a year in grades 10 -12

Additionally, TOEFL (Test of English as a Foreign Language) and SAT (Scholastic Achievement Test) are each administered four times a year for students and community members who plan to go on to higher education.



## Grading System

Student performance is reported quarterly to parents and guardians in the student report card. The uniform grading scale used in reporting student performance is as follows:

Number Grade	Letter Grade	Grade Point
90-100	A	4.0
85-89	B+	3.5
80-84	B	3.0
75-79	C+	2.5
70-74	C	2.0
67-69	D+	1.5
65-66	D	1.0
0-64	F	0

For elementary schools, students must earn 65/D or better in each of the five core subjects in order to be promoted to the next grade level. For high school, students must earn 65/D or better in all the course requirements in order to graduate.

## Support Services

In addition to instructional programs, the following support services are offered every school year.

- Tutoring Services
- Counseling Services
- Library Services
- Facilities Maintenance
- Media/Material Production
- Food Service Program
- Student Busing/  
Transportation Services



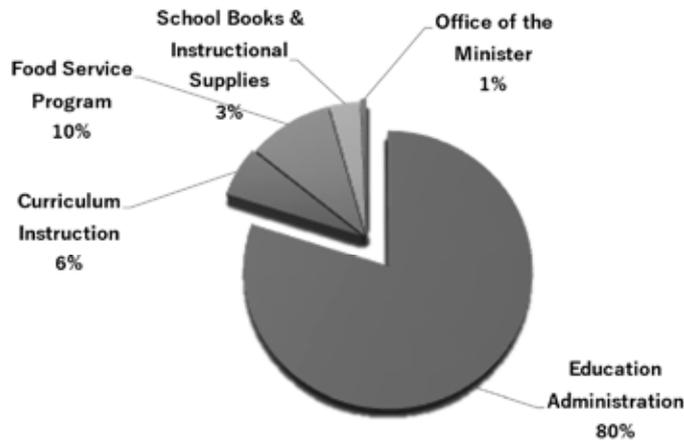
## School Accreditation

- 15 public and 5 private elementary and high schools have acquired school accreditation from international school accrediting commissions.
- Palau Community College has accreditation from the Western Association of Schools and Colleges.



## Education Budget Allocation, FY 2019-2020

Palau National Budget	\$ 95,972,000.00
Ministry of Education Budget	\$ 12,066,000.00
Local Funding	\$ 9,066,000.00
External Grants	\$ 3,000,000.00



## MOE Personnel: 419 Total Employees Active Personnel Count as of 8/6/2021

Position	Count	Position	Count
Minister	0	Teacher Aide	2
Bureau Director	1	Cook	30
Division Chief	5	Education Specialist	17
School Principal	14	Librarian/Guidance Counselors	16
Vice Principal	3	Maintenance Personnel	16
Administrative Staff	40	Program Manager	3
Boat Operator	3	School Counselor	3
Bus Operator	18	Security Officer	11
Classroom Teacher	231	Technical Specialist	7
		<b>Total</b>	<b>420</b>

## Professional Development for Teachers

- In-service Trainings
- Teacher Mentoring Program
- Palau Community College Education Program
- San Diego State University BA Cohort Program
- San Diego State University MA Cohort Program



## Community Partnerships

The Ministry of Education works collaboratively with the following government agencies and community organizations to deliver education services.

- Belau Employers and Educators Alliance
- Belau Family School Community Association
- School Parent Teachers Association
- Belau Head Start Program
- Palau Community College
- Palau Conservation Society
- Palau International Coral Reef Center
- Belau Tourism Association
- State Governments
- Ministry of Health
- Ministry of Justice



# Education for Sustainable Development

- Climate change
- Environmental protection
- Resource protection and conservation
- Disaster preparedness and response



## SDG 4 Key Global Indicators

Targets to be achieved by 2025 and 2030 for selected SDG 4 indicators.

Countries are expected to set benchmarks for seven indicators in 2025 and 2030:
➤ Indicator 4.1.1: Proportion of students achieving at least a minimum proficiency level at three levels of education (a) Grade 2 or 3 (b) end of primary and (c) end of lower secondary, in two subjects: (i) reading and (ii) mathematics [6 benchmark values]
➤ Indicator 4.1.2: Completion rate at three levels of education (a) primary (b) lower secondary and (c) upper secondary [3 benchmark values]
➤ Indicator 4.1.4: Out-of-school rate at three levels of education (a) primary (b) lower secondary and (c) upper secondary [3 benchmark values]
➤ Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entrance age) [1 benchmark value]
➤ Indicator 4.c.1: Proportion of teachers with the minimum required qualifications at four levels of education (a) pre-primary (b) primary (c) lower secondary and (d) upper secondary [4 benchmark values]
➤ Total government spending on education as percentage of (a) GDP (b) total government spending [2 benchmark values]
This makes it a total of 38 values: 19 benchmark values for 2 points in time.

