

Western Province

Solomon Islands

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009



Provincial Education Office
Gizo, Solomon Islands
August, 2007

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Western Province

Ministry of Education and Human Resources Development
Honiara, Solomon Islands
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FORWARD

It is a pleasure for me to introduce to our people this Provincial Education Action Plan for Western. 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 Western 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 Western 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 Western 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 Western Provincial Education Action Plan.

This Plan is intended as a blueprint for the future development of education in Western. 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 Western 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 Western. 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 Western requires cooperation and funding from the Western 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 Western. Bringing about real improvement in education in Western, 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 Western if it is to achieve its ends.

The extent of the improvements needed in education in Western 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 Western Province to you.

.....
Hon. George Lilo
Provincial Minister of Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

This Provincial Education Action Plan for Western 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 Western 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 Western Provincial Education Authority and of the Church education authorities have now been incorporated into this Provincial Education Action Plan for Western.

The Western 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 19 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.

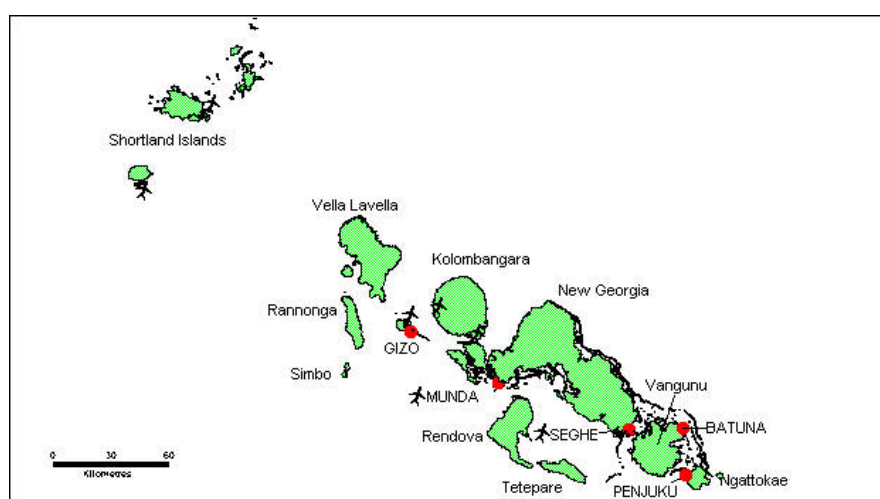
- Access and Equity
- Facilities
- Curriculum
- Teachers Supply and Demand
- Financing
- Management

CHAPTER 2: BACKGROUND

2.1. Background

Western Province is one of the ten provinces (including Honiara City Council) in the country. It consists of the islands of the New Georgia group including Vangunu and Gatokae, Rendova and Tetepare, Kolombangara and Gizo, Simbo and Ranongga, Vella La Vella and Shortland Islands. Western Province is one of the large provinces in the country in terms of land mass, population, human and natural resources.

Figure 1: Map of Western Province



2.2. Population

According to the 1999 Solomon Islands National Population Census, the population of Western Province was 62,039. This provincial population is growing at an annual population increase of 3.2% per annum, a rate much higher than the national annual growth rate of 2.8% per annum.

Using the Western Provincial annual growth rate of 3.2% per annum, the 2004 population of the province was estimated at 71,846. The 2006 population is estimated as 73,932. It is estimated that Western Province's population projection for the four years from 2007 to 2010 will progress steadily, as shown in Table 1.

Table 1: Western Province Population Projections 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	39,888	35,872	75,759
2008	40,849	36,741	77,591
2009	44,157	39,602	83,759
2010	42,747	38,467	81,214

Source: Statistics Office 1999 Census Provincial Population Projections. Rounding accounts for the discrepancy when male and female figures do not add to the total figure.

Records from the 1999 National Census show the population of each provincial ward as follows: Outer Shortlands (1,184), Inner Shortlands (2,338), Simbo (1,672), North Ranongga (412), Central Ranongga (2,053), South Ranongga (2,600), Vonunu (2,568), Mbilua (2,788), Ndovele (1,538), Irringgilla (2,280), Gizo (5,323), South Kolombangara (3,609), Vonavona (4,498), Kusaghe (1,746), Munda (2,428), Nusa Roviana (1,710), Roviana Lagoon (3,599), South Rendova (2,207), North Rendova (1,500), Kolombanghea (1,540), Mbuini Tusu (2,328), Nono (2,696), Nggatokae (2,377), North Vangunu (2,251), Noro (3,482), North Kolombangara (2,012).

According to the last Census, the school age population in Western Province in 1999 was 19,635 people. Of this number, 10,259 were males and 9,377 were females. 146 school age children in Western Province were recorded as having “no education” during the 1999 Census. The school age population in this context refers to those who might be expected to attend primary and secondary schools (the school age population is assumed to include all people of ages 6 to 18 inclusive).

The school age population projections for the Year 2007 for Western Province (based on the 1999 census data) are set out in Table 2.

Table 2: Western School Age Population Projections for 2007, By Level and Gender

Age	Level	Male	Female	Total
5	Early Childhood Education	3,078	2,808	5,886
6	Preparatory	1,015	931	1,946
7	Standard 1	1,011	936	1,947
8	Standard 2	938	862	1,800
9	Standard 3	938	871	1,809
10	Standard 4	940	880	1,820
11	Standard 5	942	891	1,833
12	Standard 6	948	902	1,850
13	Form 1	834	796	1,630
14	Form 2	845	805	1,650
15	Form 3	856	815	1,671
16	Form 4	870	825	1,695
17	Form 5	879	831	1,710
18	Form 6	837	786	1,623
19	Form 7	820	762	1,583
	Total	15,752	14,701	30,453

Source: 1999 Census Population Projections

2.3. Economic Development in Western Province

The overall economic development in Western Province is faster than the other provinces in the country. Some of the reasons to explain this rate of economic development in Western Province include the

availability of limited capital, the availability of both human and natural resources, and the commitment of its people.

2.3.1. Current Economic Activities (Individuals/Domestic)

Rural individuals and families (mainly farmers) have to engage in small business economic activities in order to generate an income. Current economic activities in which the rural farmers participate include production and selling of copra, and harvesting and selling of marine resources such as fish, bech-de-mer, and trochus shell. Farmers also produce and sell root crops and other garden products. In order to generate revenue, some tribal groups (landowners) especially in the New Georgia group and other main islands, allowed logging companies to log their trees. Apart from major logging operations, individuals also cut trees themselves using chain saws, and sell timber for income. This practice is common in the main islands of the province.

2.3.2. Current Economic Activities (Commercial)

There are many groups that are involved in commercial economic activities in Western Province. The extent to which these groups operate successfully varies, depending on their entrepreneurial skill, financial capability, available resources, and access to markets.

Western Province is well ahead of the rest of Solomon Islands in the tourism industry. There are several operators engaged in the development of this industry in the province. The Western Province Tourism Association has been set up to coordinate and promote tourism in the province. Nearly all tourism providers in the province are members of this association.

One of the main tourism activities in the province is the establishment of island resorts. Currently there are five resorts in the province, namely Agnes Lodge, Uepi Island Resort, Mariu Resort, Wilderness Lodge and Zipolo Habu Resort. Another type of tourism activity set up in Western Province is the Eco-Lodge. Examples of these include Letina Lodge, Matikuri Lodge, and Kajoro Lodge. In the urban centres such as Gizo there are accommodation facilities that also contribute to the growth of tourism in the province. An example of such a facility is the Gizo Hotel, situated next to the Gizo wharf and the Gizo market.

An urban centre in Western Province, Noro, hosts the main base of the Solomon Islands major fish canning company. There are other companies, such as logging companies, that operate within the province and contribute to its economic development. There are also wholesale and retail shops in the urban centres.

2.4. Infrastructure/Transport, Communication

There are two main wharves in the province, the Noro wharf and the newly European Union funded wharf at Gizo.

Currently, Solomon Airlines services reach Western Province through its flights to Sobiro, Ramata, Seghe, Mono, Balalae, Munda and Gizo. Ship and boat services are provided by shipping companies. Currently, MV Compass Rose II and MV Temotu, MV Tomoko, MV Issabella, MV Pelican and Solomon Express provide a weekly shipping service to Western Province, especially to the main ports and urban centres. The main means of transport used for inter island travelling within the province is the outboard motor boat.

Telekom services through the telephone network are accessed at urban centres like Gizo, Noro, Munda and others. There is also a two way radio service which connects the health and medical centres with the Provincial Capital, Gizo.

People in the province still use mail as a means of communication. Fax machines are also available at urban centres like Gizo, Munda and Noro.

2.5. Social Services

2.5.1. Education

Western Province joined the Early Childhood Development Programme in 1996 with 3 field-based training groups. Before the ethnic tension, there were 140 established early childhood education centres in the province. Only 59 of these centres were currently operating in 2006.

According to the *Digest of Education Statistics 2006*, there were 120 primary schools in Western Province. These include the ones attached to Community High Schools, as well as the primary schools run by Churches, and those operated by the Western Province Education Authority. The 120 primary schools have a total student enrolment of 14,161. This number represents approximately 14.6% of the national primary school enrolment. Of this total, 7,091 (48%) were girls, and 7,490 (52%) were boys.

The total number of Community High Schools in Western Province is 17. Out of this number, five are administered by various churches, and twelve are operated by the Western Provincial Assembly through its Education Division. Based on 2006 data, the total enrolment in the junior secondary schools (forms 1 to 3) in Western Province was 2,400 students. This includes the forms 1 to 3 students in the senior schools in the province.

There are currently four senior secondary schools in Western Province, namely Biulah Provincial Secondary School, Vonunu Provincial Secondary School, Goldie College and Kukudu National Secondary School. The national secondary schools are administered by the Seventh Day Adventist Church and the United Church Authorities, while the provincial secondary schools are administered by the Western Provincial Education Authority. The classes offered in these provincial and national secondary schools range from form 1 to form 5, or even up to forms 6 and 7. Based on 2006 data, the total enrolment in the senior secondary schools (forms 4 to 7) was 1,307 students, including senior classes in some of the community high schools.

Technical and Vocational Education and Training (Technical and Vocational Education and Training) is available in the province through the Rural Training Centre controlled by Churches. The Western Province does not have any Rural Training Centre of its own. The Technical and Vocational Education and Training Policy encourages establishment of more rural training centres and emphasises practical subjects in the formal education system.

2.5.2. Health and Medical Services

The Western Provincial Hospital is located in the provincial capital Gizo. Another main health facility in Western Province is the Helena Goldie Hospital in Munda, which is operated by the United Church. There are also other health facilities within the province.

The equipment of the health facilities is adequate to address the basic health needs of the people. There is, however, a need to upgrade the equipment to improve the capacity of the health service to deal with emergency situations. This improvement is mainly needed in the health facilities outside the main urban centres.

2.5.3. Housing

There are permanent and semi-permanent houses in the province, especially in the urban centres like Gizo, Munda, Noro, and other substations. The majority of these dwellings are designed for government officers, teachers, and church leaders. In some villages, those who can afford to, build permanent buildings. Most houses in the villages, however, are made of local thatch materials.

2.5.4. Water Supply and Sanitation

Some villages in the province have public water supply distribution system. People also rely on rain, stored in tanks, as a source of water. These tanks are either provided by the government or by individuals themselves. Others have no choice but to dig wells in order to have a supply of water.

Urban centres in the province, for example, Gizo, Munda and Noro, have reasonable toilet systems. However, not all citizens of these townships have access to proper toilet facilities. Some have to use the beaches. In the villages, some people have pit latrines. Some villages use the beaches as sanitation facilities.

2.5.5. Church, Sports and Youth Activities

The four main churches that have followers in Western Province are United Church, the Roman Catholic Church, the Seven Day Adventist Church, and the South Seas Evangelical Church. There are also members of other denominations like the Anglicans and the Full Gospel Churches in the urban centres like Gizo and Noro. Other small Christian denominations have also reached the islands, and have some followers.

There is a general commitment to Christianity in the Province, and consequently church and religious activities are common.

The two main sports played in the province are soccer and netball. Tournaments are held annually in the province. There is competitiveness in these tournaments, and this is reflected in Western Province Netball team which won the Inter-Provincial Netball tournament that was held in Kirakira in November and December 2004.

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

3.1. Vision

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

The Vision of Western Province Education is that people of Western Province will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. It is envisaged that Western province will be a united and progressive province in which all can live in peace and harmony with fair and equitable opportunities for a better life.

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. Western 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 SWAp,

ESIRPII, National education Action Plan (2007-2009), Education Sector 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 Western 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 Western 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 Western 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 Western 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 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 Western 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, National Education Action Plan (2007-2009), Education Sector Framework (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.

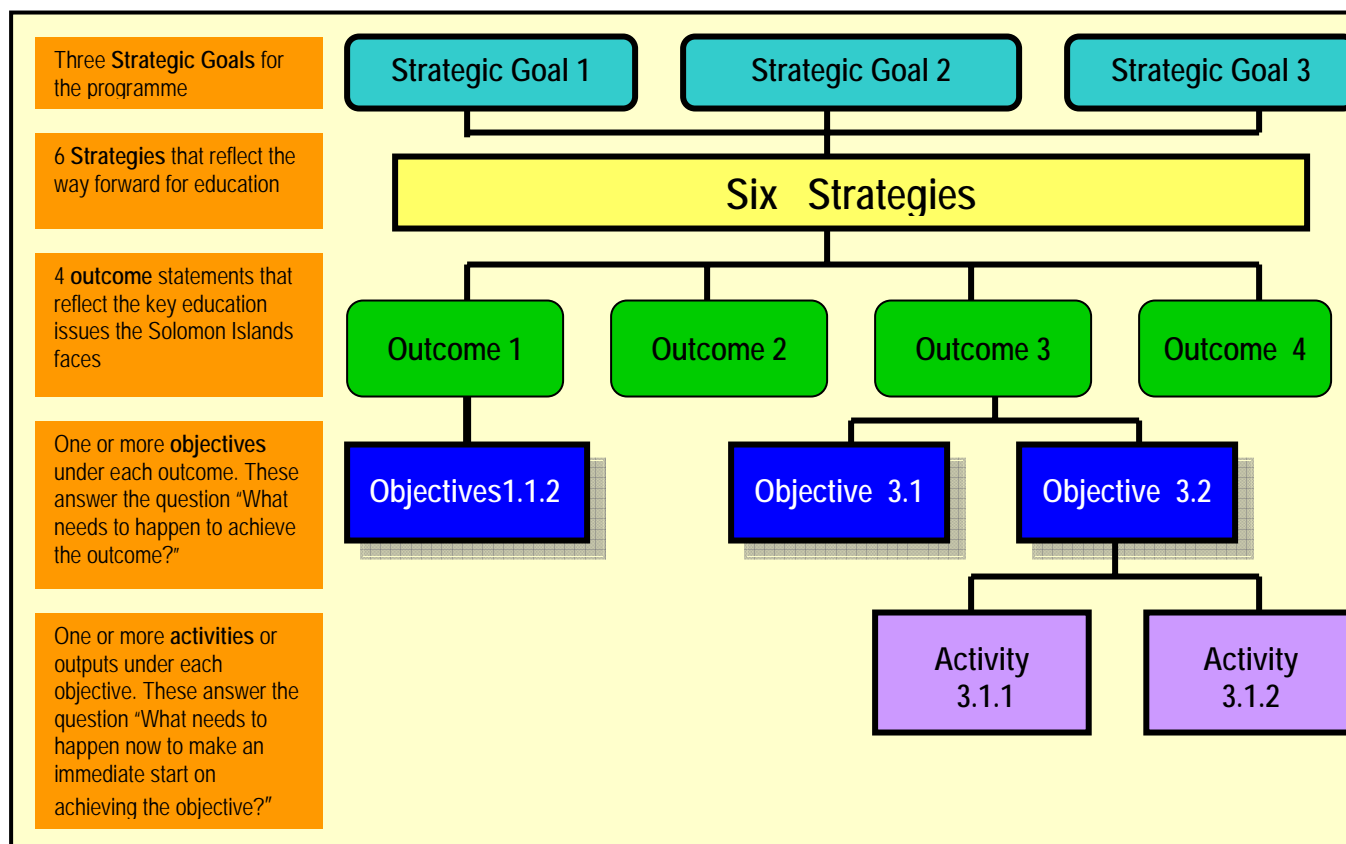
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.

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 82. The activities in the Schedule of Activities are cross referenced to the core activities highlighted within each sector.

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 2: 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 to his or her full potential in order to contribute fully to the community (Western Province) and to the nation (Solomon Islands).

It is the level of education that constitutes the foundation stage offered to all children. In Western 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 Western 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 Western 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.

Western Province will support in collecting and providing 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 Provincial Secondary School).

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.

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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 Education Sector Framework and National Education Action Plan.

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.

Western 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 ratio¹ for the early childhood sector (Early Childhood Education) 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; and
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 Western Province

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

Table 3: Status of Western Province against national minimum standards

	Standard	Achievement	Result ²
1	Net enrolment ratio, Early Childhood Education (20%)	24.2%↗	Standard met
2	Net enrolment ratio, primary (100%)	86.6%↘	Standard not met
3	Net enrolment ratio, secondary (20%)	29.5↗	Standard met
4	Teachers, certified (70%)	59.9%↘	Standard not met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:17.5↘	Standard not met
6	Teacher: pupil ratio, primary (1:30)	1:24.8↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:26.5↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:30↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	1:19.0↗	Standard met
10	Literacy, Std 4 (60%)	49.0%↘	Standard not met
11	Numeracy, Std 4 (60%)	53.0%↘	Standard not met
12	Average number of pupils/class in primary (1:30)	27.47↗	Standard met
13	Average number of pupils/class in secondary (1:30)	36.87↘	Standard not met
14	Toilet/pupil ratio in all schools is 1:50	1:285.9↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	60.9↘	Standard not met (2005)
16	Clean water (primary schools only) is 100%	54%↘	Standard not met
17	Teachers qualified is 70%	61.1%↗	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 4 – 6 (Kindy age) 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 (Early Childhood Education) in the Solomon Islands is seen as a community rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than fully funded by central government. While Early Childhood Education Centre do not get full financial assistance, they are subsidised to some extent. Solomon Islands College of Higher Education trained Early Childhood Education teachers are paid by the government, and the Ministry of Education and Human Resources Development employs officers who monitor the provision of Early Childhood Education. Field Based Teachers should be considered by the Western Province for payment of salaries.

Western Province joined the Early Childhood Development Programme in 1996 with three field-based training groups. The Ministry of Education SIEMIS Survey Report reported that in 2006 there were 59 active Early Childhood Education Centres in the Province, enrolling a total of 1,977 children. Early Childhood Education development in Western Province may be undergoing a decline, since before the ethnic tension, there were 140 established Early Childhood Education in the province, although numbers of Early Childhood Education enrolments appear to have stabilised in 2004 and 2005. The reasons for the decline in numbers of Early Childhood Education Centres appear to be a lack of support from communities to fund the centres and pay teachers' salaries, a shortage of trained teachers, and the fact that parents cannot afford to pay fees.

The *Education Strategic Plan 2004 – 2006* has proposed that the "Preparatory Year" will be phased out from the primary education sector, and merged into the Early Childhood Education sector.

Current issues affecting Early Childhood Education in Western Province include:

- a lack of community support; including financial support from communities and the province;
- a lack of learning resources and equipment;
- poor classroom facilities; and
- a lack of trained teachers.

Table 4 sets out the number of Early Childhood Education teaching staff in the Province, the number of Early Childhood Education, and the number of enrolments by constituency.

Table 4: Total Early Childhood Education Teaching Staff, Centre, and Enrolments by Constituency, 2006

Constituency	Teaching Staff	No. of Centre	Total enrolment
Gizo/Kolombangara	29	15	497
Marovo	9	8	205
Shortland	31	14	352
SN Georgia/Rendova	12	7	234
South Vella la Vella	7	3	104
North Vella la Vella	3	1	29
WN Georgia/Vonavona	28	9	472
Blank	5	2	84
Total	124	59	1,977

Source: SIEMIS 2006 Survey Report

6.2.1. Access and Equity in Early Childhood Education

There are 59 Early Childhood Education Centre in the province. Currently, early childhood education is not accessible to all children in Western Province. Although a number of children have participated in Early Childhood Education in the province since 1996, it is still the norm that many children in the province enter directly into the preparatory year and primary education without the benefit of an early childhood education.

The 2006 enrolment of 1,977 children in Early Childhood Education represents approximately 33% of the estimated 3-5 year age cohort in the province (5,886). This participation figure needs to be treated with caution as it is the gross enrolment. Nevertheless, a significant proportion of the target population is getting access to Early Childhood Education.

Gender equity does not appear to be an issue. Of the 1,977 enrolments in 2006, 1003 (51%) were boys and 974 (49%) were girls. This is in proportion to the age group. Table 5 sets out information about enrolments by gender and by constituency.

