



**The Chuuk Advisory Group on Education Reform**  
c/o Graduate School USA, Pacific Islands Training Initiative  
900 Fort Street Mall, Suite 1540, Honolulu, Hawaii 96734

February 20, 2013

Johnson Elimo, Governor, Chuuk State  
Nikolao Pula, JEMCO Chair, US Government  
Lorin Robert, JEMCO Vice-Chair, FSM Government

**RE: Transmittal of the First Report of the Chuuk Advisory Group on Education Reform**

Dear Sirs:

The Chuuk Advisory Group on Education Reform would like to thank the Chuuk State Leadership, including the Governor, the Board of Education, the Director of Education and her staff, and both Houses of the Legislature, for the strong support provided during the first meeting of the Advisory Group, from January 28, 2013 to February 1, 2013, in Weno. Attached, please find the ***Report of the First Quarterly Meeting of the Chuuk Advisory Group on Education Reform***.

The initial meetings of the Advisory Group focused on discussions with Chuuk Leadership, the Chuuk Board of Education and the Chuuk Department of Education, as we familiarized ourselves with education reform plans and progress to date, and worked to establish practical and achievable reform priorities. The Advisory Group affirmed our broad goals of achieving (1) safe and sanitary learning environments; (2) classrooms with qualified teachers; (3) classrooms with the necessary school supplies; (4) principals, teachers and students present for class on a consistent basis; (5) and learning taking place.

The Advisory Group reviewed the Chuuk Education Reform Plan and the Ten High Level Activities, and worked to develop focused and achievable reform measures, as embodied in the ***Chuuk Education Reform Monitoring Matrix***, also attached to this letter. In addition, the Advisory Group has recommended a number of initiatives that relate to and, in some instances are encompassed in, one or more of the ten High Level Commitments. These initiatives include:

- The re-advertising of the three consulting positions to ensure that qualified reform experts are fielded in Chuuk State;
- The establishment of a services contract system;
- The development of a school monitoring system;
- The enhanced focus on the Chuuk High School Pilot Project;
- The delayed implementation of regional centers, with renewed focus and reports on the two current pilot centers;
- The immediate implementation of the Chuuk State School Facility Repair and Construction Plan as well as the enclosed Consolidation Plan; and
- The development of a new procurement policy/process/distribution system.

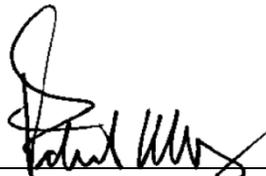
Commitments, timelines, and expectations for each of these measures were discussed with the Chuuk Board Education, Department of Education Director, and staff members during our time in Chuuk. These commitments have been further detailed in the attached report. We therefore look forward to discussions of these initiatives at our next scheduled meeting in Chuuk, tentatively planned for April 29, 2013 to May 3, 2013.

Once again, we thank you all for your commitment to the education reform process underway in Chuuk, and your on-going support to the Board of Education and the Advisory Group in moving these reforms forward.

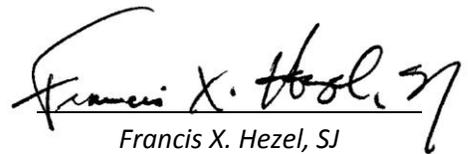
Sincerely,



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Cc. Innocente Oneisom, Speaker of the Chuuk State House of Representatives  
Mark Mailo, President of the Chuuk State Senate  
Gardenia Aisek, Chuuk State Director of Education  
Johannes Berdon, Chairman Chuuk Board of Education  
Ryan Edgar, OIA Education Grants Manager

Attachments



# Report of the First Quarterly Meeting of the Chuuk Advisory Group on Education Reform

## *Findings and Recommendations*

Weno, Chuuk, FSM  
January 28, 2013 - February 1, 2013



*The Chuuk Advisory Group on Education Reform was created following a November 2012 High-Level Meeting on Chuuk Education Reform, attended by three principal parties: Chuuk State, the FSM National Government, and the United States Government. Advisory Group members meet quarterly to review progress on education reform in Chuuk State. They include:*

