

**Ministry of Education
And
Human Resource Development**

***EDUCATION FOR
LIVING***

**DRAFT POLICY
ON
TECHNICAL,
VOCATIONAL
EDUCATION AND
TRAINING**

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FORWARD

This Draft Policy has been compiled with the help of a Task Force of 28 people representing all stake-holders in Technical and Vocational Education. This final document is a result of extensive consultations by members of the Task Force, and two National Workshops, with nearly one hundred participants representing all stake-holders and all Provinces. The first workshop contributed ideas for the draft policy, and the second discussed an outline of the draft and amended and approved it.

Members of the Task Force also visited areas of three Provinces, holding meetings with teachers, students, parents and members of local communities in Rural / Vocational Training Centres, Community High Schools, Provincial Secondary Schools and a National Secondary School. Public Forums were held in Gizo and Auki. Some members also had the opportunity to consult with all Secondary School Principals, Rural / Vocational Training Centre Principals, and the Secondary Curriculum Panels, and to give them questionnaires, during their annual workshops. Task Force members also consulted on an individual basis with major stakeholders and other concerned people, including employers, government officials and NGOs working in the field of community development in rural areas. This included separate meetings with SICHE, the Trade Testing Centre, a representative of the Ministry of Agriculture, the Manufacturers Association representing employers and the Kastom Gaden Projek. The policy was then submitted again to the Task Force in its final form and submitted to the Ministry of Education after further amendments.

The Task Force was guided by a support group of four people: the Manager, European Union Rural Training Centres Project; Chief Education Officer, Non-formal Education, Ministry of Education; Coordinator, Solomon Islands Association of Rural Training Centres; and Advisor, Solomon Islands Development Trust. The Task Force was led and the final document written up by a local consultant appointed by the Ministry of Education and Human Resource Development.

The policy, therefore, represents a consensus of the views of as representative a sample of stakeholders as it was possible to achieve in the limited time available.

STRUCTURE OF THE POLICY DOCUMENT

Part 1 of the document, pages 7 to 13, is a **People's Summary**, summarising the whole document for busy people who have not got time to read the whole document.

Part 2 of the document, pages 14 to 38, is a **Summary of the Policy**, containing all the main elements of the Policy itself.

Part 3, pages 39 to 104, is the **Main Policy Statement**. After each section the main elements of the Policy are outlined in **bold**. It is these main elements which form the Summary of the Policy in Part 2. Those reading Part 3, therefore, do not need to read Parts 1 or 2.

ABBREVIATIONS

ALTP: Adult Learners Training Programme
APHEDA: Australian Peoples Health, Education Development Assistance
BLESS: Building Livelihoods, Empowerment and Strategic Sustainability
CBTC: Community Based Training Centre
NGO: Non-government Organisation
PFnet: People First Network
RTC: Rural Training Centre
SIARTC: Solomon Islands Association of Rural Training Centres
SICHE: Solomon Islands College of Higher Education
SIDT: Solomon Islands Development Trust
SISC: Solomon Islands School Certificate
TVET: Technical, Vocational Education and Training
USP: University of the South Pacific
VTC: Vocational Training Centre

DEFINITIONS

Technical Education: Education concerned with the development of practical skills, especially those involving use of the hands and specialised tools and machinery.

Vocational Education: Education concerned with learning skills and knowledge of direct use in everyday living, including employment and self-employment.

Academic Education: Education concerned mainly with learning knowledge and understanding from books and in written forms.

Curriculum: Everything that is taught and learnt in a School or Training Institution, directly and indirectly. The combination of subjects taught in an institution.

Syllabus: A plan for the teaching of one particular subject.

Rural Training Centre: A Training Centre whose curriculum emphasises the teaching and learning of skills for rural living.

Vocational Training Centre: A Training Centre whose curriculum combines the teaching and learning of skills for rural living with skills useful for paid employment and self-employment.

Community Based Training Centre: A Training Centre run by a local community offering mainly short courses to members of that community.

National Secondary School: A Secondary school, usually controlled by a church or Central Government, which takes students from all areas of the country.

Provincial Secondary School: A Secondary school controlled by a Provincial Government and taking students mainly from one Province.

Community High School: A Secondary school controlled by a local community and usually taking students mainly from that community.

MEMBERS OF TASK FORCE ON TECHNICAL, VOCATIONAL EDUCATION AND TRAINING

Title	Name
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Secretary, Solomon Islands Association of Rural Training Centres and Principal, Kaotave RTC	Henry Vouza Loloa
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Representing private providers of Technical and Vocational Education	David Iro (Willies Electrical)
Representing Chamber of Commerce	Phil Bradford (Island Enterprises)
Representing Solomon Islands Manufacturers Association	Peter Hocking (Hocking Construction)
Representing Vanga Teachers College graduates	Mary Cecilia
Representing unemployed youths	Ian Wright
Representative of Solomon Islands Council of Trade Unions	(did not attend)
Support Group	
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Manager, European Union Rural Training Centres Project	Louisa Fakaia
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PART 1: PEOPLE'S SUMMARY

Over the last 26 years since independence in Solomon Islands there has been a remarkable growth in the number of students going to school, especially Secondary School. This has meant both a growth in the absolute numbers, from 385 students going to Form 1 in 1978 to 5,726 in 2004, and a higher proportion of Primary School leavers going on to Secondary School, from less than 10% in 1978 to approximately 70% in 2004.

This expansion in numbers, however, has taken place with very little change in the curriculum. Although there have been frequent reviews of individual subject syllabuses to adapt them better to Solomon Islands needs, the overall curriculum, including the balance between academic and technical / vocational subjects, has changed very little. Reports have been written on the need for a 'mixed mode' curriculum, with a balance between academic and practical subjects, but so far their recommendations have only been partially implemented.

The present curriculum of Secondary schools is largely derived from that of the National Secondary Schools, most of which were set up before independence. The curriculum of these schools was based partly on an academic tradition inherited from Britain, and partly on a desire to train Solomon Islanders in skills for paid employment, to fill the numerous jobs which were becoming available in administration and elsewhere during the period immediately before and after independence. The whole education system, therefore, became geared to this aim, and the majority of people came to regard education as a route to paid employment, especially paid employment in office jobs in town.

After independence Secondary education was expanded rapidly, first with the creation of Provincial Secondary Schools, and more recently with the creation of large numbers of Community High Schools by a remarkable grass-roots initiative in the 1990s. Both of these new kinds of Secondary school have adopted the overall curriculum of the older National Secondary Schools. This is mainly because of an examination system which selects students for Form 4 on the basis of a common exam in Form 3, and because a relatively small number of schools have Form 4 and 5 classes, and an even smaller number have Form 6. There is still a general belief, derived from the situation before and immediately after independence, that those who reach Form 5 or 6 will find a place for further studies or paid employment, so most parents want their children to go to Form 5 or 6.

The expansion of paid employment or opportunities for further studies, however, has not kept pace with the expansion of Secondary education, and there has been an actual decline in these opportunities due to the period of tension since 1999. The vast majority of school leavers at all levels, including Form 5 and 6, now have only a small chance of paid employment or further studies. We have a situation, therefore, where the curriculum of Secondary schools is based on a largely academic model which aims to train people for paid employment or further academic studies, but the vast majority of students have no prospects of either.

This has created a situation where a larger and larger number of school leavers are looking for paid employment and failing to find it. Many drift to urban areas, especially Honiara, but fail to find work. Others go home to rural areas but find that their education has left them with few skills which they can use to make a living for themselves. Because they have spent a long period of their formative years in school, usually boarding school, rather than in the village, and because traditional skills are learnt through participation in village life – Learning by Doing – many also find they do not have the skills to look after themselves and their families within the subsistence economy, which still forms the basis of life in most rural areas. Some people believe that this contributed significantly to the tension we have just experienced.

This has led to a realisation that we need to re-think the aims of our education system, and the curriculum on which it is based, so that it caters for the majority of students who will not find paid employment or go for further studies, as well as the minority who will. There is a need to place a much greater emphasis on Technical, Vocational Education and Training (TVET), so that the education system produces people who have '*skills for living*'. These skills should enable them to create opportunities for self employment and contribute to an improvement in the life of their own communities, both rural and urban, as well as finding paid employment or going for further studies. The system must cater for the needs of all students, not just a minority.

It is felt that this change will not only cater for the needs of individual students, but also assist in improving the social and economic life of the country. Solomon Islands remains a largely rural society, rich in resources in most of the rural areas, with a large and important subsistence sector. It is important, therefore, that the education system enables people to develop skills, both technical, vocational and entrepreneurial, which will help them to develop these resources, as well as continuing to provide for themselves in the subsistence sector.

The aim of this policy, therefore, is to place an emphasis within the education system on the development of Technical and Vocational skills which will help the students to develop the communities, both rural and urban, from which they come; create self-employment by making effective use of our natural and social resources; gain paid employment; or benefit from further studies and training. The policy aims to integrate these Technical and Vocational skills into all parts of the education system.

At the same time it is recognised that the development of such skills must only be one part of the education of the whole person. The education system must continue to provide for the social, moral, spiritual, cultural, academic and physical needs of all students, thus helping them to identify their own talents and interests and realise their own potential. It is equally important that the education system is integrated into the culture, traditions and values of Solomon Islands societies. By emphasising skills for living, and being based more strongly on the culture, traditions and values of Solomon Islands society, it is hoped that the education system will become a process of integrating students into their own communities, both rural and urban, rather than a means of drawing them away from those communities.

The main features of this policy are as follows:

1. Structure of education

1.1. The present distinction between Formal and Non-formal education, in which Technical and Vocational Education is considered to be mainly for those who 'exit' or 'drop out' of the formal system, should be abolished. The education structure should be seen as a continuum ranging from the most formalised to the most non-formal.

1.2. TVET should be included in all parts of the structure with varying degrees of emphasis so that it becomes part of Life-long Learning:

- a. It should be an important part of the proposed structure of Basic Education from Standard 1 to Form 3.
- b. After Form 3 all students should have the opportunity to learn practical TVET skills either in the Technical streams of Senior Secondary Schools or in Rural, Vocational or Community-based Training Centres.
- c. Community-based programmes should be available for all adult learners who wish to pursue further training or use the skills they have already learnt.
- d. Those with particular talent should have the opportunity to gain further TVET training in Tertiary institutions such as SICHE or overseas institutions.

1.3. Some simple practical skills should be taught at Primary level.

1.4. More emphasis must be placed on the teaching of practical subjects in Forms 1 to 3 so that there is a balance at this level between practical and academic subjects.

1.5. In Forms 4 and 5, Secondary Schools should introduce Technical streams, based on TVET subjects, to complement the present Academic streams.

1.6. Some Schools should introduce a Technical stream at Form 6 as well as, or instead of, Science streams and this may lead to a Technical stream in Form 7.

1.7. As we move towards Universal Basic Education from Standard 1 to Form 3, more Rural, Vocational and Community Based Training Centres should be created for those leaving School at Form 3 level.

1.8. We should put our limited resources into creating enough Community High Schools to give Basic Education, including Technical and Vocational skills, to all, and into expanding Training Centres, rather than expanding a limited number of Community High Schools to Forms 4 and 5.

The final structure envisaged for Secondary education is shown in the diagram on the next page.

1.9. All the time we have three unequal classes of schools, National, Provincial and Community High, there will be unequal teaching of practical and technical skills. Therefore, we should abolish the distinction between National Secondary Schools, Provincial Secondary Schools and Community High Schools at Form 1 to 3 level, by phasing out Forms 1 to 3 in the National and Provincial Secondary Schools. The present National and Provincial Secondary Schools would become Senior High Schools with Forms 4, 5, 6 and possibly 7 only.

1.10 In Forms 1 to 3 there would be only one type of School: Community High Schools, and all students would go to their nearest Community High School. Choice of school at the transfer from Standard 6 to Form 1 would no longer be available.

1.11 The government should give exactly the same treatment to all Community High Schools, rural and urban, in terms of teachers, equipment, tools and facilities as well as grants. Fees should be made uniform.

1.12. All Senior High Schools would have Technical and Academic streams. In these, students would take a mixed mode curriculum but with a strong bias towards either Academic or Technical subjects.

1.13 Both those in Form 5 and those in Rural / Vocational Training Centres would have the chance to transfer to SICHE.

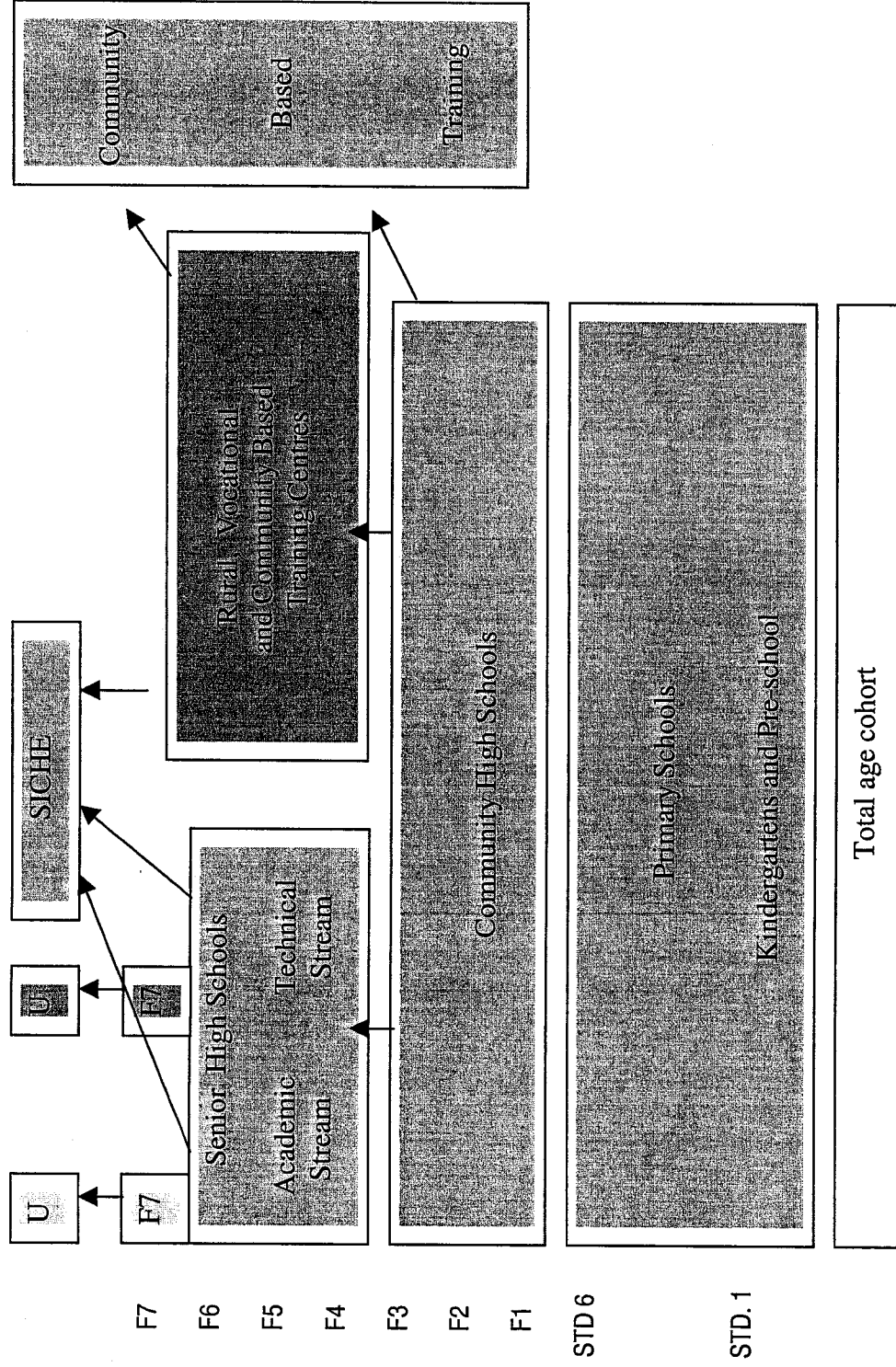
1.14 Those in Technical Form 6 and 7 would have a chance to transfer to SICHE, Technical College or University, here or overseas.

