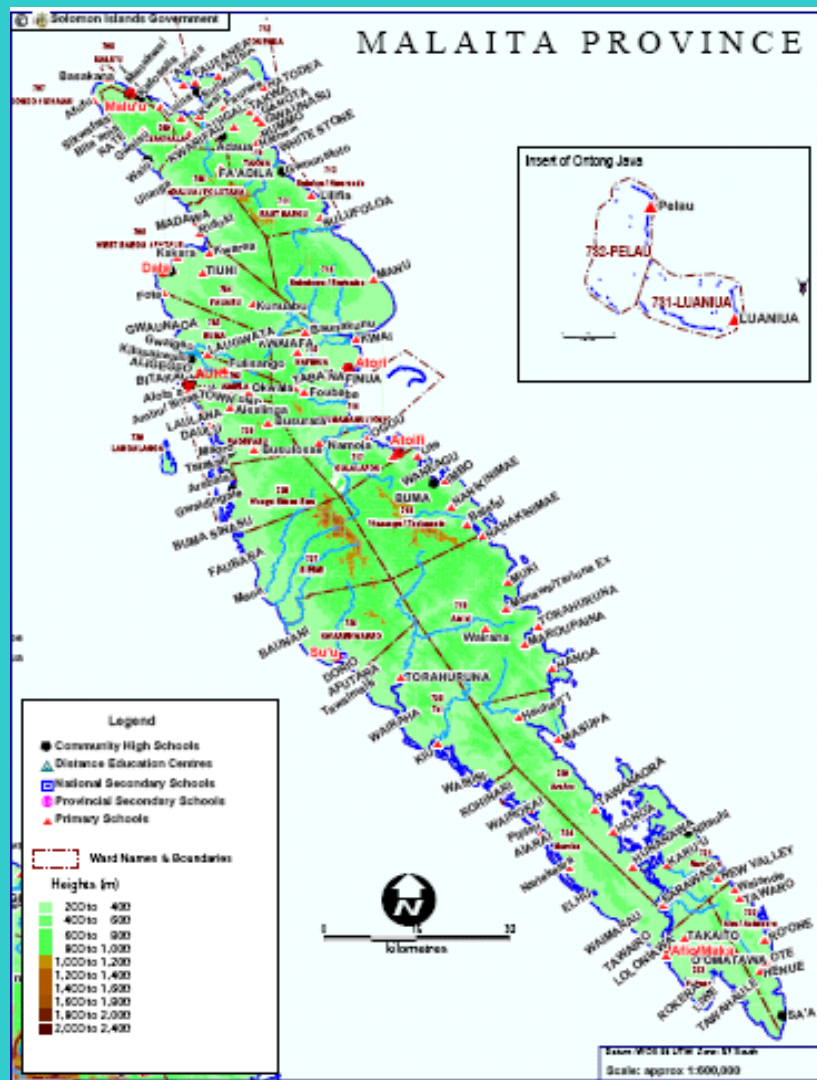# *Malaita Province*

PROVINCIAL EDUCATION ACTION PLAN
2007 – 2009

Malaita Provincial Government
Provincial Educaiton Office
Auki, Solomon Islands
August, 2007

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Malaita Province

Ministry of Education and Human Resources Development
Honiara, Solomon Islands
August 2007

ACKNOWLEDGMENTS

The Malaita Provincial Education Action Plan was formulated with the support and commitment of many groups and individuals.

The Ministry of Education and Human Resources Development through its Provincial Planning Team would like to acknowledge the following dedicated personnel of the Malaita Province who have untiringly committed their time and effort towards this Plan. We acknowledge the contribution of the following people:

John. A. Wate	Chief Education Officer
Thomas Puahanikeni	Senior Education Officer - Inspectorate
Dudley Siufimae	ECE Coordinator
Stanley Brown	Principal Education Officer - Inspectorate
Jackson Kilimani	Education Officer
Peter Safue	Afutara Rural Training Centre
Josaia Maesua	Airahu Rural Training Centre
Michael Maesugia	Ngaligagara Rural Training Centre
Allen Keleimae	Malu'u Community High School
Martin Raiabana	Faufanea Community High School
Dominic Hou	Rokera Provincial Secondary School
Michael Wairamo	Hunanawa Community High School
John Alasina	Faumamanu Community High School
Jimson Iakwai	Nafinua Community High School
Oswald Ramo	Deputy Provincial Secretary
Daniel Fa'alimae	Planning Officer
Ganita Filiramo	Physical Planner
Hon. Redley Sira	Minister Of Education
Hon. Brian Taba'a	East Are Are
Hon. Aloysus Mahanua	West Are Are
Hon. Stephen Danitofea	North Malaita
Pr. Dereck Houkarwawa	SSEC Representative
Fr. Peter Sina	COM Representative
Fr. Fred Osifelo	Roman Catholic Rep
Margret Maelaua	NGO Rep (Women's Desk)
Joy Maefilia	CPRF
Teddy Kingsley	SDA Representative
Linda Wate	Principal Auki Community High School
Wilson Kafo	Aligegeo Provincial Secondary School
Harry Wale	Laulana Principal Community High School
Geoffrey Lifu	Principal Dala Community High School

To many other individuals and organisations who have been involved in one way or another, you are thanked for your support and cooperation.

TABLE OF CONTENTS

List of Tables

List of Figures

FORWARD

It is a pleasure for me to introduce to our people this Provincial Education Action Plan for Malaita province. There is nothing more important to the future of our Province than the education of our greatest resource: Our People.

The genesis of this Plan was the formal adoption by the Government of the Solomon Islands of the *Education Strategic Plan 2004-2006*, with assistance and financial support from the European Union and the New Zealand Agency for International Development. The *Education Strategic Plan 2004-2006* sets out to provide equitable access to quality basic education for all children in the Solomon Islands. It also seeks to provide access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable skilled, competent and complete people. Finally, it seeks to manage resources in an efficient, effective and transparent manner.

One of the key objectives of the *Education Strategic Plan 2004-2006* was the development of provincial plans. These provincial plans outline the specific actions that need to be taken in each province to meet these broad goals outlined above.

The key priority for us in Malaita will be to achieve universal access to nine years of basic education for all children from standard 1 to form 3 by 2015. This Provincial Education Action Plan for Malaita will establish a firm initial foundation to work towards that goal.

I want to thank all those people – individuals, organizations and stakeholders - who have contributed to the development of this plan. There have been a number of provincial workshops held during 2005 and 2006 that have been co-ordinated by the officers of the Ministry of Education and Human Resources Development.

The purpose of these workshops has been to discuss the development of this Plan, and to identify the key priorities for action in our province in order to improve access to education for all people in Malaita Province, but especially for the young people of school age, and to improve the quality of the education that they receive. The constructive and helpful suggestions from all the participants have now been incorporated into this Malaita Provincial Education Action Plan.

This Plan is intended as a blueprint for the future development of education in Malaita. It covers a period of three years, from 2007 to 2009, to be consistent with the three-year time frame anticipated in the next revision of the Education Strategic Plan. It is a dynamic, living document, and priorities can be expected to alter and evolve as circumstances change over time. The intention is that the achievement of the objectives set out in this plan will be regularly monitored by the Ministry of Education and Human Resources Development, and by the Malaita Provincial Education Authority, and adjusted if necessary.

Implementation of this plan will also require effective partnerships to deliver financial resources and support. The Government of the Solomon Islands intends to continue to devote a significant proportion of its annual budget to support education, but the resources that central Government can afford are limited, and Government resources on their own will not be sufficient to ensure the success of this plan. We are

particularly grateful to the European Union and to the New Zealand Agency for International Development for the extensive financial support provided to date, and for their ongoing commitment to support of education in Malaita. The new policy on Community School Funding will provide operational grant funding for schools on an annual basis. The successful implementation of this policy in Malaita requires cooperation and funding from the Malaita Provincial Education Authority. It also requires the full support of each school community, either in cash or in kind.

There is much to be done to improve access and to lift the quality of achievement in our schools in Malaita. Bringing about real improvement in education in Malaita, as elsewhere in the Solomon Islands, offers enormous challenges to all of us. All those involved in education (students, their parents, teachers, administrators and other stakeholders) have an important part to play.

This plan is an ambitious one, and will require the full support of everyone in Malaita if it is to achieve its ends.

The extent of the improvements needed in education in Malaita is such that not all changes we wish to bring about can realistically be achieved in the short span of three years. Nevertheless, this plan provides some practical first steps which can be taken immediately to improve both access to education and the quality of the education delivered for our young people. We must accept this challenge and meet it. Our future depends upon the education of the young.

I therefore commend this Education Action Plan for the Malaita Province to you.

………………………………
Hon. Randol Sifoni
Provincial Minister of Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

This Provincial Education Action Plan for Malaita Province has been developed as an outcome of the *Education Strategic Plan 2004-2006*. One of the objectives agreed to in the *Education Strategic Plan 2004-2006* was the development of provincial plans.

A first draft of this plan was developed by April 2005. With funding support from European Union/STABEX 99, development of the Provincial Education Action Plan started in 2004. The first draft was developed by a team of officers from the Ministry of Education and Human Resources Development who consulted extensively with people throughout the province. The process involved provincial workshops with participants from Members of Parliament, the education offices of the Malaita Provincial Education Authority, principals of schools, community officers, and representatives from Non-Government Organisations and other sectors including women's groups and the broader community. Aid donors, provincial education authorities, church education authorities, and other private education authorities have all been consulted. The Church authorities which offered education in the province through their Church schools were closely involved in the development of the plans, and contributed fully at the workshops. The plans of the Malaita Provincial Education Authority and of the Church education authorities have now been incorporated into this Provincial Education Action Plan for Malaita.

The Malaita Provincial Education Action Plan 2007 to 2009 reflects the intentions of the National Education Action Plan 2007 to 2009.

1.2. The design of this Provincial Education Action Plan

1.2.1.   The Strategic Plan Framework

The diagram shown in page 17 sets out the relationship between the high level strategic goals and statements of outcomes, the key strategies, the more specific objectives, and the particular activities and outputs that have emerged as priorities from the workshops the Ministry of Education and Human Resources Development.

1.2.2. Sections of the Plan

Within the above stated framework the Plan of each of the sectors within the Education Ministry has been laid out under three headings:

1. The Definition:

  This section gives a brief definition of the sector.

2.   The Current Situation:

  This section describes 'what it is now' or the progress , challenges and issues in the provinces under the following headings:

- Access and Equity
- Facilities
- Curriculum
- Teachers Supply and Demand
- Financing
- Management

3. **Future Directions:**

This section describes the strategies and actions that need to be considered to maintain and/or improve the current progress or address the challenges and issues within the current plan period. The strategies and activities are stated under the same headings as above.

- Access and Equity
- Facilities
- Curriculum
- Teachers Supply and Demand
- Financing
- Management

CHAPTER 2: BACKGROUND

2.1. The Islands

Malaita Province consists of the two main islands, big Malaita and small Malaita, the out lying island of Ndai, and the two atoll groups of Sikaiana and Ontong Java.

The total land area is 4,225 square kilometers. The two main islands have mountainous interiors, flanked by hills and narrow coastal terraces, interspersed with swamps and valleys. The two atolls, Sikaiana and Ontong Java, consist of more than 100 small raised coral islands with fertile land.

2.2. Settlement Patterns

The two big islands and Ndai are occupied by Melanesians, while Sikaiana and Ontong Java are settled by Polynesians.

The people of Malaita can be classified into three groups: the coastal dwellers, the "saltwater" people, and the bush dwellers. The coastal dwellers make up the vast majority of the people, and rely on subsistence farming for their family and community needs. The "saltwater" people live on small man-made islands off the coasts, and rely on fish for their diet. They obtain water and food from the main land. The bush people live in small clusters of isolated hamlets on land. They rely on shifting cultivation for their daily livelihood, and normally obtain fish and other sea food to supplement their diets by trading with the coastal and saltwater dwellers.

2.3. Political Structure and Governing Process

The provincial government is elected every four years, and is responsible for economic, educational, environmental and social development in the province. The Provincial Assembly is made up of 30 members. The Premier (Political Head) is elected by the Provincial Assembly, and picks his Executive from amongst the elected members.

At the community level, chiefs, or "big men", play the role of mediators in conflicts and ensure that important customs and values are adhered to.

The province has in place a provincial development profile and the constituency profiles developed by the Solomon Islands Administration and Participatory Planning Programme through the support of the Solomon Islands Government and the United Nations Development Programme. These profiles identify the provincial and constituency needs, and strategies to achieve them.

2.4. Population

According to the 1999 Solomon Islands national census, the population of Malaita stands at 122,620. This figure represents 30% of the country's total population, an increase of 1.9% from the 1986 census. The population average annual growth rate for the province between 1986 and 1999 was 3.3%. This rate is higher than the 2.8% growth rate occurring in the country as a whole.

The 1999 census also revealed an average household size of 6.6, which is also higher than the national average of 6.3 persons per household.

The sex ratio (male to female) based on the 1999 census is 99.7:100 (99.7 males for every 100 females). This is a slight increase of 1.7% from the 98.0 registered in the 1986 census.

On average, about 29.0 persons occupy a kilometer of land. This rate almost doubles the national average of 14.8 persons per square kilometer.

Of the 4 regions of the province, the central region is the most populated with 36.3% of the provincial total population.

The least populated region is the Malaita outer islands region (Siakaiana and Ontong Java) with just 1.7% of the total population.

The population projection for Malaita Province from the period 2007 to 2010 is tabulated in Table 1 below.

Table 1: Malaita Population Projections, 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	74615	74564	149179
2008	76418	76372	152790
2009	71160	72695	143855
2010	79966	79956	159922

Source: Statistics Office 1999 Census Provincial Population Projections

2.5. Economic Development in Malaita

2.5.1. Domestic Activities

Malaitans are engaged in subsistence agriculture, hunting and fishing to meet their family needs. They also rely on these activities for cash income to meet household necessities like soap, clothing, cooking utensils, kerosene and school fees. Many people are now shifting to cash cropping, animal husbandry, and small scale primary and secondary industries.

2.5.2. Commercial Activities

Many communities are engaging in harvesting copra, growing cocoa, rice farming, reforestation, bee keeping and logging. Products are either sold locally or sold to buyers who export to overseas markets.

There is considerable potential to develop the primary sector, since agriculture, fisheries, forestry and manufacturing could boost the province's economy.

However, these industries are hampered by:

- inaccessibility to both local and overseas markets;
- lack of technical knowledge and skills in processing products;
- difficulties faced by Malaitans in obtaining financial assistance from financial institutions.

2.6. Social Services

2.6.1. Education

The province works in partnership with communities, churches and the National Government to facilitate the education of its increasing population of young people. The devolution of the education sector to the provinces has given Malaita Education Authority the mandate to administer early childhood education, primary, secondary and technical and vocational education and training within the province. The province, however, finds it difficult to deliver these services effectively because it does not have the financial and management capacity to do so.

2.6.2. Health and Medical Services

Traditional medicine and healing are still widely practised by Malaitans. Often when someone is sick, traditional remedies are sought before visiting Aide posts or clinics. There are two hospitals, two Area Health Centres, 32 clinics and 11 Aide posts providing medical and health services throughout the province.

Kilu'ufi hospital, which also incorporates the National Mental Unit, has a total of 126 beds. The hospital is equipped with basic pathology, X- ray facilities and operating theatres, a laboratory, a pharmacy and a medical store.

The Mental Unit of the hospital caters for all mentally ill patients from all over the Solomon Islands. It can take in a total of 15 patients at one time. The hospital also provides training for nurse aides and village aides.

The other hospital is run by the Seventh Day Adventist church and is located at Atoifi, East Malaita. It provides a full range of medical services including dental, obstetrics, surgical, X-ray and pathology services.

The churches in Malaita also help to provide health services for the people. The Church of Melanesia operates a clinic at Fauabu and the South Seas Evangelical Church runs a clinic at Nafinua.

The health services provided include curative services, family planning, immunisation, child welfare and general health awareness.

2.6.3. Rural Water Supply and Sanitation

Rural water supply throughout the province is generally well developed. Between 65% - 75% of the villages in the province have access to clean water through water supply facilities. Out of these, about 20% are using proper sanitation.

The problems constraining development of proper sanitation include:

- the cost involved in water supply on a per capita basis;
- the way cultural practices and beliefs often work against modern sanitation practices.

2.6.4. Civil Society

The churches have played, and continue to play, a very important role in the running of schools, training centres, clinics, hospitals, adult education, youth programmes and Christian education throughout the province.

There is a call from some sectors in the province for the churches and Non-Government Organisations to increase their role in social services delivery. NGOs have also contributed to the development and provision of health and education to improve the quality of life in rural areas.

2.7. Infrastructure/ Transport/ Communication

The province is accessible by sea, land and air.

2.7.1. Sea Transport

The Malaita Shipping Company used to operate three ships, but has been closed down owing to poor management. Currently shipping services to the province are provided by private shipping companies and chartered ships. They provide cargo and passenger services to different parts of the province. As yet there is no international port, but there are about 16 wharves around the province. Most of these wharves are in need of upgrading and repairs.

2.7.2. Road Transport

The road system in the province is reasonably developed. The north road runs from Auki to Fouia, the south road runs from Auki to Hauhui, and the east road runs from Dala north to Atori in East Malaita. There are also 18 feeder roads and 63 bridges around the island. There is a need to upgrade and repair the roads and bridges to make them usable by vehicles.

2.7.3. Air Transport

The province has five domestic airfields served by Solomon Airlines. They are Gwaunaru, Atoifi, Parasi, Afutara and Ontong Java.

Parasi is closed, and only four airfields are currently in use. Gwaunaru is the busiest airfield, with a total of 14 flights per week linking Honiara and other parts of the province to the provincial head quarters, Auki.

2.7.4. Communication

Only Auki is accessible by phone. However, Silolo and Auki have access to email services provided by PFnet and Telekom respectively. Substations, clinics, churches and schools use two-way radios to communicate with the outside world.

There is only one post office located in Auki, and 34 postal agencies throughout the province. The mail delivery is by ship, plane, outboard motor canoes, and road vehicles.

2.7.5. Energy

Electricity is generated by power generators to the provincial headquarters, Auki. Hydro power is used at Atoifi hospital, Malu'u and in a few communities like Manawai and Maroupaina. Some church institutions, boarding schools and rural training centres use small power generators for lighting. In the villages, firewood is used for cooking and kerosene for lighting.

CHAPTER 3: VISION, GOALS, STRATEGIES, OUTCOMES AND OBJECTIVES

3.1. Vision

The Malaita Provincial Government recognises the central role of the education sector in achieving overall development goal of improving the quality of life of Malaitans. Within this context this is our vision.

"Our vision is for all Malaitans to develop as individuals who possess knowledge, skills, attitudes that promote respect for individual Malaitans, cultures, languages and Christian principles to live in harmony with each other in their environment".

3.2. Goals

Consistent with the Province's vision for education the three overarching strategic goals of the Provincial Education Action Plan are:

Strategic Goal 1:

To provide equitable access to quality basic education for all children in the Solomon Islands;

Strategic Goal 2:

To provide access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people; and

Strategic Goal 3:

To manage resources in an efficient, effective and transparent manner.

3.3. Strategies

There are six key strategies that the National Education Action Plan focuses on during the current plan period 2007 to 2009. The Malaita Province acknowledges and where appropriate gives attention to these strategic focuses, and these are the following:

a. To contribute to strengthen planning, management, co-ordination and monitoring of the Sector Wide Approach, in particular those components that affect this Plan.

b. To initiate or contribute towards the development, revision and finalisation of provincial and national policies for both the sub sectors and cross sectoral areas.

c. On the basis of a national demand, to ensure longer term interest, technical assistance (including the development of a national TA-pool) and funding from Development Partners for the Sector Wide Approach, ESIRPII, National Education Action Plan (2007-2009), Education Strategic Framework (2007-2015)

d. To contribute in the development and implementation of a programme of Human Resource

Development and capacity building

e. To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in Technical and Vocational Education and Training.

f. To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and Technical and Vocational Education and Training.

Annual work plans and associated budgets, based on this *Provincial Education Action Plan 2007-2009*, will be developed by the Provincial Education Authority for 2007, 2008 and 2009 to give effect to these strategies.

3.4. Outcomes and Objectives

The following education outcomes for Solomon Islands are also adopted for Malaita Province to achieve. Below each outcome, objectives that need to be achieved to reach each outcome are listed.

3.4.1. Outcome 1 (Access and Equity for Basic Education):

All children in Malaita Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

3.4.1.1. Objectives

In order to achieve Outcome 1 the following need to happen:

1.1. Increase access by providing an adequate number of schools, classrooms, desks, dormitories and other infrastructure;
1.2. Increase access to all by providing financial support from government and other stakeholder;

1.3. Improve equal access to all levels of education for children, students and people with special needs;
1.4. Improve equal access to all levels of education for girls and boys, in particular in isolated locations.

3.4.2. Outcome 2 (Access and Equity for post basic education levels):

People in the Malaita Province regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical or vocational education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.

3.4.2.1. Objectives

In order to achieve Outcome 2 the following need to happen:
2.1. To increase access to all levels of education by provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure;

2.2. To increase access to all levels of education by provision of (Financial) Support from government and other stakeholders;

2.3. To improve equal access to all levels of education for children, students and people with special needs;

2.4. To improve equal access to all levels of education for girls and boys, in particular in isolated locations.

3.4.3. Outcome 3 (Quality):

All levels and dimensions of the Malaita Province education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.

3.4.3.1. Objectives

In order to achieve Outcome 3 the following need to happen:

3.1. To improve quality for all levels of education by Provision of an adequate number of qualified teachers and other workers, in the education sector;

3.2. To improve quality for all levels of education by Development and maintenance of a high quality process of teaching and learning;

3.3. To improve quality for all levels of education by Development, distribution and use of a relevant, high quality and modern national and local school curricula;

3.4. To improve quality for all levels of education by Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials;

3.5. To improve quality for all levels of education by Continuous Professional Development (CPD) for all education staff;

3.6. To improve quality for all levels of education by Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects;

3.7. To improve quality for all levels of education by Improvement of efficiency and effectiveness of sub sector education systems, in particular tertiary education by giving it a more (labour) demand oriented direction;

3.4.4. Outcome 4 (Management):

The management of the Malaita Province education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.

3.4.4.1. Objectives

In order to achieve Outcome 4 the following need to happen:

4.1. Strengthening planning, budgeting, management, co-ordination and monitoring;

4.2. To develop, revise or finalise policies for the different sub sectors or cross cutting areas;

4.3. On the basis of a national demand, to ensure longer term interest, technical assistance (including the development of a national TA-pool) and funding from Development Partners for the SWAp, ESIRPII, NEAP (2007-2009), ESF (2007-2015.;

4.4. To develop and implement a programme of Human Resource Development and capacity building;

4.5. To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in Technical and Vocational Education and Training;

4.6. To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and Technical and Vocational Education and Training.

3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.

The specific tasks, activities and/or outputs that will be undertaken over the period 2007-2009 in relation to each of these key objectives and who will be responsible for implementing each activity is part of this Plan. This Schedule of Activities is in Chapter 12, page 74. The activities in the Schedule of Activities are cross referenced to the core activities highlighted within each sector of the Plan.

3.6. Design of the Provincial Education Action Plan

The diagram below, sets out the relationship between the high level strategic goals and statements of outcomes, the key strategies, the more specific objectives, and the particular activities and outputs that have emerged as priorities from the workshops the Ministry of Education and Human Resources Development has been conducting on the national education action plan.

