

Chuuk High-Level Meeting on Education Reform



November 2-3, 2012
Weno, Chuuk

The proceedings of the Chuuk High-Level Meeting on Education Reform include the joint communique, meeting agenda, presentation materials, remarks, and outcomes.



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Chuuk, Federated States of Micronesia, November 2-3, 2012

Table of Contents

1. Joint Communiqué.....	3
2. Agenda	5
3. Opening Remarks: Hon. Johnson Elimo, Governor, Chuuk State	7
4. Opening Remarks: H. E. Emmanuel Mori, President, FSM	9
5. Opening Remarks: Mr. Nikolao Pula, Director, Office of Insular Affairs.....	11
6. <u>Presentation and Discussion</u> : Recent Legislative Actions	13
<i>Hon. Innocente Oneisom, Speaker of the House of Representatives</i>	
7. <u>Presentation and Discussion</u> : Recent and Future Chuuk Board of Education Policy Initiatives.....	17
<i>Chairman of the Chuuk Board of Education, Johannes Berdon</i>	
8. <u>Presentation and Discussion</u> : Comprehensive Presentation on Chuuk Department of Education Reform Actions Undertaken and Underway—From a Management Perspective	
• Part One: Executive Director of Chuuk Department of Education, Gardenia Aisek.....	23
• Part Two: Chief of Curriculum and Instruction, Johndy Nakamura.....	30
• Part Three: Chief of Secondary Schools, Bersita Elimo	33
• Part Four: President of the Chuuk Women’s Council, Christina Stinnett.....	38
9. <u>Presentation and Discussion</u> : Executive Actions Going Forward in Support of Reform.....	42
<i>Hon. Johnson Elimo, Governor, Chuuk State</i>	
10. <u>Presentation and Discussion</u> : The Way Forward: Specific Program of Action	45
<i>Rev. Arthur Leger, SJ, Education Consultant</i>	
11. Closing Remarks: Hon. Innocente Oneisom, Speaker of the House of Representatives.....	51
12. Closing Remarks: H. E. Emmanuel Mori, President, FSM	53
13. Closing Remarks: Mr. Nikolao Pula, Director, Office of Insular Affairs.....	55



High Level Meeting on Chuuk Education Reform

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Joint Communiqué

Consensus Support for Chuuk State Education Reform Commitments Achieved

A high-level meeting on the future of education for Chuuk State was held in Weno, Chuuk, Federated States of Micronesia from November 2-3, 2012. Participating members included representatives of the three principal parties: the Chuuk State Government, the FSM National Government, and the United States of America. Observing the meeting were representatives of the five regions of Chuuk State, from the Mid-continent Research for Education and Learning (McREL), and the Pacific Resources for Education and Learning (PREL).

The meeting was initiated by the Chairman of the Joint Economic Management Committee (JEMCO), Mr. Nikolao Pula, who expressed concern regarding that Committee's disappointment and frustration with the lack of progress on education reforms in Chuuk State. Chairman Pula therefore requested a meeting in which he would join the President of the Federate States of Micronesia, H.E. Emanuel Mori, in Chuuk with the collective leadership of Chuuk State to achieve consensus and accelerate sensible reforms to improve educational outcomes for the children of Chuuk State.

The structure of the meeting included presentations by the four key stakeholders within Chuuk State. First, The Governor, the Hon. Johnson Elimo, presented several strong commitments and proposed an Advisory Group mechanism to monitor progress on behalf of the principal parties. Second, the Legislature, represented by Speaker of the House of Representatives, the Hon. Innocente Oneisom, and by the Floor Leader of the House of Senate, the Hon. Alonso Cholymay, reported on their recent actions to pass a Department of Education Reorganization bill and a bill to transfer personnel management to the Department of Education. Third, the Chairman of the Chuuk Board of Education, Johannes Berdon, presented the reform actions completed by the Board and the reform actions they will complete going forward, as well as the Board's newly adopted commitment statement to guide their work. Fourth, the Chuuk Department of Education was represented by three officials: Executive Director, Gardenia Aisek; Chief of Curriculum and Instruction, Johnndy Nakamura; and Chief of Secondary Schools, Bersita Elimo. Their presentations also focused on reform actions completed and reform actions they will complete going forward, as well as a summary of the encouraging results of the Chuuk High School pilot program. The department's presentation was augmented by a presentation on a community involvement initiative, "Adopt a School," given by the President of the Chuuk Women's Council, Christina Stinnett.

A ten-point synthesis of the reform commitments of the Chuuk State Leadership was presented by Rev. Arthur Leger, SJ. That presentation, entitled "The Way Forward: Specific Program of Action for Chuuk State Education Reform," is attached hereto and forms a part of this communiqué'.

Throughout the meeting, there was an active and open dialogue among the principals and gathered observers, leading to greater clarity and understanding of the events that necessitated the High Level

Meeting, and to greater clarity on the reform commitments being made by the Chuuk State Leadership. Both the FSM National Government and the United States government delegation provided support and encouragement. Specifically, the JEMCO Chairman committed to recommend to his colleagues favorable consideration of full funding of the FY2013 Education Sector Grant for Chuuk State, as well as favorable consideration for a special project-based proposal to fund non-recurrent reform implementation expenses. The Chairman did note that the grant will embed references to the commitments put forward by the Chuuk State Leadership to timely implementation of their specific program of action. The meeting ended on a positive note, including the commitment by the Governor of Chuuk State to ensure that reform progress would indeed be among his administration's highest priorities, and would be featured in the State's presentation at the planned mid-year JEMCO meeting, which the Governor also offered to host in Chuuk State, as a show of the confidence gained through the preparation for and the dialogue during this High Level Meeting.

The Way Forward: Specific Program of Action for Chuuk State Education Reform

1. Design and Implement CDOE Personnel Management System
 - ✓ Develop and execute an RFP for the development of a Human Resource and Personnel system
2. Implement CDOE Reorganization Law
 - ✓ Complete position descriptions and fill positions primarily through internal transfers
3. Recruit and Hire Two Resident Education Consultants
 - ✓ Education Reform Implementation Expert
 - ✓ School Management Expert
4. Continue Chuuk High School Pilot Program and Replicate in One Additional High School.
 - ✓ Assess performance improvements and document lessons learned
 - ✓ Assign existing consultant to Faichuk High School for 2013-2014 school year.
5. Revise FY2013 ESG Budget and Prepare FY2013 Reform Budget as Project-Based Proposal
 - ✓ Submit for CBOE and Legislature authorization, and subsequent JEMCO consideration (November 9, 2012)
6. Reset CERP Goals, Objectives and Timeline to Reflect Endorsed Recommendations of the Reform Review and Subsequent Events
 - ✓ Include CDOE management team and recruited consultants, completed by end FY2013 Q2.
7. Accelerate Community Involvement
 - ✓ Through regional service centers, advance beyond educational reform awareness to educational reform engagement and ownership.
8. Fully Integrate the Facilities Master Plan into the Reform Program
 - ✓ Complete review and outreach through the regional service centers
 - ✓ CBOE to endorse with detailed timeline
9. Develop FY2014 CDOE Budget in Conformance with LTFF Commitments
10. Organize and Implement Advisory Group
 - ✓ Identify and confirm members no later than FY2013 Q2.
 - ✓ Confirm scope of advisory support and reporting expectations



Agenda

High Level Meeting on Chuuk Education Reform

Chuuk, Federated States of Micronesia, November 2-3, 2012

Friday, November 2nd

9:30 am

- Opening Prayer
- Opening Remarks
 - Governor
 - President
 - OIA Director
- Overview of the High Level Meeting Process, Agenda and Expected Outcomes
Facilitator, Graduate School USA, Kevin O’Keefe,
 - Adoption of Agenda