1.15. Rural, Vocational and Community Based Training Centres would be expanded to cater for as many people as possible who leave Form 3 but do not go to Form 4. They would be brought more into the mainstream system as an alternative to Form 4 rather forming than a separate part of the system. Local communities should be encouraged to set up Training Centres in the same way they have been involved in the setting up of Community High Schools. They should be encouraged through small grants of 'seed money' to help with buildings and perhaps grants in kind in the form of tools and equipment, but the emphasis should be on community initiative. Government would have to train and pay teachers. It is felt that such Community Based Training Centres would give a much more useful and relevant education than expanding all schools to Form 4 and 5.

1.16. Training Centres should continue to have one main aim: to teach practical skills which are useful to those who finish their training. However this one aim incorporates four subsidiary aims, as trainees may use their practical skills for

- a. improving their own lives and the lives of those in their communities when they return to rural areas;
- b. starting projects which give them employment and cash income;
- c. enabling them to find paid work in urban or other areas;
- d. helping them to find further training.

FINAL STRUCTURE OF EDUCATION UNDER THIS POLICY



2. Curriculum and teaching methods

- 2.1 Primary Schools should lay the foundation of practical skills development by teaching basic practical skills.
- 2.2 In Forms 1 to 3 an even balance must be kept between academic and practical subjects in terms of timetabling and the allocation of resources.
- 2.3 The teaching of practical skills must be done within a holistic curriculum which caters for all students' needs and helps them to develop their full personality. This is the concept of Basic Education from Standard 1 to Form 3.
- 2.4 We should test students in all subjects at the end of Form 3, not just in English and Maths or the 'core' academic subjects. Testing in practical skills would have to be partly through school-based assessment.
- 2.5 Selection for Form 4 should be on the basis of the student's 5 or 6 best subjects. Marks will give guidance on whether students should enter the Academic or Technical stream.
- 2.6 We should teach a range of traditional skills within every skill subject, to ensure that students leave school able to look after themselves in the subsistence economy.
- 2.7 The present concept of core and optional subjects in Solomon Islands School Certificate should be abolished and only English should be compulsory. Students should be able to choose combinations of any other subjects, although schools may have to restrict choices to two sets of options: the Academic stream and the Technical stream. Both streams should study some academic and at least one practical subject.
- 2.8 The Technical streams should offer a wider variety of skills than at present, leading to testing for the proposed National Vocational Certificate as well as SISC.
- 2.9 Through a modular approach, standard units should be produced for teaching in Training Centres, but the Centres should be able to be flexible by choosing the particular modules which suit their needs rather than having a standardised curriculum for all Centres.
- 2.10 We should introduce a greater variety of practical skills into the curriculum.
- 2.11 Rural and Vocational Training Centres should consider reducing the lengths of their courses to accommodate far more students. Courses might also become 'sandwich courses', alternating between periods in the Centre and periods starting and running a project at the student's home.
- 2.12 The teaching of practical subjects in both Secondary Schools and Training Centres should be based firmly on the practice of skills not the teaching of theory. Theory and practice must be fully integrated in the teaching, rather than separated from each other.
- 2.13 It is essential that both Secondary Schools and Training Centres are supplied with adequate tools and equipment to teach practical subjects in a practical way. In addition, annual provision must be made for the purchase of materials necessary for teaching practical subjects e.g. timber, cloth, food for cooking, seeds. Strict conditions must be put in place by each institution to avoid loss of tools and equipment.
- 2.14 We should investigate the possibility of using Distance and Flexible Learning for TVET.
- 2.15 All Training Centres should generate part of their own income, or save expenditure by being partially self-reliant, both to save costs and to teach self-sufficiency and income generation to students. Secondary Schools should also be encouraged to do this.

3. Access

3.1 All institutions should aim at an equal balance between male and female students by:

- building equal numbers of dormitories and other infrastructure for girls and boys;
- considering opening more all-girls Training Centres;
- introducing more courses attractive to girls and encouraging girls to do a wider variety of courses in Training Centres and the Technical streams of Secondary schools;
- ensuring that both girls and boys follow the same curriculum for Basic Education up to Form 3.

3.2 As far as possible include persons with disabilities in the normal programmes of Training Centres, so that they can benefit from TVET, by

- training at least one person from each Training Centre in the skills of assisting persons with disabilities;
- enabling persons with a wide range of disabilities to take part in TVET programmes;
- assisting Training Centres to adapt facilities to cater for persons with disabilities when this is necessary.

4. Teacher Training

4.1 Create three more Vocational Teachers Colleges, similar to Vanga Teachers College, to train teachers in practical subjects for Training Centres and Secondary schools. Each College to be attached to an existing Training Centre and to train teachers using the philosophy of *Learn by Doing*, used successfully at Vanga Teachers College.

4.2 Each College to issue Vocational Teachers Certificates validated by SICHE.

4.3 Entry to be open to holders of SICHE Certificates in Trade subjects, Agriculture or Business Studies and those with good grades and experience in Home Economics, as well as mature entry by good graduates of Rural / Vocational Training Centres.

4.4 Run short courses to up-grade practical skill teachers and to train Principals.

4.5 Start a Certificate course in Life Skills (Home Economics).

5. Links with communities, employers and SICHE

5.1 It is very important to establish strong links between all TVET providers and the communities they serve by

- moving towards a structure where all students go to their local Community High School from Form 1 to 3;
- using Community High Schools and Training Centres as centres for learning for the local communities, not just for full time students;
- changing the name of Community High Schools to Community Learning Centres, which would also serve as Community Based Training Centres and Distance Learning Centres;
- Community High Schools and Training Centres running short courses in adult education, according to the perceived needs and demands of surrounding communities;
- using local skilled people, including those with traditional skills and retired people, as part- time teachers in the Schools and Centres;
- involving students in practical work for the community;
- involving students in starting a project in their home area as part of their skills training;
- Schools and Centres becoming the 'research arm' of the village and doing scientific, agricultural or other research for the benefit of the community;
- involving local community leaders in the organisation of Schools and Centres through advisory boards.

5.2 There should be strong links with employers through

- establishing a TVET Advisory Board with representation of employers;
- taking account of the needs of employers in the training given;
- encouraging employers and private providers to provide TVET.

5.3 There should be strong links with SICHE through

- recognition by SICHE of the Vocational Teachers Certificate;
- opportunities for Training Centre graduates to enter SICHE;
- SICHE running short up-grading courses for practical skill teachers.

6. Follow-up and assistance to leavers

There must be effective follow up for all School and Centre leavers including

- a post of Guidance Teacher in all Schools and Centres;
- developing organisations in local communities to help leavers;
- coordinating the work of all existing organisations working in rural development;
- helping leavers to obtain tools and capital to carry out the skills they have learnt;
- coordinating with all other Ministries working in this field;
- providing market outlets for things produced by School or Centre leavers;
- developing home-based projects as part of students' training.

7. Assessment, Certification, Standards and Inspection

7.1 Set up a TVET Advisory Board, under the National Education Board, to advise on and control the testing and certification of all TVET skills. The Board would also act as a liaison between the TVET providers and employers, SICHE, and the needs of local communities, all of which would be represented on the Board.

7.2 The TVET Advisory Board would control and issue a National Vocational Certificate. This would test all Technical and Vocational skills on a modularised approach by testing limited and discrete skills through the testing of competencies. A wide variety of skills would be tested at three different levels. This Certificate could be taken in Training Centres, Secondary schools, places of employment and SICHE. It would be recognised for entry to SICHE, for employment and as a general recognition of skill competence. There would be cross-crediting between institutions. Recognition of prior learning would enable those without formal education to obtain a Certificate.

7.3 Initially the Certificate would run parallel with the Trade Testing certification and SISC but later all might become part of a National or Regional Qualifications Framework.

7.4 The TVET Advisory Board would be responsible in conjunction with the Ministry of Education Inspectorate for the inspection and licensing of all TVET institutions.

8. Solomon Islands Association of Training Centres (SIARTC)

The Solomon Islands Association of Rural Training Centres should continue to be supported and recognised as an important independent body representing all types of Training Centres: Rural, Vocational and Community Based.

9. Public Attitudes and Perceptions

This TVET policy will only work if there is a change of peoples' attitudes towards both TVET itself and the purpose of education. Education must be seen as a means of learning skills, knowledge and understanding useful for living, not just a means of obtaining paid employment. There needs to be a big change in the status of Technical and Vocational Education and it is hoped that the measures in this policy in itself will help to achieve this. In addition there should be a massive publicity campaign to explain this policy to the public and to convince people of the importance of Technical and Vocational Education as part of *Education for Living*.

PART 2: SUMMARY OF POLICY

(Note: If you intend to read Part 3 there is no need to read this section)

POLICY 1: SUMMARY OF AIMS

1.1. Overall aims

1.1.1. To place an emphasis within the education system on the development of TVET skills which will help students to

- a. develop the communities, both rural and urban, from which they come
- b. create self-employment by making effective use of the natural and social resources within their communities
- c. gain paid employment
- d. benefit from further studies and training when this is available.

1.1.2 To integrate these skills into a holistic education by which all students can realise their full potential.

1.1.3 To attempt to re-orient education and people's attitude towards it , so that it is seen as a means of helping students to gain skills which will help them to improve their own lives and the lives of their communities.

1.1.4. To integrate these skills into all parts of the education system.

1.2. Personal development

1.2.1 To ensure that the teaching of TVET skills is integrated into the development of the whole person including social, moral, spiritual, cultural, academic and physical education and the development of the values of self discipline and self reliance.

1.2.2 To ensure that all students have opportunity of access to TVET at an appropriate level, regardless of religion, denomination, gender, ethnicity or disability.

1.2.3 To be based on a realistic assessment of what students themselves are likely to do with their education, as well as what society would like them to do.

1.2.4 To develop a work ethic and entrepreneurial and marketing skills to encourage students to make use of the skills that they learn.

1.2.5 To develop self-esteem though encouraging students to take a pride in the skills they learn, and encourage leadership skills so that students play a leadership role in their communities later.

1.2.6 To be based on equal participation of females and males in the development of TVET skills, and recognition of the important contribution women make to society.

1.2.7 To recognise the importance of competencies gained through experience and through recognition of prior learning, as well as through formal educational qualifications.

1.2.8 To provide appropriately for groups with special needs, such as disabled, handicapped or disadvantaged people, and to assist them to learn TVET skills and integrate into the mainstream educational institutions.

1.3. *Integration into communities*

1.3.1 To be based on the integration of educational institutions into their surrounding communities, so that they are seen as institutions contributing to community life.

1.3.2 To be based on the real needs of all the stakeholders in the system: the students; the communities, both rural and urban, from which they come; and potential employers.

1.3.3 To provide a skill base for both rural and urban development through self-reliance, self employment and paid employment, including the development of industries.

1.3.4 To strengthen those traditional skills, values and types of knowledge which are still relevant.

1.3.5 To incorporate follow-up and support programmes which enable students to use their skills within their communities or elsewhere after they finish their education.

1.3.6 To ensure there is a support structure in local communities for students leaving the education system.

1.4. *Place of TVET within the educational structure*

1.4.1 To strengthen the place of TVET skills in all levels of the education system: Primary, Secondary, Tertiary, Rural and Vocational Training Centres and Community Based Training Centres.

1.4.2 To recognise the strength in following a variety of approaches to technical and vocational education and training, together with the need for a networking system which integrates the different routes and enables cross-crediting between different courses and institutions.

1.4.3 To provide suitable training for enough teachers, Principals and other resource persons to carry out the policy.

1.4.4 To ensure that the necessary infrastructure, tools, equipment and materials are available to carry out the policy.

1.4.5 To recognise the need for criteria which lead to minimum standards and help to achieve a high quality of education.

1.4.6 To develop a nationally recognised system of testing and certification of TVET based on a modular approach and practical testing of competencies.

1.4.7 To be based on an approach which makes all institutions partially self-reliant through income-generation and income-substitution activities, so that institutions rely less on fees and outside assistance, as well as teaching the principle of self-reliance to their students.

POLICY 2: TVET IN THE STRUCTURE OF EDUCATION

POLICY 2.1: Formal and Non-formal education

2.1.1 The distinction between Formal and Non-formal education should be abolished. The education structure should be seen as a continuum ranging from a formalised system based on a centralised curriculum and examinations to village, community or even family-based learning groups which respond in an informal way to the training needs of a particular group.

2.1.2 It should be recognised that this continuum refers to the organisational structure, including curriculum. The division between Formal and Non-formal is not appropriate in terms of teaching methods. Non-formal methods of teaching, involving learner-centred methods, group work, practical and other activities done outside the classroom and links with the real world, can be used in all parts of the continuum.

2.1.3 TVET should be included in all parts of the structure with varying degrees of emphasis so that it becomes part of Life-long Learning:

- a. It should be an important part of Basic Education from Standard 1 to Form 3.**
- b. After Form 3 all students should have the opportunity to learn practical TVET skills either in Technical streams Senior Secondary Schools or in Rural, Vocational or Community-based Training Centres.**
- c. Community-based programmes should be available for all adult learners who wish to pursue further training or use the skills they have already learnt.**
- d. Those with particular talent should have the opportunity to gain further TVET training in Tertiary institutions such as SICHE or overseas institutions.**

Present structure and proposed changes in structure

The present structure, present trends and proposed changes in the structure of education are illustrated in the next four diagrams. A full explanation is given in the main body of the policy.

Present structure (see diagram 1 below)

The present structure of Primary and Secondary education is shown in diagram 1. It is based on selection at Standard 6 into three kinds of Secondary Schools: National Secondary Schools (NSS), Provincial Secondary Schools (PSS) and Community High Schools (CHS). All of these types of school have a curriculum which has been inherited from the original National Secondary Schools. In theory this is a 'mixed mode' curriculum, teaching both academic and practical subjects, but in practice the emphasis is very strongly on the academic subjects.