Table 5: Total Early Childhood Education Enrolments by Gender and by Constituency, 2006

Constituency	Female	Male	Grand Total	%Female
Gizo/ Kolombangara	240	257	497	48%
Marovo	105	100	205	51%
North Vella la Vella	16	13	29	55%
Shortland	195	157	352	55%
SN Georgia/ Rendova	97	137	234	41%
South Vella la Vella	48	56	104	46%
WN Georgia/ Vonavona	225	247	472	48%
(blank)	48	36	84	57%
Grand Total	974	1003	1977	49%

Source: SIEMIS 2006 Survey Report

6.2.2. Facilities

There is a need to improve existing facilities at the 59 Early Childhood Education Centre currently in operation. There may also be a need to expand them in order to accommodate any increase in demand. It may therefore be appropriate to review the large number of Early Childhood Education Centre that have been closed for various reasons since 2000, in order to ascertain if their facilities are suitable, and if they could be revived. The Province would like to see that every registered Primary school have a kindy attached to it.

Current arrangements for Early Childhood Education facilities are not ideal, since there is a need for specially designed and developed early childhood learning spaces, and not all the current spaces being used for early childhood education meet this criterion. The current government policy for the communities in the catchment area to be responsible for the construction and maintenance of Early Childhood Education facilities is also becoming burdensome.

The Province will consider the feasibility of paying a grant to each kindy centre to improve its facilities and resources.

The recent tsunami has devastated parts of the province. This requires reconstruction of facilities in the affected schools.

6.2.3. Curriculum

No formal Early Childhood Education curriculum has currently been approved for the Solomon Islands by the Government or by the Western Provincial Education Authority. In general the early childhood education curriculum in Western Province is not structured. Children at this age are encouraged to interact in an environment where they can explore, learn and discover through play. Communities are encouraged to equip the centres well with educational resources and equipment that will enhance children's learning and development.

It is nevertheless desirable that all Early Childhood Education teachers in Western Province provide quality education for young children through an appropriate curriculum and a learning programme geared to the needs of young children. Early Childhood Education teachers in the province acquire knowledge and skills about the Early Childhood Education curriculum through the field-based training which is conducted by the Western Provincial Early Childhood Education Coordinator, and through pre-service teacher training at the School of Education at the Solomon Islands College of Higher Education.

Appropriate and sufficient teaching and learning materials will be provided to schools and children affected by the tsunami.

6.2.4. Teacher Supply and Demand

The total number of Early Childhood Education teachers in the Province in 2006 was 124 (116 women and 8 men). About 86% of these teachers are untrained, although most may have had some field-based training. Teachers who have completed field-based training are still classified as 'untrained' and need to go on and complete the Early Childhood Education teacher training programme at Solomon Islands College of Higher Education in order to qualify as a trained Early Childhood Education teacher. The key need is

therefore to provide training to upgrade the skills of the Early Childhood Education teachers who are classified as “untrained”. Table 6 below sets out further detail.

Table 6: Total Establishment, Early Childhood Education Trained and Untrained Teachers, 2006

Constituency	Not trained	Trained	Grand Total	% Trained
Gizo/ Kolombangara	21	8	29	28%
Marovo	6	3	9	33%
North Vella la Vella	2	1	3	33%
Shortland	31		31	0%
South New Georgia/ Rendova	11	1	12	8%
South Vella la Vella	7		7	0%
West New Georgia/ Vonavona	24	4	28	14%
(blank)	5		5	0%
Grand Total	107	17	124	14%

Source: SIEMIS 2006 Survey Report

The Province needs to seriously look into providing the best qualified teachers for the Early Childhood Education level. This is critical as it is the basic level that needs to be properly addressed to help children develop with the necessary basic skills before primary education. Furthermore, the status of teachers at this level needs to be given more prominence so that it receives similar status as all the other levels of education.

The current teacher pupil ratio for Early Childhood Education in 2006 is 1:16. This ratio exceeds the recommended 1:15 teacher pupil guidelines, and suggests that there is some shortage of Early Childhood Education teachers in the province to teach in the 59 existing centres. There is certainly a shortage of well-trained and qualified Early Childhood Education teachers.

6.2.5. Financing

Communities must raise funds to support the running costs of each Early Childhood Education. Current financing is provided by parents, who pay fees and raise funds, by the Solomon Islands Government (which pays the salaries of trained Early Childhood Education teachers), by the Province (which provides support), and by donors. It is the responsibility of communities to build the facilities and to meet the wages of the teachers who have received field-based training. The Early Childhood Education Centres are community based, and are given various forms of community support such as use of buildings by the communities that own the centres.

6.2.6. Management

Early Childhood Education Centres in the province are managed directly by communities. Some assistance is provided from the provincial education authorities and the Ministry of Education.

6.3. Future Directions

The major expected future outcome is to improve access to a quality and sustainable early childhood education programme for children in Western Province. A plan for the development of Early Childhood

Education in the province is needed. The Province should consider 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 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.

6.3.1. Access and Equity

Research has shown that children who participate in early childhood education learn effectively and perform better than those children who have not had this advantage. Experience in Western Province indicates that children who participate in an Early Childhood Education programme perform better than those going directly into Standard 1. It is therefore desirable that all children in Western Province have access to early childhood education.

Table 7 sets out the population projections for the 3-5 age group for the four years 2007 to 2010 for Western Province. The actual enrolments in Early Childhood Education in 2006 in Western Province (1,977) represented 33% of the total estimated cohort in the 3-5 age group. However, while enrolment of just under a third of the available age cohort would represent a significant access rate, and above the national target of 20%, typically the enrolments in early childhood education in Western Province do not include many 3-year-old children, but will include a number of children who are older than 5. The percentage Early Childhood Education access figure of approximately 33% therefore needs to be treated with some caution.

Table 7: Western Early Childhood Education Potential Growth, 2007 to 2010

<i>Age</i>	2007	2008	2009	2010
Age 3	1,983	2,117	2,228	2,139
Age 4	1,960	1,969	2,201	2,124
Age 5	1,950	1,957	2,172	2,108
Total	5,893	6,044	6,601	6,371

Source: 1999 Census Provincial Projections

These figures indicate that there is still potential for further growth in projected enrolments in Early Childhood Education between 2007 and 2010. Reactivation of some of the centres that were previously operational could be considered to cater for additional enrolments. Another option is to develop double streams in some centres where demand for Early Childhood Education warrants it, and where teachers and facilities could be provided. The province needs to explore available options to encourage increased enrolments and to meet the potential demand in provision of early childhood education over the planning period (2007 to 2009).

In order to improve access to and equity in early childhood education in Western Province, the following strategies and activities will be implemented. The Province will:

- Give consideration to including early childhood education within the scope of universal basic education;
- Give consideration to reactivating Early Childhood Education Centres that were previously operational in the province;

- Give special consideration to reconstructing schools that have been affected by the tsunami so that children return to classes or even repeat classes where necessary;
- Give consideration to establishing additional Early Childhood Education Centres in the province consideration to be, attached to existing primary schools;
- Give consideration to enrolling double streams in existing Early Childhood Education Centres where demand warrants it;
- Map out those communities which are far from existing primary schools and consider establishing Early Childhood Education Centres within their immediate environment;
- develop a system of registering or licensing Early Childhood Education Centres operating under their authority in consultation with other education authorities in the province;
- Give consideration to restricting the age of entry to Early Childhood Education to age 4 - 6, in order to ease the already overstretched resources in terms of teachers, finance and classroom materials;
- Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety, and communities therefore need to identify assistant teachers in order to achieve this objective;
- Establish 8 classes each year from 2007 to 2009 and aim for the following enrolment and net enrolment targets.

Table 8: Projected enrolment growth 2007 to 2010

	2006	2007	2008	2009	2010
Population	5,886	5,893	6,044	6,601	6,371
Number of classes established each year	124	8	8	8	8
Enrolment	1977	2097	2217	2337	2457
Projected Net enrolment	34%	36%	37%	35%	39%

- Mount community awareness programmes will be mounted 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; and
- Develop a system of certification of attendance by Early Childhood Education children should to accommodate the movement of families and children.

6.3.2. Facilities

There is potential for growth in provision of Early Childhood Education in Western Province, and potential for growth in enrolments, if resources were available. This potential for growth is illustrated in Table 8. It will not be realistic for Western Province to plan in either the short or medium term to build and/or staff a large number of additional Early Childhood Education Centre, since existing constraints such as lack of trained teachers, lack of facilities, lack of other material and financial resources, difficult access because of geography, and the need for extended time to build capacity and parental support, all make an objective of providing access to Early Childhood Education for every child in the province a much longer term goal. Nevertheless, Tables 7 and 8 show the challenge facing Western Province in providing in the future for early childhood education, and the potential need for development of the Early Childhood Education sector.

In order to gradually improve access to Early Childhood Education over time, and to improve the quality of Early Childhood Education facilities and teachers, the Province will:

- Assess the 59 active Early Childhood Education facilities, by conducting a survey to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; and will identify those that need facility upgrading, and will request funding from donors;
- Liaise with donors and the central government to help reconstruct schools affected by the tsunami;
- Liaise with Early Childhood Education Centre to revive closed centres;
- Support communities establish new Early Childhood Education Centre;
- Support upgrading and improvement of the existing Early Childhood Education Centres in the light of the Ministry of Education and Human Resource Development standard classroom design;
- Establish criteria for registration of Early Childhood Education Centre, and license only those Centre that meet minimum quality standards;
- Develop and implement a plan to build additional rooms for Early Childhood Education over the medium term;
- Limit the number of Early Childhood Education Centre to be established within the next 3 years to a manageable number (a maximum of 8 a year, and 24 by the end of 2009); and
- Mapping of schools is done to consider geographical factors when considering the establishment of any new community-based Early Childhood Education Centre for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools.

Since the establishment of Early Childhood Education Centers is the responsibility of communities, the province should undertake a preliminary survey to assess current provision and future needs and/or interest in establishing Early Childhood Education Centres, and begin a process of negotiation to set up new centres. A target of establishing eight new Early Childhood Education Centres a year may be realistic. It may be possible to plan to accommodate some double streams and to plan for the building of these additional Early Childhood Education Centres in each year, perhaps attached to existing primary schools, and to aim at building 24 additional Early Childhood Education Centres (or refurbishing previous Early Childhood Education that have not been used recently) by the end of 2009 (8 Early Childhood Education Centres in 2007, 8 in 2008 and 8 in 2009).

The province envisages the following guidelines would be used when considering the establishment or revival of additional Early Childhood Education Centres:

- communities will be responsible for building facilities;
- Early Childhood Education Centres will be attached to a primary school;
- there should be a standardised design for an Early Childhood Education space or classroom; and
- proper facilities (including water & sanitation) will be provided.

6.3.3. Curriculum

An effective early childhood curriculum will assist in shaping and developing each child's future. A future goal should be the development of curriculum guidelines and suitable learning materials for early childhood education in Western Province. This needs immediate attention.

The Early Childhood Education curriculum is not structured. Learning should continue to be encouraged in an appropriate unstructured environment at the Early Childhood Education level in order to allow the child to develop. Until a formal early childhood curriculum is developed and approved, Early Childhood Education

teachers in Western Province should continue to encourage the following activities: sound language development, mother tongue, good coordination, recognition of different colors, how to hold a pencil, the painting of pictures, recognition of pictures and numbers, play and interaction with other children, free expression through movement, music or other creative media (e.g. sand or clay), and story telling. Listening to stories about local customs and to stories from books should be encouraged. Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.

The Curriculum Development Centre is encouraged to develop a standard teachers' resource book for Early Childhood Education.

Basic learning and teaching materials and resources are provided to schools that have been affected by the tsunami.

6.3.4. Teacher Supply and Demand

The immediate key needs are to train and recruit more Early Childhood Education teachers, and to provide training for the existing Early Childhood Education teachers who are currently listed as untrained. Too few of the existing Early Childhood Education staff is fully qualified as Early Childhood Education teachers with a teacher's certificate. If more Early Childhood Education teachers are not trained, a greater shortage of trained Early Childhood Education teachers could develop.

If the province was to plan for gradual expansion in Early Childhood Education by the end of 2009, it would be necessary to train a minimum of 10 additional Early Childhood Education teachers a year in 2007, 2008 and 2009. This number would not meet all the need for trained Early Childhood Education teachers, but it may be a realistic target given the limited capacity of Solomon Islands College of Higher Education to enrol large numbers of teacher trainees. Field-based training and other initiatives such as enrolment in University of South Pacific programmes using distance and flexible learning should continue in order to supplement the number of Early Childhood Education teachers by an additional 10 Early Childhood Education teachers a year.

In order to upgrade the skills and competencies of existing Early Childhood Education teachers, and to meet the requirement for trained Early Childhood Education teachers in future, the Province will:

- Develop a three-year training plan, in which the need for Early Childhood Education teachers to be specially trained will be recognised, and consequently teachers who have undergone field-based training will be a priority for further training at Solomon Islands College of Higher Education;
- Ask Solomon Islands College of Higher Education to improve its capacity to increase intakes into Early Childhood Education teacher training programmes;
- Ensure that Solomon Islands College of Higher Education-SOE Early Childhood Education lecturers have the relevant qualifications for Early Childhood Education training;
- Ask Solomon Islands College of Higher Education to run short Early Childhood Education training courses or run summer schools during the June and Christmas breaks;
- Develop training packages for Early Childhood Education teachers at provincial centres in Western Province, in liaison with Solomon Islands College of Higher Education, including at least 12 teachers trained each year (2007, 2008 and 2009) using field-based training;

- the 6 regions of the province will each establish a “lighthouse” or “model centre” where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements;
- Negotiate with the Solomon Islands College of Higher Education teacher training scholarships for Early Childhood Education teachers should be made available to each province on an equitable population basis (based on a quota system);
- Consider establishing our own Early Childhood Education training college campus in future, in order to offer Solomon Islands College of Higher Education courses;
- Aim to enrol a minimum of 10 Early Childhood Education teachers from the province in each Early Childhood Education teacher certificate intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009;
- Aim at training at least 2 Early Childhood Education teachers per centre;
- Set an entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes and require a minimum of completion of Form 5, and in addition criteria for entry to formal Early Childhood Education training should be based on prior Early Childhood Education experience, previous field-based training, and hard work in the field; and
- consideration may need to be given to development of Early Childhood Education policy to allow provision for bonding trained Early Childhood Education teachers for 2 or three years.
- Develop a staff development plan for Early Childhood Education teachers.

6.3.5. Financing

To enable the early childhood education sector to continue to operate, the Community Standard Funding arrangement is proposed, namely that

- central Government will meet 50% of total costs (including meeting the cost of salaries of Early Childhood Education trained teachers, and the salary of the Provincial Education Officer - Early Childhood Education, as well as providing training);
- education authorities will meet 30% of total costs (including provision of an operation grant for the Early Childhood Education provincial office and salaries of four regional coordinators (one each at Gizo, Seghe, Korovou, Munda); and
- communities will meet 20% of total costs (including maintenance of buildings, learning materials, resources and equipment, staff houses, toilets and playgrounds.)

It is resolved that in future the following should be considered:

- parents will continue paying fees, and communities will assist with construction of facilities and with fund-raising;
- communities will continue to pay untrained Early Childhood Education teachers;
- central and provincial government will subsidise the Early Childhood Education programme; and
- the Teaching Service Commission will pay the salaries of Early Childhood Education graduates who have been trained to Certificate level at Solomon Islands College of Higher Education.

Early Childhood Education in Western Province potentially encompasses two broad sectors, community centres (often associated with primary schools), and privately-owned centres. Although potentially privately owned centres could be developed, there are at present none in operation in the province. There need to be clear policies in place in order to plan for the future development of the Early Childhood Education sector, and to ensure financial arrangements are clearly understood.

Community Centre

- the Government will meet the salaries of Early Childhood Education trained teachers and the Provincial Education Officer - Early Childhood Education, as well as providing and funding the cost of training teachers;
- Western Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education learning materials, equipment, and teaching resources;
- communities will meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, provision of water, toilets and playgrounds; and
- parents will make a contribution, in cash or in kind.

Private Early Childhood Education Centre

- owners of private Early Childhood Education Centres would pay salary costs of staff, the costs of purchasing and maintaining buildings, and will fund the professional development costs for their staff, the provision of teaching and learning materials, and the cost of monitoring any government mandated standards; and
- parents would pay fees.

Estimated projections of the additional costs of Early Childhood Education delivery for the next 3 years in Western Province will be developed, using realistic assumptions about growth projections.

6.3.6. Management

Each Early Childhood Education centre is responsible for managing provision of early childhood education at its own location. In order to manage effective provision of early childhood education, the roles of each stakeholder should be clearly identified. The roles of key stakeholders have been outlined below.

Ministry of Education roles

- To establish policy for Early Childhood Education;
- To provide seconded staff for training, inspection and assessment of field-based staff and probationers;
- To secure appropriate funding for resources and support of Early Childhood Education;
- To support Solomon Islands College of Higher Education so that training is provided for Early Childhood Education teachers;
- To meet the cost of salaries of trained Early Childhood Education teachers;
- To support curriculum development and production of learning materials;
- To assist in seeking sponsors to fund buildings.

Western Provincial Education Authority roles

- To appoint an Assistant Education Officer- Early Childhood Education and for each region coordinator in Western Province, whom will be paid by the Provincial Government;
- To provide office space and an operating subsidy (by way of a grant) for Early Childhood Education;

- To carry out awareness programmes for communities;
- To assist in providing in-service training for teachers;
- To manage monitoring and evaluation of Early Childhood Education Centres;
- To support the role of the Early Childhood Education co-coordinator and to encourage the development of Early Childhood Education (and if demand for Early Childhood Education increases, to consider the appointment of additional Education Officers in Early Childhood Education);
- To support field-based training for Early Childhood Education teachers (provided by Early Childhood Education coordinators) before selection for further training takes place;
- To ensure that Early Childhood Education teachers are properly trained and to consider whether the introduction of bonding is appropriate; .and
- To facilitate trained government teachers to act as Zone Senior Teachers to assist the Provincial Education Officer - Early Childhood Education.

Communities/Parents' roles

- To provide land and local building materials;
- To build and maintain Early Childhood Education learning spaces, and to ensure that water is accessible and that there is proper sanitation;
- To look after teachers' welfare;
- To set up Early Childhood Education Committees for administration and governance of Early Childhood Education Centres (The committee would be responsible for liaising with donors and the province regarding funds);
- To select and appoint Early Childhood Education teachers with assistance from coordinators and members of the community; and
- To provide housing for teachers.

Churches' roles

- To provide support similar to that provided by the Provincial Education Authorities, including the provision of financial support where appropriate;
- To provide religious instruction.

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 covers a formal span of six years, starting at standard one and ending at standard six with a terminal examination. The “preparatory year” prior to standard one is also regarded as part of primary education, making a total of 7 years in all. 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.

According to the *Digest of Education Statistics 2006*, Western Province has a total of 103 primary schools, as well as 17 community high schools, including all church schools, making a total of 120 institutions offering primary schooling. There is a total student enrolment of 14,661 primary school children in the province, which represents about 14.6% of the national total primary school enrolment of 100,720 students. There were 554 primary school teachers teaching in the province’s primary schools in 2006. Table 9 below provides data on primary education in the province, by constituency.

Table 9: Total Primary School Teaching Staff, and Enrolments by Constituency, 2006

Constituency	Teaching Staff	Primary enrolment schools		Total Enrolment
		Primary Schools	Community High School	
Gizo/Kolombangara	93	13	2	2,240
Marovo	129	23	3	2,653
North New Georgia	55	10		1,383
North Vella	42	6	2	1,074
Ranoga/Simbo	77	12	2	1,380
Shortland	51	11	2	936
SN Georgia/Rendova	82	10	2	1,702
South Vella	67	8	2	1,688
WNGeorgia/Vonavona	76	10	2	1,605
Total	672	103	17	14,661

Source: SIEMIS 2006 survey Report. Note: The teacher numbers include teachers in community high school, which includes teachers teaching junior secondary levels form 1, 2 and 3.

The constraints and issues in primary education in Western Province are:

- a lack of curriculum resources;
- a shortage of trained teachers;
- poor facilities and sanitation.

7.2.1. Access and Equity

Generally, primary education is available to the majority of children in Western Province.

The 2006 data reported a total enrolment of 14,661 children in primary schools, a figure which represents approximately 14.6% of the national total enrolment. The gross enrolment ratio for Western Province was reported as 115%, while net enrolment was 86.6%.

There are various factors that contribute to a high attrition rate at the primary school level. These include geographical factors such as how children get to schools, the locations of schools far from the catchment areas with the consequence that travel time is longer, relocation of villages to smaller remote communities, and the frequent movement of families. All these factors sometimes make it difficult for children to be placed in the appropriate class. The cultural and social influence of parents and local communities are sometimes hindrances to access and equity. It is also evident that there is a lack of parental and community support for the individual children at home, and for the school as a whole.

Of the total enrolments in 2006, 7,091 (48%) were girls, and 7,570 (52%) were boys. Gender equity does not appear to be a major problem as these figures generally reflect the distribution by gender in the primary school target age groups (51.6% male and 48.4% female). Table 10 sets out detail of gender distribution by constituency.