Figure 1: Provincial Action Plan Framework
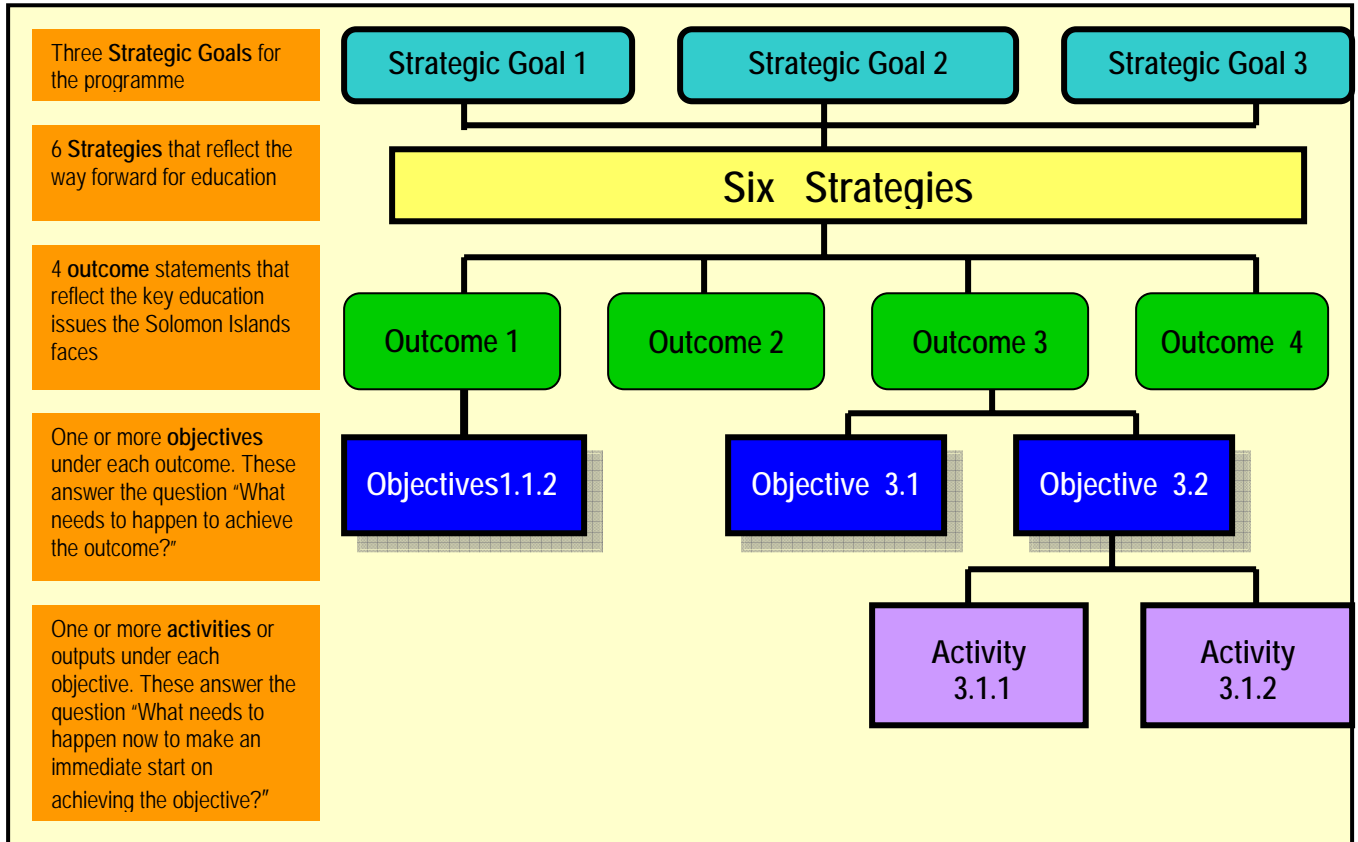
CHAPTER 4: BASIC EDUCATION

4.1. Definition

Basic Education is the gradual, planned and systematic introduction of a child to the knowledge, skills and attitudes necessary to prepare him or her to develop his or her full potential in order to contribute fully to the community (Malaita Province) and to the nation (Solomon Islands).

It is the level of education that constitutes the foundation stage offered to all children. In Malaita Province, this means the first nine years of formal education from Standard 1 through to Form 3, or other programmes offered elsewhere at similar levels for out-of-school youth and adults.

The key priority of the Malaita Province will be to achieve universal access to nine years of basic education for all children from standard 1 to form 3 by 2015. This Provincial Education Action Plan for Malaita Province will establish a firm initial foundation to work towards that goal.

4.2. Principles of Basic Education

The following are the principles on which basic education should be based:

- Basic education progressively introduces a child to the information, knowledge and skills necessary for life,

- Basic education is holistic. It encompasses physical, mental, social and spiritual aspects of life,

- Basic education models and shapes behaviour and attitudes compatible with the wider society in which the child is to live,

- Basic education provides basic skills and competencies required for economic activity and development,

- Basic education prepares a child to become self-reliant and responsible, a resourceful member in the community, and promotes committed and responsible leadership,

- Basic education encourages a child to adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world.

- Basic education provides the basis for a child to recognise and accept the diversity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands.

CHAPTER 5: INDICATORS, TARGETS, MINIMUM STANDARDS, PERFORMANCE ASSESSMENT FRAMEWORK , SIEMIS

5.1. Performance Assessment System

In order to facilitate the monitoring of the general progress in the SWAp/ National Education Action Plan (2007-2009), and the Provincial Education Action Plan a *Performance Assessment System* will be developed, with a comprehensive set of selected core indicators related to all main expected outputs and outcomes in the sector programme. The indicators will cover access, equity, quality and efficient management of resources.

Malaita Province will support to collect and provide data in the following:

5.1.1. Access

- Net enrolment rate;
- Gross enrolment rate;
- Pupil/students' attendance rate;
- Drop out rate;

5.1.2. Infrastructure

- Number of kindergartens, schools, rural technical centres, tertiary institutions;
- Number of classrooms;
- Number of desks;
- Number of dormitories;
- Number of toilets;
- Classroom per student / pupil ratio;
- Desk/student/pupil ratio;
- Dormitory/student/pupil ratio;
- Toilet/student/pupil ratio;
- Teacher ratio in having access to computer at school;
- Number of textbooks per subject/per child/student;
- Number of schools with access to safe and clean water supply;
- Percentage of schools with access to safe, clean water supply;
- Number of houses/accommodation provided by province or community; and
- Percentage of teachers being provided houses/accommodation.

5.1.3. Quality

- Number of qualified teachers, trainers, instructors;
- Percentage of qualified teachers, trainers, instructors;
- Number of qualified headteachers, principals, directors/heads;
- Percentage of qualified headteachers, principals, directors/heads;
- Pupil /student/teacher-instructor ratio;

- Number of libraries;
- Percentage of schools with libraries;
- Number of storage;
- Percentage of schools with storage;
- Completion rates;
- Examination rates(SISE and SISC); and
- Examination rates (SIF3 and PSSC).

5.1.4. Finance And Management

5.1.4.1. Financial Management

5.1.4.1.1. Human Resource Development
- Required number of teachers/trainers, instructors by sector per province;
- Required number of other education staff by sub sector by province;
- Number of vacancies for teachers, trainers, instructors approved by Teaching Service Division;
- Number of vacancies for other education staff approved by MPS;
- Percentage of vacancies for teachers/trainers /instructors approved by Teaching Service Division and filed per sub sector; and
- Percentage of vacancies for other education staff approved by MPS and filled per sub sector.

5.1.4.1.2. Process Indicators
- Financial management;
- Organisation reform and Human resource development;
- Monitoring; and
- Local Management of schools.

The *Performance Assessment System* also includes a monitoring and evaluation system, which determines and clearly explains the responsibilities for collection, processing, analysis, presentation and distribution of data.

The *Performance Assessment System* will be presented at the *Annual Joint Review*, discussed, reviewed and agreed upon. The agreed indicators will be added to the logical framework of the National Education Action Plan and progress will be measured against data available in the *Solomon Islands Education and Management Information System*. During the *Annual Joint Review* some new minimum standards or targets could be set in the areas of access, equity, quality and management, which all assist in monitoring progress against the strategic goals of National Education Action Plan and Education Strategic Framework, *Education Sector Framework* (2007-2015).

5.2. Indicators, Targets, Minimum Standards

Based on the education sector monitoring and evaluation indicators reported in the *Digest of Education Statistics 2005* a number of targets have been identified. These targets have a clear relation with the expected outcomes in 2006 of the Education Strategic Plan (2004-2006) like improved access, quality, and efficiency in education service delivery. These targets were originally developed at the Annual Joint Review of the Education Sector Investment and Reform Programme in June 2004. The targets and related indicators served as the sector level monitoring and evaluation framework, to assist the Ministry of

Education officers, education authorities, development partners and other education sector stakeholders in evaluating progress towards the goals and objectives of the Education Sector Investment and Reform Programme and the Education Strategic Plan.

Malaita Province will take responsibility for ensuring that schools or educational institutions within its jurisdiction aim to meet (or exceed) the targets, and that proposals for new schools or educational institutions can demonstrate that the minimum standards, if in place and clearly communicated, will be complied with. The Province will involve in collecting data in these areas:

The Solomon Islands identified education targets and indicators till date for the period 2004-2006 are:

1. The net enrolment ratio[1] for the early childhood sector in the Solomon Islands will be 20% or better;
2. The net enrolment ratio for primary education in the Solomon Islands will be 100%;
3. The net enrolment ratio for secondary education in the Solomon Islands will be 20% or better;
4. The proportion of teachers who are certified will be greater than 70% (teachers are certified who have completed a teaching certificate);
5. The average teacher-pupil ratio in the Early Childhood Education sector will be 1:15 or less;
6. The average teacher: pupil ratio in the primary education sector will be 1:30 or less;
7. The average teacher: pupil ratio in the community high schools will be 1:30 or less;
8. The average teacher: pupil ratio in the provincial secondary schools will 1:30 or less
9. The average teacher: pupil ratio in the national secondary schools will be 1:30 or less
10. The percentage of students who attain the literacy standard at standard 4 (SISTA) will be greater than 60%;
11. The percentage of students who attain the numeracy standard at standard 4 (SISTA) will be greater than 60%;
12. The average number of pupils per primary classroom will be less than 30 in primary schools;
13. The average number of pupils per secondary classroom will be less than 30 in secondary schools
14. The average toilet to pupil ratio in all schools will be less than 1:50;
15. The average pupil to dormitory ratio in all schools will be less than 50:1;
16. The percentage of schools/education institutions with access to clean and safe water will be 100% (clean and safe water is defined as the provision of piped water and/or a tank, and/or access to a well with drinkable water, where available water sources and equipment are considered to be in good or fair condition).

A minimum standard was also identified in 2004:

17. The proportion of teachers with the minimum qualification in teaching will be greater than 70% (currently the minimum qualification for primary teachers to teach is a form 5 qualification, and for secondary teachers to teach is a form 6 qualification)

---

[1] A net enrolment ratio refers to the number of students in the official age group for a given level of education expressed as a percentage of the total population in that age group. NER values cannot exceed 100%. Net enrolment ratios less than 100% indicate students of the appropriate age group are not attending school. This situation may occur because some students have never enrolled or attended school, or because they have dropped out.

5.3. Status of Malaita Province

The achievement of Malaita Province against these minimum standards, as reported in the *Digest of Education Statistics 2006*, is as follows:

Table 2: Status of Malaita against national minimum standards

	Standard	Achievement	Result[2]
1	Net enrolment ratio, Early Childhood Education (20%)	21.5%↗	Standard met
2	Net enrolment ratio, primary (100%)	86.9%↘	Standard not met
3	Net enrolment ratio, secondary (20%)	20.8↗	Standard met
4	Teachers, certified (70%)	53%↘	Standard not met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:19↘	Standard not met
6	Teacher: pupil ratio, primary (1:30)	1:27.5↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:24↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:17.5↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	1:22↗	Standard met
10	Literacy, Std 4 (60%)	45%↘	Standard not met
11	Numeracy, Std 4 (60%)	57% ↘	Standard not met
12	Average number of pupils/class in primary (1:30)	34.82↘	Standard not met
13	Average number of pupils/class in secondary (1:30)	30.76↘	Standard not met
14	Toilet/pupil ratio in all schools is 1:50	1:18.21↗	Standard met (primary)
15	Pupil: dormitory ratio is 1:50	34.41:1↗	Standard met (2005)
16	Clean water (primary schools only) is 100%	47%↘	Standard not met
17	Teachers qualified is 70%	55%↘	Standard not met

Source: Digest of Education Statistics, 2006

---

[2] The validity of the results reported is subject to the accuracy and reliability of the data used. Owing to the remoteness and inaccessibility of many parts of the Solomon Islands, the accuracy and reliability of data sources cannot always be checked and verified.

CHAPTER 6: EARLY CHILDHOOD EDUCATION

6.1. Definition

Early Childhood Education centres are designed for children ages 3 – 5 and are the first introduction to formal education for most Solomon Islanders. Early childhood Centres, are also known as Kindergartens, tend to be community based.

6.2. Current Situation

Early Childhood Education in the Solomon Islands is seen as a parental rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than by the Government. Early Childhood Education was introduced to Malaita Province in the 1990s, but has never been developed to meet the expectations and needs of many communities. Although the Provincial Government recognises its importance, progress has been very slow, and the provision of this important service is generally inadequate. Many communities are also ill informed of the importance of Early Childhood Education, and what their roles and responsibilities are.

In 2006 there were 123 Early Childhood Education centres operating in Malaita, where 4,331 children were enrolled, taught by 237 teachers. The province currently has two coordinating centres (Auki and Afio), manned by two full time Early Childhood Education coordinators.

Table 2 sets out shows detail of the total number of Early Childhood Education centres, their enrolments and teaching staff by constituency. It also gives the teacher to pupil ratio.

Table 3: Number of Early Childhood Centres, Teaching staff, enrolment by constituency, 2006

Constituencies	No. of Centres	Teaching Staff	Enrolment			Teacher/Pupil ratio
			Male	Female	Total	
Aoke/ Langa langa	21	57	379	375	754	13.2
Baegu/ Asifola	3	6	49	46	95	15.8
Central Kwara'ae	14	29	267	235	502	17.3
East Kwaio	7	8	175	169	344	43.0
East Makira	1	1	14	11	25	25.0
East Malaita	15	21	256	255	511	24.3
Fataleka	10	12	144	99	243	20.3
Lau/ Mbaelelea	6	11	94	104	198	18.0
Malaita Outer Islands	1	1	19	13	32	32.0
North Malaita	11	27	145	141	286	10.6
Small Malaita	6	13	98	108	206	15.8
West Areare	9	14	134	168	302	21.6
West Kwaio	7	20	251	242	493	24.7
West Kwara'ae	3	5	52	63	115	23.0
(blank)	9	12	107	118	225	18.8
Total	123	237	2,184	2,147	4,331	18.3

Source: SIEMIS 2006 Survey Report. **Note:** Blanks are schools in the province, but could not be put not into constituencies.

6.2.1. Access and Equity

According to the population projections based on the 1999 census, the projected number of children eligible for Early Childhood Education in 2006 for the province in the 3-5 age range is 13,014. In the same year, 4,331 children were enrolled in the existing 123 Early Childhood Education centres. This figure represents access for about 33% the 3-5 age group, although this percentage figure is only an approximation of the proportion as the enrolment includes children outside the 3 – 5 year old age group.

It is nevertheless reasonable to conclude that the access rate at this level of education is low, and that there is an urgent need to increase the intake into the existing early childhood centres and kindergartens, and if necessary to create new ones, to accommodate some or all children from the remaining percentage of the age group (possibly over 70%) who do not have access to Early Childhood Education.

The relatively low enrolment at this level of education in the province can be explained as a result of three factors:

- a lack of policy direction in this area by the Provincial Government.;
- general lack of appreciation of the value of Early Childhood Education by responsible stakeholders; and
- an inability of communities to meet the cost of setting up their own early childhood centres.

Indications are that access based on gender is not an issue at this level of education. Table 4 below sets out detail of enrolments by gender according to constituencies.

Table 4: Enrolments by Gender by Constituency, 2006

Constituencies	Enrolment			% Female
	Male	Female	Total	
Aoke/ Langa langa	379	375	754	50%
Baegu/ Asifola	49	46	95	48%
Central Kwara'ae	267	235	502	47%
East Kwaio	175	169	344	49%
East Makira	14	11	25	44%
East Malaita	256	255	511	50%
Fataleka	144	99	243	41%
Lau/ Mbaelelea	94	104	198	53%
Malaita Outer Islands	19	13	32	41%
North Malaita	145	141	286	49%
Small Malaita	98	108	206	52%
West Areare	134	168	302	56%
West Kwaio	251	242	493	49%
West Kwara'ae	52	63	115	55%
(blank)	107	118	225	52%
Total	2,184	2,147	4,331	50%

Source: SIEMIS 2006 Survey Report

6.2.2. Facilities

Most of the existing kindergartens lack the standard facilities required for effective teaching and learning. Some of the kindergartens are either inactive or closed. There is a need to upgrade existing active ones, and to reactivate or open the others. There is no central database held by the province with accurate up-to-date information about the condition of Early Childhood Education facilities.

There is a need for facility development. There is a strong preference for the province to adopt a partnership approach for facility development and support of Early Childhood Education in the province. The formula that has been agreed upon is described below.

The roles of parents and communities are the provision of land, local building materials, labour, responsibility for construction and maintenance of buildings, a supply of clean water and effective sanitation, provision of additional learning materials and equipment, and payment of any fees charged. The roles of the Education Authority are co-ordination, monitoring, inspection, assessment and reporting. The National Government will assist with subsidy payments for curriculum development, provision of learning materials, teacher training, and payment of salaries of trained Early Childhood Education teachers.

6.2.3. Curriculum

An effective early childhood curriculum will assist in shaping and developing each child's future. No formal Early Childhood Education curriculum, however, has currently been approved for the Solomon Islands by the Government or by the Malaita Provincial Education Authority. Rather, most early childhood centres use Early Childhood Education curriculum guidelines developed by the Ministry of Education and Human Resources Development. Some church early childhood centres use their own curriculum.

The Early Childhood Education curriculum is not structured, but it allows for free learning and discovery. Children at this age should be encouraged to interact in a safe environment where they can explore, learn and discover through play. A rich language environment will assist their cognitive development.

There is a strong preference for the Early Childhood Education curriculum to remain centralised. Copies of the Ministry of Education and Human Resource Development curriculum, however, are not readily available to all kindergartens and early childhood centres.

6.2.4. Teacher Supply and Demand

The total number of Early Childhood Education teachers in 2006 was 237, of whom 184 were female and 53 were male. According to Ministry of Education and Human Resource Development survey data, there were only five Early Childhood Education teachers in 2004 for the whole province who possessed a Solomon Islands College of Higher Education Early Childhood Education Teacher's Certificate. 90% of the Early Childhood Education teachers employed by communities are classified as untrained, though these people have received some field-based training.

The province has approximately 13,014 young children in the 3-5 age group. In the longer term, a significant number of new teachers should be appropriately trained to meet the needs of a rapidly expanding Early Childhood Education population.

In the short term, action needs to be taken to provide training for the large proportion (89%) of untrained Early Childhood Education teachers in the province. Table 4 sets out detail of trained and untrained Early Childhood Education teachers by constituency.

Table 5: Total Establishment, Trained and Untrained Early Childhood Education Teachers, 2006

Constituency	Not Trained	Trained	Total	% trained
Aoke/ Langa langa	47	10	57	18%
Baegu/ Asifola	6		6	0%
Central Kwara'ae	27	2	29	7%
East Kwaio	6	2	8	25%
East Makira	1		1	0%
East Malaita	20	1	21	5%
Fataleka	12		12	0%
Lau/ Mbaelelea	10	1	11	9%
Malaita Outer Islands	1		1	0%
North Malaita	22	5	27	19%
Small Malaita	10	3	13	23%
West Areare	13	1	14	7%
West Kwaio	20		20	0%
West Kwara'ae	5		5	0%
(blank)	11	1	12	8%
	211	26	237	11%

Source: SIEMIS 2006 Survey Report

6.2.5. Financing

Currently Early Childhood Education is not financed by the government, except for salaries of Early Childhood Education trained teachers. It is the responsibility of communities to build the facilities and to meet the wages of the teachers. Both community centre sponsored Early Childhood Education centres and privately owned Early Childhood Education centres need to charge a fee for service in order to survive financially.

Most of the existing Early Childhood Education centres are funded by their communities. The wages of most teachers who have received field-based training, and wages to untrained teachers, come from the fees paid by the parents (that is, from communities). The provincial government in its 2005 annual budget has allocated $10,000.00 to support Early Childhood Education. A few kindergartens receive funding from aid donors.

6.2.6. Management

The current management of Early Childhood Education is a responsibility of communities and the province. It is resolved that Early Childhood Education in the province should continue to remain under parental and community control and ownership. Communities will continue to raise funds to support Early Childhood Education and develop a strong sense of ownership.

6.3. Future Directions

6.3.1.   Access and Equity

Table 6 sets out the population projections for the 3-5 age group over the period 2007 to 2010, and an estimate of Early Childhood Education enrolment projections, using two scenarios. Scenario 1 uses the enrolment projections of the 2006 Solomon Islands Education Management Information System, which is based on the 1999 census population projections. Scenario 2 simply uses a straight line increase of 25% a year on the actual 2006 enrolments.

Table 6: Early Childhood Education Enrolment Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected population, 3-5 age group	13, 037	13,296	12,459	13,809
Projected Early Childhood Education enrolments (Scenario 1)	6,277	6,376	5,977	6,454
Projected Early Childhood Education enrolments (Scenario 2)	3,353	4,191	5,239	6,549

Source: SIEMIS:1999 Census Projections. 2004 Survey Report. Note that the enrolment projections (Scenario 1) assume exact age distribution per level as in 2006 and applies this to the projected population (Base model). Scenario 2 applies a straight line enrolment increase of 25% a year to actual 2006 enrolments.

It is clear from these projections that there is considerable unmet demand for early childhood education in Malaita. There is therefore considerable potential for the current Early Childhood Education participation rate in the province of approximately 16.5% of the 3-5 age group to increase. The actual rate of increase in Early Childhood Education enrolments that can be achieved in practice, however, is dependant upon many factors.

While the increase in Early Childhood Education enrolments from 2004 to 2006 was over 33% (from 1690 to 2146), and while this figure represents a significant increase, the likelihood of achieving actual enrolments in Early Childhood Education by 2007 to the level suggested by the projections in Scenario 1 (6,277) is remote. It would be possible to aim at achieving these estimated enrolment figures only if sufficient teachers could be trained in time, and a large number of additional facilities constructed. This objective is unlikely to be achieved in the time frame available.

Achieving the more moderate enrolment increase suggested by the projections in Scenario 2 by the year 2007 is probable as an enrolment of 4,331 has already been reached in 2006. Maintaining a supply of teachers and creating sufficient facilities to enable the children to be given access to Early Childhood Education are crucial. A straight line enrolment increase of 25% annually beyond 2007 is maintained. An enrolment growth rate of 25% is possible but will have issues related to quality. Such an accelerated growth rate would place a huge pressure both on communities and on other supporting services, especially teacher training institutions.

The province will need to balance the need for increased access in Early Childhood Education with the need to ensure quality service delivery, a manageable rate of construction of facilities, and realistic timeframes for training sufficient teachers to an appropriate standard. Planning a modest and manageable annual increase, while ensuring that measures are taken to enhance quality, is a preferred alternative to accelerated and unconstrained growth.

The following actions will therefore be taken:

- Increase the number of Early Childhood Education centres in the province by at least 30 by 2009, to allow improved access to Early Childhood Education for children. This increase can be achieved either by attaching early childhood centres to primary schools, or by the establishment of new stand-alone centres, or by introducing double streams to existing Early Childhood Education centres;
- Each of the four administrative regions of Malaita will establish an Early Childhood Education coordinating office, and at least two Early Childhood Education model centres, for purposes of awareness, training, and preparation of teaching aids and learning materials. These centres would provide field-based training to Early Childhood Education teachers;
- the provision of training opportunities will be increased through fast-tracking methods, such as through well-coordinated centre-based training, and by designing ways of supporting field-based training (FBT), to allow Early Childhood Education teachers to complete training in the field with a recognised qualification, thus addressing the Early Childhood Education teacher shortage in the province;
- resources will be mobilised to seek the support of communities to establish more Early Childhood Education centres and to contribute to support teachers. Every school will be encouraged to develop an awareness programme for parents and communities on the value of Early Childhood Education;
- while the official age for access to Early Childhood Education in Malaita Province is from 4-5 years, policy should be clarified whether the preparatory year (approximate age 6) should continue to be regarded as part of primary schooling or be merged with Early Childhood Education; and
- Discussion could be undertaken on the advantages and disadvantages of a proposal that primary schools within the province could make it a requirement that only children who have completed Early Childhood Education should be enrolled in primary education.