10:45 am Break

11:00 am Key Stakeholder Presentations Begin

- Recent Legislative Actions
President of the House of Senate, Hon. Mark Mailo
Speaker of the House of Representatives, Hon. Innocente Oneisom

[Q&A on presented issues]

- Recent and Future Chuuk Board of Education Policy Initiatives
Chairman of the Chuuk Board of Education, Johannes Berdon

[Q&A on presented issues]

12:15 pm Break for Lunch (provided on-site)

1:30pm

- Comprehensive Presentation on Chuuk Department of Education Reform Actions Undertaken & Underway—from a Management Perspective

Executive Director of Chuuk Department of Education, Gardenia Aisek
Chief of Curriculum and Instruction, Johndy Nakamura
Chief of Secondary Schools, Bersita Elimo
President of the Chuuk Women’s Council, Christina Stinnett

[Q&A on presented issues]

- Status of Executive Branch Support for Recent, Near-Term and Future Education Reform Initiatives
Governor of Chuuk State, Hon. Johnson Elimo

[Q&A on presented issues]

3:30 pm

- The Way Forward: Specific Program of Action for Chuuk State Education Reform
Education Consultant, Rev. Arthur Leger, SJ

4:30 pm Break for Day One

6:30 pm Reception at Truk Stop Hotel

Saturday, November 3rd

9:00 am

- Open Dialogue continued, seeking Agreement on “The Way Forward”

10:00 am

- Consideration of Communiqué or Alternative Form of Memorializing Content, Consensus, and Commitments to Education Reform

10:30 am

- Closing Remarks



Opening Remarks: Hon. Johnson Elimo, Governor, Chuuk State

I am pleased to have this opportunity to welcome you all to Chuuk for this very important meeting. Director Pula, your letter of August 2nd to President Mori proposed a high-level meeting with the collective leadership of Chuuk State to develop, and commit to, sensible education reforms. We are all aware of the seriousness of this matter as evidenced by the bare-bones budget our Education department is operating under for the first quarter of FY2013.

The disappointment and frustration you referenced with respect to progress on education reform is not held uniquely by the US JEMCO members. For your information, I have specifically requested our leadership to set aside—to the maximum extent possible—our concerns about funding continuity for the remainder of the Fiscal Year and beyond. Rather, we want to focus entirely on our mutually agreed need to accelerate the implementation of education reform with the goal of improving educational outcomes for our students.

It is appropriate at this time for me to thank Father Arthur Leger and his colleague Vidalino Raatior for their efforts to date; furthermore I want to thank the Graduate School US[Answer] for quickly mobilizing with their core resources to field a team to assist us in preparing for and convening this meeting. With their assistance our leadership has a heightened level of confidence that our deliberations over the next two days will be successful.

All of the critical stakeholders within the Chuuk Leadership are here to present their views on recent progress and to confirm their commitments to upcoming actions. I recall that we adopted a resolution at the end of our recent Chuuk Leadership Conference on the Long-Term Fiscal Framework. At that time we committed not only to convening this high-level meeting, but to compel our Board of Education members and Education Department officials to work hard to prepare a positive program of action and to work with our collective leadership through internal meetings to achieve consensus on the Way Forward. For your information, the leadership has met internally for the better part of the past three days to ensure that the commitments we are prepared to make today and tomorrow represent the actual consensus of our combined leadership.

As you will see on the agenda, the stakeholders themselves will be presenting and making themselves available to answer any questions or address any concerns that may be raised. We certainly encourage an open dialogue throughout our two days together.

I am using the opportunity of my opening statement to make clear my commitments toward improving educational outcomes as Governor of Chuuk State. The recent focus on education reform has had a positive impact in at least three ways which I would like to share with you.

First, I will be expanding the depth and frequency of my personal oversight of the reform commitments we will be making. I will be in the loop on monthly and quarterly reporting on the reform action plan. I recognize that the delay in progress to-date, despite some completed actions and some areas of positive

actions, had in fact been delayed due to the impediments identified in Father Leger's review. My involvement and that of my key advisors will ensure that we act more timely when executive action is required. Optimistically, that may be less necessary going forward based on the positive legislation actions taken by the Legislature and by the monitoring that will be done by the Chuuk Board of Education and all of the other stakeholders, but still I stand ready to act in the interest of our students.

Second, I am aware that there are one or more positions on the Board that may need to be nominated and I will ensure that my nominations will be consistent with the focus on reform that the Board is now committed to overseeing.

Third, in order to meet your request, Director Pula, for the creation of a mechanism to ensure credible and timely implementation of reforms I will be proposing the creation of an Advisory Group to give us access to the experience and expertise of education experts and to independently report progress to the three principal parties on an ongoing basis. I look forward to specifying the details of our proposal when we get to that point in our agenda. In closing, let me refer back once more to your letter of August 2nd, Director Pula. At that time you suggested that in order for our meeting to be a success there would be a need to be a showing of commitment to several specific reform measures as well as creating a mechanism to ensure credible and timely implementation of reforms. Let me assure you, Director Pula, my Administration, in collaboration with the Chuuk State Legislature, the Chuuk Board of Education and the gathered management and staff of the Chuuk Department of Education have every intention of exceeding your expectations over these next two days.

We deeply value our partnership with the Office of Insular Affairs, we are committed to the reforms we will be presenting today, and we respectfully request that OIA commit to a full year of grant funding for the Chuuk State Department of Education.



Opening Remarks: H. E. Emmanuel Mori, President, FSM

I'd like to join the governor in welcoming our friends from Washington, Mr. Pula and his delegation. I also welcome and thank our host leaders of the Chuuk State leadership from executive and legislative branches. I also thank our technical people who have worked hard until now. We know we have a lot to do from here on.

I'd like to go back and stress some of the things the Governor has said today. I'm very pleased to hear commitment...many commitments...that will follow the discussions that we will hold today. I'm especially interested to see the reform happen...not only the commitments, but the action that must follow. Next week we will be talking about how we might realistically develop and grow our economy. We can never achieve this unless education reform and implementation is seriously undertaken. Let's remind ourselves that education is not the responsibility of one generation or one administration—it is for all administrations and all generations for all people. What we do today is for all generations.

I know that if there is no commitment to education today I might as well forget about talking about economic growth next week, because education is the foundation for development—especially social and economic. Our friends from Washington have come here with the understanding that we will reach something at the end of our two days together, commit ourselves to implementation and to be proud.

Let me be frank that I'm not so optimistic, despite these commitments. Today we are committing ourselves to this change, but we cannot work in a vacuum. Everything is interconnected. Because I have made it clear that I have committed myself and my administration to help Chuuk work together with our friends from Washington to make sure that this reform happens, I'd also like to remind us of the emotion that we have now. We've committed ourselves to something very valuable to our people. We have already signed a reform agreement on the financial matters. We must implement both simultaneously. If we don't, along the way, in preparation of activities will wither. The cost of these reforms are very expensive, but they must come from the same source. We must think of both reforms...they must both be part of the commitment being made today.

If we want to change the commitment, let's be honest and sit down to discuss that change. If we don't implement both, I don't have much confidence in the sustainability of the Chuuk government to implement reform for the future of Chuuk. After today, we have to look at each other and say that we commit ourselves to this reform. I apologize to my brothers and sisters from Chuuk. Don't let anyone tell you what to do—OIA or National Government. You should do the right thing, not what you're told to do. We'll help you, I'm certain, since it is the right thing to do.

My final remark is to ask that we please treat these two documents as one commitment. In the future try not to tell anyone to allow you what to do. US and National will support you.



Opening Remarks: Mr. Nikolao Pula, Director, Office of Insular Affairs

I'd like to express my sincere gratitude to the President, Governor and people of Chuuk here today, on a holiday, to make time to meet with us. It's an indication of your willingness to support education here in Chuuk.

