SOLOMON ISLANDS GOVERNMENT

Ministry of Education and Human Resource Development

Annual Report 2004

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PREFACE: HIGHLIGHTS OF THE YEAR 2004

I am very pleased to provide this Annual Report for 2004. Throughout 2004 the Ministry has made very solid progress in improving the availability and standard of education in Solomon Islands.

We have been guided in our work by the Education Strategy Plan, 2004-2006 which sets out our key priorities and objectives to improve our services.

I am very proud that in 2004 the education system has provided primary schooling for approximately 60,000 students in over 610 primary schools, and secondary education for 27,000 students in 135 schools. We employed over 4.000 teachers, and paid them on time.

The major achievement for the year, which interfaces with all other activities, was the formal launching of the Education Sector Investment and Reform Programme (ESIRP). The ESIRP was officially launched by the signing of the Letter of Intent between the EU, SIG and NZAID committing funding in April 2004 and the Joint Memorandum of Understanding setting out the technical and management framework in June 2004. The ESIRP is a genuine partnership where management is vested in the Ministry with financial and technical support from the EU and NZAID. The ESIRP is managed by a joint Education Sector Co-ordinating Committee, which meets quarterly, with the July meeting constituting an Annual Joint Review. The ESCC is supported by three technical committees in Planning/Budget, Policy and Monitoring Evaluation. Within the Ministry management is focused on the Programme Management Team whose activities are managed via approved Annual Work Programmes targeting Budget and donor funds tied into the objectives of the ESP/ESIRP as a comprehensive sector reform programme.

There have been many other achievements in 2004. One of the most significant was the announcement by the Government late in the year that primary school fees would be abolished in 2005. This is a real opportunity to increase the participation of Solomon Island children in schooling, and we have been working very hard to make sure this opportunity is realized. Ministry staff have worked with the EU-funded Project Implementation Unit, to ensure grants are put in place for 2005 to replace the school fees.

Primary Education has also benefited from the provision of primary school supplies to over 600 primary schools. Under this program, the New Zealand Government funded school supplies such as stationery for classrooms and administration. Tools were also supplied for maintenance to classrooms and buildings.

I am very pleased that the National Education Board was revived and re-established in 2004. The Board is a legislative requirement under the Education Act and under its Chairman, Hon. Duddley Tausinga, has already begun to play an important role in ensuring that the Ministry of Education advises the Minister accordingly.

Significant steps forward were made in Technical and Vocational Education in 2004. For the first time, TVET teachers were employed by the Ministry, and came under the Solomon Island Government's payroll. In addition, the TVET policy was completed and is ready for submission to Cabinet for approval.

Another major achievement was the establishment of the Teacher Training and Development Office, which coordinates teacher training, including both in-service and pre-service training. The establishment of the Office is a real step forward in improving the quality of teaching. It will improve the motivation of teachers by enhancing their career paths and will also ensure that teachers with the right skills are placed in the right positions.

The achievements of 2004 have also extended into the provinces and into local communities. The Provincial Support Programme, utilizing both Stabex 99 and SIG funds, has enabled funding to all Provinces via approved annual work programmes. These funds have enabled provincial officers to resume their normal professional and inspectorate functions, and equip and renovate offices. Some Provincial Education Offices have been renovated and improved. Many local communities have also participated by rehabilitating and renovating schools. This provides a strong partnership and ensures that schools are ready for the increasing assistance they are receiving through the Ministry.

Throughout the year, we continued to strengthen our communication and linkages with the many and various stakeholders in education, including the Education Authorities, the churches, provinces, local communities and the Schools themselves. Education must be a partnership between many players and we have really matured this year in our level of co-operation and networking with other players.

The other key building block in moving forward has been the very successful partnership we have in place with aid donors. Through the ESIRP the activities of our three major funders – the Solomon Island Government, NZAID and EU/Stabex are well co-ordinated, producing an efficient and streamlined organization.

The National Library has also had some significant achievements in 2004. The National Library building was renovated with the assistance of the Government. In addition, the Regional Co-operation program with the National Library of Australia was revived and signed in 2004 and will lead to improvement of library services.

Our solid progress in 2004 has come about through the efforts of a strong team of very committed staff in the Ministry and in the various institutions. 2004 was notable because the MEHRD senior managers worked together as a team in producing integrated and monitorable divisional work plans to advance ESIRP and in formulating the 2005 budget. The result of this effort was an approved 2005 Budget of SBD 183 million representing a 65% increase over 2004 and a total share of 27% of the total SIG Budget.

The Ministry is very fortunate to have so many capable and experienced staff who have worked hard to plan and deliver an improved education system in Solomon Islands. I am very proud of their achievements and confident that we have built a very solid platform from which to move forward.

Dr Derek Sikua
Permanent Secretary
Ministry of Education and Human Resource Development

CHAPTER 1: FUNCTIONS, OBJECTIVES AND STRATEGIES

1.1 Vision

Our vision is that all Solomon Islanders 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. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life.

We envision an education and training system responsive to its clients and efficiently managed by its stakeholders and clients.

1.2 Description of Services

The Ministry is responsible for ensuring the operation and development of schools and training institutions across Solomon Islands. The Ministry manages over 600 primary schools with a student enrolment of 85,000 and 140 secondary schools with a student enrolment of 29,000. Some support is also given to 28 Rural Training Centres with a total enrolment of approximately 1500 students. The system is serviced by a teaching establishment of over 4,000 teachers.

The 2004 Education Statistics Report, which will be released in May 2005 will complement this Report by giving a full picture of the services and facilities in place in 2004.

1.3 Legal Framework

The education system in Solomon Islands is administered under the Education Act of 1978. However there are Acts, which have important effects on the actual operation of the system and these, include:

- The Public Service Act of 1968, which empowers the Public Service Commission for the appointment, promotion and discipline of public officers including education officers in the Ministry Head office and the provinces.

- The Constitution (Amendment) Act 1982 which provides for the establishment of the Teaching Service Commission to deal with appointments, promotion and discipline of teachers employed within the national education system.

- The Provincial Government Act, 1981, 1996 and 1997.

- The College of Higher Education Act, 1983 and the College of Higher Education (Amendment) Act, 1984.

- The National Library Service Act of 1979 which provides for the establishment of a National Library Service and for the provision of efficient library services through out the country.

- The Research Act of 1982, which provides for the guidelines governing any research activities in the country.

1.4 Education Policy and Objectives

The *Education Strategic Plan 2004-2006* presents the strategic framework within which the education system will be rehabilitated and long-term development programs designed and initiated. It establishes the priorities and a plan of action to recover the education system from the effects of tension and conflict and commence reform.

The Plan is the Ministry's proposal to overcome the effect of two years of ethnic tension and civil disturbance, culminating in the coup of June 2000, and the rapid decline in the financial position of the Government and economic condition.

The Plan presents the framework within which the Ministry proposes to reform the education system to make it more responsive and appropriate to the needs of Solomon Islanders. It identifies strategies for enhancing the capacity of the System to be better able to cope with the rapidly expanding demands being placed upon it. It includes changes and reforms to the provision of basic education services, technical, vocational and further education and the management of the education system.

1.5 Goals

The immediate goal is to maintain the delivery of education services during the post-conflict rehabilitation period from 2001 to 2004.

The long-term goals are to plan and take action over 15 years to:

- Provide equitable access to quality basic education for all children in the Solomon Islands.
- Provide access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for skilled and competent people.
- Manage resources in an efficient and transparent manner.

1.6 The Education Strategic Plan 2004-2006

The overarching goal is to provide universal access to basic education for all children by 2015, and improved access to technical and vocational education and training. Government will commit to the key objective of re-focusing education sector expenditure on providing services at primary and junior secondary schools to achieve universal basic education by 2015. The core objectives are to:

- Achieve stakeholder involvement to manage the system and transparent and accountable decision making by establishing the National Board of Education, the Examinations Board and the Training Board.

- To sustain and return the education system to levels existing before the tension.

- Seek development partner support to operate schools and training centres; in monitoring and quality assurance functions of the Ministry, the Education Authorities; and in teacher training at SICHE.

- Reconcile the teacher payroll with and posting list to produce savings.

- Develop and apply revised procedures for appointing and transferring teachers within and between Authorities to achieve equitable deployment of trained teachers, to be implemented in 2003.

- Prepare, gain resources and commence the National Teacher Training and Development Program in 2003 to provide teachers to achieve universal basic education by 2015, and to continually provide in-service training. Expand the primary teacher service to 2375 members by 2006 to achieve a teacher to student ratio of 1:30. Expand the junior secondary teacher service to 1959 by 2015 to achieve a teacher to student ratio of approximately 1:25 in community schools.

- Agree on agreements with the School of Education to achieve and average annual enrolment of 260 to provide an average of 233 new teachers annually from 2002 to 2015. Agree on the structure of the three-year Diploma in Teaching to replace two and three-year courses, and provide the resources required to deliver this course from 2004.

- Prepare, gain resources and commence implementation of the Curriculum Review and Reform Program in June 2002 and to continue this until all courses have been revised and provide teacher training and supply support and student learning materials. Continue curriculum monitoring and review for the duration of the reform program.

- Broaden the Form 3 Certificate and adopt school-based assessment in 2004. Introduce school-based assessment in primary grades in 2005 and commence phasing out the SSEE in 2006.

- Complete mapping and provincial planning to formulate the National Community School Infrastructure Development Program by July 2003 to achieve universal access to primary education by 2006 and to junior secondary education by 2015. The Program will be launched with partner and community support in 2004.

- Agree formulae with Education Authorities and stakeholders to fund schools and training centres based on enrolment and introduce in 2004.

- Agree revised roles and functions for the Ministry, Education Authorities, school heads and boards of management and implement a restructuring and capacity building program for completion by 2004.

- Launch the Technical and Vocational Education Program in March 2003; based on outcomes of a tracer study, a register of accredited training providers and protocols for accrediting graduates.

- Launch the National Training Program in August 2002, based on a national skill survey and a review of the scholarship program. Assist SICHE to enable it to provide services required of the Program.

- Complete legislative reform necessary to achieve these strategies and to implement the education reform program.

Expected outcomes

The Ministry will direct resources to:

- Achieve universal access to nine years of basic education from Standard 1 to Form 3 by 2015. This will be the priority.

- Continue to provide secondary education.

- Support early childhood education

- Support technical, vocational, post secondary and tertiary education to enable Solomon Islanders to gain the competencies needed to sustain economic activity in rural areas and to meet the needs of the formal sector.

- Monitor and assess quality instruction to ensure that agreed learning outcomes are achieved

- Provide qualified, motivated and disciplined teaches and instructors.

- Provide appropriate and adequate physical resources, equipment and facilities

- Provide syllabus, curriculum and materials meeting the needs of communities and the nation

- Efficiently deliver support, instruction and assessment services

- To provide equitable access to services regardless of sex, ethnicity, ability or disability, location, economic status or age

- Plan and facilitate the supply of technicians and professionals at levels and in areas required by the national economy.

1.7 NATIONAL EDUCATION BOARD

This National Education Board is established under Part II of the Education Act 1978.

Functions of the board:
- to advise the Minister on matters concerning the operation and development of the education system of Solomon Islands

- to make recommendations to the Minister on matters of education policy and any related matters referred to it by the Minister; and

- to advise the Minister on matters concerning the financing of education services

The National Education Board was revived in 2004 with the appointment of the Board members on September 14th 2004. Their appointment will last for three years. Members of the board are appointed because of the position they hold as stipulated in the Education Act. Any changes in their position would warrant a change in their appointment.

The appointment of the Secretary to NEB was done in July 2004 through consultation with the Permanent Secretary and the Director of Secondary who assisted in the re-establishment of the Board.

The Board had its first meeting on 8 – 10 November 2004 at the Quality Motel Conference Room. Recommendations made by the Board during its first meeting will be submitted through the Minister for the Cabinet approval.

In 2005 it is hoped to increase budget provision for NEB meetings and activities and to speed up the process of legal review of the Education Act.

Membership
The following are members of the National Education Board:

Hon. Job.D. Tausinga	Chairman
Dr Derek Sikua	Permanent Secretary MEHRD
Mr. Donald Malasa	Under Secretary MEHRD
Mr. James Bosamata	Chief Education Officer (Secondary) MEHRD
Hon Patrick Vasuni	Minister of Education – Central Islands Province
Hon. Redley Sira	Minister of Education – Malaita Province
Hon John Mamafe	Minister of Education – Makira/Ulawa Province
Hon. Cecil Evo	Minister of Education – Isabel Province
Hon. Stanley Maui	Minister of Education – Renbel Province
Hon. Mark Gatu	Minister of Education – Guadalcanal Province
Hon. Noel Keniano	Minister of Education – Temotu Province
Mr. Ivan Dyer	Chairman of the Chamber of Commerce
Ms. Anne Thomas	Representative – Private Education Authorities
Mrs.Sarah Dyer	President of National Council of Women
Mr. Patrick Turanga	Representative – Solomon Islands Teachers
Mr. Oliver Poloso	Education Secretary – Choiseul Province
Mr. Johnson Alabae	Education Secretary – Honiara City Council
Mr. Francis Hoasipua	Education Secretary – SSEC Education Authority
Mr. Mathias Pepena	Education Secretary – Roman Catholic EducationAuthority
Mr. Jonah Hiti	Education Secretary – United Church Education Authority
Mr. Hopeful Piosasa	Education Secretary – CFC Education Authority
Rev. Titus Rore	Education Secretary – SDA Education Authority
Mr. Ezekiel Padakana	Education Authority – Western Province
Mr. Moffat Wasuka	Education Secretary – COM Education Authority
Ms Ruth Liloqula	Permanent Secretary – Ministry of Home Affairs

1.8 Education Authorities

The role of Education Authorities is to provide leadership in implementing the *Education Strategic Plan 2004-2006* at their level. The authorities shall coordinate, facilitate and evaluate activities approved in the Plan and those that will enhance effective delivery of education services. As well, Authorities will provide reports to MEHRD on such activities and changes that will occur as a result of the Plan.

