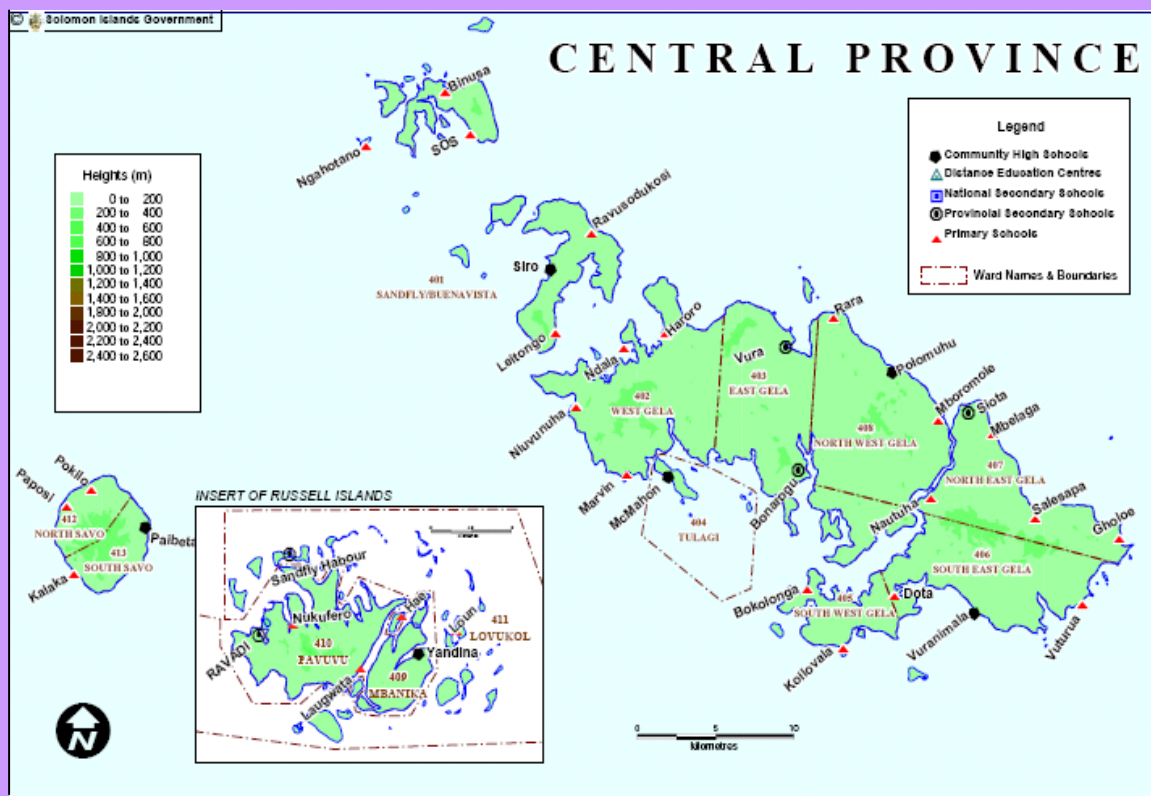




Central Islands Province

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009



Provincial Education Authority
Tulagi, Solomon Islands
August, 2007

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Central Islands Province

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

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FORWARD

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

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

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

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

.....
Hon. Fredrick Samora
Provincial Minister of Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

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

The Central 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 20 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

Central Islands Province is one of the ten provinces (including Honiara City Council) in the country. It consists of the islands of the Gela group (Small Gela, Big Gela, Sandfly and Buena Vista), Savo and the Russell Group (Mbanika and Pavuvu). Central Islands Province is among the smaller provinces of the Solomon Islands in terms of land mass, population, and human and natural resources.

2.2. Population

According to the 1999 Solomon Islands National Population Census, the population of the Central Islands Province was 21,577. This provincial population is growing at an annual growth rate of 2% per annum, a rate lower than the national annual growth rate of 2.8% per annum.

Based on the Central Islands Provincial annual growth rate of 2% per annum, the 2004 estimated population of the province was 23,823, and in 2005, it was 24,802. The Central Islands Province's population for the next five years is estimated to be steadily growing. Table 1 shows projections for the period 2007 to 2010.

Table 1: Central Islands Population Projection 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	13,448	12,604	26,052
2008	13,773	12,910	26,682
2009	12,642	11,584	27,226
2010	14,412	13,516	27,928

Source: Statistics Office 1999 Census Provincial Population Projections

Records from the 1999 National Census show that the Gela Group of islands, which includes Small Gela, Big Gela, Sandfly and Buena Vista, has a population of 13,660. Savo Island recorded a population of 2,549. The Russell Group has 5,368. This population distribution in the province reflects the size and land mass of the three groups of islands in the province. In other words, the population of each group is proportional to the total size of each island group. Gela as the largest island group in the province has the largest population, and Savo, the smallest island, has the lowest population.

Although the previous Census occurred seven years ago, the statistics for the school age population provide indicators for planning purposes. The school age population refers to those of primary and secondary school age, that is, those included in the 6 to 18 age groups inclusive. According to the 1999 Census, the school age population in Central Islands Province in 1999 was 6,939. Of this number, 3,579 (51.6%) were males and 3,359 (48.4%) were females. 146 school age children were recorded as having “no education” at the time of the 1999 Census.

2.3. Economic Development in Central Islands Province

Economic development in the Central Islands Province is slower than elsewhere in the country. Reasons for this slow economic development are not clear. Possible reasons might include a lack of capital, a lack of entrepreneurial skills, and the effects of the wantok system (extended family/cultural obligations).

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 and shellfish. They also produce and sell root crops and other garden products.

In order to generate revenue, a few tribal groups (landowners) especially in Big Gela allow logging companies to log their trees. As well as the major logging operations, individuals also cut trees themselves using chain saws, and sell timber for income. This practice is more common in Small Gela, Big Gela and Sandfly.

2.3.2. Current Economic Activities (Commercial)

There are several groups that are involved in current commercial activities in the Central Islands Province. The extent to which these groups operate successfully varies, depending on their entrepreneurial skill, financial capability, available resources, and access to markets.

There are several tourism operators that do business in the province. In Gela, the Florida Heritage organisation was set up to promote tourism in the islands. This organisation has identified several World War II remains and relics that would attract tourists to the islands. There is another tourism business called Maravagi Island Resort set up in the Sandfly group of Gela. The Gavutu Dolphin Centre, which also promotes tourism in the province, is established on an island next to Tulagi.

Tulagi, the provincial capital, offers four accommodation facilities. These are Vanita, Sea View, the Provincial Rest House, and the Mothers Union Rest House (which is near completion). In the Russell Islands at Yandina, Russell Islands Plantations Estates Limited has a motel for accommodation. Also, there is a privately owned resort called Kumakalen in the Russells Group. On Savo Island, a simple tourist destination has been established which promotes the volcanic nature of the island.

The Church of Melanesia Taroaniara shipyard and slipway operates commercially. Although it is a business arm of the church, it is situated in Gela in the Central Islands Province. A similar undertaking is a slipway at Tulagi which is commercially operated by the Sasape Marina Limited.

In 2005 a company began re-establishing the cannery facilities left by the Solomon Taiyo Company at Tulagi. Another company that operates in the Central Islands Province is the Russell Islands Plantations Estates Limited at the Russell Islands.

2.4. Infrastructure/Transport, Communication

Although there are wharves in the province, they were built during the colonial era and are now deteriorating. Examples of these include wharves at Taroaniara, Tulagi, and Aviavi in Gela. Yandina in the Russells also has a wharf. There are also three slipway facilities in Gela at Taroaniara, Aviavi and Tulagi.

Currently, Solomon Airlines services only reach Yandina in the Russell Islands. Savo and Gela do not have an airline service. Apart from the air service, boat or ship services go to Yandina (Russell Islands) once a week. The main means of transport to Savo is by outboard motor boat. Occasionally a boat or ship travels on charter to the island. The people of Gela mainly use outboard motor boats as a means of transport to Honiara. Sometimes the Malaita (langalanga) privately owned ships schedule their weekly trips through the Boli (Utuha) passage to pick up passengers who wish to travel to Honiara. Boat and shipping services to the Provincial Capital Tulagi are provided by a private company which owns MV Nonano. The Church of Melanesia vessels (MV Southern Cross, MV Kopuria & MV Charles Fox) also provide shipping services to Gela, but especially to Taroaniara port since they are based there.

Telekom services through the telephone are accessed at Taroaniara, Tulagi and Yandina. Fax machines are also available at Taroaniara and Tulagi. There are also two-way radio services in the province which connect the health and medical centres with the Provincial Capital Tulagi. People in the province still use mail as a means of communication.

2.5. Social Services

2.5.1. Education

The Central Islands Province has a total of 9 established Early Childhood Education centres. Seven of these centres are in the Gela group, whilst two are in the Savo/Russell Islands group.

There are 31 primary schools and 8 community high schools (which include primary schools) in the Central Islands Province (including Vura extension). Out of these, 29 are in Gela. The other 10 are situated in the Russell Islands/Savo group. All the primary schools are operated under the Central Islands Provincial Assembly Education Authority. The combined enrolment for the primary level in 2006 was 5294.

The total of 8 community high schools administered by the Central Islands Provincial Education Authority include the following: Yandina, located in the Russell Islands; Paibeta situated in Savo; Siro in the Sandfly group in Gela; McMahon at the Provincial Capital Tulagi; Polomuhu located in North Gela, and Vuranimala located in South East Gela. All these community high schools have primary strands attached to them.

Siota, the only Provincial Secondary School in the Central Islands Province, is located in North East Gela, with a total enrolment of 254 students (2006 Digest of Education Statistics). Siota Provincial Secondary School caters for Forms 1 to 5 students, but plans to introduce Form 6 are being worked out to enable the students to complete their Form 6 secondary education there without having to move to Honiara or other provincial secondary schools in other provinces. However, the school is at the moment experiencing problems owing to the inability of the provincial government to provide adequate financial support to carry on with the proposed expansion.

The Central Islands Provincial Assembly, like most of the other provincial assemblies in the country, has not yet set up rural, vocational or technical training. However, the Roman Catholic Church has established one

rural training centre on Savo Island. Additionally, the Church of Melanesia has an institution at Bunana Island in Gela which offers short term religious programmes.

2.5.2. Health and Medical Services

The Central Islands Provincial Mini Hospital is located in the provincial capital Tulagi. The other health facilities in Gela include Taroaniara (run by the Anglican Church of Melanesia), Koilovala, Dende, Salesapa, and Olevuga. There are also health centres in Savo and Russell Islands.

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.

2.5.3. Housing

There are permanent and semi-permanent houses in the province, especially in the urban centres like Tulagi, Yandina, Taroaniara, and other substations. The majority of them are intended for government officers, teachers, and church leaders. In some villages, those who can afford to construct permanent buildings. Most houses in the villages are made of local thatch materials.

2.5.4. Water Supply and Sanitation

Some villages in the province have a public water supply distribution system. People also rely on rain stored in tanks as a water source. 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, Tulagi, have reasonable toilet systems in some buildings. However, not all citizens of these towns have access to proper toilet facilities. In the villages, very few people have pit latrines. Most villages use the beaches as sanitation facilities.

2.5.5. Church, Sports and Youth Activities

People in the Gela group are predominantly members of the Anglican Church (Church of Melanesia). Savo has a mixture of Roman Catholics and Anglicans, as do the Russell Islands. There are also members of some denominations in the Provincial Capital Tulagi like the South Seas Evangelical Church, the Seventh Day Adventists, the United Church, and others. Some smaller churches and denominations have also reached the islands to some extent.

Church and religious activities, with a general commitment to Christianity, are common in the province.

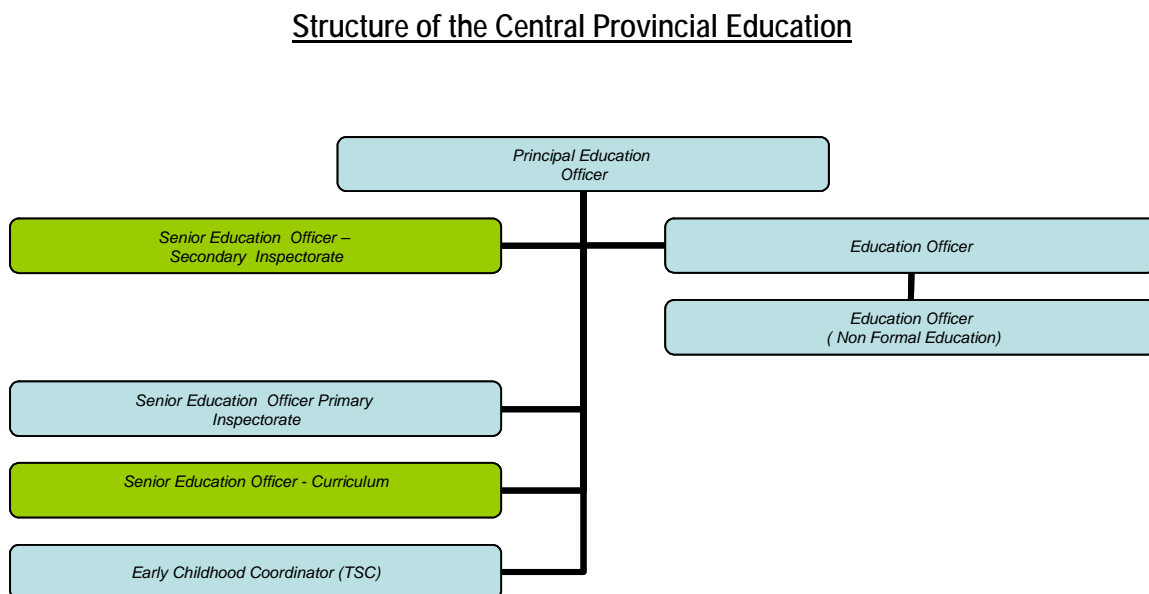
The two main sports played in the province are soccer and netball. Tournaments are held annually in the 3 different island groups. An example of a tournament is the "Pule Cup Tournament" for the Gela Sports (inaugurated in 2003) at which men participate in soccer and women in netball. When funds are available, the Central Islands Provincial Sports Committee organises the Central Islands Province annual soccer and netball tournaments, which usually fall on the Central Islands Province Second Appointed Day in June.