- *Thomas Bussanich, U.S. Department of the Interior Office of Insular Affairs, [tom\\_bussanich@ios.doi.gov](mailto:tom_bussanich@ios.doi.gov);*
- *Dr. Patrick Tellei, President of Palau Community College, [tellei@palau.edu](mailto:tellei@palau.edu);*
- *Rev. Francis X. Hezel, SJ, Founder of Micronesia Seminar, [fxhezel@gmail.com](mailto:fxhezel@gmail.com).*

*This report summarizes the findings of the Advisory Group following their initial meeting in Chuuk, from January 28, 2013 to February 1, 2013. It has been developed with technical support from Larry Goddard ([lgoddard@aloterre.com](mailto:lgoddard@aloterre.com)) and the Graduate School USA, shared with the three principal parties, and made available online at [www.pitiviti.org/chuuk](http://www.pitiviti.org/chuuk).*

## 1. Background

The Chuuk Advisory Group on Education Reform (“the Advisory Group”) arrived in Weno, Chuuk, on Monday, January 28, 2013, and finalized its first set of quarterly meetings on Friday, February 1, 2013. The Advisory Group is comprised of:

- ❖ Mr. Thomas Bussanich, Director of the Division of Budget and Grants Management, United States Department of the Interior, Office of Insular Affairs;
- ❖ Dr. Patrick Tellei, President of the Palau Community College; and
- ❖ Rev. Francis X. Hezel, a Jesuit Priest and the founder of the Micronesian Seminar.

The Advisory Group met with Chuuk State Leadership (Governor, Floor Leader of the House of Representatives and President of the Senate), the Board of Education, the Director of Education and her staff, the Chuuk Women’s Council, and other parties interested in the progress of the Chuuk Education Reform Program. The Department of Education also arranged for the Advisory Group to visit primary and secondary schools on Weno and in the lagoon to speak to principals, staff and students, including Mwan Elementary, Iras Elementary, Mechitiw Elementary, Udot Elementary/Nomusofo Jr. High School, and Sapore Elementary/Southern Namoneas Jr. High School-Fefen.

The Advisory Group was assisted in its efforts throughout its one week visit by the Director of the Chuuk Department of Education (‘CDOE’), CDOE staff and the Chuuk Board of Education (CBOE). The Advisory Group wishes to express its sincere gratitude and appreciation to CBOE, the Director of CDOE, CDOE staff, teachers and students, and all other parties that have expressed interest and contributed to reform efforts within Chuuk State. Their assistance and their willingness to enter into frank discussions about the current state of primary and secondary education in Chuuk State and the pressing needs for educational reform were much appreciated.

In addition, the Advisory Group wishes to express its gratitude to those who established the parameters of the current Chuuk education reform process at the recent High Level Meeting on Chuuk Education Reform held in Chuuk during the first week of November, 2012, including the President of the Federated States of Micronesia, H.E. Emanuel Mori; the Chairman of the Joint Economic Management Committee (JEMCO), Mr. Nikolao Pula and other members of JEMCO; the Governor of Chuuk, the Honorable Johnson Elimo; the Speaker of the House of Representatives, the Honorable Innocente Oneisom; the President of the Senate, the Honorable Mark Mailo; other members of the House and Senate; the Director of the Board of Education, Johannes Berdon, and the other members of the CBOE; the Director of Education, Gardenia Aisek and her staff; the author of the *Report on the Implementation of the Chuuk Education Reform Plan (CERP)*, Rev. Arthur Leger S.J.; and the preparatory and facilitative efforts undertaken by the Graduate School USA.

## 2. Role of the Chuuk Advisory Group on Education

The Advisory Group had discussions with CBOE, CDOE, the Governor, the Speaker of the House of Representatives and the President of the Senate regarding the role of the Advisory Group in the reform

process, its relationship to the active participants of the on-going reform activities, and its overall relationship with the three primary partners in this reform: the Chuuk State Government, the FSM National Government and the U.S. Government, through its three JEMCO representatives. While it was understood that the relationship of the Advisory Group with CBOE, CDOE, and the Executive and Legislative Branches would be fine-tuned over the duration of the reform, it was agreed that the initial function of the Advisory Group would include:

- ❖ To serve as an adjunct to the Chuuk Board of Education to provide professional support and guidance where appropriate and where needed;
- ❖ To provide progress monitoring and guidance on the reform;
- ❖ To provide guidance in overcoming obstacles to the reform that might otherwise be unaddressed or lead to unacceptable delays to reform implementation;
- ❖ To advise on modifications and/or additions to the reform commitments based on actual outcomes over time and through consultation with key stakeholders;
- ❖ To provide recommendations during the course of the reform to improve the overall course and quality of reform outcomes, to include:
  - The overall direction and implementation of the reform;
  - Initially on the ten-point *Program of Action for the Chuuk State Education Reform*, as well as additional priority actions and focuses identified during the course of the reform;
  - Subsequently, on other emerging aspects of the reform;
  - Operational improvements;
  - Policy and budget development and policy articulation; and
  - Board Outreach and Communication Strategy.
- ❖ Meeting on-site on a quarterly basis to review and provide advice on (1) an updated Reform Monitoring Matrix, (2) Findings and Recommendations for the CBOE and the CDOE management, and (3) quarterly reports to the three principal parties.

Specific expectations, obligations, deliverables, and activities of the Advisory Group have been outlined in the attached background paper, which was reviewed and endorsed by the three members of the Advisory Group.

### **3. Overall Objectives of the Advisory Group**

The Advisory Group agreed that the initial focus of the Reform should be placed on five broad objectives that were enunciated by Mr. Nikolao Pula, JEMCO Chair in his Opening Remarks at the Chuuk High Level Meeting on Education Reform and that most closely deal with the current failures of the Chuuk Educational System. These broad objectives are that:

- ❖ Students must have safe and sanitary learning environments;
- ❖ All classrooms must have qualified teachers;

- ❖ Classrooms must have the necessary school supplies;
- ❖ Principals, teachers and students must be present for class; and
- ❖ Learning must take place.

Within the context of these desired objectives, the collaborative approach undertaken to achieve them should be:

- ❖ constructive and non-accusatory;
- ❖ creative in approach and solutions;
- ❖ simple enough to allow for effective implementation;
- ❖ focused on community ownership and involvement; and
- ❖ based upon accountability across the entire spectrum of education in Chuuk State.

#### 4. Program of Action for Chuuk State Education Reform

Recognizing the work accomplished at the High Level Meeting and the development of the ten-point *Program of Action for Chuuk State Education Reform*, the Advisory Group has chosen to focus its initial efforts on the successful implementation of the Program of Action, as augmented through discussions undertaken between the Advisory Group, CBOE and CDOE and as set forth below. These collaborative decisions have been incorporated into the draft Reform Matrix.

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#### **Commitment 1. Design and Implement CDOE Personnel Management System**

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**Component 1.1:** Develop and execute an RFP for the development of a Human Resource and Personnel System

**Status:** Ongoing

**Recommendation:** The Advisory Group recommended that the RFP process be delayed by approximately 6 weeks to permit re-advertising of the positions to ensure a broad pool of candidates that will ensure the selection of highly qualified consultants. The Advisory Group further expressed its desire that this consultancy result in the implementation of a comprehensive personnel system within the time frame of the consultancy. The Advisory Group further recommended that:

- The consultants be in place and on the ground by the next quarterly meeting;
- The selection process be overseen by the OIA Education Grants Manager;
- The selection process include a review and agreement by the Advisory Group/CBOE prior to final selection;
- The proposed recommendations made by the Consultant be periodically reviewed and agreed to by the Advisory Group/CBOE; and

- The Advisory Group/CBOE should be consulted in a timely manner, including by the OIA Education Grants Manager, on issues of substance relating to the new personnel system, as appropriate.

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## **Commitment 2. Implement CDOE Reorganization Law**

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**Component 2.1:** Complete position descriptions and fill positions primarily through internal transfers.

**Status:** The reorganization law, as initially envisioned, has been passed by the Chuuk State Legislature. The development of position descriptions and the filling of positions are on-going.

**Recommendation:** The Advisory Group recommended that the completion of position descriptions and their filling should occur during the term of the consultancy, and the proposed descriptions should be reviewed and agreed to by the Advisory Group/CBOE, prior to finalization.