As diagram 1 shows, the Rural and Vocational Training Centres, which are the only parts of the present system emphasising TVET, are not regarded as part of the Formal system and cater for people who are considered as 'failures' or 'drop outs'.

At present, therefore, the structure of the education system, especially the examination system, largely determines the place of TVET within the system, and unless this is changed TVET will not gain more emphasis.

KEY TO DIAGRAMS

Mainly Academic



**Mixed mode: Technical / Vocational
and Academic**

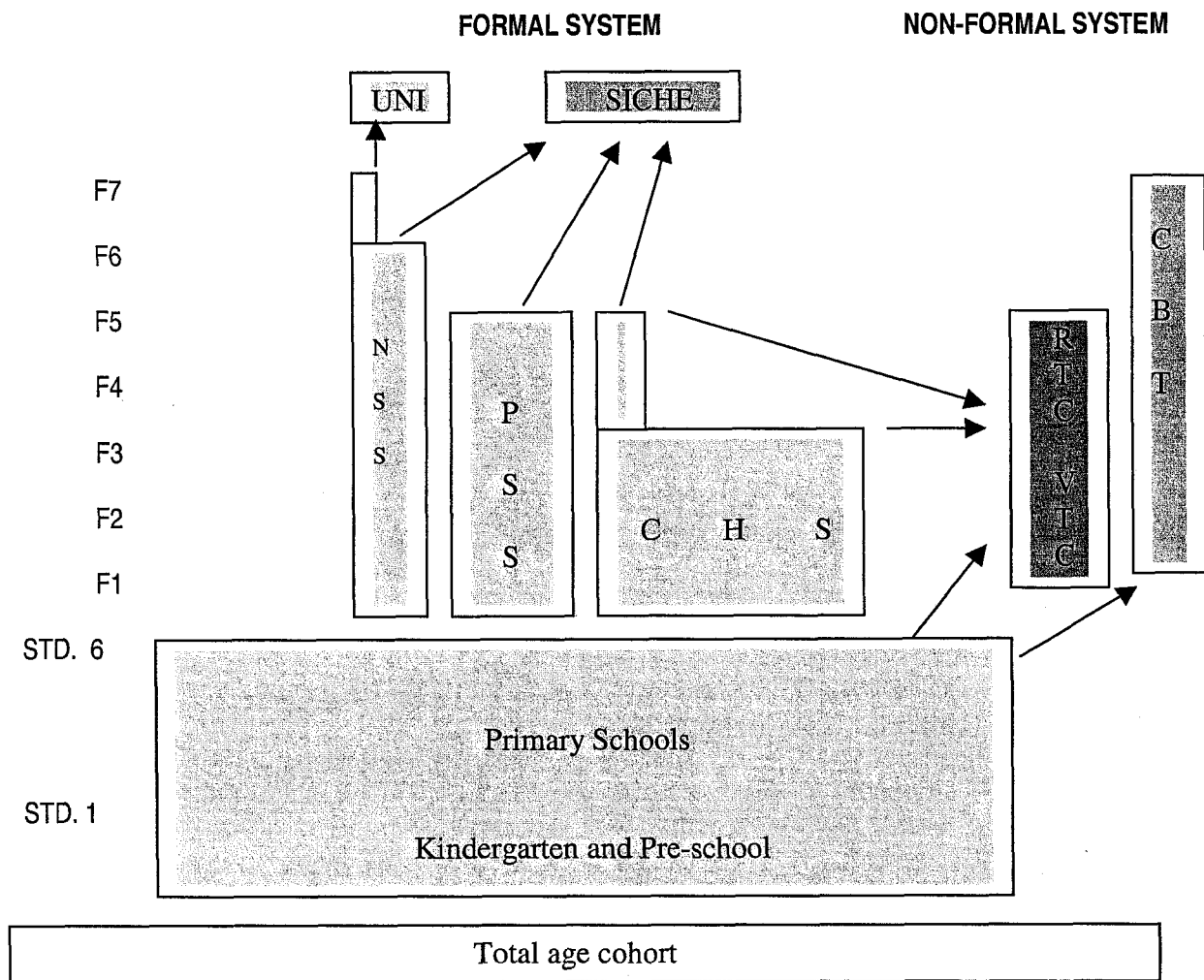


Technical / Vocational



i.e. the darker the shading the more the emphasis on TVET

DIAGRAM 1: THE PRESENT STRUCTURE

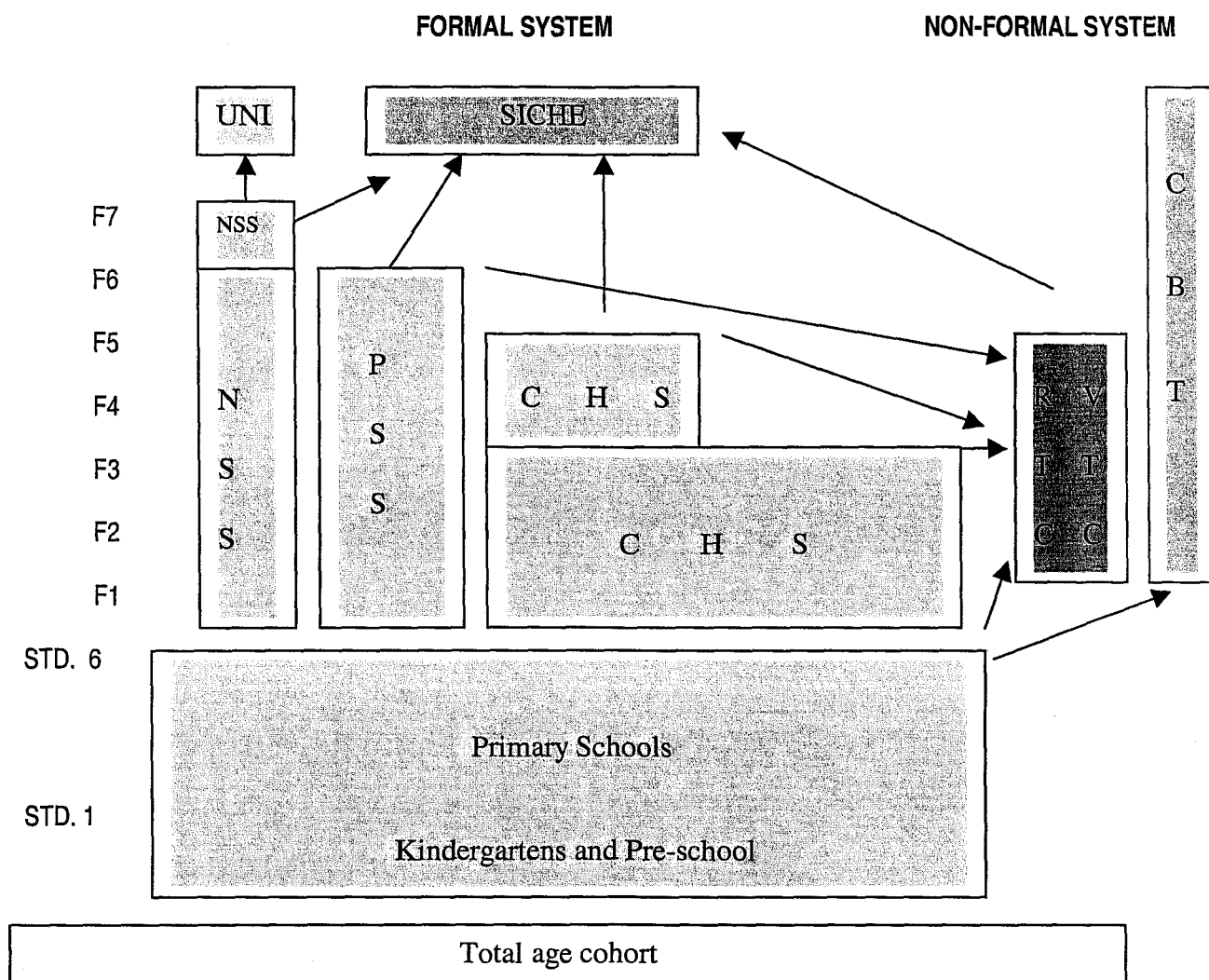


Present trends (see diagram 2 on next page)

At present the trend, shown in diagram 2, is to expand the Community High School system to cater for the proposed Basic Education for all to Form 3, but the expanded system continues to follow the present curriculum and examination structure so it is simply re-emphasising the academic curriculum. At the same time this is further re-emphasised by allowing many Community High Schools to add Forms 4 and 5, Provincial Secondary Schools to add Form 6 and National Secondary Schools to add Form 7. Thus the academic, non-TVET part of the system is expanding rapidly with, if anything, even less emphasis on practical TVET subjects, as most Community High Schools do not have the teachers or facilities to teach practical subjects in Forms 4 and 5, and most Schools start Form 6 or 7 with Arts subjects which need fewer facilities.

In addition the TVET side of the system is decreasing, as many Rural or Vocational Training Centres have struggled to survive during the recent period of economic crisis, and some are no longer operating.

DIAGRAM 2: PRESENT TRENDS



Interim structure under TVET (see diagram 3 on next page)

In order to fulfil the aims of this policy to increase the emphasis on TVET in the system, therefore, both curriculum and structural changes need to be made.

POLICY 2.2: Interim structure

2.2.1 Some simple practical skills should be taught at Primary level.

2.2.2 More emphasis must be placed on the teaching of practical subjects in Forms 1 to 3 so that there is a balance at this level between practical and academic subjects.

2.2.3 In Forms 4 and 5, Secondary Schools should introduce Technical streams, based on TVET subjects, as well as the present Academic streams (see also Curriculum and Assessment below).

2.2.4 Some Schools should introduce a Technical stream at Form 6 as well as, or instead of, Science streams and this may lead to a Technical stream in Form 7.

2.2.5 As we move towards Universal Basic education from Standard 1 to Form 3, more Rural, Vocational and Community Based Training Centres should be created for those leaving School at Form 3 level.

DIAGRAM 3: INTERIM STRUCTURE

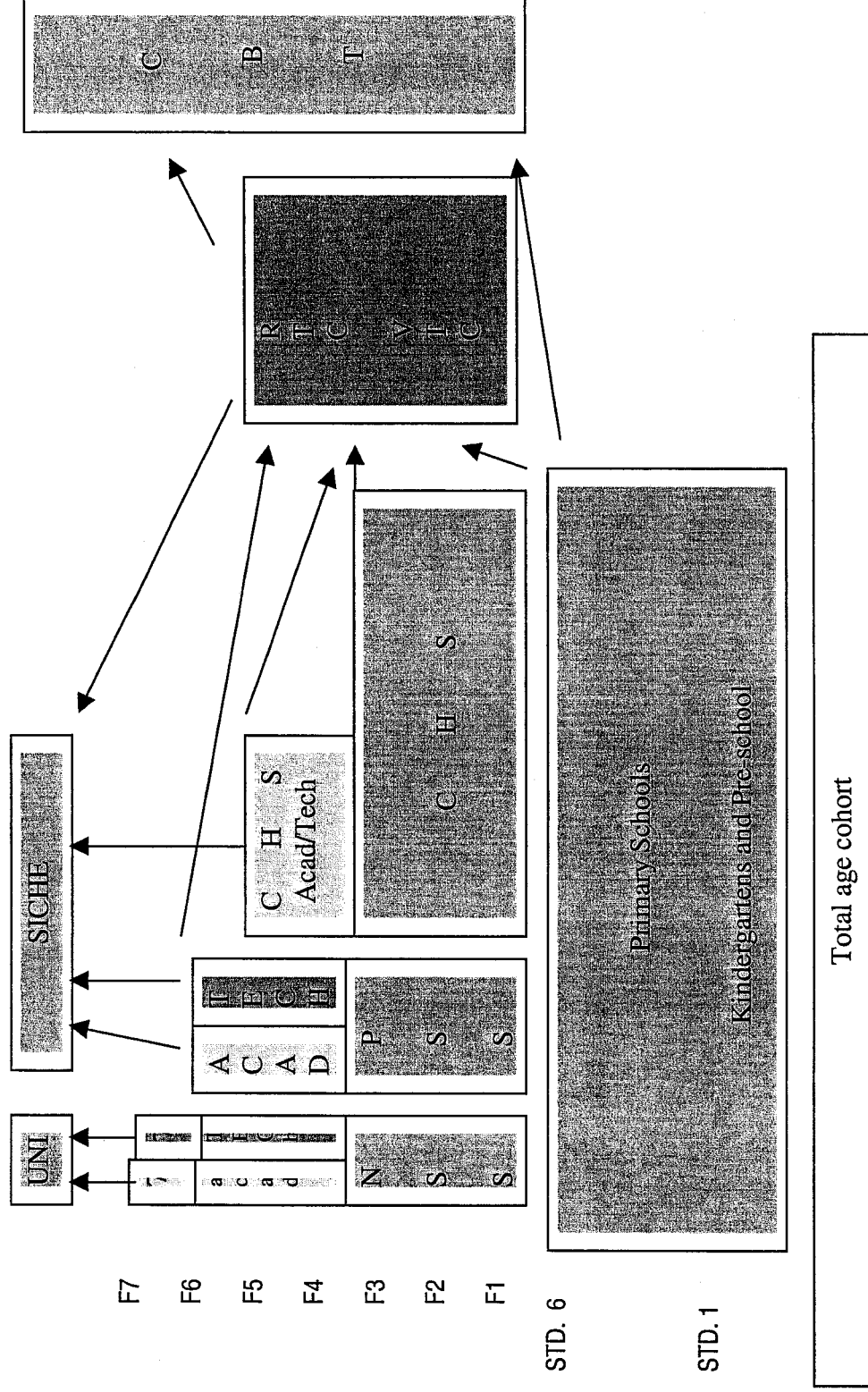
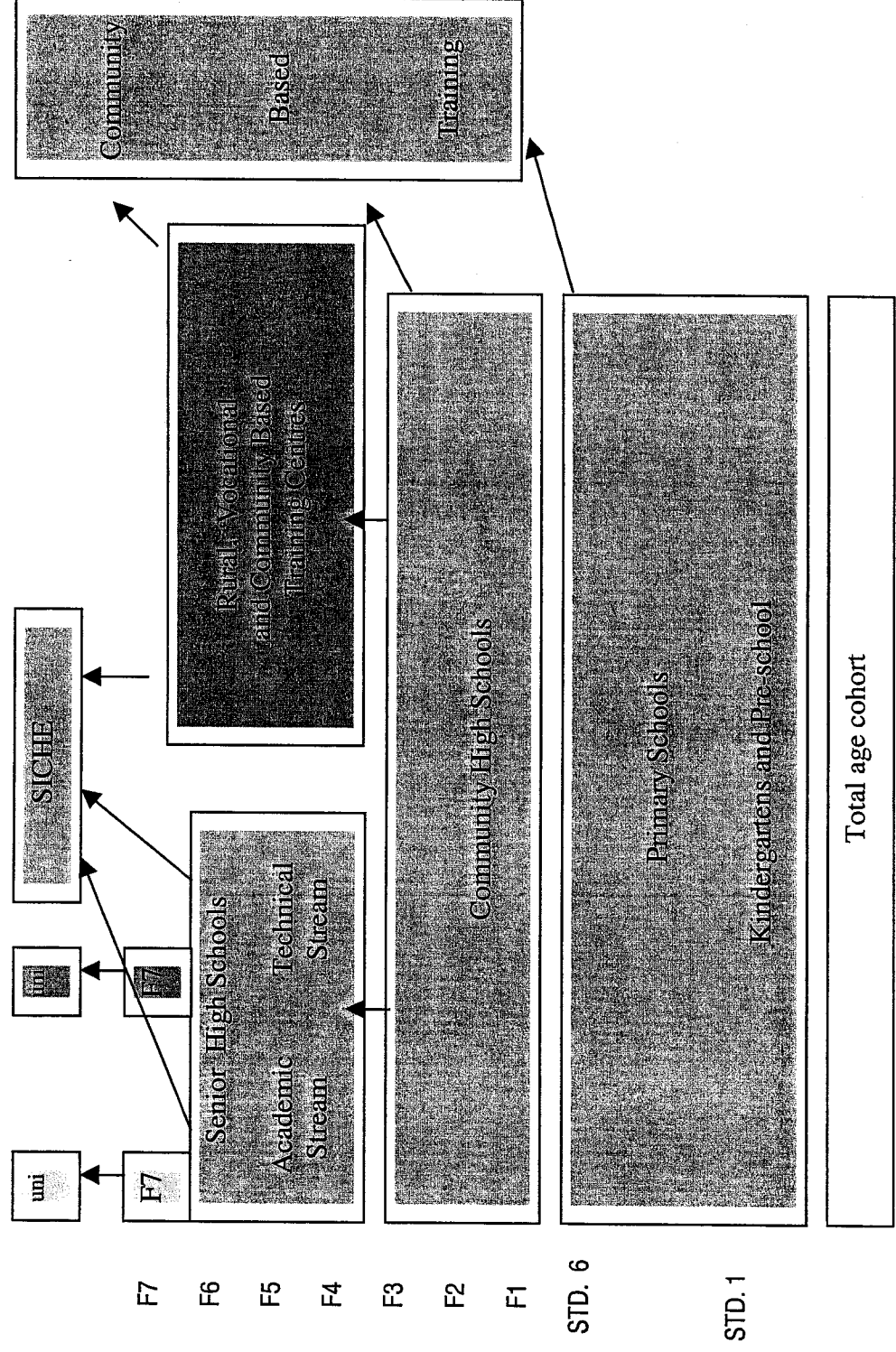