1.9 Parents And Citizens

The role of parents and communities is to provide support and advice on the application of the Strategic Plan according to specific local contexts. To achieve this, community representatives are expected to participate in dialogue concerning the implementation of the Plan and to be actively involved in approved activities such as governance, school infrastructure and provision of labour and financial support.

Parents and members of the community are to develop a sense of ownership of all educational institutions.

1.10 Education Sector Investment and Reform Programme (ESIRP)

The Education Sector Investment and Reform Programme (ESIRP) encompasses all formal and informal educational activity in Solomon Islands. It has been developed to implement the Education Strategic Plan, which was prepared in 2001, approved by Cabinet in February 2002 and revised in 2004.

ESIRP is a sector wide programme which involves a partnership between the European Union and NZAID under the leadership of the Ministry of Education and Human Resource Development. In April 2004 the EU, NZAID and SIGovernment signed the Letter of Intent formalizing the ESIRP. This was followed in June 2004 by the signing of the Joint Memorandum of Understanding which formalized financial, technical and management arrangements. A total of SBD 330 million has been committed, of which approximately SBD 200 million will be provided from the EU Stabex 99 facility and SBD 120 million by New Zealand over the first project cycle period of 2004 to 2006.

ESIRP will focus upon Basic Education in the following areas;

i. Increased access with a target of 2015 for universal access up to Form 3

ii. Curriculum review and reform

iii. The introduction of practical and vocational subjects into the secondary curriculum

iv. Teacher training and development

v. Educational materials

vi. National and provincial planning and educational management

vii. Infrastructure

viii. Solomon Island College of Higher Education (SICHE)

In addition the programme will also focus on cross cutting issues:

ix. Equity and Access

x. Gender

xi. Capacity Building

xii. Educational Management Information Systems (EMIS) and reporting

xiii. Monitoring and evaluation

xiv. HIV/Aids

The overall programme will be managed by the Ministry of Education and Human Resources Development with financial and technical assistance and capacity building inputs from both donor partners. Overall management and supervision is by the Education Sector Co-ordinating Committee which involves all stakeholders and meets quarterly. The third meeting of the ESCC (in July) every year constitutes the Annual Joint Review. The ESCC is supported by three technical committees for Planning/Budget, Policy and Monitoring/Evaluation. Day to day management of ESIRP is co-ordinated through the MEHRD Programme Management Team (PMT) which consists of all senior line managers.

ESIRP will be summarised in a three year Medium Term Budget Framework (MTBF) which incorporates all donor contributions and will be reviewed every year at the Annual Review. ESIRP will be financed from the Government Budget and donor programmes. Initially donor funding will be expressed as a "basket" of funding which is accounted for in accordance with individual donor's legal reporting requirements. NZAID funds are supplied as direct budget support and it is envisaged that the EU will move towards budget support as soon as practically possible and when individual financial agreements permit.

The timeframe of the ESIRP is a minimum of 12 years; until 2016. The current NZAID commitment lasts for three years. The Stabex 99 grant is a 'one off' programme and the Framework of Mutual Obligations (FMO) will lapse in 2006. NZAID has indicated that their commitment to Education will continue beyond 2006. The EU has confirmed that Education is a priority area for future EDF funding and the Ministry will make substantial proposals for a major proportion of EDF 10 funding in 2008. Subsequent consultation with the World Bank, ADB and other bi-lateral donors has indicated considerable interest in joining the sector programme at a later date. It is realised that the Ministry is in the fortunate position of having its programme fully grant funded for the next three years. At the same time it is realised by all parties that the major constraint on successful implementation will be lack of managerial and technical capacity.

The following Work Programmes were implemented by MEHRD/PIU in support of ESIRP priorities articulated in the Education Strategic Plan:

Table 1   Summary of Stabex 99/NZAID inputs within 2004 Work Programmes

Donor	Work Programme	Commitment/SBD	*Focal Area*
NZAID (in SIG Recurrent Budget)	WP 1	40	*National Community Standard funding of Schools* *Curriculum Review and Reform* *National Teacher Training and development* *National School Infrastructure programme*
EU/Stabex 99	Tertiary Support	11	*Support of 174 students at USP and PNG*
(in SIG Development Budget)	Restructuring SICHE	10	*Management Support/TA* *Planning* *Bursary Support* *Redundancy Exercise Phase 1i*
	Secondary School Grants Programme	16	*Secondary grants* *Training* *Administration*
	ESIRP Capacity Building	18	*Restructuring MEHRD* *Planning/Inspectorate* *Preparatory Studies* *Sector Management*
	ESIRP Infrastructure	18	*Secondary School Infrastructure* *Distance Learning Centre Project* *Unity in Sport Project*
	ESIRP Educational Materials	18	*Secondary Textbooks* *Science Equipment and Supplies*

CHAPTER 2: ORGANISATION AND STAFFING

2.1 Organisation Structure for 2004

Roles and objectives of the various Divisions are in Chapter 3 under the sections of the respective Divisions. The Organisation Structure for 2004 is at *Appendix 1.*

2.2 The General Administration and Personnel Division

The General Administration and Personnel Division (GAP) provides personnel and payroll functions to the public servants, as well as Administrative and Logistical services to the department. The Teaching Service Division provides teachers personnel and payroll functions together with their administrative and logistical services. The GAP Division's main objectives are: -

- To provide effective and efficient personnel and salary functions for Public Service (HQ) staff,

- To carry out recruitment and contract administrative for local and expatriate officers,

- To monitor, review, maintain records for the Ministry's organizational structure, master positions register and manpower establishment ceiling.

- To provide efficient, logistical support services, including secretarial, clerical, transport, supply, mailing and registry of files.

2.3 Staff Numbers

In year 2004, the Ministry had in total 238 approved posts. This comprised of 221 established posts and 17 non – established posts. As at December 31st 2004, the Ministry was able to fill only 184 of the 238 total posts approved. These filled posts include 169 established posts and 15 non- established. The Ministry was thus left with 52 established and 2 non - established posts being vacant as from the 1st of January 2005. Refer to above table for detailed information.

On the gender issue, it was obvious that there was a huge imbalance in the recruitment system. As from the data shown above, there was a total number of 52 females as compared to 132 males being recruited in 2004, combining both established and non-established posts together.

2.4 Staffing Summary

<u>STAFFING BY UNIT AS AT 31 DECEMBER 2004</u>   [<u>ESTABLISHED STAFF</u>]

DIVISION	ESTAB-POST NUMBER	FILLED POSTS			Vacant Post [number]
		Male [number]	Female [number]	Total Number	
HQ-ADMIN	13	5	5	10	3
UNDER SECRETARY	1	1	0	1	
S.I.N.C.FOR UNESCO	1	0	1	1	0
N.E.B	1	1	0	1	0
TSD	11	4	6	10	1
IPU	3	1	1	2	1
SECONDARY	2	2	-	2	-
PRIMARY	5	3	1	4	1
CDC	25	12	2	14	11
NTU	3	2	1	3	-
NESU	5	2	2	4	1
INSPECTION	7	3	1	4	3
NON-FORMAL	5	3	1	4	1
NLS	6	1	3	4	2
KGVI	41	27	11	38	3
WAIMAPURU	33	20	5	25	8
EDUCATION OFFICERS	49	30	2	32	17
SUPERNUMERARY POSTS	10	7	3	10	-
TOTAL	221	124	45	169	52

[NON-ESTABLISHED STAFF]

DIVISION	NON-ESTAB POST [NUMBER]	FILLED POSTS			Vacant post [number]
		Male]number]	Female [number]	Total [number]	
HQ-ADMIN	2	1	1	2	-
NlS	2	-	1	1	1
CDC	1	-	1	1	-
KGVI	7	5	2	7	-
WAIMA	5	2	2	4	1
TOTAL	17	8	7	15	2

2.5 Staff Movements

The ministry experienced less staff movements in 2004. The only movements were the direct results of the number of officers who were retired and made redundant as part of the on going process by the government in stream lining the public sector. Thus in 2004, 3 officers were made redundant with 4 retired as by data shown below. Staff re- postings and transfers were minimal with only one or two seconded officers in the provinces who were transferred to other provinces.

Redundancy

1. Rose Mahlon   Receptionist/HQ
2. Augustine Tealei   Cook/KGVI
3. Frank Misi   Graphic Officer

Retirement

1.Johnathan Makoi   Education Officer/Temotu
2.James Delemani   Chief Education Officer/HCC
3.Tony Tepeaihana   Chief Education Officer/ Malaita
4 Tim Koraua   Principal Education Officer (NFCE)/ HQ

2.6 Training

As part of the adopted 4 year cycle staff development program, the Ministry continues to send officers for in –service trainings in accordance with its current year 2004 – 2008 Staff Development Plan. The purpose of this training is for capacity building and to develop officers' professional and technical capabilities that will be required in the near future and as part of the ESIRP. Thus most of the training undertaken last year focused more on teacher training and has continued on this year with additional focuses on management and leadership trainings. As shown by data below, most of the trainees were teachers and this was in line with one of the objectives of the Ministry that focuses on teacher training as part of the move to improve the quality of the Education System in the Country.

Overseas /local training		
1.Manaseh Taloifiri	-	USP/TSD
2.Salome Ramo	-	USP/Hq – Admin
3.Judith Macleen	-	USP/KGVI
4.John Rofeta	-	USP/KGVI
5.Saul Saefafia	-	USP/KGVI
6.Daniel Rove	-	USP/KGVI
7.Elvis Kekegolo	-	USP/Temotu Education Authority
8.Cathrine Manira	-	Kohimarama/KGVI
9.Erick Matangi	-	USP/KGVI

2.7 Overseas Travel/Work Purposes

Like other past years, overseas travel for work purposes was a benefit which has seen the following trips being undertaken during the year 2004.

1. Mylyn Kuve and Ben Karai	Attended the PRIDE Workshop at USP – 1st – 8th Sept 2004
2. Aseri Yalangono	attended the EFA Workshop Auckland, NZ – 1st – 16th July 2004
3. Mylyn Kuve	Madang [PNG] – 10th – 14th May 2004
4. Dr. Derick Sikua	attended the USP Council Meeting Tuvalu – 07th – 18th May 2004

5. Donald Malasa	UNESCO Asia Pacific Region Meeting Wellington, NZ
6. Dr. Derick Sikua	USP campus in Suva Fiji – 16th – 19th April 2004
7. Margaret Q Etua	Accompany SIG students to Fiji Institutions – 20th Feb – 11th March 2004
8.Bernadine Ha'amori	Attended Regional Workshop on Early Childhood Development, Suva Fiji15th – 17th June 2004
9.Franco Rodi	Attended the International UNESCO on Education for Shared values for intercultural & inter-fault understanding curriculum, Adelaide, Australia – 28th Nov 2004 – 3rd December 2005
10. William Okekini	SPBEA F7 Agriculture Prescription, Suva Fiji – 17th – 24th June 2004
11. Ian Waena	Attended Curriculum Development Matters, PNG – November 2004

CHAPTER 3: ACTIVITIES AND ACHIEVEMENTS

3.1 Primary Education Division

3.1.1 Roles and Objectives

The Primary Education Division is made up of Early Childhood Education and Primary Education. In general, the Primary Education Division is responsible to the Permanent Secretary for the administration of the Education Act, the Constitution and other statutory requirements in respect of all registered primary schools and kindergartens that are not attached to primary schools. In particular, the Division is responsible for:

- The registration/deregistration and closure of primary schools and kindergartens.
- Analysis of school attendance returns.
- Prepare budget and authorize payment of primary education grants to schools.
- Determine training needs of primary school teachers in consultation with relevant authorities.
- Determine number of primary school teachers to be employed each year by education authorities, paying special attention to current regulations on teacher/pupil ratio.
- Assist in organizing meetings, seminars, and conferences with relevant divisions of the Ministry for Provincial education officers and teachers.
- Devise school terms and holidays for primary schools annually for the Permanent Secretary's approval.
- Formulate plans for in-service training for provincial administrative staff, head teachers and teachers for upgrading purposes, and to liaise with appropriate authorities to meet those needs.
- Develop plans and strategies for the improvement and expansion of the primary school sector in consultation with the Planning, coordination and Research Unit.
- Provide advice on administrative and professional matters to education authorities.
- Receiving scholarship applications from serving teachers for in-service training, and recommending to the National Training Committee names of successful candidates.
- Liaising with SOE/SICHE and other tertiary institutions regarding teacher training requirements.
- Determining primary probationers teaching posts to education authorities according to trained teacher needs.