6.3.2. Facilities

To meet the unmet demand for Early Childhood Education in the province, planning needs to be initiated immediately to identify where upgrading of existing facilities is required, and to plan the development of facilities to meet the anticipated increase in enrolments.

The following actions will be taken.

- The provincial education officers will immediately design and conduct a survey of all the communities in the province in order to establish a robust database to serve as the basis of Early Childhood Education facility development. The database will include the actual number of kindergarten age children attending Early Childhood Education centres in each district, the locations where demand for Early Childhood Education is being experienced, the number and condition of existing Early Childhood Education facilities, and other relevant information required for the development of Early Childhood Education in the province. This action will identify the upgrading needs of each kindergarten, and may lead to the reactivation of closed ones.
- Logistic support will be provided for Early Childhood Education coordinators to identify all the facility needs of the province.
- Once the survey has been completed, a detailed provincial plan for the development of facilities will be put together, indicating locations for development, and a priority order, and the type of

development anticipated (options include upgrading existing facilities, extensions to an existing centre to permit double streams to operate, attaching an Early Childhood Education centre to an existing primary school, or the development of a new Early Childhood Education centre). The intention is to plan for the development of at least 30 Early Childhood Education facilities (10 per year) by 2009. School mapping will be done.

- All schools without kindergartens could consider expanding their facilities to cater for Early Childhood Education in their district.
- Each education authority in the province will encourage communities (where there is a need) to set up their own Early Childhood Education centres.
- All kindergartens in the province will have standardised classrooms and facilities. Early Childhood Education classroom facilities will be standardised through the development (by the Ministry of Education and Human Resource Development) of a standard classroom design for Early Childhood Education to set a standard for all centres.
- The province could take the lead in improving conditions for Early Childhood Education by establishing criteria for registration of Early Childhood Education Centres, and registering only those centres that meet minimum quality standards.

6.3.3. Curriculum

There is a strong preference for the Early Childhood Education curriculum to be centralised, while allowing Early Childhood Education centres the autonomy to determine how the learning needs of the local children will be met. The development of Early Childhood Education curriculum guidelines (the curriculum) and supporting learning resources should be co-ordinated by the Curriculum Development Centre. The Curriculum Development Centre is encouraged to develop a standard teachers' resource book for Early Childhood Education. There is also a need for copies of the curriculum to be made available to all kindergartens and early childhood centres.

Until a formal early childhood curriculum is developed and approved, Early Childhood Education teachers in Malaita will continue to encourage the following activities: sound language development, good coordination, recognition of different colors, how to hold a pencil, the painting of pictures, recognition of pictures and numbers, free expression through movement, music or other creative media, and story telling. Listening to stories about local customs and to stories from books should be encouraged. Local equipment and resources for learning, reflecting Malaitan culture and practices, can be developed at the Early Childhood Education model centres to be established by the province.

6.3.4. Teacher Supply and Demand

Rapid expansion of Early Childhood Education is predicted if sufficient trained teachers and facilities can be made available. Because there is unmet demand for the supply of trained Early Childhood Education teachers, there is a need to give priority to strategies for increasing their number. Solomon Islands College of Higher Education, however, does not have the capacity to meet all the teacher training needs of Early Childhood Education for the province. It can, and should, however, increase its capacity within the resources available to it.

The following strategies and activities are proposed for teacher training in order to meet Early Childhood Education teacher supply needs in the province.

- There is a need in the short term to upgrade the skills and qualifications of the Early Childhood Education teachers who are untrained, or provide them with opportunities to gain access to

additional training. Options include access to University of South Pacific courses through distance and flexible learning, the possibility of developing distance and flexible learning courses through Solomon Islands College of Higher Education, and review of, upgrading of, and improved access to field-based training;

- Solomon Islands College of Higher Education/ Ministry of Education and Human Resource Development will design and conduct Early Childhood Education summer courses for untrained teachers already attached to kindergartens;
- There is also a need to train additional new Early Childhood Education teachers. Solomon Islands College of Higher Education will therefore consider expanding its Early Childhood Education teacher training programme, with an aim of achieving an enrolment of 20 trainees each year from Malaita province in pre-service courses at Solomon Islands College of Higher Education (Solomon Islands College of Higher Education needs to consider what would be required to an expand its output to achieve double its current enrolment);
- Malaita Education Authority will jointly develop its own Early Childhood Education teacher training packages and courses, to be conducted at provincial centres, using expertise in the school system, with the assistance of Solomon Islands College of Higher Education/University of South Pacific; and
- The province will aim at increasing the total number of its Early Childhood Education teachers, both qualified teachers and those who have undertaken field-based training, by at least 30 by the year 2009. This increase will require the training of 10 teachers each year in each of 2007, 2008 & 2009.

6.3.5. Financing

A robust Early Childhood Education sector in Malaita will need to consider how its operations will be funded in order to achieve a viable future. The future funding of Early Childhood Education will depend upon an effective partnership between all stakeholders, and continuing financial contributions negotiated between the Government, the Malaita Provincial Education Authority, the community, and parents themselves. The Community Standard Funding provides a good model.

The major responsibility for financing early childhood education rests with communities and the voluntary sector. Parents will need to support Early Childhood Education through the payment of fees for their children who are enrolled.

The present system of financing is not properly coordinated, and there is need to put a financing formula in place. It is suggested that parents/ communities should continue to raise the bulk of funds required for setting up an Early Childhood Education centre.

The Malaita Education Authority could consider financial support (perhaps by way of a subsidy) for the financing of learning materials and equipment, curriculum materials, teacher training. Currently, only trained teachers salary is paid by the central government.

6.3.6. Management

There needs to be clear policy guidelines in place concerning what roles each stakeholder ought to play. The following arrangements are proposed:

The Ministry of Education and Human Resource Development (on behalf of the National Government) will undertake responsibility for:

- development of Early Childhood Education Policy and overall management of Early Childhood Education;
- management and payment of salaries of trained Early Childhood Education teachers through the Teaching Service Division;
- coordination of the Early Childhood Education curriculum by CDC, and curriculum design and development;
- development of learning and resource materials for Early Childhood Education through the Education Resource Unit; and
- support for training and development for Early Childhood Education teachers through the office of Teacher Training and Development.

Parents and communities will undertake responsibility for:

- Contribution to the cost of Early Childhood Education through fund raising and collection of school fees;
- Responsibility for control, ownership, governance and management of Early Childhood Education centres (in some cases the Early Childhood Education centres will be managed by the primary school Boards which host them);
- Responsibility for daily management of kindergartens, maintenance, recurrent costs, and labour costs relating to centre facilities;
- Responsibility for payment of the salary of untrained Early Childhood Education teachers; and
- Implementation of the curriculum.

Education Authorities will assume responsibility for:

- Coordination of Early Childhood Education activities in schools which are under education authority control in the Province;
- Coordination of resources allocated to Early Childhood Education by the Provincial Early Childhood Education Coordinator on behalf of Ministry of Education and Human Resource Development;
- Supervision by the Provincial Early Childhood Education Coordinator of Early Childhood Education teachers undertaking field-based training, and co-ordination of training for the Early Childhood Education coordinator(s);
- Appraisal of Early Childhood Education teachers by the Provincial Early Childhood Education Coordinator for promotion, progression, training and development;
- Contribution to salaries of Early Childhood Education teachers;
- Putting clear policies on Early Childhood Education in place; and
- Securing external funding for Early Childhood Education needs.

CHAPTER 7: PRIMARY EDUCATION

7.1. Definition

Primary education covers a formal span of seven years which includes the "preparatory year" prior to standard one. There are six years following the preparatory year, starting at standard one and ending at standard six with a terminal examination. These seven years constitute the "basic education" programme of the Solomon Islands.

The overall purpose of primary education is to develop children's literacy and numeracy skills (reading, writing, speaking, listening, and computational skills) and other skills and understandings that prepare young people to take part in society.

7.2. Current Situation

Primary education is well distributed throughout the province, but there is a general need for upgrading of school facilities and for a more meaningful partnership in resourcing and financing by all stakeholders.

In 2006 there were 167 registered schools, including community high schools) throughout the province with a total enrolment of 30,996 students and a teaching force of 1,153 teachers. Table 7 sets out detail about the numbers of teachers and the number of enrolments by constituency.

Table 7: Primary School Teaching Staff, and Enrolments by Constituency, 2006

Constituencies	No. of Schools	Teaching Staff	Enrolment			Teacher/Pupil ratio
			Male	Female	Total	
Aoke/ Langa langa	6	55	981	886	1,867	33.9
Baegu/ Asifola	4	28	422	259	681	24.3
Central Kwara'ae	12	96	1,563	1,336	2,899	30.2
East Areare	9	84	959	849	1,808	21.5
East Kwaio	15	53	954	845	1,799	33.9
East Malaita	11	67	1,126	904	2,030	30.3
Fataleka	6	43	798	610	1,408	32.7
Lau/ Mbaelelea	21	154	1,981	1,654	3,635	23.6
Malaita Outer Islands	3	21	261	240	501	23.9
North Malaita	14	112	1,298	1,137	2,435	21.7
Small Malaita	22	150	1,741	1,596	3,337	22.2
West Areare	15	77	997	929	1,926	25.0
West Kwaio	8	65	1,161	1,027	2,188	33.7
West Kwara'ae	12	111	1,974	1,688	3,662	33.0
(blank	9	37	415	405	820	22.2
Total	167	1,153	16,631	14,365	30,996	26.9

Source: SIEMIS 2006 Survey Report

7.2.1. Access and Equity

Generally, primary education is available to the majority of children in Malaita province. The 2006 data showed a total enrolment of 30,996, which represents just over 30% of the national total primary school enrolment.

Of these enrolments, 16,631 were male and 14,365 were female. The male and female enrolment percentages in 2006 were 53.6% boys and 46.4% girls. There is a slight gender imbalance between enrolments of girls and boys, but this proportion reflects a similar gender distribution in the overall age cohort. There is some evidence that the number of girls attending school, however, appears to reduce at standards 4 – 6 level in Malaita. Further work is needed on the more up-to-date statistical data now available for the 2006 year in order to identify the current attrition rate in primary schools in Malaita.

Table 8 sets out detail of enrolments by gender by constituency.

Table 8: Primary School Enrolments by Gender by Constituency, 2006

Constituencies	Enrolments			
	Male	Female	Total	% Female
Aoke/ Langa langa	981	886	1,867	47%
Baegu/ Asifola	422	259	681	38%
Central Kwara'ae	1,563	1,336	2,899	46%
East Areare	959	849	1,808	47%
East Kwaio	954	845	1,799	47%
East Malaita	1,126	904	2,030	45%
Fataleka	798	610	1,408	43%
Lau/ Mbaelelea	1,981	1,654	3,635	46%
Malaita Outer Islands	261	240	501	48%
North Malaita	1,298	1,137	2,435	47%
Small Malaita	1,741	1,596	3,337	48%
West Areare	997	929	1,926	48%
West Kwaio	1,161	1,027	2,188	47%
West Kwara'ae	1,974	1,688	3,662	46%
(blank	415	405	820	49%
Total	16,631	14,365	30,996	46%

Source: SIEMIS 2004 Survey Report

There may be a need in the province to launch a community awareness campaign to encourage parents to keep their daughters attending school at least until the completion of primary schooling. The cultural expectation that daughters who are still at a relatively young age can be expected to provide parents with child care for younger siblings during the school day may be disadvantaging the life chances of young women in Malaita.

The following issues have been identified as hindrances to improved access and equity in Malaita:

- Parental inability to pay school fees;
- Teenage pregnancies;
- Family breakups;

- Migration to other provinces;
- Peer group influence;
- Use of children by parents for activities to earn money instead of sending them to school;
- Teacher absenteeism;
- Parental reluctance to send girls to school; and
- Geographical distance of schools from small remote villages.

A study is needed to assess the extent of student with special needs.

7.2.2. Facilities

Primary school facilities in most schools are inadequate and are in a poor state. The NZAID primary school supplies have brought relief to schools through provision of teaching equipment and resources, but there are no proper storage facilities or inventory records.

A high population growth rate, estimated to be as high as 3.2% in Malaita, will have significant implications for provision of new facilities if access to primary education is to be maintained, and for the costs of providing them. New facilities will be needed, as well as attention to upgrading of existing facilities.

7.2.3. Curriculum

The curriculum needs to be modernised to remain relevant, effective, and appropriate for the needs of Solomon Islands students. The primary school curriculum is currently being reviewed, with work on primary mathematics and English for standards 1 to 6 under way. The provision of new learning materials needs to be supported with ongoing teacher in-service training.

7.2.4. Teacher Supply and Demand

The number of primary teachers in 2006 in Malaita primary schools is 1,153. Of these 1,153 primary teachers, 755 are male and 398 are female. Out of this number, a low percentage of 53% is listed as trained. The number of untrained teachers is therefore very high. The teacher: pupil ratio is just over 1:26.9, so sufficient teachers appear to be available.

There are 638 teachers in the community high schools. It is not clear from the SIEMIS whether these teachers are included as primary level or secondary level teachers. On an assumption of a teacher to pupil ratio of 1:30 is likely that all community high school teachers have been included in the total on 1174, even if they were teaching forms 1 to 3 students. This assumption needs to be verified.

The shortage of appropriately trained and qualified teachers in primary schools indicates that a key issue is the overall quality of the teaching work force. The major issue of concern is the high number of untrained teachers. An inadequately trained teacher work force means that the standard of achievement of students inevitably suffers. The province urgently needs to identify the large number of individual teachers who are classified as "untrained" teachers, and develop strategies to train them and upgrade their skills.

Table 9: Total Establishment, Trained and Untrained Primary Teachers, 2006

Constituency	Not trained	Trained	Total	% trained
Aoke/ Langa langa	14	41	55	75%
Baegu/ Asifola	13	15	28	54%
Central Kwara'ae	37	59	96	61%
East Areare	38	46	84	55%
East Kwaio	16	37	53	70%
East Malaita	34	33	67	49%
Fataleka	21	22	43	51%
Lau/ Mbaelelea	104	50	154	32%
Malaita Outer Islands	11	10	21	48%
North Malaita	54	58	112	52%
Small Malaita	59	91	150	61%
West Areare	28	49	77	64%
West Kwaio	33	32	65	49%
West Kwara'ae	47	64	111	58%
(blank)	29	8	37	22%
Grand Total	538	615	1,153	53%

Source: SIEMIS 2006 Survey Report

7.2.5. Financing

Central government currently pays the salaries of teachers and gives operating grants to schools. The province supplements government grants, and the schools charge parents school fees. The proposed basis of Community Standard Funding is that the Solomon Islands Government provides 60%, the Malaita Education Authority provides 30%, and the parents and the community provide 10% of the funding required for primary education. At the same time, schools need to be encouraged to raise funds through self reliance projects to support the government funding.

7.2.6. Management

Many primary schools in the province are poorly managed. There are serious management capacity issues evident in schools throughout the province. Head teachers and school committees are poorly equipped to perform their roles and responsibilities as expected, and are not given appropriate training. Teachers are often promoted to take on positions as head teachers without proper professional assessments and the required management training.

7.3. Future Directions

7.3.1. Access and Equity

In order to improve access to and equity in primary education, and to reduce the attrition rate at the primary level in the province, the following strategies and activities will be carried out in the province:

- Push for a policy to make primary education compulsory and "free" for all children in Malaita;
- Improve existing school facilities and expanded where there is need;
- Mount an effective awareness programme will be to educate parents and communities on the importance of educating their children, especially the importance of the education of girls;
- Improve the current system of posting teachers to ensure even distribution of resources to schools; and
- Resolve issues concerning schools.

Land on which the schools are built on Malaita has increasingly become a focal point, leading to closure of schools. Land owners, specifically from the northern and central regions, are beginning to demand rentals for land on which schools are sited. It is strongly resolved that the Ministry of Education, the Education Authorities operating in the province and schools liaise with landowning groups to register land on which schools are located, and to resolve these issues speedily.

Table 9 sets out the projected population figures for the primary school age group (ages 6 to 12) and projected primary school enrolment projections for the planning period. The numbers of projected enrolments are problematic.

The Table 10, Scenario 1 population projections for ages 6-12 are based on the provincial population forecasts developed from the 1999 census data. The projected enrolments in Table 10, Scenario 2 are based on a straight line extrapolation of the actual 2006 primary school enrolment data (32,346), projected forward on the basis of the increase between 2004 and 2005 reported in the *Digest of Education Statistics 2005* (18%)[3] The projected enrolments in Table 10, Scenario 3 are based on a straight line increase of the actual 2006 Malaita primary school enrolments (30,996), calculated on a projected annual growth rate of 3.2% (the estimated forecast growth rate for the Malaita population in the 1999 census.)

Table 10: Primary School Growth Potential, 2007 to 2010.

Year	2007	2008	2009	2010
Population Projections, Ages 6-12 (Scenario 1)	29,042	29,417	27,656	30,047
Projected enrolments, (Scenario 2)	45,038	53,145	62,711	73,999
Projected enrolments. (Scenario 3)	31,988	33,011	34,068	35,158
Projected increase in enrolment	992	1,024	1,056	1,090
Trs/classes at a ratio of 1 teacher per 30 students	33	34	35	36

The Scenario 1 Table 10 population projections (the first row in the table) based on the 6-12 age group clearly do not correspond with actual primary school enrolments, probably because primary schools enrol large numbers of pupils over the age of 12. Scenarios 1 is less useful, and may therefore be set aside. Scenario 3 seems a more credible scenario, although it is a gross estimate, and may also be a conservative

---

[3] 2005 Malaita primary school enrolment = 32,346. 2004 Malaita primary school enrolment=27,406.

estimate of forecast enrolments if the province manages to reduce the current attrition rate in primary schools.

More work is required to forecast an accurate set of enrolment projections for Malaita primary schools. Getting this forecast right is a fundamental aspect of effective planning. The work is urgent and should be initiated immediately. The services of an expert demographer may need to be engaged.

What is clear is that primary school enrolments in the province look set to increase quite significantly in the medium term as access to universal primary school education (universal basic education) is expanded. The extent of the increase, however, is not yet clear. In the absence of reliable primary school enrolment forecasts, the prudent course is to plan for an increase based along the lines of Scenario 3. Meeting the implications of the primary school forecast enrolments set out in Scenario 3 will require the province to increase significantly both the number of teachers available and the number of primary school classrooms.

There is agreement that the issues relating to access to primary schooling must be addressed by the province. At this stage it is not known with certainty if the province is experiencing difficulty in achieving universal enrolment of the school age population in its existing schools. It appears, however, from the combined professional judgments made by Principals of primary schools and communicated to the Ministry of Education that this situation may the case.

Further work is needed to verify the current attrition rate in Malaita primary schools, and the reasons for attrition (if attrition is occurring).

7.3.2. Facilities

As a first step, the province needs to undertake a stocktake (a survey) to develop an accurate database of all existing school facilities, including classrooms, teacher houses, and dormitories, with an assessment of the condition of the school building stock, and an assessment of whether minimum standards are met. This stocktake should also consider occupancy rates, and the extent of overcrowding, if any. A national methodology for this purpose should be developed by the Ministry of Education and Human Resource Development.

To provide quality education, all primary schools in the province will need to have the following:

- Proper storage facilities;
- Enough office space;
- Proper desks, chairs, work tables and black boards;
- Clean drinking water and washing;
- Proper toilet facilities;
- Proper facilities for sport;
- Proper staff houses;
- Two-way radios for communication;
- A First Aid kit (or kits);
- A school hall.

The assumption is made that one of the most important facilities required for a school to operate will be classrooms. Further work will be needed once the survey is completed to determine where existing classrooms need to be upgraded, and where (if anywhere) new schools will be required. The province has assumed that standard classrooms are currently located in the existing 131 schools and, if so, on an

average basis of 7 classrooms per school, has further assumed that there are there are about 1033 classrooms in the province. On the basis of a 1:30 teacher pupil ratio, 3,996 students only could be accommodated in this number of classrooms. These assumptions need to be verified, or the facts established, by the proposed survey. Given that the 2005 statistics report a total Malaita primary school enrolment of 30,996, either these assumptions are incorrect, or there are flaws in the underlying data, or there is considerable overcrowding `currently occurring in classrooms in Malaita. More information is needed to be able to verify the facts.

Once the proposed stocktake has been completed, the locations where primary school facilities are in most urgent need of upgrading can be identified, and priorities for upgrading and maintenance can be set. Plans for the construction of any new facilities required can then also proceed on a sound information base.

The planning will need to consider what criteria will be used to establish whether an existing school should be extended, and/or a new school established, and/or whether existing schools should be merged. An effective policy on extension and/or establishment of schools in Malaita Province is required. Provincial priorities need to be determined and trade-offs made if necessary before construction of any school starts. This provincial policy will need to be developed in the light of a central school establishment policy developed by the Ministry of Education and Human Resource Development.

The province may need to consider building boarding facilities to cater for communities disadvantaged by reason of remoteness or distance.

The school establishment policy will need to consider what prior work needs to be done first.   Prior issues that need to be determined include issues to do with where any new school (or an expansion of an existing school) should be located and its future viability (based on "market surveys" of the school age population in a district), where the teachers will come from, how many teachers will be needed, the title and ownership of land, how provision of clean water and adequate sanitation will be managed, the appropriate size of the school and number of classrooms, and whether to build dormitories or not. Once the prior work is completed, and a decision to proceed is made, it will be necessary to consider how new schools (or expansion of existing schools) will be funded (for instance, whether capital development costs will be met by local communities), the type of construction to be used, what the cost will be, and who will provide the funding. If necessary, a business case will then need to be made to a suitable funder to secure the necessary finance, whether the proposed funder is the local community, central Government, the Malaita Provincial Authority, or a donor agency.

To summarise, the following immediate actions are needed:

- undertake a stocktake to assess the needs of primary schools in Malaita, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Malaita Provincial Education Authority and the Ministry of Education and Human Resources Development;
- Support and ensure all schools have a school development plan.
- encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- provide appropriate furniture and equipment for classrooms, including radio, duplicating machines, and solar power facilities;
- Improve sanitation in the province's schools;
- Provide clean and safe water for primary schools;
- Build staff houses using standardized building plan, and a set of minimum standards;

- Register lands are located needs to be registered, and if necessary land currently on lease or used on the basis of good will should be gifted to education, or purchased;
- identify at least 2 schools in each constituency that will have boarding facilities, so that places can be made available for students from landlocked villages in the respective constituencies;
- plan to construct a boys' dormitory, a girls' dormitory, and an ablution block in suitable locations in each year from 2007 to 2009 (5 sets of buildings per year, 15 in total by 2009), and review progress in 2010;
- consider appropriate sports facilities in any school development;
- Mount an awareness programme for communities on ownership of schools should be mounted; and
- Cost the infrastructure programme for primary schools in Malaita province

7.3.3. Curriculum

The current review of the primary school curriculum should continue, with the objective of modernising it and making it more relevant and effective. Curriculum design and development should remain centralised. Within the review of the school primary school curriculum the Province will:

- introduce practical subjects in the curriculum, including the integration of traditional skills and values such as traditional art and craft, local culture, traditional fishing and gardening techniques, and traditional music and dancing;
- strengthen language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English;
- conduct more in-service training on Nguzu Nguzu materials through more decentralised modes;
- incorporate all subjects of the curriculum such as social science and science with local approaches and examples;
- Phase out the Solomon Islands Secondary Entrance Examination at Standard Six;
- Facilitate training of Principals for Community High Schools with primary schools attached at in-service training on curriculum materials for primary teachers is encouraged, to enable those Principals to hold school-based workshops;
- Provide of adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1, with curriculum materials to be distributed evenly to all schools based on student enrolment;
- Carry out of an annual school inventory by Head Teachers at the end of each academic year; and
- Revive the provincial and school library services.