Thank you President Mori, Governor Elimo, Senate President Mailo, and House Speaker Oneisom for convening this important meeting and hosting us today. I also want to acknowledge the entire National and State leadership represented here. Finally, thank you Kevin O'Keefe, Fr. Arthur Leger, Chuuk Department of Education and the Board of Education for organizing today's meeting and all the necessary leg work leading up to it.

I commend the State of Chuuk for the work it has done on its Long Term Fiscal Framework and for including a separate discussion focused entirely on the how to improve the educational outcomes of children in Chuuk. I regret not being able to join you at that meeting due to conflicting schedules, but I'm glad that we committed to continuing those discussions today.

It is my expectation, and I hope it's a joint expectation, that our meetings today and tomorrow will go further than discussions and plans to focus on specific actions implementing sensible reforms and an oversight mechanism that will ensure progress. I trust that, with CLC Resolution 2012-06 which the Chuuk State and FSM National leadership passed at your August LTFF meeting and your subsequent briefings on the Chuuk Education Reform Plan, we fully understand and accept the need for reform.

We are halfway through the Amended Compact period, with millions of dollars spent on education, and I think we can agree the results are disappointing. For the 6th grade English reading and mathematics, only 11% of the students are performing at grade level and only 8% for 8th grade and 16% for 10th in those same subjects. For the 2012 high school entrance test, only 2% of 8th graders received a passing grade. For the 2012 COM entrance test, only 13% of all high school students passed to enroll for credit courses. [Answer]glimmer of hope can be seen from the significantly higher percentage on that last measure achieved by the seniors of Chuuk High School for 2012.

Let me be clear that I do not believe there is a shortage of intelligent and capable Chuukese students or that there are no dedicated teachers and educators. You know better than I do the success stories of those students who have persevered against the odds and gone on to earn postsecondary degrees, start meaningful careers abroad, or returned home to work for government or operate their own businesses. I also recognize that the Chuuk Department of Education has taken steps to increase its number of certified teachers, to consolidate schools as appropriate, to improve classroom instruction, and provide more professional development for staff.

While these are noteworthy efforts, the ultimate measure of success is the impact of these actions on student learning outcomes. The statistics I mentioned show that the problem is that the education

system, including the parents and communities, is not providing the necessary foundation for the vast majority of students to become successful later in life.

We need the education system to produce more success stories. In order to do that, we must ensure that students have safe and sanitary learning environments; that all classrooms have qualified teachers; that classrooms have the necessary school supplies; that teachers and students are present for class; that parents and schools are accountable to each other for their students' learning; and that the state leadership enforce policies that reward progress and provide consequences for impediments to progress.

I will conclude by reemphasizing that our ultimate goal is improving student learning outcomes. I understand there may be anxiety about receiving the rest of the fiscal year's budget and a temptation to focus on what needs to be done to release the funding. Please be reminded that while we are also concerned about funding, USG's priority is the improvement of the education system. It is simply not acceptable, after well over a hundred million dollars of Compact expenditures for education in Chuuk State since FY2004, that school conditions are shameful, that teacher absenteeism remains rampant, that community involvement is notably effective in so few cases, and that the level of acceptance for such realities among Chuuk's leaders and broader population has been, at least until recently, so deeply concerning to outside observers. My words may be harsh, and my judgment on such matters may be harsh and unwelcome; however, I come with an open mind and a deep desire to have my personal prayers for better results be answered through the actions and commitments we are asking you to take and make.

We will be listening today for the state's specific commitments to reform efforts and its proposal for an oversight mechanism which will ensure credible and timely implementation of education reform. I am encouraged that the State Leadership has taken this issue seriously and passed two bills to help enable reform efforts. I look forward to the rest of the state's proposals. Continued funding will be contingent on the credibility of the commitments and subsequently on the progress made.

The USG is not interested in micromanaging Chuuk education let alone shutting it down. I should also point out that we do not view the educational reform as a Chuuk issue but a national issue. While the challenges are exacerbated here, we could very well be having this same conversation in one of the other three states. What we are interested in is seeing that the investments made through the Compact truly serve the children of Chuuk and improve this nation as was meant in that agreement.

We often say that education is the key to a brighter future and that our children will be the leaders of tomorrow. We have ten years to seriously make the necessary reforms and not allow the education system to continue failing our children. Otherwise we will not be developing any good leaders and it will be a difficult future for our children and for the nation.



Presentation and Discussion: Recent Legislative Actions

Hon. Innocente Oneisom, Speaker of the House of Representatives



LEGISLATURE



LEGISLATURE

Background to Actions Taken in Support of Reform:

- Status quo **not working** within the current education system
- Deliberations on key education reform bills **were not easy**
- **Strong opposition** from some interest groups
- Overriding policy interests led to the **passing of two bills...**

CHUUK EDUCATION



High Level Meeting on Education Reform

LEGISLATURE



LEGISLATURE

Actions Completed in Support of Reform:

- Two bills passed by both Houses and signed into law:
 - ✓ **Reorganization** of CDOE, including decentralization into five regional service centers
 - ✓ Transferring **CDOE personnel administration** from the Public Service Commission (PSC)

CHUUK EDUCATION



High Level Meeting on Education Reform



Legislature is now in full support of educational reforms in Chuuk state. We agree with the evidence that the current system is not currently working. As we move forward with the reforms—which Legislature only recently fully understood—our deliberations were not very easy. There was strong opposition from some interest groups within the Legislature. Because of the interest and common good, we have gone ahead and passed the two bills necessary to move forward with reforms.

With the passing of the two bills, the legislature has shown its dedication and commitment to the reforms of the education department. There may have been some previous misunderstanding about where the Legislature was with regard to reform. I'd like to set the record straight and make it clear that the legislature is committed to reforms.

[Question] [Director Pula] The US side from OIA and JEMCO appreciate the Legislature's support. I understand passing these items wasn't easy and took a long time with robust debate. These are the types of things about which we, from the outside, have no business, as they are internal. However, if things were working as they should be we wouldn't need this legislation. We hope today that the Chuuk education initiative will take track. I'm pleased and happy and thankful for your efforts.

[Question] [Director Pula] What was the nature of the opposition to these laws? What were the concerns?

[Answer] [Speaker Oneisom] First of all, Legislature was not informed or fully aware of the reforms, and have only recently been made aware of the reforms. The opposition to decentralization lies with the transfer of personnel administration to education. For the House, this bill took a while for us to fully understand what the bill was proposing, so it was eventually passed. It is currently difficult for people to be hired and fired. If this function is transferred to education under the Board, some members felt it would be too easy to hire and fire employees. This is the main concern.

[Question] [Director Pula] In 2009 when JEMCO met in San Francisco we discussed education. I always thought the education department had control over hiring and firing, so I was surprised when I found out that this is outside of the control of CDOE. I'm sympathetic to how personnel is handled in small island communities, but I'm pleased to see Chuuk State following through on your commitments.

[Question] [President Mori] I want to commend the Legislature for passing the bill. With Governor's signature this is a sign of progress, and small progress should be acknowledged. Without those bills I don't think we could talk meaningfully about the reforms.

[Question] [Director Bussanich] OIA would like to express our appreciation as well, as these are significant demonstrations of commitment by Legislature. It's very important to make sure that Legislature knows what these reforms are all about. We're happy to see these actions have been taken, but are you convinced that the consensus currently exists—given that there are going to be people who lose their jobs? How will the Legislature deal with the loss of jobs, and are they willing to let this process go forward without interference?

[Answer] [Speaker Oneisom] The Senate voted for this unanimously. The Governor has signed these two bills into laws, and legislature will be ready to take action down the road if necessary.

[Question] [Senator Nelson Steven] OIA expressed fears of opposition. There is not opposition, only fears. This change from PSC to the Board of Directors is an intervention into our local affairs. The PSC stands for public interests, and the Board only represents a small group. In the constitution we want our education to be autonomous so we're moving that direction, and I have concern that we're undermining our local sovereignty and jurisdiction.