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## **Commitment 3. Recruit and Hire Two Resident Education Consultants**

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**Component 3.1:** Recruit and Hire an Education Reform Implementation Expert

**Component 3.2:** Recruit and Hire a School Management Expert

**Status:** Ongoing; RFP's are to be re-advertised

**Recommendation:** The Advisory Group recommended that

- The consultants be selected and fielded by the next quarterly meeting in April, 2013;
- The selection recommendations be reviewed and agreed to by the Advisory Group/CBOE; and
- The proposed commendations made by the Consultant be periodically reviewed and agreed to by the Advisory Group/CBOE.

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## **Commitment 4. Continue the Chuuk High School Pilot Program and Replicate in One Additional High School**

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**Component 4.1:** Assess performance improvements and document lessons learned

**Component 4.2:** Assign existing consultant to Faichuk High School for 2013-2014 School Year

**Status:** Ongoing

**Recommendation:** The Advisory Group placed high expectations on the continuation of the Chuuk High School pilot project and its future extension to other Primary and Secondary Schools. The Advisory Group requested that the full description of the Chuuk High School Pilot Program Plan be provided to the Advisory Group.

The Advisory Group believes that considerable autonomy is needed by the consultant in the implementation of the pilot program and recommended that:

- The expansion to another school be delayed until the program is clearly understood by all parties and agreed to by the Advisory Group/CBOE;
- The Chuuk High School consultant's contract be made renewable;
- The consultant's authority be expanded to include purchasing powers, oversight and control of teacher assignments, and the right to approve and disapprove staff leave;
- The consultant be tasked with the oversight of both Chuuk High School and a second high school (to be determined);
- More World Teach teachers be hired to improve teaching at both schools (increase of up to 20 by next fiscal year);
- The current Chuuk High School Vice-Principal be hired as Principal when deemed appropriate by the Consultant and reviewed by the Advisory Group/CBOE.

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### **Commitment 5. Revise FY2013 Education Budget and Prepare FY2013 Reform Budget as a Project Based Proposal**

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Component 5.1 Submit revised education budget for CBOE and Legislature authorization, and subsequent JEMCO consideration (November 9, 2012)

Status: The budget has been approved and must be realigned to match the re-organization.

Recommendation: None

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### **Commitment 6. Reset CERP Goals, Objectives and Timeline to Reflect Endorsed Recommendations of the Reform Review and Subsequent Events.**

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Component 6.1 Include CDOE management team and recruited consultants, completed by the end of FY2013, Q2.

Status: Ongoing

Recommendation: The Advisory Group recommended that for the next quarter, and for the foreseeable future:

- CDOE's primary focus shall be placed on implementing the high level reform priorities, as well as additional priorities as recommended by the Advisory Group; and
- Work on other identified reforms shall be undertaken, (and delayed if necessary) as the reform process moves forward.

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## Commitment 7. Accelerate Community Involvement

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Component 7.1	Through Regional Service Centers, advance beyond educational reform awareness to educational reform engagement and ownership.
Status:	Ongoing
<u>Recommendation:</u>	The Advisory Group believes that the real issue of community involvement is a systemic issue and must be approached in a systematic way, related to all of the other issues that will be dealt with in the future. The Advisory Group also believes that the issue is one of community <b>ownership</b> of school systems, as existed in the past. Taking these beliefs into account, the Advisory Group would recommend that the CBOE develop a comprehensive report on efforts already undertaken and future plans to expand community involvement and ownership of the improvement of schools at all levels. The Advisory Group also recommends that CDOE develops a clear process to engage established non-governmental organizations like the Chuuk Women’s Council and maximize their outreach potential to schools and communities.

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## Commitment 8. Fully Integrate the Facilities Master Plan into the Reform Program

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Component 8.1	Complete review and outreach through the regional service centers
Component 8.2	CBOE to endorse with detailed timeline
Status	Ongoing
<u>Recommendation:</u>	<p>The Advisory Group recognizes that a comprehensive Facilities Master Plan has been developed with the assistance of the Chuuk State Government. The Advisory Group believes that this Master plan is a living document that should guide the focus on improving schools throughout Chuuk. The Advisory Group, while understanding the need for community outreach, believes that it is time to immediately begin the process of implementing the Master Plan. The Advisory Group would therefore recommend that:</p> <ul style="list-style-type: none"><li>• 1-year, 5-year and 10-year implementation plan be developed for the Master Plan priorities with an emphasis on primary school facilities;</li><li>• The Chuuk State IPIC be amended to include the facility improvements and replacements recommended in the Master Plan and that the IPIC Plan reflect the total cost of these projects;</li><li>• The 2014 budget include immediately implementable and prioritized facilities totaling at least 4 elementary school construction projects.</li><li>• The FSM shall utilize standard school designs with standard pricing structures; and</li></ul>

- Consolidations recommended for 2014, as confirmed or revised in the Master Plan, be immediately undertaken.