## SDG 4 Key Global Indicators

Targets to be achieved by 2025 and 2030 for selected SDG 4 indicators.

1.a.2 Proportion of total government spending on essential services (education)	
1.a.GDP Government expenditure on education as a percentage of GDP	
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in mathematics	
4.1.1.a Proportion of students in Grade 2 or 3 achieving at least a minimum proficiency level in reading	
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics	
4.1.1.b Proportion of students at the end of primary achieving at least a minimum proficiency level in reading	
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics	
4.1.1.c Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading	
4.1.2.i Completion rate primary	
4.1.2.ii Completion rate lower secondary	
4.1.2.iii Completion rate upper secondary	
4.1.4.i Outof-school rate, primary	
4.1.4.ii Outof-school rate, lower secondary	
4.1.4.iii Outof-school rate, upper secondary	
4.2.2 Participation rate in organized learning (one year before the official primary entry age)	
4.c.1.a Proportion of teachers with the minimum required qualifications, primary	
4.c.1.b Proportion of teachers with the minimum required qualifications, primary	
4.c.1.c Proportion of teachers with the minimum required qualifications, lower secondary	
4.c.1.d Proportion of teachers with the minimum required qualifications, upper secondary	

## JOCV in Palau

- JOCV primarily provides skill transfer and instructional support in mathematics and physical education.
- Due to COVID 19 pandemic, volunteers returned back to Japan in 2020.
- JICA and Palau Ministry of Education are currently working to recruit volunteers for Palau schools.
- Palau Ministry of Education appreciates very much the technical support provided by the volunteers.

## Challenges

- Shortage of qualified teachers
- Difficulty attracting qualified teachers for schools outside of Koror
- Teacher and school principal salaries are still not competitive when compared to other professions
- Limited funding
- Need for comprehensive system of care with partner agencies for marginalized students

## Instructional Support and School Improvement Initiatives

- Curriculum Revision and Alignment
- Increase capacity to provide remote learning
- Provision of Kindergarten in selected public schools
- Differentiated Instruction
- Comprehensive Transformational Instruction for Student Success
- Conscious Discipline
- Achieve 3000 (Online Reading Program)
- Systemic School Improvement Plan (SSIP)
- 90-minute literacy and numeracy classes on Fridays
- Concrete-Pictorial-Abstract (CPA) approach for teaching Mathematics
- Drop Everything and Read (DEAR)
- Journal Writing
- Classroom Observation and Coaching
- Teacher Mentor-Mentee Program
- Teacher PLC every Monday afternoon
- Inservice Trainings
- School Leadership Training
- School Accreditation

## Social Studies Curriculum

### *Japanese Occupation in Palau and Micronesia*



## Social Studies Curriculum

### *Japanese Occupation in Palau and Micronesia*

Grade 6	6.6.2 Examine photographs, artifacts, and other relics in the Pacific region from 1920 to 1940, and use this information to describe the similarities and differences in the Japanese administration's development of various Pacific islands. <i>(History)</i>	Visit local museum and learn about her relics of Japanese administrations in various islands in the Pacific and present major similarities and differences to the class. Create a slide show presentation (using pictures, artifacts etc.) depicting the operation of Japanese administrations in New Guinea
Grade 7	7.4.1 Distinguish between primary and secondary sources, and describe how each kind of source is used in interpreting history. <i>(History)</i>	Define primary and secondary sources and provide examples. Research historical political developments in Japan using primary and secondary sources and present to class.

## Social Studies Curriculum

### *Japanese Occupation in Palau and Micronesia*

Grade 8	8.51 Explain the reasons for early Japanese expansion into the Pacific region (1914-1930) and the methods they used for administering their colonies. (History)	List factors for Japanese expansion into the Pacific. Interview elders about the methods used by the Japanese to rule Palau.
	8.5.2 Analyze Japan's military and economic expansion in the Pacific between 1930 and 1941, and explain how it affected relations with traditional Pacific communities and external powers (e.g., Britain, France, Germany, USA)(History)	Watch a documentary on the Japanese occupation in the Pacific and write a summary on how it affect relations with the Pacific islanders. Discuss how Japanese military and economic expansion led to the USA getting involved in WWII.
	8.8.3 Identify current foreign policy issues and examine how Palau is dealing with them (e.g., diplomacy, treaties, trade agreements, incentives, sanctions, supporting military action).	As a group meet with Japan Charge d' Affaires to discuss the diplomatic relationship between Palau and Japan. Prepare presentation on the site.  Question the Minister of State on Palau's official position on Middle East issues.