3.1.2 Services provided in 2004

The following three tables provide information on the number of schools, enrolments and teachers for 2004. Since the survey data for 2004 is not fully complete, the numbers may be understated in some cases.

Table 1: Number of Primary Schools By Province

Province	No. of Schools
Central	34
Choiseul	51
Guadalcanal	78
Honiara	26
Isabel	27
Makira and Ulawa	67
Malaita	153
Rennell and Bellona	12
Temotu	45
Western	123
Grand Total	616

Table 2 Primary School Enrolments

Year	Number
2001	79,316
2002	83,508
2003	82,569
2004	90,055

Note:
The data in this table is based on survey data over the last few years, and in some cases the enrolment numbers for schools not covered in the survey have been extrapolated to try to ensure the data is complete. The number of enrolments may therefore be understated or overstated in any particular year.

Table 2: Primary School Enrolments by Province

Province	2003	2004
Central	4507	4646
Choiseul	4394	4705
Guadalcanal	13547	14889
Honiara	7441	8238
Isabel	4076	4291
Makira and Ulawa	7042	7098
Malaita	23393	27207
Rennell and Bellona	647	789
Temotu	4079	4275
Western	13443	13917
Grand Total	82569	90055

Table 3: Number of Primary School Teachers By Province

Central

	F	40
	M	75
	(blank)	3

Choiseul

	F	87
	M	56

Guadalcanal

	F	130
	M	203
	(blank)	2

Honiara

	F	71
	M	30
	(blank)	9

Isabel

	F	40
	M	84

Makira and Ulawa

	F	61
	M	157
	(blank)	5

Malaita

	F	179
	M	433
	(blank)	12

Rennell and Bellona

	F	9
	M	34
	(blank)	1

Temotu

	F	41
	M	90
	(blank)	6

Western

	F	167
	M	198
	(blank)	21

3.1.3 Activities and Achievements in 2004

The following services were provided by the Division in 2004:
- The revision and updating of school registration numbers.
- The registration of two (2) new primary schools.
- Assisted in conducting workshop/conferences for Education Secretaries, Provincial Education Officers, Secondary school principals, and other stakeholders on activities related to the Education Strategic Plan 2004 – 2006 both in Honiara and Provincial Centres.
- Preparation of the 2005 Secondary and Primary school calendar (terms & holidays).

- The coordination and management of in-service training for thirty (30) participants, which includes Provincial Education Officers, Community High School Principals, and Primary School Head Teachers. The in-service training which is administered by the University of the South Pacific an on-going activity which should end in mid 2006. Participants who are successful will be awarded with a Diploma in Educational Administration.
- Selection of Primary school teachers for further training in various institutions locally and overseas in 2005.
- Consultations with SOE/SICHE and other teacher training providers on training requirements.
- Posting of new SOE/SICHE graduates to primary schools in the provinces to serve their probationary year.

The implementation of primary education activities has greatly improved in 2004 because of funding assistance from the New Zealand Government (NZAID). Most notable are the following:
- The provision of basic school supplies worth more than SBD $13m to all primary schools in the country.
- The provision of funds to pay salaries of new graduating students (probationers) that was not budgeted for in the 2004 recurrent budget.
- Provision of funds to enable the division coordinate and manage the implementation of an in-service training programme for thirty Education Officers, Community High School Principals, and Primary School Head Teachers.
- Workload normally experienced in the past has been eased considerably with the deployment of an additional staff from Isabel Province Education Division.

3.1.4 Constraints:

2004 has been a good year for the Primary Division in that there has been very little hindrance to our work programmes. Despite this, time and communication problems were our major constraints. The Division was not able to implement several activities in its work programme for 2004 because of time factors. These include:

- The appointment of a working group to formulate a policy in the introduction of indigenous education in primary schools.
- The re-establishment and re-strengthening of the roles of School Committees/ Boards of Management.
- Important information that should be relayed to Education authorities has been delayed at times because of unreliable communication links with provinces.

3.1.5 The way forward.

2004 has been a preparatory year for the Ministry of Education and Human Resources Development with regards to making proper and meaningful work plans that will address the many issues that will hopefully improve the education system in the country.

The New Zealand Government focuses its funding assistance to basic education in the country, and a lot more activities for primary schools in the country under NZAID funding will be implemented in the period 2005 – 2006.

3.1.6. Early Childhood Education

Early childhood activities were carried out by the National ECE Coordinator at the Ministry of Education and the 11 Provincial ECE Coordinators who are based at the provincial education office in the 9 provinces including Honiara City Council.

3.1.7 Objectives

- To continue monitoring and strengthening the ECE activities in the 9 provinces including Honiara.
- Ensure that assessments of ECE probationers are completed.
- Provide continuous training of ECE teachers through FBT.

3.1.8 Achievements of the ECE Programme

Since the establishment of the ECE programme in the 1996, there has been a rapid growth of ECE Kindergartens throughout the provinces. Many new community kindergarten centres were established and many kindergartens which were closed are now operating again because of the need to educate young children at an early age. Many communities have now become aware and are now supporting the development of the ECE programme in their communities.

There are opportunities and access to ECE Training that is available through the Field Based Training that is conducted by the Provincial ECE Coordinator in the 9 provinces including Honiara and the Certificate in Teaching (ECE) that is offered at SICHE.

The government has provided support to the programme through meeting the salary of ECE teachers and as well as Provincial ECE Coordinators, sponsoring of ECE teachers for Preservice training and some funding to sustain the management of ECE programme

The Education Strategic Plan Work Programme (2004-2006) has been hindered by lack of financial support. The National ECE Coordinator and the provincial ECE Coordinators however worked extra hard to accomplish some of the tasks with some assistance from NZAID and SIG Recurrent Budget 2004 through virement from the Primary Division funds.

3.1.9 Assessment of Early Childhood Education Probationers.

Eleven (11) ECE probationers who were assessed in 2003 were finally confirmed in 2004 by Teaching Service Commission. According to the ECE Work programme another 22 probationers were prioritized for assessment in 2004 however only 17 probationers were able to go through assessment due to lack of funds. From the assessment carried out another eleven (11) probationers are now awaiting final confirmation by the TSC.

3.1.10 Field Based Training (FBT).

Field Based Training is conducted at the provincial level by the ECE Coordinators. In 2004 only four (4) provinces; Western, Honiara CC, Choiseul, Guadalcanal were able to successfully conduct the training through fees and assistance from CPRF. Whilst no training

was conducted in other provinces due to lack of funds, ECE Coordinators continued with the assessment of FBT teachers, monitoring of the programme and provided assistance and advices to communities the importance of ECE.
(see Table 1 & 2 on the FBT and children's enrolment in kindergarten)

3.1.11 National ECE Workshops

The first workshop was held on the 23-26th February 2004. It was during this workshop that the Former National Coordinator Wryne Bennett handed over her task over to the newly appointed National ECE Coordinator . The other two (2) workshops were conducted by the newly appointed National ECE Coordinator to continue monitoring the progress of ECE activities in each of the provinces. Provincial ECE Coordinators reported on the activities that were carried in their provinces.

3.1.12 Registration of ECE Centres.

Two kindergarten centres applied for registration namely KHY and Flomis. National ECE Coordinator and Honiara CC ECE Coordinator visited the site and compiled the reports that were submitted to the Permanent Secretary for approval. The two kindergartens were finally approved and given the registration to operate the kindy in Honiara CC.

3.1.13 Field Based Training ECE Statistics for Year 2004

Table 1

Province	No of.ECE Centres	FBT Trained Teachers	Under FBT Training	SICHE Trained	Certified	Probationer
Western	31	36	12	9	3	6
Isabel	35	76	20	6	2	4
Makira/Ulawa	20	12	11	10	3	7
Honiara	15	67	20	32	15	17
West/North Malaita	62	52	25	17	3	14
South Malaita	14	6	28	3	0	0
Choiseul	72	14	12	7	0	0
Temotu	54	No record	No record	8	1	7
Central	11			4	0	0
Rennell/Bellona	4	3	2	0	0	0
Guadalcanal	34	4	35	5	2	3
Total	**352**	**270**	**165**	**101**	**29**	**58**

3.1.14 ECE Population attending Kindergarten in Year 2004

Table 2

	Gender		Total of Children
Province	**M**	**F**	
Central	194	181	375
Choiseul	388	324	712
Guadalcanal	902	986	1888
Honiara CC	200	180	380
Isabel	601	553	1154
Makira/Ulawa	462	412	874
Malaita	480	497	977
Rennell & Bellona	69	71	140
Temotu	376	364	740
Western	729	687	1416
Total	**4401**	**4255**	**8656**

3.1.15 Constraints

In the SIG Recurrent Budget 2004 an amount of $20,000 was budgeted for Preschool which was very minimal to fund major activities of the programme. The $20,000 that was budgeted was used to conduct the National ECE Trainers Workshop in February 2004 which left the programme with no funding to continue its activities. Some funds were vired from the Primary Division for the National ECE Coordinator to assess probationers in only two provinces (Makira, Isabel).

Due to lack of funding the division was not able to accomplish the following activities.
- Assess ECE probationers out in the field.
- Assess and Monitor FBT in the 9 provinces including Honiara.
- Provide Field Based Training to ECE practicing teachers.
- Assist the National ECE Coordinator with the operation of division.

3.1.16 Way Forward

Since its development the ECE programme has established the Field Based Training and Certificate in Teaching-ECE at SICHE, however no ECE Policy has been developed to guide the ECE programme. The Division needs to develop the ECE policy that will guide the government to regulate and support the programme. Through the development of the ECE policy, the sustainability of the ECE programmes will be enhanced.

3.2 Secondary Division

3.2.1 Roles and Objectives

The Secondary Division has similar functions to the Primary Division. However, the main focus is on the expansion of the Secondary System and the training of teachers at all levels for this expansion. In 2004, the Division was managed by two officers, a Director and Chief Education Officer. Its functions include:

- Registration/Deregistration and closure of Secondary schools
- Prepare budgets and authorize payment of education grants to schools
- Coordinate orders and distribution of secondary school equipment and curriculum materials
- Determine number of secondary teachers to be employed each year.
- Work towards achieving a weekly teacher load of 28-30 periods each in schools
- Organize meetings, seminars, conferences etc. for Provincial Education officers.
- Advise on Curriculum change
- Develop plans and strategies for improvement and expansion of secondary sector in consultation with the IPU
- Receive scholarship application from serving teachers for in-service training
- Provide advice on administrative and professional matter to Education Authorities
- Liaising with SICHE and other tertiary institutions regarding teacher training requirements

3.2.2. Description of Services

In the Secondary school system, there are 3 categories:

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

- the Provincial Secondary Schools (PSS)
  These schools were initiated by the Government but run by the Provinces; their student enrolment should be restricted to the provinces only.

- the Community High Schools (CHS)
  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.

There are 135 secondary schools in the three categories and the total enrolment is 26,459 (see Table1 below). The schools are spread all over the country and are built as the need arises. See Table 2 for their general location.

The schools offer different levels of education and as the need arises these are expanded accordingly. See Table 3 for details.

TABLE 1   2004 SCHOOL TYPES AND ENROLMENTS

	Number of schools	Enrolments
CHS	110	16,456
PSS	16	5,536
NSS	9	4,467
Total	135	26,459

TABLE 2   2004 SCHOOL TYPES BY PROVINCES

School location (By Province)	School Type			
	CHS	PSS	NSS	TOTAL
CENTRAL	6	1		7
CHOISUEL	8	1		9
GUADALCANAL	16	3	3	22
HONIARA CITY	13	1	1	15
ISABEL	3	2		5
MAKIRA	9	1	2	12
MALAITA	35	3	1	39
RENBEL	2	1		3
TEMOTU	3	1		4
WESTERN	15	2	2	19
TOTAL	110	16	9	135

TABLE. 3   LEVELS OF EDUCATION OFFERED BY SCHOOLS (in 2004)

Secondary Levels	CHS	PSS	NSS	TOTAL
Form 7		1	4	5
Form 6	3	3	5	11
Form 5	22	12		34
Form 3	85			85
	110	16	9	135

3.2.3 Major achievements of the Division in 2004

Some of the main achievements of the Division were:

Principals' conference

A conference for 135 Principals was held for the first time after more than a decade in Honiara. Another one will be held in 2005.

A Principal's Association was formally launched, a constitution adopted and officers elected at this conference.

Principals' finance manual Training

This activity was held for new Principals led by the Secondary Schools Grants Project. Schools continue to receive the EU Stabex 99 Secondary Schools Grants Project; this funding is for $500 per boarding child and $300 for a day school child. The SI Government contribution is $250 per Boarding Child and $200 per Day school child.