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### **Commitment 9. Develop FY 2014 CDOE Budget in Conformance with LTFF**

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Status: Ongoing

Recommendation: The Advisory Group would like to see the proposed 2014 budget at the different stages of its development and would like to be advised of exactly how the LTFF has been wrapped into the budget.

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### **Commitment 10. Organize and Implement Advisory Group**

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Component 10.1 Identify and confirm members no later than Y2013 Q2.

Component 10.2 Confirm scope of advisory support and reporting expectations.

Status: Members of the Advisory Group are in place and have attended this first quarterly meeting and the work of confirming the scope of the advisory support has begun, along with reporting expectations.

Recommendation: None

## **5. Advisory Group Focused Recommendations**

The Advisory Group expectantly awaits the forward movement and implementation of the ten High Level Commitments. Within this context, the Advisory Group recommends that immediate focus be given to a number of initiatives that relate to and, in some instances are encompassed in, one or more of the ten High Level Commitments. Specifically, the Advisory Group would like to see movement, prior to their reconvening for their next quarterly meeting, on the following initiatives:

1. The re-advertisement of the *Human Resources Consultant*, the *Education Reform Implementation Expert*, and the *School Management Expert* to enlarge the pool of available candidates to ensure the selection of highly qualified consultants.
2. The development of a services contract system for teachers, principals, and for others, as deemed appropriate.
3. The development of a school monitoring system creating school monitoring teams, in partnership with communities, to effectively monitor schools to ensure the attendance of principals, teachers, students and staff.
4. The enhanced focus on the Chuuk High School Pilot Project and the allowance of greater autonomy to the Consultant/Principal in implementing the pilot program.
5. Delay the implementation of the remaining three regional centers in the Northwest, Southern Namoneas and the Mortlocks until further assessment and reporting is completed regarding the performance of the initial two regional centers. The Advisory Group is concerned with the

additional layer of bureaucracy that is being created by this regionalization as well as the performance of the centers.

6. The immediate implementation of the *Chuuk State School Facility Repair and Construction Master Plan* and the development of short, medium and long term plans for budgeting and implementation.
7. The immediate implementation of the Primary and Secondary School Consolidation Plan, as enunciated in *The Chuuk State School Facility Repair and Construction Master Plan*.
8. The development of a new procurement policy/process/distribution system, that better allows for small scale orders of school supplies—consistent with effective school-based budgeting—and that wraps the current warehousing system into the procurement and distribution system. The Advisory Group believes that all efforts should be made to appropriately distribute the contents of the Warehouse to schools prior to the next quarterly meeting.

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### **Recommended Commitment 10(a). Personnel Contractual System.**

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Component 10 (a)    Develop a revised personnel contractual system.

Status:                    New

Recommendation:    The Advisory Group recommends that the Human Resources Consultant develop a contract system and a process to transfer all CDOE employees to contracts by the SY13-14. The contract should include a method of evaluating employee effectiveness and a set of appropriate incentives and disciplinary actions. The contract should also grant the Director of Education the full authority to hire and discipline CDOE employees, within the context of a sensibly designed review system.

10-day maximum Leave – The employee contract developed by the Consultant for all employees (Principals, Teachers, and other employees, as appropriate) would allow no more that 10 days of paid personal/annual leave and no more than 10 days of paid sick leave during the school year. Any two consecutive sick days would require a doctor’s note. Any leave approved beyond the 10 day period would be unpaid leave. Any unapproved leave of more than 2 days would result in disciplinary action.

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### **Recommended Commitment 10(b). Assessment of Pilot Project Regional Centers in Northern Namoneas and Faichuk**

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Component 10 (b)    Report on progress and success at pilot Regional Centers.