2.6. Provincial Education Management

The Central Islands Province Education management works under the Provincial Education Authority. The Division's staff establishment consist of one Principal Education Officer, one Senior Education Officer (Inspectorate), one Education Officer, and one Education Officer (Non-Formal Education). In addition to the above public service positions, there is also one Early Childhood Co-coordinator who is posted to the division, but whose salary is being paid by the Teaching Service.

It is proposed that consideration be given to the following staffing establishment as depicted by Figure 1. The structure would have one Chief Education Officer; one Senior Education Officer (Inspectorate Primary); one Senior Education Officer (Inspectorate Secondary); one Senior Education Officer (Curriculum); one Education Officer; and one Education Officer (Non-Formal Education).

Figure 1: The Structure of the Central Provincial Education Division



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

3.1. Vision

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

The Vision of the Central Islands Province Education is that people of Central Islands 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 Central Islands 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. The Central Island 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), ESF (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 Central Island 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 Central Island Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

3.4.1.1. Objectives

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

- 1.1. Increase access by providing an adequate number of schools, classrooms, desks, dormitories and other infrastructure;
- 1.2. Increase access to all by providing financial support from government and other stakeholder;
- 1.3. Improve equal access to all levels of education for children, students and people with special needs;
- 1.4. Improve equal access to all levels of education for girls and boys, in particular in isolated locations.

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

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

3.4.3.1. Objectives

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

- 3.1. To improve quality for all levels of education by Provision of an adequate number of qualified teachers and other workers, in the education sector;
- 3.2. To improve quality for all levels of education by Development and maintenance of a high quality process of teaching and learning;
- 3.3. To improve quality for all levels of education by Development, distribution and use of a relevant, high quality and modern national and local school curricula;
- 3.4. To improve quality for all levels of education by Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials;
- 3.5. To improve quality for all levels of education by Continuous Professional Development (CPD) for all education staff;
- 3.6. To improve quality for all levels of education by Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects;
- 3.7. To improve quality for all levels of education by Improvement of efficiency and effectiveness of sub sector education systems, in particular tertiary education by giving it a more (labour) demand oriented direction;

3.4.4. Outcome 4 (Management):

The management of the Central Island 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), ESF (2007-2015.);
- 4.4. To develop and implement a programme of Human Resource Development and capacity building;
- 4.5. To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in Technical and Vocational Education and Training;
- 4.6. To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and Technical and Vocational Education and Training.

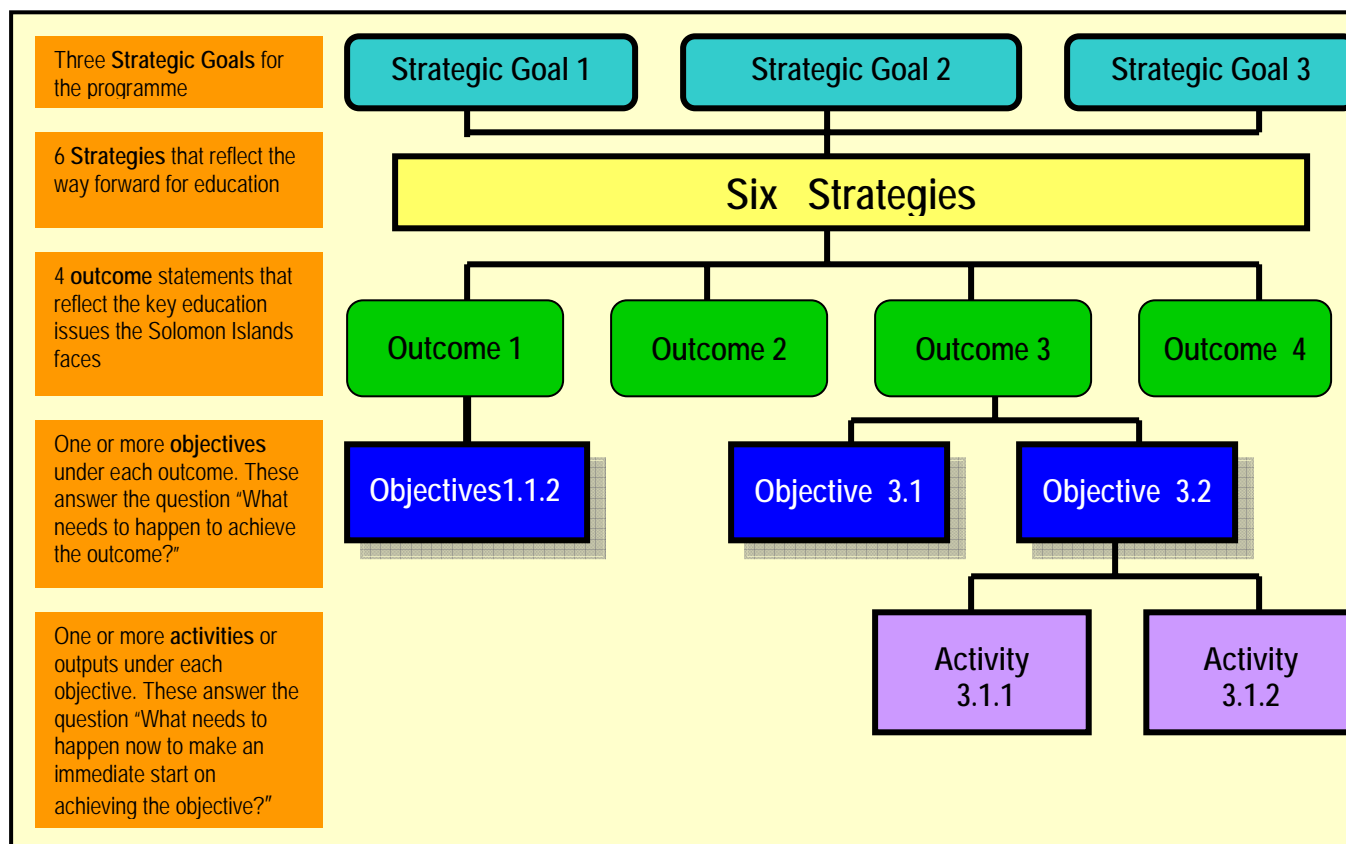
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.

The specific tasks, activities and/or outputs that will be undertaken over the period 2007-2009 in relation to each of these key objectives and who will be responsible for implementing each activity is part of this Plan. This Schedule of Activities is in Chapter 12, page 73. 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 (Central Islands Province) and to the nation (Solomon Islands).

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

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

5.1.1. Access

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

5.1.2. Infrastructure

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

5.1.3. Quality

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

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

5.1.4. Finance And Management

5.1.4.1. Financial Management

5.1.4.1.1. Human Resource Development

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

5.1.4.1.2. Process Indicators

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

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

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

5.2. Indicators, Targets, Minimum Standards

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

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

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

A minimum standard was also identified in 2004:

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

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

5.3. Status of Central Province

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

Table 2: Status of Central Islands against national minimum standards

	Standard	Achievement	Result ²
1	Net enrolment ratio, Early Childhood Education (20%)	12.9%↘	Standard not met
2	Net enrolment ratio, primary (100%)	85.8%↘	Standard not met
3	Net enrolment ratio, secondary (20%)	25.7↗	Standard met
4	Teachers, certified (70%)	74.1%↗	Standard met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:17↘	Standard not met
6	Teacher: pupil ratio, primary (1:30)	1:26.7↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:28.6↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:14.1↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	n/a	Not applicable
10	Literacy, Std 4 (60%)	40.9%↘	Standard not met
11	Numeracy, Std 4 (60%)	61.2%↗	Standard met
12	Average number of pupils/class in primary (1:30)	25.41↗	Standard met
13	Average number of pupils/class in secondary (1:30)	38↘	Standard not met
14	Toilet/pupil ratio in all schools is 1:50	1:322↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	37.63:1↗	Standard met (2005)
16	Clean water (primary schools only) is 100%	62%↘	Standard not met
17	Teachers qualified is 70%	74.5%↗	Standard met

Source: Digest of Education Statistics, 2006

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

CHAPTER 6: EARLY CHILDHOOD EDUCATION

6.1. Definition

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

6.2. Current Situation

Early Childhood Education in the Solomon Islands is seen as a parental rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than by the central government, although the Ministry of Education and Human Resources Development employs officers who monitor the provision of Early Childhood Education.

The Central Islands Province joined the Early Childhood Development Programme in 1998 with three field-based training groups. In 2006 there were 9 Early Childhood Education centres in the Central Islands Province, at which 369 children were enrolled. The established Early Childhood Education centres in the Central Islands Province include the following: Polomuhu, Vuturua, Vuranimala, Dende, Vunuha, Halavo and Mavulu. Table 3 sets out the total teaching staff at Early Childhood Education centres and total enrolments in the province, broken down by constituency.

Table 3: Teaching Staff, Early Childhood Education Centres, and Enrolments by Constituency, 2006

Constituencies	No. of Centres	Teaching Staff	Enrolment			Teacher/Pupil ratio
			Male	Female	Total	
Gela	7	8	155	144	299	37.3
Savo/Russell	2	1	39	43	82	82
Total	9	9	193	181	381	17

Source: SIEMIS 2006 Survey Report

According to the *Education Strategic Plan 2004-2006*, the intention is that the Preparatory Year will be phased out from the primary sector and combined with Early Childhood Education. The Minister of Education is undertaking consultation with Solomon Islands communities on this issue.

There are several issues and constraints facing Early Childhood Education in the Central Islands province. These include:

- unavailability of access to up-to-date information, owing to transport and financial difficulties faced by the province;
- the difficulty communities have in affording financial support for Early Childhood Education teachers;
- the geographical location of the province (especially its distance from Honiara) and the number of islands, as these factors are the main barriers to the administration and management of the Early Childhood Education programme in the province;
- a lack of classroom resources, and poor classroom facilities

- a lack of trained Early Childhood Education teachers; and
- a lack of awareness of the benefits of Early Childhood Education in the province.

The expected outcome is improvement of access to a quality and sustainable Early Childhood Education programme for children in the Central Islands Province. Much of the learning which establishes the basic knowledge, skills and behaviour of an adult is acquired during the formative first few years of life. An implication is that Early Childhood Education is a vital component of education in the province.

6.2.1. Access and Equity

There are 8 Early Childhood Education centres in the province, but Early Childhood Education is not currently accessible to all children. There is also inequality of access in some constituencies. The number of pupils that have participated in Early Childhood Education in the Central Islands Province since 1998 is 1,470. This figure implies that many children in the province go straight into the preparatory year and primary education, without the advantage of access to Early Childhood Education prior to primary schooling. Early Childhood Education access in this province is very low, and the province must attempt to encourage parents and communities to initiate the establishment of more Early Childhood Education centres.

The total enrolments of Early Childhood Education in 2006 by gender are shown in Table 4. There is almost equal enrolment by gender, and this trend must be encouraged. The distribution of Early Childhood Education enrolments by gender of 51 % male, 49% female is broadly consistent with gender distribution in the target age-group population.

Table 4: Early Childhood Education Enrolments by Age, Gender and Constituency

Age	Enrolments			
	Male	Female	Total	% Female
3	28	30	58	52%
4	49	44	93	47%
5	60	58	118	49%
6	39	39	78	50%
7	10	10	20	50%
8	4	0	4	0%
9	4	6	10	60%
Total	194	187	381	49%

Source: SIEMIS 2006 Survey Report

6.2.2. Facilities

Facilities in the existing Early Childhood Education centres do not meet the expected requirements for provision of quality Early Childhood Education, with the consequence that there is a need to improve them. There is also a need to expand establishment of Early Childhood Education facilities in order to facilitate an increase in access.

6.2.3. Curriculum

No formal Early Childhood Education curriculum has currently been approved for the Solomon Islands by the Government or by the Central Islands Provincial Education Authority. In general the Early Childhood Education curriculum in the Central Islands 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 support these centres with educational resources.

6.2.4. Teacher Supply and Demand

In 2005 a total of 22 teachers were reported to have taught at this level. Three Early Childhood Education teacher were reported to have an Early Childhood Education Certificate, while the remainders were untrained. Table 5 sets out details of the trained and untrained Early Childhood Education teachers by constituency in 2006.

Table 5: Total Early Childhood Education Establishment, Trained and Untrained Teachers, 2005

Constituency	Number of teachers			Total Untrained	% Trained
	Male	Female	Total		
Gela	4	4	8	7	12.5
Savo/Russell		1	1	1	0.00
Total	4	5	9	8	11.1

Source: SIEMIS 2006 Survey Report

6.2.5. Financing

Current financing of Early Childhood Education centres is largely borne by communities, although central government pays the salaries of trained Early Childhood Education teachers. It is the responsibility of the communities to build and maintain the facilities and to meet the wages of the teachers who have received field-based training. A clear policy guidelines need to be developed to guide all early childhood education providers.

6.2.6. Management

Early Childhood Education Centres are managed at the community level. Some assistance is provided by the Provincial Education Authorities and the Ministry of Education.

6.3. Future Directions

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. It is therefore desirable that all children in Central Islands Province have access to Early Childhood Education.

The population projections for the 3-5 age group for the four years 2007 to 2010 for the Central Islands province is set out in Table 6. Typically, the enrolments in Early Childhood Education will not include 3-year old children, but will include a number of children who are older than 5, so these forecasts need to be treated with some caution. The enrolments in Early Childhood Education in 2006 in the Central Islands Province of 381 represented only 12.8 % of the total estimated cohort in the 3-5 age group. This will be increased to over 20 %, the national standard, by 2009.