A total of SBD 21.2 million was allocated to secondary grants, of which SBD 12.6 million was from Stabex 99. All secondary schools adhered to the financial management system developed by MEHRD/Stabex PIU and all schools successfully retired Stabex 99 funds. The grants represent 40% of total school income with 60% coming from fees. Schools continued to experience difficulty in fully collecting fees because of the continuing economic decline and consequent drop in personal disposable income. In 2004 an average of 50% of school fees were collected and this loss of income hindered school development in terms of infrastructure maintenance and provision of school materials.

Probationers Posted to schools

- 107 numbers of Probationers for Secondary Teaching appointed and posted to schools.

Class size policy approved.

- The policy of limiting the student numbers in a classroom was formulated and accepted by Permanent Secretary. The ratios are:- 1 class to 40 students for forms 1- 5 and 1 class to 25 students for forms 6 and 7.

New Community High Schools and Other School Expansions approved to start in 2005

- 2 NSSs were given approval to start Form 7 classes; at the same time to phase out forms 1-3

- 8 Community High Schools started form 4 classes.

- 4 CHS/PSS started form 6 classes

- 6 primary schools were given approval to start form 1 classes thus becoming Community High Schools

3.2.4 Way Forward

- Policies in student discipline and student transfer are required and are in the final development stages and should be ready for 2006.
- Applications for new CHS and senior school level applications for 2005 and beyond are coming in.
- A new post for a Principal Education Officer has been approved for 2005.

3.3 Technical and Vocational Education Program

3.3.1 Roles and Objectives

This Division administers, coordinates, facilities and strengthen effective non-formal education and training opportunities for the individual as well as the community and the out of school population in collaboration with Provincial Non Formal Education (NFE) offices, Rural Training Centres, Churches, Non Governmental Organisations and other NFE Agencies including Solomon Islands College of Higher Education (SICHE) – Distance Education. Its specific objectives are:

- Facilitate quality control and management of Community/Non Formal Education Division within the Ministry of Education (MOE) and in the Provinces.

- Further strengthen Community Non Formal Vocational Education and Training Division so as to ensure effective coordination of Vocational Rural Training and Literacy efforts for the out of school populace including women, out of school youths and special schools.

- Facilitate NFE/VET to ensure effective coordination of the upgrading of Vocational Rural Training Centres with solid integration involving Solomon Islands Association of Rural Training Centres (SIARTCs), churches and other stakeholders.

- To contribute to and implement the Education Strategic Plan for 2002-2004.

- Maintain coordination in literacy program with other stakeholders and providers regionally and nationally.

3.3.2. Services provided in 2004

TVET/NFE covers a range of education and training programmes. The main areas are:

- Vocational Rural Training Centres (RTCs) – which are residential centres in nature,
- Community Based Training Centres (CBTC), which are village or home practical educational training oriented programmes. These centres are community owned, and the training programmes target relevant issues, problems and the need it desired to be addressed.
- Secretarial/Typing Schools, as well as
- Adult Literacy programmes

3.3.2 Main Activities and Achievements

The most significant achievement in 2004 was the adoption of the TVET into the education system and the inclusion of the RTC teachers in the SIG payroll. This was a pre-requisite for the long desired element of VRTCs Instructors salary.

Another significant development was the development of a Draft Policy for the Technical Vocational Education and Training in October 2004. The policy was brought to the attention of the National Education Board in November 2004 and duly given approval as a policy document. The draft policy will be submitted to Cabinet in 2005 for approval.

In addition, there was an increase in government grants to TVET-VRTCs from $500,000.00 to $1,696,400.00, which is an increase of approximately 300%. These grants cater for the Vocational Training component of the 27 RTCs currently in operation as well as for the Community Education component that covers the following areas:

- TVET Resources,TVET Workshop and Courses
- TVET Visits and Tours
- NFCE Offices – Province
- Village Based Educational Programmes &Literacy (Adult)
- Curriculum
- Liberacy Association of Solomon Islands (LASI)
- Vanga Teacher's College
- Solomon Islands Association of Rural Training Centres (SIARTCs)
- Special Schools (Handicap Centre)
- Secretarial/Typing Schools in the Provinces

Other achievements included:

- Disbursement of SIG grants to RTCs, VRTCs – CBTCs – Secretarial Typing Schools and Provincial NFE Offices.

- TVET Division in close partnership with EU/VRTCs Phase II collaborated with SICHE in the facilitation and implementation of the Adult Learning Training Programme (ALTP) for VRTC untrained teachers so as to raise their standard in terms of "Education" and the improvement and acquiring of teaching skills and methodologies. It has proved very successful and will continue into 2005.

- The Division continued its advisory role in co-coordinating and facilitating training programmes in conjunction with new training developments in terms of the curriculum materials being produced and how best these materials could be used in VRTCs, considering their different set up and settings. This component will continue to be undertaken in 2005-2006.

- TVET VRTC welfare and training course subjects and the component that deals with VRTC capacity building – Teacher Training – improvement Management and Administrations skills of VRTC Principals.

- In terms of the overall mechanism that binds SIARTCs – EU/RTC and TVET division it is inevitable that the understanding is maintained and should continue to play a vital role in decision making regarding all aspects of TVET/NFE right down to the CBTCs.

- Continuous dissemination of information by TVET to VRTCs in alignment with SIARTCs and EU/RTC on aspects that are related to TCVET – VRTC ie, training course programmes, teacher training and improvement in Management and Administration skills of VRTC Principals.

- The Division provided assistance and advice in the setting up of new CBTC and RTCs in the Community. This included assistance in order to revamp, strengthen and further enhance the training programmes that are being put in place and to cater for their requirements.

- TVET division is also assisting CBTCs, Women and Youth Groups in delivering some basic education on Literacy with sustainable development aims such as sewing for women, furniture making, basic carpentry and basic mechanic training.

3.3.3 Constraints

The performance of TVET in 2004 was affected by the following constraints:
- The number of untrained instructors in the RTC
- The delay in the development of Curriculum materials and lack of a common curriculum made accreditation of courses and programmes difficult.
- The inconsistent offering of management training for RTC principals and managers.
- There is need to put in-place a programme for RTC Teacher Upgrading or in-service training in addition to the Adult Learning Training Programme (ALTP) which is being currently offered.
- A lot more clients and people have now realized the importance of Village Based Educational Programmes, and are utilizing the Communities resources at the maximum level. The allocation to it needs to be further raised or a budget to sufficiently cater for this VBEP component.
- TVET/NFE Division is under resourced. It does not have the basic office equipments such as computers or photocopiers. This must be addressed if TVET is going to render its services well.

3.3.4 Way Forward

- Continue to use School's Survey Forms, as an instrument to collect data's and information for purposes of TVET's database system. A task to be undertaken twice a year by means of school visits as well.

- To conduct a "Tracer Study" of graduates of VRTCs – SICHE and other providers to ascertain the relevance of programmes to graduates and clients.

- Register accredited technical Vocational teachers, instructors and providers.

- Put in place National Certification procedures for graduates of courses and programmes.

- Put in place Validation and accreditation interms of curriculum, examination, and assessment, so that there is a recognition of a higher standing of the whole aspect of TVET.

- In close collaboration with SIARTCS, it is imperative that the establishment of a headquarter for SIARTCs is materialized. This will indeed help to make co-ordination much more convenient in terms of a conducive environment and quality training.

- Implement other aspects of the Education Strategic Plan some of which are mentioned already, however the following are noted:

  (a)   Setting up of a National Certification Committee.

  (b)   Put in place in collaboration with other relevant providers the National (TVET) Training Plan.

  (c)   Put in place a component that deals with Monitoring & Evaluation Systems – Inspections. The Quality assurance system to also monitor progress of TVET and Training.

3.4 National Training Unit

3.4.1 Roles and Objectives
The National Training Unit is responsible mainly for the implementation and administration of the country's overseas training programs including pre-service, in-service, short-term training and attachments. This includes establishing procedures for the recruitment of students, awarding of scholarships, placement of students in overseas training institutions and organizing travel, accommodation, fees, advances and so on for overseas students. The specific objectives are:

- To ensure that the National Training Committee (NTC) decisions are implemented;
- To co-ordinate all training so that national manpower needs are met in a consistent systematic manner;
- To be a resource base from which information on the availability of training programs can be obtained;
- To ensure that all awarding of training opportunities are consistent with national priorities and manpower requirement;
- To monitor progress of those who are undergoing training;
- To administer all National Training Committee (NTC) Approved training;
- To provide academic and professional counseling to students on matter concerning scholarships.

3.4.2. Activities and Achievements
The following table provides data on the number of sponsored students in overseas institutions in 2004.

Table 1: Sponsored Students In Overseas Institutions – 2004

Institution:	SIG	Roc-Taiwan	EU	NZAID	Ausaid	Roc-PIFS	Total
Australia Univ.	3	-	-	-	13	-	16
NZ Universities	1	-	-	-	-	-	1
Taiwan Universities	-	9	-	-	-	-	9
UPNG – WAIGANI	20	-	7	-	1	-	28
UPNG – TAURAMA	11	15	8	-	6	-	40
UPNG – UNITECH	6	-	14	1	-	-	21
UPNG – GOROKA	0	-	9	-	-	-	9
PAU	10	-	8	-	-	-	18
MMC	2	-	1	-	-	-	3
DWU	1	-	0	-	-	-	1
USP – EMALUS	33	-	8	-	2	-	43
USP – ALAFUA	7	-	1	-	-	-	8
USP – LAUCALA	255	-	103	10	13	7	388
USP – SI	109	-	17	20	-	-	146
FIT	7	-	1	1	1	-	10
FSM	8	-	6	7	4	3	28
FSB	-	-	1	-	-	-	1
Total Number of Students in Training	473	24	184	39	40	10	770

Staff Visits to Fiji Institutions and USP Emalus Campus in February
Principal Administration Officer (Ag) responsible for USP Campuses and FIJI Institutions, Margaret Qoloni-Etua, accompanied students to assist with their accommodation, enrolment, registration into their various campuses and liaise with Institution authorities on policy issues affecting the students or the institutions. Except for USP Alafua, all other campuses were visited.

EU/MET Visit to PNG Institutions, Fiji Institutions & USP Campuses
Under the sponsorship of the EU/MET office, two trips were made to visit all the Institutions training students under the sponsorship of the EU. The focus of the trip was to provide further understanding to all the institutions about the nature of the European funding to the Ministry of Education and Solomon Islands.

Principal Administration Officer, responsible for PNG Institutions, Mr. John Eric accompanied the team to PNG. Director NTU, Selu Maezama accompanied the team to Fiji, Samoa and Vanuatu for the USP Campuses.

Taiwan Scholarships
The Republic of China – Taiwan, offered nine (9) scholarships to study in Taiwan, six (6) awards for the undergraduate programs and three (3) for post graduate programs. The awards were advertised in July and the successful students traveled to Taiwan in September. The final awards for undergraduate was eight (8) and for the post-graduate studies, one (1). The limited timeframe in sending applications for the post-graduate programs has ended up in the undergraduate awards getting two extra awards.

NZAID Resumes Study Awards Offers to NZ
NZAID Study Awards to New Zealand resumed this year in the nominations for 2005 awards. The fields of training are prioritized as Education and Finance. Five (5) awards are offered this year. Also offered is the Pacific Regional Awards total of twenty (20) and In-Country Awards of twenty (20).

NTU Director
NTU received a new Director, Mr. Selu Maezama taking over from his predecessor, Mr. James Iroga.

Pre-Service Training
Cabinet approved a Policy to specify the upper level of secondary schooling that is eligible for awarding of scholarships, in particular for Form Seven Students. The Selection Criteria is now based on the Grade Point Average Rating, which is 3.0 for all overseas training.

Opportunity Listing
The Ministry of Development Planning's (MDP) draft "Opportunity List" contains information on course & level of qualification, Nominator, Industry and Development Sector. The initial parties involved in identifying the manpower needs contained in the Opportunity List are the MDP and the individual organizations. The need for an updated Opportunity Listing will clearly set the training priorities for the nation of Solomon Islands. Since the Ethnic Tension the survey normally carried out to gather data has not been restarted and hence the absence of a realistic opportunity listing to work against in awarding the Pre-

Service Categories. This means there is therefore no direct consultation between the employer and the student who is awarded a scholarship for that particular manpower need in the Organization.

The nominating organization needs to clearly specify whether the training will require Pre-service under-taking or In-service. This will eliminate duplication of the same manpower requirement from the same Organization.

National Skills Survey
In March, there was supposed to be a National Skills Survey, which would support the Opportunity Listing required for the Pre-Service Scholarship awards. This Survey was not carried out. It is an essential part of developing a National Manpower Plan and a National Training Policy.

In-Service Training
The absence of an Organisational Plan creates the opportunity for individual employees to take the initiative of suggesting to the employer a training that does not reflect the organization need but an individual request. Sad to say but many employers consent to such requests. After successfully completing one level of qualification, a request is again made for higher qualification. In most cases the employer will support the request not realising that this is not an organisational need.