DIAGRAM 4: FINAL STRUCTURE



2.2.6 We should put our limited resources into creating enough Community High Schools to give Basic Education, including Technical and Vocational skills, to all, and into expanding Training Centres, rather than expanding a limited number of Community High Schools to Forms 4 and 5. The latter should be discouraged.

Final structure under TVET (see diagram on page 23)

These changes would lead to a greater emphasis on TVET but we would still have three classes of Schools: National Secondary Schools, Provincial Secondary Schools and Community High Schools. The major part of the resources would continue to be provided to the National Secondary Schools, with the Provincial Secondary Schools coming second and the majority of Secondary Schools, the Community High Schools, continuing to have less qualified teachers, less tools, equipment and materials and a generally lower status than the National and Provincial Secondary Schools. This would make it difficult for them to teach the practical subjects adequately, as these are the subjects needing most resources. At the same time, because of the status and lower quality of teaching and resources in the Community High Schools, parents would choose for their children to go to National or Provincial Secondary Schools and the Community High Schools would continue to have students of a lower academic standard. As long as we have three classes of schools with different status it will be impossible to spread TVET teaching evenly throughout the system, and those in Community High Schools, who are the most likely to leave School in Form 3 and therefore most need TVET skills, will be the least likely to be taught TVET subjects adequately.

In the long term, therefore, as the Community High Schools expand so that all students get Basic Education up to Form 3, we should restructure the whole system as in diagram 4. This has already been accepted as Ministry policy under the Strategic Plan and a start has been made with some National Secondary Schools phasing out Forms 1 to 3.

POLICY 2.3: Final structure under TVET: Primary and Secondary Schools (see diagram page 23)

2.3.1: We should abolish the distinction between National Secondary Schools, Provincial Secondary Schools and Community High Schools at Form 1 to 3 level by phasing out Forms 1 to 3 in the National and Provincial Secondary Schools, as has already been started in some Schools. The present National and Provincial Secondary Schools would become Senior High Schools with Forms 4, 5, 6 and possibly 7 only.

2.3.2 In Forms 1 to 3 there would be only one type of School: Community High Schools, and all students would go to their nearest Community High School. Choice of school at the transfer from Standard 6 to Form 1 would no longer be available.

2.3.3 The government to give exactly the same treatment to all Community High Schools, rural and urban, in terms of teachers, equipment, tools and facilities as well as grants. Fees should also be made uniform. This would mean that all Community High Schools would have an equal chance to teach the TVET subjects which, as suggested above, would have a greater emphasis than in the present system.

2.3.4 As in 2.2.6 above, Community High Schools should be discouraged from creating Forms 4 and 5, which should be mainly limited to Senior High Schools. This conserves resources for Basic Education for all up to Form 3 and for expanding Training Centres.

2.3.5 All Senior High Schools would have Technical and Academic streams. In these students would take a mixed mode curriculum but with a strong bias towards either Academic or Technical subjects.

2.3.6 Both those in Form 5 and those in Rural / Vocational Training Centres would have the chance to transfer to SICHE.

2.3.7 Those in Technical Form 6 and 7 would have a chance to transfer to SICHE or University, here or overseas.

POLICY 2.4: Final Structure under TVET: Expansion of Training Centres

2.4.1 Rural, Vocational and Community Based Training Centres would be expanded to cater for as many people as possible who leave Form 3 but do not go to Form 4. They would be brought more into the mainstream system as an alternative to Form 4 rather forming than a separate part of the system.

2.4.2 The expansion of Training Centres should be done by encouraging a wide variety of providers: communities, churches, private providers, local governments. There is strength in diversity.

2.4.3 We should try to achieve a more even distribution of Training Centres over the country.

2.4.4 Local communities should be encouraged to set up Training Centres in the same way they have been involved in the setting up of Community High Schools. They should be encouraged through small grants of 'seed money' to help with buildings and perhaps grants in kind in the form of tools and equipment, but the emphasis should be on community initiative. The local communities would first have to be convinced of the need for a Training Centre. Government would have to train and pay teachers. In areas of less population density Rural Training Centres might be started by groups of Communities rather than individual communities.

2.4.5 Mount a campaign to make people aware of the purpose of Training Centres and how to set one up.

2.4.6 The growth of Training Centres must be carefully controlled by a TVET Advisory Board, which will set up criteria to be met for recognition of Centres and a licensing system for all providers, including private providers. The system must be quick and flexible, however, and not involve too much central control. Local Communities should be allowed to become Controlling Authorities of Community Based Training Centres without going through Provincial or State governments.

2.4.7 Some Training Centres, especially private ones, might specialise in certain skills e.g. Typing, Computing and Secretarial Schools; Art Schools, Music Schools etc. but would come under the same coordinating body.

2.4.8 In the long run we might also aim to create Regional Technical Colleges to complement SICHE. However at present these would be very expensive to set up, take most of our scarce resources, and only benefit a very small number of students compared with a policy of expanding Training Centres. An alternative is that, once a large number of Vocational Training Centres are established, some of these might up-grade to Technical Colleges.

POLICY 3: TRAINING CENTRES

3.1 Training Centres should continue to have one main aim: to teach practical skills which are useful to those who finish their training. However this one aim incorporates four subsidiary aims, as trainees may use their practical skills for

- a. improving their own lives and the lives of those in their communities when they return to rural areas;
- b. starting projects which give them employment and cash income;
- c. enabling them to find paid work in urban or other areas;
- d. helping them to find further training.

3.2 It is good to maintain a range of Centres, with differing emphases in their aims, rather than making a firm distinction between Rural and Vocational Training Centres.

- Those whose students are likely to have greater access to urban areas may be called Vocational Training Centres or may even develop into small scale Technical Colleges.
- Those within urban areas may entirely emphasise training for paid employment.

- The majority, however, will continue to be Rural or Community Based Training Centres in rural areas and will emphasise skills for rural living.

3.3 As Universal Basic Education to Form 3 takes effect, Training Centres will have to take in mainly Form 3 leavers and above.

3.4 There is still need for the next phase of the Rural Training Centres Project to consider the provision of tools, equipment, materials and infrastructure to the Centres.

3.5 There is need for training of Principals in leadership and administration, including accounting and record keeping.

3.6 Rural and Vocational Training Centres should retain their autonomy under their respective controlling authorities but their respective roles must be clarified.

3.7 Churches should be encouraged to contribute more to their Centres now they no longer pay the teachers, and to keep the fees affordable by the average village family.

3.8 Centres should not depend too much on a single source of outside funding which will eventually be withdrawn.

POLICY 4: COMMUNITY BASED TRAINING CENTRES

4.1. Support existing Community Based Training Centres and encourage the development of a larger number of these.

4.2. Support other organisations providing TVET in local communities, both rural and urban, including churches, youth groups and NGOs.

4.3. Set up a National Village Development Coordinating Committee for projects involved in small scale rural development, especially those providing elements of TVET. This should be linked to the National TVET Advisory Board. The committee should collect information related to all projects and pass this to the appropriate Community High Schools and Training Centres.

4.4 Ensure that all Community High School, Training Centre and other School leavers are referred to any organisations in their home areas which can help them to use the skills they have learnt.

4.5. Work with family groups to follow up those who leave Community High Schools and Community Based Training Centres.

4.6. As far as possible, link all short TVET courses to particular projects already in existence, or started as part of the course.

4.7. Enable Community Based Training Centres to test and certify students in particular skills for the proposed National Vocational Certificate at appropriate levels. (see Policy 16)

4.8. Set up appropriate mechanisms so that Community Based Training Centres can be supplied with tools, equipment and materials to teach their courses in practical ways. This might include a tool loans scheme.

4.9. Run short skill courses for Community Based Training Centre and other trainers at residential Training Centres and short teaching methodology and management courses at Vocational Teachers Colleges.

4.10. Encourage Rural / Vocational Centres and Community High Schools to run 'outreach' courses in the local communities in conjunction with Community Based Training Centres.

POLICY 5: TVET IN URBAN AREAS, INCLUDING PRIVATE PROVIDERS

5.1. Secondary education in urban areas should follow the same structure as in rural areas with a balance between academic and practical subjects in Form 1 to 3 and Technical streams in Forms 4 and 5.

5.2. Emphasis should be given to the teaching of a wide variety of skills useful in urban areas, not just the present traditional subjects. These skills should lead to qualifications for the National Vocational Certificates at appropriate levels. (see Policy 16)

5.3. Agriculture should be taught through an emphasis on permaculture and organic farming methods and should also introduce landscape gardening and ornamental plants.

5.4. Emphasis should be put on income generation through the sale of products or repair services in urban areas.

5.5. Links should be developed with employers, leading to work experience.

5.6. Don Bosco should be encouraged to continue with its urban-related skills programmes, and might be asked to assist with a pilot project to put more emphasis on TVET skills in an urban Community High School.

5.7. Private providers should be encouraged to provide most of the post-Secondary TVET in urban areas, in addition to that of SICHE.

5.8 Private Providers in both rural and urban areas must be inspected and licensed to ensure that they are genuine providers and not just after profits without providing adequate services.

5.9. There should be strong emphasis on entrepreneurial and business skills.

5.10. People should be encouraged to use skills for self employment and the City Council should encourage the informal sector by providing designated spaces and facilities for this, and by regulations which encourage this sector.

5.11. Youth groups and others should be encouraged to provide services to the urban areas.

5.12. The Artists Association and Music Federation should be encouraged to offer training.

5.13. Training in other creative skills should be encouraged, perhaps by the formation of Urban Community Based Training Centres, based on groups with particular skills and interests.

5.14 The USP Continuing Education programme should be encouraged to offer more skills training when space is available.

POLICY 6: CURRICULUM

POLICY 6.1 Secondary and Primary curriculum

6.1.1 Primary Schools should lay the foundation of practical skills development by teaching basic skills in such subjects as agriculture, sewing, carving or simple carpentry.

6.1.2 In Forms 1 to 3 an even balance must be kept between academic and practical subjects in terms of timetabling and the allocation of resources. It is recognised that this will mean cutting down the present time allocated to academic subjects.

6.1.3 The teaching of practical skills must be done within a holistic curriculum which caters for all students' needs and helps them to develop their full personality. This is the concept of Basic Education from Standard 1 to Form 3.

6.1.4 We should look at alternative uses of the time available through offering more choices: short courses of one term or less to teach discrete skills, or increasing the teaching time each day. However the daily timetable must also be divided on an equal basis between academic and practical subjects. The practical subjects must not all be put into the afternoon.

6.1.5 We should test students in all subjects at the end of Form 3, not just in English and Maths or the 'core' academic subjects. Testing in practical skills would have to be partly through school-based assessment.

6.1.6 Selection for Form 4 should be on the basis of the student's 5 or 6 best subjects. Marks will give guidance on whether students should enter the Academic or Technical stream.

6.1.7 We should teach a range of traditional skills within every skill subject, to ensure that students leave school able to look after themselves in the subsistence economy.

6.1.8 Creative Arts or Art and Culture should be offered as skill subjects by all schools. This should include knowledge of traditional cultures and indigenous knowledge, including indigenous technology and scientific knowledge, to enable students to understand their true identity.

6.1.9 We should relate more of our teaching of academic subjects to practical skill subjects and to everyday life.

6.1.10 We should consider the advantages of teaching through a project approach, where projects combine the learning and using of many subjects.

6.1.11 Girls and boys should follow the same curriculum and learn all subjects together.

6.1.12 The present concept of core and optional subjects in Solomon Islands School Certificate should be abolished and only English should be compulsory. Students should be able to choose combinations of any other subjects, although schools may have to restrict choices to two sets of options: the Academic stream and the Technical stream. Both streams should study some academic and at least one practical subject.

6.1.13 The Technical streams should offer a wider variety of skills than at present, leading to testing for the National Vocational Certificate as well as SISC. (see Policy 16)

POLICY 6.2: Training Centres Curriculum

6.2.1 It is desirable to compromise between a centrally dictated curriculum and giving Centres complete freedom to devise their own.

6.2.2 Through a modular approach, standard units should be produced for teaching in Training Centres, but the Centres should be able to be flexible by choosing the particular modules which suit their needs rather than having a standardised curriculum for all Centres. Rural and Vocational Training Centres could also make up their own modules and submit them for approval. Modules would be written for particular skills within a subject rather than a whole subject. This links with the proposal for a National Vocational Certificate outlined in Policy 16.

6.2.3 Consider introducing a greater variety of subjects into the curriculum. Too many Training Centres only teach the 'traditional' subjects of Carpentry/building; Life Skills; Mechanics; and Agriculture. Many new subjects can be suggested.