The figures in Table 6 below give an indication of the significant potential for growth in Early Childhood Education in the province.

Table 6: Central Islands Early Childhood Education Potential Growth, 2007 - 2010

Age/Year	2007	2008	2009	2010
Age 3	693	731	649	720
Age 4	695	692	647	729
Age 5	701	699	644	738
Total	2,089	2,123	1,940	2,187

Source: 1999 Census Provincial Population Projections, 2007 to 2010, 3-5 age group

Strategies and activities

In order to improve access to Early Childhood Education in the Central Islands Province to 20 % or better by 2009, the following strategies and activities will be implemented:

- consideration will be given to establishing additional Early Childhood Education centres in the province, attached to existing primary schools, with consideration given to the proposal to establish 24 additional centres in the Ngella constituency, 10 on Savo Island and 12 on Russell Islands, provided resources are available. However, more realistically the Province will aim to establish 5 Centres each year. The projected enrolment (excluding repetition) is as shown in Table 7, assuming that all enrolled are in the 3 to 5 age group.

Table 7: Early Childhood Education enrolment projections , 2007 - 2009

	2006	2007	2008	2009
Number of classes at 5 established each year	8	13	18	23
Projected Enrolment at 15 pupils per class	374	374	449	524
Projected Net enrolment	17.9	17.6	23.1	23.9

- advise those communities which are far from existing primary schools to consider establishing Early Childhood Education centres within their immediate environment;
- carry out School mapping to achieve a planned and coordinated transition of students from Early Childhood centered to preparatory grade in primary schools.
- the Central Islands Education Authority develops a system of registering Early Childhood Education Centres operating under its authority;
- consider increasing 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;
- aim to maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety;
- 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; and
- conduct a review of students with special needs.

6.3.2. Facilities

There is potential for growth in provision of Early Childhood Education centres in the Central Islands Province, and potential for growth in enrolments, if resources were available. This potential for growth is illustrated in Table 6. It will not be realistic for Central Islands Province to plan in either the short or medium term to build and/or staff a large number of Early Childhood Education centres, since existing constraints such as lack of 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, Table 6 shows the challenge facing the Central Islands in providing in the future for Early Childhood Education, and the potential need for development of the Early Childhood Education sector.

Strategies and activities

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 following strategies and activities will be carried out:

- carry out a survey of existing Early Childhood Education facilities in the province to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces;
- 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;
- ensure that communities are aware and responsible for building Early Childhood Education classrooms, and where possible the province assists with funding;
- support where feasible the upgrading and improvement of the existing Early Childhood Education centres in the light of the Ministry of Education and Human Resources Development standard classroom design;
- establish criteria for registration of Early Childhood Education Centres, in conjunction with the Ministry of Education and register only those Centres that meet minimum quality standards;;
- 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. Each Early Childhood Education space will be associated with existing primary schools or with an existing centre;
- consider establishing a “lighthouse” or “model centre” in the 3 zones where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements; and
- assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.

There are currently 9 Early Childhood Education centres, although there are no records to show how many classrooms are being used. If only one classroom is available at each centre, and based on an average

1:15 teacher: pupil ratio, there would be an average of over 40 children occupying the space available if all pupils attended each day.

In order to plan for, say, doubling the number of 2005 enrolments (to about 750 Early Childhood Education enrolments) by the end of the planning period (2009), and basing the number of classrooms on a 1:15 teacher: pupil ratio, up to approximately 50 Early Childhood Education spaces could be required to accommodate all children in reasonable comfort and safety. Given limited resources, this objective is probably not achievable.

Since the establishment of Early Childhood Education centres is the responsibility of communities, the province will 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 five new Early Childhood Education centres a year, perhaps attached to existing primary schools, may be realistic. It may be possible to plan to accommodate double streams and to plan for the building of 5 additional Early Childhood Education centres in each year to construct 15 additional Early Childhood Education centres by the end of 2009 (4 Early Childhood Education centres in 2007, 5 in 2008 and 6 in 2009).

Table 8: Proposed establishment of schools, by region, 2007 – 2009

Region	2007	2008	2009	Total
Ngella	2	3	3	8
Savo Islands	1	1	1	3
Russell Islands	1	1	2	4
Total	4	5	6	15

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 Central Islands Province.

Until a formal early childhood curriculum is developed and approved, Early Childhood Education teachers in the Central Islands Province should continue to encourage the following activities: sound language development, good coordination, recognition of different colors, how to hold a pencil, the painting of pictures, recognition of pictures and numbers, free expression through movement, music or other creative media, and story telling. Listening to stories about local customs and to stories from books should be encouraged. 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. This teachers' resource book will be used once it is developed.

6.3.4. Teacher Supply and Demand

The immediate key need is to provide training for the existing Early Childhood Education teachers who are currently listed as untrained. Only a few of the current Early Childhood Education teachers are fully qualified as Early Childhood Education teachers with a teacher's certificate. Preparations to train more Early

Childhood Education teachers also need to be initiated, or a greater shortage of trained Early Childhood Education teachers could develop.

Strategies and activities

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 following strategies and activities will be implemented. The Province will:

- aim to achieve the target of 15 pupils per teacher. Projected teacher requirement are as follows.

Table 9: Projected teacher supply and demand, 2006 - 2009

	2006	2007	2008	2009
Cumulative number of teachers	22	22	27	32
Projected Teacher/Pupil ratio	17	17	16.6	16.3
Full time New teachers to be trained		5	5	5
Field Based training of teachers		5	5	5

- ensure Early Childhood Education teachers are specially trained, and consequently current quarterly workshops and training are continued;
- ensure Early Childhood Education teachers have at least 2 years field-based training before enrolling at the Solomon Islands College of Higher Education;
- aim to enrol 5 Central Islands Province Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009;
- develop training packages for Early Childhood Education teachers at provincial centres in Central Islands, in liaison with Solomon Islands College of Higher Education, with an aim to have 5 teachers trained each year (2007, 2008 and 2009) using field-based training, and at least one teacher trained each year in each of the three zones;
- aim at training at least 2 Early Childhood Education teachers per centre;
- ensure 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 an equivalent qualification; and
- develop a staff development plan for Early Childhood education teachers.

6.3.5. Financing

Early Childhood Education in Central Islands Province potentially encompasses two broad sectors, community centres (usually 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 is a need for clear policies to be in place in order to plan for the future development of the Early Childhood Education sector, and to ensure financial arrangements are clearly understood. For the period of this Plan, Community and private centres will be guided by the following guidelines.

Community Centre

- the Government will meet 50% of the total cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers;
- the Central Islands 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;
- communities will meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds, which would be around 20%; and
- parents will make a contribution, in cash or in kind.

Private Early Childhood Education Centres

- 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 Central Islands Province will be developed, using realistic assumptions about growth projections.

6.3.6. Management

There is a need for additional staffing to assist the management and development of Early Childhood Education in the province. At the Ministry of Education level, the establishment for Early Childhood Education should include provision for an appointment as Director Early Childhood Education, and for support staff. At the provincial level, a provincial coordinator should be appointed, and provision made for regional co-ordinators (over time, possibly one in the Russell Islands, one in Savo Islands and two in the Gela region).

A plan for the development of Early Childhood Education in the province is needed. The Province will 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 centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.

6.4. Responsibilities

In order to assist the effective management of Early Childhood Education, the roles of key stakeholders are outlined below.

Ministry of Education roles

- To provide seconded staff for training, inspection and assessment of field-based staff and probationers;

- 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.

Central Islands Provincial Education Authority roles

- To assist in providing in-service training for teachers;
- To ensure that Early Childhood Education teachers are properly trained;
- To support field-based training for Early Childhood Education teachers (provided by Early Childhood Education coordinators) before selection for further training takes place;
- To manage monitoring and evaluation of Early Childhood Education centres;
- To appoint an Early Childhood Education coordinator, and regional Early Childhood Education coordinators if necessary for the regions of the province;
- 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 Early Childhood Education co-coordinators);
- To provide office space and an operating subsidy (by way of a grant) for Early Childhood Education;
- To carry out awareness programmes for communities; and
- To facilitate trained government teachers to act as mentors or senior teachers to assist the provincial coordinator.

Communities/Parents' roles

- To provide land and local building materials;
- To build and maintain Early Childhood Education learning spaces, and to ensure that a supply of fresh drinkable 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

According to the *Digest of Education Statistics 2006*, the Central Islands province has a total of 31 primary schools, as well as those attached to the 8 community high schools, making a total of 39 primary schools in all. There is a total student enrolment of 5,294 primary school children in the province, which represents just over 5% of the national total primary school enrolment.

There were 219 primary school teachers teaching in the province’s primary schools in 2006. Table 10 below provides data on primary education in the province, by constituency.

Table 10: Primary Schools, Total Teaching Staff and Enrolments by Constituency, 2006

Constituencies	No. of Schools	Teaching Staff	Enrolment			Teacher/Pupil ratio
			Male	Female	Total	
Gela	23	164	1,880	1,659	3,539	1:21.6
Savo/Russell	8	55	945	810	1,755	1:31.9
Total	31	219	2,825	2,469	5,294	1:24.1

Source: SIEMIS 2006 Survey Report

The constraints and issues in primary education in the Central Islands Province are:

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

The desired outcome for primary education is that all primary school age children in the province have access to primary schooling, and remain in school until at least the end of standard 6 (class 6), and if possible until the end of form 3.

7.2.1. Access and Equity

Unlike other bigger provinces, access to primary education in Central Islands Province is generally available to all children. However, it is common in all schools in the province that the full enrolment trend evident at early primary school levels decreases at the upper primary school levels. There is some anecdotal evidence of students “dropping out” in the various grades in primary schools in the province, especially in the upper primary grades. Current policies governing examinations allow children to repeat levels at standard six once only. However, statistical data from previous years (2003, for example) confirms that in that year a total of 469 children repeated various grades in the province, with only 11 repeating grade 6.

There are various factors that contribute to an apparently high attrition rate, and these include the social and cultural influence of local communities, especially the activities and habits of people. It is also evident that there is a lack of parental/community support for individual children at home and for the school as a whole. More research is needed to determine the actual attrition rates at the upper primary school level.

As shown in Table 11, of a total enrolment in 2006 of 3658 primary school pupils, 1993 were males, representing 54% of the total provincial enrolment, and 1665 were females, 47% of the total enrolment. Gender equity is not a significant issue, since these gender proportions broadly reflect the proportions of both genders in the relevant school age cohorts of 52% and 47.8% respectively.

More research is needed to determine if the attrition rates at upper primary schools levels show a higher incidence of girls leaving primary school early, as compared to boys and also assess the extent of students with special needs.

Table 11: Total Primary Enrolments by Class Level and Gender, 2006

Standard	Enrolments			
	Male	Female	Total	% Female
Prep	507	641	1148	44%
1	408	455	863	47%
2	377	414	791	48%
3	405	427	832	49%
4	291	340	631	46%
5	262	331	593	44%
6	219	217	436	50%
Total	2469	2825	5294	47%

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 increase of recorded in 2006 may indicate either better data collection in 2006 (on the basis of a less than comprehensive survey in 2005), or a potential increase in school rolls. The school rolls in the province will need to be monitored carefully for evidence of any upward enrolment trends in 2007.

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.

However, it is known that the condition of staff houses, classrooms and other buildings in the majority of primary schools in the province is very poor. Communities must be encouraged to take on the responsibility both of improving and maintaining existing facilities, and of building additional facilities where expansion is required.

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

7.2.3. Curriculum

Curriculum development remains centralised within the Ministry of Education. The primary school curriculum is currently being reviewed, with work commencing on primary Mathematics and English for standards 1 to 6. 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 four important skills of reading, writing, speaking and listening are developed.

7.2.4. Teacher Supply and Demand

A key issue is the shortage of trained primary school teachers in the province. The total number of primary teachers in the province in 2006 was 219, of whom 79% (*Digest of Education Statistics 2006*) were certified and qualified. The worrying feature of the teacher data is that the proportion of certified and qualified teachers has slipped rapidly in two years from a high 94% in 2003 to its present level. It is possible that previous data was incorrect, and that the *Digest of Education Statistics 2006* is now reflecting a more accurate picture. Nevertheless, the apparent incidence of untrained primary school teachers in the province (about 21%) is too high. Out of the 39 schools offering primary education in the province, 11 schools have 2 to 3 teachers because of low enrolment. The current average teacher/pupil ratio of 1:24 is below the national minimum standard.

As depicted in Table 12, there is a huge gender imbalance in the primary school teaching work force.

Table 12: Total Establishment, Trained and Untrained Primary School Teachers, 2006

Constituency	Number of teachers			Total Untrained	% Trained
	Male	Female	Total		
Gela	122	42	164	42	74%
Savo/Russell	44	11	55	11	80%
Total	166	53	219	53	76%

Source: SIEMIS 2005 and 2006 Survey Report

7.2.5. Financing

Current financing is inadequate to deliver quality education.

Central government currently pays the salaries of teachers and gives operating grants 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, and the schools charge parents school fees. With very limited revenue sources, Central Islands Province is not able to make extensive provision in its own budget to cater for education services.

With the increasing costs of education, and the need to provide quality education, partnerships must be encouraged so that all stakeholders share the cost of educating children. As a matter of transparency, and accountability, funds must be properly accounted for.

The proposed Community Standard Funding model suggests that the Solomon Islands Government provides 60%, the Central Islands Education Authority provides 30%, and the parents and the community provide 10% of the funding required for primary education. At the same time, schools will be encouraged to raise funds if required.

7.2.6. Management

In general, the management of education services to primary schools in the Central Islands Province has been inadequate. This situation has arisen as a direct result of lack of trained personnel, and lack of administrative skills and capacity within the education division of the province. There is also a need to strengthen management skills within schools in the province.