Table 10: Total Primary Enrolments by Gender & by Constituency, 2006

Constituency	Male	Female	Total	% Female
Gizo/ Kolombangara	1,152	1,088	2,240	49%
Marovo	1,367	1,286	2,653	48%
North New Georgia	712	671	1,383	49%
North Vella la Vella	569	505	1,074	47%
Rannoga/ Simbo	699	681	1,380	49%
Shortland	502	434	936	46%
South New Georgia/ Rendova	874	828	1,702	49%
South Vella la Vella	880	808	1,688	48%
West New Georgia/ Vonavona	815	790	1,605	49%
Total	7,570	7,091	14,661	48%

Source: SIEMIS 2006 Survey Report

7.2.2. Facilities

Access does not appear to be a major issue at the primary school level, and the establishment of new schools to cater for the province's growing population may not be an immediate need. However, the conditions of staff houses, classrooms and other buildings in the majority of primary schools are very poor. Communities must be encouraged to take on the responsibility both of improving and maintaining existing facilities, and building additional ones where expansion is required. There is a need for improvement to existing facilities, both temporary and permanent.

No formal inventory of the state of school buildings in the province is available. Nor does the province have an accurate database that records the location, ownership status, and condition of all school facilities, including whether a school has staff houses available, and whether the condition of water and sanitation facilities at each primary school is satisfactory.

Facilities that are required in schools include recreation facilities, storage facilities, libraries, an adequate supply of water in all schools, and improved sanitation facilities. Schools should also cater for teacher housing.

In addition, all primary school land in Western Province needs to be registered to avoid future land disputes.

7.2.3. Curriculum

Curriculum development will remain centralised within the Ministry of Education. The primary school curriculum is currently being reviewed, with work on primary mathematics and English for standards 1 to 6 under way. Development of other subjects will follow. Funding assistance is being provided by New Zealand Agency for International Development.

A sound curriculum in the primary education sector is essential, for it is at this level that the essential skills of reading, writing, speaking and listening are developed.

7.2.4. Teacher Supply and Demand

There were 554 primary teachers in 2005 in Western Province education system. There were 7 posts vacant in 2004, the most recent year for which these statistics were available. The teacher: pupil ratio in the province's primary schools in 2005 was 1:26, a figure which indicates that there were sufficient teachers in the system to manage the number of enrolments in 2005.

One issue that will need to be monitored carefully is the number of untrained primary school teachers in the province. 35% of primary teachers in the province in 2004 were untrained. Of the 554 teachers in 2005, 78% were certified and qualified. About 22% of primary school teachers in the province are therefore untrained. This figure is too high, and strategies need to be developed to address how the untrained teachers will be upskilled.

Table 11 provides details of trained and untrained primary school teachers in the province by constituency.

Table 11: Total Establishment, Trained and Untrained Primary Teachers, 2006

Constituency	Untrained	Trained	Grand Total	% Trained
Gizo/ Kolombangara	32	61	93	66%
Marovo	51	78	129	60%
North New Georgia	14	41	55	75%
North Vella la Vella	12	30	42	71%
Rannoga/ Simbo	34	43	77	56%
Shortland	28	23	51	45%
South New Georgia/ Rendova	20	62	82	76%
South Vella la Vella	25	42	67	63%
West New Georgia/ Vonavona	30	46	76	61%
Total	246	426	672	63%

Source: SIEMIS 2006 Survey Report. Numbers include Form 1, 2 and 3 teachers in community high school.

7.2.5. Financing

The Government's policy is that schools do not charge parents fees for primary schooling. Central government currently pays the salaries of teachers and provides an operating grant to schools. The operating grant pays for the provision of basic school materials and equipment. The total amount of the grant allocation per school depends on the number of students enrolled at the school. The province supplements government grants. With its limited sources of revenue, Western Province is not able to make extensive provision in its own budget to cater for education services.

In order to provide quality education and to manage the increasing costs of education, partnerships must be encouraged so that all stakeholders share the cost of educating children. To enhance partnership in funding education services by all stakeholders, the concept of Community Standard Funding will be introduced in the province's primary schools, based on the following contribution level:

- Central Government will meet 60% of the total cost of primary education;
- the Western Provincial Government and other education authorities will meet 30% of the total costs;
- parents and communities will meet 10% of the total costs;
- schools will be encouraged to raise extra funds if required.

Grants paid to schools will be on a per capita basis and based on total enrolment in schools.

Management of finance is the responsibility of the Head Teacher and the School Committee. As a matter of transparency and accountability, funds need to be properly accounted for.

7.2.6. Management

General oversight of primary schools is the responsibility of the Ministry of Education through the provincial education authority. The day to day operational management of each school is the responsibility of the Head Teacher, subject to the oversight of the School Committee.

There is a general need to strengthen management skills within schools in the province, since a major flaw in management of primary education is a lack of trained administrators and financial managers. Head Teachers, and Chairmen and Treasurers of School Committees, need to undertake management and financial training.

7.3. Future Directions

7.3.1 Access and Equity

There is no definitive data available about the number of primary school age children in Western Province who do not attend school. It is likely that there are still some children who do not attend school, owing to the isolated nature of some villages in rural areas, the lack of developed road systems, and irregular and unreliable sea transportation systems. These transportation issues make it very difficult for the province to meet the aspirations of its population.

Extension schools may be needed in some localities to ensure that those students who do not currently have access to a primary school do gain access to education by 2009.

1999 census figures show that the annual growth rate of Western Province is estimated at 3.2%. There does appear to have been a steady increase in primary school enrolments from 2003 (13,579 enrolments) to 2006 (14,661 enrolments) in Western Province primary schools. It is anticipated that this steady increase will continue. Planning to increase access in Western Province does need to be based on a realistic assessment of future roll growth, and on an assessment of where growth will occur.

If it was assumed that the average age of entry to the preparatory level in the province occurred at age 6, and that there was 100% progression throughout the primary school system up to standard 6, the primary school enrolment projections for the years 2007 to 2010 should roughly correspond with the population projections for Western Province 6-12 age group (Scenario 1) set out in Table 12. These population projections are derived from the 1999 census data. However, actual primary school enrolments in 2006 (14,661) are larger than these projected numbers, mainly because a number of students older than 12 are enrolled in Western Province primary schools. Scenario 2 is based on actual Western Province primary school enrolments in 2006, calculated on a straight line increase of 3.2% growth a year. Scenario 2 probably gives a closer realistic forecast of future primary school enrolments in the province.

Table 12: Western Province Primary School Growth Projections, 2007 to 2010

Year	2006	2007	2008	2009	2010
Projected population, ages 6-12 (Scenario 1)	12,779	13,007	13,015	14,282	13,177
Enrolment projections (Scenario 2)	14,661	15,130	15,614	16,114	16,630

Source: Source: Scenario 1, 1999 Census Provincial Population Projections

It is important to note that the province will have to make some policy decisions in order to decide on the future of primary education in the Province. The enrolment forecasts suggest that the province will need to develop plans to manage a steady increase in primary school enrolments. This planning will need to ensure there are sufficient trained teachers and enough classrooms and ancillary buildings. Decisions on these matters will determine the projected number of classrooms, infrastructure and teachers required to meet the needs of the province between 2007 and 2009. The primary school enrolment was 14,661 in the Year 2006, and it is projected (Scenario 2) to increase over the next four years, to give an estimated total of 16,114 enrolments by 2009. The Province and local communities will need to plan now to ensure that another 1,453 places for primary school age children are available by 2009. The key need appears to be the need to identify the locations where primary school roll growth pressures are strongest.

The province's assessment is that in 2006 it had 103 primary schools which catered for standards 1 – 6, as well as 17 community high schools which offered primary education. More data about the number of classrooms available is required, and about the condition of the existing buildings, before plans are initiated to build more classrooms or establish new schools. While at this stage the Province's assessment is there are enough primary schools in Western Province to cater for the projected increased enrolments for 2007 to 2010, there will be a need to consider the findings of any further investigation, and almost certainly there will be a need to upgrade facilities. Further investigation, accompanied by documentation and analysis of findings, is required, as described in the next section "Facilities".

The following strategies and activities have been suggested to help increase access and manage the anticipated increase in primary school enrolments in the Province. The Province will:

- Ensure regular visits to schools are undertaken by Provincial Education Officers and School Inspectors, to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, and whether there is overcrowding, and to ascertain how schools are managing any increases in enrolments;
- Consider where necessary and appropriate, the creation of extension schools will be considered in order to ensure that access is available for students living in remote parts of the province;
- Make every effort to educate parents concerning the importance of educating their children, especially girls;
- Give consideration to provision of daily meals for children;
- Give consideration to provision of uniforms and stationery to children; and
- Put in place guidelines to strengthen discipline in schools;
- Identify the extent of children with special needs and make appropriate provisions for their education; and
- Arrange for students affected by the tsunami disaster and have been out of school to repeat and receive other necessary support.

While gender equity does not appear to be a major issue, there are issues that relate to equitable educational provision for the disadvantaged. This category of student includes those students who have special learning needs such as the physically disadvantaged, those who are visually impaired or whose hearing is impaired, those with specific language difficulties, and those who have intellectually disabilities. Further investigation is needed to assess the extent of student disabilities in the primary schools in Western Province, and to determine appropriate strategies to respond to any problems.

7.3.2. Facilities

The priority in the Province is for existing schools to be renovated and furnished, rather than for new schools to be built. As a first step, the province needs to develop an accurate database of all existing school facilities, including teacher housing, with an assessment of the condition of the school building stock, an assessment of current occupancy rates, and an assessment of whether minimum standards are met. A national methodology for this purpose should be developed by the Ministry of Education and Human Resource Development. This proposed survey would provide data that should assist the province with its planning. The information would allow the province to assess how many school buildings there are in the province, whether the current school buildings are in a good or poor state of repair, whether existing classrooms were adequate to house the numbers of students attending school or whether overcrowding was occurring, the state of sanitation facilities and whether the school was able to supply pupils with clean drinkable water. The proposed survey would provide documented data to assist in identifying where growth was occurring, and would help in identifying priorities for maintenance of existing school buildings or for the development of new facilities.

The Province will consider the following:

- undertake a stocktake to assess the needs of primary schools in Western Province, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Western Provincial Education Authority and the Ministry of Education and Human Resources Development;
- Give special consideration to reconstructing school buildings and facilities that have been affected by the tsunami so that children return to classes;

- develop a primary school development plan in order to establish key locations and priorities for construction of any new facilities (classrooms, dormitories, ablution blocks, staff houses) that may be required to cope with expansion;
- encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- Improve extension schools;
- Provide appropriate furniture needs for classrooms;
- Improve sanitation in the schools;
- Provide clean and safe water in all primary schools;
- Standardise staff housing, based on a set of minimum standards;
- Register land where schools are located in order to avoid future land disputes;
- Mount an awareness programme for communities on ownership of schools; and
- In consultation with the Education Ministry specialists the infrastructure programme for primary schools in Western Province is costed, and implemented. A priority order should be determined of primary schools in the province for the provision of storage and libraries, to be funded under the New Zealand Agency for International Development Work Programme Phase 1. The remainder of the schools will be assisted in the 2nd phase of the programme

Some additional school buildings (classrooms, staff houses and possibly dormitories, kitchens, dining halls and ablution blocks) will be required to cater for the anticipated growth of 2,459 places for primary school age children by 2009. The need for these facilities, and a proposed programme of action, will need to be signalled in the province's development plan for primary education.

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. Under the review the province and other relevant partners consider the following activities and goals. The Province will:

- 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;
- encourage the teaching of reading in the first three years (the preparatory year and standards 1 and 2) of primary schooling;
- provide for more in-service training on Nguzu Nguzu materials;
- 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 "home grown curriculum" and basing written materials, especially story books, around the province's folklore;
- create 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;
- continue trialling of all new learning materials, and delivery of ongoing in-service training on learning materials;
- incorporate basic health education at an appropriate level in the primary school curriculum;
- facilitate Principals of community high schools with primary schools attached attend in-service training on curriculum materials for primary teachers, to enable those Principals to hold school-based workshops;
- Provide basic learning and teaching materials and resources to schools that have been affected by the tsunami.
- support the establishment and maintenance of the public and schools libraries system;

- provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and
- carry out of 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.

7.3.4. Teacher Demand and Supply

Western Province needs a clear teacher training and development policy. In this policy, further work is required both on improvement of the quality of teaching, and on teacher supply.

Well trained teachers are the backbone of a quality education system. There are currently 554 primary teachers serving in the province, as recorded in the 2005 Ministry of Education and Human Resource Development statistical digest, although about 22% of these teachers (approximately 120) are listed as untrained. This situation has implications for the quality of teaching delivered to some students and directly affects the standard of student achievement.

A range of strategies needs to be developed to train the untrained teachers to an acceptable standard, and also to upgrade the skills of teachers currently in the teaching service. These strategies include an extension to numbers of trainees at the Solomon Islands College of Higher Education, 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.

It appears there are sufficient teachers in the province at a system level to meet current requirements for the immediate future, although there may be supply requirements in particular isolated localities. However, the province may wish to review its supply of teachers and assess attrition rates and future retirements in the existing teacher work force in order to plan for the future. It may be necessary to plan to train new teachers now to avoid any future teacher shortages.

In order for the province to develop a fully trained primary teaching force, the following strategies and activities will be carried out.

- Encourage untrained teachers will be encouraged to undertake training, and their attendance at suitable programmes will be facilitated;
- Recruit additional teacher trainees who will then be sent to Solomon Islands College of Higher Education to gain appropriate teaching qualifications on merit;
- Train up to 40 teachers each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education (including some of the untrained teachers);
- Assist at least 40 primary school teachers in each year will be assisted to gain access to in-service training programmes;
- Include multi class teaching modules in the Solomon Islands College of Higher Education-SOE curriculum, with appropriate training for the teachers to manage composite classes including children at different levels;
- Put in place a Screening Committee process where opportunities for training are advertised and applications are screened by the Provincial Education Authority, and the Province;
- Encourage certificate teachers to upgrade to diplomas;
- Encourage teachers with diplomas to upgrade their diplomas to degrees;

- Give special consideration to science training needs in teacher pre-service and teacher in-service education;
- Offer to existing teachers (including Head Teachers and long-serving teachers) professional development opportunities and encourage them to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning (DFL) and summer school modes, and through the University of Goroka's teacher training programme (the Lahara Programme);
- Negotiate a fair intake from Western Province to Solomon Islands College of Higher Education teacher training through scholarships, perhaps based on a quota system;
- Address accommodation for teachers as a means of recruiting and retaining qualified staff;
- Advertise current teaching posts in order to attract trained teachers to the province;
- Arrange for administration and management short courses for Head Teachers in order to improve their performance and accountability;
- Monitor the recent increase in salaries for teachers to determine if this decision results in an improvement in teacher quality;
- Negotiate with Solomon Islands College of Higher Education to consider establishing a campus in Western Province to deliver teacher training; and
- Support programmes such as SITUP to assist with teacher training.

The province takes the view that there are sufficient teachers in Western Province teaching force, but that what is required is for the province to liaise with appropriate authorities to facilitate the above recommendations, to plan training for the untrained teachers, and to upgrade the skills and qualifications of those currently in the teaching service.

7.3.5. Financing

Government has announced that primary education will be free for all children in the Solomon Islands. To enhance partnership in funding education services by all stakeholders, parents and communities are still required to contribute to primary education. The concept of Community Standard Funding will be introduced in primary schools based on the following contribution levels:

- a 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);
- an Education Authority contribution of 30% of total costs (the Western Provincial Government will meet 20% of total costs, while other education authorities will meet 10% of costs. This funding will provide materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities);
- a contribution by parents and communities of 10% of total costs (parents will continue with contributions and other activities necessary for running of school);
- Central Government will pay SBD200 as a grant per child per year;
- grants paid to schools will be on a per capita basis and will be based on the total enrolment in each primary school;
- the Western Provincial Education Authority will provide materials and stationery, will carry out community awareness programmes, and will offer in-service training;
- schools, parents and communities will provide land and buildings, and will be encouraged to participate in fund raising and to raise extra funds if required.

Table 13 gives an indicative projection of the Community Standard Funding Grant.

Table 13: Primary Education projected indicative government grant of 2007 – 2009.

Expenditure Items	2007	2008	2009	Total
Enrolment	14,661	15,130	15,614	45,405
SIG Grants at SBD200 per student	2,932,200	3,026,000	3,122,800	9,081,000

The management of school grants has been problematic over the years, and it is necessary that strategies be put in place for the control and management of school grants. To assist in the implementation of the financial management policies, the following strategies will be adopted for the proper management of school grants in Western Province:

- consideration will be given to the creation of the post of an accountant, who is to be paid under Public Service payroll, within the Education Division of the province. This officer will have the following specific roles:
 - (a) administration of cash grants to primary schools;
 - (b) monitoring of the use of cash grants and school fees in primary schools;
 - (c) provision of quarterly and annual reports to the Western Provincial Assembly and Ministry of Education;
 - (d) coordination of training workshops for Head Teachers and School Committee treasurers on financial management; and
 - (e) development of an accounting manual for Head Teachers on the management of the grants and school fees.
- the Ministry of Education will disburse grants directly to a trust account held within the Education Division in the province, and the Education Division will disburse grants to schools on a quarterly basis;
- the Ministry of Education will disburse 40% of the SIG grants for maintenance of school buildings directly to this trust account held within the Education Division in the province;
- the Ministry of Education will use 60% of the SIG grants to procure school supplies and distribute these directly to schools;
- the Education Division of the Province will disburse grants to schools;
- signatories to individual school accounts for the grants should include the Head Teacher, the School Committee Chairperson, and the School Committee Treasurer. The system used by the current European Union funded Secondary Schools Grants Project (SSGP) should be adopted for the management of school grants;
- the Head Teacher of each school should be the accountable officer, and will report to the Provincial Accountant;
- the School Committee Chairman and Treasurer should be included in the management of school finances. This approach will ensure accountability by the Head Teacher;
- Head Teachers and School Chairpersons and Treasurers will be trained in the financial management of these funds (financial procedures);
- Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Western Provincial Education Authority, which will monitor expenditure; and
- the Province should encourage schools to conduct awareness programmes on Community Standard Funding and on the role of school management in their catchment areas.

7.3.6. Management

Policy and guidelines for the management of schools is set out in the approved document Ministry of Education and Training Solomon Islands Teaching Service Hand Book 2006. To improve the management of primary education in Western Province, the following practices will be implemented:

- the community and School Committees will work in harmony with the Head Teacher and staff;
- a Head Teacher should remain in one school for at least three years. The welfare of the Head Teacher and his staff must be given priority by the School Committee;
- the Head Teacher and the School Committee must make sure that school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds;
- Initiate strategies for the community and the School Community to work together.
- Head Teacher training will be re-introduced, and all Head Teachers will undertake management training (including staff management and resource management) and financial management training (including budgeting);
- the Province or central government will immediately organise short courses in administration and financial management training for Head Teachers, and Chairpersons and treasurers of school committees;
- weekly or fortnightly meetings are to be held for staff, and regular meetings for School Committees;
- the SOE/Solomon Islands College of Higher Education will include a management component in its teacher training programmes;
- each school will develop a staff professional development plan, which should include inspection of teachers by the Inspectorate Division and Education Authorities for purposes such as teacher registration, assessment of teacher performance, assessment of suitability for promotion, confirmation of teaching status, and approval of a housing allowance;
- communication links between stakeholders (headquarters, provincial authorities and schools) will be improved; and
- the Western Province Education Authority will be more active in organising education tours and school visits, in providing updates for schools, and in arranging school inspections.

School management committees and provincial and church education authorities will continue playing a major role in the running of primary schools. The roles of these organisations are set out in the later section of this provincial education action plan "Roles of Stakeholders".

CHAPTER 8: JUNIOR SECONDARY EDUCATION

8.1. Definition

Junior Secondary education follows after Primary schooling and continues for three years (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

There are 17 community high schools in the province which cater for junior secondary education. Five of these community high schools are administered by Church authorities, while ten are administered by the Western Province Education Authority. The two provincial secondary schools in the province, Biulah Provincial Secondary School and Vonunu Provincial Secondary School, enrol forms 1 to 3, as well as senior secondary forms. Similarly, the two national secondary schools, Goldie College and Kukudu National Secondary School, enrol students in forms 1 to 3 as well as in senior forms. The total enrolment in junior secondary schools in 2006 in Western Province was 2,400 students. This figure includes the forms 1 to 3 students enrolled at the senior secondary schools in the province. Table 14 sets out details about teaching staff and enrolments by constituency.

Table 14: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency, 2006

Constituency	Teaching Staff	No: JSS	Total enrolment
Gizo/Kolombangara	36	3	343
Marovo	33	3	418
Northe Vella	13	2	42
Ranoga/Simbo	25	2	152
Shortland	10	2	136
SN Georgia/Rendova	33	3	570
South Vella	24	3	446
WNGeorgia/Vonavona	26	3	293
Total	200	21	2,400

Source: SIEMIS 2006 Survey Report. Note: The teacher numbers are of all teachers in CHS who teach both primary and junior secondary classes, but excludes teachers in PSS and NSS.