Continuing Staff Development
Again the absence of identifying on-the-job training when there is a need to do so has hindered the enhancement of the professional capabilities of the officer & capacities of the organization. Individual requests for training are very high under this category.

National Framework (Structure) and Selection Criteria For Scholarships
As most training is done through scholarships there is a need for a national structure or framework to operate within. Only when this is in place will opportunities for training be processed and awarded in a systematic and consistent manner. Unfortunately, this draft National Structure has never been furnished since 1989.

The same is true for Selection Criteria. Absence of this National Framework and Selection Criteria has not only jeopardized the Organisational plans, Sectoral priorities but national manpower needs have not been met. With an annual budget allocation of $10m per annum by SIG, it is an obligation to ensure that such a substantial amount is well spent on actual national training needs that meet specific areas of importance rather than just training a pool of manpower, which appears to be the practice.

3.4.3. Constraints
Lack of office space is a major concern for the functions of NTU and for the security of office files, documents and staff personal belongings. Filing of documents into proper files and creating student personal files is a disaster due to limited spacing. With the number of sponsored students and public enquiries against the number of staff available, the need to have adequate space and proper reception area will greatly assist the limited staff in attending to their duties and addressing public queries. Any serious consideration in looking at what other available space is possible and assigning the required number of staffing will be of great benefit to the NTU.

Currently, the only secured office is that of the Director. The Secretary to NTC also the PAO (Ag) has a semi secured office and the second PAO officer to NTU is located in the open space between the Director's Office and Secretary to NTC (PAO, Ag). The number of personal belongings going missing is a disaster to the officers and not to mention, the office equipments i.e. calculators, pens, staplers, and hole punchers: very essential apparatus to keep the flow of duties going. This is due to the open public access to the officer's desk and room.

Communication with clients, especially overseas stakeholders is an important function of the NTU, including monitoring and co-ordination of scholarship awards which are legal functions of the Unit. Students, donors, and the public at large are entitled to quick responses for queries they may have raised, and to ease the problem, it is our long time desire that NTU be facilitated with FAX machine system.

The National Training Unit (NTU) has been working under staffed for well over 4/5 years now. The recent redundancy exercise further brought the already under-staff NTU struggling. The established positions for year 2004 are partially manned with two officers attending to the bulk of the duties. It is becoming extremely difficult manage. The positions vacant in the Unit are:Chief Admin. Officer (CAO) and Senior Admins Officer (SAO).

3.4.4. Way Forward

The conduct of a National Skills Survey will lead to a National Manpower Plan and National Training Policy.

Improving the financing arrangements for SIG Scholarships will be a priority for improvement in 2005. Delays in prioritising and releasing of finds at the Treasury have adversely affected our sponsored students, not only in their academic performance, but in morale as well. The most affected Institutions are all PNG Institutions. To avoid repetition of this on- going problem, the NTU needs to make up-front payments to the students concerned, for their pocket money and book allowances before their departure to their respective PNG Institutions. The Ministry of Education Accounts department and Treasury will establish a dialogue to try to improve this practice and to encourage the Treasury to see this as important.

3.5 Planning, Coordination and Research Unit

3.5.1 Roles and Objectives

The Planning, Coordination and Research Unit (PCRU), provides management capacity for major projects, data collection and analysis of the system and coordinate research and studies. The Unit's main objectives are:

- To plan, coordinate and monitor major education development programmes to ensure they are in line with the Education Sector Plan;

- To develop, monitor and review the Education Sector Plan;

- To Coordinate collection, entry and analysis of education data for information and planning purposes;

- To prepare Ministry of Education Annual Development Budget;

- To Coordinate Research into problem areas of education

- To develop, manage and maintain the Education management Information System (EMIS)

3.5.2 Services provided in 2004

The PCRU provided the coordinating role between the work programmes under the Education Sector Investment Programme (ESIRP) and the various Components under the NZAID work programme. PCRU also took the coordinating role in developing the NZAID 2004 Work Programme as well as the development of the 2004 Divisional Work Plans.

Apart from coordinating the various work programmes, PCRU was directly involved in the coordination and development of Provincial Education Action Plans, which is a requirement in the Education Strategic Plan 2004-2006. PCRU also administers and coordinates the 2004 school survey and the data entry.

Performance of PCRU was limited due to the lack of capacity. There were only two officers in the Unit and this greatly affected the performance of PCRU.

3.5.3 Main Achievements of the Division

Some of the main achievements of PCRU in 2004 were:

Provincial Action Plans

Development of Draft Provincial Education Action Plans for the following provinces
- Honiara
- Rennell and Bellona
- Central
- Western
- Makira.

Solomon Islands Education Management Information System (SIEMIS)

- Review and redesign of Annual school survey forms for primary and secondary
- Development of Tertiary and TVET survey forms
- Development of software
- Carrying out of 2004 school survey
- Data entry for 2004 returns

Primary School Infrastructure Programme

- Visits to 230 primary school to assess their needs for assistance under the primary school infrastructure programme
- Design of various building plans such as a combined storage, library and office space and , Storage and Library,
- Completion of the Bill of Quantities for above buildings
- Draft tender document

3.5.4 Way forward

The PCRU has a very important role to play in the planning and implementation of education development programmes. In that, it must be effective and efficient in its coordinating role because there are more funds and programmes in the sector. Good coordination will ensure that funds are utilised for activities they are allocated for and within the time frame. Its role in planning is equally important in particular for the provision of data, which is an essential tool for planning. For PCRU to be efficient and effective, it must be provided with the relevant qualified and skilled personnel.

3.6 School Inspection

3.6.1 Roles and Objectives

The Education Inspection and Monitoring Unit (EIMU) implements the requirements of Section 19 of the Education Act. This section provides for the Permanent Secretary to cause inspections to be made on educational grounds of every school in Solomon Islands. It further provides for special inspections of any school to be made whenever he considers such a course is desirable. The categories of Inspections are: -

- **Confirmation Inspection**

This inspection is conducted on teachers, probationers and responsibility holders, for confirmation in their substantive appointments.

- **Tenure Inspection**

This inspection is conducted on teachers whose tenure appointment is drawing near to the end and requires renewal. A satisfactory report shall be the prerequisite for an extension of the appointment. An unsatisfactory will require a Compulsory Inspection the following year.

- **Compulsory Inspection**

This Inspection is conducted on a teacher whose performance is unsatisfactory in other Inspections. After two further unsatisfactory Inspection reports, the teacher is recommended to TSC for termination or demotion

- **Personal (or Eligibility) Inspection**

This Inspection is applied for by a teacher who wishes to be considered for future promotions and is conducted in the following times:
- During or after the third year of the tenure appointment or
- During or after the end of the eligibility appointment

- **Immediate Inspection**

This Inspection is conducted as and when required by the Education Authority through the TSC at any time if it has been reported to it (Ed.Auth) that the teacher's conduct and performance in professional duties are in question or sub-standard

- **Special Inspection**

This is carried out as requested by PS of the Ministry

- **Whole school evaluation**

This Inspection is conducted on the whole school from time to time to assess the physical and professional aspects of the school.

3.6.2   Services provided in 2004

The following activities were carried out:

- Teacher assessment
- School Inspection
- In-service Training of Teachers
- Induction of School Inspectors
- Induction of Teachers, (responsibility post holders)
- School Data Collection

3.6.3   Achievements in 2004

The achievement of the Inspectorate Division were as follow:

- Total of 200 teachedrs were assessed for registration and confirmation in their post.

- 21 Provincially based workshops were held for 921 headteachers and standard 4 teachers on Guadalcanal, Makira, Honiara, Isabel, Western and Malaita.

- Fourteen (14) School Inspectors involved in school data collections through-out the country.

- Eight (8) new inspectors attended the Workshop on their roles and responsibilities.

- Three (3) days Induction Workshop conducted by CEO (Insp. Primary) for twenty (20) senior teachers.

- Special Inspection on the Curriculum taught in the following schools: Zion, Perch and Coronation.

3.6.4   Constraints:

The main constraints faced by the Division was staffing, there was not enough Primary and Secondary Inspectors.

3.6.5   Way Forward

The way forward as perceived by the Director is for the Division to review its policies and to expand to accommodate the Inspection needs of TVET and ECE. For the Division to adequately perform its roles and responsibilities, it needs increased number of inspectors in the Provinces.

3.7   Teaching Service Division

3.7.1   Roles and Objectives

The Teaching Service Division administers the functions of the Teaching Service Commission required under the constitution amendment Act 1982, and those functions of the Minister and Permanent Secretary for Education as provided for under the 1978 Education Act relating to teachers.

Specifically, the Teaching Service Division acts as a Secretariat for the Teaching Service Commission; it Co-ordinates and facilitates registration, deregistration, recruitment, promotion, demotion, transfer, salary payment and salary deduction of teachers, as well as other matters relating to teachers' conditions of service in liaison with Education Authorities and the Ministry of Education.

3.7.2   Comments on the Divisions 2004 performance.

Under NZAID funding, the Division, apart from its very busy annual routine work in co-ordinating and processing teacher employment, is overseeing the review of the Teaching Service, with the view of improving it, albeit, not losing sight of its correlation to the terms and conditions and salary structure of other Government Public Service Sectors. In addition, the implementation of action plans proposed in the teacher Tracking Study Report to improve teacher management and control of payroll is being organized.

Also under NZAID, a teacher validation exercise to verify teachers at post along with their teacher registration numbers, certificates and other personal details is being planned and to be conducted once the implementation of recommendations in the Teacher Tracking Study Report are completed.

3.7.3   Achievements in 2004

Achievements of Teaching Service in 2004 were as follows

- The employment of more than 4,000 teachers to educate more than 100,000 children from Early Childhood to Form 7.

- The inclusion of 191 Technical and Vocational Teachers (TVET) into the Teaching Service payroll.

- Conducting an Education Authorities workshop to develop a more realistic, 2005 teachers Establishment and Budget.

- The identification of 342 teachers who are on the payroll but not at post, and taking out from the payroll the salary of those teachers who are not located at any school.

- Made an increased provision for the Teaching Service Division staff in 2005 Establishment for a registry clerk and an Assistant Administrative officer.

- Acquiring of two new computers and a printer.

- Processed submissions from Education Authorities for the Teaching Service Commission's deliberation in teacher employment.

3.7.4 *Constraints*

- Insufficient effective Communication link between schools, Education authorities and the Teaching Service Division. The provision of email, fax, telephone in schools, education authorities would greatly improve teacher management.

- Fluid mobility of unofficial teacher transfers from one Education Authority to another and within the same Education Authority is causing teacher management problems as well as budget control.

- Lack of office space and extra offices and office equipment such as computers, photocopier and vehicle to validate teachers at post in and around Honiara, and schools from Lambi to Ruavatu and beyond.

- The lack of database to improve teacher management and payroll control.

- Under staffing: The Division needs at least another Assistant Administrative Officer, another Registry Clerk and an investigation officer to monitor teacher placements and payroll so as to cope with the inevitable increase in the number of teachers in the National Teaching Service.

- The need to partition/enclose the Division so as to improve security of files, equipment, personnel as well as improve client management.

- The lack of training of officers in computer skills, particularly in excel and in a programme to improve teacher records, management and payroll control.

3.8 Curriculum Development Division

3.8.1 Roles and Objectives
The Curriculum Development Division (CDC) is responsible for the development, production, piloting, printing, and distribution and in-servicing of curriculum materials for both primary and secondary schools.

The key functions of CDD are to:

- Provide expert and technical advice on curriculum materials to the Minister of Education through the National Education Board,
- Plan, develop, pilot, publish and print school teaching and learning materials, in accordance with the approved curriculum,
- Distribute curriculum materials to Education Authorities for redistribution to schools,
- Provide in-service training and workshops to practising teachers to assist them in effective implementation of the approved school curriculum,
- Assess and evaluate the effectiveness of the curriculum materials in the schools for purposes of updating and improving content and presentation.

3.8.2　Services provided in 2004
The services provided by CDD in 2004 include the following:
- Revision of primary and secondary syllabi
- Development of Standards 5 & 6 English and Mathematics material
- Re-printing of Standards 1- 4 English and Mathematic materials
- Printing of locally produced materials for secondary schools
- Distribution of materials to schools
- In-service Training on newly produced curriculum materials

3.8.3　Major Achievements
Despite the enormous challenges experienced during the year, the CDD was able to complete most of the planned activities. The major activities which were undertaken with satisfactory outcomes are reported below.

Component 1: Primary Curriculum Development
- Completed drafting of the Standard 5 English and Mathematics curriculum materials. The Standard 5 English Curriculum package comprises of (i) two Teacher's Guides (ii) two Pupil's Books and (iii) four Readers while the Standard 5 Mathematics Curriculum package comprises of (i) two Teacher's Guides (ii) two Pupil's Books and (ii) various charts and cards.
- Completed the drafting of Standard 6 English and Mathematics curriculum materials.
- Successfully completed the Training of Trainers Workshops on Standard 4 English in all provinces. A total of 61 trainers have been trained nationally and some of them have implemented the provincial workshops (where primary school teachers were inducted on the newly Standard 4 English curriculum materials).
- A total of 35 workshops and 13 planning meetings of which 11 planning meetings and 12 workshops were completed by the end of September. All 13 planning meetings have been successfully completed. By December only the trainers from Central Islands (2 more workshops to do), Choiseul and Temotu provinces (have not started) are yet to conduct

their Standard 4 English workshops. By the turn of the first quarter of 2005, a total of 1,263 Standard 4 teachers and head teachers would have been trained on the newly published Standard 4 English curriculum materials.