7.3.4. Teacher Supply and Demand

Well trained teachers are the foundation of a quality education system. Training and development of teachers in the province needs to address both quantity (teacher supply) and quality (teacher quality).

While 1,153 primary teachers have been recorded in Malaita province in the 2006 Ministry of Education and Human Resource Development statistical digest, the large number of those teachers who are untrained is unacceptable, and this situation directly affects the standard of student achievement. A key issue in relation to teacher supply and demand is that large numbers of the existing primary school teachers in the province are not sufficiently well qualified. The large number of untrained primary teachers is an issue that requires immediate attention if the quality of education delivered to students in Malaita Province is to be improved.

Owing to the increase in population in the province, and because too many existing teachers are currently not trained, the province has a preliminary estimate that at least two hundred teachers need to be trained within the next ten years.

A range of strategies needs to be developed as a matter of urgency to train all the untrained teachers to an acceptable standard, including field-based training, extension to numbers of trainees at the Solomon Islands College of Higher Education, short summer courses, distance and flexible learning through Solomon Islands College of Higher Education or by enrolment in University of South Pacific programmes, mentoring of existing untrained teachers by experienced professionals, and provision of professional development opportunities through in-service training.

The following strategies are encouraged to improve the training of teachers in the province.

- Develop a teacher training strategy for the province, including the development of teacher supply forecasts.
- Enrol 10 pre service teacher trainees each year either at Solomon Islands College of Higher Education other alternatives. 10 teachers undertaking a pre-service programme are suggested as a minimum number to be trained annually for the Malaita Province each year for the next 5 years.
- Enrol as many existing teachers as possible to undertake further training through University of South Pacific Distance and Flexible Learning (DFL) and Summer School modes;
- Propose to the Solomon Islands College of Higher Education-SOE curriculum to include multi-class teaching modules.
- Make available Diploma and degree courses for existing primary certificated teachers, to enable them to be upskilled and to provide quality education (in this context, the Teaching Certificate programme at Solomon Islands College of Higher Education-SOE needs to be upgraded to diploma or degree level).
- Negotiate with authorities to get Teacher training scholarships (for enrolment at Solomon Islands College of Higher Education, or elsewhere) to be equally distributed for each province using a quota system based on population.
- Mount In-service/upgrading workshops.
- Promote school based training, using Malaitan expertise already teaching at schools, in consultation with Solomon Islands College of Higher Education, Ministry of Education and University of South Pacific.
- Negotiate with all the education authorities operating in Malaita, and other stakeholders, to give serious consideration to the setting up of a training institute for Malaita, or, at the very least, an off-site campus of Solomon Islands College of Higher Education. The main function of such institute would be to facilitate the manpower training needs of the Early Childhood Education, primary, secondary and Technical and Vocational Education and Training (Technical and Vocational Education and Training) sectors, as well as the training needs of community-based organisations.
- Cost the provision of a quality teacher training programme and fund it.

7.3.5. Financing

The policy of the Government of the Solomon Islands is that primary education is free for all children in the Solomon Islands. The Government currently pays a school grant of SBD200 per child per year. To enhance partnership in funding education services by all stakeholders, parents and communities are still required to

contribute to primary education. The contribution of stakeholders has been negotiated as part of the Community Standard Funding. In many cases it is evident that school funds are misused by head teachers and school committees.

Table 11 gives an indicative projection under the of the Community Standard Funding Grant initiative.

Table 11: **Primary Education projected indicative government grant of 2007 – 2009.**

Year	2007	2008	2009	Total
Enrolment	31,988	33,011	34,068	**99,067**
SIG Grants at SBD200 per student	6,397,574	6,602,297	6,813,570	**19,813,441**

For the purpose of accountability and transparency, the following strategies and activities are considered important and the Province will:

- Maintain the current system of grants disbursement where the Ministry of Education will disburse school grants to the Malaita Provincial Education Authority, and then the Malaita Provincial Education Authority will disburse grants to schools;
- Ensure that Head teachers of each school is the accountable officer at the school level, and therefore will report to the Province;
- Train head teachers, Chairpersons and treasurers in financial management by Education Authorities and the Ministry of Education;
- Submit full reports of how funds were used to the responsible Ministry/donors;
- Ensure grants paid to schools is on a per capita basis and based on the total enrolment in each primary school;
- Inform all stakeholders (Government, EA, and parents) to contribute to the Community Standard School Funding arrangement, through awareness training within the community on the proposed community standard funding, in order to help all stakeholders to be informed about their responsibility in educating a child;
- Ensure that the Central Government fund salaries and provide training and curriculum materials;
- Provide materials and stationery, and launch community awareness programmes, offer in-service training, and consider an incentive allowance for teachers by the provincial Education Authority;
- Inform and get schools, parents and communities to provide land and buildings, and will participate in fund raising. The 10% contribution from parents and the community can come in the form of labour, materials or fundraising; and
- Provide Financial and management training for Head Teachers, chairpersons of primary schools, and treasurers based on basic bookkeeping and basic budgeting.

7.3.6. Management

Management of schools will be improved. The following strategies will be undertaken in the next three years.

- Provide management training for Head Teachers and members of School Committees, and the SOE/Solomon Islands College of Higher Education will be encouraged to include a management component in its teacher training programmes. Management training will be

based on policy formulation and development, basic project appraisal, developing inventory skills, managing of supplies, and managing filing systems;

- Pay all financial assistance directly to the responsible Education Authority;
- Negotiate with the central government to provide cash assistance to enable the province to carryout infra-structure development in the primary schools;
- Assess teachers professional experience and qualification prior to their appointment to Head Teacher positions;
- Provide more opportunities to women to become Head Teachers;
- Provide copies of the Head Teacher's manual to all Head Teachers;
- Support and encourage all schools to have a teacher development plan,
- Carry out regular assessment of teachers for purposes of registration, confirmation, and promotion by education authorities;
- Distribute evenly experienced and trained teachers should be distributed evenly; and
- Deal efficiently all reported cases of discipline and appropriate disciplinary action taken.

CHAPTER 8: JUNIOR SECONDARY EDUCATION

8.1. Definition

Junior Secondary education follows after Primary schooling and continues for three (to Form 3). The purpose of secondary education is to expand knowledge of subjects already studied at primary school including literature, science, mathematics, social studies, commerce and other subjects essential for physical and intellectual development and to prepare students for specialised skills training. In the Secondary school system, there are 3 categories of schools:

National Secondary Schools: These schools are the original High Schools operated by the Government and the Churches; their student enrolments come from across the country.

Provincial Secondary Schools: These schools were initiated by the Government but run by the Provinces; their student enrolment is restricted to the provinces only.

Community High Schools: These schools started as Primary schools and the secondary sections were added on. The school is built and managed by the Communities and assisted by the Church or Provincial Education Authorities.

8.2. Current Situation

Junior secondary school level is part of basic education, and refers to schools which provide classes from forms 1 – 3. The objective is to increase access in Malaita Province to ensure a 100% transition of students from Standard 6 in primary education into form 1 (and up to form 3).

The total registered number of Junior Secondary Schools in Malaita province for 2006 is 48. Of these, 44 are community high schools, three are provincial secondary schools, and one is a national secondary school. The total enrolment in forms 1, 2 and 3 in 2006 in Malaita province is 4,098. The 48 schools are controlled and administered by 4 education authorities.

Detail of numbers of teachers and enrolments by constituency are set out in Table 12.

Table 12: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency, 2006

Constituency	No of school	No of teachers	Enrolment
Aoke/ Langa langa	2	12	348
Baegu/ Asifola	1	2	56
Central Kwara'ae	6	19	584
East Areare	3	7	211
East Kwaio	2	3	103
East Malaita	4	9	263
Fataleka	3	5	156
Lau/ Mbaelelea	5	19	560
Malaita Outer Islands	1	1	23
North Malaita	4	13	390
Small Malaita	5	15	449
West Areare	5	12	366
West Kwaio	3	8	248
West Kwara'ae	4	11	340
Grand Total	48	137	4,097

Source: SIEMIS 2006 Survey Report. Note: teacher numbers are calculated at an assumption of one teacher per 30 students. There is no demarcation of teachers by levels at the moment.

8.2.1. Access and Equity

Access to junior secondary school is still an issue, though perhaps not a major one, in the province. The Ministry of Education and Human Resource Development *Annual Report* for 2005 reported an enrolment of 1,991 in the Solomon Islands Secondary Entrance Examination. Out of these, 1,934 progressed into Form 1, and 57 were required to repeat. Approximately 97 % of the 2005 standard six cohort made the transition to junior secondary school.

There are currently more males in junior secondary schools than females. This imbalance is a reflection of the age group in the provincial population. In the 2006 SIEMIS Survey Report there were a total of 2,304 males enrolled (56%) in junior secondary schools in the province, compared to 1793 females (44%). Table 11 sets out enrolments by gender by constituency. This table shows that the distribution of community high schools is not equally distributed amongst the constituencies. This distribution is an issue which the province may consider in its establishment of new junior secondary schools.

Gender balance decreases (in favour of males) at form 3 level. Some of the contributing factors include:

- Teenage pregnancies;
- Cultural attitudes to girls;
- Ignorance of the importance of educating girls; and
- Lack of proper guidance by parents and teachers.

The province must address this problem by taking measures to protect, promote and reduce the attrition rate at the Form 3 level. The disparity between the genders is shown in Table 13. All the constituencies saw a larger male than female enrolment, with the exception of the East Areare Constituency, which showed a higher enrolment by females.

Table 13: Total Enrolments by Gender by Constituency, 2006

Constituency	Male	Female	Total	% Female
Aoke/ Langa langa	182	166	348	48%
Baegu/ Asifola	28	28	56	50%
Central Kwara'ae	335	249	584	43%
East Areare	107	104	211	49%
East Kwaio	58	45	103	44%
East Malaita	164	99	263	38%
Fataleka	85	71	156	46%
Lau/ Mbaelelea	318	242	560	43%
Malaita Outer Islands	15	8	23	35%
North Malaita	214	176	390	45%
Small Malaita	253	196	449	44%
West Areare	198	168	366	46%
West Kwaio	139	109	248	44%
West Kwara'ae	208	132	340	39%
Grand Total	2,304	1,793	4,097	44%

Source: SIEMIS 2006 Survey Report

8.2.2. Facilities

Most community high schools buildings are in need of completion. In addition, the more pressing needs are specialised classrooms, tools and equipment, libraries, staff houses, assembly halls and sport facilities. Boarding needs are beginning to emerge in some junior secondary schools. About 28 community high schools have benefited from RDVA school rehabilitation, CPRF, Japanese Grassroots, and support from other aid donors in funding toilets and sanitation, general classrooms, water tanks and completion of classrooms.

Communities and parents are also assisting to meet facility costs by way of paying school fees and fundraising.

Land still poses problems, as many of the schools still need to register the portion of land which they are located on.

8.2.3. Curriculum

The curriculum for junior secondary schools is centralised, and is coordinated by the Ministry of Education and Human Resource Development through the Curriculum Development Centre. There is, however, a need to make provision for teaching and learning about local culture in order to enhance an education that is relevant to the province and its people.

The Ministry of Education is planning a major review of the curriculum under the *Education Strategic Plan 2004 -2006*. It is agreed that curriculum design and development will remain centralised. There is evidence that practical subjects are given very little attention in junior secondary schools throughout the country, owing to a lack of curriculum materials and textbooks, a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools. Most junior secondary schools have inadequate curriculum resources and equipment to teach prescribed subjects. The promised curriculum supplies for junior secondary schools through Stabex funding have yet to reach schools.

The key question with respect to the junior secondary curriculum is whether it remains relevant and up-to-date, and whether supporting learning materials and resources are adequately supplied to schools. The shortage of curriculum material and learning resources is one of the key factors that negatively impacts on the quality of education in the province. Two factors lead to the shortage of learning resources: materials are not supplied to schools because of a shortage of funds, and existing materials in schools are not properly managed, resulting in loss and damage.

8.2.4. Teacher Supply and Demand

Teacher training and development at junior secondary level is another area that requires improvement. There is a shortage of appropriately trained and qualified teachers in junior secondary schools. Training and development of teachers in the province needs to address both quantity (teacher supply) and quality (teacher quality).

The present situation in the province which is of concern is that junior secondary teachers are not appropriately trained. The total number of junior secondary established teaching positions for 2006 is tabulated in Table 14 below. About 40% could be untrained. It will be necessary to provide training for the untrained teachers in the junior secondary schools, and to lift the overall qualifications of teachers in the secondary teaching service.

Table 14: Junior Secondary Schools Establishment of Teachers, Trained and Untrained, 2004

Constituency	Number of teachers	Teachers trained	Teachers Not Trained	% Not trained
Aoke/ Langa langa	12	9	3	23%
Baegu/ Asifola	2	1	1	33%
Central Kwara'ae	19	14	5	27%
East Areare	7	3	4	55%
East Kwaio	3	2	2	52%
East Malaita	9	4	5	58%
Fataleka	5	2	3	54%
Lau/ Mbaelelea	19	9	10	53%
Malaita Outer Islands	1	0	0	50%
North Malaita	13	9	4	33%
Small Malaita	15	12	3	23%
West Areare	12	9	4	29%
West Kwaio	8	3	5	63%
West Kwara'ae	11	7	4	40%
Grand Total	137	82	54	40%

Source: SIEMIS 2006 Survey Report

The total number of vacant posts for 2004 was 158, and for 2005 it was 224. These vacancies indicate schools are finding it increasingly difficult to staff their establishments with appropriately qualified staff, and that a teacher shortage is present in the province. It remains to be seen if the recent pay rise for teachers will assist in alleviating the problem. The number of teachers required is likely to be at least 200, given that the number of current vacancies is a proxy for the difficult schools are experiencing in securing suitably qualified staff. Training this number of teachers for junior secondary schools in Malaita will take time.

The number of teachers required is likely to increase after 2007 if the Solomon Islands Secondary entrance Examination is phased out according to that timetable. The lack of trained junior secondary teachers in Malaita may compromise the policy to do away with the Secondary Entrance Examination in 2006, and mean it is possible that implementation of the policy to phase out the Secondary entrance Examination will need to be deferred for at least a year.

8.2.5.   Financing

The proposed Community Standard Funding proposes the following proportional shared contribution of funds for junior secondary school education:

Solomon Islands Government:	60%
Malaita Education Authority:	30%
Parents and community:	10%

The Provincial Education Authority has allocated $40,000 towards education in 2005, while the Solomon Islands Government and the European Union Secondary School Grant (European Union SSG) allocated a total $1,417,200. Parents contribute an estimated $2,000,000 through the payment of school fees. The total annual budget for junior secondary schools in Malaita Province for 2005 was $3,457,000.

The central allocation of secondary school grants is based on SBD500 per day school student and SBD700 per boarding school student. While the current grants are co-financed by the European Union and the Solomon Islands, the cost of teacher salaries is met by the Solomon Islands Government.

The annual unit costs for junior secondary level are estimated at SBD1200 per student for a day school and SBD1,800 for a boarding school.

Parents pay fees to support their children's attendance at junior secondary school.

8.2.6.   Management

The current management of junior secondary schools is undertaken by school principals, with assistance from the school board of management. There is a need to improve the management of all community high schools in the province. Most of the principals running these schools have had no leadership or school management training. It is also evident that the role and responsibilities of school boards are not clearly laid out, and in many cases board members do not know what their roles are.

Most junior secondary schools have yet to put their school development plans in place. Those schools that have developed a school development plan are finding that there is little cooperation between school boards and school administration to implement them.

8.3. Future Directions

8.3.1. Access and Equity

Gender balance decreases, in favour of males, at form 3 level. Strategies to improve the participation of young women in junior secondary education will be needed so that all children of Malaita Province will have access to junior secondary schooling. During the next three years Malaita Province will:

- develop plans to ensure access for standard six students into form 1 when the phasing out of the Solomon Island Secondary Entrance Examination occurs;
- operate double streams existing junior secondary schools (community high schools) with the aim of achieving an enrolment of 50% girls and 50% boys or in proportion to the respective population;
- consider extending the class sizes to 40;
- ensure that the dormitory size is a maximum of 30 students per dormitory;
- ensure there is a minimum of 6 toilets per school or meet the national standard of 50 students per toilet;
- determine if more new junior secondary schools are required; and
- expand existing community high schools as a first option, and the establishment of any new community high schools is considered in the light of the Ministry of Education and Human Resource Development school establishment policy.

The following table sets out the growth potential for Malaita junior secondary schools from 2007 to 2010, based on the population projections for the 13-15 age cohort developed as a result of the 1999 census. The junior secondary enrolment projections from the SIEMIS 2004 report are also included. Some students from older age groups may also enroll at junior secondary schools.

Table 15: Malaita Junior Secondary School Growth Potential, 2007 to 2010.

Year	2007	2008	2009	2010
Population Projections	10,564	11,101	10,577	12,172
Enrolment Projections	3,502	3,572	3,391	3,813
Gross enrolment rate	33%	32%	32%	31%

Source: 1999 Census Population Projections. SIEMIS 2006 Survey Report. Note that the enrolment projection assumes exact age distribution per level as in 2004 and applies this to projected population (base model)

There are 44 existing community high schools in the Province, and in addition one national secondary school and three provincial secondary schools which are providing forms 1 – 3 education. Any plans to build new community high schools must be made in parallel with the phasing out of form 1 – 3 in the existing senior secondary schools.

The Ministry of Education has also developed a series of provincial projections for junior secondary schools, based on actual current enrolments already in the system in the provincial primary schools. These forecasts are likely to be more accurate than the enrolment projections based on census data. Table 16 provides the anticipated numbers in form 1 classes for Malaita junior secondary schools from 2007 to 2010.

Table 16: Malaita, Form 1 Projection, By Constituency, 2007- 2010

Constituency	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Central Kwara'ae	197	151	348	199	168	367	230	191	421	215	229	444
East Kwaio	117	95	212	116	136	252	172	127	299	187	179	366
East Malaita	106	132	238	143	126	269	206	188	394	233	202	435
West Kwaio	108	89	197	119	117	236	132	138	270	197	182	379
Small Malaita	208	195	403	231	197	428	263	206	469	256	234	490
East Are Are	112	104	216	83	83	166	94	122	216	149	141	290
West Are Are	107	87	194	177	168	345	117	85	143	181	159	340
Aoke Langalanga	155	127	282	163	114	277	151	152	303	180	166	346
West Kwara'ae	216	132	348	188	159	347	310	175	485	290	241	531
North Malaita	159	119	278	155	140	295	168	127	295	240	167	407
Lau/Baelelea	243	176	419	219	169	388	246	196	442	305	232	537
Baegu/Asifoloa	46	27	73	64	33	97	76	39	115	77	46	123
Fataleka	76	64	140	103	69	172	74	66	140	128	106	234
Malaita Outer Islands	23	17	40	39	30	69	32	34	66	22	28	50
Total	1,873	1,515	3,388	1,999	1,709	3,708	2,271	1,846	4,058	2,660	2,312	4,972

Source: Ministry of Education and Human Resource Development, Junior Secondary Projections: Form 1 Classes Required 2006 to 2010.

If the Solomon Islands Secondary Entrance Examination is phased out, as is recommended in the *Education Strategic Plan 2004-2006*, places will need to be found for all these students as they enter form 1 each year. If the decision was taken to phase out the secondary entrance examination at the end of 2006, such a move would significantly increase the progression rate into the junior secondary schools in the province. By the end of 2009, on the basis of 100% progression, given the numbers in Table 14, there would need to be places for over 4000 form 1 students in junior secondary schools in the province. There is also a large increase due to occur in 2010, which would bring the enrolments in Form 1 to nearly 5000. The province needs to begin planning and preparation now to ensure it has both the necessary facilities and sufficient trained teachers.

Further work is needed to identify the individual primary schools and community high schools in Malaita. This is necessary as it is anticipated that additional intakes at forms 1, 2 and 3 would be required. The attendance status of the junior secondary students as day school attendance or boarding school attendance would also need to be taken into account. It will also be necessary to forecast the rate of increase of the form 1 intake each year over the period of the plan at the province's provincial secondary schools, and at the one national secondary school. This information would help the Government make its decision as to the timing of the phase-out of the Solomon Islands Secondary Entrance Examination.

8.3.1. Facilities

On the basis of the projected enrolments presented in Tables 15 and 16, additional facilities will be required. These facilities may be additional classrooms in existing schools, or possibly new junior secondary schools. A decision to phase out the Secondary Entrance Examination would place additional pressure on facilities.

The province's current junior secondary enrolment figure in 2006 is 4,097. The Ministry's preliminary assessment is that a projected increase in student numbers to 7,824 can be anticipated by 2009 if all students were enrolled and there was 100% progression to form 3. This increase would represent an increase of 3,727 enrolments over the 2006 enrolment figure. Catering for this number of students in junior secondary schools would require up to 127 additional classes or streams, over the three years of the plan period (2007 to 2009). This calculation is based on a teacher: pupil ratio of 1:30. There would also be a need to identify the number of teachers required. It is assumed that one teacher will be required for each additional stream, and that at least 127 additional teachers would be required. Each new teacher would need to be trained and housed. Staff housing is an area of concern for community high schools in the province. Each community high school will need to build houses to accommodate teaching staff. There will be significant building implications for providing up to 127 teacher houses. It is common practice to borrow or use primary staff houses to accommodate secondary teachers.

If 127 new classrooms could be built in the time frame, they should be able to accommodate the projected enrolments into form 1 to 3. Such classrooms would need to be built to suit the local environment, where cyclones are common.

Further detailed planning will be required to identify the exact locations of planned growth, and where any additional classrooms will be required. A full audit of the current infrastructure is necessary to establish what is really needed.

The scale and extent of this imminent increase in enrolments is such that the system would not be able to cope if it tried to offer every student a place in a junior secondary school over the planning period. The province, to be realistic, should plan to train the maximum number of teachers possible in this time frame, and build the maximum number of classrooms resources will allow.

The number of teachers that can be trained will be restricted by the capacity of Solomon Islands College of Higher Education and other providers (such as University of South Pacific) to which Solomon Islanders have access. It would not be likely, given other resource constraints, that training could be provided and completed for the province's teachers in time to recruit over 40 teachers a year. Nor is it likely that it would be practical to build 127 classrooms over three years, although this objective could possibly be achieved if resources were made available.

A target that provides the province with "stretch" but which might just be achievable is to train and/or recruit 30 teachers a year. An associated target of constructing 30 classrooms a year might also just be possible, with outside assistance.

The province urgently needs to do further work on developing a comprehensive plan to deliver universal basic education, and it is in the area of junior secondary schooling where planning is critical. Malaita Province, if it is to aim to give every young person in the province access to a form 1 classroom and a trained teacher by 2015, has to start planning immediately. The priorities are to train additional junior secondary teachers, and to plan for the construction of additional classrooms where they are needed. There will also be significant building implications for providing up to 127 teacher houses by 2015. Delay is not an option if the ideals set out in the *Education Strategic Plan 2004-2006* are to be achieved.

The following strategies will be employed.

- Undertake a stocktake of junior secondary schools in the province to assess the condition of existing senior secondary facilities in the province, to identify which junior secondary schools have sub-standard facilities that need to be upgraded, to identify occupancy rates of existing classrooms, to identify if overcrowding is occurring, and to identify the real needs and priorities of each school.
- Develop a Malaita Province Junior Secondary School Facilities Development Plan, with costings, for development of education facilities in junior secondary schools throughout the province, including the identification of locations where enrolment growth is accelerating;
- Gain agreement from communities for their support;
- Approach suitable potential donors for assistance;
- Complete the improvements to existing facilities in junior secondary schools;
- Plan to construct, over time, specialised classrooms and equipment (science laboratories, home economics classrooms, computer rooms…) in all junior secondary schools;
- Turn some junior secondary schools into boarding schools, where the need is demonstrated;
- Provide a two way radio for junior secondary schools to communicate between regional centres, education authority headquarters, and the Ministry of Education.

8.3.2. Curriculum

The Ministry of Education must make every effort to provide adequate curriculum materials to stock existing community high schools in the province, with emphasis on relevant materials at basic education level. The curriculum should include a focus on the local culture, in order to enhance an education that is relevant to the province and its people.