Major constraints and issues in the junior secondary level are as follows:

- a lack of classroom pace at existing junior secondary schools;
- a lack of curriculum resources and equipment;
- a lack of boarding facilities in the existing community high schools;
- a shortage of trained teachers in all subject areas;
- the deteriorating state of school buildings;
- School buildings and facilities affected by the recent tsunami;
- a lack of specialised classrooms e.g. for home economics, science, and industrial arts;
- some gender imbalance; and
- the geographical location of current community high schools hinders day schooling for many children.

The future direction for junior secondary schooling is to incorporate it as part of “Basic Education” which extends from standard 1 to form 3. The intention is that the Solomon Islands Secondary Entrance Examination at standard 6 will be phased out, and all standard 6 pupils in the province will progress automatically into form 1.

The expected outcome therefore, is to provide access for all children in Western Province to a quality basic education at the junior secondary school level. The demand to meet this expectation will be high. There are considerable challenges which the province will need to meet in order to achieve this goal.

8.2.1. Access and Equity

Access to junior secondary schools is still an issue in the province. The difficulty with transportation makes access difficult for a number of primary and secondary school students, especially those living in isolated communities. The lack of sufficient junior secondary school places, as a result of lack of trained teachers and lack of adequate facilities, compounds difficulties with access.

The Ministry of Education and Human Resource Development *Annual Report* for 2005 reported a Western Province enrolment of 1,546 in the Solomon Islands Secondary Entrance Examination at Standard 6. 1,195 (77%) progressed into form 1 in the province. 351 students were unplaced and did not gain access to a junior secondary school, and were required either to repeat the standard six year, or to find a place elsewhere. Some of these students progressed to form 1 in Honiara and other provinces. Nevertheless, the reported Western Province progression rate from standard 6 to form 1 (77%) was the lowest rate of the 10 provinces in the country in 2005. 691 Western Province students entered the Solomon Islands National Form 3 examination in 2005, a 3% decrease on 2004 numbers (711 enrolled in 2004).

The Province estimates that possibly more than 5000 of the 5 to 14-year-old young people in Western Province are not attending school. Among this group are 12 to 14-year-old students who should be attending a junior secondary school.

It is anticipated that the demand for junior secondary school places will increase if the population growth rate of the province is maintained. If an assumption is made that no Western Province students will be enrolled in junior secondary schools in Honiara or other provinces, and that all junior secondary school age young people in the province were to attend school, the Province would need to plan to provide a considerable number of additional junior secondary school places to cater for entrants to form 1, as roll growth at the junior secondary level increases. This planning will require the provision of more trained teachers and additional facilities.

The 2006 total of enrolments in Standard 6 was 2,429 children. By contrast, the current 2006 enrolment in the junior secondary schools in form 1 was a total of 1,655 students. This situation meant the province had to create an additional 774 places (by comparison with the intake in the previous year) if all these students were to be offered places in form 1 in 2007 in Western Province schools. Although enrolment data is not available for 2007, it is likely that a number of the 2006 standard six cohort, as in previous years, would not have gained access to form 1 in 2007. Any forward planning to improve access in the province also needs to take into account the proposal to phase out the Standard 6 examinations at the end of 2006 and beyond.

Of the 2,400 enrolments in 2006 in junior secondary schools, 1,476 were male (52.2%) and 1,349 were female (47.8%). While there is a slight gender discrimination in favour of males, gender equity does not appear to be a major concern with respect to access, as these proportions differ only marginally from the estimated male/female balance in the relevant provincial population 13-15 age group (51.3% male and 48.7% female).

Further detail about the gender distribution in junior secondary schools by constituency is set out in Table 15. The current gender ratio in junior secondary schools broadly reflects the youth population in the province where there are more males than females in all age brackets.

Table 15: Total Enrolments by Gender & by Constituency, 2006

Constituency	Male	Female	Total	% Female
Gizo/Kolombangara	192	151	343	44%
Marovo	216	202	418	48%
Northe Vella	20	22	42	52%
Ranoga/Simbo	70	82	152	54%
Shortland	68	68	136	50%
SN Georgia/Rendova	287	283	570	50%
South Vella	226	220	446	49%
WNGeorgia/Vonavona	154	139	293	47%
Total	1,233	1,167	2,400	49%

Source: SIEMIS 2006 Survey Report

8.2.2. Facilities

The community high schools in Western Province have limited facilities. No provincial database exists with detail about the current state of facilities in junior secondary schools in the province. However, it is known that rehabilitation of existing facilities is necessary. This process will include improving existing facilities as well as expanding where necessary, in order to accommodate additional streams.

In particular, there are no specialised laboratories designed for science at any of the community high schools, or specialist rooms for other practical subjects, such as home economics and industrial arts. Tools are needed for subjects such as for industrial arts, woodwork and agriculture. Equipment is needed for science classes and for home economics. The schools also do not have proper libraries.

8.2.3. Curriculum

Control of the junior secondary curriculum will remain centralised under the Ministry of Education. Curriculum review of all secondary subjects is currently undertaken by the Curriculum Development Centre of the Ministry of Education. Syllabuses, teachers' handbooks, and textbooks for students are developed by curriculum panels. Learning resources are revised by subject teachers when funds are available.

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. Community high schools in Western Province do not offer practical subjects, and there is a need to offer a wider range of more practically oriented subjects. The current curriculum used by secondary schools is heavily theory based, and thus does not prepare children to go back to their villages to apply the skills they have learnt. The adoption of the policy on technical and vocational education and training is intended to allow junior secondary schools to be able to use Technical and Vocational Education and Training modularised courses relevant to their communities in the near future.

The key questions with respect to the junior secondary curriculum are whether it remains relevant and up-to-date, and whether supporting learning materials and resources (including trained teachers) are adequately supplied to schools.

8.2.4. Teacher Supply and Demand

The current supply of teachers is not sufficient to meet the projected requirements of the junior secondary schools. In the junior secondary schools subject specialisation is a requirement for teachers, unlike teachers at the primary level who teach all subjects of the curriculum. The curriculum reform being initiated will also require additional specialised teachers, since the introduction of 11 subjects in total into the curriculum is being contemplated.

There were 261 teachers in the schools offering junior secondary education in 2006. There were 21 teachers at the two provincial secondary schools, in 2006, although these teachers may also have taught at both junior and senior secondary school levels, and there were 40 teachers at the two national secondary schools, who again may have taught at both junior and secondary levels. There were 200 teachers in 2006 teaching in the community high schools in the Province. And, once again, the available data about these 200 teachers at community high schools does not distinguish between those teaching at primary school level only, and those teaching at junior secondary school levels (forms 1, 2 and 3). Until data is collected, and reported separately by the SIEMIS of teachers teaching the different levels, all teachers in community secondary schools are treated as junior secondary teachers in the analysis. According to the *2006 Digest of Education Statistics*, 69% of all the secondary teachers were certified, and 77% were qualified.

Accurate up-to-date data is not therefore available about the numbers of trained and untrained junior secondary teachers, although 38% of junior secondary teachers were estimated to be untrained in 2006. This percentage is too high. The province estimates that vacant positions are being filled either by primary teachers who are not appropriately qualified, or by untrained teachers. The 2006 distribution of trained and untrained teachers in the province by constituency is given in Table 16 below.

Table 16: Total Establishment, Trained and Untrained Teachers, 2006

Constituency	Total Trained	Untrained	Total	% Trained
Gizo/ Kolombangara	23	13	36	64%
Marovo	20	13	33	61%
North Vella la Vella	10	3	13	77%
Rannoga/ Simbo	11	14	25	44%
Shortland	7	3	10	70%
SNGeorgia/ Rendova	25	8	33	76%
South Vella la Vella	17	7	24	71%
WN Georgia/ Vonavona	11	15	26	42%
Grand Total	124	76	200	62%

Source: SIEMIS 2006 Survey Report. Note: Teacher numbers includes all teachers in Community High Schools.

It is evident from informed professional opinion that there is a shortage of adequately trained and qualified teachers at the junior secondary level. It will be necessary to provide training for the untrained teachers in the junior secondary schools in the province, and to lift the overall qualifications of teachers in the secondary teaching service.

8.2.5. Financing

The Solomon Islands Government provides the funds for the salaries of junior secondary teachers in the province. In addition, schools receive funds as an operating grant. The allocation of secondary school grants is based on SBD500 per day school and SBD700 per boarding school. The current grants are co-financed by the European Union and by the Solomon Islands Government.

The recommended unit costs for the junior secondary level are: SBD1200 for a day school and SBD1,800 for a boarding school.

Given the previous inequitable system of allocating grants to schools, and the increased cost of education, the concept of Community Standard Funding was developed. This concept encourages partnership in education and clearly states the contribution levels of the various stakeholders. The concept of Community Standard School Funding is accepted by Western Province.

The basis of the Community Standard Funding contribution in Western Province is as follows:

- Solomon Islands Government: 60% of total costs;
- Western Provincial Education Authority: 30% of total costs;
- Parents and community: 10% of total costs.

Income is also generated through school fees, and some schools generate income through fundraising activities.

8.2.6. Management

The governance of junior secondary schools is vested in the School Board, but the daily management and running of the school is the responsibility of the School Principal and the staff. School policy is developed and supervised by the School Board. The School Principal is answerable to the community, to parents and

to the Ministry of Education through the Provincial Education Authority. The Western Provincial Education Authority steps in if the roles of either the board or the principal are compromised. Both the Principal and the School Boards are accountable to Provincial Education Authority and to the Ministry of Education.

8.3. Future Directions

There is a need for a coherent development plan to be designed for the future education of students in forms 1, 2 & 3 in Western Province. The basic elements of this plan are outlined below.

8.3.1. Access and Equity

Table 17 summarises the population projections for the 13-15 age cohort in the province from 2007 to 2010. The data in Scenario 1 is derived from the 1999 census population projections. No enrolment projections based on the recent SIEMIS 2006 enrolment data are available. The data in Scenario 2 is derived from the actual 2006 junior secondary school enrolment figure (2,400), increased by a straight line increase of 3.2% a year.

Table 17: Growth Potential for Western Province Junior Secondary Schools, 2007 to 2010

Year	2006	2007	2008	2009	2010
Population projections, 13-15 age group (Scenario 1)	4,991	4,951	5,116	5,643	5,464
Enrolment projections based on 3.2% growth (Scenario 2)	2,400	2,477	2,554	2,630	2,707

Source: Scenario 1: 1999 Census Provincial Population Projections

The enrolment increase could potentially be greater than indicated by the numbers in Scenario 2 if the Government makes a decision to phase out the Solomon Islands Secondary Entrance Examination in 2006, as suggested in the *Education Strategic Plan 2004-2006*. If all Western Province students in the 13-15 age group were to be enrolled in junior secondary schools, the gap between the numbers in Scenario 1 and the numbers in Scenario 2 would need to be bridged. The Ministry of Education has developed a series of provincial projections for junior secondary schools, based on actual current enrolments for the relevant cohorts already in the system in the provincial primary schools. These forecasts are likely to be considerably more accurate than the enrolment projections based on census data. Table 18 sets out the anticipated numbers in form 1 classes for Western Province junior secondary schools from 2007 to 2010.

Table 18: Form 1 Projections, Western Province, By Constituency, 2007-2010

Year	2007			2008			2009			2010		
Constituency	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
North New Georgia	74	63	137	71	75	146	91	89	180	98	96	194
Marovo	196	156	352	189	161	350	195	185	380	214	178	392
Shortland	72	64	136	74	72	146	89	55	144	87	64	151
Gizo/Kolombangara	152	144	296	139	152	291	159	170	329	165	160	325
Ranogga/Simbo	110	112	222	108	111	219	132	144	276	106	111	217
North Vella	78	61	139	76	60	136	66	90	156	110	85	195
South Vella	100	106	206	142	94	236	102	98	200	155	141	296
South New Georgia/Rendova	122	80	202	123	99	222	127	106	233	154	141	295
West New Georgia/Vona Vona	125	135	260	109	112	221	141	129	270	137	133	270
Total	1029	921	1950	1031	936	1967	1102	1066	2168	1226	1109	2335

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

The indication in Table 19 is that if all students currently enrolled in the relevant primary class level cohorts progressed into junior secondary schools, by 2009 there would potentially be a total enrolment of 6,085 students in the province's junior secondary schools. This number has been calculated as set out in Table 19:

Table 19: Junior Secondary School 100% Progression, Western Province Students, to 2009

Level	2007	2008	2009
Form 1	1,950	1,967	2,168
Form 2	927	1,958	1,967
Form 3	927	927	1,958
Total	3,085	4,852	6,093

With 100% progression, this number of enrolments would increase to 6,093 in junior secondary schools in the year 2009. By comparison, there were 2,825 students enrolled in the province's junior secondary schools in 2005.

The Government's objective is to achieve universal basic education (that is, education for all junior secondary students) by 2015. The province needs to begin planning immediately to ensure it has both the necessary facilities and sufficient teachers by 2015.

The consequence of pursuing this policy is that, if all students currently in the relevant levels coming through the primary schools were to be enrolled in a junior secondary school, the number of places in junior secondary schools in 2009 would need to be well over twice the number of forms 1-3 places currently available in Western Province junior secondary school system.

There is an urgent need to develop detailed plans to provide as many additional teachers and facilities as possible. Based on a teacher: pupil ratio of 1:30, it is estimated that, say, doubling present capacity by 2009 to 6,093 students would require 123 teachers and 123 classrooms in total to cope with the anticipated

student numbers. On the basis of a current junior secondary enrolment of 2,400 it is assumed that there may be approximately 80 teachers currently available in the provincial education system (using a teacher pupil ratio of 1:30), and about the same number (80) of classrooms available. Potentially another 43 teachers and 43 classrooms could be needed by 2009, and possibly more by 2015. The province therefore has to assess the maximum number of additional teachers it can train in the time available, and the number of additional classrooms (or new junior secondary schools) that can be constructed.

Realistically, it is not likely to be possible to double present capacity in the time frame of three years, given the existing constraints of the Solomon Islands College of Higher Education (which will restrict the numbers of teachers who can be trained) and the resource constraints that communities would face in constructing new classrooms. However, some expansion will be possible. This expansion will be necessary in the planning period to achieve the goal of universal basic education by 2015.

In order to have universal access to basic education up to form 3, it is anticipated that most community high schools, and all the provincial and national secondary schools in the province, will need to accommodate double streams by 2009/2010. The plan to make double streams available in 15 junior secondary schools will provide an additional 450 places in form 1 (30 places in each of the 15 schools). These form 1 students would then move on into forms 2 and 3 in subsequent years (the “pipeline”), thus increasing the need for additional facilities and additional trained teachers. The actual form 1 enrolment in 2006 was 927 and by 2007 it is projected that form 1 enrolments will increase on that figure (potentially to 1,950 – see Table 17). If additional streams are established in all the existing junior secondary schools by 2009, the Province estimates it would have approximately half of the spaces available that are needed. Achieving the objective of catering for a significantly increased intake in 2007, however, will probably not be possible, as neither the teachers nor the spaces are currently available. Moreover, if the Ministry implements the policy to make basic education available from standard 1 to form 3 from the end of 2007, then additional schools or classrooms will need to be established elsewhere.

The province is considering a plan to cater for growth in the province over the planning period 2007 to 2009. It is suggested that the province plans a phased expansion programme.

The specific localities where new facilities will be required are set out in the next section “Facilities”. It may not be possible to achieve all these objectives in the planning period of three years, but the province aims to achieve them all by the end of 2015. As well as constructing new facilities, it will be necessary to train the teachers that are needed. The proposal for training teachers are outlined in the following section “Teacher Supply and Demand”.

To improve access and equity in the future in the junior secondary sector, the proposals outlined in the province’s vision for development will need to be placed in priority order. The province will need to determine what its specific objectives are for junior secondary education over the period 2007 to 2009, and how it is going to achieve them.

The Province will arrange for students affected by the tsunami disaster and have been out of school to repeat and receive other necessary support.

8.3.2. Facilities

There is a need both to upgrade existing facilities and to develop new facilities. The strategy to be adopted over the planning period will include:

- rehabilitating existing junior secondary schools in the province. Rehabilitation will include improving existing facilities as well as expanding where necessary, to accommodate additional streams;
- identifying appropriate locations, and constructing 30 junior secondary buildings/ classrooms (including dormitories and staff houses) in each year (2007, 2008 and 2009).

In the next three years the province will need to build new classrooms in the community high schools where double streams are envisaged. The approach will be to rehabilitate the existing community high schools and build additional facilities for additional streams before embarking on wholesale construction of any further community high schools. As far as possible, available local skilled contractors, as well as community labour, will be used for constructing the school facilities. Over the planning period, three new community high schools to meet the future projected enrolment in forms 1 to 3 will be needed.

In order that all children of Western Province will have access to junior secondary schooling, the province will carry out the following strategies and activities:

- carry out a full audit of schools infrastructure and facilities.
- schools with poor facilities will be identified and communities will be encouraged to improve and renovate them. The province recognises that there is a need to improve existing facilities in all junior secondary schools;
- facilities in existing community high schools will be improved and expanded, and additional streams will be introduced if required;
- a detailed programme for renovation of existing facilities and construction of new facilities will be developed, and communities will be encouraged to build additional facilities where expansion is required;
- Give special consideration to reconstructing school buildings and facilities that have been affected by the tsunami so that children return to classes;
- the proposed expansion will include (over time) twenty-two new community high schools in the province;
- the expansion will also include double streams in four existing community high schools (Ringi, BekaBeka, Eleoteve and Bilua);
- the province will plan to construct 30 more school buildings/classrooms in each year where demand for junior secondary enrolments is greatest (30 in 2007, 30 in 2008 and 30 in 2009, to construct 90 in all by the end of 2009);
- one new community high school will be built in 2007, another one in 2008, and one in 2009;
- the programme for renovation will consider the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities;
- the addition of an extra stream in junior secondary schools in the next three years and the establishment of any more junior secondary schools will require additional boarding facilities;
- the province will consider the vision for development outlined below and will determine an order of priority for new development;
- consider converting the provincial secondary schools into senior secondary schools;
- an area that requires immediate intervention is the construction of science, wood work, home economics, creative arts and other specialised classrooms;
- appropriate tools and equipment for practical subjects will need to be supplied by the Solomon Islands Government and/or Western Province;

- consideration will be given to possible relocation of current schools if they are not up to the required standard and if the land the school is on is not registered;
- a proper cost analysis and feasibility study will be conducted before any new schools are built or relocated;
- land issues will be resolved before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands; and
- an awareness programme for communities on ownership of schools will be conducted.

For all children of Western Province to have access to junior secondary schooling the following preliminary vision for development of facilities is outlined, as a basis for further discussion.

8.3.2.1. Marovo

- Relocate Patutiva community high school to Serakalala with double streams;
- Establish a new single stream community high school at Kele Bay; and
- Establish a new single stream community high school in the Nono area.

8.3.2.2. South New Georgia

- Establish a new single stream community high school in the Rendova Harbour and Lokuru area; and
- Establish a double stream community high school in Saekile area.

8.3.2.3. West New Georgia/Vona Vona

- Establish a new community high school for VonaVona area, with partial boarding facilities;
- Establish a new double stream community high school at Noro; and
- Improve facilities at Dundee and establish a double stream community high school with partial boarding facilities;

8.3.2.4. North New Georgia

- Establish a new double stream community high school at Ramata; and
- Establish a new double stream community high school at Kohio, Eucalyptus;
- Establish a new double stream community high school at Temarae;

8.3.2.5. South Vella

- Establish a new double stream community high school at Valapata/Labulabu;
- Improve facilities and introduce a double stream at Bilua; and
- Improve facilities and introduce a double stream at Eloteve.

8.3.2.6. North Vella

- Establish a new single stream community high school at Leona; and
- Establish a new single stream community high school at Sibila/Sibilado;

8.3.2.7. Ranonga and Simbo

- Establish a new double stream community high school at Lengana;
- Establish a new double stream community high school at Page; and
- Establish a new single stream community high school at Buri;

8.3.2.8. Gizo/Kolobangara

- Establish a new single stream community high school at Ngari;
- Establish a new single stream community high school at Medina;
- Establish a new single stream community high school in the Poitete/Poporo/Lodumoe area; and
- Improve facilities at Ringi and introduce a double stream;

8.3.2.9. Shortlands

- Establish a new double stream community high school at Falamae;
- Establish a new single stream community high school at Harapa; and
- Establish a new single stream community high school at Toumoa.

Table 20 sets out a preliminary schedule (actual buildings and locations yet to be confirmed) of the types of buildings that the province would need to consider constructing between 2007 and 2009 in order to move towards achieving the objectives of universal basic education to form 3 by 2015.

Staff housing is a priority in the tsunami stricken areas.