[Question] How much empowerment do the communities have in the laws or bills right now? I'm comforted that the Legislature stands ready to amend the law if there is a need, but I wonder whether any power has been given to communities. How can the community recommend removal of non-performing teachers?

[Answer] [Speaker Oneisom] Neither bill strictly answers that question...neither allude to community involvement.



Presentation and Discussion: Recent and Future Chuuk Board of Education Policy Initiatives

Chairman of the Chuuk Board of Education, Johannes Berdon

BOARD (CBOE)



BOARD

Actions Completed in Support of Reform:

- Approved the Chuuk Education Reform Plan (CERP);
- Participated actively in the review;
- Following the review:
 - ✓ Considered the **relevant recommendations** offered by Father Leger, accepting some and modifying others;
 - ✓ Standing ready to approve modifications to the CERP, including new benchmark and timeline commitments to be specified



High Level Meeting on Education Reform

BOARD (CBOE)



Actions Completed in Support of Reform:

- Facility improvement, as outlined in the **Facilities Master Plan**, is now considered an integrated part of education reform.
- Board has reviewed the Facilities Master Plan and is **committed to endorsing that plan**, as modified, in time to inform the FY2014 education sector grant budget and related budget requests for IMF and Compact Infrastructure grants.



BOARD (CBOE)



Actions Completed in Support of Reform:

- Approved the new **organization chart** reflecting the Reorganization Act passed by the Legislature in October 2012.
- Set responsibilities of newly established regional educational service centers
 - ❖ Northern Namoneas service center is fully operational
 - ❖ Faichuuk service center is partially operational



BOARD (CBOE)



Actions Completed in Support of Reform:

- **Approved** the FY2013 full-year education sector grant budget request
 - Subsequent reform progress will require some modifications or reprogramming
- Informally **promoted awareness** of the Education Reform Plan to stakeholders throughout the community



BOARD (CBOE)



Actions Going Forward in Support of Reform:

- CBOE Policy Manual needs to be updated to reflect a higher level of **accountability and monitoring**
 - Staff attendance and related disciplinary actions
 - Student performance and related programs for improvement
 - Teacher training and recruitment



BOARD (CBOE)



Actions Going Forward in Support of Reform:

- Existing Board policies need to be reviewed to conform with and support reform
- CERP progress reports need to be reviewed quarterly and CERP components need to be considered for modification periodically.



BOARD (CBOE)



Statement of Commitment

We the members of Board of Education have fully committed ourselves to the reform plan and all of its activities and directions.

We also acknowledge our support and willingness to collaborate and cooperate with the Leadership in Chuuk, the FSM, and the United States of America.

We love our Chuukese children to ensure that no child is left behind.

We are committed to providing the tools needed to help our children be more competitive locally and globally.





[Question] [Director Pula] Discussing education as a whole can be very difficult. A recent conversation I had with one of your citizens made the point that, with financial matters, the issue is easy since we know the numbers and know the size of the solutions. When it comes to education, you can't tell by looking at three young boys which will be successful and which will not be successful. We're talking about teachers, students, and administrations. Another interesting comment from a former leader of Yap is that education reform is too important to lead to the educators. So with regard to the Board, when the education department is not doing well, I blame the Board. If the students are doing well, we blame the teachers, we blame the parents. If the teachers aren't doing well, we blame the Department. If the Department isn't doing well, we blame the Board. We need to determine who's responsible and who's accountable. We are not interested in undermining laws. We've allowed ample time, since 2009, for Chuuk to resolve internal matters. My question to the Board, is what will the Board do to ensure that the delays in reform implementation that have been in place over the past few years, won't happen again?

[Answer] [Chairman Berdon] We are elevating the monitoring of schools, ensuring that teachers are getting the proper training and providing services to the kids.

[Answer] [Vice-Chairman Mori] We've recognized the disconnect between the Education Administration and the schools, much of which has to do with Chuuk's geography. We're challenged more than other states. We think that decentralization will help with this issue.

[Question] [Director Pula] When you speak of a "disconnect," about two years ago several of us came to Chuuk to visit schools. It was really sad to view the schools' conditions. Schools in Weno had locked bathrooms. When I asked the teacher where the kids go to the bathroom he said they run to the ocean or go home and don't come back. Yesterday, my staff visited some of the schools here. I was very happy to see two schools with teachers and students running around making noise. To me, I was excited, this is the stuff I want to see. The teachers came and we met with them, took some photos. Then we went to another school without chairs with kids sitting on the floor. Things here are still not good, and there remains a disconnect. How often does the Board meet?

[Answer] [Chairman Berdon] Quarterly, but we can meet more frequently if necessary.

[Question] [Director Pula] How do you set your agenda?

[Answer][Chairman Berdon] The agenda is usually set by the Department.

[Question][Director Pula] How do you communicate the actions of the board to executive and legislature, and other interested parties?

[Answer] [Chairman Berdon] We do communicate actions, but also task the Director to pass information along.

[Question][Director Pula] How are the actions of the Board shared with the public, to parents and children?

[Answer][Chairman Berdon] Frankly, I think we're not as visible as we should be. We do have some schools that have been requested by the departments. Each member from each region establishes their own time to visit schools. Most of us have other jobs that we do, but we to accommodate Board needs.

[Question][Director Bussanich] When will you commit to a schedule and when can we expect accountability and reviews to kick in?

[Answer][Vice-Chairman Mori] Currently the Board is working on a timeline to incorporate with CDOE within six to nine months in which we hope to have most of these policy components in place that will enable us to monitor the department and the regional offices that will be our eyes and ears in the region. We expect this to be very difficult, but we are truly committed to reform.

[Answer][Governor Elimo] With regard to the previous questions raised, starting with our agenda, the reform plan that is now in front of us stems from the dissatisfaction on the progress of our education system. The reform plan outlines five goals. That should be the immediate agenda of the Board to deliberate on the way forward. In order to reach out to other bodies—governor or legislature—their secretariat is the Executive Director of CDOE. In my remarks this morning, I referred to a personal involvement in monthly and quarterly monitoring. The role of our CDOE technical staff is to reach out to our schools and administrations; this is why they proposed decentralization. This should improve monitoring that can then be reported back to the Board and the main office. I am committed as Governor, on a personal level, to follow through on this to ensure that this is working.

[Answer][President Mori] Often times we make plans and implement plans and take those plans to the grassroots. Here we are talking about what's going on with the Board and what's going on with education, and I appreciate that OIA visited a few schools and have received information that we cannot dispute. Is it allowed for the Board and Director to make time once or twice a year to visit schools? Why do the private schools do more with pennies than public schools can do with millions?

[Question][Director Bussanich] I'd like to make a comment about the importance of monitoring and what that really means. We want to know what the real world is and the geographical size of Chuuk and the unique difficulties Chuuk faces. I've gone to a number of schools in the last few days, and I'll share a few things that I saw. I went to a new school—brand new—that didn't have electricity. Another school, near the road, was one of the dirtiest places I've ever seen with paper and dust everywhere. Another school was literally falling down—and this is just on Weno. I have to ask the question...is there monitoring? Aren't there ways to resolve some of these issues? These are tangible things and some of them seem to have easy solutions. When you talk about monitoring we're not discussing difficult issues.

[Answer][Governor Elimo] I'm not going to answer those comments, although I'd also like to further note that OIA and the President, and PMU, are all keen to help us out with these issues. Our infrastructure on education facilities have been stuck since one or two years ago, dependent on the Facilities Master Plan, which was also demanded by JEMCO. Our school upgrades have been on hold pending the endorsement of the Master Plan. We hope that from endorsing the Master Plan, that OIA will let us move on with upgrading of schools. I'm not saying this to defend our schools, but these are real factors.