The province supports the review of the junior secondary curriculum, to give equal emphasis to both academic and practical subjects at this level.

The following strategies will be employed:

- Put equal emphasis on practical subjects and the four core subjects.
- Provide ongoing in-service training on new learning materials;
- Improve the system of delivering curriculum materials to schools; and
- Involve teachers throughout the country in curriculum reviews (and not only a few hand picked teachers in Honiara).

8.3.3. Teacher Supply and Demand

It is essential to have teachers in place in order to enable the education system to provide the additional places that will be needed to enable every child to make the transition from standard 6 to form 1. The province needs to develop a plan immediately to train more junior secondary teachers.

- Conduct a provincial survey to identify the training needs and priorities for teacher training;
- Train 30 junior secondary teachers a year;
- Continue to use training opportunities offered by Solomon Islands College of Higher Education and University of South Pacific;
- Use school-based training with support from local expertise, with accreditation from Solomon Islands College of Higher Education/ University of South Pacific;

- Enrol teachers through Distance and Flexible Learning for those on post;
- Provide training opportunities through University of South Pacific and Solomon Islands College of Higher Education through their Summer School programmes;
- Ensure trainee teachers to take on 2 subject majors and 1 minor; and
- Put in place a teacher training policy by the end of 2006.

If the curriculum is broadened, the provincial secondary schools and the national secondary schools in the province will each need a different mix of trained teachers to cater for the teaching of a broader range of subjects in the curriculum. The same will be true of the community high schools. It may be possible for some teachers to be retrained and take on the teaching of additional subjects. Upgrading of quality will also be required, since all teachers will need to be trained in the subjects or disciplines in which they teach.

Strategies for Training

A strategic plan for junior secondary teacher training over the next five years should be developed by the province. This plan should include pre-service training, and in-service training and professional development

It is proposed that 30 teachers for junior secondary schools will be trained each year for the next 9 years. Many of these teachers will be needed in Malaita Province. However, given the limited capacity of SOE/Solomon Islands College of Higher Education, this number will be need to be divided between the various training options available to deliver the required numbers.

The following strategies will be employed:

- Support some prospective secondary teachers to apply for scholarships to study for a degree overseas as a preliminary part of their studies;
- Support untrained graduates to go to Solomon Islands College of Higher Education for a one year Advanced Standing Programme, or enrol through University of South Pacific Distance and Flexible Learning & summer school;
- Provide support for existing teachers to participate in intensive in-service training over the period 2007 to 2009, using a combination of summer school, University of South Pacific extension studies through distance and flexible learning, and on-campus training;
- Give a particular focus in training by identifying existing untrained junior secondary teachers and providing appropriate training for these people through on campus training and/or University of South Pacific through distance and flexible learning;
- Support teachers to upgrade their skills and qualifications through programmes such as SITUP to enable them to teach in junior secondary schools;
- Give training to teachers to teach more than one subject (a double major);
- Provide incentives to attract teachers to teach in isolated schools;
- Set up a goal for the minimum qualification for teaching at a community high school to be a diploma, although achieving this objective is long-term goal;
- Conduct professional development training to support capacity building for principals, and for careers masters; and
- Develop a fully costed staff development plan to upgrade the Province's junior secondary teaching work force.

Ideally, the aim would be to secure (over time) up to 270 specialist teachers for the province in each of the following subject combinations (54 specialists in each, trained to diploma and/or degree level):

- English/Social Science
- Mathematics/Science
- Business/Agriculture
- Creative Arts/Industrial Arts/physical education
- Home Economics/New Testament Studies/Counselling.

8.3.4. Financing

The community standard funding formulae proposed for Malaita Province is:

Solomon Islands Government	60%,
Education Authority	30%
Parents and community	10%.

Whilst it is accepted that funds should be paid directly to junior secondary schools (through the Education authority if the school is a community high school), proper training in financial management must be given to Principals and school treasurers/ Bursars.

While the Province is looking forward to adopt the community standard funding formula, the following strategies will be implemented:

- Provide Financial training (based on basic bookkeeping and basic budgeting) for Head Teachers and Chairmen of junior secondary schools;
- Mount awareness workshops should be held in the province to enable all stakeholders to learn about their responsibilities in educating a child;
- Ensure all financial assistance is paid directly to the responsible Education Authority;
- Submit a full report of how funds were used to responsible Ministry/donors;
- Seek financial assistance to enable the province to carry out infrastructure development in junior secondary schools;
- Provide financial training will be based on basic bookkeeping and basic budgeting.

Table 17 gives an indicative cost of the Community Standard Funding Grant.

Table 17: Junior Secondary Projected indicative grants, 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	3,502	3,572	3,391	10,465
Scenario 1: Grant at SBD700 per student	2,451,400	2,500,400	2,373,700	7,325,500
Scenario 2: Grant at SBD600 per student	2,101,200	2,143,200	2,034,600	6,279,000

Note: Due to the unavailability of data on boarding and day students Scenario 1 assumes all students as boarders and the grant allocated per student is SBD700. In scenario 2, each student is allocated an average grant of SBD600.

8.3.5.   Management

To address the problems contributing to the lack of effectiveness of the education system, these actions will be taken:

- Require all junior secondary schools to have a School Development Plan;
- Facilitate school planning training workshops for Principals, school treasurers/ bursars and chairpersons;
- Mount leadership and school management training courses;
- Conduct Financial Management Training;
- Put in place systems to ensure that the selection and appointment of principals is based on merit;
- Carry out regular assessments of principals for purposes of confirmation, promotion, or demotion; and
- Advertise principal posts by advertising at the provincial and national level.

CHAPTER 9: SENIOR SECONDARY EDUCATION

9.1. Definition

Senior Secondary education also called upper secondary includes Form 4, Form 5, Form 6 and Form 7. The desired policy outcome of this level of education is that all young people in the senior secondary age cohort (approximate ages 16 to 18) have access to educational services appropriate to their interests and abilities. Senior secondary education is offered in either provincial secondary schools, national secondary schools or a few community high schools.

9.2. Current Situation

Malaita Province hosts several schools that enrol students in senior secondary levels (forms 4, 5, 6, and 7). Out of the total secondary schools in the province, only seven enrol senior secondary students. They are Su'u National Secondary School, Rokera Provincial Secondary School, Aligegeo Provincial Secondary School, Adaua Provincial Secondary School, Malu'u Community High School, Gwaidingale Aligegeo Provincial Secondary School, Adaua Provincial Secondary School, Malu'u Community High School and Sa'a Aligegeo Provincial Secondary School, Adaua Provincial Secondary School, Malu'u Community High School. Only Su'u National Secondary School provides class from form 4 to form 7.

The total number of enrolments in 2005 in senior secondary education in the province was 1172, but a lower enrolment of 931. The dropped could but be explained and therefore require further verification.

Table 18: Total Teaching staff, Senior Secondary Schools, and Enrolments by Constituency, 2006

Constituency	CHS	PSS	NSS	Total	Teaching Staff	Enrolment
Aoke/ Langa langa	1			1		36
Central Kwara'ae	1	1		2	18	228
East Areare	1			1		30
Lau/ Mbaelelea		1		1	19	229
North Malaita	1			1		79
Small Malaita	1	1		2	16	199
West Kwaio	1		1	2	3	130
Total	6	3	1	10	83	931

Source: SIEMIS 2006 Survey Report

9.2.1.   Access and Equity

About half of the students attending junior high schools in form 3 in Malaita Province gain access to a place in form 4.

There is a further decline in gender balance as compared with the proportions attending by gender in the junior secondary schools (a relative decrease in the proportion of girls at senior secondary level). Of the total enrolment of 931 in senior secondary schools, males accounted for 537 enrolments (57.7%) and

females for 394 (42.3%). (The proportions of enrolments by gender in 2006 enrolled in the junior secondary schools were approximately 56% males and 44% females). Strategies need to be put in place in the province to encourage more girls to enrol in senior secondary education.

The following factors affecting access and equity at this level have been identified by the province:

- High fees charged by schools, coupled with parental preference to give priority to boys.
- A limited number of boarding facilities for girls in schools in the province.
- Low academic output from some of the schools.
- Deteriorating moral discipline in some schools.
- Teenage pregnancies.

Table 19 sets out detail of enrolments by gender by constituency.

Table 19: Enrolments by Gender by Constituency, 2006

Constituency	Male	Female	Total	% Female
Aoke/ Langa langa	17	19	36	53%
Central Kwara'ae	138	90	228	39%
East Areare	16	14	30	47%
Lau/ Mbaelelea	154	75	229	33%
North Malaita	45	34	79	43%
Small Malaita	108	91	199	46%
West Kwaio	59	71	130	55%
Total	537	394	931	42%

Source: SIEMIS 2006 Survey Report

9.2.2. Facilities

The current facilities in the three provincial secondary schools need upgrading before further students are encouraged to advance on to forms 6 and 7 at these schools.. There is a need for specialised classrooms and libraries. Provisions of water, sanitation and support services are either inadequate or lacking in these schools. The community high schools which offer senior secondary level education also need specialist subject classrooms such as a science laboratory, and a home economics room, and equipment so that the full curriculum can be offered to students.

9.2.3. Curriculum

The curriculum for senior secondary schools is centralised, and is coordinated by Ministry of Education and Human Resource Development through the Curriculum Development Centre. The view of the province is that the curriculum should remain centralized as it is. The senior secondary school curriculum should prepare students to be academically capable and technologically proficient.

A review of the curriculum is currently planned to take place next year. The current curriculum for forms 4 and 5 does need to be reviewed without delay, so that there is no curriculum gap between Solomon Islands School Certificate Examination and the South Pacific Board for Educational Assessment prescribed form 6 and 7 programmes. There is, as in the junior secondary sector, however, a need to make provision for

teaching and learning about local culture to enhance an education that is relevant to the province and its people.

The shortage of curriculum material and learning resources is one of the key factors that negatively impacts on the quality of education in the province. Two factors lead to the shortage of learning resources: materials are not supplied to schools because of a shortage of funds, and existing materials in schools are not properly managed, resulting in loss and damage.

9.2.4. Teacher Supply and Demand

In total, an estimated 56 teachers in 2006 are teaching at senior secondary level in the province (this number includes some teachers teaching at senior levels at community high schools). There are 36 trained teachers (with either a Bachelor of Education or a Diploma) and 20 who are untrained. These untrained teachers have qualifications such as degrees and diplomas, but do not have formal teaching qualifications.

The number of secondary teachers in the province in 2006 in the provincial high schools and the national secondary school is 56 (46 male and 10 female).[4] This number, however, includes teachers who are teaching junior secondary classes.

The number of adequately trained senior secondary teachers is low, and requires close attention in future teacher training plans.

Table 20: Total Establishment, Trained and Untrained Teachers, 2006

Constituency	Total untrained	Total Trained	Total	% Trained
Central Kwara'ae	4	14	18	78%
Lau/ Mbaelelea	9	10	19	53%
Small Malaita	6	10	16	63%
West Kwaio	1	2	3	67%
Grand Total	20	36	56	64%

Source: SIEMIS 2006 Survey Report

9.2.5. Financing

In order to sustain senior secondary education in the M Province, the Community Standard Funding will be implemented based on the following contribution levels:

- the Solomon Islands Government will pay 40% of the total cost;
- the Malaita Province will pay 30% of the total cost;
- Parents and the community will pay 30% of the total cost.

The current financing of schools in the Solomon Islands depends on government grants and school fees. Boarding schools receive annual Government grants of SBD750 per student, while day schools receive SBD500 per student. The current grants are co-financed by the Government of the Solomon Islands and the European Union. The cost of teacher salaries is met by the Solomon Islands Government. The province provides a small annual grant, and the schools charge fees.

---

[4] Source: <u>Digest of Education Statistics 2005</u>, p63

The annual unit costs for senior secondary level are estimated at SBD1200 per student for a day school and SBD1,800 for a boarding school.

Grants should to be given directly to schools, but there is also some concern that some Principals misuse school funds.

9.2.6. Management

The responsibility for policy implementation and the management of schools rests with the Principal, subject to the overriding governance of the school Board. Management support is provided by teachers. School Boards draw up policies and assist in planning for the schools. The Principal is accountable to the Board of Management and the school Board is answerable to the Education Authority. The Malaita Provincial Education Authority intervenes if the roles of either the Board or the Principal are compromised.

A common concern by students is that they do not get proper counselling and guidance in choosing a career path, and advice on how they can relate what they are learning to the real world. Some schools do not even have student counsellors or guidance/careers teachers.

9.3. Future Directions

9.3.1. Access and Equity

The projections in Table 21 are based on actual Malaita senior secondary school (form 4,5,6,7) enrolments in 2006, calculated using a straight line increase of 3.2% (the estimated forecast growth rate for the Malaita population in the 1999 census).This gross estimate is likely to be conservative, and actual growth in the senior secondary schools of the province may exceed this estimate.

Table 21: Senior Secondary Enrolment Projections, 2007 to 2010

Year	2006	2007	2008	2009	2010
Projected population		13,213	13,459	13,459	13,720
Projected enrolment	931	961	992	1,023	1,056
Gross enrolment rate		7%	7%	8%	8%

Source: SIEMIS 2006 Survey Report, 1999 population census projections

To improve access and equity, the following strategies will be adopted by the province:

- Rationalise and aim at an equal distribution of senior secondary schools through out the province;
- Enrol in the current 3 provincial secondary schools students in form 6 by 2007 and will allow them to progress to form 7;
- Enrol students in forms 4 & 5 Faumamanu (eastern region), Luaniua and Tapuaki (Malaita outer islands);
- Enrol students in form 6 between 2006 and 2008 Aligegeo, Rokera, Gwaidingale, Arnon Atomea, Waneagu, Faumamanu ands Adaua;
- Consider upgrading eight schools into senior boarding schools, and phase out their lower secondary enrolments;
- Increase boarding facilities for girls; and

- Consider selection at the end of form 3 be given to different entry level requirements for boys and girls.

9.3.2. Facilities

There is no robust data available on the senior secondary school facilities of Malaita province. For this reason, as a first step, an immediate stocktake of existing secondary school classrooms and occupancy rates in Malaita is required.

The following strategies will be adopted:

- Conduct a survey to assess the condition of existing senior secondary facilities in the province, to identify occupancy rates of existing classrooms, to identify if overcrowding is occurring, and to identify the real needs and priorities of each school;
- Plan to improve existing facilities, based on priorities established by considering the a result of the survey;
- Begin to implement the plan, and consider construction of new facilities where needed;
- Consider the establishment of minimum criteria, so that only schools that meet the criteria should be allowed to offer senior secondary education.(e.g. specialised classrooms, libraries, electricity, clean water, effective sanitation, sports facilities, dormitory spaces, and transport);
- Register land on which the schools are located; and
- Ensure senior schools have essential support services like two – way radios, computers, dispensaries, ancillary staff and standardised sports facilities and equipment.;

There is a requirement, in the light of the proposed survey results, to develop a programme of capital expansion to create additional places for senior secondary students in the province. The programme will also need to consider how the specialised rooms that are needed immediately (e.g. science laboratories, home economics rooms) will be provided. This programme will need to consider how the strategies suggested above will be implemented, and how many additional classrooms and/or new senior secondary schools are needed, and where, in the light of anticipated roll growth. Consideration of any new secondary schools should be examined in the light of the Ministry of Education's school establishment policy. The proposed capital development plan for senior secondary education in Malaita, however, cannot be developed and implemented until a robust database of accurate information about facilities in the province, and their condition, is available.

It is clear, however, that a number of additional or new senior secondary facilities are needed in the province over the planning period.

9.3.3. Curriculum

The curriculum should continue to remain centralized, as it currently is. The senior secondary school curriculum should prepare students to be academically capable and technologically proficient.

The following strategies and activities will be undertaken:

- Provide high quality relevant curriculum learning materials, textbooks and equipment to senior secondary schools, in order to supplement the stock existing in the province;

- Negotiate with Solomon Islands College of Higher Education and the Curriculum Development Centre to put procedures in place to let teachers know about curriculum materials that are sent to schools;
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers; and
- Set up Malaita's own curriculum centre to provide in-service training on new curriculum materials and for teachers to be more involved in curriculum writing and development.

.

9.3.4. Teacher Supply and Demand

There is a shortage of well qualified teachers at the upper secondary levels. A strategic plan for senior secondary teacher training over the next five years should be developed by the province to remedy this shortage. This plan should include pre-service training, and in-service training and professional development.

Training of teachers will also need to target specific subject areas of the curriculum where qualified teachers are needed. All subjects of the curriculum require additional teachers with specialist knowledge. Ideally, the necessary pre-requisite for a fully trained senior secondary teacher is possession of a diploma or degree with specialist knowledge in the disciplines in which the teacher is teaching. A proportion of the current trained teachers do not have a pre-requisite qualification, such as a degree. Training a new teacher to this level will require an estimated four to five years pre-service training as a minimum. Teachers already in the service who need to upgrade their qualifications to degree or diploma level may take longer if they study part-time. In practice, therefore, achieving the goal of a senior secondary teaching service qualified at the appropriate level will take considerable time, and is a long-term goal.

It is proposed that 10 teachers for senior secondary schools will be trained each year for the next 3 years. Many of these teachers will be needed in Malaita Province. However, given the limited capacity of SOE/Solomon Islands College of Higher Education, this number will be need to be divided between the various training options available to deliver the required numbers. Both pre-service and in-service teacher training need to be undertaken. Pre-service training will develop the knowledge, skills, and qualifications of teachers entering the secondary sector of the education system. In-service training will help in developing the teaching skills and capacity of existing teachers.

The options which the province should consider include the following:

- Develop a fully costed staff development plan to upgrade its senior secondary teaching work force;
- Support prospective secondary teachers to apply for scholarships to study for a degree, either overseas or through distance and flexible learning opportunities offered by the University of South Pacific in the Solomon Islands;
- Enrol some untrained graduates at Solomon Islands College of Higher Education for a one year Advanced Standing Programme, or enrol through University of South Pacific distance and flexible learning & summer school. Priority in training will be given to graduates with no teaching certificates and to those subject areas for which there is shortage of teachers;
- explore the possibility of offering short term tailored courses using the services of metropolitan universities;
- Select senior secondary teachers to be trained in two subject areas plus one minor;
- Facilitate for existing teachers to participate in intensive in-service training over the period 2007 to 2009, using a combination of summer school, University of South Pacific extension studies through distance and flexible learning, and on-campus training;

- Give particular focus to training of existing untrained secondary teachers and providing appropriate training for this group through on campus training and/or University of South Pacific through distance and flexible learning;
- Provide incentives need to attract teachers to teach in isolated schools;
- Ensure that the minimum qualification for teaching at a senior secondary high school is a diploma; and
- Provide professional development training to support capacity building for Principals, and for careers masters.

Ideally, the aim would be to secure over time up to 80 specialist teachers for the province in each of the following subject combinations (8 specialists in each, trained to diploma and/or degree level):

- English/Social Science
- Mathematics/Science
- Business/Agriculture
- Creative Arts/Industrial Arts/physical education
- Home Economics/New Testament Studies/Counselling.

9.3.5. Financing

While the Province is looking forward to adopt the community standard funding formula, the following should be considered:

- Provide financial training (based on basic bookkeeping and basic budgeting) for Principals, Bursars, and Chairmen of senior secondary schools;
- Pay directly to the school all financial assistance;
- Provide a full report of how funds were used to Ministry of Education and Human Resource Development and/or donors;
- Source financial assistance to enable the province to carry out infrastructure development in senior secondary schools (e.g. provision of specialist classrooms to accommodate new developments such as computers and technology);
- Support staff (cooks, secretary, drivers, etc.) need to be put on the payroll by education authorities or the Ministry of Education; and
- Put in place processes to get School principals on contracts.

Table 22 gives an indicative projection of the Community Standard Funding Grant over the next three years.

Table 22: Senior Secondary Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	961	962	963	964
Scenario 1: Grant at SBD750 per student	720,594	721,344	722,094	722,844
Scenario 2: Grant at SBD625 per student	600,495	601,120	601,745	602,370

Note: Due to the unavailability of data on boarding and day students Scenario 1 assumes all students as boarders and the grant allocated per student is SBD750. In scenario 2, each student is allocated an average grant of SBD625.

9.3.6. Management

To improve the effectiveness of the senior secondary education system, these actions are needed:

- Provide of training for school principals in education management;
- Establish school board membership by drawing from the catchment area (if necessary Boards should have a capacity to bring in skills required, where these are not present within the Board itself);
- Develop policies and regulations pertaining to school management for school managers;
- Design of professional qualifications or training programmes which Principals will have to participate in before taking up a position as a Principal;
- Redesign of job descriptions to suit present school situations;
- Appoint to each school of a full time student counsellor or a careers teacher;
- Make it mandatory for Principals, student counsellors or careers teachers to attend specialised guidance and counselling training; and
- Improve working environment in schools.

CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

10.1. Definition

Technical and Vocational Education and Training is available in the provinces through rural training centres and are mostly controlled by the Churches. The development of this alternative pathway in the education system of the Solomon Islands provides avenues for young people who do not gain access to a place in the formal secondary school system. There is also a general need to provide adults with a range of vocational skills that are in demand in the work force, so that they may make a contribution to the economy of the country. The Technical and Vocational Education and Training policy encourages establishment of more rural training centres and emphasises the inclusion of practical subjects in the formal education system.

10.2. Current Situation

The Solomon Islands approved policy on technical, vocational education and training *Education for Living* (March 2005) provides the basis for the development of Technical and Vocational Education and Training in the Solomon Islands.

Access to good quality vocational education and training will help to meet the need in the province for a skilled work force to foster economic development. The need to train skilled and competent people cannot be neglected. For decades the churches and the private sector have been providing opportunities for school "push-outs", "dropouts", and early leavers who might not benefit from an academic education. There is a pool of people in the province who should be able to gain or create employment, given a sound vocational education.

Four Rural Training Centres and two community-based centres are offering life skill training for school push outs from the province. These centers are controlled and managed by the churches and community-based groups.

Table 23: Total Teaching Staff Technical and Vocational Education and Training Centres, and Enrolments by Constituency

Constituencies	Teaching Staff	No. of Centers	Enrolment
Central Kwarae	5	1	30
East Kwaio	5	1	26
West Kwaio	10	1	120
West Kwarae	13	1	180
Total	33	4	448

Source: Technical and Vocational Education and Training 2004 Survey Report. **Note:** 2004 is the latest data available.

10.2.1. Access and Equity

The current rural training centres cater only for 10% of all the school leavers in the province. While there are rooms for girls at some of the centres, not enough girls are participating in life skills training. The four existing rural training centres do not meet all the training needs of early school leavers from the province.

The limited number of suitably qualified staff and facilities mean they cannot offer an extensive range of courses.

Access and equity barriers are identified as:

- distance of rural training centres from home;
- insufficient rural training centres, and a shortage of spaces in the existing Technical and Vocational Education and Training centres;
- a shortage of trained Technical and Vocational Education and Training instructors;
- insufficient good quality courses that appeal to young women;
- ignorance of the value of life skill training;
- teenage pregnancies and marriages; and
- non-availability of resources, equipment, tools and proper facilities.

Table 24 sets out enrolments by gender and by constituency. There is a marked imbalance in enrolments by gender in favour of males. Young women are disadvantaged through lack of access to Technical and Vocational Education and Training.

Table 24: **Technical and Vocational Education and Training Enrolments by Gender by Constituency**

Constituency	Enrolments	
	Male	Female
Central Kwarae	27	18
East Kwaio	10	10
West Kwaio	117	14
West Kwarae	97	12
Total	251	54

Source: Technical and Vocational Education and Training 2004 Survey Report

10.2.2. Facilities

The existing number of rural training centres and facilities is inadequate to cater for the increasing number of school leavers. There is a need for more community-based groups, and for the Malaita Province itself, to set up more rural training centres.

The existing four Rural Training Centres have the following facilities 10 dormitories, 9 classrooms, 5 workshops, 2 Dining Halls, 4 ablution blocks, 20 staff houses, 2 soccer fields, 2 generators and 4 HF radios.