Component 2: Secondary Curriculum Development
- Commenced the revision of nine secondary school syllabi. A total of three syllabus writing workshops were conducted in 2004. These workshops were conducted during the months of June, September and November/December. The June workshop involved invited secondary teachers from all over the country.

- The first draft of each of the nine secondary syllabi has been produced and includes the following.

Science	Agriculture
Christian Education	English
Arts and Culture	Social Studies
Technology	Business Studies
Mathematics	Physical Education
Home Economics	

The next stage of work will require the SAC to refine and then finalise each of the syllabi before they are submitted first to the *Curriculum Quality Assurance Committee* and then to the *National School Curriculum Advisory Committee* for approval.

Component 3: Capacity Building
Distribution of Primary School Supplies
Under the 2003 NZAID Emergency Support Fund, all primary schools throughout the nation received basic school supplies and equipment to support teaching and learning. The school supplies and equipment were distributed by a local company, *Transpacific Supplies Limited*. To ensure that the materials did arrive at each primary school, staff of the Education Resource Unit were deployed. The staff have visited nearly all the schools in the provinces and checked the supplies that the schools received. A preliminary report gathered from the staff indicated that except for a very few schools who did not receive the exact amount of the items, all schools had received all the items distributed to them and were satisfied and look forward to using the resources.

Reprinting of Secondary School Curricula Materials (locally produced)
Between June and December this year, the Production Unit reprinted the following materials.
- Form 3 Mathematics Unit Books
  - 6500 copies of BK 1
  - 6500 copies of BK 2
  - 6500 copies of BK 3
  - 6500 copies pf BK 4

- Form 3 English Unit Books
  - 6500 copies of Kontiki
  - 6500 copies of Grammar Exercise
  - 6500 copies of Listening Exercise
  - 6500 copies of Fill in the Blanks

The reprinting of the secondary curricula materials was financed by NZAID under its 2003 Emergency Support Fund for the Ministry of Education. The assistance was in the form of raw printing materials (ink, plates and paper etc). There is a great need to supply locally produced curriculum materials to the newly established community high schools.

Renovation of Secondary Curriculum Office
The secondary curriculum office has been renovated. New furniture and air conditioning system has been provided. Included in this new face-lift are an upgraded convenience facilities for both females (first floor) and males (ground floor). A separate office has been erected to store a 'server' and other computer accessories which will link up all computers at CDD via a network. Unlike the old structure, which had separate offices for the curriculum officers, the refurbished office has one large room.

The new refurbished office can accommodate up to 10 curriculum officers. The refurbishment work was done by Tropical Construction Ltd but financed by NZAID.

Office Furniture and Equipment
Under the NZAID financial support CDD has procured:
- 12 Office tables
- 29 ordinary tables
- 52 wooden chairs (with cushion)
- 10 book shelves
- 5 desktop computers for its secondary curriculum staff (another 7 computers are planned to be procured in 2005)
- 2 Split Air Condition Systems
- 1 window type Air Condition System
- Various office supplies (e.g. A4 size papers etc).

The availability of office furniture and equipment have greatly improved the working environment at CDD and hence allowed the staff to perform their work with a lot of pride.

Procurement of Secondary School textbook and science equipment.
A list of overseas textbooks and basic science equipment for secondary schools has been compiled by CDD staff. The list will be submitted to the Project Implementation Unit for consideration and action. The European Union under Stabex 99 is financing the purchase of textbooks and science equipment for the secondary schools at an estimated cost of SBD 14 million.

3.8.4 Way Forward
The implementation of the Curriculum Review and Reform Programme has been affected by critical staffing situation experienced by CDC. Recruitment for critical posts at the CDD were greatly delayed and thus affecting the curriculum review and reform programme. MEHRD and Public Service need to speed up the recruitment process so that programmes can move forward. The recruitment of the agreed two long term advisers to be financed by Stabex 99 was delayed this year and they are expected to be in post by mid 2005.

3.9 National Examinations and Standards Unit (NESU)

3.9.1 Roles and Objectives

The NESU provides professional and technical advice to the Minister through the Permanent Secretary on issues pertaining to the National Examinations, Standards, Selection Procedures and the Progression of students from the three exit points in the education system in which national examinations are administered. The NESU also advises on new developmental approaches or policies in examination and assessment, particularly the development of the Solomon Islands Standardized Test of Achievement (SISTA 1 and 2) for literacy and numeracy monitoring purposes.

The functions of the NESU are to:

- Administer three National examinations namely SISE at grade 6, SIF3 at Form 3 and the SISC at Form 5.
- Assist in the administration of Form 6 and 7 that are directly under South Pacific Board for Educational Assessment (SPBEA) qualification frame work.
- Monitor educational standards through the conduct of national examinations and other assessment devices/programs.
- Administer the promotion of students based on the selection procedures guided by the Legal Notice 9.
- Grant certification and approval for repeat and transfers.

3.9.2 Activities and Achievements

The Unit conducted the following examinations in 2004:
- SISE Examination- Standard 6
- SIF3 Examination – Form 3
- SISC – Form 5
- Form 6/7
- Standards- SISTA Exam (Solomon Islands Standardised Test of Achievement)

With good collaboration with the teachers, educational authorities, and SPBEA as partners in this assessment process, all examinations went satisfactorily and successfully last year.

SISE Examination- Standard 6
The dissemination of all exams to the 10 provinces and more than 472 primary schools was carried out on schedule. In addition,
- The three SISE Examiners executed the Examiners' Instrument and complied with its conditions and terms.
- The drafts of SISE examination papers were received rather late last year by NESU.
- The Moderators were identified and the moderation of the three SISE examination papers was executed.

Tables 1 – 4 below provide data relating to enrollment in the SISE.

Table 1. General Enrolment Data By Gender And The Access Rate

Exam	Year	Tot Enrol	Total Placed by Gender		Total Placed	Total Unplaced	% Access
			F	M			
SISE	1997	9,040	2,641	1,732	4,373	4,667	48
	1998	9,201	2,665	2,075	4,740	4,461	52
	1999	8,669	Crash!	-	-	-	-
	2000	8,992	2,779	2172	4,951	4,041	55
	2001	8,354	3,190	2,715	5,905	2,449	71
	2002	7,832	3,139	2,653	5,792	2,040	74
	2003	7,684	3,218	2,667	5,885	1,799	77
	2004	7,975			5,850	2,278	73

The variation in the enrolment from 1997 – 1999 was caused by the ethnic tension, which led to the closure of more than 50% of the primary schools on Guadalcanal. The shortage of places in secondary schoos was rectified and placements escalated with the inception of Community High Schools (CHS) in 2000. A drastic increase in the access rate has occurred since 2001. However, in 2004 the access rate dropped due to some NSS schools not taking in any more Form 1s and instead expanding into Form 7, ie Selwyn College and Su'u NSS with Honiara High starting in 2003. The above table also reveals a higher proportion of male students enrolled in the examination than females over successive years. Last year female enrolment represented 46%.

Table 2:Provincial Candidacy

Province	Candidacy
1 Central Islands	388
2 Choiseul	465
3 Guadalcanal	1263
4 Honiara	914
5 Makira/Ulawa	639
6 Malaita	1890
7 Temotu	442
8 Western	1435
9 Ysabel	497
10 Rennel/Bellona	42

Table 3: Mean and Standard Raw Scores

Subject	Out Of	Mean	St. D	No Sat	%mean	OS Mean	Cor	Absent	Withdrawn
ENGLISH	100	44.4	14.1	7899	44.4	51.0	0.65	0	63
MATHEMATICS	60	25.2	10.8	7897	42.0	51.0	0.63	0	64
GENERAL PAPER	70	37.8	10.2	7898	54.0	51.0	0.66	0	63

Table 4: Mean & Standard Final Scores

Subject	Out Of	Mean	St. D	No Sat	%mean	OS Mean	Cor	Absent	Withdrawn
ENGLISH	100	50.5	16.1	7962	50.5	51.0	0.65	61	0
MATHEMATICS	100	50.6	16.1	7961	50.6	51.0	0.63	63	0
GENERAL PAPER	100	50.6	16.4	7961	50.6	51.0	0.65	62	0

Maths proved to be a difficult paper in the raw score with a low mean compare with the other two papers. In the final score of the three subjects, English, Maths and the General Paper; all appear to be of the same strength as indicated by their correlation and mean.

SIF3 Examination – Form 3
SIF3 registration forms were sent to about 133 form 3 secondary schools in the 10 provinces throughout the country. In addition,

- The revised Form 4 Application forms including the choices were sent with the examination papers in order to reduce the postal cost.
- Two subject examiners were identified and executed the examiners' agreement.
- Two subject moderators were identified and the moderation of English and Math's was executed accordingly.
- Again as in SISE, the drafts were received by NESU quite late.

Tables 5 – 8 provide data on the SIF3 examination.

Table 5. General Enrolment Data (Form 3)

Year	Total Enrolled	Total Placed	Total Unplaced	Percentage Access
2004	4779	3046	1750	64%

Females represented 43% of total enrolments in the SIF3 Examination. The access rate increased by 1% from 2003, with more schools introducing Form 4, namely, Kulu CHS, Visena CHS, Muana CHS, Kilusakwalo CHS, Auki CHS, and Masupa'a CHS. Takaito CHS was relegated back to Form 3 from Form 5.

Table 6: Provincial Candidacy

	Province	Candidacy
1	Central Islands	365
2	Choiseul	189
3	Guadalcanal	546
4	Honiara	1114
5	Makira/Ulawa	442
6	Malaita	976
7	Temotu	159
8	Western	711
9	Ysabel	249
10	Renelle/Bellona	28

Figure 7: Mean & Sd Raw Score

Code Name....	Out of	Mean	St.D.	No. sat	%Mean	OSMean	Cor	Absent	Withdrawn
1 ENGLISH	95	48.7	13.4	4503	51.3	57.6	0.52	0	276
2 MATHEMATICS	100	45.1	20.8	4525	45.1	57.4	0.52	0	254

Figure 8: Mean & Sd Final Score

Code Name....	Out of	Mean	St.D.	No. sat	%Mean	OSMean	Cor	Absent	Withdrawn
1 ENGLISH	100	54.1	17.9	4779	54.1	57.5	0.48	276	0
2 MATHEMATICS	100	54.5	17.8	4779	54.5	57.4	0.50	254	0

SISC – Form 5 Examination

The SISC registration forms were revised and sent to 50 Form 5 Secondary Schools in the country. In addition,

- The execution of the examiners and moderators' agreements were done for the four core subjects, English, Math, Science, Social Studies and the rest of the elective subjects such as Agriculture, Business Studies, Home economics, Industrial Art and New Testament Studies
- Application forms into Form six were also sent for candidates to fill in their choices.
- SISC Regulations were also for the first time sent to schools.

Tables 9-13 provide data relating to the Form 5 Examination.

Table 9: Student Enrolment

Year	Tot. Enrolment	M	F	Placed	Unplaced	% Access
2002	2,550	317	183	500	2,050	20
2003	2,521	469	248	717	1,804	28
2004	3025			845	2,172	28

The increase in enrolment is due to four additional Form 5 schools sitting the SISC in 2004, namely, Avuavu, Siota, Tangarare, and Adaua. There is a steady access rate for the last two years although new Form 6 schools were introduced last year. This was due to the increase in enrolment.

Table 10: Provincial Candidacy

	Province	Candidacy
1	Central Islands	73
2	Choiseul	57
3	Guadalcanal	327
4	Honiara	1031
5	Makira/Ulawa	302
6	Malaita	453
7	Temotu	103
8	Western	538
9	Ysabel	141

In the SISC, the subjects that have internally assessed components and examinations are:

Table 11: Weightings(Exam and Internal Assessment)

SUBJECT	EXAM Wtg %	IA Wtg %	Moderation Type
Industrial Art	40	60	Direct Moderation
Agriculture	60	40	Statistical Moderation
Home Economics	70	30	Consensus Moderation
English	80	20	Consensus Moderation
Science	80	20	Direct Moderation

Other subjects like Mathematics, Social Science, Business Studies, and New Testament have no Internal Assessment/School Based Assessment component. Last year none of the schools in the country offered Creative Arts. The only subject that the 'statistical moderation' applied to was Agriculture. The range of marks from schools or marking panels on the 'internal assessment (IA)' component had to be standardised before they could be combined into their respective IA/Exam ratios. The combined scores were then run through the percentile scaling system and then set under the same platform of a National Mean of 50 and Standard Deviation of 17 or alternatively a mean 50 and Sd 15.