6.2.4 Rural and Vocational Training Centres should consider reducing the lengths of their courses to accommodate far more students. Courses might also become 'sandwich courses', alternating between periods in the Centre and periods starting and running a project at the student's home. This creates space for more students without reducing the total length of the course.

6.2.5 Traditional Knowledge and Skills and Creative Arts, or Art and Culture, including art, music, carving, dance and drama should be introduced into all Training Centres.

6.2.6 Business Studies and simple bookkeeping should be compulsory subjects in all Training Centres. They should be included in practical skill subjects and also taught as separate courses, possibly short courses run by outside bodies. They may also be introduced through home projects integrated into the teaching.

6.2.7 It is recommended that Health Studies should be included in the curriculum of all Training Centres.

6.2.8 Students and staff of Rural Training Centres and representatives of local communities should be involved in planning Training Centre syllabuses and curriculum. This should not be left to professional writers.

6.2.9 We must avoid the danger that the Training Centre curriculum and syllabuses are based too much on the curriculum of Secondary Schools, otherwise it becomes simply a 'watered down' version of the Secondary curriculum.

6.2.10. The curriculum must be seen as including all aspects of how the Centre is organised, and all activities done by students and staff. A 'work ethic' and pride in workmanship should be an important part of the curriculum, to overcome the lack of self esteem which many students will suffer from due to the present structure of our education system. We must teach leadership skills, as Training Centre graduates should become the future leaders of their communities. The way the Centres are run should also teach tolerance and peaceful coexistence between peoples of different cultures.

6.2.11 The syllabuses and teaching of Agriculture need extensive review to put greater emphasis on improved or alternative methods of agriculture, such as permaculture and organic farming, and to make the subject more interesting. Schools should not use Agriculture as a form of punishment.

POLICY 7: TEACHING METHODS

7.1 The teaching of practical subjects in both Secondary Schools and Training Centres should be based firmly on the practice of skills not the teaching of theory. Theory and practice must be fully integrated in the teaching, rather than separated from each other.

7.2 There is strong evidence of far too much teaching of practical subjects through theory, not practice. It is recommended that the following measures may help to alleviate this problem:

- a. ensure a supply of tools, equipment and materials;
- b. make sure there is an annual budget for the regular supply of materials;
- c. improve the teacher's ability in the skills concerned;
- d. train more teachers in the method and philosophy of *Learn by Doing*;
- e. ensure that syllabuses and teaching materials are based on practical projects;
- f. abolish classrooms for practical subjects, as at St Dominic's.

7.3 It is essential that both Secondary Schools and Training Centres are supplied with adequate tools and equipment to teach practical subjects in a practical way.

7.4 In addition, annual provision must be made for the purchase of materials necessary for teaching practical subjects e.g. timber, cloth, food for cooking, seeds.

7.5 Institutions must have adequate spaces to teach practical subjects, although this does not necessarily mean provision of a specialised workshop.

7.6 Strict conditions must be put in place by each institution to avoid loss of tools and equipment. The minimum should be:

- a. Stock books kept up to date by all subject teachers and regularly inspected by the Principal.
- b. Stock checks at least once a term, with all losses recorded.
- c. All tools or equipment lent out for however short a period to be recorded in a loans book.
- d. All tools and equipment given out to students during a lesson to be recorded on a blackboard or paper and checked back in before students leave the lesson.
- e. The Principal to check the stock book and make a physical check of all stock before any teacher leaves the School or Centre. The Principal to be responsible for these tools and equipment until physically handed over to a new teacher.
- f. Teachers or students must be charged or penalised for any unexplained losses.
- g. All students should be charged caution money to cover loss or damage to School or Centre property.

7.7 As far as possible students should be made responsible for maintaining and caring for a particular set of tools, which they may gradually purchase through income generating projects.

7.8 The Ministry of Education should consider employing one or more full time auditors to visit Schools and Centres regularly to check on tools and equipment, including unannounced spot checks. This may be part of the Inspectorate.

7.9 Ensure that all Schools and Centres have adequate storage spaces for tools.

7.10 Encourage the maintenance of tools, and improvisation to make tools from local materials, and run short courses in making, learning about and looking after tools and equipment.

POLICY 8: TVET AND DISTANCE EDUCATION AND INFORMATION TECHNOLOGY

8.1. We should investigate possible Distance Education and Flexible Learning courses from the Commonwealth of Learning and USP.

8.2. We should cooperate with PFnet to investigate the possibility of using Electronic Learning Centres, being developed in conjunction with the European Union and Ministry of Education, for TVET courses or the training of TVET teachers.

POLICY 9: GENDER

9.1 All institutions should aim at an equal balance between male and female students.

9.2 As long as the demand from girls exists, build equal numbers of dormitories and other infrastructure for girls and boys in every institution, or build dormitories in positions where they can later be used for girls.

9.3 Consider opening more all-girls Rural Training Centres, as evidence suggests girls have more confidence when educated on their own.

9.4 Recognise that the aim of Rural and Vocational Training Centre training should not be judged just in terms of income generation, but also the impact on the home communities, and that girls trained at Rural Training Centres probably have a much bigger impact on local communities than boys.

9.5. Introduce more courses attractive to girls and encourage girls to do all courses, not just Life Skills.

9.6 Consider giving special help to girls in paying fees e.g. in hardship areas accept fees in kind or through community work.

9.7 For Basic Education in Forms 1 to 3 of Secondary Schools all classes for all subjects should be mixed and boys and girls should follow exactly the same curriculum.

9.8 A wide variety of Technical and Vocational courses should be introduced into the Technical streams of Senior High Schools including those likely to be of interest to girls.

9.9 Coordinate with National Women's Policy and Department of Women's Affairs.

POLICY 10: TVET AND PERSONS WITH DISABILITIES

10.1 As far as possible include persons with disabilities in the normal programmes of Training Centres so that they can benefit from TVET.

10.2 Train at least one person from each Training Centre in the skills of assisting persons with disabilities.

10.3 Enable persons with a wide range of disabilities to take part in TVET programmes.

10.4 Assist Training Centres to adapt facilities to cater for persons with disabilities when this is necessary.

POLICY 11: TEACHER TRAINING

11.1 SICHE to validate and recognise the Vanga Teachers College Certificate as equivalent to SICHE Primary Certificate. This should also enable good Vanga graduates with appropriate experience to enter SICHE Diploma in Teaching with 2 years advanced standing.

11.2 This Certificate should later become a Vocational Teachers Certificate with the same standing.

11.3 Vanga Teachers College should be expanded to include at least a 40 student intake each year by building bunk beds - already under way. 20 girls, 20 boys.

11.4 Vanga Teachers College should train teachers in practical subjects for Secondary Schools as well as Rural and Vocational Training Centres.

11.5 Intake standard should be raised by

- a. minimum educational level of Form 3 as already agreed;
- b. opening to SICHE Certificate holders in Trade subjects and Tropical Agriculture and possibly Business Studies;
- c. opening to Form 5 students with good pass in SISC Home Economics and some practical experience;
- d. allowing mature entry to graduates of Rural and Vocational Training Centres or others with work or skill experience by allowing for "recognition of prior experience";
- e. Rural and Vocational Training Centre graduates would also have to produce a check list of competencies from their Principal.

11.6. Set up at least 3 further regional Vocational Teachers Colleges using the model, philosophy and courses of Vanga Teachers College i.e.

- small Colleges (40 intake)
- attached to existing and proven Rural or Vocational Training Centres
- using the *Learn by Doing* philosophy and approach
- run in partnership between churches, European Union and government.
- issuing a SICHE recognised Vocational Teachers Certificate.

11.7. Consider the possibility of each College specialising in different subjects, although each must include at least two teaching subjects and some agriculture. Creative Arts, Physical Education and Business Studies might be introduced in one or more Colleges. Introduce a much wider variety of skills into the training.

11.8 Modify the Vanga Teachers College course and other Vocational Teachers College courses to enable all students to learn to teach two subjects.

11.9 Phase out the Adult Learners Teaching Programme from the Rural and Vocational Training Centres.

11.10. SICHE and new Vocational Teachers Colleges should cater for short practical skill courses for up-grading of existing Training Centre and Secondary practical teachers, perhaps linked to an up-grading qualification obtained over a series of courses, which would lead to a salary increase.

11.11. Contact SPC about the possibility of running in Solomon Islands the SPC Life Skills course already taught for many years in Fiji. If this is not possible, a Vocational Teachers College or SICHE should offer a Certificate in Life Skills, perhaps linked to related fields e.g. hospitality and tourism.

11.12 Training Centres should help each other by running short courses for teachers in subjects where they have particular expertise.

11.13. Facilitate exchange visits between Rural and Vocational Training Centres and between these and Community High Schools.

11.14. Continue to send teachers overseas for short skill courses through Ross Trust or similar organisations.

11.15 Realise that role-modelling is an important part of being a teacher and that work ethic and self discipline are important values to be developed in trainees.

POLICY 12: LINKS WITH COMMUNITIES

12.1 It is very important to establish strong links between all TVET providers and the communities they serve.

12.2 As recommended in 2.3.2 above we should move towards a structure where all students go to their local Community High School from Form 1 to 3.

12.3 Community High Schools and Training Centres should be used as centres for learning for the local communities, not just for full time students. The buildings and facilities should be used all day and in the evenings, not just during 'school hours'.

12.4 Consideration should be given to changing the name of Community High Schools to Community Learning Centres. Some might also serve the function of a Community Based Training Centre or share facilities with one. Some will also become Distance Learning Centres under the PFnet project.

12.5 Community High Schools and Training Centres should run short courses in adult education, according to the perceived needs and demands of surrounding communities. Staffing of institutions must take this into account and teachers should, where appropriate, receive extra rewards for these services.

12.6 Local skilled people, including those with traditional skills and retired people, should be used as part-time teachers in the Schools and Centres.

12.7 Training Centres should involve students in practical work for the community such as making furniture or buildings for Primary Schools, churches, clinics etc.

12.8 Training Centres may involve students in starting a project in their home area as part of their skills training, and this may have a demonstration effect and show people what they are learning.

12.9 Schools and Centres should link their teaching to the needs of the communities by becoming the 'research arm' of the village and doing scientific, agricultural or other research for the benefit of the community.

12.10 Local community leaders, including Chiefs, church leaders, women's and youth leaders and others should be involved in the organisation of Schools and Centres through advisory boards, but such people should be properly trained in their roles.

12.13 Local communities should be able to recommend particular students for entry into Training Centres as one route of entry to these.

12.14 Training Centres run by churches should continue to have an open door admittance policy for all denominations as they are now receiving government support for the payment of teachers and government grants through European Union.

POLICY 13: LINKS WITH EMPLOYERS

13.1 Establish a TVET Advisory Board with representation from employers. This would advise on syllabuses, assessment and certification and other links with employers. (see Policy 16)

13.2 The curriculum of Schools and Centres needs to take account of the general characteristics and skills needed by employees, such as the development of an attitude to work, including a 'work ethic', pride in workmanship, willingness to work in dirty conditions, business skills, safety and ability to make job applications.

13.3 Private organisations, including employers or employers organisations, should be encouraged to provide TVET programmes, subject to inspection and licensing by the TVET Advisory Board.

13.4 The modularisation of assessment and certification through the introduction of a National Vocational Certificate should help employers to provide this, and to cater for the increasing specialist need of employers. (see Policy 16)

13.5 The Trade Testing Centre's certification should be continued and coordinated with the proposed National Vocational Certificate.

13.6 The Trade Testing Centre's apprenticeship scheme needs to be revived.

13.7 Centres and Schools in or near urban areas should try to arrange work experience for students.

POLICY 14: LINKS WITH SICHE, USP and Overseas Institutions

14.1 SICHE is taking steps to validate and recognise the Vanga Teachers Certificate and later a possible Vocational Teachers Certificate. It recognises the big demand for teachers of practical TVET subjects and agrees that SICHE alone may not be able to satisfy that demand. It would therefore support the idea of setting up regional Vocational Teachers Colleges to train teachers of practical subjects.

14.2 SICHE recognises the increasing population and increasing demand for TVET education, and would support the idea of expanding opportunities in the Rural, Vocational and Community Based Training Centres and in the long run the idea of Regional Technical Colleges, either offering a SICHE Certificate or even Certificates in competition with SICHE.

14.3 The Schools of SICHE offering TVET courses will consider graduates of Rural and Vocational Training Centres for entry to SICHE courses, as some Schools already do. Thus Rural and Vocational Training Centre courses can be seen as an alternative to Form 4 and 5 courses for entry to SICHE.

14.4 SICHE may be able to assist with short up-grading skill courses in practical subjects for teachers in Secondary schools and Training Centres, but at present it is recognised that staff shortages limit the capacity to do so.

14.5 SICHE School of Education recognises the need for students training as Secondary teachers to graduate in two teaching subjects, in view of the needs of Community High Schools with very limited numbers of staff.

14.6 The TVET Policy must also maintain links with USP, through the USP Centre in Honiara, and with other overseas Tertiary institutions, especially those specialising in TVET, such as Fiji Institute of Technology and Papua New Guinea University of Technology. In addition we should maintain links with other overseas organisations with TVET skills such as the Commonwealth of Learning.

POLICY 15: FOLLOW-UP AND ASSISTANCE TO GRADUATES

15.1. Create a system within the Schools / Centres and local communities, which supports students leaving Schools or Centres and helps them to use their skills when they return home. This means:

- a. a member of staff specifically responsible for following up students who leave i.e. an extension of the role of Guidance Teacher (the term 'Careers teacher' should be abolished);
- b. an organisation or organisations within villages and local communities to which students who leave Schools or Centres can be 'handed over' for assistance in becoming a productive member of the community. These organisations might include Community Development schemes, Micro-project organisations, Village Development workers, church, women's and youth organisations, BLESS, Rural Development Volunteers Association, Permaculture Centre, APHEDA projects etc.
- c. inviting leaders of such organisations to visit the School or Centre and meet students from their community before they leave.

15.2 Systems must be developed to provide tools and loans to leaving students, preferably out of money they themselves have saved up out of their own income-generating activities while they were at the Centre. This must involve follow up for 3 or 4 years after the assistance is first given to ensure that the graduate is helped to use it properly.

15.3 Organise a National Village Development Coordinating Committee, under the TVET Advisory Board, to coordinate the work of all village rural development organisations which might help students leaving Schools or Centres and returning to their communities.

15.4 Invite members of students' families to the Centre or School before the student leaves to discuss how the student might fit into the home community and how her or his skills might be used to help the family.

15.5 Encourage students to see themselves as ambassadors of the ideas they have learnt at the Training Centres, so they can put the ideas into practice even without community support, and start to act as a role model for change in the community.

15.6 Form groups of those who have left Centres or Schools to assist others who are leaving and coming back to the community.

15.7 Students to start a home-based project while at the Centre or School, so they have something to return to when they leave and the project can have a demonstration effect.

15.8 In urban areas, coordinate with employers and providers of further training, including USP Centre and SICHE Distance Education Centre, as well as private providers of training.