Table 20: Projected Buildings to be constructed, 2007 to 2009

Year	2007	2008	2009
Projected Buildings			
New community high school	1	1	1
Classrooms	18	18	18
Staff houses	5	5	5
Dormitories/Ablution Blocks	2	2	2
Dining Halls/Kitchens	1	1	1
Sanitation facilities	2	2	2
Storage facilities	1	1	1
Total	30	30	30

8.3.3. Curriculum

In order that the junior secondary curriculum meets the needs and expectations of individuals and the community, the following strategies and activities will be carried out:

- Complete the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- Provide curriculum materials, textbooks and equipment to community high schools;
- Participate teachers will participate in the writing of modules for practical subjects;
- tools will be provided for practical subjects (based on the Technical and Vocational Education and Training policy);
- Provide basic learning and teaching materials and resources to schools that have been affected by the tsunami;
- Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and Curriculum Development Centre put procedures in place to let teachers know about curriculum

materials that are sent to schools; will be delivered directly to schools, and not through education authorities;

- Undertake in-service training on new materials to ensure that the materials are used as intended;
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers;
- Propose to the Solomon Islands College of Higher Education training to emphasis teacher discipline so that graduates become disciplined and responsible teachers in schools; and
- Revive as part of the community high school curriculum, Christian education and physical education.

8.3.4. Teacher Supply and Demand

Given the expansion at the junior secondary level, the demand for teachers will increase. Up-to-date data is not available to enable an accurate estimation of number of junior secondary teachers in the community high schools in 2006. The number of secondary teachers in total in 2006 was 200. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system, with detail about how many are trained to a suitable standard.

The potential growth for the junior secondary schools outlined in Table 17, and the form 1 projections set out in Tables 18 and 19 indicate that more junior secondary teachers will be required over the period 2007 to 2009. However, it is problematic to forecast exactly the number of teachers required over the period 2007 to 2009 and even more difficult at the secondary level to predict the exact disciplines in which specialist teachers will be needed. In addition, the numbers of teachers required will also be affected by any policy decisions being considered by the Government. For instance, a decision to phase out the Solomon Islands Secondary Entrance Examination as part of a move to support universal basic education in the junior secondary school would require the training of considerably more junior secondary teachers. A decision to extend the curriculum to include subjects not currently offered would also require the training of staff skilled in those disciplines.

Further work is therefore required. A national teacher supply model is needed for planning purposes for secondary as well as for primary schools. The risk in the Solomon Islands is not so much a shortage of people willing to be teachers, but a shortage of qualified and specialised teachers who can deliver a specialist secondary curriculum to the required standard. There is an international shortage of specialist secondary teachers in disciplines such as mathematics and science, and there is no reason to suppose that the Solomon Islands will not experience the same difficulty in recruiting these skilled professionals.

The issue for junior secondary schools is that teachers need to have specialised subject knowledge, as well as generic teaching skills, in order to deliver a quality secondary school curriculum. Since it usually takes considerable time (a period of some years) to train a secondary teacher to an acceptable standard, the training of the required teachers needs to be initiated well before the implementation of significant policy change. A consequence of not planning effectively is that a teacher shortage may occur, and the education of students in the system would be compromised.

The task of forecasting the numbers of teachers with specialist subject skills required in the junior secondary schools is therefore more complex than predicting the number of primary teachers required. Preparing the trained and skilled secondary teachers will also take time, so planning has to recognise the lag that generally occurs before a teacher emerges from training as a competent practitioner (whether the training is pre-service training, field-based training, or some other model).

It nevertheless appears that, given the potential expansion in the period 2007 to 2009 where a number of the community high schools plan to have double streams, 203 teachers may be required for Western Province junior secondary schools by 2009. Since there may be an estimated 94 junior secondary teachers in the province in 2006, another 109 additional trained teachers could be required over the planning period. It would not be a realistic or achievable proposition to try and train all 109 additional junior secondary teachers for the province to an acceptable standard by 2009.

More practically, the province needs to plan to train up to another 30 teachers in each year of 2007, 2008 and 2009 (up to 90 additional junior secondary teachers by the end of 2009). This number of teachers and classrooms would not meet all the potential demand for junior secondary education in the province, but would meet most of the demand, and may be an achievable target if action begins immediately.

However, given the limited capacity of SOE/Solomon Islands College of Higher Education, this number will be divided between the various options available for training. These include the following:

- The School of Education at Solomon Islands College of Higher Education will provide pre-service teacher training, and Solomon Islands College of Higher Education will consider providing summer school courses to upgrade the skills of untrained teachers;
- Junior secondary teachers will be trained through double majors with a focus on specialised subjects (e.g. Science, mathematics, practical subjects);
- University of South Pacific will provide in-service training through Distance and Flexible Learning and through summer schools;
- Consider the possibility of a training programme similar to the SITUP or a new teachers college;
- Consideration will be given to establishing a Teachers' Training College similar to Vanga Teachers' College (or Solomon Islands College of Higher Education could be restructured) to train teachers in the skills needed to teach practical subjects in secondary schools and Technical and Vocational Education and Training establishments.
- Provide more incentives will be provided through the review of teachers' terms and conditions (the Teachers Scheme of Service) and considering issues such as the revival of an annual increment (subject to policy review), improvement of non-cash benefits, and provision of incentives to attract teachers to isolated schools;
- Provide on-going in-service training e.g. Workshops, summer schools;
- Provide training in venues close to Education Head Offices;
- Make more use of existing training providers e.g. University of South Pacific Sub-Centre in Gizo;
- Use of trainee teachers to relieve teachers on study-leave;
- Explore the MSG Agreement to train more teachers through teacher training and exchange schemes among MSG member countries;
- Propose to the Ministry to consider negotiating with government to have Vanga Teachers College used to provide additional or supplementary teacher training; and
- Advocate for a firm commitment and support from the Ministry of Education and all its partners in order to train teachers to meet current and future demand;
- Give prominence to staff development training following a plan.

8.3.5. Financing

The concept of Community Standard Funding is accepted by Western Province. The following strategies and activities will be carried out to implement this funding arrangement:

- the Solomon Islands Government will pay 60% of the total cost;

- Western 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.
-

The recommended unit costs for junior secondary level are: SBD1200 for a day School and, SBD1,800 for a boarding school.

Table 21 gives an indicative cost of the Community Standard Funding Grant.

Table 21: Junior Secondary Projected indicative grants, 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	2,477	2,554	2,630	7,661
Scenario 1: Grant at SBD700 per student	1,733,900	1,787,800	1,841,000	5,362,700
Scenario 2: Grant at SBD600 per student	1,486,200	1,532,400	1,578,000	4,596,600

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

Management and disbursement of School Grants

- Schools should have 3 separate accounts, for parents and communities, for Solomon Islands Government Grants, and for Education Authority grants;
- signatories to the account must be the Principal and Chairperson of the School Board;
- SIG grants will be disbursed via the Provincial Accountant appointed by Ministry of Education and Human Resource Development who should further disburse the grants directly to the schools;
- the Provincial Education Authority grant will be disbursed directly by the Province to the schools;
- communities will assist schools with raising finance and determining priorities for expenditure;

Training

- workshops will be conducted for the provincial accountant by Ministry of Education and Human Resource Development on accountability for the grants and on how to keep proper accounts;
- Western Province will provide financial management training to both principals and bursars. Workshops will be conducted for Principals on accountability for the grants from SIG and EA and for community funds, and on how to keep proper accounts;

Financial Management

- the Principal and the Bursar should produce annual school budgets, which they submit to the School Board and the Education Authority;
- an accounting manual should be produced and distributed to schools to guide them in school-based management and accountability for public funds;
- school accounts must be audited and books inspected regularly;
- school fees and community contributions will be collected at school, will be recorded properly, and deposited in the parents/community account, and will be accounted for;
- it is desirable that bursars have finance or business qualifications and experience;

Monitoring of Accounts

- SIG grants dispatched to the Provincial Accountants will be monitored by Ministry of Education and Human Resource Development;
- SIG grants dispatched to schools will be monitored by the Provincial Accountant;
- EA grants to schools will be monitored by the Provincial Treasurer;
- school fees, and funds raised by parents and communities will be monitored by both the Provincial Accountant and the Provincial Treasurer;

Record storage

- copies of accounts should be kept in the school, by the Provincial Treasurer, by the Provincial Accountant's office, and by Ministry of Education and Human Resource Development.

8.3.6. Management

Responsibility for operational management of junior secondary schools rests with the Principal, subject to the overall governance of the School Board. For better management of schools at the junior secondary level, it is recommended that:

- All responsible officers should work together co-operatively;
- The appointment of Principals to community high schools should be carried out by the Education Authority, and should follow proper procedures such as advertising of vacant posts, short listing and interviews;
- Junior secondary schools should have non-teaching Principals;
- Principals should remain in the position in their schools for at least 3 years;
- Management training should be provided for Principals of junior secondary schools;
- It is desirable that junior secondary school Principals should have a Diploma in School Administration and Management;
- The roles and responsibilities of School Boards of Management should be set out clearly by the Ministry of Education;
- Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years;
- The roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years;
- The disciplinary powers of school Boards should be strengthened;
- Negotiations should be undertaken with banks or commercial firms to re-establish banking facilities close to schools;
- School Boards should monitor and keep proper records of school finances; and
- Education Authorities should provide adequate funds for teachers' travel.

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 19) 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

There are currently four senior secondary schools in Western Province, namely Biulah Provincial Secondary School, Vonunu Provincial Secondary School, Goldie College and Kukudu National Secondary School. The national secondary schools are administered by the Seventh Day Adventist Church and the United Church Authorities, while the provincial secondary schools are administered by the Western Provincial Education Authority. The classes offered in these schools range from form 1 to form 5 or forms 6 and 7. Based on 2006 data, the total enrolment in the senior secondary schools (forms 4 to 7) was 1,303 students. This senior secondary school enrolment figure includes students in 8 community high schools in forms 4 to form 6 inclusive.

Issues and constraints affecting senior secondary education in Western Province are as follows:

- very poor facilities, both academic and boarding;
- a lack of curriculum resources and equipment;
- a shortage of qualified trained teachers; and
- limited space at the senior secondary level.

Table 22 sets out detail of senior secondary teachers and enrolments by constituency.

Table 22: Total Teaching Staff, Senior Secondary Schools and Enrolments by Constituency, 2006

Constituency	Teaching Staff	No: SS Schools	Total enrolment
Gizo/Kolombangara	19	3	258
Marovo		2	126
SN Georgia/Rendova	20	3	284
North Vella		1	176
South Vella	1	1	168
WNGeorgia/Vonavona	21	2	295
Total	61	12	1,307

Source: SIEMIS 2006 Survey Report. Note: Ringi, Jones Adventist, and Kekegolo did not have 2006 data return in SIEMIS so data from 2005 survey have been copied. Teachers in the community high school who offer F4-6 classes are not included in the above data as they have been included in Junior Secondary data.

9.2.1. Access and Equity

All provincial secondary schools and national secondary schools in the province are providing access at both form 1 and form 4 levels. The current capacity of the provincial secondary schools and national secondary schools is estimated by the province at 1,307 students. Access to senior secondary education is restricted by space and by a shortage of trained teachers, as well as resources. When junior secondary forms are phased out from the provincial secondary schools and national secondary schools, in line with the proposed policy, then access to senior secondary education should improve.

It is proposed that at some time in the future, all provincial secondary schools and national secondary schools in the province will be converted into senior secondary schools to accommodate only students in forms 4 to 7 inclusive. The current community high schools in the province would accommodate all junior secondary forms (forms 1-3). Transition into senior secondary classes would be controlled.

The gender distribution in the senior secondary schools shows an imbalance towards boys. Of the total enrolment of 1,307 senior secondary students, 761 (58.2%) are boys and 546 (41.8%) are girls. It is clear that girls in Western Province are disadvantaged in gaining access to senior secondary education.

Several issues make achieving equitable access difficult for girls in senior secondary schools:

- the current infrastructure favours boys, since there are more boys' dormitories than girls' dormitories; and
- girls drop out of the education system because of cultural attitudes and lack of support by parents.

Table 23 sets out more detail about gender distribution by constituency.

Table 23: Total Senior Secondary Enrolments by Gender and by Constituency, 2006

Constituencies	Male	Female	Total	% Female
Gizo/ Kolombangara	157	101	258	39.1%
Marovo	79	47	126	37.3%
South New Georgia/ Rendova & Tetepari	155	129	284	45.4%
South Vella la Vella	97	71	168	42.3%
West New Georgia/ Vonavona	161	134	295	45.4%
North Vella la Vella	112	64	176	36.4%
Total	761	546	1,307	41.8%

Source: SIEMIS 2006 Survey Report

9.2.2. Facilities

The conditions of facilities in the provincial secondary schools and national secondary schools are very poor, and overcrowding is rife. The highest priority is to plan for rehabilitation of current facilities, since the need for major repairs and maintenance is greater than the need to plan for expansion in the senior secondary schools. Renovation of the academic buildings is required to meet the anticipated standard for senior secondary education. There is also a need to upgrade accommodation facilities both for students who are boarding, and for teachers. A survey of senior secondary facilities at community high schools is required to provide information about the state of their facilities. In general it appears that the recent

expansion of senior secondary schooling at the community high schools is occurring without the provision of specialist facilities.

9.2.3. Curriculum

Control of the curriculum remains centralised with the Ministry of Education, through the Curriculum Development Centre. The revision and development of the curriculum, and production of learning resources, is the responsibility of the Ministry of Education.

There are some areas of concern in the senior secondary curriculum, and these include:

- the gap between form five and form six curricula (between the Solomon Islands School Certificate curriculum and the South Pacific Board for Educational Assessment recommended curriculum for form 6). There is a general concern that the form 4 and form 5 curricula do not fully prepare students to undertake the South Pacific Board for Educational Assessment form 6 programme;
- the existence of more than two examinations at the senior secondary level, which is costly for both government and parents;
- the students who sat the South Pacific Board for Educational Assessment form 7 programme were not very successful in 2004; and
- the non-availability of curriculum materials and equipment in the schools.

The variety of curricula offered at the senior level (for example, the national curriculum, curricula examined by the South Pacific Board for Educational Assessment, and the University of the South Pacific curricula) poses a concern for the Solomon Islands, since there is a desire to develop local curricula to meet the needs of local students, and because a lack of coordination between examining authorities at the senior secondary levels makes it difficult for teachers to offer a coherent teaching programme.

9.2.4. Teacher Supply and Demand

The number of teachers in 2006 in the provincial secondary schools and national secondary schools is 61. Of these teachers, 46 were men and 15 were women. These numbers include teachers who are also teaching junior secondary classes. There are teachers in the community high schools who also teach at senior secondary school levels, but there is no definitive data about how many could be regarded as predominantly senior secondary teachers.

What is known is that there is a shortage of adequately trained teachers at the senior secondary levels in Western Province. While Solomon Islands College of Higher Education can produce teachers for junior secondary schools, that institution does not deliver graduates with degree qualifications. It is expensive to produce teachers with degree qualifications because they have to be trained overseas or through degree programmes offered by the University of South Pacific.

Information is not available to analyse in which particular curriculum areas the province is having difficulty recruiting secondary teachers. Although most of the senior secondary teachers are categorised as trained teachers, it is desirable that teachers at the senior secondary level should have degree qualifications. The number of teachers with degrees is not known.

Table 24 sets out details of the trained and untrained senior secondary teachers by constituency. An estimated 30% of senior secondary teachers are categorised as untrained, although the data on which this conclusion is based is partial and unreliable and should be treated with some caution, as the numbers of untrained teachers may be underestimated. A more reliable survey is required to give better data.

Table 24: Total Senior Secondary School Establishment, Trained and Untrained Teachers, 2006

Constituency	Total Trained	Untrained	Total	% Trained
Gizo/ Kolombangara	11	8	19	58%
South New Georgia/ Rendova & Tetepari	16	4	20	80%
South Vella la Vella	1	0	1	100%
West New Georgia/ Vonavona	15	6	21	71%
Grand Total	43	18	61	70%

Source: SIEMIS 2006 Survey Report.

9.2.5. Financing

The Solomon Islands Government supports the payment of salaries of secondary school teachers. A school grant is also currently paid jointly by the Solomon Islands Government and the European Union. It is disbursed directly to schools. Boarding schools receive SBD750 per student, while day schools receive SBD500 per student. There is an increasing cost in sustaining the education system, and therefore all stakeholders are encouraged to share this cost. Western Province accepts the concept of Community Standard School Funding and encourages its implementation in schools, but recommends adjustments to contribution levels depending on affordability of stakeholders. The proposed contribution levels are:

- Solomon Islands Government – 40% of total costs;
- Western Province Education Authority – 30% of total costs; and
- Parents and communities – 30% of total costs.

Table 25 gives an indicative cost of the Community Standard Funding Grant.

Table 25: Senior Secondary Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	1,349	1,392	1,437	4,177
Scenario 1: Grant at SBD750 per student	1,011,618	1,043,990	1,077,397	3,133,005
Scenario 2: Grant at SBD625 per student	843,015	869,991	897,831	2,610,838

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.

9.2.6. Management

Good management contributes to quality education. Senior secondary schools in the Province are managed by the School Principal, subject to the oversight of the School Board. Generally speaking, there is room to strengthen management in schools, and there is also a need to deal with discipline issues. To strengthen management in schools, the following strategies need to be carried out:

- training should be provided for teachers in areas of management, guidance and counselling, in order to assist students in choosing their career paths and building character;

- senior secondary schools should be staffed by qualified teachers, and in particular by teachers with specialist degrees;
- discipline should be strengthened in schools both for teachers and for students, by strengthening the disciplinary power of school Boards;
- senior secondary schools should have non-teaching Principals;
- the Principal should remain in a school for at least 3 years;
- the post of Principal, as well as all other teaching vacancies, should be advertised and candidates should be interviewed before being appointed;
- Principals should be trained teachers and should have had management training; and
- negotiations should be initiated with banks or with local commercial firms to re-establish bank agencies or suitable teacher payroll payment arrangements close to schools.

9.3. Future Directions

9.3.1. Access and Equity

Table 26 sets out two scenarios for growth in senior secondary schooling in Western Province. Scenario 1 is the population projection for the 16-18 age group in Western Province, based on the 1999 census. This scenario sets out the potential population which could be enrolled in senior secondary schooling if 100% of the relevant school age cohort was enrolled. Achieving enrolments at this level will be a long term goal. Scenario 2 is a straight line increase of the actual 2006 enrolments, increased by 3.2% a year. Scenario 2 is likely to be closer to the actual enrolments achieved, unless significant interventions are undertaken to increase access, such as an increased number of trained teachers, and extension and improvement to school facilities.

Table 26: Growth Projections, Western Province Senior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population Projections, age 16-18 (Scenario 1)	5,027	5,143	5,392	5,063
Projected enrolments (Scenario 2)	1,349	1,392	1,437	1,482

Source: Scenario 1 1999 Census Provincial Population Projections

The first scenario particularly indicates that there is considerable potential for growth in senior secondary education. Projected growth under scenario 2 is relatively slow, and it would be desirable to increase the participation in senior secondary education at a faster rate.

The following strategies are suggested to improve the access to senior secondary education in Western Province:

- increase participation of girls by building an additional girls' dormitory or dormitories, or by considering the provision of schools or streams for girls only;
- Arrange for students affected by the tsunami disaster and have been out of school to repeat and receive other necessary support;
- introduce more subjects in the school curriculum oriented to the interests of girls;
- aim to achieve enrolment on a basis of 50% girls and 50% boys;
- provide awareness programmes to encourage participation by female students;
- improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses; and

- upgrade the community high schools offering senior secondary education;
- consider converting Biulah Provincial Secondary School, Vonunu Provincial Secondary School, Goldie College and Kukudu National Secondary School into senior secondary schools to accommodate only students in forms 4 to 7, and begin phasing out junior secondary schooling (forms 1-3) from the provincial secondary schools and the national secondary schools, starting in 2009; and
- plan for a transition into form 6 of approximately 50% of the total form 5 intake in the province, and provision for access to Technical and Vocational Education and Training for the remaining form 5 students who do not get access to form 6.

The province's assessment is that there is no immediate need to build new senior secondary schools, since the four senior secondary schools should be able to offer double streams if necessary, and community high schools are already enrolling students in senior forms. In 2006 there were 12 schools in the province offering forms 4 and 5 classes, and 4 of these 12 schools were offering form 6 classes. There is a need to consider the policy on senior secondary education in the province and determine how senior secondary education should be delivered in future. The community high schools advocate that their status should be redefined on the basis of what they are offering in senior secondary education, and they should be given recognition for what they are doing.

The issue of provision of sufficient senior secondary school places could be accommodated without too much difficulty if the proposal to phase out the junior secondary forms in provincial secondary schools and national secondary schools is proceeded with. However, it will be important to consider the implications and timing of such a proposal carefully, and ensure any transition is made on the basis of sound planning, since the negative impact of such a decision on access to junior secondary education may outweigh any positive benefits in providing better access to senior secondary education.