7.3. Future Directions

The four key areas of priorities for the future development of the primary school sector being: *Access and Equity, Infrastructure, Teacher training, Financing and Management* will underpin the future directions planned for the Central Islands Province.

7.3.1. Access and Equity

There is no definitive data available about the number of primary school age children in Central Islands province who do not attend school. It is likely that there are still some children who do not attend school, owing to the scattered nature of the islands, 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.

However, there appears to have been a steady increase in enrolments from 2003 to 2006 in Central Islands' primary schools, and it is anticipated that this increase will continue. It is not known how much of this roll increase between 2003 and 2006 is real, however, and how much is a result of less than comprehensive statistical data collection in 2003 and 2004, and better data collection in 2006. Planning to increase access in Central Islands needs to be based on a realistic assessment of future roll growth.

Based on actual Central Islands primary school enrolments in 2006, calculated on a straight line increase of 2.8% growth a year total enrolment in 2010 will be 5,751, a growth of 12 %.

Whilst gross enrolment has gone beyond 100% due to enrolment of under or over aged children the net enrolment rate remains at 87.5% in 2006, and may not reach 100% unless drastic steps are taken.

Table 13: Central Islands Primary School Growth Projections, 2007 - 2010

Year	2007	2008	2009	2010
Projected population, ages 6-12		4,769	4,833	4,347
Enrolment projections	5,294	5,442	5,595	5,751
Gross Enrolment Rate	115%	114%	116%	132%

Sources: 1999 Census Population Projections. SIEMIS 2006 Survey Report

There is anecdotal evidence that 100% progression from year to year in the primary schools in the Central Islands is not achieved, especially in the upper primary school levels. Further work is needed to establish the actual attrition rate in primary schools.

Plans need to be developed to manage effectively the apparent significant expansion of primary school enrolments in Central Islands Province that is currently occurring. The apparent primary school enrolment increase between 2004 and 2005 was 13.8% inclusive of the form 1, 2, and 3 (from 4,660 to 5,304). While some of this apparent increase may reflect better data collection, it does nevertheless highlight the need to plan for further expansion. This planning needs to investigate whether overcrowding is currently occurring in Central Islands primary schools, and if so, where it is occurring and how it might be alleviated. Of particular importance will be where the necessary trained teachers will be found for an expanding primary school population, and how and where adequate (and possibly additional) primary school facilities will be made available if necessary.

The analysis currently being made by Ministry of Education and provincial education officers suggest that the province has enough primary schools to cater for projected future enrolments. However, further investigation, accompanied by documentation and analysis of findings, is required, as suggested above and as described in the next section "Facilities".

Strategies and Activities

In order to improve access to primary education and to reduce the attrition rate at the primary school level in the province, the following strategies and proposed activities will be considered and implemented. The Province will:

- undertake regular visits to schools by Provincial Education Officers and School Inspectors;
- explore ways of reducing the attrition rate in Central Islands Province will be explored, including creating classroom environments that are conducive to learning;
- 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;
- conduct awareness programmes for communities and parents on the value of education, and in particular on the value of educating girls;
- conduct awareness programmes for children on the value of schools; and
- investigate the extent of student with disabilities in primary schools.

7.3.2. Facilities

Priority will be for existing primary schools to be renovated and furnished. As a first step, the province will develop an accurate database using the national methodology developed by the Ministry of Education and Human Resource Development. The database will cover all existing school facilities, including teacher

housing, with an assessment of the condition of the school building stock, current occupancy rates, and whether minimum standards are met.

This survey would provide data that should assist the province with its planning too. 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 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 the development of new facilities.

School land in Central islands Province must be registered to avoid future land disputes.

Strategies and Activities

The Province will:

- undertake a stocktake to assess the needs of primary schools in the Central Islands, to identify schools with poor facilities, with assistance from the Ministry of Education and Human Resources Development;
- establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist provinces with their education action plans;
- encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- provide appropriate furniture needs for classrooms;
- improve sanitation in the province's schools;
- make available clean and safe water in all primary schools;
- standardised staff housing, based on a set of minimum standards;
- register land where schools are located;
- mount an awareness programme for communities on ownership of schools;
- identify 20 schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the New Zealand Agency for International Development Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and
- provide a complete cost for infrastructure programme for primary schools in Central Islands province.

7.3.3. Curriculum

The current review of the primary school curriculum should continue, with the objective of modernising it and making it more relevant and effective.

Strategies and activities

The review of the school primary school curriculum should give consideration to the following strategies and activities. The Province will:

- encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing in order to develop a '*homegrown curriculum*';

- 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;
- 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;
- provide more in-service training on Nguzu Nguzu materials through more decentralised training modes;
- encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school;
- 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;
- provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1;
- 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;
- revive provincial libraries; and
- expand School Library Association with provincial representatives and Provincial libraries connection to Internet

7.3.4. Teacher Supply and Demand

Issues related to teacher supply and demand need to be addressed on two fronts:

- on improvement of the quality of teaching; and
- on teacher supply.

Well trained teachers are the backbone of a quality education system, but in Central Islands Provinces 24% of the teachers are untrained. Whilst 24% is above the national minimum standard, the Province does recognise this as unacceptable. There are currently 200 primary teachers serving in the province, as recorded in the 2005 Ministry of Education and Human Resource Development statistical digest, but the number of those teachers who are untrained (See Table 13) is unacceptable. This situation has implications for the quality of teaching delivered to students and directly affects the standard of student achievement.

A range of strategies need to be developed as a matter of urgency to train all the untrained teachers to an acceptable standard. This will include field-based training, 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.

Strategies and activities

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

- encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated;
- undertake to develop field-based training programmes for untrained primary teachers;
- train at least 5 trainee teachers from the Central Islands Province each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education;
- encourage certificate teachers to upgrade to diplomas;
- encourage teachers with diplomas to upgrade their diplomas to degrees;
- offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme, commonly called the LAHARA Programme;
- 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; and
- advertise current teaching posts that are vacant in order to attract trained teachers to the province.

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.

Strategies and activities

To enhance partnership in funding education services by all stakeholders, the concept of Community Standard Funding will be introduced in primary schools based on the following guidelines.

- 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);
- An education authority contribution of 30% of total costs (possibly shared between provincial education authorities and other church education authorities). 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, like support to infrastructure projects);
- Central Government will pay an appropriate level of 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 Central Islands Provincial Education Authority will provide materials and stationery, will carry out community awareness programmes, and will offer in-service training; and

- 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 14 gives an indicative cost of primary schools of several key cost areas to be met by all partners.

Table 14: Primary Education projected indicative of selected costs 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Enrolment	5,294	5,442	5,595	16,331
SIG Grants at SBD200 per student	1,058,800	1,058,800	1,058,800	3,176,400

The management of school grants has been problematic over the years, and it is necessary for strategies to 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 in the Central Islands Province:

- Consider the creation of the post of an accountant, who is to be paid under the Public Service payroll, within the Education Division of the province. The role of the accountant will be to administer school grants, to monitor the use of the grants, to provide quarterly and annual reports on the grants, to organise training workshops for Head Teachers and School Committee treasurers on finance, and to develop an accounting manual for the management of the grants.
- 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;
- Signatories to individual schools accounts for the grants should include, the School Committee Chairperson, the School Committee Treasurer, and the Head Teacher. The system used by the current European Union funded Secondary Schools Grants Project 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;
- Head Teachers and School Chairpersons will be trained in the management of these funds;
- Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Central Islands Education Authority, which will monitor expenditure; and
- The Province will 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

The staffing of the education division in the province and the staffing establishment for primary schools in the province should be reviewed in the light of the approved policy document *Ministry of Education and Human Resource Development, Solomon Islands Teaching Service Hand Book 2006*.

At the school level, the appropriate staffing establishment will be determined according to the level of enrolments at the school, as set out in Appendix B School Teacher Establishment, Primary School, page 45, of the *Ministry of Education and Human Resource Development, Solomon Islands Teaching Service Hand Book 2006*.

Strategies and activities

To improve the management of primary education in Central Islands Province, the following practices will be implemented. The Province will:

- initiate strategies for the community and the School Committee work in harmony with the Head Teacher and staff;
- consider the possibility to have a Head Teacher should remain in one school for at least three years;
- ensure and advise that the welfare of the Head Teacher and his staff must be given priority by the school committee;
- 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;
- re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training;
- make sure that the Head Teacher will be accountable for all school finances;
- promote weekly or fortnightly meetings are held for staff and school committees;
- improve communication links between stakeholders (headquarters, provincial authorities and schools); and
- reassess 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.

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 currently 6 community high schools in the province which cater for junior secondary education (the education of students in forms 1, 2 and 3). The six community high schools are: Siro, MacMahon, Paibeta, Polomuhu, Vuranimala and Yandina. Siota Provincial Secondary School, the only provincial secondary school in the province also accommodates forms 1 to 3 enrolment (118 form 1 to 3 students in 2006). Table 15, shows the growth of schools between 2003 and 2006.

Table 15: Number of Secondary Schools by type, 2004 - 2006.

Schools Type	2004	2005	2006
Provincial Secondary Schools	1	1	1
Community High School	5	6	6
Total	6	7	7

Source: SIEMIS 2006 Survey Report

In 2006 the total enrolment in the junior secondary schools of the province was 863 students. Table 16 sets out detail about numbers of teaching staff and enrolments by constituency. It further gives the teacher to pupil ratio. However, it is difficult to segregate teachers who teach junior secondary grade from senior secondary grades and from those in community high schools teaching primary grades and form 1 to 3. Hence, an assumption of teacher to pupil ratio (Primary: 1:30, JSS 1: 30 and SS 1: 30) was used as a general rule but the reality will vary from school to school as all teachers generally teach students from form 1 to form 7.

Table 16: Total teaching staff and enrolments by Constituency, 2006

Constituencies	No. of Schools	No. of teachers	Enrolment		
			Male	Female	Total
Gela					
Community High Schools	6	16	273	193	466
Provincial Secondary School	1	4	84	34	118
Gela Total	7	19	357	227	584
Savo/Russell					
Community High Schools	2	9	139	140	279
Provincial Secondary School	0	0	0	0	0
Savo/Russell Total	2	9	139	140	279
Grand Total	9	28	496	367	863

Source: SIEMIS 2006 Survey Report, Note: An assumption of 30 students per teacher was used

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

- a lack of sufficient places at existing junior secondary schools;
- an inadequate supply of curriculum resources and equipment;
- lack of or inadequacy of boarding facilities in existing community high schools;
- a shortage of trained teachers in all subject areas;
- poor facilities;
- a lack of specialised classrooms e.g. home economics, science, industrial arts;
- some gender imbalance; and
- the geographical location of current community high schools prevents 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 Central Islands Province to a quality and relevant basic education at the junior secondary level. The demand to meet this expectation will be extremely 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 an enrolment of 406 in the Solomon Islands Secondary Entrance Examination. All 406 (100%) progressed into form 1. However, some of these students enrolled at schools in Honiara and in other provinces. A conclusion that sufficient form 1 places are available in Central Province for all standard six students to progress to junior secondary school does not necessarily follow. The Province has estimated that between 2,000 to 2,500 of 5 to 14 year old students in Central Islands Province are not attending schools, although the source of this information is not given. Among this group will be students aged 12 to 14 years old who should be enrolled in junior secondary schools. In terms of equity, there are more boys than girls in junior secondary schools, but the gap is narrowing.

One hundred and seventy six (176) students entered the Solomon Islands National Form 3 examination in 2005, a 51% decrease on 2004 numbers (365 enrolled in 2004). The significant drop in enrolments in 2005 is attributed to one of the industrial sites in the province being affected. Yandina Community High School, where the industrial site is located, normally accounts for a large enrolment in this examination, but experienced a major decline in 2005. This decline will need to be monitored carefully in 2006, to ascertain if there is a trend emerging or if the situation in 2005 was a "one-off" occurrence. A continuing low number of entrants to the National Form 3 examination would indicate access to junior secondary schooling may actually be declining in the province.

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 Central Islands 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 additional junior secondary school places to cater for entrants to form 1. This planning will require the provision of more trained teachers and additional facilities.

Of the 863 enrolments in 2006 in junior secondary schools, 496 were male (57.5%) and 367 were female (42.5%). There are therefore more boys than girls attending junior secondary schools, reflecting a gender imbalance that is slightly greater than the gender imbalance evident in the population cohort of students in the junior secondary age group.

Further detail about the gender distribution in junior secondary schools enrolment by constituency is provided in Table 17.

Table 17: Total Enrolments by Gender by Constituency, 2006

Constituency	Form 1			Form 2			Form 3			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Gela	160	116	276	114	65	179	83	46	129	357	227	584
Savo/Russell	49	51	100	61	51	112	29	38	67	139	140	279
Total	209	167	376	175	116	291	112	84	196	496	367	863

Source: SIEMIS 2006 Survey Report

8.2.2. Facilities

The current community high schools in the Central Islands Province have very limited facilities. In particular, there are no specialised rooms for science and for other practical subjects, such as home economics and industrial arts. Furthermore, the existing facilities need to be improved and expanded.

No central 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.

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. 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 the Central Islands 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. With the adoption of the policy on technical and vocational education and training, the intention is that junior secondary schools will be able to use technical and vocational education and training modularised courses relevant to their communities in the near future. The key question with respect to the junior secondary curriculum is whether it remains relevant and up-to-date, and whether supporting learning materials and resources (including trained teachers) are adequately supplied to schools.

8.2.4. Teacher Supply and Demand

Accurate data is not available about the numbers of trained and untrained junior secondary teachers. The currently available data about 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). The province estimates, however, that there may be 74% trained teachers in 2006 teaching in the 6 community high schools in the Central Islands Province. Given the 863 enrolments in junior secondary education, this number of teachers suggests either that class sizes on average are around 30, that vacant positions are being filled either by primary teachers who are not appropriately qualified, or by untrained teachers. The distribution of teachers in the schools is shown in Table 18 below.

It is evident from informed professional opinion that there is a shortage of adequately 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.