Status:                    On-going - Two regional centers have been organized in the Northern Namoneas and in Faichuk regions.

Recommendation:    The Advisory Group comprehends the rationale for creating regional administration of schools but is concerned with its effective implementation

and the added layers of bureaucracy created. Consequently, the Advisory Group recommends that:

- The process of developing Regional Service Centers be restricted to the current centers in the Northern Namoneas and Faichuk regions;
- The Faichuk Service Center have close connections with Faichuk High School;
- The two regional centers focus on establishing a system of monitoring attendance of principals, teachers and students tied into a state-wide monitoring system;
- The Service Centers monitor all test taking;
- Job descriptions be developed for each Regional Center;
- A comprehensive description of the responsibilities of the Regional Centers be prepared for the next quarterly meetings; and
- The CBOE report on all of the above and the effectiveness of the Service Centers at the next and subsequent quarterly meetings.

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### **Recommended Commitment 10(c). Develop a Monitoring Program.**

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Component 10 (c) Develop a monitoring program.

Status: New

Recommendation The Advisory Group recommends that the CBOE set up a school monitoring team, in partnership with communities, to effectively monitor schools for the attendance of principals, teachers, students and staff. The pilot system should initially be instituted in Weno, and then moved to the outer islands. The system should also take into account the proposed regional centers, especially in the pilot centers in Northern Namoneas and Faichuk. Unannounced visits to schools should be scheduled for each school at least twice a week. The budgeting of the teams should be incorporated into the SY14 budget. The monitoring program should be developed with input from consultants hired pursuant to High Level Commitments 1 and 3, for review at the next quarterly meeting of the Advisory Group.

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### **Recommended Commitment 10(d). Develop a Procurement, Distribution and Warehousing System.**

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Component 10 (d) Develop a procurement, distribution and warehousing system.

Status: New

Recommendation: The Advisory Group recommends that the CDOE implement a new procurement policy/process/distribution system, with the assistance of the new consultants

and the advice of the OIA Grants Manager and the Advisory Group/CBOE that allows for schools to receive small scale orders of school supplies within 1 week and large scale orders within 4 months. The current warehousing system should wrap into the overall procurement and distribution system and should ensure better management of warehouse goods that ensures that they are better accounted for and distributed. The system should be completed for review at the next quarterly meeting.

## **6. Additional Issues for Future Consideration.**

The Advisory Group discussed many other issues related to the Education Reform that do not appear in this report. The Advisory Group would recommend that these issues be reexamined and dealt with in future meetings and discussions. Issues include the following:

1. Professional Development Program – The Advisory Group recognizes the need for a comprehensive Professional Development Program and the need for inputs into such programs by consultants. The issue will be considered at the next quarterly meeting.
2. Review of Areas of Non-achievement – The Advisory Group believes that there need to be a more comprehensive effort to identify and clarify the primary areas within the education system where there has been a lack of achievement. Once identified, plans need to be developed to ensure achievement in the future. The Advisory Group would recommend that these future discussions include the input of the new Education consultants.
3. System of School Evaluation – The CDOE, in consultation with the Education Reform Consultant and the review of the Advisory Group/CBOE and DOI Education Grants Manager, should develop a system of evaluation, to determine eligibility for Compact Sector funding.
4. School Staffing Levels – By SY14, the CDOE should develop and implement a policy of staffing levels and types for schools based on school enrollment. Excess instructional staff should be transferred to schools where there is a shortage. Excess non-instructional staff should no longer be eligible for Compact funding.
5. Class Scheduling – There is a need to discuss uniform class scheduling. The Advisory Group is cognizant of the fact that many schools have different start and finish times and that this current reality is creating friction amongst education staff.

## **7. Next Meeting of the Advisory Group.**

The next meeting of the Advisory Group is scheduled for the week of April 29 through May 3, 2013.