15.9 Coordinate these policies with all relevant Ministries including those responsible for Youth and Women's Affairs, National Planning, Trade and Commerce, Provincial Government, Agriculture and others.

15.10 Organise national research into the previous schemes for the provision of tools, equipment and capital to Training Centre leavers and find out why they failed. Learn lessons from this research to start new schemes or methods.

15.11 Arrange a National Workshop to form policies and methods for helping those who leave Schools and Centres.

15.12 SIARTC or others need to help to provide market outlets and transport for Rural and Vocational Training Centre produce and that of individual students.

POLICY 16: ASSESSMENT, CERTIFICATION, STANDARDS AND INSPECTION

16.1 Set up a TVET Advisory Board, under the National Education Board, to advise on and control the testing and certification of all TVET skills. The Board would also act as a liaison between the TVET providers and employers, SICHE, and the needs of local communities, all of which would be represented on the Board.

16.2 It would also be the responsibility of this Board to ensure that the TVET policy in this policy document is carried out.

16.3 The TVET Advisory Board would control and issue National Vocational Certificates based on a modularised approach and the testing of competencies in all Technical and Vocational subjects. (see diagram)

16.4 The National Vocational Certificates would be for particular skills and would be issued at three levels: Basic, Intermediate and Advanced. For some skills there might be only a Basic Certificate, or only Basic and Intermediate.

16.5 The TVET Advisory Board would set the competencies to be tested for each skill and train people in the testing. Testing might be done within a Training Centre, a Secondary School, a private TVET provider, a local

community or SICHE. Testing would normally be done by a member of the institution and an outside tester. Anyone with the necessary skills could be trained as a tester. Basic level might be tested internally.

16.6

- Basic levels might be tested in Training Centres and the lower classes of Secondary Schools and in adult learning classes in local communities.
- Intermediate levels might be tested in the last years of Rural or Vocational Training Centres or in Form 5 of Secondary Schools.
- Advanced levels might be tested only in SICHE, or later in Technical Colleges if these are set up.

16.7 All Certificates would be based on the testing of competencies and would state that the person was competent in a list of skills. Each level would be based on a longer list of skills which presume the lower list of skills have already been tested.

DIAGRAM 5: POSSIBLE STRUCTURE OF VOCATIONAL / TECHNICAL QUALIFICATIONS AND CERTIFICATES

KEY Vocational Academic

TRAINING CENTRES / WORKPLACE	SECONDARY SCHOOLS	SICHE
		SICHE Diploma Technical <i>SICHE Diploma Academic</i>
	<i>Foundation (F7)</i>	
	PSSC - (F6) Technical / Academic	Entry to SICHE Diploma <i>Entry to SICHE Diploma</i>
Vocational Certificates Advanced (Tech. Coll)		Vocational Certificate Advanced (SICHE)
	<i>S I School Certificate (F5)</i>	<i>Entry to SICHE Certificate</i>
Vocational Certificates Intermediate	Vocational Certificates Basic or Intermediate (F5)	Entry to SICHE Certificate
Vocational Certificates Basic		
	<i>Form 3 Leaving Certificate</i>	
	Vocational Certificates Basic	
	<i>Primary Leaving Certificate</i>	

16.8 There would be a system of cross-crediting between Training Centres, Secondary Schools, employers and SICHE and each institution would recognise competencies already learnt and certified.

16.9 It would be possible to include "Recognition of Prior Learning" e.g. an adult learner might already know some of the skills necessary to build a house or sew a dress and would only be tested in these without necessarily attending a course of instruction.

16.10 The system would, therefore, lead to the possibility of *Life Long Learning* by gradually acquiring and being tested in different skills.

16.11 Entry to SICHE might be through Intermediate level certificates either from Rural and Vocational Training Centres or Form 5 of Secondary Schools.

16.12 The National Vocational Certificates would complement and run parallel with the SISC in practical skill subjects i.e. Agriculture, Home Economics, Industrial Arts / Technology, Creative Arts, Business Studies.

16.13 National Vocational Certificates could be offered in a large variety of subjects. Thus Training Centres, the Technical streams of Secondary Schools or Adult education classes could offer a wide variety of skills to suit the local needs, the institution or the availability of teachers. Schools and Centres and others would be able to request the development of testing in any particular skill and could participate in its development.

16.14 The National Vocational Certificates would not interfere with the present system of Trade Testing.

16.15 The TVET Advisory Board, in consultation with the Inspectorate of the Ministry of Education, would appoint Inspectors to inspect all institutions offering TVET courses and to license those wishing to do so. The Board would set criteria for the issue of licences. The Board would authorise and supervise regular inspections of TVET providers, including unannounced inspections.

16.16 The Advisory Board would work with the Inspectorate of the Ministry of Education on the inspection of Technical and Vocational teachers in Schools and Training Centres.

POLICY 17: SELF RELIANCE AND INCOME GENERATION

17.1. All Training Centres should generate part of their own income, or save expenditure by being partially self-reliant, both to save costs and to teach self-sufficiency and income-generation to students. Secondary Schools should also be encouraged to do this.

17.2. When government grants are given, a proportion of income from income-generation or self-reliance should be built into the funding e.g. 40% fees; 40% grants; 20% income-generation or self-reliance, including contributions in kind from the local community i.e. institutions failing to generate income would be short i.e. institutions failing to generate income would be short of funds.

17.3 Create a Research Centre within a Training Centre to find ways of profitably using local resources through appropriate technologies.

17.4. Introduce policies where staff and students are given benefits for developing income-generating projects.

17.5 SIARTC and National Youth Congress should help to provide market outlets for products from Centres and Schools.

POLICY 18: SOLOMON ISLANDS ASSOCIATION OF TRAINING CENTRES (SIARTC)

18.1. The Solomon Islands Association of Rural Training Centres should continue to be supported and recognised as an important independent body representing all types of Training Centres: Rural, Vocational and Community Based.

18.2. SIARTC should be encouraged to remain independent of the government or any one aid source.

18.3. SIARTC should continue to act as the link between the Rural / Vocational Training Centres and the Teaching Service, and should assist the Teaching Service in developing a separate Scheme of Service for Training Centre teachers.

18.4. Movement of teachers with the appropriate qualifications should be allowed between Secondary Schools and Training Centres and vice versa.

18.5. SIARTC should be encouraged to set up a show room and act as an agent for the sale of products from the Centres.

18.6. SIARTC should be encouraged to look for alternative sources of donor support for itself and the Centres.

POLICY 19: TVET POLICIES IN RELATION TO THE TEACHING SERVICE

19.1 Vanga Teachers College Certificate and ALTP Certificates need to be recognised for appointment to the Teaching Service on permanent terms.

19.2 Posts of Head of Department and Head of Subject in Secondary Schools should depend on the number of teachers in a Department not on the subject taught.

19.3 Posts of Guidance Teachers should be created in all Schools and Training Centres, to include follow up of students when they leave. In existing Provincial and National Secondary Schools these will be Careers Teachers posts with an expanded role. An establishment allowance of an extra half a teacher should be allowed for this post.

POLICY 20: PUBLIC ATTITUDES AND PERCEPTIONS

20.1 The TVET policy in itself should raise the status of TVET by making practical skills and TVET subjects more important in all Schools, and by raising the status of Rural, Vocational and Community Based Training Centres.

20.2 The National Vocational Certificate spread throughout the education system should help to eliminate the discrimination between TVET providers and other parts of the education system.

20.3 Rural and Vocational Training Centres should be offered as choices to Form 3 and Form 5 leavers when filling up forms for choices of further studies.

20.4 Start a massive publicity campaign in favour of Technical and Vocational Education and Training based on:

- Radio broadcasts, advertisements and special programmes
- Newspapers and other media
- Village visits
- Drama groups
- SIDT Village Development Workers
- Rural Development Volunteers Association
- School visits
- Open days at TVET institutions
- Awareness campaigns by ex-Rural or Vocational Training Centre students
- PF net
- Linking TVET to the possibility of cash income

20.5 Community High School and other Secondary students should be invited to visit Rural and Vocational Training Centres.

20.6 Offer Annual 'National Awards for Outstanding Performance' to Training Centres and other TVET providers, and to individual students and teachers.

20.7 Form a group of School leavers in each Province to tour villages and urban areas with publicity about the benefits of TVET through drama and discussion groups.

20.8 Start a drama serial on SIBC about 'drop outs' from Schools and the merits of TVET education.

20.9 Produce a simple and well illustrated booklet to summarise the policies for the general public, explaining the policies and the philosophy behind them.

POLICY 21: CHANGES TO THE EDUCATION ACT

21.1 The following changes are needed to the Education Act to accommodate TVET and the policies in this document.

Part I – Preliminary

2. Add

"Training Centre" includes Rural and Vocational Training Centres giving full time instruction mainly in Technical and Vocational fields.

Part II: National Education Board

Add

Section 9 (1) The National Education Board shall appoint a sub-committee to be known as the TVET Advisory Board. The duties of the Board shall be

- a. to advise the National Education Board on all aspects of TVET;
- b. to make recommendations to the National Education Board on matters of policy related to TVET;
- c. to appoint a TVET Testing Board to administer a testing system to be known as the National Vocational Certificate;
- d. to approve all applications to open new Training Centres;
- e. to approve and license all private, commercial TVET providers and regularly inspect such providers of TVET.

(2) The members of the Board shall be appointed by the National Education Board and shall include not less than 10 persons, including at least one person to represent each of the following:

- a. The National Education Board
- b. The Ministry of Education
- c. Education Authorities
- d. National Trade Testing Centre
- e. Rural / Vocational Training Centres
- f. Community Based Training Centres
- f. Solomon Islands Association of Rural Training Centres
- g. Students or former students of Training Centres
- h. SICHE
- i. Owners of manufacturing industries
- j. Other employers
- k. Trade Unions

and may include such other person or persons as the National Education Board shall deem appropriate.

(3) The Board will elect its own Chairperson.

(4) There shall be a Secretary to the Board who shall be an officer of the Ministry appointed by the Permanent Secretary.

(5) Appointments to the Board and procedures for meetings will follow those of the National Education Board.

Part VI: Teachers

To be revised in consultation with SIARTC, who will assist the TVET Board to set up a scheme of service for Instructors in Training Centres

Other Sections

Need to add Training Centre or Training Centres wherever the Act says School or Schools.

21.2 The Teaching Service Handbook also needs to be modified to recognise TVET, and the fact that Rural / Vocational Training Centre instructors are now being paid by the Teaching Service.

POLICY 22: IMPLEMENTATION OF THE POLICY

The following stages are suggested to make sure this policy is carried out once it is accepted.

22.1. *Familiarisation*

Make sure that everyone likely to be involved in carrying out the policy is familiar with the policy, including its aims and underlying philosophy. This will involve holding workshops and meetings with key personnel and making sure they in turn spread the ideas to others in their Provinces or institutions. It is proposed that the Task Force and the members of the National Workshops are involved in this process.

22.2. *Allocating responsibility*

Giving the responsibility for implementation to one body, in this case the TVET Advisory Board.

22.3. *Public awareness*

A publicity campaign to ensure that the public become aware of the Policy, including its aims and underlying philosophy. If possible persuade people that the Policy is best for the country and make people feel they 'own' it.

22.4. *Setting priorities.*

Setting priorities from within the Policy so that we know what should be done first. This may also mean identifying those aspects of the Policy which are easy to do without financial input.

22.5. *Costing and finance.*

Costing all aspects of the Policy, especially the priority areas, and then identifying sources of funding either locally or through donors.

22.6. *Implementation timetable*

Draw up a timetable for implementation taking account of the priorities and possible sources of funding.

22.7. *Implementation*

Start carrying out the Policy.

22.8. *Review and research*

Review the policy regularly and initiate research to find out if it is fulfilling its aims. This may lead to changes and modifications in the Policy.

PART 3: POLICY DETAILS

RATIONALE: The need for a Technical Vocational Education and Training (TVET) Policy

Over the last 26 years since independence in Solomon Islands there has been a remarkable growth in the number of students going to school, especially Secondary School. This has meant both a growth in the absolute numbers, from 385 students going to Form 1 in 1978 to 5,726 in 2004, and a higher proportion of Primary School leavers going on to Secondary School, from less than 10% in 1978 to approximately 58% in 2004.

This expansion in numbers, however, has taken place with very little change in the curriculum. Although there have been frequent reviews of individual subject syllabuses to adapt them better to Solomon Islands needs, the overall curriculum, including the balance between academic and technical / vocational subjects, has changed very little. Reports have been written on the need for a 'mixed mode' curriculum, with a balance between academic and practical subjects, but so far their recommendations have only been partially implemented.

After the publication of the report *Education for What?* in 1973 there was an attempt to expand Secondary education by creating Provincial Secondary Schools based on a curriculum with a much greater emphasis on technical / vocational education, but under pressure from parents, politicians and teachers, who saw this as an inferior type of education with no route to employment, further study or training, the curriculum of these schools was changed to correspond with the more academic bias of the older National Secondary Schools. The curriculum of these had largely been determined before independence by the colonial government. This was based partly on an academic tradition inherited from Britain, and partly on a desire to train Solomon Islanders in skills for paid employment, to fill the numerous jobs which were becoming available in administration and elsewhere during the period immediately before and after independence. The whole education system, therefore, became geared to this aim, and the majority of people came to regard education as a route to paid employment, especially paid employment in office jobs in town.

After independence there was considerable pressure to expand Secondary education to cater for a rapidly increasing population and to enable a higher proportion of the increased population to go to school. Secondary education was expanded slowly in the 1980s, and then very rapidly in the mid and late 1990s, with the creation of Community High Schools. Most of these originated from grassroots initiatives resulting from a desire for a higher proportion of those leaving Standard 6 to transfer to Secondary School. This was an exciting new development, with people taking educational expansion into their own hands instead of waiting for the government to act.

In spite of coinciding with the ideas on mixed mode curriculum, this expansion took place so rapidly that it was neither planned nor controlled by the Ministry of Education, so curriculum change was almost impossible. The new Community High Schools simply followed the curriculum of the existing Provincial and National Secondary Schools, with their largely academic bias geared towards paid employment or to selection for Form 4 based on an academic examination in English and Maths.

At the same time the rapid increase in paid employment opportunities had slowed down a few years after independence, and by the 1990s the labour market was expanding very slowly, just as the numbers leaving school and looking for work was expanding rapidly. This created a situation where a larger and larger number of school leavers were looking for paid employment and failing to find it. Many drifted to urban areas, especially Honiara, but failed to find work. Others went home to rural areas but found that their education had left them with few skills which they could use to make a living for themselves. Because they had spent a long period of their formative years in school, usually boarding school, rather than in the village, and because traditional skills are learnt through participation in village life – Learning by Doing – many also found they did not have the skills to look after themselves and their families within the subsistence economy, which still forms the basis of life in most rural areas.

In the 1990s, therefore, there were signs of increasing problems amongst young people in both urban and rural areas: petty crime and misbehaviour in urban areas and problems with home brewed alcohol and marijuana as well as

unsocial behaviour in rural areas. Many people believe this also contributed to the expansion of violence from 1999 to 2003, which has become known as the period of 'ethnic tension', although this had many other roots as well.