**Presentation and Discussion: Comprehensive Presentation on Chuuk Department of Education Reform Actions Undertaken and Underway—
From a Management Perspective**

Part One: Executive Director of Chuuk Department of Education, Gardenia Aisek

DEPARTMENT (CDOE)

CDOE Vision:

- The Chuukese child is competent, responsible and a productive member of society, both locally and globally

CDOE Mission:

- Provide an effective system of learning for all children of Chuuk State from K5-12 that values and builds on who they are; and to prepare them with skills and knowledge necessary to enter college or the workforce

CHUUK EDUCATION

High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in Support of Reform:

- Reorganization of CDOE
 - ✓ Legislation
 - ✓ New Organizational Structure
 - Division of Administration and Personnel
 - Division of Planning and Development
 - Division of School Support
 - Regional Service Center in each region

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High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in Support of Reform:

- Human Resource System
 - ✓ Outside expertise will be needed to assist the CBOE in the **development and establishment of the HR System**

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High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in support of reform:

- Community Awareness
 - ✓ Conduct meetings in the communities to include parents, municipal officials, church leaders, school staff etc. to discuss the purpose of educational reforms. This has **already started in many communities** and is expected to continue
 - ✓ Chuuk Women's Council identified to build upon their success in other community outreach programs.

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High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in support of reform:

- Community Training
 - ✓ Develop and conduct **parents' training** to understand the education system and the process
 - ✓ Include parents and other community members in **ethics training**
 - ✓ Implementation of **community involvement program**
- Community Engagement
 - ✓ Community and school administration form **partnership**

CHUUK EDUCATION



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in support of reform:

- Community Engagement (continued)
 - ✓ School staff and community members identify and develop **school activities**
 - ✓ **Designate parents** (community) to coordinate or take lead in certain school activities
 - ✓ Include (community – parents, municipal) membership **on accreditation team**
 - ✓ Identify parents to be on **monitoring team**

CHUUK EDUCATION



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in support of reform:

- Community Engagement (continued)
 - ✓ Parents can develop a **parents calendar** or parents day
 - ✓ Encourage parents to **talk about their children's school performance** with teachers and principals
 - ✓ Involve community in **creation of school councils**

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High Level Meeting on Education Reform



[Question] [Director Bussanich] The decentralization generally makes sense, but what comfort can you give us that decentralization will actually lead to better management rather than another level of bureaucracy, and how many layers of bureaucracy will they have to go through to get to you as Director?

[Answer][Director Aisek]. The staff of CDOE understood that there will be decisions, and functions, that will originate from the regional offices to the Divisions, and vice versa, or from the regional offices directly to the office of the Director. Right now, the main functions of the regional offices is to monitor schools—which is currently very limited.

[Question][Director Bussanich] Are there still communication issues and concerns?

[Answer][Director Aisek] We're actively dealing with it.

[Question][Director Pula] What has the reaction of community members been to the idea of decentralization?

[Answer][Director Aisek] With the Northern Nomoneas, the office was established quickly by the community. For the Faichuk region we met the community and informed them that this was going to happen. Some of the leaders from Faichuk helped us locate an office, along with the community. In the Northwest, the community came together and designated the place for a regional office and identified staff for the regional office.

[Question][Director Pula] You mentioned ethics training for parents. Can you elaborate on that?

[Answer][Director Aisek] This is intended for everyone—staff of the school system and parents who are involved in education activities. We would like the parents and other community members to understand the right things to do, and how can you do those things.

[Question][Director Pula]. When we visited some of these places and saw parents and mothers, I wondered whether there was an active PTA. Sometimes families in the islands are focusing on the day-to-day activities and might think that education for their children is the responsibility of the schools. If you're going to have ethics training and try to maintain connectivity, it should be prioritized.

[Question][Governor Elimo] I'd like to assure you of my view of these regional centers. We are committed to close monitoring of progress, and frequent reporting of matters and challenges that need to be addressed. With regard to the concern of community involvement, the education department and Board are not alone in this. We'd like to include Chuuk leadership, mayors, churches, and community groups to also get involved. This cannot be done by any one division—Executive or Legislative—but, rather, it involves the cooperation of many.

[Question][Evelyn Adolph] With regard to moving the CDOE personnel administration from PSC to the Department, I have anxiety and would be interested in hearing from the Department and the Board on their views of the level of preparedness to take on these responsibilities.

[Answer][Board Chairman]. Under the new law, we plan to put in a new person in addition to the administrative clerk that's already on board. This will be primarily done by the Department.

[Answer][Director Aisek] I have no doubt of the need for outside assistance in putting together a personnel system, identifying employees, providing job descriptions and providing training for employees. I envision this will not be easy and will take close working together between the Board, the Department, and others that come to assist us. We anticipate at least a one-year transition system before we move forward effectively.

[Answer][Speaker Oneisom] The bill, now a law, gives the Board of Education the time to transfer all files and records from PSC over a 30 day period. Within 90 days, the new body should be established with Board control. This is what's included in the bill.

[Comment][Facilitator O'Keefe] I'd like to offer a few points, here. First, one-third of the Chuuk state workforce will be changed from one operational personnel system to a new system. This is over 700 positions under the new system—roughly the size of the National Government. Secondly, Chuuk state has been operating under a "one size fits all" personnel system. The regulations were never suited to the calendar or cycle of the school year or daily duties of the teacher. This is an opportunity for Chuuk state to develop a system that is more suitable to an education system.

[Question][President Mori] What is the nature of ethics training?

[Answer][Director Aisek] Ethics is doing what is right, and I'd like for the parents to understand their roles—the things they need to speak up for, when their kids are not in school, etc. I would like to see

them question what the kids are learning in school, to understand and question the curriculum through training.

[Answer][Director Pula] Maybe we can call this accountability training.

[Answer][President Mori] I'd like to see a focus on avoiding a conflict of interest.


[Question][Director Bussanich] When you spoke of area service providers to engage in the reform efforts, how are you defining those?

[Answer][Director Aisek] These include the regional labs, the special education specialists, and the joint instruction programs. We'd like to connect the services we're providing in a coordinated effort.



Part Two: Chief of Curriculum and Instruction, Johndy Nakamura

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in support of reform:

- Curriculum Reform
 - ✓ **Elementary.** Strengthen the elementary curriculum by integrating other subject areas to include cultural and life skills, health education, arts & music etc.
 - ✓ **Secondary.** Strengthen the high school curriculum to include rigorous math and science courses; integrate other subject areas as indicated in the elementary curriculum; establish science and language labs etc.

 CHUUK EDUCATION

High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in support of reform:

- Curriculum Reform
 - ✓ **Literacy & Numeracy** (DLA, DI, RTI). Policy on language program must be in place in order to further implement the revised DLA program in all schools
 - ✓ **Vocational** (Career Technical Education). Build on the program that is starting at Chuuk High School and develop the vocational curriculum for all high schools
 - ✓ **Continuing Education** for students with low performance

CHUUK EDUCATION



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Actions Going Forward in support of reform:

- Curriculum Reform (continued)
 - ❖ Technology-Assisted Learning
 - ✓ Distance education
 - ✓ English Language programs
 - ✓ Using computers in the classroom
 - ✓ Partnership with service providers & NGOs
 - ❖ GED

CHUUK EDUCATION



High Level Meeting on Education Reform



[Question][Director Pula] With regard to curriculum materials being developed and finalized, has this been working?

[Answer][Chief Nakamura] We don't know the results yet since the dual language arts program has been completed. We'll know more after the end of this year.

[Question][Director Pula] Why hasn't the bill for distance education at Sino memorial been paid? The teachers said they haven't used it for a year since the bill hasn't been paid.

[Answer][Director Aisek] We did pay the current part of the bill, but the bill was submitted to education much later than the period. We do plan to pay in full.