# Attachment 1

## Chuuk Advisory Group on Education Reform Background & Briefing Paper

### 1. Background

The establishment of the Chuuk Advisory Group on Education Reform (the “Advisory Group”) represents a key outcome of the Chuuk High-Level Meeting on Education Reform, held in Weno, Chuuk, from November 2-3, 2012 (Proceedings available online at <http://bit.ly/UJFRfm>). Principal participants in the High-Level Meeting included representatives from the FSM National Government (led by FSM President Emmanuel Mori), Chuuk State Government (led by Governor Johnson Elimo), and the United States Department of the Interior’s Office of Insular Affairs (led by Director Nikolao Pula). At the meeting, the Chuuk State Leadership presented a ten-point *Program of Action for Chuuk State Education Reform* which included a proposal to “Organize and Implement an Advisory Group.”

The primary obligation of the Advisory Group is to the leadership of the three parties represented at the High-Level Meeting; while the primary purpose is to enhance and accelerate the implementation of education reform in Chuuk. The Advisory Group is not intended to act as a Control Commission and it has been given no statutory powers. However, the Advisory Group is meant to be substantially more active and engaged than any oversight mechanisms that have been utilized to-date with respect to Chuuk education reform progress. It has been noted that the urgent need to achieve improvements in educational outcomes mitigated against the recent reliance of annual or semi-annual progress reports at JEMCO gatherings.

### 2. Expectations of the Chuuk Advisory Group on Education

The expectations of the Advisory Group should be confirmed through a collaborative process during its initial meeting in Chuuk, scheduled for late January 2013. In brief, those expectations are preliminarily identified as follows:

- A. To serve as an adjunct to the Chuuk Board of Education, providing professional support and guidance as needed.
- B. To provide progress monitoring and guidance on the implementation of education reform in Chuuk.
- C. To provide guidance to assist in overcoming obstacles to reform that might otherwise be unaddressed or lead to unacceptable delays in reform implementation.
- D. To advise on modifications and and/or additions to Chuuk education reform commitments, based on actual outcomes over time and through consultations with key stakeholders.
- E. Although responsible for reporting on reform progress (as noted below), the Advisory Group does NOT have ownership of either the reform commitments in general or the specific identified outputs and timelines; however, the advisory group, working in its mentoring and guidance capacity, will presumably contribute to improvements in the reform program itself, allowing the Chuuk Board of Education (CBOE), the Chuuk Department of Education (CDOE), and more broadly, Chuuk leadership, to have a higher

level of confidence and full internal ownership of the current and future reform commitments to improve education in Chuuk.

### 3. Specific Obligations, Deliverables, and Additional Activities

#### A. Obligations of the Advisory Group

- i. As mentioned above, it is inarguable that the Advisory Group has its primary obligation to the leadership of the three parties—FSM National Government, Chuuk State and the United States—to enhance and accelerate the implementation of education reforms. As such, their duty is to report to the executive and legislative leadership of Chuuk State in the first instance, and simultaneously to the FSM National government and the US government, through their respective JEMCO representatives.

#### B. Deliverables of the Advisory Group

- i. Quarterly reports to the three principal parties, typically following on-site meetings in Chuuk, of the Advisory Group’s findings and recommendations as shared with CBOE members and CDOE management;
- ii. For at least the initial several meetings, an update and report on progress in implementing the ten-point *Program of Action for Chuuk State Education Reform*, as well as an updated *Reform Monitoring Matrix*, which will be modified over time to specify timeline expectations and to better focus on outputs which, collectively, contribute to the expected reform outcomes.

#### C. Additional Activities of the Advisory Group

- i. In the Advisory Group’s primary capacity as *de facto* adjunct members in support of CBOE, they will participate in actual CBOE meetings during their quarterly visits, and will assist, as necessary, in the CBOE’s core roles. Specifically, the Advisory Group will assist in
  - a. Operational Improvements—such as agenda setting, and documentation of board deliberations and actions;
  - b. Policy Development and Policy Articulation
  - c. Board Outreach and Communication Strategy, including
    - Mechanisms for departmental and public feedback to improve policy deliberations, as well to identify emerging needs.
    - Improvement of the dissemination of board policies to ensure broader understanding of accomplishments and commitments of the Board.
- ii. Gain an understanding of completed reviews listed below, and provide guidance on the need for—and specifications of—additional studies or reviews