Table 18: Total Establishment, Trained and Untrained Junior Secondary Teachers, 2006

Constituency	Number of teachers	Total Untrained	% Trained
Gela	19	5	74%
Savo/Russell	9	2	74%
Total	28	7	74%%

Source: SIEMIS 2006 Survey Report

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. These grants may vary depending on economic factors and other variables.

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 basis of the Community Standard Funding contribution in Central Islands Province is as follows:

- Solomon Islands Government: 60%
- Central Islands Provincial Education Authority: 30%
- Parents and community: 10%

Central Islands Province accepts the concept of Community Standard Funding, whilst noting that the recommended unit costs for the junior secondary level are: SBD1200 for a day School and SBD1,800 for a boarding school.

8.2.6. Management

The current management of community high schools is vested in the School Board, but the daily running of the school is the responsibility of the School Principal and the staff. The School Principal is answerable to the community, to parents and to the Ministry of Education through the Provincial Education Authority. The Central Islands Provincial Education Authority steps in if the roles of either the board or the principal are compromised.

8.3. Future Directions

8.3.1. Access and Equity

The population projections for the 13-15 age cohort from 2007 to 2010 is summarised in Table 19 below. The data in Scenario 1 is derived from the 1999 census population projections. The data in Scenario 2 is derived from the actual 2006 junior secondary school enrolment figure (863), increased by a straight line increase of 2 % a year.

Table 19: Growth Potential for Junior Secondary Schools, 2007 - 2010

Year	2007	2008	2009	2010
Projected population, ages 13-15 (Scenario 1)	1,735	1,837	1,677	2,028
Enrolment projections (Scenario 2)	880	898	916	934
Gross Enrolment Rate	51%	49%	55%	46%

Sources: 1999 Census Population Projections. SIEMIS 2006 Survey Report, 1999 Census 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 Central Islands 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 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 20 sets out the anticipated numbers in form 1 classes for Central Islands junior secondary schools from 2007 to 2010.

Table 20: Form 1 Projections, Central Islands, By Constituency, 2007- 2010

Year	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Gella	233	183	416	232	209	441	257	255	512	318	253	571
Savo/Russell	129	104	233	112	107	219	150	161	311	160	165	325
Total	362	287	649	344	316	660	407	416	823	478	418	896

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

The projections in Table 21 indicate 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 1,796 students in the province's junior secondary schools. This number has been calculated as follows:

Table 21: Junior Secondary School 100% Progression, Central Islands Students, 2007 - 2010

Form	2007	2008	2009	2010	Total
Form 1	649	660	823	896	3,028
Form 2	376	649	660	823	2,508
Form 3	291	376	649	660	1,976
Total	1,316	1,685	2,132	2,379	7,512

With 100% progression, this number of enrolments would increase to 2379 in junior secondary schools in the year 2010. By comparison, there were 863 students enrolled in junior secondary schools in 2006.

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 almost over two and a half times the number of places currently available in the Central Islands 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 increasing present capacity by 250% by

2009 would require 79 teachers and 79 classrooms in total to cope with the anticipated student numbers. On the basis of a current junior secondary enrolment of 863, it is assumed that there may be approximately 28 teachers currently available in the provincial education system (using a teacher pupil ratio of 1:30), and about the same number 28 of classrooms available. Potentially another 51 teachers and 51 classrooms could be needed by 2010, 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 extend present capacity by 250% 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 all the community high schools in the province will need to accommodate double streams by 2009/2010, unless additional sites are identified apart from those noted above.

The plan to make double streams available in all existing junior secondary schools will make available an additional 210 spaces in form 1. This would reduce the number of “push outs” in the primary schools. The actual form 1 enrolment in 2006 was 376, and by 2007 it is projected that form 1 enrolments will increase on that figure (potentially to 649 – see Table 22). If additional streams are established in every existing school by 2007, the Province estimates it would have enough spaces available. Moreover, if the Ministry implements the policy to make basic education available from standard 1 to form 3 from the end of 2006, then additional schools would need to be established in the places identified above.

It is suggested that the province plans a phased expansion programme, and plans to train another 8 teachers in each year of 2007, 2008 and 2009 (24 additional junior secondary teachers by the end of 2009), and at the same time plans to construct 8 more classrooms/school buildings in each year (24 in all by the end of 2009) where demand for junior secondary enrolments is greatest. This number of teachers and classrooms would not meet all the potential demand for junior secondary education in the province, but may be an achievable target if action begins immediately.

The province will need to decide what its specific objectives are for junior secondary education over the period 2007 to 2009, how it is going to achieve them.

8.3.2. Facilities

The strategy to be adopted over the planning period will include:

- putting together a provincial facilities development plan with the complete cost for junior secondary schools, including consideration of the proposed school building programmes set out in the national education action plans, so that growth occurs in a carefully planned and systematic way;
- rehabilitating existing junior secondary schools in the province. Rehabilitation will include improving existing facilities as well as expanding where necessary, to accommodate additional streams; and
- identifying an appropriate location, and constructing 6 junior secondary classrooms or buildings (including dormitories and staff houses) in each year (2007, 2008 and 2009).

The 6 existing community high schools have 18 classrooms. If each of these schools enrol a double stream in form 1 if required, the province will need to build additional new classrooms in 2007, 2008 and 2009. It is estimated that six buildings a year will be required (18 in all by the end of 2009). The province will need to determine whether the priority in each location is to build classrooms, dormitories or staff houses.

The province has plans for proposed expansions which will include double streams in MacMahon, Paibeta, Yandina and Siro community high schools. Four new community high schools including Salesapa, Siarana, Central Gela, and Pavuvu are also planned over time in order to provide additional junior secondary places. The approach will be to rehabilitate the existing community high schools and build additional facilities for additional streams before constructing any new community high schools. As far as possible, available local skilled contractors, as well as the community labour, will be used for constructing the school facilities.

Strategies and activities

In order that all children of Central Islands Province will have access to junior secondary schooling, the following strategies and activities will be carried out. The Province will:

- identify schools with poor facilities and communities will be encouraged to improve and renovate them;
- encourage communities to build additional facilities where expansion is required;
- develop a detailed programme for renovation of existing facilities and construction of new facilities will be developed, as indicated below;
- improve and expand facilities in MacMahon Community High School, and introduce one additional stream if required to cater for the children of the working population in the provincial headquarters;
- improve and expand facilities in Yandina Community High School, and introduce one additional stream if required;
- improve and expand facilities in Paibeta Community High School, and introduce one additional stream if required, noting that limited boarding facilities will be required for students in distance feeder schools around Savo Island, and noting the plan of Paibeta Community High School to introduce access to form 4 in future;
- improve and expand facilities in Siro Community High School and introduce one additional stream if required, noting that limited boarding will be required for students in distance feeder schools around Buenavesta;
- consider the establishment of four additional community high school in the following regions if feasible:
 - Gella Constituency (Belaga and/or Hongo);
 - Central Gella; and
 - Russell Islands (one boarding community high school at Nukufero or Ravadi); and
- an awareness programme for communities on ownership of schools will be conducted.

8.3.3. Curriculum

In order that the junior secondary curriculum can meet the needs and expectations of individuals and the community, the following strategies and activities will be undertaken:

- 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;
- facilitate teachers to participate in the writing of modules for practical subjects;
- provide tools for practical subjects (based on the technical Vocational and Education and Training policy).
- ensure that Solomon Islands College of Higher Education and the Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools; and
- conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers.

8.3.4. Teacher Supply and Demand

Given the expansion at the junior secondary level, the demand for teachers will increase. Data is not available to enable an accurate estimation of number of junior secondary teachers in the community high schools in 2006. It is estimated that about 28 teachers are currently teaching in junior secondary schools, with an assumption that one teacher is teaching a class of 30 students. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system, with details about how many are trained to a suitable standard. Taking into account the assumed 28 teachers teaching in junior secondary schools, the projected enrolment growth (Table 21) and a teacher:pupil ratio of 1:30. Table 22 gives the possible scenario without a policy change to increase a 100% transition between standard 6 and form 1.

Table 22: Junior secondary teacher requirements in 2007 – 2010.

Year	2007	2008	2009	2010
Projected enrolment with 100% retention	1,316	1,685	2,132	2,379
Required number	44	56	71	79
Current number of teachers	28	44	56	71
Number to be trained and/recruited	16	12	15	8

The potential growth for the junior secondary schools outlined in Table 21, and the form 1 projections set out in Table 22 indicate that more junior secondary teachers will be required over the period 2007 to 2010. However, it is problematic to forecast exactly the number of teachers required over the period 2007 to 2010 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 expansion in the period 2007 to 2009 where all the community high schools plan to have double streams, up to 79 teachers may be required for Central Islands province junior secondary schools. Since there are an estimated 28 trained teachers in the province in 2006, another 51 additional trained teachers could be required over the planning period. It would not be a realistic or achievable proposition to try and train 51 additional junior secondary teachers for the province to an acceptable standard by 2009.

A compromise solution would be to train around 12 teachers in each of the next 3 years as shown in Table 23. These projections would result in a teacher to pupil ratio of 1:40 in the first year, but it will eventually meet the national minimum standard by Year 4.

The proposed number of teachers to be trained should be done through a focus on specialised subjects (e.g. science, mathematics, practical subjects). However, given the limited capacity of School of Education /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;
- University of South Pacific will provide in-service training through Distance and Flexible Learning;
- University of Goroka will provide training for untrained teachers;
- training will also be available through University of South Pacific Summer programmes; and
- refresher courses should be on-going for teachers.

8.3.5. Financing

The concept of Community Standard Funding is supported in principle. Given the recommended unit cost of junior secondary schools at an appropriate level for a day school and a boarding school the following strategies and activities will be carried out to implement the Community Standard School funding arrangement:

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

Table 23 gives an indicative cost of the Community Standard Funding Grant.

Table 23: Junior Secondary Projected indicative grants, 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	880	898	916	934
Scenario 1: Grant at SBD700 per student	616,000	628,600	641,200	653,800
Scenario 2: Grant at SBD600 per student	528,000	538,800	549,600	560,400

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 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 accounts must be the Principal and Chairperson of the School Board.

Disbursement of Grants

- Solomon Islands Government grants will be disbursed to the Provincial Accountant appointed by Ministry of Education and Human Resource Development (to be based in Tulagi) who should further disburse the grants to the schools;
- the Provincial Education Authority grant will be disbursed directly by the Provincial Treasurer to the schools;
- School fees and parent/community contributions are to be collected at school and deposited in the parents/community account.
- 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.
- Workshops will be conducted for Principals on accountability for the grants from SIG and Education Authority, and for community funds, and on how to keep proper accounts.
- an accounting manual should be produced and distributed to schools to guide them in school-based accounting.

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 need proper recording and must be accounted for.

Monitoring of Accounts

- Solomon Islands Government grants dispatched to the Provincial Accountants will be monitored by Ministry of Education and Human Resource Development.
- Solomon Islands Government grants dispatched to schools will be monitored by the Provincial Accountant.
- Education Authority 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, the province will:

- appoint Principals who have a qualification in administration and management to community high schools by the Education Authority, following proper procedures;
- 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; and
- guide School Boards to draw up their own constitutions.

CHAPTER 9: SENIOR SECONDARY EDUCATION

9.1. Definition

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

9.2. Current Situation

The Central Islands Province has one senior secondary school, Siota Secondary School. In 2005, Siota Provincial Secondary School enrolled 254 students from form 1 to form 5. The school has encountered a number of set backs over the last thirty years, particularly with water shortages and land issues. The enrolment trend of the school is also a cause for some concern as it has dropped dramatically in its total 2004 enrolment figure (336). The senior secondary school enrolment in the province (forms 4 and 5) in 2006 was 136 enrolments. This figure is a decline from the 2004 figure (181 enrolments) as depicted by Table 24 below:

Table 24: Enrolment history of Siota Secondary School 2004 – 2006

Form	2004	2005	2006
Form 4	92	64	64
Form 5	89	72	72
Total	181	136	136

Source: SIEMIS 2005 Survey Report

Other issues and constraints affecting senior secondary education in Central Islands Province are as follows:

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

The anticipated outcome for senior secondary schooling is to improve the quality of senior secondary education in the province, as well as increasing access at a controlled rate.

Table 25 sets out the number of teachers and the student enrolment in forms 4 and 5 by constituency.

Table 25: Total teaching staff, Senior Secondary school, and enrolments by Constituency, 2006

Constituencies	No. of Schools	Teaching Staff	Enrolment			Teacher/Pupil ratio
			Male	Female	Total	
Gela	1	5	83	53	136	1:30
Total	1	5	83	53	136	1:30

Source: SIEMIS 2006 Survey Report

9.2.1. Access and Equity

Siota Provincial Secondary School is providing access to students at both form 1 and form 5 levels. In 2006, Siota Provincial Secondary School had a total intake of 254, including the following form 4 and 5 enrolments (Table 26) at the various levels by gender:

Table 26: Senior Secondary Enrolments by Gender by Constituency, 2006

Form	Male	Female	Total	% Female
Form 4	37	27	64	42%
Form 5	46	26	72	36%
Overall Enrolment	83	53	136	39%

Source: SIEMIS 2006 Survey Report

The transition into senior secondary schooling in the province is low, partly because Siota Provincial Secondary School is the only school that provides senior secondary education in the province. There is a significant gender imbalance in these enrolments too. Two important factors that lead to this gender imbalance are:

- There is a lack of boarding facilities such as dormitories for girls; and
- There are more subjects in the school curriculum oriented to the interests of boys rather than to of girls.

It is proposed that within the next five years, Siota is turned into a fully pledged senior secondary school that will enroll only students in forms 4, 5, 6 and possibly 7. At the same time, the current community high schools in Central Province will accommodate all junior secondary students (those enrolling in forms 1 to 3). A steady growth in the transition rate of students going into senior secondary will also be considered.