[Comment] The history behind that Internet connection is that the principal came in and asked for DOE to pay for an outstanding bill. When the produced the bill it was from 2009, although this was the first time CODE received the bill. There was some agreement that an outside funding partner responsible for payment never paid. Our grant manager is only willing to pay for current expenses.

[Question][Director Adolph] There's been a lot of emphasis on measuring progress with performance. There are tests to measure performance but we take the NST. Pohnpei is claiming that one factor contributing to the weak performance is that there isn't a linkage between their state curriculum and the national standards. So even if the students are really learning according to the state curriculum, the test they take will not be measuring the appropriate things.


[Answer][Chief Nakamura] The language arts program is in line with the National curriculum standards and benchmarks. After this year we will be able to note progress.

[Answer][Governor Elimo] It's appalling to learn that the state education programs are not in line with the national programs. I would like to assure everyone that the national program should be collaborating with the other states so that when our students are being tested they're being tested on the same materials they're learning.



Part Three: Chief of Secondary Schools, Bersita Elimo



DEPARTMENT (CDOE)



DEPARTMENT

The Chuuk High School Pilot Project

- **Challenge #1: Poor Teacher Attendance**
 - Solution(s): Teachers were docked hours for absences without leave and for absences without available lesson plans. 10 days of leave allowed. World Teach Teachers' impact.
 - Result(s): Improved teachers' attendance – positive impact on students' attendance



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

The Chuuk High School Pilot Project

➤ **Challenge #2:** Poor Student Attendance

- Problem: Students walking long distances to school, no (delayed) food program, poor school management, lack of school buses.
- Solution(s): New school schedule; there is a tutorial program after school; new absentee policy (5 days of absenteeism will result in an F grade)
- Result(s): Class attendance up to 90% per day

CHUUK EDUCATION



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

The Chuuk High School Pilot Project

➤ **Challenge #3:** Poor English and Math Scores

- Solution(s): 9th graders are taking 3 periods of language and 2 periods of math; language learning in all classes; Math classes start with basic; students are groups by academic ability...
- Result(s): To be determined at the end of May 2013

CHUUK EDUCATION



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

The Chuuk High School Pilot Project

- **Challenge #4:** Low Student and Teacher Morale
 - Solution(s): New programs—World Teach, high school debate, new vocational programs (pre-training in nursing, agriculture, computers; ASVB testing; reassignment of teachers; introduction of arts and music; young and energetic teachers.
 - Result(s): School pride is restored; teachers, students, and community are excited and involved.

CHUUK EDUCATION



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Success Stories

	COM Degree Courses	COM ACE Remedial Program	COM Certificate Program
2011	4	6	24
2012	9	16	42

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High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Success Stories (continued)

- Post-Secondary Education
 - ✓ 2011: **34 seniors** admitted; 2012: **85 seniors** admitted
- Yap Maritime Academy
 - ✓ 2011: **0 seniors** admitted; 2012: **18 seniors** admitted
- High-School Debate
 - ✓ Chuuk High School **won the National Debate**, beating FSM private schools, for first time in 20 years.

CHUUK EDUCATION



High Level Meeting on Education Reform

DEPARTMENT (CDOE)



DEPARTMENT

Success Stories (continued)

- High School Merger
 - ✓ Merger of Weno and Chuuk High School took place **quickly and efficiently**;
 - ✓ Students from some private schools now **transferring to Chuuk High School** as a result of improved perceptions.

CHUUK EDUCATION



High Level Meeting on Education Reform



[Question][Director Pula]. I personally think we should celebrate the success stories. Will the lessons learned from the Chuuk High School program be incorporated into future curriculum development?

[Answer][Chief Elimo]. Yes, I hope so.

[Question][Director Pula] My father worked in education his whole life. He started the first high school with two other Samoan men. One of the lessons I learned from him is that the communities are one of the most powerful forces when it comes to elections. It's incredible the things I saw him do, with only a high school education. He did whatever was needed to help the community. I'm really excited about this meeting today because there needs to be excitement in Chuuk about what we're doing with children. When we lose generations of children to mediocrity it's just unacceptable. We're not just here because of the Compact or because of our jobs, but to raise the level of Chuuk education, to become great leaders. This place has the potential for greatness. But if the education system remains weak, it's not going to happen.

[Answer][Speaker Oneisom] I'd like to say that I like the presentation better today than the other day when we were meeting. Today, the First Lady is really proud. My question is about transferring teachers that are not well-equipped to other schools. Which schools will they be transferred to?

[Answer][Governor Elimo]. With regard to the high school merger, since they are already married they will eventually have a child. But I'm still at my office requesting a delay since, from CDOE, they have said they will not be ready.

[Answer][Director Aisek]. With regard to transferring teachers from Chuuk High School, many of them will be moved to the elementary level, which is where they should have been in the first place. In the time between receiving communications from SBOC and JEMCO in September of this year, we tried to avoid consequences from JEMCO. As Director I took the liberty to meet with the leadership of Weno and try to develop a solution to take action in an efficient manner to avoid conflict. The merger has now gone ahead in advance of a response from Tom.

[Question][President Mori] Is it the policy of the Board that all teachers teach in English, or are they allowed to teach in other languages?

[Answer][Director Nakamura] Previous procedures required first to third grade instruction to be in Chuukese, fourth to fifth bilingual, then sixth to twelfth in English. Delivery of instructions is mostly conducted in Chuukese. Now that we have a newly developed dual language arts program, we require 90 minutes each in Chuukese and English.

[Answer][Director Pula]. One of the things I've learned is the word "disconnect" and our efforts to do our best to make a connection. In this meeting, our first meeting with the principal parties, I know that there are many that can't be here. I'd just like to say to the Board and education department folks that these things need to be filtered down to those folks that are working and teaching. Sometimes the principals need to be part of the central office and decentralization.



Part Four: President of the Chuuk Women's Council, Christina Stinnett

Chuuk Women's Council




DEPARTMENT

Adopt a School Project



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Chuuk Women's Council




DEPARTMENT

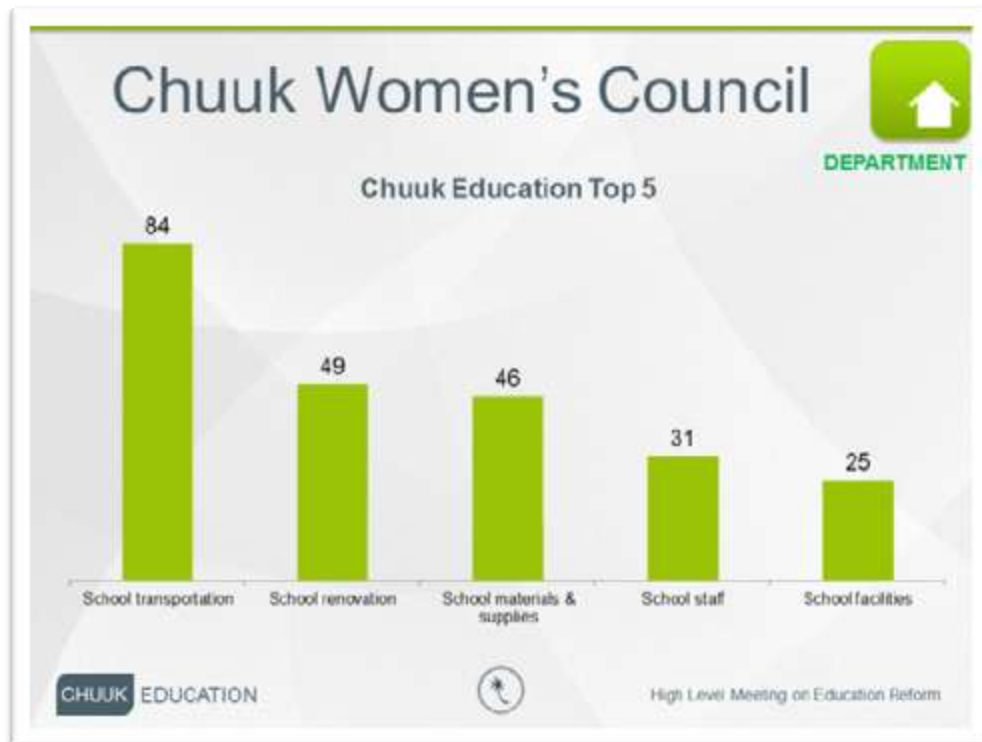
Adopt a School Goal:

- To help strengthen our Public Education in Chuuk


Adopt a School Objective:

- By 2012 the Chuuk Women's Council will have established and implemented an 'Adopt a School' pilot project for education reform and improvement in the 'adopted public elementary schools' by working with the schools, their community, and educational organizations.