9.3.2. Facilities

The province will take the following action:

- provide proper equipment and facilities to schools, by improving and renovating existing facilities of the four senior secondary schools and the community high schools offering senior secondary education, where necessary;
- Give special consideration to reconstructing school buildings and facilities that have been affected by the tsunami so that children return to classes;
- construct an additional girls' dormitory where required;
- improve library facilities, and equip school libraries with appropriate resources;
- improve water supply in senior secondary schools and improve sanitation systems by the introduction of flush toilets;
- make available standardised sports facilities and equipment to schools, by improving the facilities for outdoor sport, and by establishing and equipping the school for indoor sports; and
- provide specialised classrooms where necessary, such as science laboratories for biology and chemistry, a gymnasium for physical education, specialised computer rooms with access to e-mail and standard computers, and a home economics room equipped to a reasonable standard; and
- encourage the use of solar or hydro power in schools.

Table 27 sets out a preliminary development programme (yet to be confirmed) to begin the renovations and new buildings required, with a provisional timetable, in order to upgrade senior secondary education in Western Province. The province will need to determine a priority order for rehabilitation and reconstruction

of facilities, and will need to consider if other facilities (e.g. staff houses) need to be included in the building programme. Further work is required to complete the development of the programme.

Table 27: Projected Buildings to be Constructed/Refurbished, 2007- 2009

Year	2007	2008	2009
Dormitories	1	1	1
Ablution Blocks	1	1	1
Dining Rooms /Kitchen	1	1	1
Classrooms	5	5	5
Workshops/Labs	2	2	2
Total	10	10	10

9.3.3. Curriculum

In order to address issues in the senior secondary curriculum, the following strategies and activities will be carried out:

- Review of the senior secondary curriculum will ensure the strengthening of the linkage between form 5 and form 6 curricula;
- Start subject specialisation in form 4;
- Provide in-service training on new curriculum materials produced;
- Supply curriculum materials and equipment to schools to achieve an improved pupil: textbook ratio;
- Provide basic learning and teaching materials and resources to schools that have been affected by the tsunami;
- Adopts structure in the Technical and Vocational Education and Training policy i.e. the senior secondary block will be forms 4-6; and
- Advocate proper resourcing of Curriculum Development Centre so that schools have easy access to learning materials produced.

9.3.4. Teacher Supply and Demand

Owing to the shortage of teachers, the current trend employed by almost all Education Authorities is to recruit graduates with expertise in teaching subject areas and then put them through the Advanced Standing Course at Solomon Islands College of Higher Education. This method of training is a slow process, and thus the province will explore with Solomon Islands College of Higher Education or other providers the possibility of:

- offering the Certificate or Diploma in Education in a summer school mode;
- offering the Certificate or Diploma in Education through a distance and flexible learning mode.

Further work is required to determine the number of senior secondary teachers that may be required in the province in future. Accurate data to determine the number of new senior secondary teachers that may need to be recruited is not available. More information is also needed about the subject specialisations in which current teachers are qualified to teach. There is also a need to separate the data between junior secondary schools and senior secondary schools in order to determine the number of teachers required for each sector. Most teachers teach across form levels in a secondary school, so disaggregation of teacher data between the levels is difficult. The province is aware, however, that there is a need to recruit trained and qualified senior secondary teachers, and to upgrade the skills and qualifications of those teachers currently in the service.

Training of senior secondary teachers will need to target subject areas of the curriculum that are of specific need. 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. Some of the current trained teachers do not have a pre-requisite qualification, such as a degree. . In practice, therefore, achieving the goal of a senior secondary teaching service qualified at the appropriate level will take time, and is a long-term goal.

In order to meet the demand for well qualified and trained senior secondary teachers, and subject to modification based on the findings of any further work that is carried out, the following strategies and activities will be undertaken:

- a total of 10 teachers will be provided with training annually through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 30 teachers to have been thoroughly trained by 2009;
- qualifications of current teachers will be upgraded by encouraging teachers to do studies through University of South Pacific using distance and flexible learning, in order to cater for teaching forms 4, 5, 6 and 7; and
- citizens of Western Province who are currently teaching in other provinces and Education Authorities could be encouraged to return and teach in Western provincial schools.

9.3.5. Financing

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

- Solomon Islands Government to pay 40% of the total cost;
- Western Province to pay 30% of the total cost;
- parents and communities to pay 30% of the total cost.

Table 28 gives an indicative cost of the Community Standard Funding Grant.

Table 28: Senior Secondary Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	1,349	1,392	1,437	4,177
Scenario 1: Grant at SBD750 per student	1,011,618	1,043,990	1,077,397	3,133,005
Scenario 2: Grant at SBD625 per student	843,015	869,991	897,831	2,610,838

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.

11.2.5.1 Disbursement of grants

- Solomon Islands Government grants will be disbursed directly to schools;
- Provincial Education Authority grants will be disbursed directly by the Education Authority Treasurer to the schools;
- school fees and parent/community contributions will be collected at school and deposited in the school account;

11.2.5.2 *Training of accountants*

- Workshops will be conducted for the provincial accountant by Ministry of Education and Human Resource Development on how to keep proper accounts for the grants and school fees, and on how to prepare financial reports;
- an Accounting manual should be produced and distributed to schools to guide them in school-based accounting;

11.2.5.3 *Monitoring of accounts*

- Ministry of Education and Human Resource Development will monitor Solomon Islands Government grants to schools;
- provincial Education Authority grants will be distributed to schools by the EA Treasurer;
- school Boards will monitor all grants and school fees received by the school;
- copies of accounts should be lodged in the school, with the Provincial Treasurer and Provincial Accountant's office, and with Ministry of Education and Human Resource Development; and
- the Principal will provide a quarterly report on all grants/fees to Ministry of Education and Human Resource Development, and the Provincial Education Authority.

9.3.6. Management

Good management also contributes to quality education. Generally speaking, there is a need to strengthen school management. To achieve this objective, the province will aim to achieve the following:

- Staff senior secondary schools with qualified teachers, and in particular by teachers with degrees;
- Province training for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students;
- Improve appointments of Principals in community high schools through established procedures such as advertisement of the vacant post, short listing, and interviews;
- Appoint Principals to a school for a duration of at least 3 years;
- Allow senior secondary schools to have non-teaching Principals;
- Appoint principals of senior secondary schools who are trained teachers, and management training is provided for them on appointment;
- Reinststate a careers adviser, and career guidance must be provided in all senior secondary schools to help students in their choice of career;
- Strengthen discipline in schools by strengthening the disciplinary powers of school Boards;
- Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; and
- Set out roles and responsibilities of Provincial Education Authorities in a manual and subject to review every two years. The Provincial Education Authority is responsible for these functions:
 - appointment of Principals;
 - advertising of vacancies;
 - posting of teachers;
 - recruitment of teachers;
 - discipline of teachers; and
 - general administration of the province's education system.

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 and vocational education and training (Technical and Vocational Education and Training) is set out in *Education for Living* (March 2005) and provides the basis for the development of technical and vocational education and training in the Solomon Islands. The development of this alternative pathway in the education system of the Solomon Islands will provide avenues for those young people who do not gain access to a place in the formal secondary school system.

Technical and Vocational Education and Training (Technical and Vocational Education and Training) is available in the province through the rural training centres (Rural Training Centres) controlled by the Churches. The Western Province does not have a rural training centre of its own. 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 system.

Although Western Province accommodates some of the outstanding rural training centres in the country, there are still constraints and issues in the Technical and Vocational Education and Training area. These include:

- a shortage of spaces in existing Technical and Vocational Education and Training centres;
- a shortage of trained Technical and Vocational Education and Training instructors; and
- non-availability of resources, equipment, tools and proper facilities.

Table 29 sets out detail of numbers of teaching staff, numbers of centres and enrolments by constituency.

Table 29: Total Technical and Vocational Education and Training Teaching staff, Centres and Enrolments by Constituency, 2004

Constituencies	Teaching Staff	No. of Centre	Enrolment
WNG and Vonavona	5	1	52
Gizo/Kolombangara	19	1	116
Shortland	6	1	30
Total	30	3	198

Source: Technical and Vocational Education and Training 2004 Survey Report

10.2.1. Access and Equity

Access to Technical and Vocational Education and Training in Western Province is an issue, because spaces in the Technical and Vocational Education and Training Centre are shared with other provinces, especially those that offer more technical training. At the senior secondary level, it is planned that Technical and Vocational Education and Training should be developed as an alternative pathway for school leavers at both form 3 and at form 5 levels. The province urgently needs to examine ways to increase access to Technical and Vocational Education and Training, and at how it will accommodate those school leavers who leave the formal education system at the end of form 3 and at the end of form 5.

Currently enrolments in Technical and Vocational Education and Training courses are dominated by males, at the expense of females. An estimated 21% of enrolments are female. Reasons identified for the low number of female enrolments include:

- Technical and Vocational Education and Training courses offered are directed at men and may not appeal particularly to the interests of women;
- women do not feel encouraged to enrol in further education and training since there are cultural barriers to the further education of women;
- many women have child-rearing responsibilities that inhibit participation in Technical and Vocational Education and Training; and
- the benefits of vocational education and training may not be clear to women.

Table 30 sets out detail of Technical and Vocational Education and Training enrolments by gender and by constituency.

Table 30: Total Technical and Vocational Education and Training Enrolments by Gender and by Constituency

Constituency	Enrolments	
	Male	Female
WNG and Vonavona	40	12
Gizo/Kolombangara	116	0
Shortland	0	30
Total	156	42

There are few opportunities for the physically disadvantaged to access Technical and Vocational Education and Training. In addressing access issues, gender equity and equity for the disadvantaged will also need to be considered.

There is also a need for many of the working age population in Western Province to develop skills that may lead to employment, or skills that may assist in establishing viable local businesses. The scope for developing and increasing access to Technical and Vocational Education and Training in Western Province for the adult population is therefore extensive.

Furthermore, the Province needs to ensure that investors such as logging companies must include training opportunities for all vocational trained students.

10.2.2. Facilities

Existing rural training centres will need assistance with upgrading of facilities, with supply of equipment and tools, and with construction of additional buildings where these are required.

10.2.3. Curriculum

The current Technical and Vocational Education and Training curriculum in the country is not centralised. The rural training centres develop their own curriculum, subject to the oversight of the Education Authority and each centre's management policies.

The intention is that modules will be produced to enable the centres to choose those which are relevant for the needs of their communities and the province. It is also intended that centres will also be able to introduce a variety of subjects into their curriculum which are suited to the communities and the province. Current programmes such as life skills, woodwork/carpentry, agriculture, applied mathematics, applied English, business studies should continue to be offered. New programmes such as computing studies may need to be developed. In addition, links between Curriculum Development Centre and Technical and Vocational Education and Training on practical subjects should be strengthened. It would be appropriate if Curriculum Development Centre was to recruit Technical and Vocational Education and Training staff to assist with curriculum development.

10.2.4. Teacher Supply and Demand

The key teacher supply issue in the province is finding an adequate supply of trained and competent Technical and Vocational Education and Training teachers with high level skills in the particular speciality in which training is desired.

Vanga Teachers College is located in Western Province, but its intake is from throughout the country. The total intake in 2004 was 20 trainees, and out of this number there were only three trainees for Western Province. Increasing the supply of trained teachers is necessary in order to increase the number of trainees who can enrol in Technical and Vocational Education and Training courses.

Table 31 sets out data about the trained and untrained Technical and Vocational Education and Training teachers in the province.

Table 31: Total Establishment, Trained and Untrained Technical and Vocational Education and Training Teachers

Constituency	Total Trained	Total Untrained	Total
WNG and Vonavona	4	1	5
Gizo/Kolombangara	19	0	19
Shortland	6	0	6
Total	29	1	30

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

10.2.5. Financing

A large source of the revenue of rural training centres is from school fees. They also currently have access to grants from the European Union Rural Training Centre Project Office and from Central Government. The Church Controlling Authorities also support their respective rural training centres. In addition, the rural training centres are encouraged to raise income through entrepreneurial activity.

10.2.6. Management

The governance of the rural training centres is undertaken by a Board of Directors whose membership represents all stakeholders. Principals are responsible for the day-to-day management of the centres. Principals are accountable to the respective Church Authority and to the European Union Rural Training Centre Project. They are also supported by the Solomon Islands Association of Rural Training Centre.

10.3. Future Directions

A comprehensive plan needs to be developed for the establishment and development of Technical and Vocational Education and Training in Western Province.

10.3.1. Access and Equity

The Western Provincial Education Authority recognises that it needs to support the establishment of rural training centres and possibly other avenues as a way of increasing access to technical and vocational education provision in the province. The province needs to provide access to alternative education opportunities for four groups:

- first, those students who exit the formal education system after Standard 6;
- second, a percentage of school leavers at the end of form 3 who will not get access to a form 4 place in a senior secondary school;
- third, school leavers at the end of form 5;
- fourth, those in the adult population who wish to return to education and training to develop skills and competencies that will assist in finding employment, establishing new businesses, making a contribution to village life, or extending life chances.

Technical and Vocational Education and Training should be developed as an alternative pathway, particularly 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.

It is difficult to forecast exactly the volume of people who might wish to gain access to Technical and Vocational Education and Training in Western Province, and the number of enrolments that might be anticipated. It is clear that the current enrolment of about 200 in Technical and Vocational Education and Training programmes in the province does not meet anything like the potential demand. There is considerable potential for expansion. There is a potentially a large number of other people in the population, in addition to school leavers, who need access to courses that develop practical, vocational and technical skills.

The fact there are numbers of students do not gain access to places in the formal secondary school education system indicates the need for the immediate expansion of existing centres, or establishment of new community-based training centres and vocationally-based education provision in the province. The initial Technical and Vocational Education and Training courses should provide training in agriculture, building and carpentry skills, life skills, business studies, home economics, computer skills, and possibly mechanical engineering. Further courses could be introduced over time to meet demand.

The province's development of a comprehensive plan for the future of Technical and Vocational Education and Training in the province should include a survey of the skill needs of the population, as such research would indicate where demand is greatest and might indicate the type of courses the population would be likely to enrol in.

The three rural training centres that existed in 2004 offer places to students throughout the country. The province is not therefore in a position to restrict enrolment at these centres in order to cater for the specific needs of Western Province. Additional places at existing centres and the establishment of new centres dedicated to meeting the needs of people in Western Province will therefore be required.

To increase access to Technical and Vocational Education and Training, the following strategies and activities will be carried out:

- Increase intakes at the following existing rural training centres: Batuna Rural Training Centre, St Dominic's Rural Training Centre, and St Anne's Rural Training Centre;
- Offer at Tabaka Rural Training Centre full-time programmes;
- Establish enough additional centres (three are suggested initially) to cater for demand from the population;
- Support the Christian Fellowship Church Education Authority to establish a rural training centre at Enoghae;
- Establish two Technical and Vocational Education and Training centres at Karekana (for boys) and Ruruvai (for girls), but with access to the same facilities;
- Emphasis a balance in both academic and practical subjects;
- Encourage women to attend rural training centres; and
- Offer more subjects that will develop skills which females need, or in which they have an interest, or at which they can excel.

10.3.2. Facilities

The following strategies will be adopted in order to improve or develop facilities for Technical and Vocational Education and Training:

- Provide proper equipment and facilities will be made available to centres;
- Improve library facilities at existing centres;
- Improve water supply and sanitation facilities will be constructed at existing centres;
- Build specialised classrooms and workshops;
- standardise sports facilities and equipment and made available; and
- construct new centres with the following basic facilities and equipped:
 - girls' dormitory;
 - boys' dormitory;
 - dining hall/kitchen;
 - woodwork workshop;

- general classrooms for English, maths and business studies;
- agriculture classrooms and facilities (garden plots, etc);
- life skills (Home Economics); and
- efficient water supply, electricity, and sanitation facilities.

Table 32: Projected Technical and Vocational Education and Training Buildings to be Developed, 2007 to 2010

Year	2007	2008	2009
Dormitories	1	1	1
Dining Hall	1	1	1
Workshops	2	2	1
Classrooms	1	1	1
Total	5	5	4

10.3.3. Curriculum

The Technical and Vocational Education and Training policy clearly states that the curriculum for rural training centres will not be standardised, but modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centre will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province.

There is a need to establish links between the Curriculum Development Centre and the Technical and Vocational Education and Training Centre in the development of a Technical and Vocational Education and Training curriculum. In addition Technical and Vocational Education and Training instructors need to be trained to use new curriculum materials.

10.3.4. Teacher Supply and Demand

The following strategies will be carried out in order to meet the demand for trained Technical and Vocational Education and Training instructors in the province:

- Negotiate with Vanga Teachers' College to increased trainees each year;
- Identify people with a first qualification and train them at Vanga Teachers' College as instructors;
- Use Vanga Teachers' College to train untrained teachers in schools and who are teaching practical subjects;
- Support four instructors' training a year for Western Province; and
- Consider in consultation with the Ministry to establish a Teachers College similar to Vanga Teachers' College to supply teachers for its rural training centres and the community high schools.

10.3.5. Financing

Any new rural training centre to be established will need assistance with upgrading of facilities and construction of additional buildings where required, and for the supply of equipment and tools. Establishment of a new rural training centre will therefore require financial support. Further preliminary work needs to be undertaken, and a business case prepared and submitted to a potential sponsor or sponsors.

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

- Central Government will pay 30% of the total cost;
- Western Education Authority will pay 30% of the total cost;
- parents and the centre will pay for 40% of the cost (the Centre will pay a proportion of the costs, since in Rural Training Centres the enterprises are looked after by the students, and thus their labour and time should be included in the running cost of the Centre).

Either Central Government or 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. The expectation is that initial financial support would be provided from an external source such as the Solomon Islands Government or from an aid donor. The funding should be provided as a direct grant to rural training centres. The European Union grant system for secondary schools provides a good model that could be followed. The financing should be delivered through the Board.

Financial management training for Principals and the bursars is essential. Training in financial management for Principals and Bursars should be organized by the European Union-Rural Training Centre Project Office or by the Province.

10.3.6. Management

For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken:

- Make Technical and Vocational Education and Training centres more autonomous, with each Board of Management being responsible for governance of its Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management;
- Provide management training for the Principals, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance;
- Put in place systems to ensure that the Principal (as the chief administrator) should have as a minimum qualification a Diploma in Education Administration; and
- Put in place systems to ensure that the Bursar should have an accounting qualification.

Since the churches have had experience with the running of technical and vocational education and training centres, they will be encouraged to provide advice on effective governance and management. The Principals and teachers at the rural training centres should also be giving opportunities to attend education management courses to enable them to run rural training centres effectively.

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 conducive to teaching and learning;
- Maintain good relationships/ partnership with parents, communities and education authorities.

11.3. Conclusion

In considering these various roles, the Province wished to suggest to the Government that the Education Act should be amended to give powers to education authorities for approval of school fees. The Minister could retain the power to intervene if school fees are set at too high a level. The Province also recommended that a Committee could be established to screen reports on teachers. It also wished consideration to be given to the establishment of a Provincial Scholarship Board.