9.2.2. Facilities

The physical state of Siota Provincial Secondary School, the only provincial secondary school in the Central Islands Province, is deteriorating. Almost all the school buildings need repair or replacement. The chronic water shortage has also affected the operation of the school. A full audit of the state of facilities of the school is needed.

9.2.3. Curriculum

Control of the curriculum will remain 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 of Educational Assessment recommended curriculum for form 6);

- the existence of more than two examinations at the senior secondary level, which is costly for both government and parents; 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.

9.2.4. Teacher Supply and Demand

In 2006 there were 18 teachers at Siota Provincial Secondary School, of which five were untrained. These teachers also teach the junior secondary classes as well as the senior secondary classes. At an assumed teacher to student ratio of 1:30, 5 of these teachers would be for the senior secondary level whilst the rest would in theory teach from 1 to 3.

There is a shortage of trained and qualified senior secondary school teachers at Siota Provincial Secondary School. Information is not available to analyse in which particular curriculum areas the province is having difficulty recruiting secondary teachers. Although 12 of the 13 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. While Solomon Islands College of Higher Education can produce teachers for junior secondary schools, it is expensive to produce teachers with degrees, because they have to be trained overseas.

9.2.5. Financing

A school grant is currently paid by the European Union and the Solomon Islands Government. 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. The Province accepts the concept of Community Standard School Funding, and encourages its implementation in schools, but is concerned that adjustments to contribution levels may be necessary, since some stakeholders have difficulty in meeting their contribution.

9.2.6. Management

Senior secondary schools in the Province are managed by the School Principal, subject to the oversight of the School Board. Many school principals have moved into administrative roles with limited or no management training. Appropriate training is essential as good management contributes to quality education.

9.3. Future Directions

9.3.1. Access and Equity

Table 27 sets out two scenarios for growth in senior secondary schooling in Central Islands Province. Scenario 1 is the population projection for the 16-18 age group in Central Islands 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 2005 enrolments, increased by 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 27: Growth Potential for Senior Secondary Schools, 2007 - 2010

Year	2007	2008	2009	2010
Projected population, ages 16 - 18 (Scenario 1)	1,635	1,685	1,506	1,715
Enrolment projections (Scenario 2)	141	144	147	150
Gross Enrolment Rate	8.6	8.5	9.8	8.7

Sources: 1999 Census Population Projections. SIEMIS 2006 Survey Report

The first scenario particularly indicates that there is considerable potential for growth in senior secondary education. Projected growth under scenario 2 is slow. The potential decline in the gross enrolment rate in 2008 and 2010 under Scenario 2 needs some intervention.

The following strategies are suggested to improve the access to senior secondary education in the Central Islands Province. The Province will:

- increase participation of girls by building an additional girls' dormitory at Siota Provincial Secondary School, or by considering the provision of schools or streams for girls only;
- aim to achieve enrolment on a basis of 50% girls and 50% boys;
- provide awareness programmes to encourage participation by female students;
- improve the quality of education offered at Siota PSS 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
- consider converting Siota Provincial Secondary School to a senior secondary school to accommodate only forms 4 to forms 6 or 7, associated with a phase out of the junior secondary school component (forms 1- 3), starting in 2009, but noting that a significant reduction in the school roll and in consequent provision of services might be a consequence of this decision.

9.3.2. Facilities

In order to improve the condition of Siota Provincial Secondary School the following will be implemented. The Province will:

- Negotiate with land owners to have access to a better water source to improve the water supply to the school;
- Carry out an audit of facilities in the school;
- Negotiate with land owners to extend the school boundary and to register the land;

- Rehabilitate existing buildings during the period 2007- 2009;
- Construct additional facilities such as additional girls dormitory if required; and
- if Siota Provincial Secondary School cannot deliver improved senior secondary schooling, consider building a new senior secondary school at West Bay in the Russell Islands.

Table 28 sets out the renovations and new buildings required at Siota Provincial Secondary School, with a provisional timetable, in order to upgrade senior secondary education in the Central Islands Province.

Table 28: Projected Construction Requirements, Senior Secondary School

Activity	Renovate Facilities at Siota Provincial Secondary School		
	2007	2008	2009
Upgrade all facilities	Ongoing	Ongoing	Ongoing
Build Classrooms	1	1	1
Dining Hall	1		
Dormitory	1	1	
Ablutions	1		1
Staff Houses	1	1	1

9.3.3. Curriculum

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

- contribute to the review of the senior secondary curriculum to ensure the strengthening of the linkage between form 5 and form 6 curricula;
- provide in-service training on new curriculum materials produced;
- improve producing and supplying materials to achieve an improved pupil: textbook ratio; and
- use of South Pacific Board of Educational Assessment for forms 6 and 7 students curriculum for reasons of cost, and in the long term the province will consider the possibility of developing its own local curriculum for forms 6 & 7.

9.3.4. Teacher Supply and Demand

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. Many 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:

- provide for a total of 5 teachers, annually, with training through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 15 teachers to have been thoroughly trained by 2009;
- encourage current teachers to upgrade qualifications through University of South Pacific's distance and flexible learning programme, in order to cater for teaching forms 4, 5, 6 and 7;
- encourage citizens of Central Islands Province who are currently teaching in other provinces and Education Authorities to return and teach in Central islands provincial secondary schools; and
- consider the introduction of bonding of teachers so that they serve the province for a reasonable period.

9.3.5. Financing

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

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

Table 29 gives an indicative cost of the Community Standard Funding Grant.

Table 29: Senior Secondary Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	141	144	147	432
Scenario 1: Grant at SBD750 per student	105,750	108,000	110,250	324,000
Scenario 2: Grant at SBD625 per student	88,125	90,000	91,875	270,000

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

Disbursement of Grants

- Solomon Islands Government grants will be disbursed to the Provincial accountant appointed by Ministry of Education and Human Resource Development to be based in Tulagi, who should further disburse the grants to the schools;
- the Provincial Education Authority grant will be disbursed directly by the Provincial Treasurer to the schools

- School fees and parent/community contributions will be collected at school and deposited in the parents/community account.
- the grants account should be separate from the school fund account; and
- school fees and parent/community contributions will be collected at school and deposited in the school fund account.

Training

- Workshops will be conducted for the provincial accountant by the Ministry of Education and Human Resource Development on how to keep proper accounts of the grants
- Workshops will be conducted for Principals and bursars on the monitoring, management and administration of government grants, and on how to keep proper records of funds received;
- an accounting manual should be produced and distributed to schools to guide them in school-based accounting

Monitoring of accounts

- The Ministry of Education and Human Resource Development will monitor the Solomon Islands Government grants to Provincial Accountants;
- the Provincial Accountant will monitor the Solomon Islands Government grants to schools;
- the Provincial Accountant will monitor the Central Islands Education Authority grant to schools, under delegation from the Provincial Treasurer;
- the school fees, and contributions from parents and communities, will be monitored by both the Provincial Accountant and the Provincial Treasurer;
- each school board will monitor all grants and school fees received by the school;
- copies of accounts should be held in the school, by the Central Islands Education Authority, and by the Ministry of Education and Human Resource Development; and
- the Principal will provide quarterly reports on all grants/fees to the Ministry of Education and Human Resource Development, and to the Central Islands Provincial Education Authority.

9.3.6. Management

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

- Promote initiatives and good practices for all responsible officers to work together more constructively;
- appoint Principals through established procedures such as advertisement of the vacant post, short listing, and interviews;
- Appoint principals of schools for at least 3 years;
- Allow senior secondary schools principals to be non-teaching principals;
- provide management training for Principals of senior secondary schools;
- Provide training for teachers in management, guidance and counseling to assist the career paths and character building of students;
- staff senior secondary schools with qualified teachers, and in particular by teachers with degrees;
- strengthen discipline in schools; and
- work closely with the Central Islands Education Authority staff and Board of Management of Siota Provincial Secondary School to effectively and successfully operate the school.

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 *Education for Living* (March 2005) provides the basis for the development of Technical and Vocational Education and Training in the Solomon Islands.

Technical and Vocational Education and Training is not available in the Central Islands Province. There is no Rural Training Centre, except for St Albert (Kalaka) which is just being established on the Savo Islands as a Community-based Training Centre. Technical and Vocational Education and Training is a new area for Central Islands Province, and the province needs to consider seriously the development of this alternative pathway in the education system of the Solomon Islands.

The constraints and issues in establishing Technical and Vocational Education and Training in the province arise from the fact no technical or vocational education and training has been delivered previously. There is no Technical and Vocational Education and Training centre, there are no trained and qualified Technical and Vocational Education and Training instructors, and no resources, equipment or facilities. The province therefore faces major challenges in getting Technical and Vocational Education and Training established.

10.2.1. Access and Equity

Currently there is no access to Technical and Vocational Education and Training in Central Islands Province. At the senior secondary level, it is planned that 50% of the total form 3 students will progress into form 4, and 50% will leave the secondary school system. Technical and Vocational Education and Training should be developed as an alternate pathway for these school leavers. The Central Islands Province should urgently work on establishing Technical and Vocational Education and Training institutions and rural training centres in the province.

10.2.2. Facilities

The Province does not have a Technical and Vocational Education and Training facility. However, the Arch Diocese of Honiara has a Community-based Training Centre with modern facilities at Kalaka. This centre started offering short courses in 2005.

10.2.3. Curriculum

The current Technical and Vocational Education and Training curriculum in the country is not centralised. This means centres develop their own syllabus and courses to suit the needs of their clients.

10.2.4. Teacher Supply and Demand

There is no current Technical and Vocational Education and Training centre in the Province, with the exception of the community-based training centre at Kalaka, and therefore there are very few teachers.

10.2.5. Financing

Kalaka Community-based Training Centre is financed by the Arch Diocese of Honiara

10.2.5. Management

Kalaka Community-based Training Centre is managed by a Management Board.

10.3. Future Directions

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

10.3.1. Access and Equity

The Central Islands 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 three groups:

- first, those students who exit the formal education system after Standard 6;
- second, for the significant 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, and,
- third, for school leavers at the end of form 5.

Technical and Vocational Education and Training should be developed as an alternate path for those school leavers who do not gain access to a place at a senior secondary school. There is a need for development of the Technical and Vocational Education and Training sector, but there is also a need to address the underlying capacity issues at an earlier stage in the education system. The development of more practically based courses in the junior secondary school may be part of the solution.

The fact there are numbers of students do not gain access to places in the formal education system clearly calls for the immediate establishment of community-based training centres and vocationally-based education provision in the province. As a minimum, the province needs to plan to develop at least one Technical and Vocational Education and Training centre in the next three years to meet the skill development needs of its population.

To establish access to Technical and Vocational Education and Training, the following strategies and activities will be promoted:

- the completion of St Albert at Kalaka, Savo Island, will be encouraged, so that it can become a fully fledged Rural Training Centre;
- a Technical and Vocational Education and Training centre at Hakama will be established as a priority for the province;
- the establishment of additional centres at Russell Island and the Sandfly area will be considered;
- 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.
- Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training

Table 30 sets out some preliminary projections of numbers of enrolments in Technical and Vocational Education and Training courses. These numbers have been calculated by taking the province's 2005 form 3 actual enrolment number (234) and increasing it by 2% a year (the "Projected Form 3 enrolments"), and by taking the actual form 4 number of enrolments in 2005 (64) and increasing it by 2% a year (the "Projected Form 4 enrolments"), and then subtracting the number of form 4 enrolments from the form 3 enrolments to find the number of students who did not gain access to a senior secondary place (the "Projected Technical and Vocational Education and Training enrolment"). It needs to be noted that Rural Training Centres do not limit their enrolments to form 3 leavers, hence the projections given here are only indicative.

Table 30: Projected Technical and Vocational Education and Training 2007 - 2009

Year	2007	2008	2009
Projected Form 3 enrolments	243	248	253
Projected Form 4 enrolments	66	67	69
Projected Technical and Vocational Education and Training enrolment	177	181	184

The initial Technical and Vocational Education and Training courses should provide training in agriculture, building and carpentry skills, life skills, and possibly mechanical engineering.

It would be possible to use Hakama, a former agricultural centre, which has existing facilities, as a Technical and Vocational Education and Training Centre. However, these facilities would need to be renovated or replaced, and equipped with the necessary tools and equipment in order to offer programmes to meet the needs of the province. It is proposed that the following basic facilities would be built for the Technical and Vocational Education and Training centre:

- one girls' dormitory;
- one boys' dormitory;
- one dining hall/kitchen;
- one woodwork and carpentry workshop/classroom;
- two general classrooms for English, mathematics, business studies and life skills;
- one classroom/facility for agriculture;
- a specialist home economics room; and
- a workshop for mechanical engineering.

Table 31: Projected Timetable for Construction of Buildings, 2007 - 2009

Year	2007	2008	2009
Dormitories	1	1	1
Dining/Kitchen	1		
Workshops	1	1	
Classrooms	1	2	1
Total	4	4	2

Source: Central Islands PEAP Workshop

10.3.2. Curriculum

The Technical and Vocational Education and Training draft 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. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. Tutors at Hakama would use the same modules currently used in existing centres elsewhere in the Solomon Islands. The initial courses to be offered in the Hakama centre would focus on the following areas:

- Life skills;
- Woodwork/Carpentry;
- Agriculture;
- Applied Mathematics;
- Applied English;
- Business Studies;
- Home Economics; and
- Mechanical Engineering.

10.3.3. Teacher Supply and Demand

The key issue is the provision of sufficient competent high quality tutors with an appropriate level of skill.

- First of all, 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 next step would be to ensure that four Central Islands' trainees are enrolled at Vanga Teachers' College to ensure a future supply of trained tutors.
- Instructors would need to be recruited (possibly from Vanga Teachers' College) for the initial programmes to be offered at Hakama. Alternatively, a number of individuals from Central Islands Province with the necessary skills could be identified to act as tutors. These people would need to be qualified in practical subjects or trades, and would need to undertake the Adult Learner Training Programme course offered by Solomon Islands College of Higher Education.