In general, existing facilities and resources are inadequate to deliver the high quality Technical and Vocational Education and Training training that is needed to promote the economy of the province. The engine of the province's economy in future will be the development of the peoples' skills and competencies. Good quality Technical and Vocational Education and Training is essential to achieve this objective.

10.2.3. Curriculum

The curriculum that is currently used is selected according to the training needs of each Technical and Vocational Education and Training Centre. The main emphasis on skills training is for self employment, paid employment, realising self worth, supporting the community, and church work and producing skilled

manpower for development in Malaita and the nation as a whole. The overall curriculum therefore is 75% skill based and 25% academic. Skilled based assessment is used instead of formal testing.

There is no nationally accepted curriculum, but the rural training centres offer relevant and practical subjects like carpentry, agriculture, animal husbandry, home economics and religious training.

10.2.4. Teacher Supply and Demand

The teachers currently working at the rural training centres are trained for basic skills only. There is a need to train instructors for who can provide students with instruction at higher levels of learning. Table 25 sets out data about trained and untrained Technical and Vocational Education and Training tutors and instructors.

There are several issues that arise from considering this statistical data: there is a shortage of qualified instructors, there are too many of the instructors who are untrained, and the range of skills and qualifications possessed by the tutors limits the range and depth of courses that can be offered.

Table 25: Total Technical and Vocational Education and Training Establishment, Trained and Untrained Teachers

Constituency	Total Trained	Total Untrained	Total
Central Kwarae	5	5	10
East Kwaio	1	4	5
West Kwaio	4	1	5
West Kwarae	7	6	13
Total	17	16	33

Source: Technical and Vocational Education and Training 2004 Survey Report

10.2.5. Financing

Currently the prime responsibility for funding Technical and Vocational Education and Training rests with the Church education authorities and with parents. Grants from the Government and the European Union through the European Union Rural Training Centre Project supplement this funding.

The rural training centres receive their current funding from several sources, including:

- The Solomon Islands Government – European Union Rural Training Centre Project, consisting of
  - o Quarterly grants based on enrolment;
  - o Tools, sanitation and short courses;
  - o Teachers' salaries (since 2004).

and

- the European Union Micro project, consisting of

  - o Small projects focusing on poultry and a piggery;
  - o School fees and sales of school productions;
  - o Education Authority support.

10.2.6. Management

Responsibility for management of the rural technical and vocational education and training centres rests with the Church education authorities. The rural training centres are managed by a Board of Directors who represent the different stakeholders. The daily management of the centers is carried out by the Principal and his staff. These institutions are dynamic organisations which require experienced and well trained administrators.

10.3. Future Directions

10.3.1. Access and Equity

The province needs to examine ways to increase access to Technical and Vocational Education and Training and to accommodate the significant percentage of school leavers at the end of form 3 who will not get access to form 4 places in a senior secondary school. Technical and Vocational Education and Training should be developed as an alternate path for those school leavers who do not gain access to a place at a senior secondary school. There is a need for development of the Technical and Vocational Education and Training sector, but there is also a need to address the underlying capacity issues at an earlier stage in the education system. The development of more practically based courses in the junior secondary school may be part of the solution.

Increasing the number of intakes at the four rural training centres would increase access, and in particular would give increased access to young women. Centres should also be encouraged to enrol a reasonable percentage of Malaita young women in their intakes. There is considerable pressure for expansion in Technical and Vocational Education and Training, but the province will not be able to meet the unmet demand without support.

There are significant downstream implications for the province in extending provision of Technical and Vocational Education and Training to more young women. These implications include the provision of suitable facilities, including equal numbers of dormitories and other infrastructure for women, consideration of opening more all-female training centres, the development of appropriate high quality courses attractive to women, encouraging girls to take a wider variety of courses, the provision of appropriate materials and equipment for practical courses, and the provision of trained teachers.

While there may be enough rural training centres available to accommodate the projected rural training centre enrolments in foundation courses, the province needs to plan to ensure that there is available to students a sufficient range and variety of high quality courses, at sufficient depth. This planning needs to consider how the provision of trained tutors and of adequate specialist facilities will be managed in Malaita. Economies of scale (too few enrolments to make some specialist courses financially viable) may mean that some students have to travel away from the province to get access to some specialist courses.

The following strategies will be implemented.

- Mount ccommunity awareness programmes on the worth of Technical and Vocational Education and Training;
- Provide counselling and guidance on career paths at primary and Junior secondary level;
- Visit rural training centres on a regular basis;
- Engage rural training centres in community demonstration activities

- Offer more courses aimed at developing skills of young women, at the centers, and encourage girls to attend rural training centres.

Table 26: Technical and Vocational Education and Training Enrolment Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected Form 3 enrolments	990	1,005	946	1048
Projected Form 4 enrolments	557	568	531	580
Projected Technical and Vocational Education and Training enrolment	433	437	415	468

Source: SIEMIS 2004 Survey Report
Note: i. calculations are based on the assumption that 1 Centre will cater for one stream of the following subjects: Agriculture, Mechanics, Building Carpentry and Life Skills with a staff: student ratio of 1: 15
ii. Number of Centres Required includes existing Rural Training Centres.

10.3.2. Facilities

Upgrading to existing facilities is needed. This upgrading should be approached as part of a comprehensive and systematic plan to improve the provision of Technical and Vocational Education and Training, not only in the province but throughout the Solomon Islands. Existing rural training centres will need assistance for upgrading of facilities, and construction of additional buildings where required, and help with supply of equipment and tools.

To address the inequity between gender groups, three of the existing rural training centres could consider enrolling one stream of girls. Adopting this policy would mean each centre would need to construct an additional girls' dormitory and ablution block. Planning would need to consider how such capital development would be funded. Existing rural training centres would need assistance for upgrading of facilities, for construction of additional buildings where required, and help with supply of equipment and tools.

Consideration may need to be given to consolidation of technical and vocational education and training at a central site in the Solomon Islands, either through the Solomon Islands College of Higher Education or elsewhere, perhaps through construction of a new technical institute to deliver high quality Technical and Vocational Education and Training. There are economies of scale and synergies that could be realised through consolidation of facilities and teachers at one central site, rather than a proliferation of small (and inefficient) centres.

The following strategies will be pursued:

- Carry out a stocktake of existing rural training centres, and an assessment of the condition of buildings and facilities, as a first step in developing a plan for the development of the Technical and Vocational Education and Training sector;
- consider setting up 4 additional rural training centres, one for each region.
- improve existing facilities in junior secondary schools by the provision of specialised classrooms, tools and equipment;
- provide more facilities for skills training for women; and
- develop guidelines setting out the distinctive roles of rural training centres and the roles of the formal school system, i.e. what is the purpose the practical skills learned at rural training centres and what is the purpose of those taught in the formal system.

A stocktake of existing rural training centres, and an assessment of the condition of buildings and facilities, would be a first step in developing a plan for the development of the Technical and Vocational Education and Training sector.

There is a need for extensive development in the Technical and Vocational Education and Training sector in Malaita. A comprehensive plan needs to be developed for Technical and Vocational Education and Training in the province, if four more rural training centres are to be established over the planning period. This plan needs to set priorities for the type of training required, and identify locations where the need is greatest. The number and type of buildings required would need to be identified (including classrooms, specialist suites, workshops, dormitories, libraries, dining halls, ablution blocks, staff houses) and the number and source of specialist tutors. When this prior planing has been completed, a business case needs to be developed with estimated costs, and an approach made to possible funders.

10.3.3. Curriculum

The following actions and strategies will be untaken by the Province.

- Strengthen the curriculum and training of a cadre of qualified and competent instructors to improve the quality of delivery of Technical and Vocational Education and Training;
- Develop a Technical and Vocational Education and Training curriculum, guidelines to provide support to all the technical and vocational educational training centres in the country, through the Curriculum Development Centre at the School of Education and Cultural Studies at Panatina;
- Provide text-books, equipment and tools under the current funding for technical and vocational educational training centres; and
- Deliver rural training centres relevant programmes with an employment-outcomes focus, including courses on eco-tourism, hospitality, handicrafts, music, business studies and entrepreneurial skills, agriculture skills (food-gathering and nutrition), and trade skills, such as mechanics or design and making of clothing.

10.3.4. Teacher Supply and Demand

Because there are too many of the current instructors who are untrained (see Table 25) strategies need to be put in place urgently to train these people and to enable them to upgrade their skills.

Whether the current instructors in rural training centres who are trained possess the required qualifications and skills to a level that will enable students to meet minimum standards for trade or business–related qualifications is also a matter that requires further investigation. The key issue is the provision of sufficient competent high quality tutors with an appropriate level of skill.

There is a need for more highly qualified tutors to deliver Technical and Vocational Education and Training to meet the needs of Malaita students. The following strategies need to be carried out in order to meet the demand for Technical and Vocational Education and Training instructors in Malaita province:

- Increase the intake of trainees at Vanga Teachers' College (which trains technical teachers) to cater for an increase in trained instructors in Malaita province;
- Identify people with a first qualification to train at Vanga Teachers' College as instructors;
- Ensure 10 Technical and Vocational Education and Training instructors each year from Malaita enrol for training at Vanga Teachers' College;

- Utilise Vanga Teachers' College to train untrained teachers from schools which are teaching practical subjects.
- Offer current tutors the opportunity to upgrade their present qualifications;
- Encourage Rural Training Centre teachers to acquire at least a certificate or diploma from a recognised tertiary education institution;
- Incorporate polytechnic or TAFE courses into the proposed Malaita Training Institute.
- Negotiate with Vanga and Solomon Islands College of Higher Education to offer the same credentials so that skill certification is done by trade testing; and
- Set up for Malaita province a rural training centre coordinating office in 2007.

10.3.5. Financing

The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. This concept was accepted and based on the following contribution level:

- Central Government will pay 30% of the total cost;
- Malaita Education Authority or Church Education Authorities will pay 30% of the total cost;
- Parents will pay for 40% of the cost.

The management and Planning Committee will detail the potential projected cost of establishing and operating the Technical and Vocational Education and Training centres consistent with the Ministry of Education policy guidelines and in consultation with Church Education Authorities.

Table 27 gives an indicative cost of the Community Standard Funding Grant.

Table 27: Technical and Vocational Education and Training Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	433	437	415	*1,285*
Scenario 1: Grant at SBD440 per student	190,520	192,280	182,600	**565,400**
Scenario 2: Grant at SBD385 per student	166,705	168,245	159,775	**494,725**

Note: Due to the unavailability of data on boarding and day students Scenario 1 assumes all students as boarders and the grant allocated per student is SBD440. In scenario 2, each student is allocated an average grant of SBD385.

10.3.6. Management

Rural training centres have a large measure of autonomy in managing their own establishments. Principals of the rural training centres should be given the opportunity to attend management courses to enable them to run their centres more effectively. In addition the other strategies to be implemented are to:

- Advertise the posts of Principals nationally to attract qualified people;
- Make it mandatory for Principals and Bursars to attend in-service training on financial management; and
- Ensure that all Rural Training Centres will have Development Plans.

CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES

11.1. Introduction

This section outlines the roles of key stakeholders at all levels in the education system in the Solomon Islands. It focuses on the roles of the central, provincial agencies and actors at community, school level are obliged to carry out in the delivery of education services and the implementation of this Plan and national education plans.

11.2. Role of Stakeholders

11.2.1.   Central Government (Ministry of Education and Human Resource Development)

The key roles of the Ministry of Education and Human Resources Development are set out below.

11.2.1.1. Policy Implementation and Planning

- Implementation of current government policies in Education;
- Preparation, negotiation and acquisition of financial and other resources for development in the sector;
- Review of current policies and practices;
- Submission of policy proposals to the Minister for approval; and
- Developing strategies for the improvement and extension of education services in the Solomon Islands generally.

11.2.1.2. Administration and Coordination

- Calculation, budgeting, payment and accounting of education grants;
- Preparation of curriculum materials and examinations;
- Facilitating the supply of equipment and materials to schools;
- Collecting and analysing of data;
- Pre-service and in-service training of teachers and education administrators;
- Liaising and meeting with Education Authorities;
- Conform appointment, promotion and transfer of teachers;
- Recruitment and posting of Provincial Education Officers and School Inspectors;
- Human Resources and teacher training;
- Provision of the Government maintenance portion of the grants to Education Authorities;
- Provision of school supplies (chalks, exercise books, stationeries, etc);
- Provision of grants direct to secondary schools;
- Payment of teachers' salaries on behalf of Education Authorities;
- Approval of school fee levels.

11.2.1.3. Regulatory functions

- Approval of establishment of new schools;

- Approval of registration of Education Authorities;
- Registration and deregistration of schools, authorities and teachers;
- Setting of curriculum, assessment and examination Standards;
- Inspections and monitoring;
- Discipline of teachers;
- Inspection of teachers;
- Closure of schools;
- Approval of curriculum and examinations;
- Prescribing the language of teaching, etc.

11.2.2. Role of Provincial Government

The roles of the Provincial Government are set out below.

- Development and implementation of provincial education plans
- Provision of a budget for education services in the province;
- Provision of accommodation for Education Officers and Inspectors;
- Provision of terms and conditions for ancillary staff (bursars, typists);
- Coordination of Government grants;
- Overall planning and coordination of education development in the province.

11.2.3. Role of Provincial, Church and Private Education Authority

The roles of provincial, Church and private education authorities are set out below.

- Development and implementation of provincial education action plans;
- Planning, establishment, management and supervision of school(s) in close consultation with other Authorities;
- Provision of annual reports and statements of accounts to Ministry of Education and Human Resource Development;
- Maintenance of school(s), which are established under its/their jurisdiction;
- Recommending of recruitment, promotion, demotion, retirement, suspension, termination and discipline of teachers, and reporting to Ministry of Education and Human Resource Development;
- Appointment, promotion and transfer of teachers;
- Posting and transfer of teachers;
- Approval of teacher travel;
- Provision of in-service training
- Regular professional visits to schools, and reports;
- Conduct of education awareness programmes;
- Provision of accommodation for teachers;
- Administration of Board of Appeal for student discipline;
- Support for Provincial Officers;
- Provision of Provincial Inspectors to conduct inspections for Technical and Vocational Education and Training;
- Recommendation of teachers for further studies overseas;
- Establishment of disciplinary policy for teachers;
- Appointment of Board members; and
- Seeking outside support for scholarships, rather than through National Training Unit.

11.2.4. Role of School Committees or School Boards

The role of School Committees is set out below.

- Ensuring that all children of the right age are enrolled;
- Provision of a good clear area for the school, and a large open playing area for the children;
- Supervision of the health needs of the school children;
- Ensuring that the school has a good supply of clean, pure water for drinking, washing and cooking;
- Responsibility for overall governance of the school;
- Assistance in the physical development and other needs of the school, while leaving all professional management matters to the head teacher and his/her staff;
- Promotion of a sense of ownership of the school;
- Provision of additional school equipment and other things that may not be supplied by the Central and Provincial Government;
- Provision of financial reports to Education Authorities and Community/Parents;
- Ensuring Head Teachers provide students' term reports to parents on time;
- Responsibility for the payment of water, electricity, telephone and other services and assist teachers in other ways;
- Ensuring that the wishes of the local community in respect of the teaching staff are communicated to the Education Authority;
- Carrying out awareness programmes for communities and staff;
- Provision of sets of guidelines/rules for students;
- Stimulation of community support by raising finance to support the school; and
- Registration of school land.

11.2.5. Role of Parents and Communities

The roles of parents and school communities are set out below.

- Support at home for children's learning;
- Support of the school's educational objectives;
- Payment of school contributions as per the community standard funding;
- Maintenance of school facilities and assistance in fundraising activities;
- Provision of land and other resources for school activities and development; and
- Provision of support to teachers, possibly based on a Memorandum of Understanding.

11.2.6. Role of Principals and Head Teachers

The role of Principals and Head Teachers is set out below.

- Provide leadership for daily operation of the school;
- Provide professional leadership to both teachers and students to ensure the school environment is conductive to teaching and learning;
- Maintain good relationships/ partnership with parents, communities and education authorities.

11.3. Implementation Constraints

The constraints that sometimes prevent effective implementation of the roles described above include:

- The documents specifying these roles and functions are not made available to stakeholders;
- There is poor communication and consultation between different stakeholders;
- Finance is not available to carry out some of the roles and functions;
- There are manpower shortages at the Ministry of Education and at provincial government levels; and
- Effective awareness programmes at the community level are required.

CHAPTER 12: SCHEDULE OF ACTIVITIES

12.1. Schedule of Activities: Early Childhood Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands		
Outcome 1 (ACCESS and EQUITY):	All children in Malaita Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders.		
Objective 1.1:	Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure.		

No	Output/ Milestone	Activity *{ See also pp. 27 - 29}*	Time frame	Responsibility
E1	All schools mapped	Carry out school mapping to achieve a planned and coordinated transition of students from Early Childhood centered to preparatory grade in primary schools.	End of 2007	Provincial Education Authority, PCRU ,ECE
E2	Four ECE coordinating offices set up	Each of the four administrative regions of Malaita will establish an Early Childhood Education coordinating office, and at least two Early Childhood Education model centres, for purposes of awareness, training, and preparation of teaching aids and learning materials. These centres would provide field-based training to Early Childhood Education teachers.	By 2009	PEA, ECED
E3	Children attend schools	Conduct community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.	2007 – 2009 and on going	Provincial Education Authority, PCRU
E4	Survey of facilities for all schools	Carry out a survey of existing Early Childhood Education facilities in the province to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; This will support develop an ECE information system to support planning for development of new ECE centres and the maintenance or strengthening of existing ECE centres.	June 2008	PCRU, Provincial Education Authorities, ECE
E5	School Infrastructure Plan	Develop and implement a plan to either build additional classrooms for Early Childhood Education over the medium term, or to reactivate centres that previously offered Early Childhood Education. i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is	Completed by the end of 2008	Provincial Education Authorities and Infrastructure team with Communities,

No	Output/ Milestone	Activity	Time frame	Responsibility
		required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.		ECE
E6	Increased number of ECE-centres	Expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres.	By the end of 2009	Primary and ECE-division, PEA

Objective 1.2: Provision of (financial) support from government and other stakeholders

No	Output/ Milestone	Activity {See also p.30}	Time frame	Responsibility
E7	Central government meets cost in teacher training and trained teachers salary	Carry out applicable tasks to facilitate the Government to meet the cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers.	2008	ECE-division, Provincial Education Authorities, TTDO,TSD.
E8	The Province provides 30% of cost through teaching and learning resources.	The Malaita Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education learning materials, equipment, and teaching resources that approximately 30% of the total cost.	2008	PEA, ECED
E9	The community meets cost facilities	Communities meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds.	2008	PEA, Community
E10	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	ECE, Provincial education authorities

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Solomon Islands
Outcome 1 (ACCESS and EQUITY):	All children in Malaita regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity {See also pp. 27 - 28}	Time frame	Responsibility
E11	Undertake an independent review of people with special needs.	Support review organised on education for pupils, students with special needs, .especially children in the Province.	By end of 2008	CT, PMT, ECED

Objective 1.4: Improved equal access for girls and boys, in particular in isolated locations				
No	Output/ Milestone	Activity *{ See also pp. 27 - 28}*	Time frame	Responsibility
E12	Assistance given to geographically difficult Communities that need ECE centres	Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.	2008	ECED, PEA
E13	Communities far from existing primary schools establish ECE centres	Advise communities which are far from existing primary schools to consider establishing Early Childhood Education centres within their immediate environment.	End of 2008	ECED, PEA

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people
Outcome 3 QUALITY:	All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.

Objective 3.1: Provision of an adequate number of qualified teachers and other workers in the education sector				
No	Output/ Milestone	Activity *{ See also pp 29 – 30}*	Time frame	Responsibility
E14	Specialist training given to ECE teachers	Early Childhood Education teachers are specially trained, with current quarterly workshops and training continued.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED
E15	Train more Early Childhood Education teachers	Establish at least two "model centres" to provide field-based training of Early Childhood Education teachers	2007 - 2009	MPEA
E16	Develop training packages for ECE teachers in the province	Developing training packages for Early Childhood Education teachers at provincial centres in Malaita.	Ongoing, 2007-2009	SICHE & EA
E17	ECE summer courses designed and conducted in provinces	Solomon Islands College of Higher Education/ Ministry of Education and Human Resource Development will design and conduct Early Childhood Education summer courses for untrained teachers already attached to kindergartens at provincial sites	2008 - 2009	SICHE & EA, TTDO

No	Output/ Milestone	Activity	Time frame	Responsibility
E18	Fast track training models in Field based programs delivered	Increase provision of training opportunities through fast-tracking methods, such as through well-coordinated centre-based training, and by designing ways of supporting field-based training (FBT), to allow Early Childhood Education teachers to complete training in the field with a recognised qualification, thus addressing the Early Childhood Education teacher shortage in the province.	2008, 2009	SICHE & EA, TTDO
E19	Sixty teachers trained at SICHE by 2009	Aim to enrol 20 Malaita Province Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009; and eventually train at least 2 Early Childhood Education teachers per centre.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED, TTDO
E20	Teacher selected for SICHE have a minimum of 2 years field experience.	Ensure Early Childhood Education teachers have at least 2 years field-based training before enrolling at the Solomon Islands College of Higher Education.	Ongoing, 2007- 2009	TTDO ,SOE, Provincial Education Authorities,
E21	ECE teachers trained at provincial level using Field Based Package	The province will aim at increasing the total number of its Early Childhood Education teachers, both qualified teachers and those who have undertaken field-based training, by at least 30 by the year 2009. This increase will require the training of 10 teachers each year in each of 2007, 2008 & 2009, using expertise within the school system.	Ongoing, 2007- 2009	ECED, TTDO, PEA
E22	Teacher selected for field based training attained form 5 or equivalent education.	Support entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes is a minimum completion of Form 5 or equivalent education qualification.	By end of 2007	SOE, Provincial Education Authorities,TTDO
E23	Achieve the target of 1:15 teacher to pupil ratio.	Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.	By 2009	Teaching Services Division, PEA, ECED
E24	Teacher supply model developed	Develop a staff development plan for ECE, school teachers.	By end of 2008	Provincial Educaiton Authority

Objective 3.2: Development and maintenance of a high quality process of teaching and learning				
No	**Output/ Milestone**	**Activity** *{ See also pp. 29 – 30}*	**Time frame**	**Responsibility**
E25	To improve the quality of the ECE teaching work force	Establish a "lighthouse" or "model centre" in selected zones where field-based training can be introduced.	2007 - 2008	ECE-and PE-division, Provincial Education Authorities, Communities
E26	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA, TSD

Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
No	Output/ Milestone	Activity *{ See also p. 29}*	Time frame	Responsibility
E27	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2007 - 2009	ECED, PEA, Communities
E28	Quality curriculum for ECE developed Teacher resource books are used	Participate with the Curriculum Development Centre to develop a standard teachers' resource book for Early Childhood Education.	End of 2008	Curriculum Development Centre, ECE-division

Objective 3.5: Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity *{ See also pp. 29 – 30}*	Time frame	Responsibility
E29	Increased number of quality in-service training to ECE-teachers and increased participation of ECE-teachers in in-service training	Develop plans and training packages for ECE teachers at provincial centres, including strategies on how to upgrade the skills and competencies of ECE teachers who have undertaken some field-based training.	Implemented in 2008 & 2009	SICHE CDC, ECE-division, Provincial & Private Education Authorities

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Solomon Islands education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.

Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity *{ See also pp. 30 - 31}*	Time frame	Responsibility
E30	Provincial Early Childhood Education Committee established	Setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising, and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.	Mid 2008	Communities, Provincial Education Authority

Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	Output/ Milestone	Activity *{ See also pp. 27 - 31}*	Time frame	Responsibility
E31	Finalisation of ECE- policy	Finalise Early Childhood Education policy, setting out the policy on access to ECE, teacher training, facilities development, the relationships between MEHRD, Provincial and Private Education Authorities and communities, the Early Childhood Education curriculum, and how funding of teacher salaries and Early Childhood Education participation will be managed.	By 31 December 2007	ECE- Division, Provincial Education Authorities, Provincial ECE officers,
E32	Consultations done with communities to raise age of entry	Consult with communities to increase the age of entry to Early Childhood Education to age 4 and or 5.	Early 2008	Education Authorities, MEHRD
E33	Standards developed for classroom design in ECE is used	Communities encouraged to use Standard classroom design for Early Childhood Education centres by all centers.	By 31 Dec 2007	Primary and ECE- division,
E34	Registration criteria for ECE- centres is developed and used	Establish policy and criteria for registration of Early Childhood Education Centres that meet minimum quality standards, in conjunction with the Ministry of Education.	2008	Primary and ECE- division Provincial Education Authorities

12.2. Schedule of Activities: Primary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands
Outcome 1 (ACCESS and EQUITY):	All children in Malaita Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure

No	Output/ Milestone	Activity { *See also pp. 35 - 39* }	Time frame	Responsibility
P1	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stocktake to assess the needs of primary schools in Malaita, to identify schools with poor facilities, occupancy rates, and condition of all with assistance from the Malaita Provincial Education Authority and the Ministry of Education and Human Resources Development.	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Schools have development plans	Support and ensure all schools have a school development plan.	2007 - 2008	Infrastructure team Primary Division, PEA
P3	Boarding schools in landlocked villages identified	Identify at least 2 schools in each constituency that will have boarding facilities, so that places can be made available for students from landlocked villages in the respective constituencies.	2008	PCRU, Infrastructure Team, PE, and PEA
P4	5 sets of new infrastructure built each year	Plan to construct a boys' dormitory, a girls' dormitory, and an ablution block in suitable locations in each year from 2007 to 2009 (5 sets of buildings per year, 15 in total by 2009), and review progress in 2010.	2007 - 2009	PCRU, Infrastructure Team, PE, and PEA
P5	Sports facilities are in school plans	Consider appropriate sports facilities in any school development	2007	PCRU, Infrastructure Team, PE, and PEA
P6	Gather data on number and condition of school classrooms	Undertake a stocktake of primary school classrooms, and assess occupancy rates and condition of all buildings.	Start 2006	Ministry of Education and Human Resource Development
P7	Achieve universal basic education for every child in Guadalcanal	Ensure a place is available for every primary school child.	2007	Ministry of Education and Human Resource Development, EA
P8	Improve educational facilities	Improve any existing sub-standard facilities in schools and/or construct new facilities where expansion is required.	Ongoing, 2007-2009	Communities

No	Output/ Milestone	Activity *{ See also pp. 37 - 39}*	Time frame	Responsibility
P9	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009.	By end of 2007	Inspectorate with PE and SE-division, PCRU, PEAs
P10	Minimum school standard established and used by Province	Establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist the Province with the education action plans.	By end of 2008	Infrastructure team Primary Division, PEAs
P11	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	PEAs and communities
P12	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees
P13	Staff housing based on standards used	Build staff houses using standardized building plan, and a set of minimum standards.	2008 and onwards	Education Authority, School Committees
P14	All school land registered	Register lands where schools are located, and if necessary land currently on lease or used on the basis of good will should be gifted to education, or purchased.	End of 2009	Education Authority, School Committees
P15	Identified schools storage and library facilities improved	Identify schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme).	Completed by the end of 2009	PCRU, Infrastructure team, Division Primary, PEAs
P16	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for primary schools in Malaita province, including mapping and provincial planning, and a list in priority order of primary where facilities require development or maintenance based on need (according to three categories: urgent priority, high priority, medium priority), and identifying the specific facilities required.	Completed by the end of 2008	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P17	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Malaita Province will be explored, including creating classroom environments that are conducive to learning.	2007 and 2008	Education Authorities, Inspectorate
P18	Awareness conducted on value of schooling.	Conduct awareness programmes for children on the value of schools.	2008	PE Officers and School Inspectors;
P19	School Infrastructure Plan implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	PEAs (Provincial teams) and Infrastructure team with Communities

Objective 1.2: Provision of (financial) support from government and other stakeholders

No	Output/ Milestone	Activity { See also pp. 40 - 41}	Time frame	Responsibility
P20	Central Government contributes 60% of Primary school cost	Provide necessary support to facilitate the central Government contribution of 60% of total costs (central Government will fund teacher salaries, will provide grants, and will provide training and curriculum materials, and may assist with the development of facilities).	2007 and Ongoing	Central Government
P21	Provincial Central Government contributes 30% of Primary school cost	Meet 30% of total costs (possibly shared between provincial education authorities and other church education authorities) in funding materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities.	2007 and Ongoing	Education Authorities
P22	Parents and Communities contribute 10% of Primary school cost	Inform and get schools, parents and communities to provide land and buildings, and will participate in fund raising and contribute 10% of total costs (parents will continue with contributions and other activities necessary for running of school, infrastructure projects).	2007 and Ongoing	Parents, Communities
P23	Grants paid to schools on enrolment	Provide necessary data and facilitate grants paid to schools are on a per capita basis and is based on the total enrolment in each primary school.	2007 and onwards	MEHRD, Provincial Education Authority
P24	Awareness on ownership of school mounted	Mount an awareness programme for communities on ownership of schools.	Commence 2008	Education Authority, School Committees
P25	Schools communities provide lands and raise funds to support schools	Promote awareness on schools, parents and communities responsibilities to provide land and buildings, and participate in fund raising and to raise extra funds if required.	2007 and Ongoing	Parents, Communities, NGOs.

Strategic Goal 1	To provide equitable access to quality basic education for all children in Malaita Province
Outcome 1 (ACCESS and EQUITY):	All children in Malaita regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity { See also p. 35 – 37}	Time frame	Responsibility
P26	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	By end of 2008	CT, PMT with Technical Assistance
P27	Survey results of students with disability	Investigate the extent of student with disabilities in primary schools.	By end of 2008	CT, PMT with Technical Assistance

Objective 1.4: Improved equal access for girls and boys, in particular in isolated locations				
No	Output/ Milestone	Activity *{ See also pp. 35 - 37}*	Time frame	Responsibility
P28	Survey on net-enrolment to PE (see also 1, 2) Policy developed to aim at EFA-goals (Revision of Education Policy) Every child enrolled in PE	Organise survey on school enrolment, out of school children to support for a policy that ensures a place is available for every child of primary school age.	Survey analysed by mid of 2008 Policy developed by end of 2008	Primary Division Provincial Education Authorities
P29	Awareness carried out through out the Province	Mount an effective awareness programme will be to educate parents and communities on the importance of educating their children, especially the importance of the education of girls'	2007 and onwards	Teachers, Education Authorities
P30	Communities far from existing primary schools established.	Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province.	End of 2007	Primary Division Provincial Education Authorities

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people.
Outcome 3 QUALITY:	All levels and dimensions of Malaita education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.

Objective 3.1: Provision of an adequate number of qualified teachers and other workers in the education sector.				
No	Output/ Milestone	Activity *{ See also pp. 39 – 40 }*	Time frame	Responsibility
P31	Untrained teachers trained using field based model	Encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated through a field-based training programmes.	Ongoing, 2007-2009	SOE, TTDO, Provincial Education
P32	Improve teacher training	Develop a teacher training strategy for the Province, including a teacher supply forecast.	2007	MEHRD, SICHE, MPEA, TTDO
P33	Upgrade skills and qualifications of existing teachers	Develop field-based training programmes for untrained primary teachers.	2007	MEHRD, ICHE,EAs,TTDO
P34	Upgrade skills and	Offer professional development opportunities to existing teachers to improve teaching	2007-2009	MEHRDt, CDC,

No	Output/ Milestone	Activity	Time frame	Responsibility
	qualifications of existing teachers	skills and qualifications, including through University of South Pacific Distance and Flexible Learning (DFL) and summer schools		University of South Pacific, EA
P35	An improved system teacher deployment in place	Improve the current system of posting teachers to ensure even distribution of resources to schools;	2008	TSD, PEAs, EAs
P36	30 teachers trained each year	Ensure up to 30 trainees each year from Malaita are enrolled in pre-service primary teacher training programmes at Solomon Islands College of Higher Education	2007 to 2009	SOE, TTDO, PEAs
P37	Teachers upgrade qualifications with Diploma and degrees	Encourage teachers with diplomas to upgrade their diplomas to degrees and certificate Teachers to upgrade to diplomas.	2007 to 2009	SOE, TTDO, PEAs
P38	Increased female headteachers	Provide more opportunities to women to become Head Teachers.	2007 - 2009	TTDO, PEAs, TSD
P39	PE teacher development plans prepared and Increased enrolment	Assist at least 10 primary school teachers in each year to gain access to in-service training programmes with an emphasis in science and weaker subject areas.	2007 to 2009	SOE, TTDO, PEAs
P40	Fill vacancies with trained teachers	Advertise current teaching posts that are vacant in order to attract trained teachers to the province.	2007 to 2009	SOE, TTDO, PEAs

Objective 3.2.	Development and maintenance of a high quality process of teaching and learning			
No	**Output/ Milestone**	**Activity** *{ See also pp. 39 - 40 }*	**Time frame**	**Responsibility**
P41	Improved and timely assessment of teachers of appropriate implementation of curricula	Assist inspectors to decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments Education officers trained and specialised in monitoring curriculum implementation Head teachers and principals will play a supportive role in teacher assessment	2007	Inspectorate, Provincial Authorities, CDC
P42	Improve vernacular language development	Improve language development, including considering use of the vernacular in primary schooling as a medium of instruction, and improving student performance in English	Ongoing, 2007-2009	CDC & schools
P43	All schools visited in a year	Undertake regular visits to schools.	Ongoing each year	PE Officers and School Inspectors;
P44	Regular assessment of teachers	Carry out regular assessment of teachers for purposes of registration, confirmation, and promotion by education authorities.	2007 - 2009	PE Officers and School Inspectors;

Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
No	Output/ Milestone	Activity *{ See also pp. 38 - 39}*	Time frame	Responsibility
P45	Local curriculum used in schools	Introduce practical subjects in the curriculum and encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing in order to develop a *'homegrown curriculum'*.	2008	CDC, in cooperation with schools
P46	Subjects integrated with local approaches	Incorporate all subjects of the curriculum such as social science and science with local approaches and examples;	2008	CDC, Provincial Education Office
P47	Creation of a Curriculum Officer post	Consider the creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools.	End of 2009	CDC, Provincial Education Office
P48	Special In service training for PE- and SE- teachers organised	Provide in service training for teachers in revised syllabus areas • Follow up for year 5, 6 NguzuNguzu English and Maths-materials • Repeat for NguzuNguzu English and Maths, year 1-6 • Dissemination, follow up and in-service training for 3 primary subjects (Science, Social Studies, Health) and 9 secondary subjects (English, Maths, Science, Social Studies, Agriculture, Business studies, Home Economics, Technology, Physical Education)	Ongoing, 2007-2009	CDC,TTDO, PE-division, graduates assistance programme
P49	Students read given number of books each term	Encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school;	2007 and ongoing	Inspectorate, Schools
P50	Principals of PE and CHS hold joint curriculum inservice training	Provide opportunities to Principals of Community High Schools with primary schools to attend and be attached at in-service training on curriculum materials for primary teachers, and enable those Principals to hold school-based workshops;	2007 and ongoing	CDC, TTD, PEA, Inspectorate
P51	Achieve one child to one text book ratio	Provide of adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1, with curriculum materials to be distributed evenly to all schools based on student enrolment	By 2009	CDC, Education Authority
P52	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.	2008	CDC, Education Authority

Objective 3.4: Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials

No	Output/ Milestone	Activity { *See also pp. 38* }	Time frame	Responsibility
P53	Teachers' guides and student texts books distributed to schools to achieve 1:1	Continue development and production of teachers' guides and student text- books to support the national curriculum, with a focus on learning materials to support the learning of English, Maths, 3 primary subjects (Science, Social Studies, Health Education)	Ongoing, 2007-2009	CDC, in cooperation with international publisher
P54	Increased number well functioning libraries	Promote libraries and readership Support to establishment and expansion of libraries and provision of reading materials	Ongoing, 2007-2009	NLS, Provincial Authorities
P55	A functioning library in provinces	- Revive provincial libraries - Connect provincial libraries to Internet - Expand School Library Association with provincial representatives	From 2008 onwards	NLS, Provincial Authorities

Objective 3.5.   Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { *See also pp. 39 – 40*}	Time frame	Responsibility
P56	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools. Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff.	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
P57	Induction training and capacity building for head teachers and principals developed and organized through models.	Provide capacity building programmes to improve management skills of Head Teachers/ Principals, and induction training for new Head Teachers/ Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants Develop modules, organise try outs, review, printing and distribution	Development of modules by mid of 2008 mid of 2008 & 2009	Primary and Secondary Division, Teaching Service Division, TTDO, Provincial and Private education authorities, Accounts and Administration Division

Objective 3.6.	Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects			
No	**Output/ Milestone**	**Activity** *{ See also pp. 39 - 40 }*	**Time frame**	**Responsibility**
P58	- Pilot scheme introduced for use of vernacular - Improved performance of PE-pupils in literacy and numeracy - Policy development for vernacular in PE	Improve student language development, including establishment of a pilot scheme for use of the vernacular in primary schooling as a medium of instruction, and improve student performance in literacy (English and reading) and numeracy (mathematics)	Ongoing, 2007-2009 Pilot starts in 2007 Policy developed in 2008	Curriculum Development Centre, NESU and PE-division

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of Malaita education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.

Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	**Output/ Milestone**	**Activity** *{ See also pp. 41 - 42}*	**Time frame**	**Responsibility**
P59	Cordial working relations at the school/community level.	Embark awareness and strategy to the community and the School Committee to work in harmony with the Head Teacher and staff; This includes advising communities that the welfare of the Head Teacher and his staff must be given priority by the school committee.	2007 - 2009	School Committees and Staff , EAs
P60	Proper and transparent management of school funds	Make sure that the Head Teacher and the School Committee ensure school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds.	2007 - 2009	School Committees and Staff , EAs
P61	Teachers assessed prior to appointment	Assess teachers professional experience and qualification prior to their appointment to Head Teacher positions.	2007 - 2009	PEA, Inspectorate,TSD
P62	Headteacher manuals distributed	Provide copies of the Head Teacher's manual to all Head Teachers.	2007	PEA, Inspectorate, TSD
P63	Teachers equitably deployed	Distribute evenly experienced and trained teachers should be distributed evenly	2007 - 2009	TSD, EAs
P64	Reported discipline cases dealt with	Deal efficiently all reported cases of discipline and appropriate disciplinary action taken.	2007 - 2009	PEA, Inspectorate, TSD

P65	Headteachers participate in re-introduced training	Re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training.	2007 and ongoing	TTDO , EAs
P66	Headteachers account all funds	Make sure that every Head Teacher is accountable for all school finances.	Ongoing	School Committees , EAs, Inspectorate
P67	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate
P68	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, MEHRD
P69	Increased role of Provincial actors in national and provincial education planning, budgeting and monitoring	Promote and sustain the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP, and PEAP.	2007 onwards	PS, CT, PMT, PCRU, Provincial Authorities

Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	**Output/ Milestone**	**Activity** *{ See also pp. 35 - 42}*	**Time frame**	**Responsibility**
P70	Policy produced on establishment of new schools	Communicate policy on establishment of new schools to communities and other authorities	By 31 December 2007	Primary and Secondary division, PEA
P71	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Participate in development of policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools or primary schools.	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT, PEA
P72	Policy developed for 3-year tenure for head teachers and principals	Implement policy developed for minimum three year tenure for Head Teachers, Principals.	By end of 2007	TWG on Policy, NEB, PS, PMT, PEA Commission
P73	Phasing out of SISEE and	Develop a plan and timetable to phase out the Solomon Islands Secondary Entrance Examination.	By end of 2009	NESU, Primary and Secondary Division, PEA
P74	Introduction of school based assessment at primary school	Develop a plan and timetable to introduce school-based assessment into the primary school after phasing out SISEE.	By end of 2009	NESU, Primary and Secondary Division, Provincial Education Authorities

P75	Policy review on transfer of teachers to allow for choice	Reassess and develop the provincial policy on transfer of teachers, to consider if a system of incentives is needed, and will allow teachers more choice in future in relation to transfers.	2007	TTD, TSD, PEA
P76	Policy on vernacular in primary education	Consider ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English.	By 2007	TWG on Policy, NEB, PS, PMT, NEC, CDO
P77	Decision on enrolling ECE graduates into Preparatory	Discussion on a proposal that primary schools within the province could make it a requirement that only children who have completed Early Childhood Education should be enrolled in primary education.	2008	TWG on Policy, NEB, PS, PMT,
P78	Policy on compulsory primary education	Push for a policy to make primary education compulsory and "free" for all children in Malaita;	2008	TWG on Policy, NEB, PS, PMT, NEC, CDO

Objective 4.5: Develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and TVET				
No	**Output/ Milestone**	**Activity** *{ See also pp. 40 – 41}*	**Time frame**	**Responsibility**
P79	Review of school operational grants done and improved harmonised grants system in place for different levels	Consult in an independent review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement. Implement findings of review.	2008 and beyond	PCRU, PE,, PIU, Accounts, Provincial Authorities
P80	Grants to schools disbursed through PEA mantained	Maintain the current system of grants disbursement where the Ministry of Education will disburse school grants to the Malaita Provincial Education Authority, and then the Malaita Provincial Education Authority will disburse grants to schools;	2007 - 2009	PCRU, PE, PIU, Accounts, Provincial Authorities
P81	Accountants and bursars appointed Guidelines produced for grants management by provinces Grants managed under decentralisation system	Education Accountants appointed to each Provincial Authority, to support administration of both Primary School Grants. Decentralisation of administration of grants to provincial level. Development and implementation of standard process/guidelines.	By end of 2007 From 2008 onwards	PCRU, PE, PIU, Accounts and Provincial Authorities
P82	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly. Report on funds and ensure that Head teachers as the accountable officer at the school level will report to the Province and submit full reports of how funds were used to the responsible Ministry/donors.	Beginning of 2008	PE, PCRU, PIU, Accounts and Provincial Authorities

P83	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, PE, , and Provincial Authorities
P84	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, PCRU, PIU, Provincial Authorities
P85	Grants to schools is based on enrolment	Ensure grants paid to schools are on a per capita basis and based on the total enrolment in each primary school.	2007 - 2009	PCRU, PE, SE, PIU, Accounts, Provincial Authorities

Objective 4.6: Develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET				
No	**Output/ Milestone**	**Activity** { *See also pp. 37 – 39, 41 – 42, 59*}	**Time frame**	**Responsibility**
P86	Improved monitoring of school infrastructure programmes for PE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme.	From 2008 onwards	PCRU, PE, PIU and provincial authorities
P87	Improved co-ordination and harmonisation of all infrastructure programmes	Implementation of agreed findings by review team on primary education infrastructure programme.	From 2nd quarter 2007 onwards	PCRU, PE, PIU and provincial authorities
P88	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme.	From mid 2007 onwards	PCRU, PE, PIU and provincial authorities
P89	Cash grants given to schools by central government	Negotiate with the central government to provide cash assistance to enable the province to carryout infra-structure development in the primary schools.	2008	PCRU, PE, PIU and provincial authorities

12.3. Schedule of Activities: Secondary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands
Outcome 1 (ACCESS and EQUITY):	All children in Malaita Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	**Output/ Milestone**	**Activity** *{ See also pp. 48 – 51, 58 - 60}*	**Time frame**	**Responsibility**
S1	Undertake stocktake of all secondary schools facilities' condition	Undertake a stocktake of secondary schools in the province to assess the condition of existing secondary facilities in the province and identify which secondary schools have sub-standard facilities that need to be upgraded, to identify occupancy rates of existing classrooms, to identify if overcrowding is occurring, and to identify the real needs and priorities of each school.	2008	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S2	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009 to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms.	By end of 2008	PCRU, Infrastructure team, Division Secondary, PEA (provincial teams)
S3	Schools are expanded rather than establishing new ones.	Expand existing community high schools as a first option, and the establishment of any new community high schools is considered in the light of the Ministry of Education and Human Resource Development school establishment policy.	2007 - 2009	PCRU, Infrastructure team, Division Secondary, EAs
S4	Malaita Province secondary schools development plan	Develop a Malaita Province Secondary School Facilities Development Plan, with costings, for development of education facilities in junior secondary schools throughout the province, including the identification of locations where enrolment growth is accelerating, and when the phasing out of the Solomon Island Secondary Entrance Examination occurs	2008	PCRU, Infrastructure team, Division Secondary, PEAs
S5	New infrastructure built to meet minimum standards	Build dormitories to achieve a maximum of 30 students per dormitory, 6 toilets per schools to meet the national standard of 50 students per toilet;	2007, 2008, 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)

No	Output/ Milestone	Activity { See also pp. 48 – 51, 59}	Time frame	Responsibility
S6	Improved access to senior secondary education	Access to senior secondary through the following: • Rationalise and aim at an equal distribution of senior secondary schools through out the province; • Enrol in the current 3 provincial secondary schools students in form 6 by 2007 and will allow them to progress to form 7; • Enrol students in forms 4 & 5 Faumamanu (eastern region), Luaniua and Tapuaki (Malaita outer islands); • Enrol students in form 6 between 2006 and 2008 Aligegeo, Rokera, Gwaidingale, Arnon Atomea, Waneagu, Faumamanu ands Adaua; and • Consider upgrading eight schools into senior boarding schools, and phase out their lower secondary enrolments	2007 to 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S7	Extend access to secondary schooling	Plan to build up to 30 extra classrooms where necessary in Community High Schools, Provincial Secondary Schools and National Secondary Schools	Ongoing, 2007 to 2009	Communities, EAs, PCRU, Infrastructure team, Division Secondary
S8	Guidelines for improved school infrastructure development for all schools	Formulate guidelines for school infrastructure development.	By end of 2008	PCRU, Infrastructure Team, Division Secondary, Provincial Authorities
S9	National School Infrastructure Plan of Malaita Province component implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards End of 2007	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S10	All school land registered	Register land on which the schools are located.	2007 - 2009	Secondary Division, EAs
S11	Restructure the provision of secondary education in the Solomon Islands	Plan to enrol all students at forms 1 to 3 in community high schools, and convert the provincial secondary schools and national secondary schools into senior secondary schools.	2009	Ministry of Education and Human Resource Development, GPEA
S12	Specialised classrooms built	Plan to construct, over time, specialised classrooms and equipment (science laboratories, home economics classrooms, computer rooms…) in all secondary schools.	2007 - 2009	PCRU, Infrastructure Team, Division Secondary, PA

Objective 1.2: Provision of (financial) support from government and other stakeholders

No	Output/ Milestone	Activity *{ See also pp. 53, 61}*	Time frame	Responsibility
S13	Sustain junior secondary education in the Malaita Province, the Community Standard Funding	Sustain senior junior education in the Malaita Province, the Community Standard Funding is implemented based on the following contribution levels: • the Solomon Islands Government will pay 60% of the total cost; • Malaita Province will pay 30% of the total cost; • parents & communities will pay 10% of the total cost; • schools, parents and communities will be encouraged to raise extra funds.	2007 - 2009	SIG, MEHRD, Provincial Government, PEA/EA,Communities/ Parents
S14	Donors or other sources approached for assistance	Source financial assistance to enable the province to carry out infrastructure development in senior secondary schools (e.g. provision of specialist classrooms to accommodate new developments such as computers and technology).	2007 - 2009	SIG, MEHRD, Provincial Gov't,, PEA/EA,Communities/ Parents
S15	Communities build facilities in identified schools	Encourage and gain support of communities to build additional facilities where expansion is required. Identify schools with poor facilities and communities will be encouraged to improve and renovate them.	2009	EA / schools Communities parents
S16	Stakeholders aware of the responsibility to educate a child	Mount awareness workshops in the province to enable all stakeholders to learn about their responsibilities in educating a child.	2007 - 2008	EA / schools Communities parents

Strategic Goal 1	To provide equitable access to quality basic education for all children in Malaita Province
Outcome 1 (ACCESS and EQUITY):	All children in Malaita regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders.

Objective 1.3: Improved equal access to education for children, students and people with special needs.