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Chuuk Women's Council




DEPARTMENT

Adopt a School Expected Outcomes:

- ✓ Contribute to improving standardized test scores.
- ✓ Contribute to improving student's reading level.
- ✓ Contribute to improving collaboration between students, parents, community and education organizations.
- ✓ Contribute to improving teacher school attendance rates.
- ✓ Contribute to improving student attendance and retention rates.

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High Level Meeting on Education Reform



Chuuk Women's Council



DEPARTMENT

Adopt a School Expected Outcomes:

- ✓ Contribute to improving waste management skills and understanding.
- ✓ Contribute to improving school facilities (e.g. textbooks, restrooms etc.)
- ✓ Contribute to improving community participation & initiative, especially parents in the School Decision Making.
- ✓ Contribute to increasing community involvement and participation.
- ✓ Contribute to improving school environment (e.g. decreased use of bad language).

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High Level Meeting on Education Reform



[Question][Director Pula] How large is the council?

[Answer][President Stinnett] There are 63 individual women's organizations with total membership over 1,000.

[Question][Director Pula] As a community resource you've decided that education is the priority?

[Answer][Kiki] About 50 women's organizations have signed up for the "Adopt a School" project. In addition, we get donations from outside donors to distribute chairs and school supplies.

[Question][Director Bussanich] How many schools have been adopted?

[Answer][President Stinnett] All these groups are volunteers, with community members trying to help with whatever they can. We brought out the community to allow them to discuss issues and problems and provide solutions.

[Question][President Mori] The ADB money came as part of reform two years ago, and we've now missed two years of education reform. Now we're talking reform, but it would have been much better two years ago.

[Question][Director Bussanich] How has the initiative been received by the schools that are being adopted?

[Answer][President Stinnett] The schools are supportive, the PTA is becoming more active, the mothers of the children are starting to understand the importance of being involved in the education system.

[Question] How involved are the women's group from the Northwest?

[Answer][President Stinnett] We're working with the Northwest; they've been invited to participate. We have a contact that has conducted some consultation.

[Question] Where is the representative from the Northwest on the Board?

[Answer][Chairman Berdon] The board member is very sick in Honolulu. Even without her the Board still considers the Northwest in our deliberations. Replacing her will be up to the current administration.

[Question][Director Pula] As we move forward in our discussions with the education folks, the issue of the absence of a Board Member for many months reminds me of an important issue that will remind us of the seriousness of our reforms. When the first lady speaks of poor teacher attendance, poor student attendance and low morale, this is what we're fighting against: low morale. A Chuukese government official once told me on the plane coming back home from Hawaii that he had been away for three months and getting paid without a replacement doing their jobs back home. In the FSM, there's a lot of blame that is directed to Chuuk. If a teacher has been missing for three or more months and is still getting paid, we have a serious problem. The point is if we're serious about reform these kinds of things have to stop. It doesn't take much to do small things to move forward.



Presentation and Discussion: Executive Actions Going Forward in Support of Reform

Hon. Johnson Elimo, Governor, Chuuk State

EXECUTIVE

EXECUTIVE

Actions Going Forward in Support of Reform:

- Increase depth and frequency of reform monitoring, including monthly and quarterly reporting on reform action plans
- Ensuring Board vacancies would be filled by nominees supporting education reform
- Supporting the establishment of a Chuuk Education Reform Advisory Group

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High Level Meeting on Education Reform

EXECUTIVE



EXECUTIVE

The Chuuk Education Reform Advisory Group

- Membership to be recommended through informal collaboration among the three principal parties (Chuuk State, FSM, and US)
- No statutory or formal establishment
- Scope of advisory support and reporting expectations to be developed collaboratively
- Advisory Group to meet quarterly with a primary point of contact being CBOE, to which they would serve as informal advisors, especially to assist in the monitoring of education reform progress and identifying possible improvements or mid-course corrections as needed

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EXECUTIVE



EXECUTIVE

The Chuuk Education Reform Advisory Group

- Advisory Group would also offer advisory support to CDOE
- Advisory Group would report to the three principal parties, including on-site presentations to Chuuk State executive and legislature.

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High Level Meeting on Education Reform



[Question][Director Pula] We have eight members of the current Board of Education and you're now proposing the creation of an advisory group to be informally created. This advisory group is made up of three principals? Is this correct?

[Answer][Governor Elimo] I'm suggesting that one be from the US and the other two be regional experts, one of which is from Chuuk.

[Question][Director Pula] So the group will meet quarterly to serve as informal advisors?

[Answer][Director Pula] Part of my job as Chairman of JEMCO, having monthly quarterly advisory group is a good thing. I think the reporting should be made to all parties—the US, JEMCO, FSM and Chuuk State. OIA and the Hawaii Office, deal with carrying out the US side of the Compact. JEMCO is made up of a higher animal from the US side, which is the body that ultimately these reports should be submitted to—including the members from the FSM.



The Way Forward: Specific Program of Action

Rev. Arthur Leger, SJ, Education Consultant



Program of Action



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Program of Action, with a Focus on FY2013
Expected Outcomes:

1. Design and Implement CDOE **Personnel Management System**
 - ✓ Develop and execute an RFP for the development of a Human Resource and Personnel system
2. Implement **CDOE Reorganization Law**
 - ✓ Complete position descriptions and fill positions primarily through internal transfers

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Program of Action



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Program of Action, with a Focus on FY2013
Expected Outcomes:

3. Recruit and Hire **Two Resident Education Consultants**
 - ✓ Education Reform Implementation Expert
 - ✓ School Management Expert
4. Continue Chuuk High School **Pilot Program** and Replicate in One Additional High School.
 - ✓ Assess performance improvements and document lessons learned
 - ✓ Assign existing consultant to Faichuk High School for 2013-2014 school year.

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Program of Action



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Program of Action, with a Focus on FY2013
Expected Outcomes:

5. Revise FY2013 ESG **Budget** and Prepare FY2013 **Reform Budget** as Project-Based Proposal
 - ✓ Submit for CBOE and Legislature authorization, and subsequent JEMCO consideration (November 9, 2012)
6. **Reset CERP** Goals, Objectives and Timeline to Reflect Endorsed Recommendations of the Reform Review and Subsequent Events
 - ✓ Include CDOE management team and recruited consultants, completed by end of FY2013 Q2.

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Program of Action



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Program of Action, with a Focus on FY2013
Expected Outcomes:

7. Accelerate **Community Involvement**
 - ✓ Through regional service centers, advance beyond educational reform awareness to educational reform engagement and ownership.
8. Fully Integrate the **Facilities Master Plan** into the Reform Program
 - ✓ Complete review and outreach through the regional service centers
 - ✓ CBOE to endorse with detailed timeline

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Program of Action



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Program of Action, with a Focus on FY2013
Expected Outcomes:

9. Develop FY2014 CDOE Budget in Conformance with LTFF Commitments
10. Organize and Implement **Advisory Group**
 - ✓ Identify and confirm members no later than FY2013 Q2.
 - ✓ Confirm scope of advisory support and reporting expectations

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High Level Meeting on Education Reform



The framework of this conversation is the three “C’s”. In order for us to move forward there needs to be consensus...publicly and privately. One of the ways to go forward is through consensus. Secondly, we need commitment, which takes the form of attitude, behavior, and ultimately, action. Finally, we need content. Without action, the other two c’s will wane.