## Social Studies Curriculum

### *Japanese Occupation in Palau and Micronesia*

Grade 11	11.5.3 Discuss early Japanese colonial rule and compare the impact they had on Palauan life with former European administrations.	Create a timeline of the major industrial, economic, and social changes that took place and label them according to the Colonial administration in power at the time.  Prepare a power point presentation that describes and critique the purpose of the educational system established by the Japanese administration.
	11.5.4 Examine the impact of an impending war (WWII) on Palauan life.	Create maps depicting migration patterns of Palauans prior to WWII.  Create posters depicting Japanese military build up of Palau in preparation for WWII.

Main Textbook : History of Palau *Heritage of an Emerging Nation* , 1997

Thank You



Kom kmal mesulang



# 「おわりに」にかえて:オンラインセミナー実施の流れ\*

渡辺幸倫(相模女子大学)

本報告書は、「旧日本委任統治領『ミクロネシア地域』の歴史教育に関する研究」(基盤研究(C)、課題番号19K02538、研究期間2019~2021年度、2022年度延長予定)の中間報告書という位置づけになる。2021年度は本来なら最終報告書を作成している時期のはずであったが、新型コロナウイルス蔓延による渡航制限の影響を受け、当初の予定通りに現地調査を行えず、オンラインによる情報収集が中心となった。その一環で行われた現地協力者に対する聞き取り調査の一部を公開したのが本報告書の3つのオンラインセミナーである。当初予定していた現地の視察や関係者との公式非公式の情報交換を含む調査と同等というには程遠いが、一次調査で目指していた現地教育状況の把握は一定程度達成できたと考える。

本研究は来年度以降も続く見込みであることを勘案し、「おわりに」ではなく、それにかえてセミナーの事前準備、当日の流れ、事後の対応などの記録を記しておきたい。

## 1. 事前の調整について

### 1.1 講演者の決定

講演者の決定は最も苦勞した点といってよいだろう。適切な方に研究の意図を理解いただき、そのうえで講演という多大な負担をお願いすることになる。公開されているメールアドレスに直接連絡をしたうえで了承をいただいたケースもあったが、大変多忙な方々に突然メールで講演をお願いしてもなかなか応じていただくことは難しい。そのためこれまでのネットワークを駆使し、個人的なつながりのある方からの紹介をいただき了承を得る形の方が多かった。なお、お願いする際には調査研究の概要が一目でわかるようなリーフレットのようなものを準備したり、早期の段階で講演の謝礼として規程に沿った額をお支払いする旨も伝えた。

### 1.2 日時の決定

講演者と本研究グループメンバーの日程を優先して決めていった。そのため先方の通常業務時間に設定することになり、日本側と多少の時差がある場合もあったが「平日の日中」となったため一般参加者の数に影響したと考える。また、日程はなるべく早めに決め、少なくとも1か月程度の余裕をもって告知することが望ましかったが、パラオについては調整に手間取り開催日の確定が直前となってしまった。

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\* This part is “substitute for the conclusion” for Japanese readers, while the English version can be found on the following pages 112 to 114.

### 1.3 一般参加者の登録

日程と講演者が決まったところで速やかに関係各所に開催の通知を出した。一般参加者の方には事前に名前、所属、連絡先などの他に、講演者への質問事項を募った。当日の Zoom リンクは開催日直前に登録者のみに送ることとした。

### 1.4 要望の伝達、質問事項の伝達

講演者には、日時決定の後、講演の意図や参加者の概要、本研究グループがもつ関心事項（教育システムの全体像に加えて、教育の場で日本関連事項がどのように扱われているかなど）をまとめて伝え、さらに一般参加者から事前に募った質問事項を適時知らせていった。講演者には、可能な限り本研究グループの関心事項や質問事項への回答になるような情報を講演に含めてほしいという要望も伝えた。

### 1.5 Zoom の接続確認、当日の流れの確認

セミナーを引き受けていただいた方々も既に業務上 Zoom を使うことが多くなっていたようだが、セミナーの一週間ほど前に接続確認の機会を持った。これが初顔合わせとなる場合もあった。接続確認では、ネットワークの安定性や画面共有などの基本的機能などに加えて、当日の流れについてもこの機会にあわせて確認を行った。