Table 32 sets out the projected teacher requirements for the planning period.

Table 32: Projected Technical and Vocational Education and Training Teacher Requirement, 2007- 2009.

Year	2007	2008	2009
Kalaka	4	8	8
Hakama	4	8	8
Total	8	16	16

Source: Central Islands PEAP Workshop

10.3.4. 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 and based on the following contribution level:

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

The management and Planning Committee will detail the potential projected cost of establishing and operating the Technical and Vocational Education and Training centres consistent with the Ministry of Education policy guidelines and in consultation with Church Education Authorities. Table 35 provides very fluid projections of key cost areas.

Table 33 gives an indicative cost of the Community Standard Funding Grant from 2007 to 2010.

Table 33: Technical and Vocational Education and Training Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	177	181	184	542
Scenario 1: Grant at SBD440 per student	77,880	79,640	80,960	238,480
Scenario 2: Grant at SBD385 per student	68,145	69,685	70,840	208,670

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

10.3.5. Management

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

- a Management and Planning Committee will be established;
- this Management and Planning Committee would become the Board of Management for the new rural training centre when it becomes operational;
- the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre, would appoint the initial Principal, and would provide governance and ongoing support for the Centre.

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.

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 the Central Islands 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. 26 to 29}	Time frame	Responsibility
E1	All schools mapped	Carry out School mapping to achieve a planned and coordinated transition of students from Early Childhood centered to preparatory grade in primary schools.	End of 2008	Provincial Education Authority, PCRU, ECE
E2	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.	2008 – 2009 and on going	Provincial Education Authority, PCRU
E3	Survey for all schools	Carry out a survey of existing Early Childhood Education facilities in the province to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; This will support develop an ECE information system to support planning for development of new ECE centres and the maintenance or strengthening of existing ECE centres.	June 2008	Inspectorate with PE and SE- division, PCRU, Provincial Education Authorities, ECE
E4	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 2008	ECE and PE-division, PCRU, Infrastructure team, PEAs
E5	School Infrastructure Plan	Develop and implement a plan to either build additional classrooms for Early Childhood Education over the medium term, or to reactivate centres that previously offered Early Childhood Education. i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including	Completed by the end of 2008	PEAs and Infrastructure team with Communities, ECE

		identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.		
E6	Increased number of ECE-centres	Expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres.	By the end of 2009	ECE-division, PEAs

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

No	Output/ Milestone	Activity <i>{See also pp. 30 – 31}</i>	Time frame	Responsibility
E7	Central government meets cost in teacher training and trained teachers salary	Carry out applicable tasks to facilitate the Government to meet the cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers.	2008	ECE-division, PEAs, TTDO, TSD.
E8	The Province provides 30% of cost through teaching and learning resources.	The Central Islands Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education learning materials, equipment, and teaching resources that approximately 30% of the total cost.	2008	PEA, ECED
E9	The community meets cost facilities	Communities meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds.	2008	PEA, Community
E10	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	ECE and PE-division, Provincial education authorities

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Solomon Islands
Outcome 1 (ACCESS and EQUITY):	All children in 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. 26 – 27}	Time frame	Responsibility
E11	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. 26 – 29}	Time frame	Responsibility
E12	Assistance given to geographically difficult Communities that need ECE centres	Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.	2008	ECED, PEA
E13	Communities far from existing primary schools establish ECE centres	Advise communities which are far from existing primary schools to consider establishing Early Childhood Education centres within their immediate environment.	End of 2008	ECED, PEA

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

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

No	Output/ Milestone	Activity { See also pp 29 – 30}	Time frame	Responsibility
E14	Specialist training given to ECE teachers	Early Childhood Education teachers are specially trained, with current quarterly workshops and training continued.	Ongoing, 2008-2009	SOE, PEAs, ECED
E15	Teachers trained at SICHE,	Aim to enrol 5 Central Islands Province Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009; and eventually train at least 2 Early Childhood Education teachers per centre.	Ongoing, 2008-2009	SOE, Provincial Education Authorities, ECED, TTDO
E16	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, 2008- 2009	TTDO, SOE, Provincial Education Authorities,
E17	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, 2008- 2009	ECED, PEA
E18	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 2008	SOE, Provincial Education Authorities, TTDO
E19	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, PEAs, ECED
E20	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2008 to 2009	Inspectorate, PEA, TSD
E21	Teacher supply model developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Education Authority

Objective 3.2: Development and maintenance of a high quality process of teaching and learning				
No	Output/ Milestone	Activity { See also pp. 29 – 30}	Time frame	Responsibility
E22	To improve the quality of the ECE teaching work force	Establish a “lighthouse” or “model centre” in selected zones where field-based training can be introduced.	Initial centres by end of 2008, & subsequent centres by end of 2008	ECE-and PE-division, Provincial Education Authorities, Communities
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. 29 – 30}	Time frame	Responsibility
E23	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2008 - 2009	ESE, PEA, Communities
E24	Quality curriculum for ECE developed Teacher resource books are used	Participate with the Curriculum Development Centre to develop a standard teachers' resource book for Early Childhood Education.	End of 2008	Curriculum Development Centre, ECE-division
Objective 3.5: Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity { See also pp. 29 – 30}	Time frame	Responsibility
E25	Increased number of quality in-service training to ECE-teachers and increased participation of ECE-teachers in in-service training	Develop plans and training packages for ECE teachers at provincial centres, including strategies on how to upgrade the skills and competencies of ECE teachers who have undertaken some field-based training.	Implemented in 2008 & 2009	SICHE CDC, ECE-division, Provincial & Private Education Authorities

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of the Solomon Islands education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		
Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also pp. 30 - 31}	Time frame	Responsibility
E26	Provincial Early Childhood Education Committee established	Setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising, and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.	Mid 2008	Communities, Provincial Education Authority
E27	ECE Education Officer and regional ECE coordinator appointed	Appoint an educational officer and a regional coordinator is appointed. Plans are also made for possible appointment of regional co-ordinators in the Russell Islands, one in Savo Islands and two in the Gela region.	End of 2009	MEHRD, Education Authority
Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	Output/ Milestone	Activity { See also pp. 26 - 32}	Time frame	Responsibility
E28	Finalisation of ECE- policy	Finalise Early Childhood Education policy, setting out the policy on access to ECE, teacher training, facilities development, the relationships between MEHRD, Provincial and Private Education Authorities and communities, the Early Childhood Education curriculum, and how funding of teacher salaries and Early Childhood Education participation will be managed.	By 31 December 2008	ECE- Division, Provincial Education Authorities, Provincial ECE officers, TA
E29	Consultations done with communities for ECE/PE	Consult with communities to increase the age of entry to Early Childhood Education to age 4.	Early 2008	Education Authorities, MEHRD
E30	Standards developed for classroom design in ECE is used	Communities encouraged to use Standard classroom design for Early Childhood Education centres by all centers.	By 31 Dec 2008	Primary and ECE-division,
E31	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 the Central Islands 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. 36 – 38 }	Time frame	Responsibility
P1	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stock take of all primary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Province, to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms (both under-use and over-crowding)	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009.	By end of 2008	Inspectorate with PE and SE-division, PCRUI, Provincial Education Authorities
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.	2008 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.	2008 to 2009	Education Authority, School Committees
P6	Staff housing based on standards used	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	Identify 20 schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	PCRUI, 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 Central Islands 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	PCRUI, Infrastructure team, Division Primary Provincial Education Authorities
P10	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Central Islands Province will be explored, including creating classroom environments that are conducive to learning.	2008 and 2008	Education Authorities, Inspectorate
P11	Awareness conducted on value of schooling.	Conduct awareness programmes for children on the value of schools.	2008	Provincial Education Officers and School Inspectors;
P12	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

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

No	Output/ Milestone	Activity { See also pp. 40 - 41}	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).	2008 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.	2008 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).	2008 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.	2008 and onwards	MEHRD, Provincial Education Authority

P17	Awareness on ownership of school mounted	Mount an awareness programme for communities on ownership of schools.	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.	2008 and Ongoing	Parents, Communities, NGOs.

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Central Islands Province			
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 p. 37)}	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
P20	Survey results of students with disability	Investigate the extent of student with disabilities in primary schools.	By end of 2008	CT, PMT with Technical Assistance

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

No	Output/ Milestone	Activity { See also pp. 37 - 38}	Time frame	Responsibility
P21	Survey on net-enrolment to PE (see also 1, 2) Policy developed to aim at EFA-goals (Revision of Education Policy) Every child enrolled in PE	Organise survey on school enrolment, out of school children to support for a policy that ensures a place is available for every child of primary school age.	Survey analysed by mid of 2008 Policy developed by end of 2008	Primary Division Provincial Education Authorities
P22	Awareness carried out through out the Province	Conduct awareness programmes for children, communities and parents on the value of education, and in particular on the value of educating girls.	2008 and onwards	Teachers, Education Authorities
P23	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 2008	Teachers, Education Authorities, Primary Division 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 Central 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. 39 – 40 }	Time frame	Responsibility
P24	Untrained teachers trained using field based model	Encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated through a field-based training programmes.	Ongoing, 2008-2009	SOE, TTDO, Provincial Education
P25	Five teachers trained each year	Train at least 5 trainee teachers from the Central Islands Province each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education.	2008 to 2009	SOE, TTDO, Provincial Education
P26	Teachers upgrade qualifications with Diploma and degrees	Encourage teachers with diplomas to upgrade their diplomas to degrees and certificate Teachers to upgrade to diplomas.	2008 to 2009	SOE, TTDO, Provincial Education
P27	Teachers upgrade qualifications and training through a number of options.	Offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme, commonly called the LAHARA Programme;	2008 to 2009	SOE, TTDO, Provincial Education
P28	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;	2008 to 2009	SOE, TTDO, Provincial Education
P29	Fill vacancies with trained teachers	Advertise current teaching posts that are vacant in order to attract trained teachers to the province.	2008 to 2009	SOE, TTDO, Provincial Education

Objective 3.2. Development and maintenance of a high quality process of teaching and learning				
No	Output/ Milestone	Activity { See also pp. 38 – 39 }	Time frame	Responsibility
P30	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	2008	Inspectorate, Provincial Authorities, CDC
P31	All schools visited in a year	Undertake regular visits to schools.	Ongoing each year	Provincial Education Officers and School Inspectors;
Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
No	Output/ Milestone	Activity { See also pp. 38 – 39 }	Time frame	Responsibility
P32	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 ' <i>homegrown curriculum</i> '.	2008	CDC, in cooperation with schools
P33	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
P34	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;	2008 and ongoing	Inspectorate, Schools
P35	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;	2008 and ongoing	CDC, TTD, PEA, Inspectorate
P36	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; and	By 2009	CDC, Education Authority
P37	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.	2008	CDC, Education Authority

Objective 3.4: Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials				
No	Output/ Milestone	Activity { See also pp. 38 - 39}	Time frame	Responsibility
P38	Teachers' guides and student texts books distributed to schools to achieve 1:1	Continue development and production of teachers' guides and student text- books to support the national curriculum, with a focus on learning materials to support the learning of English, Maths , 3 primary subjects (Science, Social Studies, Health Education)	Ongoing, 2008-2009	CDC, in cooperation with international publisher
P39	Increased number well functioning libraries	Promote libraries and readership Support to establishment and expansion of libraries and provision of reading materials	Ongoing, 2008-2009	<u>NLS</u> , Provincial Authorities
P40	A functioning library in provinces	- Revive provincial libraries - Connect provincial libraries to Internet - Expand School Library Association with provincial representatives	From 2008 onwards	<u>NLS</u> , Provincial Authorities
Objective 3.5. Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity { See also pp. 39 – 40}	Time frame	Responsibility
P41	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff	Ongoing, 2008-2009	<u>TTDO</u> and <u>SICHE</u> (SOE), with CDC, USP, & Provincial Education Authorities
P42	Special In service training for PE- and SE- 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) and 9 secondary subjects (English, Maths, Science, Social Studies, Agriculture, Business studies, Home Economics, Technology, Physical Education) 	Ongoing, 2008-2009	<u>CDC</u> , <u>TTDO</u> , PE-division, graduates assistance programme
P43	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	Development of modules by mid of 2008 Implementati on of training programme	Primary and Secondary Division, Teaching Service Division, <u>TTDO</u> , Provincial and Private education authorities, Accounts and Administration Division

		Develop modules, organise try outs, review, printing and distribution	from mid of 2008 & 2009	
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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. 38 – 39 }	Time frame	Responsibility
P44	<ul style="list-style-type: none"> - Pilot scheme introduced for use of vernacular - Improved performance of PE-pupils in literacy and numeracy - Policy development for vernacular in PE 	Improve student language development, including establishment of a pilot scheme for use of the vernacular in primary schooling as a medium of instruction, and improve student performance in literacy (English and reading) and numeracy (mathematics)	Ongoing, 2008-2009 Pilot starts in 2008 Policy developed in 2008	Curriculum Development Centre, NESU and PE-division

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Central 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. 40 - 42 }	Time frame	Responsibility
P45	Cordial working relations at the school/community level.	Embark awareness and strategy to the community and the School Committee to work in harmony with the Head Teacher and staff; This includes advising communities that the welfare of the Head Teacher and his staff must be given priority by the school committee.	2008 and ongoing	School Committees and Staff , EAs
P46	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.	2008 and ongoing	School Committees and Staff , EAs
P47	Headteachers participate in re-introduced training	Re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training.	2008 and ongoing	TTDO , EAs
P48	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2008	School Committees, Inspectorate
P49	Installation of better	Improve communication links between stakeholders (headquarters, provincial	2008	PEA, EA, School

	communication link	authorities and schools)		Committees, MEHRD
P50	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.	2008 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. 36 – 41}	Time frame	Responsibility
P51	Policy produced on establishment of new schools	Communicate policy on establishment of new schools to communities and other authorities	By 31 December 2008	Primary and Secondary division, PEA
P52	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
P53	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 2008	TWG on Policy, NEB, PS, PMT, PEA Commission
P54	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, Provincial Education Authorities
P55	Introduction of school based assessment at primary school	Develop a plan and timetable to introduce school-based assessment into the primary school after phasing out SISEE.	By end of 2009	NESU, Primary and Secondary Division, Provincial Education Authorities
P56	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.	2008	TTD, TSD, PEA
P57	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 2008	TWG on Policy, NEB, PS, PMT, NEC, CDO