Table 12: Means/Sd performance per school per subject

School	English χ	sd	Maths χ	sd	Science χ	sd	S/Study χ	sd	Agricul χ	sd	Busines χ	sd	H/Eco χ	sd	I/Art χ	sd	NTS χ	sd
	54.3		48.3		47.1		50.1		56.3				48.3		56.8		58.6	
Ringgi	54.3	5.8	48.3	3.8	47.1	13.5	50.1	5.9	56.3	5.2			48.3	2.7	56.8	1.6	58.6	7.8
Pirupiru	53.0	5.9	53.1	8.4	58.6	11.8	58.9	11.3	52.3	12.6	55.6	12.8						
Santa A	45.7	1.1	54.4	4.4	44.0	0.4	45.9	1.6			49.5	3.9	44.8	3.9	43.7	1.1		
FM Ca	46.9	2.1	51.3	8.4	51.1	5.4	53.4	7.7	56.9	8.1	53.6	6.0	59.8	9.5	54.1	7.5		
Bekabek	59.0	11.0	54.0	7.2	58.8	10.1	55.2	8.3	59.2	7.1	66.4	11.9	56.7	10.1	67.8	7.4	62.8	9.5
Gizo	57.5	8.4	50.8	5.1	51.6	6.3	55.5	9.8	50.0	0.0	59.4	7.7	51.7	8.7	60.5	8.4	59.1	11.4
Takaito	45.6	0.7	80.2	6.2	70.0	9.7	54.1	8.0			68.5	9.0			64.1	15.6	73.0	4.1
Balipa'a	54.2	5.2	62.5	4.8	55.3	10.2	53.2	6.7	48.9	4.1	49.5	3.9						
Kokeqo	50.8	6.5	49.0	4.9	47.2	6.1	50.4	7.0			60.7	14.6					53.8	11.1
Elelo	48.1	2.6	63.4	7.9	59.5	7.6	54.9	9.2	66.3	7.4	63.2	8.0	65.6	8.4	71.6	12.0		
Allardyc	56.5	8.6	56.8	7.4	52.7	4.8	59.1	10.5	63.5	9.2	61.7	6.8			65.6	8.1	59.8	9.7
Aligege	54.9	8.8	50.7	6.5	48.7	6.1	52.5	8.4	52.8	6.5	53.6	7.9	56.0	9.4	63.1	10.8	56.3	7.6
Avuavu	49.2	4.4	61.3	7.1	55.8	9.1	57.0	8.3	46.0	0.0	73.2	6.2					56.3	5.3
Betikam	73.6	10.1	61.9	11.0	65.3	10.3	68.3	10.8	66.9	7.8	58.6	9.4	65.3	12.5	60.7	5.6	69.3	11.2
C/Bay	54.6	5.4	52.6	6.2	55.5	10.5	52.3	7.6	55.2	6.8	49.1	4.5			52.4	5.0	60.2	10.0
Goldie	62.8	9.9	58.4	8.5	60.5	9.8	60.0	10.0	64.1	9.7	53.7	6.6	68.0	9.5	72.8	10.6	62.9	10.0
HHS	59.5	11.1	69.7	11.5	64.9	10.8	63.0	10.3	60.6	10.5	62.6	10.1	66.0	104	62.7	10.1	60.1	11.2
SDTC	59.7	8.1	58.0	8.4	54.8	10.3	59.5	9.1	64.3	9.6	74.7	9.8	67.9	10.5	57.2	6.0	62.5	13.4
KGVI	67.1	13.1	63.9	10.3	64.9	12.7	65.3	11.4	59.3	10.8	58.6	8.5	62.3	10.9	54.8	13.8	60.6	11.8

Kukudu	63.2	9.5	57.3	9.0	59.4	9.8	61.4	11.2	50.8	6.6	65.9	10.8	54.8	8.5	59.6	12.4	66.3	10.8
Luesale	54.5	6.1	53.9	6.5	53.4	7.9	53.7	7.7	60.6	7.5	50.5	5.4	47.2	2.3	46.9	1.8	57.4	9.7
Pawa	55.5	8.2	54.8	6.7	53.8	8.7	56.3	10.1	56.1	6.9	51.6	5.4			49.3	1.8	55.9	7.4
Rokera	51.0	7.5	49.8	5.9	56.4	10.8	52.5	9.8	48.2	2.8	61.6	11.4			63.1	12.4	55.5	9.3
Selwyn	65.7	9.3	59.5	10.2	63.1	10.6	60.0	11.0	70.3	7.3	65.6	9.1	67.5	12.3	72.3	7.8	65.8	9.7
Siota	57.9	8.2	60.2	5.9	58.4	9.4	51.5	6.3	56.6	7.3	56.8	7.3	58.2	9.6	47.4	2.1	60.4	10.1
Tenaru	68.1	9.2	60.1	9.9	64.1	12.3	61.5	11.5	60.7	9.1	54.2	7.8	50.6	6.3	56.3	9.9	56.4	9.8
Su'u	64.9	10.5	63.7	12.0	70.2	12.3	64.6	12.6	69.3	11.0	60.5	9.5	58.4	9.0	65.7	13.4	64.1	10.5
Tangara	52.8	6.1	58.7	8.4	62.0	7.7	51.6	6.2	45.9	1.7	80.9	4.4					59.4	10.2
Vonunu	55.7	7.7	54.9	8.9	53.1	8.2	50.0	5.0	83.1	9.2	54.8	9.0	54.0	11.1	55.2	8.8	56.6	10.3
WNSS	59.6	9.8	60.5	10.2	38.9	15.8	60.4	11.3	61.4	11.1	59.0	9.3	47.7	2.9	11.2	4.4	52.8	9.2
Beulah	56.0	7.8	2.4	7.5	48.9	12.0	52.0	5.6	61.4	8.5	50.1	4.7			60.5	9.2	56.9	8.7
Ruavatu	57.1	9.2	52.7	7.1	51.6	7.3	57.4	9.3	61.1	11.8	62.4	8.1	45.8	1.7	58.5	6.1	54.8	7.1
Adaua	71.8	6.3	78.7	7.7	72.9	7.0	68.1	9.6	73.3	7.9	61.1	8.1	61.1	10.7	78.7	6.0	57.9	11.2
Pamua	58.5	9.7	54.7	7.7	55.6	9.9	63.3	10.8	58.7	8.5	53.9	5.9	62.8	9.5	46.7	3.1	59.4	10.6
B/Epall	61.7	10.3	59.2	10.4	57.7	9.9	61.3	11.2	57.0	9.4	59.4	8.9	61.0	10.9	55.6	9.6	61.6	12.2
F/Youn	61.8	11.5	55.8	9.5	61.0	10.6	63.5	10.5	64.8	7.1	58.2	12.2	52.0	4.9			61.2	11.3
St John	52.2	9.6	52.2	9.1	51.8	8.1	54.2	9.5	48.4	4.7	53.3	10.3	55.9	9.5	53.9	6.2	52.4	8.0
W/Rive	56.0	10.2	66.6	12.1	63.7	9.3	57.8	9.2	47.8	4.7	71.4	8.2	49.7	5.5	50.8	6.0	54.1	9.4
Panatina	46.1	1.7	55.9	10.6	52.7	7.5	57.9	9.1	52.3	7.9	63.1	12.5	48.4	4.0	48.8	5.0	51.0	6.1
Guguha	46.5	1.5	48.8	5.7	55.3	7.0	50.2	5.9	56.9	5.0	47.7	2.4	52.0	5.7	75.0	6.8	60.2	9.5
Sasamu	48.2	2.7	47.6	2.8	51.3	7.9	49.2	5.0	62.5	7.0	53.9	9.4	48.7	1.9	49.7	0.5		
St Nich	61.1	9.9	54.2	7.8	54.3	9.6	58.5	9.8	55.9	7.8	57.4	9.6	52.7	7.9	54.5	8.4	54.3	8.7
Lata	53.0	7.3	60.8	5.8	50.9	7.8	56.2	8.9	70.0	9.3	56.5	8.9						
Buruku	53.8	8.9	49.0	4.9	48.8	4.0	50.0	4.6	49.2	2.3	55.0	5.7	46.0	0.0	58.0	6.4	57.4	8.1
Patukae	57.4	8.6	51.2	5.9	51.6	7.2	53.8	8.9	60.3	10.3	56.0	12.0	50.0	0.0			63.7	11.5

Table 13: Mean & sd for External Exam Paper

Code Name..	Out of	Mean	St.D.	No. sat	%Mean	OSMean
Cor	Absent	Withdrawn				
1 ENGLISH	95	44.4	11.4	2848	46.8	58.3
0.42	0	177				
2 MATHs	128	38.1	24.0	2841	29.7	58.3
0.45	0	184				
3 SCIENCE	168	60.5	26.6	2853	36.0	58.3
0.53	0	172				
4 SOCIAL	135	62.2	21.0	2839	46.1	58.3
0.47	0	186				
10 AGRICULT	230	103.9	36.3	1145	45.2	58.4
0.36	0	141				
12 BUSINESS	90	40.1	14.7	1417	44.5	58.8
0.33	0	103				
13 HOME ECON	190	75.9	26.5	490	39.9	57.5
0.47	0	38				
14 INDUSTRI	152	66.5	22.9	525	43.8	58.5
0.34	0	74				
15 NEW TEST	100	55.8	14.9	1877	55.8	58.0
0.36	0	179				

Of the above Mathematics, Science, and Home Economics proved to be a difficult paper. New Testament Studies was an easy paper.

FORM 6/7

The total number of secondary schools with Form 6 in 2004 was 16. Luesaleba PSS withdrew from Form 6 in 2004 and 2005 because of a change of authority. However, the number of Form 6 places allocated this year (2005) has slightly increased due to the additional new Form 6 schools, namely, White River, Ruavatu, Bishop Epalle, and Aligegeo. The selection and placement was very much influenced by the cut-off points from an aggregate of 12 (E-3B) for Science and 15 for Art. The number of Form 6 placements into Form 7 in 2005 is 287 out of 787 pupils. This represents 21 % for Arts.

STANDARDS- SISTA Exam (Solomon Islands Standardised Test of Achievement)

SISTA is an assessment device developed to monitor literacy and numeracy standards in primary schools, classes 4 and 6 in relation to curriculum outcomes. Technical assistance is provided by SPBEA, Fiji. A committee made up of Education officers in Honiara, together with SPBEA officials was formed to devise the instruments. Several workshops to fine tune appropriate instruments took place prior to the actual national norming.

The SISTA 1 National norming was carried out on 10 November 2004 for Standard four (4) pupils. Results of SISTA 1 will be made available from SPBEA in 2005. Another national norming will be required for SISTA 1 for comparative analysis.

The SISTA 2 (Standard six) national norming will be held in 2005 together with the SISE.

Marking

The contractual marking was found cost effective, efficient, reliable, and manageable compared to the hourly rate payment system. It is, therefore, highly recommended that the script marking is again encouraged. Honiara based and Provincial based markers were used and Chief Markers for various subjects were appointed to coordinate the marking process.

Selection

Last year was quite hectic with the introduction of the new ATLAS Windows 2000 software for grading and aggregation of marks. SPBEA and all other member countries are using this system and the E3B aggregation. All subjects are equally weighted, so the myth of 'weaker' or 'softer' options is eliminated, therefore any combination of subjects can be aggregated and students' strengths and interests are recognized and rewarded. The program (E3B) safeguards against candidates missing any of the core subjects through absence or sickness.

3.9.4 Constraints

Legal Frame Work

The Legal Notice # 9 needs to be revised to create an additional clause to be stipulated for the selection criteria for the Community High Schools. The recent development of SISTA has triggered off another concern regarding the revision of the Legal Notice to cater for changes in the selection features.

Cheating

Chief Markers' reports received and summarized by NESU revealed numerous evidence of cheating that have taken place in schools. Several schools last year were alleged of cheating. It is imperative that security measures are taken and legal action taken on those schools that were involved. Hence, the need for independent invigilators must be addressed quickly this year before the next round of the examination sitting.

NESU Staffing, Transport and Equipment

NESU has recently recruited a new Principal Examination Officer. We are yet to recruit another officer before we can be comfortably implementing our work programs efficiently and effectively. Moreover, the lack of transport and quality support equipment for the Unit risks the ineffective implementation of the work - NESU is on a strict time schedule – examinations to be sat on a particular date must eventuate. Failing to comply with the examination regulations will only result in the invalidation of examinations. This would be very costly and time consuming.

3.9.5 Way Forward

Assessment For Learning (AFL)

National Examination and Assessment Board (NEAB) The revival of the Examination Board will help to alleviate some of the burdens that this unit is currently faced in some aspects of the decision-making, accountability and transparency. The revised function and membership of the NEAB has been submitted and should be approved in 2005.

Assessment For Learning (AFL)

There is now a paradigm shift in the assessment framework from the Assessment for Ranking to Assessment for Learning. This shift, which is being administered by SPBEA, will focus more in the primary and lower secondary and should be introduced back to back with SISTA as a way to improve the students' learning and quality of teaching by teachers.