## 2. 当日について

まず初めに、研究グループ代表の玉井が日本語で挨拶と趣旨説明を行い、その後講演者に英語でお話いただいた。講演は Zoom の画面共有で、講演者が準備したスライドを見ながら話を聞くスタイルであった。画像も音声も良好であった。

講演中に質問を匿名で送れるように専用フォームを用意したり、簡便性を重視して Zoom のチャットを利用したりして集めた。通訳を付けなかったこともあり、参加者は英語に堪能な方ばかりで、質問なども英語でお送りいただけたのは大変助かった。

休憩時間は 15-20 分程度とり、各国に関連する YouTube 動画や音楽を流した。また、その間に運営側で質問事項を整理しスライドにした。スライドにする際にはなるべく易から難、分野別になるように留意した。

質疑応答は、スライドを読みながら講演者に回答してもらった。どのような質問があるかわからない中で回答を求められ、講演者の方も困惑されるところがあったかもしれない。しかし、おおむね期待通りの回答を得られ、講演者の専門外の質問など回答の難しい問題については、専門家や文献などを紹介してもらった。

閉会後に時間が取れる際には、本研究グループのメンバーと一般参加者で意見交換会を開催した。Zoom での交流会ということもあり、各自が順繰りに感想を言ったり、司会を通して全体に質問を投げかけたり、といった形であったが、ミクロネシア地域へ関心を持つ人たち同士の会合自体

なかなか得難いものであるということで大変好評であった。

### 3. 事後の対応

セミナー終了後には、まず簡単な報告を参加者にメールで伝え、希望者にはメーリングリストへの参加を呼び掛けた。

事後速やかに講演者への謝礼は海外送金したが、近年は送金手数料の大変安いサービスもあり、負担感はほとんどなく送金することができた。これには通貨がUSドルであること、現地の銀行がアメリカ系であることも影響していたようだ。

なお、作成したメーリングリストは現在も情報交換や情報共有などのために利用している。特に、初回のマーシャル諸島共和国(2020年8月)と2回、3回(2021年8月)の間には、このメーリングリスト参加者から希望者を募って研究発表会を複数回行った。修士論文を執筆している人たちが多く、コロナ禍で現地調査のできないなか、様々な工夫をして研究を進めている話を聞くことができた。

### 4. 全体を通して

初回は全て手探りであったが、2回目からは適時過去のメールを参照したり、チェックリストを作成したりして遺漏の無いように留意した。これによってオンラインセミナーの運営も随分と効率的に行えるようになった。

実施しての感触としては、文字にできる情報についての収集はオンラインでもかなりの程度できるというのが実感で、これを一部一般公開しながら行ったのは、研究手法の透明化という意味でも実験的な取り組みといえる。今後渡航制限がなくなったとしてもインターネットを通じた調査の機会があることと思う。今回の経験を活かし、さらに充実した調査研究が行われるように心がけたい。

## Notes for conducting online seminar: A substitute for the conclusion

WATANABE, Yukinori (Sagami Women's University)

This is an interim report of the "Study on History Education in the Former Japanese Mandated Territory of Micronesia" (Fundamental Research (C), Project No. 19K02538, Research Period: FY2019-2021, Scheduled for Extension in FY2022). As of the fiscal year (FY) 2021 (October), we were supposed to be preparing the final report, but due to travel restrictions caused by the spread of the new coronavirus, we were not able to conduct the field study as initially planned. Instead, we mainly collected information online; The three online seminars in this report are part of the information collection process, which would usually have been conducted privately with local collaborators. Although it is far from the same level of investigation as originally set out (which would include physically visiting actual sites and formal and informal interviews) we believe that we have achieved a certain level of understanding of the local education of the country, which was the goal of the first phase of the survey.

In view of the fact that this research project is expected to continue into the next fiscal year (and possibly beyond), I would like to outline 1) the preparations for the seminars, 2) the flow of each seminar, and 3) the post-seminar issues here instead of a conclusion.

### **1. Preparation**

#### **1.1 Deciding on Speakers**

Deciding on the speakers was probably the most challenging part of the seminar preparation. We had to make sure that the chosen speaker understood the intention of the research. Then we would have to ask them to take on the huge burden of giving an online lecture. In some cases, we directly contacted publicly available e-mail addresses and received their consent. However, we must remember that it is difficult to get people who are very busy to accept a sudden request for a lecture via e-mail. For this reason, we made full use of our existing networks and were referred to the appropriate person. When we made the request, we prepared a leaflet that would give an overview of the research at a glance, and we also informed the speaker at an early stage that we would pay them an honorarium.