Objective 4.5: Develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and TVET

No	Output/ Milestone	Activity { See also pp. 40 – 41}	Time frame	Responsibility
P58	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
P59	Accountants and bursars appointed Guidelines produced for grants management by provinces Grants managed under decentralisation system	Education Accountants appointed to each Provincial Authority, to support administration of both Primary School Grants Decentralisation of administration of grants to provincial level Development and implementation of standard process/guidelines	By end of 2008 From 2008 onwards	PCRU, PE, , PIU, Accounts and Provincial Authorities
P60	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
P61	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 2008 onwards	Accounts, PE, , and Provincial Authorities
P62	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 2008	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. 40 - 41}	Time frame	Responsibility
P63	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	PCRUI, PE, SE, PIU and provincial authorities
P64	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 2008 onwards	PCRUI, PE, SE, PIU and provincial authorities
P65	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 2008 onwards	PCRUI, 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 the Central Islands 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. 47, 50, 58 & 59}	Time frame	Responsibility
S1	A Plan and implement for double stream basic education to form 3 8 teachers trained in 2007, 2008 and 2009 form 1 to 3 8 classroom built in 2007, 2008, 2009 for form 1 to 3	Plan and implement a phased expansion programme In order to have universal access to basic education up to form 3. To train another 8 teachers in each year of 2007, 2008 and 2009 and at the same time plans to construct 8 more classrooms/school buildings in each year where demand for junior secondary enrolments is greatest. (Schools to be affected are: MacMahon Community High School, Yandina Community High School, Paibeta Community High School, Savo Island, Paibeta Community High School to introduce access to form 4 in future; Siro Community High School; Gella Constituency (Belaga and/or Hongo); Central Gella; and Russell Islands (one boarding community high school at Nukufero or Ravadi).	2007 to 2009	PCRUI, PE, SE, PIU, Education authorities and provincial authorities
S2	National School Infrastructure Plan of Central Islands Province component implemented School Mapping completed	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. Carry out School mapping of schools in the province including new ones	From 2009 onwards End of 2008	PCRUI, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S3	Improved access and quality of Education at Siota If feasible, Siota PSS converted to a NSS to	Improve the access to senior secondary education in the Central Islands Province by: <ul style="list-style-type: none">improve the quality of education offered at Siota PSS 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; andconsider converting Siota Provincial Secondary School to a senior secondary school to accommodate only forms 4 to forms 6 or 7,	End of 2009	PCRUI, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)

	enroll from 4, 5, 6 and 7	associated with a phase out of the junior secondary school component (forms 1-3), starting in 2009, but noting that a significant reduction in the school roll and in consequent provision of services might be a consequence of this decision.		
S4	Improved conditions at Siota Secondary in : <ul style="list-style-type: none"> access to reliable water supply registration of land 	In order to improve the condition of Siota Provincial Secondary School the following will be implemented: <ul style="list-style-type: none"> Negotiate with land owners to have access to a better water source to improve the water supply to the school; Negotiate with land owners to extend the school boundary and to register the land; 	2008 - 2009	Provincial Education Authority , MEHRD
S5	Feasibility study of West Bay Senior Secondary	Carry out feasibility study for a new senior secondary school at West Bay in the Russell Islands.	2008	Provincial Education Authority , MEHRD
S6	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009 to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms.	By end of 2008	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
S7	Guidelines for improved school infrastructure development for all schools	Formulate guidelines for school infrastructure development.	By end of 2008	PCRU, Infrastructure Team, Division Secondary, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 60 – 61}	Time frame	Responsibility
S8	Sustain junior secondary education in the Central Islands Province, the Community Standard Funding	Sustain senior junior education in the Central Islands Province, the Community Standard Funding is implemented based on the following contribution levels: <ul style="list-style-type: none"> the Solomon Islands Government will pay 60% of the total cost; Central Islands 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. 	2008 - 2009	SIG, MEHRD, Provincial Government, PEA/EA, Communities/Parents
S9	Communities build facilities in identified schools	Encourage communities to build additional facilities where expansion is required; Identify schools with poor facilities and communities will be encouraged to improve and renovate them;	2009	EA / schools Communities parents

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Central Islands Province
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: Improved equal access to education for children, students and people with special needs.

No	Output/ Milestone	Activity { See also pp. 47 – 49 and 58 – 59 }	Time frame	Responsibility
S10	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)
S11	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	Primary, Secondary Division, with TTDO, SOE & USP

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

No	Output/ Milestone	Activity { See also pp. 47 – 49 and 58 – 59 }	Time frame	Responsibility
S12	Policy and plans developed for SE Progress reports on achievement of objectives	Plan to enrol all students at forms 1 to 3 in either community high schools, provincial high schools or national secondary schools, and to achieve a gender balance in enrolments that reflects the same proportion of girls to boys as exists in the appropriate age group cohort in the population.	Policy and plans developed by end of 2008 Ongoing 2008 to 2009	Secondary Division, & Education Authorities
S13	Double stream implemented at SE/CHS	Increase participation of girls by building an additional girls' dormitory at Siota Provincial Secondary School, or by considering the provision of schools or streams for girls only; <ul style="list-style-type: none"> • aim to achieve enrolment on a basis of 50% girls and 50% boys; • provide awareness programmes to encourage participation by female students; 	2008 - 2009	SE-Division, Provincial education authorities

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people			
Outcome 3 QUALITY:	All levels and dimensions of the Central 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. 51, 52 & 57}	Time frame	Responsibility
S14	Untrained teachers trained for junior and senior secondary schools	<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 following strategies and activities will be undertaken:</p> <ul style="list-style-type: none">• provide for a total of 5 teachers, annually, with training through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 15 teachers to have been thoroughly trained by 2009;• encourage current teachers to upgrade qualifications through University of South Pacific's distance and flexible learning programme, in order to cater for teaching forms 4, 5, 6 and 7;• encourage citizens of Central Islands Province who are currently teaching in other provinces and Education Authorities to return and teach in Central islands provincial secondary schools; and• consider the introduction of bonding of teachers so that they serve the province for a reasonable period.	Ongoing, 2008-2009	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. 50 – 52, 56 - 57 and 59 – 60}	Time frame	Responsibility
S15	Improved and timely assessment of teachers, and of appropriate implementation of curricula	Inspectors decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments. Head teachers and principals will play a supportive role in teacher assessment Teacher appraisal policy reviewed and implemented	By end of 2008 2008	Inspectorate, Provincial Authorities Inspectorate, SOE,

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

No	Output/ Milestone	Activity { See also pp. 50 and 56}	Time frame	Responsibility
S16	Contribution made to the curriculum review	Contribute to the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level and Review of the senior secondary curriculum to ensure the strengthening of the linkage between form 5 and form 6 curricula;	Progress report by end of 2008	Curriculum Development Centre, SE-division
S17	Teachers trained on new curriculum materials	Provision of in-service training on new curriculum materials produced;	By 2009	CDO,TTDO
S18	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.	2008 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. 50 and 56}	Time frame	Responsibility
S19	An improved pupil: textbook ratio;	Supply curriculum materials, textbooks and equipment to junior secondary schools; Production and supplying of materials will be improved to achieve	2008 to 2009 and ongoing	CDO, Provincial authorities, Schools

Objective 3.5.		Continuous Professional Development for all education staff		
No	Output/ Milestone	Activity { See also pp. 51 – 52 and 59 – 60}	Time frame	Responsibility
S20	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, 2008-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S21	In-service training for SE-school teachers	Train senior secondary teachers each year, focusing on specialised subjects (e.g. science, mathematics, practical subjects)	Ongoing, 2008, 2008 & 2009	Secondary School Division, TTDO, SICHE(SOE) & USP
S22	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. 50 – 51 and 59}	Time frame	Responsibility
S23	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 2008 onwards	DC, Development Partner(s)
S24	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, 2008-2009	NLS, Provincial Authorities

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Central 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. 52, 54, 60 to 61}	Time frame	Responsibility
S25	Improved school management with strategies undertaken	<p>For better management of schools at the junior secondary level, the province will:</p> <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 	2008- 2009	Teaching Service Division, Education Authorities, TWG on Policy

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. 47 – 54, 58 – 61}	Time frame	Responsibility
S26	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
S27	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools	By 31 December 2008	Secondary division
S28	Policy produced on MEHRD-provincial education authorities	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	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT

	relationship and decentralisation process	with significant downstream financial implications for central Government, such as establishment of new community high schools		
S29	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. 51, 54 and 61}	Time frame	Responsibility
S30	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 2008	CT, with support from PIU, and development partners
S31	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. 52 – 54 and 60 – 61}	Time frame	Responsibility
S32	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 2008 30 June 2008 onwards	PCRUC, Review Team (TA) PCRUC, PE, SE, PIU, Accounts, EAs
S33	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 2008 From 2008 onwards	PCRUC, PE, SE, PIU, Accounts and Provincial Authorities

S34	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, <u>PCRU</u> , PIU, Accounts and Provincial Authorities and EAs
S35	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 2008 onwards	Accounts, PE, SE, <u>TTDO</u> , <u>PCRU</u> , PIU and Provincial Authorities, and EAs
S36	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 2008	PE, SE, <u>PCRU</u> , 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. 52 – 54 and 60 – 61}	Time frame	Responsibility
S37	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	<u>PCRU</u> , PE, SE, PIU, provincial authorities, EAs
S38	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	2008 onwards	<u>PCRU</u> , PE, SE, PIU and provincial authorities, EAs
S39	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 2008 onwards	<u>PCRU</u> , 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 the Central Islands 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. 63 – 65 }	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 the Central Islands Province.	2008 and beyond	EAs, SIG, Church EAs, Provincial Government, TSD, PCRU
T2	Kalaka RTC fully established	The completion of St Albert at Kalaka, Savo Island, will be encouraged, so that it can become a fully fledged Rural Training Centre.	End of 2008	EAs, SIG, Church EAs, Provincial Government, TSD, PCRU
T3	Hakama established as a TVET Centre	It would be possible to use Hakama, a former agricultural centre, which has existing facilities, as a Technical and Vocational Education and Training Centre. However, these facilities would need to be renovated or replaced, and equipped with the necessary tools and equipment in order to offer programmes to meet the needs of the province. It is proposed that the following basic facilities would be built for the Technical and Vocational Education and Training centre:	End of 2009	Education Authorities, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU
T4	Church and Government partnership arrangements established on TVET development	Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training.	By end of 2008	EAs, SIG, Church EAs, Provincial Government, TSD, PCRU
T5	Hakama TVET Centre established, then additional centres considered	A Technical and Vocational Education and Training centre at Hakama will be established as a priority for the province; the establishment of additional centres at Russell Island and the Sandfly area will be considered;	End of 2009	EAs, Church Education Authorities, Provincial Government, TSD, PCRU, Communities

T6	To improve access to post-secondary education	Prepare a forecast of unsatisfied demand for TVET over the period 2007- 2015	By end of 2008	TVET-division, Provincial Education Authorities (with TA)
Strategic Goal 1:		To provide equitable access to quality basic education for all children in the Central Islands		
Outcome 2 (ACCESS and EQUITY):		People in the Central Islands 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. 66 }	Time frame	Responsibility
T7	Sustained TVET in the Central Islands Province, the Community Standard Funding	The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. This concept is accepted and based on the following contribution level: <ul style="list-style-type: none"> • Central Government will pay 30% of the total cost; • Central Islands Education Authority or Church Education Authorities will pay 30% of the total cost; • Parents will pay for 40% of the cost. 	2008 - 2010	SIG, Provincial Government, Church Education Authorities, Communities/Parents
T8	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 2008 to 2008	PCRU, Infrastructure Team, TVET Division, Provincial Authorities
T9	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 2008	EA, SIG, Church EA, Provincial Government, TSD

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people			
Outcome 3 QUALITY:	All levels and dimensions of the Central 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. 65 – 66 }	Time frame	Responsibility
T10	Four TVET Teachers trained	The next step would be to ensure that four Central Islands 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.
T11	Other suitable people with TVET skills undertaker special training to be tutors of TVET centres	Instructors would need to be recruited (possibly from Vanga Teachers' College) for the initial programmes to be offered at Hakama. Alternatively, a number of individuals from Central Islands Province with the necessary skills could be identified to act as tutors. These people would need to be qualified in practical subjects or trades, and would need to undertake the Adult Learner Training Programme course offered by Solomon Islands College of Higher Education.	By 2009	Provincial Education Authority, VTC
T12	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.
T13	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.	2008 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 p. 65}	Time frame	Responsibility
T14	Modules chosen and used in existing and new TVET centres	Modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. Tutors at Hakama would use the same modules currently used in existing centres elsewhere in the Solomon Islands. The initial courses to be offered in the Hakama centre would focus on: Life skills; Woodwork/Carpentry; Agriculture; Applied Mathematics; Applied English; Business Studies; Home Economics; and Mechanical Engineering.	2008	TVET Division, CDO,

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Central 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 p. 66}	Time frame	Responsibility
T15	A Management and Planning Committee is established and manages its functions.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken: <ul style="list-style-type: none"> • a Management and Planning Committee will be established; • this Management and Planning Committee would become the Board of Management for the new rural training centre when it becomes operational; • the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre, would appoint the initial Principal, and would provide governance and ongoing support for the Centre. 	By end of 2008 and then onwards operates.	TVET division, Provincial and church education authorities

ABBREVIATIONS

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