3.10 National Library

3.10.1 Roles and Objectives
The National Library Service was officially established by an Act of Parliament – National Library Service Act No. 4 of 1979. As stated under Section 3 of the said Act… "The Hon. Minister after consultation with the National Library Service Advisory Board, may establish such library facilities, to be called the National Library Service, as in the Hon. Minister's Opinion may be required in order to further the provision of an efficient library services throughout Solomon Islands". Its main objectives are:

- Provide opportunities for all Solomon Islanders and the General Public to have access to reading materials for the purpose of individual development and recreation.
- Promote literacy, encourage reading and disseminate information and ideas through the establishment of Public Libraries, Mobile Library Service, Provincial and Community Library Services.
- Provide Library Services to Parliament, Government Departments, Authorities and Institutions including schools and others requesting libraries.
- Co-ordinate under the National Library Services. Professional Procedures for libraries which are members of the service in Solomon Islands.
- Advice on, coordinate and rationalize the resources and services of Government Department Libraries.
- Maintain, develop and preserve a National Collection of Library resources, including a comprehensive collection of library resources relating to Solomon Islands and its people.
- Set standards by training library personnel.

3.10.2. Services provided in 2004
The services provided by the National Library in 2004 were mainly:
- Providing study facilities and dissemination of information and reading materials to Adults, Students and the General Public. The number of users per day was 50-60 people.
- Support Schools with research information
- Provide Technical (Library) Assistance to Schools and Government Departments
- Provision and Distribution of reading materials to schools and other organization

3.10.3 Main Achievements
Achievements in 2004 include the renovation of the National Library Building and the reviving of the Regional Cooperation Programme with the National library of Australia where assistance of AUD $7000.00 will be provided annually.

Terms of Reference for Technical Assistance to develop a school library policy was drafted as required by the Education Strategic Plan 2004-2006.

Hirobuka primary school and Civil Aviation Department were assisted to set up and establish their libraries

Two Staff are currently doing library training at the USP SI Centre under the recurrent budget. One is leading to a Diploma in Library & Information Studies while the other a Certificate in Librarianship

3.10.4 Constraints

The performance of the National Library is affected by the lack of office equipment such as Computers, Photocopier and transport.

3.10.4 The Way forward
The development of the School Library Policy is important for making library services available in schools. Once the policy is in place it will assist the library to be seen as essential for schools and will focus attention. It is also important that the library is equipped with good equipment and qualified staff.

3.11 Stabex Project Implementation Unit

The Stabex 99 Programme Implementation Unit (PIU) is a MEHRD support unit mandated by the Framework of Mutual Obligations signed by the EU and SIG in 2001. The FMO transferred Euro 29 million from Stabex use to Education with the intention of supporting and strengthening the MEHRD by developing and sustaining a sector programme for Education. In 2004 the PIU administered 7 work programmes with MEHRD with a total commitment of SBD 90 million in the areas of Tertiary Support, Secondary Grants, Restructuring SICHE, Capacity Building, Infrastructure and Educational Materials. All work programmes are developed and approved by the ESIRP Programme Management Team under the overall supervision of the Permanent Secretary. The PIU is managed by an external adviser. Up to 70% of Stabex funds involve recurrent expenditure in support of ESIRP/MEHRD activities articulated in the Education Strategic Plan. Award and management of supply, works and service contracts is subject to EDF 8 procedures under the supervision of the National Authorising Officer of the European Development Fund; who is the Minister, Department of National Planning and Aid Co-ordination, Ministry of Finance.

CHAPTER 4: FINANCIAL STATEMENTS

EXPLANATORY NOTES ON RECURRENT EXPENDITURE 2004

1.   REVENUE INCOME   :   The balance of $6,993 reflects
     Budget   900,000   outstanding fees not being paid up by
     Actual   893,007   the end of December 2004 by some
     Balance   6,993   parents and guardians whose children
                             attended Waimapuru National Secondary
                             School. These fees ought to be settled
                             before the students concerned are allowed
                             to re-enter the school.

2.   EXPENDITURE

2.1.   Headquarters &   :   The payment of SBD$16,994,824 to
       Administration   University of the South Pacific (USP)
                                 In Fiji contributed to the over-run
       Budget   34,169,947   of Headquarter and Administration
       Actual   35,592,751   budget allocation for 2004.
       Balance -1,422,804

                                 The payment however settled all SIG
                                 contributions due for 2004 and as well
                                 met some of the students' fees and other
                                 charges.

                                 The Ministry of Finance has been
                                 notified of the need for a further
                                 Supplementary Appropriation
                                 particularly to the budget line subhead
                                 272:0001:4040

2.2. Curriculum Development:
        Budget 1,999,971
        Actual   1,006,338
        Balance   993,633

The Curriculum Development Unit spent only half of its 2004 recurrent Budget Allocation. This is because most major activities under taken were shared by NZAID fund under its annual work programme.

2.3. National Library Unit   :
        Budget 372,094
        Actual   184,690
        Balance 187,404

Although estimates were catered for in the Budget for expected costs on overhead items like water, telephones, fuel and maintenance of office equipment, there were no requests being received to effect payments. These services may be out of service.

2.4. Secondary Education   :
        School Grants
        Budget 5,752,568
        Actual   3,552,108
        Balance 2,200,460

All National Secondary Schools except KGVI and Waimapuru NSS which operate direct from the ministry budget, have received their entitlements of the school grant for 2004 at a total amount of $945,000 at $135,000 each. More than half ($2,607,108) of the total allocation of $4,807,568 for PSS and CHS only was disbursed. The other part of the school grant was met by EU Stabex under the SSGP.

2.5. Education Services   :
        Budget 2,305,549
        Actual   969,877
        Balance 1,335,672

More than three quarter ($467,250) of the total budget allocation of $500,000 were disbursed to the RTCs in 2004, while $490,281 only was used on Primary Education School Grant. An amount of $800,000 was also transferred from the Primary Education School Grant to another subhead in the budget to meet the payment of SIG contribution to USP in Suva Fiji.

2.6. Education Services/ : The total expenditure of $61,846,869
Teachers Payroll incurred under this budget allocation
    Budget 62,502,699 was particularly for teachers salaries.
    Actual 61,846,869 The surplus balance reflects that some
    Balance 655,830 of the posts in various schools have not
been filled.

2.7. King George VI School : The over-run of budget allocation
    Budget 2,508,482 incurred against the budget line
    Actual 3,248,078 subhead 272:0367:2012 for KGVI
    Balance -739,591 School Water.

The actual payment for water is
$897,740.42 whereas the budget
allocation is only $130,000 an over-
expenditure of $767,740.42. This was a
result of water leakages both in
dormitories and from water pipes beneath
the ground.

2.8. Waimapuru NSS : The surplus balance reflects a
    Budget 2,070,574 number of posts at Waimapuru
    Actual 1,584,010 National Secondary School have either
    Balance 486,564 been filled on acting basis or unfilled in
2004.

MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

RECURRENT EXPENDITURE REPORT - 1ST JANUARY - 31ST DECEMBER 2004
SIG BUDGET EXPENDITURE ONLY

SUMMARY OF EXPENDITURES BY DIVISION

Division	Budget	Supplementary Appropriation	Revised Budget 2004	Expenditure	Balance
Headquarters & Administration	12,698,063.00	21,471,884.00	34,169,947.00	35,592,751.00	-1,422,804.00
Curriculum Development Unit	1,999,971.00	-	1,999,971.00	1,006,338.00	993,633.00
National Library Unit	372,094.00	-	372,094.00	184,690.00	187,404.00
Secondary School Grants	5,752,568.00	-	5,752,568.00	3,552,108.00	2,200,460.00
Education Services	2,305,549.00	-	2,305,549.00	969,877.00	1,335,672.00
Teachers Payroll	62,502,699.00	-	62,502,699.00	61,846,869.00	655,830.00
King George VI School	2,508,482.00	-	2,508,482.00	3,248,073.00	-739,591.00
Waimapuru NSS	2,070,574.00	-	2,070,574.00	1,584,010.00	486,564.00
NET TOTALS:	**90,210,000.00**	**21,471,884.00**	**111,681,884.00**	**107,984,716.00**	**3,697,168.00**

MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT

RECURRENT EXPENDITURE REPORT 2004

Division	Service	Budget	Supplementary	Final 2004	Actual Expenditures	Funds Available	
1. Income:	**Fees & Charges**	900,000.00	-	900,000.00	893,007.00	6,993.00	
	Sub Total:	**900,000.00**	**-**	**900,000.00**	**893,007.00**	**6,993.00**	Under Collected
2. Expenditure:							
2.1. Headquarters &	Payroll	4,795,131.00	-	4,795,131.00	3,197,867.00	1,597,264,.00	
Administration	Other Charges	7,902,932.00	21,471,884.00	29,374,816.00	32,394,884.00	-3,020,068.00	
	Sub Total:	**12,698,063.00**	**21,471,884.00**	**34,169,947.00**	**35,592,751.00**	**-1,422,804.00**	
2.2. Curriculum	Payroll	781,971.00	-	781,971.00	366,324.00	415,647.00	
Development Unit	Other charges	1,218,000.00	-	1,218,000.00	640,014.00	577,986.00	
	Sub Total:	**1,999,971.00**	**-**	**1,999,971.00**	**1,006,338.00**	**993,633.00**	
2.3. National Library	Payroll	240,094.00	-	240,094.00	154,369.00	85,725.00	
Unit	Other Charges	132,000.00	-	132,000.00	30,321.00	101,679.00	

	Sub Total:	**372,094.00**	**-**	**372,094.00**	**184,690.00**	**187,404.00**
2.4. Secondary Education	PSS	3,607,568.00	-	3,607,568.00	2,211,444.00	1,396,124.00
School Grants	NSS	945,000.00	-	945,000.00	945,000.00	-
	CHS	1,200,000.00	-	1,200,000.00	395,664.00	804,336.00
	Sub Total:	**5,752,568.00**	**-**	**5,752,568.00**	**3,552,108.00**	**2,200,460.00**
2.5. Education Services	Primary School Grants	1,765,549.00	-	1,765,549.00	490,281.00	1,275,268.00
	Vocat. Training Schls.	500,000.00	-	500,000.00	467,250.00	32,750.00
	Sec. Operation Costs	40,000.00	-	40,000.00	12,346.00	27,654.00
	Sub Total:	**2,305,549.00**	**-**	**2,305,549.00**	**969,877.00**	**1,335,672.00**
2.6. Education Services	NSS	6,313,981.00	-	6,313,981.00	3,226,162.00	3,087,819.00
Teachers Payroll	PSS	9,998,277.00	-	9,998,277.00	7,886,581.00	2,111,696.00
	CHS	12,759,269.00	-	12,759,269.00	12,281,078.00	478,191.00
	Primary	33,431,172.00	-	33,431,172.00	38,453,048.00	-5,021,876.00
	Sub Total:	**62,502,699.00**	**-**	**62,502,699.00**	**61,846,869.00**	**655,830.00**
2.7. King George VI Sch.	Payroll	1,368,482.00	-	1,368,482.00	940,183.00	428,299.00
	Other Charges	1,140,000.00	-	1,140,000.00	2,307,890.00	-1,167,890.00

	Sub Total:	**2,508,482.00**	**-**	**2,508,482.00**	**3,248,073.00**	**-739,591.00**
2.8. Waimapuru Nss	Payroll	1,043,574.00	-	1,043,574.00	410,376.00	633,198.00
	Other Charges	1,027,000.00	-	1,027,000.00	1,173,634.00	-146,634.00
	Sub Total:	**2,070,574.00**	**-**	**2,070,574.00**	**1,584,010.00**	**486,564.00**

STABEX 99

Income & Expenditure Summary, March 2004 through 31 December 2004

		Annual Budget $	Balance $
	Revenue		
	Stabex 99 Grant	81,806,292.00	(48,265,143.00)
	Total Revenue	81,806,292.00	(48,265,143.00)
6-0000	**Expenditure**		
	Stabex 99 PIU Admin	6,713,123.00	(673,682.58)
	Secondary School Grant Project	19,933,950.00	(8,898,340.35)
	ESIRP: Capacity Building	18,414,375.00	(15,552,462.09)
	ESIRP: Infrastructure	18,114,809.00	(17,359,069.61)
	ESIRP: Education Materials	18,630,035.00	(18,600,120.83)
	Total Expenditure	81,806,292.00	(61,083,675.46)
	Add: Net surplus b/fwd	-	1,008,882.17
	Net Surplus/(Deficit)	-	13,827,414.63

RECONCILIATION TO CASH AT BANK

Opening Cash balance	1,170,618.90
Add: Receipts	36,712,179.87
	37,882,798.77
Less: Payments	27,722,056.12
Balance per Bank	10,160,742.65
Less: Commitments SIG - Witholding Tax	364,578.60
Actual amount available	9,796,164.05
Add: Imprest Accounts Petty Cash Imprest	1,000.00
Other Debtors	2,629,804.60
	1,400,445.98
	4,031,250.58
Net Surplus	13,827,414.63