#### **1.2 Deciding on the date and time**

Priority was given to the schedules of the speakers and the members of this

research group. As a result, the date and time were set during the regular working hours of the speakers, which may have made it difficult for some potential participants to attend the seminars. In addition, it would have been desirable to decide on the schedule as early as possible and announce it with at least one month's notice. It took time, however, to make adjustments for Palau, and the date was fixed just before the event.

### **1.3 Registration of General Participants**

As soon as the schedule and speakers were decided, notification of the event was sent out to all relevant parties. In addition to name, affiliation, contact information, etc., general participants were asked to submit questions to the speakers in advance. The Zoom link for the day of the event was sent to registered participants just before the event date.

### **1.4 Communication of requests and questions**

After the date and time were decided, the speakers were informed of the intention of the lecture, the description of the participants, and the interests of the research group (the overall picture of the education system, how Japan-related issues are taught in education, etc.). We also asked the speakers to include information in their presentations that would address the research group's interests and questions submitted in advance.

### **1.5 Confirmation of Zoom connection and the flow of the day**

We scheduled a session to check the connection about a week before the seminar although the speakers had already been using Zoom for their work. In some cases, this was the first time we saw each other on-screen. During the connection check, in addition to the basics such as network stability and screen sharing function, we also took this opportunity to check the flow of the day.

## **2. On the day of the seminar**

At the beginning of the seminar, Professor Tamai, the representative of the research group, gave a speech in Japanese and explained the purpose of the seminar. Then the speakers presented the lecture in English. The lecture was delivered as a Zoom screen sharing session, in which the audience listened to the lecture while viewing the slides prepared by the speaker. There were no problems with the quality of the video and sound.

A special form was prepared for the audience to send questions anonymously during the lecture. The Zoom chat was also used for convenience. Since we did not have an interpretation service, all the participants were fluent in English, and it was easy to handle the questions because they sent us their questions in English.

We took a 15–20-minute break and played YouTube videos and music related to each country. During the break, we organized the questions and made them into slides. When making the slides, we tried to categorize questions by topic and ordered them by difficulty.

For the question-and-answer session, we had the speakers answer questions as we read the slides. The speakers were asked to answer questions without knowing what kind of questions they would be asked, which may have puzzled them sometimes. However, the answers generally satisfied the audience. For questions that were difficult to answer on the spot, such as those outside the speaker's area of expertise, we were referred to other experts or literature.

When the time was available after the seminar, a discussion session was held by participants. The session was very well received, as it is very difficult to have a meeting with people who are interested in Micronesia in general.

### **3. Post-seminar**

After the seminar, a brief report was sent out to the participants by e-mail, and those who wished to join the mailing list were invited to do so.

The mailing list that we created is still used for information exchange and sharing. In particular, between the first meeting (in August 2020) and the second meeting (in August 2021), we held several workshops by inviting those who wished to present from the mailing list. Many of them were writing their master's theses. It was a great privilege to share their experience of conducting research projects during the corona pandemic.

In recent years, there have been services that offer very inexpensive remittance fees, so we were able to remit the honorarium to the speakers with ease. The fact that the currency was the US dollar in those countries and that the local banks were American-based seemed to affect this positively.

### **4. Throughout**

The first time, the seminar on the Republic of the Marshall Islands, we were uncertain of how to do everything. From the second time, however, we took advantage of the experience of the first seminar and tried not to leave any omissions by referring to past e-mails and creating a checklist. As a result, we were able to run the following two online seminars much more efficiently.

As a result, we realized that we could collect information that could be written to a great extent. Even if travel restrictions are lifted in the future, there will be opportunities to conduct research via the Internet. We would like to make the most of this experience so that we can conduct even better research.

**Research Agenda: "Study on History Education in the Former Japanese Mandated Territory of Micronesia"**

(Grant-in-Aid for Scientific Research (C), Issue No. 19K02538, Research Period 2019-2021, Scheduled to be extended in FY2022)

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**Co-Investigator: Yukinori Watanabe** (Professor, Sagami Women's University),  
and **Noriko Kawasaki** (Associate Professor, University of Miyazaki)

**Research Collaborator: Yuki Aizawa** (Hiroshima University graduate student),  
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『マーシャル諸島、ミクロネシア連邦、パラオにおける学校教育ミクロネシア地域の教育事情に関するオンラインセミナー開催報告』

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