This period of tension has in turn led to economic problems which have considerably decreased job opportunities in paid employment, making the problem of school leavers seeking employment even worse. From a situation in the mid 1980s when Form 3 leavers had a good chance of paid employment or further studies, it is now very difficult for Form 5 leavers to find paid employment or places for further study, and there are increasing numbers of Form 6 and 7 leavers and College and University graduates looking for work.

This has led to a realisation that we need to re-think the aims of our education system, and the curriculum on which it is based, so that it caters for the majority of students who will not find paid employment or go for further studies, as well as the minority who will. There is a need to place a much greater emphasis on Technical, Vocational Education and Training (TVET), so that the education system produces people who have '*skills for living*', which will enable them to create opportunities for self employment and contribute to an improvement in the life of their own communities, both rural and urban, as well as finding paid employment or going for further studies. The system must cater for the needs of all students, not just a minority.

It is felt that this change will not only cater for the needs of individual students, but also assist in improving the social and economic life of the country. Solomon Islands remains a largely rural society, rich in resources in most of the rural areas, with a large and important subsistence sector. It is this subsistence sector which minimised the effects of the period of ethnic tension in most areas and is assisting in the rapid recovery from the problems of that period. It is also the rural sector which provides most of the wealth on which the economy is based, and which contains the potential for future development, especially that based on small scale use of local resources.

It is important, therefore, that the education system enables people to develop skills, both technical, vocational and entrepreneurial, which will help them to develop these resources, as well as continuing to provide for themselves in the subsistence sector. It must, however, also continue to develop skills for those who have the opportunity for paid employment in urban and other areas, or for further studies and training after school. People should realise that even those who get jobs in offices depend on technology for almost everything they do both at home and in the offices – from the chair they sit down in and the building they work or live in to the computer they use.

The aim of this policy, therefore, is to place an emphasis within the education system on the development of technical and vocational skills which will help the students to develop the communities, both rural and urban, from which they come; create self-employment by making effective use of our natural and social resources; gain paid employment; or benefit from further studies and training. The policy aims to integrate these Technical and Vocational skills into all parts of the education system.

At the same time it is recognised that the development of such skills must only be one part of the education of the whole person. The education system must continue to provide for the social, moral, spiritual, cultural, academic and physical needs of all students, thus helping them to identify their own talents and interests and realise their own potential. As *Education for What?* said "Education is concerned with living, rather than with the narrower concept of making a living."

It is equally important that the education system is integrated into the culture, traditions and values of Solomon Islands societies rather than being responsible, as *Education for What?* stated thirty years ago, for "the alienation of the children from their parents, their villages, and the village ways and customs, by what people regard as a foreign system of education." By emphasising skills for living, and being based more strongly on the culture, traditions and values of Solomon Islands society, it is hoped that the education system will become a process of integrating students into their own communities, both rural and urban, rather than a means of drawing them away from those communities. This policy, therefore, aims to strengthen the social and economic development of all parts of Solomon Islands society, as well as enabling individuals to realise the full potential of their lives.

BACKGROUND: Characteristics of Solomon Islands Society and their relation to Technical, Vocational Education and Training

There are many features of Solomon Islands geography and society which make an emphasis on TVET necessary and important.

Solomon Islands consists of many hundreds of islands, widely scattered and separated by large areas of sea. Unlike many other Pacific island countries, however, a number of the main islands are quite large and the total land area of just over 28,000 square kilometres for a population of just over 460,000, giving an average density of about 14 persons per square kilometre, means that in most areas there is no shortage of land. The very rapid population growth rate of 2.8%, however, means that pressure on the land is increasing in some areas and will increase in others, especially as about 80% of the population still live in rural areas.

The traditional method of subsistence farming based on shifting cultivation is coming under pressure, therefore, and needs to be changed. This produces the need to teach alternative, more intensive methods of farming through TVET.

In addition to having relatively good land resources, Solomon Islands has a climate which is hot and wet enough to grow crops, including traditional root crops and many cash crops, throughout the year. Soils are generally fertile, but only if used carefully to avoid the rapid leaching which will occur on exposed soils in this climate. This again points to the need for TVET education, to develop the skills of preserving the soil through techniques such as organic farming.

Because of the favourable climate and soils, however, together with the large areas of natural forest still present in many areas, there is great potential for development in the rural areas, given the appropriate skills. The rural areas already form the basis of the cash economy through the exploitation of natural resources, including timber and fish; the use of land for plantations, especially oil palm; and the small scale production of copra which has traditionally been the main source of income for most villagers.

All of the large scale sources of income, however, are under pressure. The timber is being logged so fast that there are warnings that there will soon be no commercially viable sources left. Fishing is coming under increasing pressure from overseas vessels, licensed and unlicensed. Plantations have suffered from land disputes and the problems of ethnic tension, especially with the rapid increase of population. Opportunities for employment and income in the large-scale commercial sector, therefore, have declined and are unlikely to recover to previous levels.

The geographical and economic characteristics of the country make it unlikely that we can develop a large urban employment sector through industrial or other development. The scattered nature of the islands; the small local market; the generally small amount of non-agricultural resources; and the lack of local capital all make large scale industrial development difficult.

On the other hand the potential for small-scale economic development, especially in the rural areas, is immense. Agriculture needs to diversify out of the traditional copra production. There are large untapped local markets for vegetable, poultry, pork and other farming products. The timber can be cut and sold by local people as sustainable eco-timber, or processed into furniture and other wood products. Other natural forest products such as nali nuts and noni fruit are beginning to be developed. Small-scale eco-tourism has already shown its potential in some areas. Traditional crafts, including some of the finest carvings in the Pacific, might be further developed for overseas markets.

All this, however, needs skills and expertise and points to the need for a TVET policy which will help develop skills for self-employment in small-scale individual, family or community units. This approach also fits into the present social structure of the country. Land is still largely in customary ownership through lines or extended families, rather than in individual ownership. This means everyone has access to land, although not on an individual basis. Families and communities and a spirit of cooperation are still more important than competitive individualism. This is shown in the importance of sharing and the *wantok* system, by which people are obliged to help not only their extended family but anyone speaking the same language. This is possible, and a sense of community strengthened, by having over 80 small language groups.

All of these social characteristics have both strengths and weaknesses in terms of social and economic development. As natural resources, including land, gain monetary value or potential, there are increasing conflicts and jealousies which lead to a breakdown of the sense of community and cooperation, and even major disputes between different groups such as we experienced during the period of tension.

If harnessed correctly, however, through an education system which stresses Technical and Vocational skills to make use of the natural resources, and entrepreneurial skills based on cooperation within families and communities of interest rather than individual initiative alone, these social characteristics could form the basis of sound economic development. Such a policy may also help to preserve and enhance cohesion within families and communities, by teaching skills which enable students to make a positive contribution to improving the life of their own communities.

TECHNICAL, VOCATIONAL EDUCATION AND TRAINING IN SOLOMON ISLANDS: History and present situation

Until the late 1950s formal education or schooling in Solomon Islands was entirely developed by the Christian missionaries. They introduced both formal academic education and vocational skills.

Their main purpose was to teach Bible study and the elements of their own denominational beliefs, especially to church leaders. But they also wanted to introduce improved farming techniques and other skills to improve village living. The first aim helped to encourage an attitude to learning based on reading and writing, copying notes and rote learning. Teachers were imparting knowledge which only they had, and which was not usually open to challenge or discussion. Thus a very formal tradition developed, which suggested that education was about the transmission of knowledge from teachers to students. There was very little encouragement of creativity or involvement of the students' own ideas or experiences. The purpose was to change traditional beliefs and ideas, so customs, traditions and indigenous knowledge had very little place. This concept of knowledge is still retained by many, and still contributes to the academic, book-based nature of schooling today. Even Technical and Vocational subjects are often taught through copying notes rather than practical activities.

The second aspect of mission education, however, was the learning of practical skills to improve village life, and this was often done in a very practical way. Students and schools were also encouraged to be self-sufficient by growing their own food, building and repairing their own buildings, cooking for themselves and other activities. This tradition has been retained by some of the present Training Centres and even some Secondary Schools.

In 1957, under pressure from the Ma'asina Rule movement demanding more self-government and education, the government opened its first Secondary School on Malaita, later transferred to Honiara as King George VI School. This introduced an even more book-based academic curriculum, based on the Cambridge Overseas School Certificate, with English, Maths, Science and Social Studies as compulsory 'core' subjects and Technical and Vocational subjects, Industrial arts, Home Economics and Agriculture only taken as minor 'options'. This School was mainly aiming to train administrators for the colonial government and other people to work in urban areas.

The curriculum in this school influenced the missions, who were setting up other Secondary Schools at the same time, later known as National Secondary Schools. They decided to follow the same curriculum and examination system. By the early 1970s therefore, the whole of Secondary education was based on this academic curriculum. Technical and Vocational education was pushed to the margins. It was continued only in some of the mission Bible Schools or in village based training, and was seen as something for those who 'dropped out' or 'failed'.

This situation was heavily criticised by *Education for What?*, published in 1973 and written by an all Solomon Islands team. This suggested that the academic curriculum of the Cambridge Overseas School Certificate was not suitable for the expansion of Secondary education. It advocated setting up New (later called Provincial) Secondary Schools based on a core curriculum of Agriculture, Handicraft, Mechanics, Home Economics and Business Studies, with English and Maths only taught as part of those subjects when needed, and a background civics course of Development Studies. This would have placed TVET in an important place in the education system, although still for those who 'failed' to go to National Secondary School after Standard 6.

Eight of these Schools were started, one in each Province, in the late 1970s, just before independence. Immediately after independence, however, their curriculum was challenged in Parliament. The schools were thought to be 'dead-end schools' because they taught skills with the deliberate idea of encouraging students to return to rural areas, and did not give them opportunities for paid employment or a route to further studies. As a result the curriculum was changed to include formal teaching of English and Maths. Most crucially of all, students were to take the same exam in English and Maths in Form 3 as those in National Secondary School, and to compete with them for places in Form 4.

The transfer of students from Form 3 in Provincial Secondary Schools to Form 4 in National Secondary Schools in turn led to pressures on the Provincial Secondary Schools to follow the same syllabuses and curriculum as the National Secondary Schools, so that those transferring to Form 4 in National Secondary Schools were not disadvantaged. In the early 1980s, therefore, the syllabuses of the National Secondary Schools and Provincial Secondary Schools were merged, largely by adopting National Secondary School syllabuses throughout, although some elements of the Provincial Secondary Schools' technical and vocational emphasis was also transferred to the National Secondary Schools.

By the mid 1980s, therefore, the mainstream Secondary education system was again firmly based on a largely academic curriculum and TVET was again pushed to the margins. At the same time, however, the education system was expanding and the number of school leavers in Standard 6 and Form 3 increased rapidly. The churches saw the need to cater for these and began to expand their TVET, through greater emphasis on practical subjects in their Bible Schools or, in some cases, expanding or opening Training Centres specifically teaching practical skills. These put an emphasis on skills for rural living, but the skills also enabled some students to gain paid employment in urban areas, especially in mechanics, building and carpentry, or in rural areas with plantations or logging companies.

In the early 1990s people became conscious that the Primary system had expanded to cater for the rapidly increasing population, but there had only been a very limited increase in the Secondary system, so the proportion of Standard 6 leavers transferring to Form 1 in Secondary Schools was actually going down each year. The World Bank proposed an expansion of Secondary education based on a cheaper model of day schools rather than boarding Schools, and 'Middle Schools' were started in Honiara by adding Form 1 to 3 classes to existing Primary Schools.

Suddenly local communities saw this as a solution to the problem of Standard 6 'drop outs', as they were usually called. The communities began to use their initiative to create Community High Schools, by adding Forms 1 to 3 on to existing Primary Schools, and the Ministry eventually promoted this idea by giving limited financial assistance. Over the eight years from 1996 to 2004 more than one hundred Community High Schools were started, mostly one-stream day schools, but in urban areas much larger. It has raised the transition rate from Standard 6 to Form 1 from about 26% in 1994 to nearly 70% in 2004. However this was largely unplanned by the Ministry, and communities often started a school and told the Ministry later.

Because of the rapid, unplanned nature of this expansion, however, very little attention was given to the curriculum of the new schools. At the same time parents and students wanted those reaching Form 3 to be able to take the exam in English and Maths, to compete for places in Form 4 in the Provincial and National Secondary Schools. Some Community High Schools also added Forms 4 and 5. The pressure once again, therefore, was that Forms 1 to 3 should follow the same curriculum as the Provincial and National Secondary Schools. The Community High Schools, therefore, have also ended up following the largely academic curriculum of the original National Secondary Schools. This means that a curriculum originally designed for teaching a tiny elite group of potential administrators and others destined for paid employment is now being used in a system where over 50% of the children go to Secondary school, the majority with no prospects of paid employment when they leave.

The situation of TVET in the Community High Schools is made worse by the fact that, due to a shortage of qualified teachers, equipment and classroom space, most do not even teach the practical skill subjects which are in the curriculum (see Appendix 6). Pressure to do well in the Form 3 exams in English and Maths, and in the core academic subjects which students will have to study if they enter Form 4 and 5, also means that the practical subjects are neglected, even when facilities are available.

Once again, therefore, TVET has been squeezed out and is considered suitable only for those who are called 'drop outs' or 'push outs': Standard 6 and Form 3 leavers. For these leavers, however, the situation did improve in the 1990s as the churches expanded the Training Centres, or converted Bible Schools into Rural Training Centres to cater for them. This led to a desire to improve the standard of education in the Training Centres and the formation of the Solomon Islands Association of Rural Training Centres (SIARTC), to coordinate the work of the Training Centres. This Association negotiated for assistance from the European Union and this led to the creation of the European Union Rural Training Centre Project. Since 1993 this project has assisted the Training Centres with in-service courses to train existing teachers in teaching methods; the supply of tools and equipment; buildings and infrastructure; the development of the curriculum and teaching materials; and various schemes to assist Training Centre graduates to use their skills when they leave. In 2002 the project set up Vanga Teachers College to train Training Centre graduates to become teachers in Training Centres.

This assistance not only improved the quality of education in Training Centres but also led to the creation of more Training Centres, including non-residential village or Community Based Training Centres. At the same time independent and private providers have seen the need and demand for TVET. The Catholic Don Bosco organisation has opened a largely urban-based Technical Secondary School and Training Centre near Honiara, is building a rural based Centre on the Guadalcanal Plains and thinking of expanding further into Malaita. Numerous private Training Centres have been started, especially in the urban sector, including Willies Electrical School, a large number of Computer Training Schools, a Technical Design School and a proposed Art School. The Small Business Enterprise Centre, funded as an NGO, also runs regular courses both in Honiara and elsewhere.

While the place of TVET within the mainstream or 'formal' education sector remains weak, therefore, it has been considerably strengthened in what is officially called the 'non-formal' sector. The opportunities for those who leave the formal sector to take up TVET are now more numerous and of better quality. At the same time, through these changes, TVET is slowly gaining a higher status in the eyes of the public.