The issue of sovereignty, partnership, and independence continues to come up again and again. I’d like to propose a model called “scaffolding”, from an education theorist named Bruno. If you want to teach a student well you need to support his or her learning style.

The ten points I will cover will act as scaffolding for the education system of Chuuk. This comes in the form of people, systems, and structures. We, from the outside, are the scaffolding, and we are ultimately replaced by local staff who to continue the journey.

With that, I’d like to outline our program of action:

- (1) The content of developing a human resource system will need to be specific and will require outside expertise. The system will need to be implemented.
- (2) There will be a new organizational chart that outlines regions with different divisions for implementation. We’ll need to complete position descriptions. This work has already begun but will need to be completed. How can we ensure that our relatives won’t be hired? How can we address a personnel system that ensures that somebody you dislike won’t be fired? We need to take those who exist in the system to see if it’s possible to transfer them.
- (3) We need to hire resident educational consultants. The recommendation is for two consultants.
- (4) Replicate the success of Chuuk High School. We need to consider whether this is appropriate and can be done. The current principal has freedom that other principals don’t. He’s only teaching math and science, for example.
 - These are all people from outside, and we need to determine whether we have people from on-island to conduct this.
- (5) Budgets are in progress and will be completed soon.
- (6) The central office and the legislature will need to help
- (7) It’s crucial to have consensus and community involvement. Through the regional service centers we’re engaged in educational reform.
- (8) The Facilities Master Plan is very important. The Master Plan needs to be part of the reform, not separate.
- (9) The budget needs to be developed consistent with the LTFF commitments.
- (10) Advisory Group.

We’ve made the decision that these are the ten things we think should move ahead with a program of action.

[Question][Director Adolph]. The stories we've heard this morning and the story being told here is the same story, correct? So the program of action being proposed stems from you and the advisory team, or is it that of Chuuk State Government's?

[Answer][Father Leger]. The commitments are for the whole group to take on.

[Question][Director Bussanich]. JEMCO made a commitment to review these updated budgets, and we'll need to get these 2013 budgets to OIA for review so that JEMCO can make a decision before Christmas to ensure funding continuation. Certain activities related to reforms will need to be highlighted. We're aware of prior year funding availability from unallocated sources, but just a caution that there is a time constraint on this that needs to be done quickly.

[Question][Ambassador Takesy]. Will the education consultants be funded from the regular budget or additional sources?

[Answer][Director Bussanich]. I don't know...this is being presented to me. We're aware that these reform consultants are a priority and need to be funded, and we're aware of unallocated funding as a viable funding source.

[Answer][Director Pula]. We already know the total amount of the FY13 budget, so if this can be funded from their sources then so be it.

[Question][President Mori] How long will the consultants be on-hand?

[Answer][Father Leger] One would be short-term, one would be long-term.

[Answer][Director Bussanich] As we talk about this my colleague from SBOC is here and she can answer these questions as well as I can.

[Answer][Director Adolph] My expectation of what we would need to do after agreeing to move forward in allocating the full year Chuuk education budget was to allocate the remaining money. It had not occurred to me there would be a revision in the FY13 budget, so my office will need to work closely with Chuuk state. In terms of the sourcing of funding for the consultants, to the extent that we don't expect this to be a recurrent cost, there is the unallocated source of funding.

[Answer][Governor Elimo] The commitment to fund reform activities is in place, correct? We're just deciding the funding source.

[Answer][Director Bussanich] From the US side the Compact is an FSM-wide commitment of resources, we understand the need that exists in Chuuk state, and we will honor that. What's important here is the commitment itself.

[Answer][Director Pula]. The money currently exists. It's just a matter of which pocket it comes from.

[Answer][Ambassador Takesy]. Looking at this program we have to begin somewhere to get this started. From my point of view I look at these people as critical to helping Chuuk move forward.

Hopefully we have agreed on this. If we have to wait and look for money we'll be at a disadvantage. So I'd like to suggest that we consider TA for these two positions.

[Answer][Director Pula]. The Compact has sufficient money to cover this.



Closing Remarks

Mr. Nikolao Pula, Director, Office of Insular Affairs

Before I say a few remarks in closing I'd like to acknowledge the work of the Graduate School this past week with the State of Chuuk, and also in our meeting over these last few days, in coordination with Father Leger.

On behalf of the United States delegation I'd like to thank you all very much. The work we've created is just beginning. The communique' has referenced ten points that need to be completed, and each of these will require work. There are many people with different opinions and different levels of education. Many people think they could do a much better job. But we now have a product of the Chuuk education system. This is their plan, and now it's becoming our plan.

I'm very encouraged and very appreciative and humbled to hear yesterday's dialogue, and especially the Governor's commitment. We hope to have a mid-year JEMCO meeting here in Chuuk to follow up on what's happened. I encourage my friends outside of Chuuk, including myself and the National Government, to make this a successful initiative moving forward.

The work has just begun. I'm proud of the work we've done, and I'm grateful for the work Chuuk state has done in preparation for this meeting. I look forward to our successes in the months and years ahead because at the end of the day we're here for the children of Chuuk. Let's hope to look back ten years from now to see that Chuuk has advanced to a better way of life.

Thank you, and God bless all of us as we depart today to different destinations, and may we all have success.



Closing Remarks

Hon. Innocente Oneisom, Speaker of the House of Representatives

On behalf of the Chuuk State Government, it is an extreme pleasure and honor to have participated in these discussions over the last day and half among such distinguished and honorable people striving to make life better for the children of Chuuk. I'm pleased to have finally met Director Pula for the first time. Our meetings occurred strictly to solve problems. I hope I'm not misunderstood, but I hope we don't get to meet often.

The way I see it, most of the wrongs we addressed here today have been caused by simple miscommunication, misunderstanding, mis-whatever. But forums like these allow us to clear up issues. So I realize we have a lot of things yet to do to solve Chuuk's education problems, but I'd like to thank the US representatives for leaving their homes to come to our islands. I'd also like to thank the President and Director of SBOC, and our friends Kevin O'Keefe and Father Leger.

I'd like to emphasize our commitment to the reforms, but I'd also like to say for the record that the Legislature is in the same canoe with the rest of Chuuk state. We come with our paddles and our ropes and we're ready to row. Thank you.



Closing Remarks

H. E. Emmanuel Mori, President, FSM

I'd like to thank everyone who participated and observed the progress of the meeting. Success is ours today and it demonstrates that where there's a will, there's a way. And we have will, as demonstrated by the discussions we've agreed upon and our commitments at the end of the day. It's also an example of the partnership that we have with the US—and this is especially important since it involves the future generations of this nation and the people of Chuuk. I'm glad to see the Governor's office and the Legislature working together, with US government support. We consider the US to be most important in the process.

So our words today are intended to thank each other and urge Chuuk State to move forward with commitment—which we talk about frequently—but also with dedication. If you have commitment but don't show up in the classrooms with dedication, then your commitment is not demonstrated with outputs. The Board of Education has a very challenging task because every one of us has to demonstrate commitment and dedication, and with that, we at the National Government will do anything we can to help, particularly in relation to the United States Government.

Let me conclude by also acknowledging that although there are two separate reforms, this new educational reform may not be sustainable without remembering the first one, financial reform. We need to make sure that both reforms are pursued with all our efforts. With that I thank everyone, especially the delegation from the United States and the Governor's delegation from Chuuk State.