

NCLB in the Pacific: Issues of Accountability, Relevance and Sustainability

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NCLB purports to mandate high quality, equity, and accountability with the benefits aimed at disadvantaged students. A significant number of schools in the Pacific have traditionally been labeled as disadvantaged and, therefore, eligible for assistance from the NCLB Act. Issues of sustainability, relevance, and the notion of accountability come into play when an external policy decision tied to national priorities that may not reflect island priorities is applied to remote island schools. For some Pacific entities, critical dependency on outside financial assistance and lack of participation in the shaping of policies and global events add confounding variables in the quest for relevant and sustainable education goals and objectives.

What are the various dimensions of accountability, if any, under this scenario? And, are they relevant and would they lead toward a meaningful and sustainable education for our children in the Pacific?

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