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 Western 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. 29 to 31}	Time frame	Responsibility
E1	All schools mapped	Mapping of schools is done to consider geographical factors when considering the establishment of any new community-based Early Childhood Education Centre for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools.	End of 2007	Provincial Education Authority, PCRU, ECE
E2	Introduce double streaming to increase enrolment	Give consideration to enrolling double streams in existing Early Childhood Education Centres where demand warrants it.	2007 - 2009	PEA, PCRU, ECE, Community
E3	Establish 8 classes a year to maintain a NER over 30%	Limit the number of Early Childhood Education Centre to be established within the next 3 years to a manageable number (a maximum of 8 a year, and 24 by the end of 2009); This would mean establishing 8 classes each year from 2007 to 2009	2007 - 2009	Provincial Education Authority, PCRU, ECE, Community
E4	Develop a system of certification of attendance	Develop a system of certification of attendance by Early Childhood Education children should to accommodate the movement of families and children.	2008	PEA, ECE, Community
E5	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
E6	Survey for all schools	Assess the 59 active Early Childhood Education facilities, by conducting a survey to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; and will identify those that need facility upgrading, and will request funding from donors;	June 2008	Inspectorate with PE and SE- division, PCRU, Provincial Education Authorities, ECE

E7	Reconstruct tsunami affected schools	Give special consideration to reconstructing school buildings and facilities that have been affected by the tsunami so that children return to classes.	2007 - 2008	Provincial Government, PRCU, Community, EAs
E8	ECE facility plan developed Standard classroom design is available and used	Ensure that the standard classroom design for Early Childhood Education developed by the Ministry of Education is the set standard for all centres to use.	Completed by 31 December 2007	ECE and PE-division, PRCU, Infrastructure team, PEA
E9	School Infrastructure Plan developed and implemented	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 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.	Completed by the end of 2008	Provincial Education Authorities and Infrastructure team with Communities, ECED
E10	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 pp. 33 - 34}	Time frame	Responsibility
E11	Proposal for ECE Community Standard Funding developed and submitted to MEHRD	<p>To enable the early childhood education sector to continue to operate, the Community Standard Funding arrangement is proposed, namely that</p> <ul style="list-style-type: none"> central Government will meet 50% of total costs (including meeting the cost of salaries of Early Childhood Education trained teachers, and the salary of the Early Childhood Education Provincial Education Officer, as well as providing training); education authorities will meet 30% of total costs (including provision of an operation grant for the Early Childhood Education provincial office and salaries of four regional coordinators (one each at Gizo, Seghe, Korovou, Munda); and communities will meet 20% of total costs (including maintenance of buildings, learning materials, resources and equipment, staff houses, toilets and playgrounds.) 	2007	ECE-division, Provincial Education Authorities, MEHRD, TWG Policy, PMT, CT

E12	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 - Provincial Education Officer, as well as providing and funding the cost of training teachers.	2008	ECE-division, Provincial Education Authorities, TTDO, TSD.
E13	The Province provides 30% of cost through teaching and learning resources.	The Western Province 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	Provincial Government PEA, ECED
E14	Untrained teachers are paid by Province and communities	The Province will consider the payment of a minimum monthly salary for Early Childhood Education teachers, whilst communities will pay in-trained Early Childhood Education teachers.	2008	Provincial Government PEA, ECED
E15	The community and parents meets cost facilities	Communities meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds. They will assist with construction of facilities and with fund-raising and fees paid by parents.	2008	PEA, Community
E16	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	ECE and PE-division, PEA

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 the Central Islands 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. 29 - 31}	Time frame	Responsibility
E17	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	Support review organised on education for pupils, students with special needs	By end of 2008	CT, PMT with Technical Assistance, ECED

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

No	Output/ Milestone	Activity { See also pp. 29 - 31}	Time frame	Responsibility
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E18	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 ECE 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.	2008	ECED, PEA
E19	Children in tsunami affected schools return to classes	Give special consideration to reconstructing schools that have been affected by the tsunami so that children return to classes or even repeat classes where necessary.	2008	ECED, MPEA, Community
E20	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
E21	Specialist training given to ECE teachers	Develop a three-year training plan, in which the need for Early Childhood Education teachers to be specially trained will be recognised, and consequently teachers who have undergone field-based training will be a priority for further training at Solomon Islands College of Higher Education;	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED
E22	Train 30 Early Childhood Education teachers at SICHE	Enrol 10 Early Childhood Education teachers each year in the Solomon Islands College of Higher Education Early Childhood Education Certificate training programme and at least 2 from each zone	10 trainees enrolled in 2007, 10 in 2008, & 10 in 2009	SOE, Provincial Education Authorities, ECED, TTDO
E23	Train more Early Childhood Education teachers	Establish “lighthouse” or “model centres” to provide field-based training of Early Childhood Education teachers (Train at least 12 Early Childhood Education teachers a year, 2 in each of 6 zones).	2007 - 2009	Provincial Education Authorities,
E24	Train more Early Childhood	Training packages for Early Childhood Education teachers will be developed at	Ongoing,	Solomon Islands

	Education teachers through BFT mode	provincial centres in Western Province, in liaison with Solomon Islands College of Higher Education, including at least 12 teachers trained each year (2007, 2008 and 2009) using field-based training.	2007-2009	College of Higher Education & EA
E25	SICHE approached to increase capacity	Solomon Islands College of Higher Education should be asked to improve its capacity to increase intakes into Early Childhood Education teacher training programmes.	2007	SICHE & EA, TTDO
E26	SICHE produces and delivers short term courses	Solomon Islands College of Higher Education should be asked to run short Early Childhood Education training courses or run summer schools during the June and Christmas breaks.	2007 - 2008	SICHE, TTDO & EA
E27	Equitable teacher training scholarship provided using a quota system	Negotiate with TTDO and SICHE to provide teacher training scholarships for Early Childhood Education teachers should be made available to each province on an equitable population basis (based on a quota system).	2008 and onwards	SICHE, TTDO & EA
E28	Negotiations for ECE Training Centre in Western Province	Negotiate with MEHRD and SICHE to consider Western Province in establishing its own Early Childhood Education training college campus in future, in order to offer SICHE courses.	2008	SICHE, TTDO & EA, PRCU
E29	Bonding of ECE teachers for 2 to 3 years	Consideration may need to be given to development of Early Childhood Education policy to allow provision for bonding trained Early Childhood Education teachers for 2 or three years.	2008, 2009	SICHE, TTDO & EA, PRCU, TSD
E30	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,
E31	ECE teachers trained at provincial level using Field Based Package	Conduct Field Based training for early Childhood education teachers at provincial centres with the aim to have 5 teachers trained each year.	Ongoing, 2007- 2009	ECED, PEA
E32	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
E33	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA, TSD

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

No	Output/ Milestone	Activity { See also pp 31 - 33}	Time frame	Responsibility
E34	Regular visit is to schools and reports done	Ensure regular visits to schools are undertaken by Provincial Education Officers and School Inspectors, to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, and whether there is overcrowding, and to ascertain how schools are managing any increases in enrolments.	2007 - 2009	Inspectors, PEA, EAs,
E35	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

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.31}	Time frame	Responsibility
E36	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2007 - 2009	ESE, PEA, Communities
E37	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
E38	Teaching and learning resources supplied to tsunami affected schools	Provide basic learning and teaching materials and resources to schools that have been affected by the tsunami.	2007 - 2008	Curriculum Development Centre, ECE-division, EA

Objective 3.5: Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp 32 - 33}	Time frame	Responsibility
E39	Increased number of quality in-service training to ECE-teachers and at provincial sites.	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
E40	Staff development plan developed	Develop a staff development plan for ECE, school teachers.	By end of 2008	Provincial Education Authority, TTDO, ECED

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. 33 - 35}	Time frame	Responsibility
E41	Provincial Early Childhood Education Committee established	Setting up an ECE 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 ECE 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
E42	Four regional ECE coordinators appointed	A regional Early Childhood Education coordinator for each of the 4 regions in Western Province is appointed.	End of 2009	MEHRD, Education Authority
E43	Guidelines developed to clarify the Roles of each ECE Centre management	Each Early Childhood Education centre is responsible for managing provision of early childhood education at its own location. In order to manage effective provision of early childhood education, the roles of each stakeholder should be clearly identified.	2008	MEHRD, Education Authority,
E44	Mechanism to ensure stakeholder awareness of roles and responsibilities	Put in place mechanisms to ensure awareness and full participation of stakeholders in carrying out their role and responsibilities.	2007 - 2009	ECE- Division, PEA, Provincial ECE officers,

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. 29 - 35}	Time frame	Responsibility
E45	Finalisation of ECE- policy in consultation with stakeholders	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
E46	Age of entry to ECE increase to 4 years	Consult with communities to increase the age of entry to Early Childhood Education to age 4.	Early 2008	Education Authorities, MEHRD, Communities
E47	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 Western 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. 39 - 42 }	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 Western Province, and identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Western Provincial Education Authority and the MEHRD.	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Survey of 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. School mapping supplements this activity.	By end of 2007	Inspectorate with PE and SE-division, PCRUI, PEA
P3	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, Provincial Education Authorities
P4	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	Provincial Education Authorities and communities
P5	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
P6	Staff housing based on minimum standards	Standardised staff housing, based on a set of minimum standards.	2008 and onwards	Education Authority, School Committees,
P7	All school land registered	Register land where schools are located.	End of 2009	Education Authority, School Committees

P8	Identified schools storage and library facilities improved	Consult with the Education Ministry specialists the infrastructure programme for primary schools in Western Province is costed, and implemented. A priority order should be determined of primary schools in the province for the provision of storage and libraries, to be funded under the New Zealand Agency for International Development Work Programme Phase 1. The remainder of the schools will be assisted in the 2nd phase of the programme.	Completed by the end of 2009	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P9	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for primary schools in Western Province 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
P10	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	Provincial Education Authorities (Provincial teams) and Infrastructure team with Communities
P11	Determine strategies to improve retention	Encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard.	2007 and 2008	Education Authorities, Inspectorate
P12	Reconstruct tsunami affected schools	Give special consideration to reconstructing school buildings and facilities that have been affected by the tsunami so that children return to classes.	2007 - 2008	Provincial Government, PRCU, Community, EAs

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

No	Output/ Milestone	Activity { See also pp. 44 - 45}	Time frame	Responsibility
P13	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
P14	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
P15	Parents and Communities contribute 10% of Primary school cost	Get parents and communities to contribute 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects).	2007 and Ongoing	Parents, Communities

P16	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
P17	Awareness on ownership of school mounted	Mount an awareness programme for communities on ownership of schools, including supporting with resources for an effective program.	Commence 2008	Education Authority, School Committees
P18	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 Western Province			
Outcome 1 (ACCESS and EQUITY):	All children in Western 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 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity { See also pp. 39 - 42}	Time frame	Responsibility
P19	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, PEA
P20	Children in tsunami affected school reenrolled	Arrange for students affected by the tsunami disaster and have been out of school to repeat and receive other necessary support.	2008	EAs, Schools
P21	Survey results of students with disability	Identify the extent of children with special needs and make appropriate provisions for their education.	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. 39 - 42}	Time frame	Responsibility
P22	Survey on net-enrolment Policy developed to aim at EFA-goals 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 mid 2008. Policy by end of 2008	Primary Division Provincial Education Authorities
P23	Awareness carried out through out the Province	Make every effort to educate parents concerning the importance of educating their children, especially girls.	2007 and onwards	Teachers, Education Authorities
P24	Improve retention through a number of strategies	Plan and implement strategies to improve retention: <ul style="list-style-type: none"> Give consideration to provision of daily meals for children. 	2007, 2008, 2009	Provincial Government, School

		<ul style="list-style-type: none"> ○ Give consideration to provision of uniforms and stationery to children. ○ Put in place guidelines to strengthen discipline in schools. 		Committees, Parents and citizens
P25	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	Teachers, Education Authorities, Primary Division PEA, PRCU

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 Western 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.			

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. 43 - 44 }	Time frame	Responsibility
P26	Untrained teachers trained using field based models	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
P27	Train additional 120 teachers to accommodate increased access in primary schools	Assist and ensure at least 40 trainees (including some untried teachers) each year from Western Province are enrolled in pre-service teacher training programmes at Solomon Islands College of Higher Education and gain appropriate training.	2007, 2008, 2009	EA, Solomon Islands College of Higher Education
P28	Multi class teaching module included in teacher training	Include multi class teaching modules in the Solomon Islands College of Higher Education-SOE curriculum, with appropriate training for the teachers to manage composite classes including children at different levels.	2008	SOE, TTDO, PE, Provincial Education,
P29	Proper and transparent screening process for training selections	Put in place a Screening Committee process where opportunities for training are advertised and applications are screened by the Provincial Education Authority, and the Province.	2007 or 2008	SOE, TTDO, PE, Provincial Education,
P30	Science teachers training given priority	Give special consideration to science training needs in teacher pre-service and teacher in-service education.	2007 – 2008	SOE, TTDO, PE, Provincial Education,
P31	Negotiate for a quota system for training places at SICHE	Negotiate a fair intake from Western Province to Solomon Islands College of Higher Education teacher training through scholarships, perhaps based on a quota system;	2007	SOE, TTDO, PE, Provincial Education,

P32	Suitable accommodation provided for teachers	Address accommodation for teachers a means of recruiting and retaining qualified staff.	Ongoing	TSD, PEA, EAs, Communities, Schools
P33	Teaching posts advertised	Advertise current teaching posts in order to attract trained teachers to the province.	2007 – 2009	TSD, PEA, EAs
P34	SICHE Campus in Western Province	Negotiate with Solomon Islands College of Higher Education to consider establishing a campus in Western Province to deliver teacher training.	2008 - 2009	MEHRD, Provincial Government
P35	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, PEA

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

No	Output/ Milestone	Activity { See also pp. 42, 43 - 44 }	Time frame	Responsibility
P36	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
P37	All schools visited in a year	Undertake regular visits to schools.	Ongoing each year	Provincial Education Officers and School Inspectors
P38	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
P39	Monitoring report on teacher performance after recent salary increase	Monitor the recent increase in salaries for teachers to determine if this decision results in an improvement in teacher quality.	2008	Inspectorate, PE, TSD, PMT, EAs

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. 42 }	Time frame	Responsibility
P40	Local curriculum used in schools	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 "home grown curriculum" and basing written materials, especially story books, around the province's folklore.	2008	CDC, in cooperation with schools
P41	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

P42	Teachers participate in trialling of new materials	Continue trialling of all new learning materials, and delivery of ongoing in-service training on learning materials.	2007 and ongoing	CDC, Provincial Education Office, schools
P43	Inservice training on Nguzu Nguzu materials delivered	Provide more in-service training on Nguzu Nguzu materials through more decentralised training modes.	2007 and ongoing	TTD, PEA, Inspectorate
P44	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
P45	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 p. 42}	Time frame	Responsibility
P46	Development and production of relevant curriculum guides and textbook books.	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
P47	Achieve one child to one text book ratio	Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1.	By 2009 and there on	CDC, Provincial Education Authority
P48	Tsunami affected school supplied with required curriculum resources	Provide basic learning and teaching materials and resources to schools that have been affected by the tsunami.	2007 - 2008	CDC, Primary Division, PCRU, EA
P49	Increased number of well functioning school and public libraries	Promote libraries and readership Support to establishment and expansion and maintenance of both school and public libraries, including the provision of reading materials	Ongoing, 2007-2009	NLS, Provincial Authorities

Objective 3.5. Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp. 43 - 44}	Time frame	Responsibility
P50	Increased number of quality in-service training to teachers and increased participation of teachers in	Offer professional development and in-service training opportunities to at least 40 primary and secondary school teachers to improve teaching skills and qualifications, including through the University of South Pacific Distance and Flexible Learning and summer schools and other options that become available.	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education

	in-service training Increased cooperation	Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff.		Authorities.
P51	Special In service training for PE teachers organised	Provide in service training for teachers in revised syllabus areas <ul style="list-style-type: none"> 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) Support programmes such as SITUP to assist with teacher training 	Ongoing, 2007-2009	CDC,TTDO, PE-division, graduates assistance programme
P52	Upgrade skills and qualifications of existing teachers	Develop field-based training programmes for untrained primary teachers	Continue in 2007	MEHRD, SICHE
P53	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, Provincial Education
P54	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 Implementation of training programme from mid of 2008 & 2009	Primary and Secondary Division, Teaching Service Division, TTDO, Provincial and Private education authorities, Accounts and Administration Division
P55	PE teacher development plans prepared and Increased enrolment	Assist at least 20 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, Provincial Education,CDC

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. 42 - 44 }	Time frame	Responsibility
P56	- Pilot scheme introduced for use of vernacular - Improved performance of PE-pupils in literacy and	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	Curriculum Development Centre, NESU and PE-division

	numeracy - Policy development for vernacular in PE		Policy developed in 2008	
P57	School based professional development plans developed and implemented	Support schools to develop a staff professional development plan, which should include inspection of teachers by the Inspectorate Division and Education Authorities for purposes such as teacher registration, assessment of teacher performance, assessment of suitability for promotion, confirmation of teaching status, and approval of a housing allowance.	2007 plan developed and implemented in 2008	CDC, TTD, Inspectorate, Provincial Authorities

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Western 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.

Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring

No	Output/ Milestone	Activity { See also pp. 44 - 46 }	Time frame	Responsibility
P58	Cordial working relations at the school/community level.	Embark awareness and strategy for 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 committee.	2007 and ongoing	School Committees and Staff , EAs
P59	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 and ongoing	School Committees and Staff , EAs
P60	Headteachers participate in re-introduced training	Re-introduce the Head Teacher training and all Head Teachers will undertake management training (including staff management and resource management) and financial management training (including budgeting).	2007 and ongoing	TTDO , EAs
P61	Policy developed for 3-year tenure for head teachers and principals	Implement policy developed for minimum three year tenure for Head Teachers, Principals. The welfare of the Head Teacher and his staff must be given priority by the School Committee.	By end of 2007	TWG on Policy, NEB, PS, PMT, PEA Commission
P62	A management training package developed by SICHE	Negotiate with the MEHRD and the SOE/SICHE to include a management component in its teacher training programmes.	2009	MEHRD, SICHE, PEAs
P63	Educational Tours and school visits	Organise education tours and school visits, in providing updates for schools, and in arranging school inspections.	2007 and ongoing	Western Province Education Authority

P64	Reports of weekly and fortnightly meetings	Promote weekly or fortnightly meetings for staff and school committees.	2007	School Committees, Inspectorate
P65	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools).	2008	PEA, EA, School Committees, MEHRD
P66	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. 39 - 46}	Time frame	Responsibility
P67	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
P68	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
P69	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
P70	Policy to include ECE in UBE	Advocate a policy to include early childhood education within the scope of universal basic education.	2008	TWG on Policy, NEB, PS, PMT, PEA
P71	Policy to restrict age of entry in ECE to 4	Give consideration to restricting the age of entry to Early Childhood Education to age 4, in order to ease the already overstretched resources in terms of teachers, finance and classroom materials	2008	TWG on Policy, NEB, PS, PMT, PEA
P72	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
P73	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, PEA

P74	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
P75	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

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. 45 - 46}	Time frame	Responsibility
P76	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, SE, PIU, Accounts, Provincial Authorities
P77	Accountants and bursars appointed Guidelines produced for grants management by provinces	Create a post of an accountant, who is to be paid under Public Service payroll, within the Education Division of the province who will have the following specific roles: (a) administration of cash grants to primary schools; (b) monitoring of the use of cash grants and school fees in primary schools; (c) provision of quarterly and annual reports to the Western Provincial Assembly and Ministry of Education; (d) coordination of training workshops for Head Teachers and School Committee treasurers on financial management; and (e) development of an accounting manual for Head Teachers on the management of the grants and school fees.	By end of 2007 From 2008 onwards	PCRU, PE, , PIU, Accounts and Provincial Authorities
P78	Grants managed under decentralisation system	The Ministry of Education will disburse grants directly to a trust account held within the Education Division in the province, and the Education Division will disburse grants to schools on a quarterly basis.	By end of 2007	PCRU, PE, , PIU, Accounts and Provincial Authorities
P79	Appropriate and approved financial delegates in place	Signatories to individual school accounts for the grants should include the Head Teacher, the School Committee Chairperson, and the School Committee Treasurer. The system used by the current European Union funded Secondary Schools Grants Project should be adopted for the management of school grants.	2007 and ongoing	PCRU, PE, PIU, Accounts and Provincial Authorities

P80	Headteachers account all funds	Make sure that every Head Teacher is accountable for all school finances.	Ongoing	School Committees , EAs, Inspectorate
P81	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds	beginning of 2008	PE, PCRU, PIU, Accounts and PEA
P82	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, School chairpersons and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, PE, , and Provincial Authorities
P83	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

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. 41 – 42 and 45 - 46}	Time frame	Responsibility
P84	Improved monitoring of school infrastructure programmes for PE and SE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme	From 2008 onwards	PCRU, PE, SE, PIU and provincial authorities
P85	Improved co-ordination and harmonisation of all infrastructure programmes	Implementation of agreed findings by review team on primary education infrastructure programme	From 2 nd quarter 2007 onwards	PCRU, PE, SE, PIU and provincial authorities
P86	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, SE, 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 Western 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. 52, 57 and 66 - 68}	Time frame	Responsibility
S1	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. This includes proper cost analysis and feasibility.	By end of 2008	Inspectorate with PE and SE-division, PIU, PCRU, Provincial Education Authorities
S2	School Mapping completed	Carry out School mapping of schools in the province including new ones	End of 2007	PE and SE-division, PIU, PCRU, Provincial Education Authorities
S3	Facilities in existing community high schools will be improved and expanded	A detailed programme for renovation of existing facilities and construction of new facilities will be developed. The programme for renovation will consider the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities	2007 to 2009	Inspectorate with PE and SE-division, PIU, PCRU, Provincial Education Authorities
S4	Increase access to Junior secondary education: <ul style="list-style-type: none">• 3 new CHS• Double stream in 4 CHS• 30 new buildings each year	The province is considering a plan to cater for growth in the province over the planning period 2007 to 2009 through a phased expansion programme. (See proposed plan in <u>page 56 - 57</u>). The proposed expansion will include: <ul style="list-style-type: none">○ (over time) twenty-two new community high schools in the province, Starting with one new community high school built in 2007, another one in 2008, and one in 2009;○ the expansion will also include double streams in four existing community high schools (Ringi, BekaBeka, Eleoteve and Bilua);○ constructing 30 more school buildings/classrooms in each year where	2007 to 2009	Inspectorate with PE and SE-division, PIU, PCRU, Provincial Education Authorities, Provincial Government