- a. Current Chuuk Education Reform Program (CERP);
  - b. Recent Review of the CERP;
  - c. The Proceedings of the High-Level Meeting;
  - d. Previous reform efforts as documented by previous reform reports;
  - e. Technical assistance reports;
  - f. Current and planned budgets;
  - g. Constraints to future resource allocations as documented by the Long-Term Fiscal Framework; and
  - h. Other planning documents, in particular the Chuuk State Facilities Master Plan as presented to CBOE for consideration.
- iii. Completion of site visits to all three levels of schools, generally in partnership with CBOE and CDOE members. The purpose of such visits is to ensure the Advisory Group members gain a current and growing understanding of the circumstances of specific schools and to enable productive interaction with school management, staff and students.
  - iv. Time spent with CDOE management and key officials involved in implementing and/or monitoring specific reform components
  - v. Time spent, at least periodically, with community interest groups, to broaden the perspectives the Advisory Group members and to broaden the understanding of the role of the Advisory Group with the broader community
  - vi. Meetings with executive and legislative leadership, preferably at the end of each quarterly visit, to ensure two-way dialogue and, once again, to broaden the perspectives of the Advisory Group members and to broaden the understanding of the role of the Advisory Group among the leaders of Chuuk State.
  - vii. Internal consultations to prepare quarterly reports to the three parties

## **Attachment 2**

### **Members of Chuuk Advisory Group on Education Reform**

#### **Thomas Bussanich**

Tom Bussanich is the Director of the Division of Budget and Grants Management in the Office of Insular Affairs, United States Department of the Interior. A graduate of the University of Colorado, he has been engaged in Pacific Island affairs since 1978, when he served as a Peace Corps Volunteer in Chuuk, FSM. He also served as the acting Director of Administrative Services in Yap, FSM, and was the Budget Officer of the Congress of the Federated States of Micronesia in Pohnpei.

Returning from Micronesia in 1986, Mr. Bussanich worked as the Federal Programs Coordinator for the FSM Embassy. In 1990, he left that post to work in the central budget office of the Peace Corps in Washington, D.C. He returned to work on Pacific islands issues in 1991, joining the staff of the Office of Insular Affairs. Mr. Bussanich was appointed Director of the Budget and Grants Management Division in 2005. His office oversees budget functions of OIA, and manages all capital improvement, maintenance assistance and brown tree snake programs. He also leads the implementation teams for the Compacts of Free Association in Palau, Republic of the Marshall Islands and the FSM. Mr. Bussanich was Interior's project manager for the Palau Compact Road.

#### **Patrick Tellei, EdD**

Born and raised in Palau, Patrick Ubal Tellei returned to Palau to become the President of his alma-mater, Palau Community College. He holds a EdD Degree from the University of San Diego, a Masters Degree from University of Hawaii at Manoa, as well as a Bachelors Degree from University of Hawaii at Manoa, and an Associate Degree from Micronesian Occupational College in Palau.

Before becoming President of Palau Community College, his employment journey took him from Palau as a Carpenter with the Palau National Government Public Works, to Pohnpei, Federated States of Micronesia as a High School Principal, to Chuuk, Federated States of Micronesia as a Curriculum Development Coordinator, and to Commonwealth of the Northern Marianas Islands as Associate Commissioner for the Public School System. He has served and continues to serve on numerous boards and commissions, including Accrediting Commission for Community and Junior College of the Western Association of School and Colleges, Pacific Post Secondary Education Council, REL-Pacific Board of Directors, Asia Pacific Association for Fiduciary Studies Board of Directors, and Palau International Coral Reef Center Board of Directors.

#### **Francis X. Hezel, SJ**

Francis X. Hezel, SJ is a Jesuit priest who has been working in Micronesia for nearly fifty years. He spent part of this time as a teacher, principal and director at Xavier High School, Chuuk. He also served as the director of Micronesian Seminar, a Jesuit-sponsored research-pastoral institute engaged in extensive community education work, from 1972-2011. In this capacity he has spoken widely about social change and its impact on island systems and societies. Improving education in

Micronesia has been a recurrent theme throughout much of his work—whether publications, articles, or radio programs.

Father Hezel has also written dozens of articles and five books on Micronesian history, including *The First Taint of Civilization* and *Strangers in Their Own Land*. His latest book, *The New Shape of Old Island Cultures*, explores the extent of social change throughout the region since the end of World War II.