No	Output/ Milestone	Activity *{ See also pp. 48 – 49 and 58 - 59}*	Time frame	Responsibility
S17	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Solomon Islands.	By end of 2008	MEHRD, (CT, PMT)
S18	Training of teachers on special needs education	Train teachers who have specialist skills to assist students with special learning needs, either through dedicated programmes at SICHE(SOE) or USP, or the like	By end of 2009	SE Division, with TTDO, SOE & USP

No	Output/ Milestone	Activity	Time frame	Responsibility
S19	Gender balanced enrolment	Operate double streams existing junior secondary schools (community high schools) with the aim of achieving an enrolment of 50% girls and 50% boys or in proportion to the respective population;	2007 - 2009	Secondary Division, & Education Authorities

Objective 1.4: Improved equal access for girls and boys, in particular in isolated locations

No	Output/ Milestone	Activity *{ See also pp. 48 – 49, 58 - 59}*	Time frame	Responsibility
S20	Policy and plans developed for SE Progress reports on achievement of objectives	Plan to enrol all students at forms 1 to 3 in either community high schools, provincial high schools or national secondary schools, and to achieve a gender balance in enrolments that reflects the same proportion of girls to boys as exists in the appropriate age group cohort in the population.	end of 2008 Ongoing 2007 to 2009	Secondary Division, & Education Authorities
S21	Double stream implemented at SE/CHS	Increase participation of girls by building an additional girls' boarding facilities likes dormitories , or by considering the provision of schools or streams for girls only; • aim to achieve enrolment on a basis of 50% girls and 50% boys; • provide awareness programmes to encourage participation by female students; and • Consider selection at the end of form 3 be given to different entry level requirements for boys and girls.	2007 - 2009	SE-Division, Provincial education authorities

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people
Outcome 3 QUALITY:	All levels and dimensions of Malaita education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.

Objective 3.1: Provision of an adequate number of qualified teachers and other workers in the education sector

No	Output/ Milestone	Activity *{ See also pp. 51 – 53, 60 - 61}*	Time frame	Responsibility
S22	Training needs identified after survey	Conduct a provincial survey to identify the training needs and priorities for teacher training;	2008	SE, TTDO
S23	Fully costed staff development programme for teachers	Develop a fully costed staff development plan to upgrade its secondary teaching work force.	2008	SE, TTDO, EAs
S24	Train more senior	Train up to 20 additional senior secondary teachers each year, focusing on	Start in 2007	TTDO, SICHE, USP

No	Output/ Milestone	Activity	Time frame	Responsibility
	secondary teachers	specialised subjects (e.g. science, mathematics, practical subjects).		
S25	Train more junior secondary teachers	Train up to 30 additional junior secondary teachers each year, focusing on double majors and specialised subjects (e.g. science, mathematics, practical subjects).	Start in 2007	TTDO, SICHE, USP
S26	Scholarship for secondary teachers	Support prospective secondary teachers to apply for scholarships to study for a degree, either overseas or through flexible distance and flexible learning opportunities offered by the University of South Pacific in the Solomon Islands.	2007 - 2009	TTDO, SICHE, USP, PEA
S27	Train untrained teachers	Enrol some untrained graduates at Solomon Islands College of Higher Education for a one year Advanced Standing Programme, or enrol through University of South Pacific distance and flexible learning & summer school. Priority in training will be given to graduates with no teaching certificates and to those subject areas for which there is shortage of teachers.	2007 - 2009	TTDO, SICHE, USP, PEA
S28	Incentives to attract teachers in place	Provide incentives need to attract teachers to teach in isolated schools.	2007 - 2009	TSD, EA, Communities
S29	All teachers' qualification is diploma or better	Ensure that the minimum qualification for teaching at a senior secondary high school is a diploma.	2007 - 2009	TTDO, SICHE, USP, PEA

Objective 3.2: Development and maintenance of a high quality process of teaching and learning

No	Output/ Milestone	Activity *{ See also pp. 51 – 53, 59 - 61}*	Time frame	Responsibility
S30	Improved and timely assessment of teachers, and of appropriate implementation of curricula	Inspectors decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments. Head teachers and principals will play a supportive role in teacher assessment. Teacher appraisal policy reviewed and implemented.	By end of 2008 2008	Inspectorate, Provincial Authorities Inspectorate, SOE,

Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula

No	Output/ Milestone	Activity *{ See also pp. 51 and 59}*	Time frame	Responsibility
S31	Contribution made to the curriculum review	Contribute to the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level and Review of the senior secondary curriculum to ensure the strengthening of the linkage between form 5 and form 6 curricula.	Progress report by end of 2007	Curriculum Development Centre, SE-division
S32	Teachers involved in curriculum reviews	Involve teachers throughout the country in curriculum reviews (and not only had a few hand picked teachers in Honiara).	2007 - 2009	CDC SE-division
S33	An improved materials	Improve the system of delivering curriculum materials to schools, including putting	2008	CDC, PEA, SICHE

	distribution system in place	procedures in place to let teachers know about curriculum materials that are sent to schools.		
S34	Review the secondary curriculum	Review the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level	2007	CDC
S35	High quality relevant curriculum learning materials provided.	Provide high quality relevant curriculum learning materials, textbooks and equipment to senior secondary schools, in order to supplement the stock existing in the province.	2007 - 2009	CDC, PEAs
S36	Provincial curriculum centre set up	Set up Malaita's own curriculum centre to provide in-service training on new curriculum materials and for teachers to be more involved in curriculum writing and development.	2009	MEHRD,CDC, PEAs
S37	Teachers trained on new curriculum materials	Provision of in-service training on new curriculum materials produced;	By 2009	CDO,TTDO
S38	Balanced TVET and academic biased courses offered	Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.	2007 and onwards	SE Division, CDO, Schools

Objective 3.4: Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials

No	Output/ Milestone	Activity *{ See also pp. 51, 59 - 61}*	Time frame	Responsibility
S39	An improved pupil textbook ratio of 1:1	Supply curriculum materials, textbooks and equipment to junior secondary schools; Production and supplying of materials will be improved to achieve	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools

Objective 3.5.   Continuous Professional Development for all education staff

No	Output/ Milestone	Activity *{ See also pp. 51 – 53 and 60 - 61}*	Time frame	Responsibility
S40	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools, on campus and school based training.	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & PEAs
S41	In-service training for SE-school teachers	Train senior secondary teachers each year, focusing on specialised subjects (e.g. science, mathematics, practical subjects)	Ongoing, 2007, 2008 & 2009	Secondary School Division, TTDO, SICHE(SOE) & USP

No	Output/ Milestone	Activity	Time frame	Responsibility
S42	Induction training and capacity building for Principals developed and organised	Improve management skills of Principals, and induction training for new Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants	2008 & 2009	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division
S43	Principals and careers masters trained	Provide professional development training to support capacity building for Principals, and for careers masters.	2008	Secondary Division, Teaching Service Division, TTDO, EAs
S44	Teacher upgrade skills through SITUP	Support teachers to upgrade their skills and qualifications through programmes such as SITUP to enable them to teach in junior secondary schools.	2007 - 2009	Secondary Division, Teaching Service Division, TTDO, EAs

Objective 3.6: Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects

No	Output/ Milestone	Activity *{ See also pp. 51 – 53, 59, 60}*	Time frame	Responsibility
S45	Adequate and good quality tools and equipment provided for Forms 1-3	Supply an adequate number of tools and equipment for junior secondary schools (Forms 1-3) in particular for the practical skill subjects and science in order to enable teachers to teach the new syllabus and practical skill subjects.	From 2007 onwards	DC, Development Partner(s)
S46	Increased number of SE-schools with well functioning libraries	Promotion of libraries and readership . Support to establishment and expansion of libraries and provision of reading materials.	Ongoing, 2007-2009	NLS, Provincial Authorities
S47	Special training for guidance and counselling teachers delivered	Make it mandatory for Principals, student counsellors or careers teachers to attend specialised guidance and counselling training.	2007 - 2009	Secondary Division, Teaching Service Division, TTDO, EAs
S48	Teacher counsellors appointed.	Appoint to each school of a full time student counsellor or a careers teacher.	2009	Secondary Division, Teaching Service Division, TTDO, EAs

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of Malaita education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.

Objective 4.1 : Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity *{ See also pp. 53 – 54 and 61 - 62}*	Time frame	Responsibility
S49	Improved school management with strategies undertaken	For better management of schools at the secondary level, the province will: • appoint Principals who have a qualification and experience in teaching and administration and management; • ensure secondary schools have non-teaching principals; • ensure principals remain in the position in their schools for at least 3 years; • provide management and policy development training for Principals of junior secondary schools; • set out clearly the roles and responsibilities of School Boards of Management; • support Boards of management by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; • monitor school Boards in the keeping proper records of school finances. • Guide School Boards to draw up their own constitutions	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S50	School board members drawn from catchment have appropriate capacity and integrity	Establish school board membership by drawing from the catchment area (if necessary Boards should have a capacity to bring in skills required, where these are not present within the Board itself).	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S51	Job descriptions redesigned	Redesign of job descriptions to suit present school situations.	2009	TSD, EAs, TWG on Policy

S52	Improved communication with two way radios provided to schools	Provide a two way radio for junior secondary schools to communicate between regional centres, education authority headquarters, and the Ministry of Education.	2008	Education authorities, schools

Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas

No	Output/Milestone	Activity *{ See also pp. 48 – 54 and 58 - 62}*	Time frame	Responsibility
S53	A policy developed for special (and inclusive) education	Define special education in the Solomon Islands context, following the independent review, and develop national policy for special education (to include inclusive education) .	By end of 2009	TWG-Policy, PMT, Provincial Education Authorities
S54	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools.	December 2007	Secondary division
S55	Increase class sizes to 40 in junior secondary	Consider extending the maximum class sizes from 30 to 40.		TWG on Policy, NEB, PAs, PS, PMT
S56	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Communicate and implement policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools.	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT
S57	Phasing out of SISEE and introduction of school based assessment at primary school	Implement plan and timetable to phase out the Solomon Islands Secondary Entrance Examination and pupils progress in to form 1.	By end of 2009	NESU, Primary and Secondary Division, EAs.
S58	Teacher Training Policy	Put in place a teacher training policy by the end of 2006 (Policy).	2007	TWG on Policy, NEB, EAs, PS, PMT

Objective 4.4: Develop and implement a programme of Human Resource Development and capacity building

No	Output/Milestone	Activity *{See also pp. 54, 60 - 61}*	Time frame	Responsibility
S59	IOA implemented also for actors in the provinces	Audit the existing education staff in provinces using the IOA process: Provincial Officers, Education Authorities, and school managers and educational institutions to identify competencies and skill gaps.	By end of 2007	CT, with support from PIU, and development partners
S60	HRD strategic plan designed for education sector	Participate in the Human Resources Development Strategic Plan which will include capacity building and Provincial and Private Education Authorities, and school managers, with a view to decentralising decision-making and strengthening all Provincial and Private Education Authorities.	First quarter of 2008	CT, with support from PIU, and development partners

S61	Principals have contracts	Put in place processes to get School principals on contracts.	2008	TWG on Policy, NEB, EAs, PS, PMT

Objective 4.5: Develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and TVET				
No	**Output/ Milestone**	**Activity** *{ See also pp. 53, 61 - 62}*	**Time frame**	**Responsibility**
S62	Participated in the review of school operational grants	Participate in the review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement. Implementation of review findings.	Completed by March 2007 From 30 June 2007 onwards	PCRU, Review Team PCRU, SE, PIU, Accounts, Provincial Authorities
S63	Financial training for principals and chairmen of boards	Provide Financial training (based on basic bookkeeping and basic budgeting) for Head Teachers and Chairmen of junior secondary schools.	2008	PCRU, SE, PIU, Accounts and Provincial Authorities
S64	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	- Education Accountants appointed by the Provincial Authority, and bursars appointed at the provincial secondary school, to support administration of both Primary School Grants & Secondary School Grants (harmonised system). - Decentralisation of administration of grants to provincial level. - Development of standard process/guidelines.	By end of 2007 From 2008 onwards	PCRU, SE, PIU, Accounts and Provincial Authorities
S65	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds to Ministry of Education and Human Resource Development and/or donors.	Full implementation by beginning of 2008	SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S66	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, SE, TTDO, PCRU, PIU and Provincial Authorities, and EAs

S67	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	SE, PCRU, PIU, Provincial Authorities, EAs

Objective 4.6: Develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET				
No	**Output/ Milestone**	**Activity** *{ See also pp. 49, 51, 59 and 611}*	**Time frame**	**Responsibility**
S68	Improved monitoring of school infrastructure programmes for secondary schools	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme. Capture data into SIEMIS.	From 2008 onwards	PCRU, SE, PIU, provincial authorities, EAs
S69	Improved co-ordination and harmonisation of all infrastructure programmes	Coordination and harmonisation of all infrastructure programmes supported by SIG and different Development Partners, based on the recommendations of the internal reviews by Stabex 99/PIU on the infrastructure for secondary schools. Strengthening of infrastructure team in Ministry of Education and Human Resource Development.	2007 onwards	PCRU, SE, PIU and provincial authorities, EAs
S70	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme.	From mid 2007 onwards	PCRU, SE, PIU and provincial authorities, EAs

12.4. Schedule of Activities: Technical and Vocational Education and Training

Strategic Goal 2:	To provide equitable access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people
Outcome 2 (ACCESS and EQUITY):	People in Malaita regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.
Objective 2.1:	Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure

No	Output/ Milestone	Activity *{ See also pp. 66 – 68 }*	Time frame	Responsibility
T1	Stocktake of condition of buildings and facilities	Carry out a stocktake of existing rural training centres, and an assessment of the condition of buildings and facilities, as a first step in developing a plan for the development of the Technical and Vocational Education and Training sector.	2008	EAs, PCRU
T2	Comprehensive TVET Plan developed	A comprehensive plan needs to be developed for the establishment of Technical and Vocational Education and Training in the Malaita Province.	2008 and beyond	Education Authorities, SIG, Provincial Government, TSD, PCRU,TVETD
T3	Extend provision of Technical and Vocational Education and Training	Consider expanding facilities at rural training centres as resources permit.	2007	EAs, SIG, Provincial Government, Communities
T4	established for (4) TVET Centre	Establish 4 additional rural training centres.	End of 2009	EAs, SIG, Provincial Government, TSD, PCRU,Communities,TVETD
T5	Church and Government partnership arrangements established on TVET development	Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training.	By end of 2008	EAs, SIG, Provincial Government, TSD, PCRU,TVETD
T6	To improve access to post-secondary education	Prepare a forecast of unsatisfied demand for TVET over the period 2007-2015.	By end of 2008	TVET-division, PEAs (with TA)

Objective 2.4:		Improved equal access for girls and boys, in particular in isolated locations		
	Output/ Milestone	**Activity** *{ See also pp. 66 - 67 }*	**Time frame**	**Responsibility**
T7	More female biased courses developed	Offer more courses aimed at developing skills of young women, at the centers, and encourage girls to attend rural training centres.	2008 to 2009	TVET-division, Provincial Education Authorities
T8	More facilities for training women	Provide more facilities for skills training for women.	2009	TVET-division, PEAs

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Malaita
Outcome 2 (ACCESS and EQUITY):	People in Malaita regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.

Objective 2.2:		Provision of (financial) support from government and other stakeholders		
	Output/ Milestone	**Activity** *{ See also pp. 67 - 69 }*	**Time frame**	**Responsibility**
T9	Sustained TVET education in the Malaita Province, the Community Standard Funding	The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. This concept is accepted and based on the following contribution level: • Central Government will pay 30% of the total cost; • Malaita Education Authority or Church Education Authorities will pay 30% of the total cost; • Parents will pay for 40% of the cost.	2008 - 2010	SIG, Provincial Government, Church Education Authorities, Communities/Parents
T10	Operational costs of TVET centres provided	The management and Planning Committee will detail the potential projected cost of establishing and operating the Technical and Vocational Education and Training centres consistent with the Ministry of Education policy guidelines and in consultation with Church Education Authorities.	2008	PMT, PCRU, Education authorities
T11	Detail cost of establishment and operation of TVET centres available	The management and Planning Committee will detail the potential projected cost of establishing and operating the Technical and Vocational Education and Training centres consistent with the Ministry of Education policy guidelines and in consultation with Church Education Authorities.	End of 2007 to 2008	PCRU, Infrastructure Team, TVET Division, Provincial Authorities
T12	Awareness on TVET	Mount community awareness programmes on the worth of Technical and Vocational	2007 to 2009	TVET Division,

	carried out	Education and Training.		Provincial Authorities
T13	Understanding on responsibility for teacher salaries brokered.	The province would have to either provide an undertaking to pay the salaries of qualified staff, or broker a suitable arrangement with an organisation that would pay the salaries of staff.	End of 2007	EAs, SIG, Church Education Authorities, Provincial Government, TSD

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people
Outcome 3 QUALITY:	All levels and dimensions of Malaita education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.
Objective 3.1:	Provision of an adequate number of qualified teachers and other workers in the education sector.

No	Output/ Milestone	Activity { *See also pp. 68 - 69* }	Time frame	Responsibility
T14	Increased intake at Vanga TC – 10 per year	Ensure 10 Technical and Vocational Education and Training instructors each year from Malaita enrol for training at Vanga Teachers' College.	2007 to 2009	EAs, TTDO, VTC
T15	Identify teachers with first qualification to train	Identify people with a first qualification to train at Vanga Teachers' College as instructors.	2007 to 2009	EAs, TTDO, VTC
T16	Train untrained teachers	Utilise Vanga Teachers' College to train untrained teachers from schools which are teaching practical subjects.	2007 to 2009	EAs, TTDO, VTC
T17	Current teachers upgrade qualifications	Offer current tutors the opportunity to upgrade their present qualifications.	2007 to 2009	EAs, TTDO, VTC
T18	Rural teachers given special opportunity to training	Encourage Rural Training Centre teachers to acquire at least a certificate or diploma from a recognised tertiary education institution.	2007 to 2009	EAs, TTDO, VTC
T19	Training of TVET-instructors	Selectively nominate and train additional TVET tutors/instructors each year, focusing on specialised subjects (e.g. trade subjects where skilled workers are in short supply, or key skills needed in the economy).	By end of 2007, 2008 and 2009	TVET-division, Vanga Teachers' College, TTDO, PEAs.

No	Output/ Milestone	Activity *{ See also p. 68}*	Time frame	Responsibility
Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
T20	Modules chosen and used in existing and new TVET centres	Modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. Tutors at Hakama would use the same modules currently used in existing centres elsewhere in the Solomon Islands. The initial courses to be offered in the Hakama centre would focus on: Life skills; Woodwork/Carpentry; Agriculture; Applied Mathematics; Applied English; Business Studies; Home Economics; and Mechanical Engineering.	2008	TVET Division, CDO,
T21	Strengthen trained in TVET curriculum	Strengthen the curriculum and training of a cadre of qualified and competent instructors to improve the quality of delivery of Technical and Vocational Education and Training.	2008	TVET Division, CDO, VTC
T22	TVET curriculum developed	Develop a Technical and Vocational Education and Training curriculum, guidelines to provide support to all the technical and vocational educational training centres in the country, through the Curriculum Development Centre at the School of Education and Cultural Studies at Panatina.	2008 to 2009	TVET Division, CDO, VTC, SOE
T23	Resource materials provided to centres	Provide text-books, equipment and tools under the current funding for technical and vocational educational training centres.	2007 - 2009	TVET Division, CDO,
T24	Relevant courses based on need and demand at each centre	Deliver rural training centres relevant programmes with an employment-outcomes focus, including courses on eco-tourism, hospitality, handicrafts, music, business studies and entrepreneurial skills, agriculture skills (food-gathering and nutrition), and trade skills, such as mechanics or design and making of clothing.	2008 to 2009	TVET Division, CDO, Education authorities
T25	Guidelines on functions of RTCs	Develop guidelines setting out the distinctive roles of rural training centres and the roles of the formal school system, i.e; what is the purpose the practical skills learned at rural training centres and what is the purpose of those taught in the formal system.	2007	TVETD,EAs
T26	Incorporate polytechnic or TAFE courses	Incorporate polytechnic or TAFE courses into the proposed Malaita Training Institute.	2009	TVET Division, CDO, VTC, SOE
T27	Trade testing is carried out	Negotiate with Vanga and Solomon Islands College of Higher Education to offer the same credentials so that skill certification is done by trade testing.	2009	TVET Division, CDO, VTC, SOE

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of the Malaita education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		

Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity *{ See also p. 69}*	Time frame	Responsibility
T28	A Management and Planning Committee is established and manages its functions with guidelines to assess performance and improvement in management areas.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken: • a Management and Planning Committee will be established; • this Management and Planning Committee would become the Board of Management for the new rural training centre when it becomes operational; • the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre, would appoint the initial Principal, and would provide governance and ongoing support for the Centre. • Advertise the posts of Principals nationally to attract qualified people; • Make it mandatory for Principals and Bursars to attend in-service training on financial management; and • Ensure that all Rural Training Centres will have Development Plans.	By end of 2007 and then onwards operates.	TVET division, Provincial and church education authorities, TSD,
T29	RTC visited on a regular basis (2 to 4 times a year)	Visit rural training centres on a regular basis by inspectors, education officers and education authorities	2007 - 2009	PEAs, Inspectorate
T30	RTC used as demonstration centers for communities	Engage rural training centres in community demonstration activities	2007 - 2009	TVET-division, PEAs, communities
T31	RTC coordination centres established in Malaita	Set up for Malaita province a rural training centre coordinating office in 2007.	2007	TVET-division, PEAs
T32	TVET Centres monitoring reports	Each TVET centre is monitored and a report on all aspects of each centre's operations is made to the PEA and EA and TVET Division.	2007 and ongoing	TVET-division, PEAs, EA

ABBREVIATIONS

AJR	Annual Joint Review
CDC	Curriculum Development Centre
CHS	Community High School
COM	Church of Melanesia
CPD	Continuous Professional Development
CSF	Community Standard Funding
CT	Co-ordination Team
DFL	Distance and Flexible Learning
DP's	Development Partners
EA	Education Authority
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
EFA	Education for All
ERU	Education Resource Unit
ESF	Education Strategic Framework (2007-2015)
ESIRP	Education Sector Investment and Reform Programme
ESP	Education Strategic Plan
ESSC	Education Sector Co-ordination Committee
EU	European Union
FBT	Field Based Training
FIT	Fiji Institute of Technology
IOA	Institutional and Organisational Assessment
JSS	Junior Secondary School
MEHRD	Ministry of Education and Human Resources Development
MoF	Ministry of Finance
MoPAC	Ministry of Planning and Aid Co-ordination
MPS	Ministry of Public Service
NSS	National Secondary School
NSTP	National Skills Training Plan
NTTDP	National Teacher Training and Development Plan
NZAID	New Zealand Agency for International Development
PAF	Performance Assessment Framework
PCRU	Planning, Coordination and Research Unit
PE	Primary Education
PEAP	Provincial Education Action Plan
PIU	Project Implementation Unit (for Stabex 99/EU-project)
PMT	Programme Management Team

PRIDE	Pacific Regional Initiative for Delivery of Basic Education
PSS	Provincial Secondary School
PSSC	Pacific Secondary School Certificate
PTID	Policy Translation and Implementation Document
RTC	Rural Training Centre
SE	Secondary Education
SIARTC	Solomon Islands Association for Rural Training Centres
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management Information System
SIF3	Solomon Islands Form 3-(exam)
SIG	Solomon Islands Government
SISC	Solomon Islands Secondary Certificate
SISEE	Solomon Islands Secondary Entrance Examination
SISTA	Solomon Islands Standardized Test of Achievement
SOE	School of Education
SPBEA	South Pacific Board for Educational Assessment
SSEC	South Seas Evangelical Church
SSS	Senior Secondary Schools
SWAp	Sector Wide Approach
TSD	Teaching Service Division
TTDO	Teacher Training Development Officer
TVET	Technical and Vocational Education and Training
TWG	Technical Working Groups
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USP	University of the South Pacific
VTC	Vanga Teachers' College