		<p>demand for junior secondary enrolments is greatest (30 in 2007, 30 in 2008 and 30 in 2009, to construct 90 in all by the end of 2009); and</p> <ul style="list-style-type: none"> ○ Take into the plan the construction of science, wood work, home economics, creative arts and other specialised classrooms. 		
S5	Restructure the provision of secondary education	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	Inspectorate with PE and SE-division, PIU, PCRU, PEA
S6	Implementation of Restructure the provision of secondary education	Convert Biulah Provincial Secondary School, Vonunu Provincial Secondary School, Goldie College and Kukudu National Secondary School into senior secondary schools to accommodate only students in forms 4 to 7, and begin phasing out junior secondary schooling (forms 1-3) from the provincial secondary schools and the national secondary schools, starting in 2009.	2009	MEHRD, EA, and SE-division, PIU, PCRU, PEA
S7	50% of Students after form 5 access form 6 or TVET	Plan for a transition into form 6 of approximately 50% of the total form 5 intake in the province, and provision for access to Technical and Vocational Education and Training for the remaining form 5 students who do not get access to form 6.	2009	TVETD, EA, and SE-division, PIU, PCRU, PEA
S8	Appropriate and sufficient teaching and learning resources provided to schools.	Provide proper equipment and facilities to schools, by improving and renovating existing facilities of the four senior secondary schools and the community high schools offering senior secondary education, where necessary.	2007 to 2009	SE-division, PIU, PCRU, PEA, CDC
S9	Reconstruct tsunami affected schools	Give special consideration to reconstructing school buildings and facilities that have been affected by the tsunami so that children return to classes.	2007 - 2008	Provincial Government, PRCU, Community, EAs
S10	Libraries built or improved	Improve library facilities, and equip school libraries with appropriate resources;	2008, 2009	NLS, SE, PEA, PIU
S11	Sporting facilities and equipment available to schools	Make available standardised sports facilities and equipment to schools, by improving the facilities for outdoor sport, and by establishing and equipping the school for indoor sports.	Ongoing	SE, PEA, PIU, PCRU, Community
S12	Specialist subject buildings built	Provide specialised classrooms where necessary, such as science laboratories for biology and chemistry, a gymnasium for physical education, specialised computer rooms with access to e-mail and standard computers, and a home economics room equipped to a reasonable standard; and	2007 to 2009	PCRU, Infrastructure team, Division Secondary, PEA (provincial teams)
S13	Solar power used where applicable	Encourage the use of solar or hydro power in schools.	2007	SE, PEA, PIU, PCRU,
S14	National School Infrastructure Plan of	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where	From 2009 onwards	PCRU, Infrastructure team, Division

	Western Province component implemented	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.		Secondary, Provincial Education Authorities (provincial teams)
S15	<ul style="list-style-type: none"> Access to reliable water supply Registration of school land 	<p>In order to improve the condition of Secondary schools the following will be implemented:</p> <ul style="list-style-type: none"> Negotiate with land owners to extend the school boundary and/or to register all school land. Negotiate with land owners to have access to a better water source to improve the water supply to the school. 	2007 - 2009	Provincial Education Authority , MEHRD
S16	Improved sewerage and sanitation systems	Improve sewerage and sanitation systems by the introduction of flush toilets.	2008 - 2009	PCRUI, Infrastructure Team, Division Secondary, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 59 – 60 and 69 - 70}	Time frame	Responsibility
S17	Sustain junior secondary education in Western Province, the Community Standard Funding	<p>Ensure the Community Standard Funding is implemented based on the following contribution levels:</p> <ul style="list-style-type: none"> the Solomon Islands Government will pay 60% of the total cost; Western 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
S18	Communities build facilities in identified schools	<p>Encourage communities to build additional facilities where expansion is required;</p> <p>Identify schools with poor facilities and communities will be encouraged to improve and renovate them.</p>	2009	EA / schools Communities parents
S19	Effective awareness programme on ownership in place	Mount an awareness programme for communities on ownership of schools will be conducted	2008	EA / schools Communities parents
S20	Guidelines for improved school infrastructure development for all schools	Formulate guidelines for school infrastructure development.	By end of 2008	PCRUI, Infrastructure Team, Division Secondary, Provincial Authorities

Strategic Goal 1	To provide equitable access to quality basic education for all children in Western Province
Outcome 1 (ACCESS and EQUITY):	All children in Western 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 1.3: Improved equal access to education for children, students and people with special needs.

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 66 - 67}	Time frame	Responsibility
S21	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)
S22	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 at overseas institutions.	By end of 2009	Secondary Division, with TTDO, SOE & USP
S23	Students in tsunami affected schools reenroll and in class	Arrange for students affected by the tsunami disaster and have been out of school to repeat and receive other necessary support.	2008	Secondary Division, EAs, Schools

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

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 66 - 67}	Time frame	Responsibility
S24	Policy and plans developed for SE Progress reports on achievement of objectives	Plan to enrol all students at forms 1 to 3 in 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.	Policy and plans developed by end of 2008 Ongoing 2007 to 2009	Secondary Division, & Education Authorities
S25	A gender balanced curriculum developed	Introduce more subjects in the school curriculum oriented to the interests of girls;	2009	SE, CDC, PEA
S26	Achieve enrolment on a basis of 50% girls and 50% boys.	Increase participation of girls by: <ul style="list-style-type: none"> o building additional girls' dormitories in Secondary Schools where required; o by considering the provision of schools or streams for girls only; 	2007 - 2009	SE-Division, Provincial education authorities

		<ul style="list-style-type: none"> ○ provide awareness programmes to encourage participation by female students; ○ Double stream implemented at secondary education/ Community High Schools. 		
S27	Incentives to attract teachers to isolated schools	Provide more incentives will be provided through the review of teachers' terms and conditions (the Teachers Scheme of Service) and considering issues such as the revival of an annual increment (subject to policy review), improvement of non-cash benefits, and provision of incentives to attract teachers to isolated schools.	2008	SE-Division, Provincial education authorities, 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 the Western 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.

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. 58 – 59 and 68 - 69}	Time frame	Responsibility
S28	Train more junior secondary teachers	Train up to 40 additional junior secondary teachers each year, focusing on double majors and specialised subjects (e.g. science, mathematics, practical subjects)	Start in 2007: 40 in 2007, 40 in 2008, & 40 in 2009	SICHE, TTDO, PEA
S29	Train more senior secondary teachers especially in specialised subjects	A total of 10 teachers will be provided with training annually through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 30 teachers to have been thoroughly trained by 2009	Start in 2007: 10 in 2007, 10 in 2008 & 10 in 2009	SICHE, University of South Pacific
S30	Upgrade qualifications of current teachers through DFL mode	Qualifications of current teachers will be upgraded by encouraging teachers to do studies through University of South Pacific using distance and flexible learning, in order to cater for teaching forms 4, 5, 6 and 7.	2007 to 2009	TTDO, USP, SE

S31	Incentives to attract Western Province teachers to province	Citizens of Western Province who are currently teaching in other provinces and Education Authorities could be encouraged to return and teach in Western provincial schools.	2007 to 2009	PEA, EAs,TSD
S32	Untrained teachers trained for junior and senior secondary schools through a number of strategies and options.	<p>In order to meet the demand for well qualified and trained senior secondary teachers, and subject to modification based on the findings of any further work that is carried out, the Province will pursue with relevant authorities to:</p> <ul style="list-style-type: none"> ○ make more use of existing training providers e.g. University of South Pacific Sub-Centre in Gizo; ○ Goroka to provide training for untrained teachers; ○ Explore the MSG Agreement to train more teachers through teacher training and exchange schemes among MSG member countries; and ○ Consideration will be given to establishing a Teachers' Training College similar to Vanga Teachers' College (or Solomon Islands College of Higher Education could be restructured) to train teachers in the skills needed to teach practical subjects in secondary schools and Technical and Vocational Education and Training establishments. 	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities with TA (Waikato University)

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

No	Output/ Milestone	Activity { See also pp. 57 – 59 and 68 - 69}	Time frame	Responsibility
S33	Improved and timely assessment of teachers, and of appropriate implementation of curricula	<p>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</p> <p>Teacher appraisal policy reviewed and implemented</p>	<p>By end of 2008</p> <p>2008</p>	Inspectorate, Provincial Authorities Inspectorate, SOE,
S34	Review of curriculum and offer relevant teacher training programs	Improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses	2008	TTDO, USP, SE, Provincial Education Authority

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. 57 and 68}	Time frame	Responsibility
S35	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; and subject specialisation commences at Form 4.	Progress report by end of 2007	Curriculum Development Centre, SE-division
S36	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, Inspectorate, SE
S37	Teachers from all provinces are involved in curriculum development	Participate teachers will participate in the writing of modules for practical subjects;	Ongoing	CDC, PEAS, SE
S38	Revive Christian education physical education	Revive as part of the community high school curriculum, Christian education and physical education.	2008	SE Division, CDO, Schools
S39	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. 57 and 68}	Time frame	Responsibility
S40	Achieve a student to pupil text book ratio of 1:1 and other improved learning resources	Supply curriculum materials and equipment to schools to achieve an improved pupil: textbook ratio.	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools
		Advocate proper resourcing of Curriculum Development Centre so that schools have easy access to learning materials produced.	2008	
S41	Tools and equipment provided for all practical subjects	Appropriate tools and equipment for practical subjects will need to be supplied by the Solomon Islands Government and/or Western Province. Tools will be provided for practical subjects (based on the Technical and Vocational Education and Training policy).	2007 and ongoing	CDO, Provincial authorities, Schools, TVET

S42	Tsunami affected school supplied curriculum materials	Provide appropriate and sufficient learning and teaching materials and resources to schools that have been affected by the tsunami.	2007 - 2008	CDC, Secondary Division, PCRU, EAs
S43	Improved materials distribution of materials to schools (direct school delivery)	Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools; will be delivered directly to schools, and not through education authorities.	2007 and ongoing	CDO, Provincial authorities, Schools,
S44	Regular training of new curriculum materials	Undertake in-service training on new materials to ensure that the materials are used as intended.	Ongoing	CDC, TTDO

Objective 3.5. Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp. 57 - 59 }	Time frame	Responsibility
S45	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 (DFL) and summer schools	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S46	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
S47	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	Development of modules by mid of 2008 Implementation of training programme from mid of 2008 & 2009	Secondary Division, Teaching Service Division, TTDO, EAs, 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. 57 – 59 and 68 - 69}	Time frame	Responsibility
S48	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)
S49	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

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Western 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.

Objective 4.1 : Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also pp. 59 – 61 and 69 - 70}	Time frame	Responsibility
S50	Improved school management with strategies undertaken	For better management of schools at the secondary schools the province will: <ul style="list-style-type: none"> • appoint Principals who have a qualification and experience in teaching and administration and management; • ensure junior secondary schools have non-teaching principals; • ensure principals remain in the position in their schools for at least 3 years; • provide management 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

S51	Improved school board management	For better management of secondary schools by the School Board of management the province will: <ul style="list-style-type: none"> ○ set out the roles and responsibilities of School Boards of Management should be set out clearly by the Ministry of Education; ○ by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; ○ Strengthen the disciplinary powers of school Boards should be strengthened; ○ School Boards should monitor and keep proper records of school finances. ○ All responsible officers and boards work together co-operatively. 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S52	Education Authorities manual produced and reviewed every two years	Set out roles and responsibilities of Provincial Education Authorities in a manual and subject to review every two years. The Provincial Education Authority is responsible for these functions: <ul style="list-style-type: none"> ○ appointment of Principals; ○ advertising of vacancies; ○ posting of teachers; ○ recruitment of teachers; ○ discipline of teachers; and ○ general administration of the province's education system. 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S53	Principals appointed using properly set procedures	The appointment of Principals to community high schools should be carried out by the Education Authority, and should follow proper procedures such as advertising of vacant posts, short listing and interviews.	2007 and onwards	Teaching Service Division, EA, TWG on Policy
S54	Training of principals in management given upon appointment	Management training should be provided for Principals of secondary schools.	2007 - 2009	TSD, SE, TTDO, PEA
S55	Banks re-establish banking facilities near schools	Negotiations should be undertaken with banks or commercial firms to re-establish banking facilities close to schools. Pay centres could also be closer to teachers.	2009	PEA, Provincial Government
S56	Qualified teachers are appointed in senior secondary schools	Staff senior secondary schools with qualified teachers, and in particular by teachers with degrees.	2007 and ongoing	TSD, TTDO, PEA, EAs
S57	Training provided on management, guidance, counselling.	Province training for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students.	2008	TTDO, EAs,
S58	Reinstate career advisors	Reinstate a careers adviser, and career guidance must be provided in all senior secondary schools to help students in their choice of career.	2008	SE, TSD, PEAs, EAs

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. 52 – 61 and 66 - 70}	Time frame	Responsibility
S59	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
S60	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools	By 31 December 2007	Secondary division
S61	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
S62	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.

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

No	Expected outputs	Activity {See also pp. 58 – 59 and 68 - 69}	Time frame	Responsibility
S63	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
S64	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

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. 59 – 61 and 69 - 71}	Time frame	Responsibility
S65	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 (TA) PCRU, PE, SE, PIU, Accounts, Provincial Authorities
S66	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	<ul style="list-style-type: none"> - 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, PE, SE, PIU, Accounts and Provincial Authorities
S67	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds	Full implementation by beginning of 2008	PE, SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S68	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, SE, TTDO, PCRU, PIU and PEA, and EAs
S69	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, 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. 54 – 57 and 63 - 64}	Time frame	Responsibility
S70	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, PE, SE, PIU, provincial authorities, EAs
S71	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 MEHRD	2007 onwards	PCRU, PE, SE, PIU and provincial authorities, EAs
S72	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, 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 Western Province 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. 74 - 76 }	Time frame	Responsibility
T1	Comprehensive TVET Plan developed	A comprehensive plan needs to be developed for the establishment of Technical and Vocational Education and Training in Western Province.	2008 and beyond	Education Authorities, SIG, Church Education Authorities, Provincial Government, TSD, PCRU
T2	Extend provision of Technical and Vocational Education and Training	Consider expanding facilities at rural training centres as resources permit which would include: <ul style="list-style-type: none"> • Provide proper equipment and facilities will be made available to centres; • Improve library facilities at existing centres; • Improve water supply and sanitation facilities will be constructed at existing centres; • Build specialised classrooms and workshops; • standardise sports facilities and equipment and made available. 	Ongoing, 2007 to 2009	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU,
T3	New infrastructure and facilities at planned schools.	Construct new centres with the following basic facilities and equipped: <ul style="list-style-type: none"> ○ girls' dormitory; ○ boys' dormitory; ○ dining hall/kitchen; ○ woodwork workshop; ○ general classrooms for English, maths and business studies; ○ agriculture classrooms and facilities (garden plots, etc); ○ life skills (Home Economics); and ○ efficient water supply, electricity, and sanitation facilities. 	2007 to 2009	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU

T4	Increased enrolment at current RTCs	Increase intakes at the following existing rural training centres: Batuna Rural Training Centre, St Dominic's Rural Training Centre, and St Anne's Rural Training Centre.	2007 to 2009	PEA, EAs, TVET
T5	Full time programs offered at Tabaka RTC	Offer at Tabaka Rural Training Centre full-time programmes.	2009	TVET, CDC, RTC, EA
T6	Three additional RTCs established	<p>Establish enough additional centres (three are suggested initially) to cater for demand from the population.</p> <ol style="list-style-type: none"> 1. Support the Christian Fellowship Church Education Authority to establish a rural training centre at Enoghae 2. Establish two Technical and Vocational Education and Training centres at Karekana (for boys) and Ruruvai (for girls), but with access to the same facilities. 	2007 to 2009	Education Authorities, SIG, Church EAs. Government, TSD, PCRU
T7	Establish facilities to improve female enrolment	<p>Put in place strategies to improve female enrolment and these include:</p> <ul style="list-style-type: none"> o Emphasis a balance in both academic and practical subjects; o Encourage women to attend rural training centres; and o Offer more subjects that will develop skills which females need, or in which they have an interest, or at which they can excel. 	2007 to 2009	PEAs, CDC, Church EAs
T8	Reconstruction of tsunami affected RTC	Schools affected by tsunami are assisted to rebuild and return to normal operation	2007 - 2008	TVETD, EAs, Churches
T9	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	Education Authorities, SIG, Church EAs. Government, TSD, PCRU
T10	To improve access to post-secondary education.	Prepare a forecast of unsatisfied demand for TVET over the period 2007-2015. This will include liaising with logging companies to provide training and employment opportunities to TVET graduates.	By end of 2008	TVET-division, Provincial Education Authorities (with TA)

Strategic Goal 1:		To provide equitable access to quality basic education for all children in Western Province		
Outcome 2 (ACCESS and EQUITY):		People in Western Province 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. 76 - 77 }	Time frame	Responsibility
T11	Sustained TVET funding in Western Province, the Community Standard Funding	<p>The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. This concept was accepted, based on the following contribution level:</p> <ul style="list-style-type: none"> ○ Central Government will pay 30% of the total cost; ○ Western Education Authority will pay 30% of the total cost; ○ parents and the centre will pay for 40% of the cost (the Centre will pay a proportion of the costs, since in Rural Training Centres the enterprises are looked after by the students, and thus their labour and time should be included in the running cost of the Centre). 	2008 - 2010	SIG, Provincial Government, Church Education Authorities, Communities/Parents
T12	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
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	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division

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 Western 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.			
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. 76 }	Time frame	Responsibility
T14	Four TVET Teachers trained	Ensure that four Western Province trainees are enrolled at Vanga Teachers' College to ensure a future supply of trained tutors.	By 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T15	Increase access to Vanga Teachers College for teachers in TVET	Negotiate with Vanga Teachers' College to: <ul style="list-style-type: none"> ○ Use Vanga Teachers' College to train untrained teachers in schools and who are teaching practical subjects; ○ Consider in consultation with the Ministry to establish a Teachers College similar to Vanga Teachers' College to supply teachers for its rural training centres and the community high schools. 	2008 to 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T16	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 Provincial Education Authorities.
T17	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, Provincial Education Authorities., EA

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. 76 - 77 }	Time frame	Responsibility
T18	Modules chosen and used in existing and new TVET centres	The Technical and Vocational Education and Training policy clearly states that the curriculum for rural training centres will not be standardised, but modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centre will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province.	2008	TVET Division, CDO,

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Western 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.

Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also p. 76 - 77 }	Time frame	Responsibility
T19	TVET centres are more autonomous	Make Technical and Vocational Education and Training centres more autonomous, with each Board of Management being responsible for governance of its Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management	2008	TVETD, EAs, PMT, TSD
T20	Appropriate training is provided to principals and financial managers	Provide management training for the Principals, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance	2007 to 2009	TVETD, TTDO, VTC
T21	Principals have Diploma in Education Administration or a similar qualification	Put in place systems to ensure that the Principal (as the chief administrator) should have as a minimum qualification a Diploma in Education Administration.	2009	PEA, TVET, Education Authorities
T22	Bursars have an accounting qualification.	Put in place systems to ensure that the bursar should have an accounting qualification.	2008	PEA, TVET, Education Authorities

ABBREVIATIONS

AJR	Annual Joint Review	PMT	Programme Management Team
CDC	Curriculum Development Centre	PRIDE	Pacific Regional Initiative for Delivery of Basic Education
CHS	Community High School	PSS	Provincial Secondary School
COM	Church of Melanesia	PSSC	Pacific Secondary School Certificate
CPD	Continuous Professional Development	PTID	Policy Translation and Implementation Document
CSF	Community Standard Funding	RTC	Rural Training Centre
CT	Co-ordination Team	SE	Secondary Education
DFL	Distance and Flexible Learning	SIARTC	Solomon Islands Association for Rural Training Centres
DP's	Development Partners	SICHE	Solomon Islands College of Higher Education
EA	Education Authority	SIEMIS	Solomon Islands Education Management Information System
ECCD	Early Childhood Care and Development	SIF3	Solomon Islands Form 3-(exam)
ECE	Early Childhood Education	SIG	Solomon Islands Government
EFA	Education for All	SISC	Solomon Islands Secondary Certificate
ERU	Education Resource Unit	SISEE	Solomon Islands Secondary Entrance Examination
ESF	Education Strategic Framework (2007-2015)	SISTA	Solomon Islands Standardized Test of Achievement
ESIRP	Education Sector Investment and Reform Programme	SOE	School of Education
ESP	Education Strategic Plan	SPBEA	South Pacific Board for Educational Assessment
ESSC	Education Sector Co-ordination Committee	SSEC	South Seas Evangelical Church
EU	European Union	SSS	Senior Secondary Schools
FBT	Field Based Training	SWAp	Sector Wide Approach
FIT	Fiji Institute of Technology	TSD	Teaching Service Division
IOA	Institutional and Organisational Assessment	TTDO	Teacher Training Development Officer
JSS	Junior Secondary School	TVET	Technical and Vocational Education and Training
MEHRD	Ministry of Education and Human Resources Development	TWG	Technical Working Groups
MoF	Ministry of Finance	UBE	Universal Basic Education
MoPAC	Ministry of Planning and Aid Co-ordination	UNESCO	United Nations Educational, Scientific and Cultural Organisation
MPS	Ministry of Public Service	USP	University of the South Pacific
NSS	National Secondary School	VTC	Vanga Teachers' College
NSTP	National Skills Training Plan		
NTTDP	National Teacher Training and Development Plan		
NZAID	New Zealand Agency for International Development		
PAF	Performance Assessment Framework		
PCRUI	Planning, Coordination and Research Unit		
PE	Primary Education		
PEA	Provincial Education Authority		
PEAP	Provincial Education Action Plan		
PIU	Project Implementation Unit (for Stabex 99/EU-project)		