In spite of this, however, TVET is still considered officially, and by parents, students and teachers, to be marginal – something for those who 'exit' from the mainstream or 'formal' system. More importantly, because the expansion of TVET opportunities has coincided with the even more rapid expansion in school leavers, these opportunities are still only available for a very small proportion of school leavers. The number of places in Training Centres is only sufficient for less than 10% of Standard 6 and Form 3 leavers, and there is now considerable extra demand from Form 5 and 6 leavers. This is reflected in the applications for places in Training Centres, with the most successful Training Centres receiving 600 to 1,000 applications for about 60 places. The competition to get into these Training Centres is almost as high as that to get into the prestigious National Secondary Schools.

The aim of the present policy, therefore, must be threefold:

1. TVET must become an important part of the main stream education system, rather than being marginalised.
2. It must be expanded to cater for more of the people leaving Secondary Schools.
3. The quality of TVET must be improved at all levels.

POLICY 1: AIMS: Principles and values underlying TVET policy

This policy is based on the assumption that the objective of education is to prepare students for all aspects of their future life: *Education for Living*. All students, therefore, need to learn and develop skills which will be useful to them when they leave school, and these skills must include Technical and Vocational skills. Technical and Vocational skills should be valued not only because they can assist students to lead a productive life or obtain paid employment, but also because they are essential for the development of our natural resources and for the improvement of life in both our rural and urban communities.

Technical and Vocational skills include both those introduced from outside, many of which are associated with the technology which now plays an important part in all our lives, and those traditional skills and techniques which are still valuable and which help us to retain a sense of our own identity.

Technical and Vocational skills should, therefore, be integrated into all stages of education and should be part of a holistic approach to education which values all aspects of personal development: social, moral, cultural, spiritual, academic and physical as well as technical. All students, whatever their background, including those with disabilities, should have access to this education. In particular our policy must encourage equal participation by both female and male students, especially in view of the fact that female students have so far been under-represented in TVET.

All students should have the opportunity to identify and develop their particular talents and make informed choices about their future lives. Although the majority of people still live in rural areas, and we should encourage students to return to their home communities, we must also recognise that ours is a changing society in which urban areas and modern technology are becoming increasingly important. We must, therefore, also develop skills appropriate for those who wish, or have the opportunity, to find work in the modern urban sector.

TVET must be based not only on learning skills but on creativity. This means encouraging students not only to use the skills they learn but to adapt them to their own lives and environment, and to develop or invent new skills for themselves. The encouragement of Creative Arts – art, music, dance, carving and drama – should play an important part in TVET to encourage this creativity.

TVET skills will not be used effectively unless students are taught entrepreneurial and business skills to enable them to earn an income from these skills when the opportunity arises. On the other hand TVET should not focus entirely on earning an income, but should recognise that skills are also useful if they help to improve the lives of the students themselves, and the families and communities from which they come.

It is hoped that enabling students to learn such skills will give them the self-esteem they have often lost due to the very competitive exam-oriented system which brands so many capable people as 'failures'. They should be encouraged to become ambassadors, taking new ideas and skills into their communities and should become some of the future community leaders.

In a society strongly based on the extended family and wider communities, students are not likely to use their skills unless they have the support of their families and communities. This means that educational institutions should be fully integrated into the communities which they serve. There must be follow-up of students returning to their communities, as well as involvement of members of the families and communities in the student's education.

TVET will not be successful unless we have well qualified teachers who believe in the basic philosophy underlying the TVET policy: teaching practical skills in a practical way or *Learn by Doing*. However, teachers cannot succeed in doing this unless they have the means of doing so. This involves ensuring that all TVET institutions have the necessary tools, equipment and materials to teach in a practical way. It also means training Principals and other administrators in the effective administration of those institutions, including the control of both equipment and finance.

Technical and Vocational skills are best taught by a hands-on approach or *Learn by Doing*, and this can be achieved more effectively in small institutions than large ones. At the same time we need a wide variety of skills catering of the varying needs of individuals, communities and employers. This policy, therefore, is based on encouraging a wide

variety of small-scale providers of TVET, each providing for different needs, rather than one centralised institution or structure or one uniform curriculum. The policy is based on the idea that "Small is Beautiful".

With a wide variety of approaches to TVET, however, there is a need for a centralised coordinating body, including coordination of standards and certification. Both parents and students want to see benefit from education, not only in the form of skills they can put into practice, but also in the form of nationally recognised certification that they have mastered those skills. There should also be the possibility of this certification being used as qualification for further training. The previous Provincial Secondary School policy broke down partly because it did not recognise this and was seen as a 'dead-end' form of education. We must take account of what students themselves are likely to want to do after their education, as well as what society might like them to do.

TVET must, however, take account of the needs of society as well as the needs or aspirations of the students. We must emphasise those skills which are most needed by society, and this must include the majority of people in rural areas, the minority on urban areas and the needs of potential employers. In each case skills alone are not enough. Our education system must try to develop attitudes to work and forms of behaviour which are likely to lead to students using their skills successfully, whether in employment, self-employment or as contributors to the development of their communities.

It is recognised that TVET education involves considerable expenditure if it is to be successful. To lessen the expense, however, it is important that all institutions are partially self-funding, through systems of income generation, as well as being self reliant, through such activities as growing their own food and building and maintaining their own infrastructure. Such a policy is also essential to teach students that the skills they learn can help them to be self reliant as well as to earn an income.

The final component of a successful TVET policy, and the key to the whole policy, will be its acceptability to the public, including parents, teachers, students and politicians, and commitment of all those concerned to carry it out. Both of these depend on a sense of ownership of the policy by the majority of Solomon Islanders, especially those who will implement the policy.

The first stage in ensuring this sense of ownership has been the method by which the policy has been developed. It is a product of a Task Force of 28 people representing all stake-holders, including those who have themselves recently been through the education system. Members of the Task Force visited areas of three Provinces, holding meetings with teachers, students, parents and members of local communities in Rural Training Centres, Community High Schools, Provincial Secondary Schools and a National Secondary School, and two public forums. Some members also had the opportunity to consult with all Secondary School Principals, Rural / Vocational Training Centre Principals, and the Secondary Curriculum Panels, and to give them questionnaires, during their annual workshops. They also consulted on an individual basis with major stakeholders and other concerned people, including employers, government officials and NGOs working in the field of community development in rural areas. This included separate meetings with SICHE, the Trade Testing Centre, a representative of the Ministry of Agriculture, the Manufacturers Association representing employers and the Kastom Gaden Projek. The final document was a result of these consultations and two National Workshops, with nearly one hundred participants representing all stake-holders and all Provinces. The first workshop contributed ideas for the draft policy, and the second discussed an outline of the draft and amended and approved it. The policy was then submitted again to the Task Force in its final form and submitted to the Ministry of Education after further amendments. The policy, therefore, represents a consensus of the views of as representative a sample of stakeholders as it was possible to achieve in the limited time available.

The second stage must come after final approval of the policy. There must be a campaign to make the public aware of the policy and to promote the concept of *Education for Living* to replace the present dominant concept of education as a preparation only for paid employment.

If the majority of Solomon Islanders come to see education as a preparation for all aspects of life after students leave school, they will come to realise that TVET must be an important part of that preparation. In our current society it is likely that the majority of people depend on Technical and Vocational skills for their livelihood, and such skills are

essential for the social and economic development of all levels of society. These skills must, therefore, play a much more important part in our education system than at present, and this policy aims to achieve that change of emphasis.

POLICY 1: SUMMARY OF AIMS

The aims of the TVET Policy are:

1.1. Overall aims

1.1.1. To place an emphasis within the education system on the development of TVET skills which will help students to

- a. develop the communities, both rural and urban, from which they come
- b. create self-employment by making effective use of the natural and social resources within their communities
- c. gain paid employment
- d. benefit from further studies and training when this is available.

1.1.2 To integrate these skills into a holistic education by which all students can realise their full potential.

1.1.3 To attempt to re-orient education and people's attitude towards it , so that it is seen as a means of helping students to gain skills which will help them to improve their own lives and the lives of their communities.

1.1.4. To integrate these skills into all parts of the education system.

1.2. Personal development

1.2.1 To ensure that the teaching of TVET skills is integrated into the development of the whole person including social, moral, spiritual, cultural, academic and physical education and the development of the values of self discipline and self reliance.

1.2.2 To ensure that all students have opportunity of access to TVET at an appropriate level, regardless of religion, denomination, gender, ethnicity or disability.

1.2.3 To be based on a realistic assessment of what students themselves are likely to do with their education, as well as what society would like them to do.

1.2.4 To develop a work ethic and entrepreneurial and marketing skills to encourage students to make use of the skills that they learn.

1.2.5 To develop self-esteem through encouraging students to take a pride in the skills they learn, and encourage leadership skills so that students play a leadership role in their communities later.

1.2.6 To be based on equal participation of females and males in the development of TVET skills, and recognition of the important contribution women make to society.

1.2.7 To recognise the importance of competencies gained through experience and through recognition of prior learning, as well as through formal educational qualifications.

1.2.8 To provide appropriately for groups with special needs, such as disabled, handicapped or disadvantaged people, and to assist them to learn TVET skills and integrate into the mainstream educational institutions.

1.3. Integration into communities

1.3.1 To be based on the integration of educational institutions into their surrounding communities, so that they are seen as institutions contributing to community life.

1.3.2 To be based on the real needs of all the stakeholders in the system: the students; the communities, both rural and urban, from which they come; and potential employers.

1.3.3 To provide a skill base for both rural and urban development through self reliance, self employment and paid employment, including the development of industries.

1.3.4 To strengthen those traditional skills, values and types of knowledge which are still relevant.

1.3.5 To incorporate follow-up and support programmes which enable students to use their skills within their communities or elsewhere after they finish their education.

1.3.6 To ensure there is a support structure in local communities for students leaving the education system.

1.4. Place of TVET within the educational structure

1.4.1 To strengthen the place of TVET skills in all levels of the education system: Primary, Secondary, Tertiary, Rural and Vocational Training Centres and Community Based Training Centres.

1.4.2 To recognise the strength in following a variety of approaches to technical and vocational education and training, together with the need for a networking system which integrates the different routes and enables cross-crediting between different courses and institutions.

1.4.3 To provide suitable training for enough teachers, Principals and other resource persons to carry out the policy.

1.4.4 To ensure that the necessary infrastructure, tools, equipment and materials are available to carry out the policy.

1.4.5 To recognise the need for criteria which lead to minimum standards and help to achieve a high quality of education.

1.4.6 To develop a nationally recognised system of testing and certification of TVET based on a modular approach and practical testing of competencies.

1.4.7 To be based on an approach which makes all institutions partially self-reliant through income-generation and income-substitution activities, so that institutions rely less on fees and outside assistance, as well as teaching the principle of self-reliance to their students.

POLICY 2: TVET in the Structure of Education

Formal and Non-formal education

While it is not the place of a TVET Policy to determine the structure of the education system, there must be a close relationship between the structure and any TVET policy. The structure will partly determine how TVET can be fitted into the education system, and we may even need certain structural changes for TVET to work effectively.

At present the Education Strategic Plan 2004 - 2006 divides the education system into Formal and Non-formal education (see Education Strategic Plan 2004 - 2006, diagram p. 20), and TVET is included almost entirely in the

Non-formal options for those who 'exit' or 'drop out' of the Formal system. If TVET is to achieve its proper status it must no longer be seen as an option entirely or mainly for 'push outs' or 'drop outs', but a normal part of the mainstream education system.

The distinction between Formal and Non-formal education, therefore, should be abolished. The education structure should be seen as a continuum ranging from a formalised system based on a centralised curriculum and examinations to village, community or even family-based learning groups which respond in an informal way to the training needs of a particular group.

The present Primary, Secondary and Tertiary structure is on the formal side. Residential Rural and Vocational Training Centres are in the middle. Community Based Training Centres and other groups are at the other, non-formal, end of the continuum.

It should be recognised that this continuum refers to the organisational structure, including curriculum. The division between Formal and Non-formal is not appropriate in terms of teaching methods. Non-formal methods of teaching, involving learner-centred methods, group work, practical and other activities done outside the classroom, and links with the real world, can be used in all parts of the continuum.

TVET should be included in all parts of the structure with varying degrees of emphasis, so that it becomes part of *Life-long Learning*. It should be an important part of the Strategic Plan's aim to provide Basic Education from Standard 1 to Form 3. After Form 3 all students should have the opportunity to learn practical TVET skills either in Technical streams of Senior Secondary Schools or in Rural, Vocational or Community Based Training Centres. Community-based programmes should be available for all adult learners who wish to pursue further training or use the skills they have already learnt. Those with particular talent should have the opportunity to gain further TVET training in Tertiary institutions such as SICHE or overseas institutions.

POLICY 2: TVET IN THE STRUCTURE OF EDUCATION

POLICY 2.1.1: Formal and Non-formal education

2.1.1 The distinction between Formal and Non-formal education should be abolished. The education structure should be seen as a continuum ranging from a formalised system based on a centralised curriculum and examinations to village, community or even family-based learning groups which respond in an informal way to the training needs of a particular group.

2.1.2 It should be recognised that this continuum refers to the organisational structure, including curriculum. The division between Formal and Non-formal is not appropriate in terms of teaching methods. Non-formal methods of teaching, involving learner-centred methods, group work, practical and other activities done outside the classroom and links with the real world, can be used in all parts of the continuum.

2.1.3 TVET should be included in all parts of the structure with varying degrees of emphasis so that it becomes part of *Life-long Learning*:

- a. It should be an important part of Basic Education from Standard 1 to Form 3.
- b. After Form 3 all students should have the opportunity to learn practical TVET skills either in the Technical streams of Senior Secondary Schools or in Rural, Vocational or Community-based Training Centres.
- c. Community-based programmes should be available for all adult learners who wish to pursue further training or use the skills they have already learnt.
- d. Those with particular talent should have the opportunity to gain further TVET training in Tertiary institutions such as SICHE or overseas institutions.

Present structure (see diagram 1)

The present structure of Primary and Secondary education is shown in diagram 1. It is based on selection at Standard 6 into three kinds of Secondary Schools: National Secondary Schools (NSS), Provincial Secondary Schools (PSS) and Community High Schools (CHS). The history of this structure has been explained on p.35 to 38 above. All of these types of school have a curriculum which has been inherited from the original National Secondary Schools. In theory this is a 'mixed mode' curriculum, teaching both academic and practical subjects, but in practice the emphasis is very strongly on the academic subjects.

For the Solomon Islands School Certificate in Form 5, four 'academic' subjects - English, Maths, Science and Social Studies - are **core** or compulsory subjects and practical skill subjects are learnt only as **options**. This division is strengthened further by a selection examination in Form 3 for entry to Form 4 based only on English and Maths. Thus students and teachers have come to regard TVET i.e. the practical skill subjects, as of secondary importance. This status is made worse by emphasising the provision of text books for the core subjects in the allocation of resources, and leaving very little money for providing tools, equipment and materials for the practical subjects, TVET. At the same time, even the practical subject teachers are discriminated against, as core subject teachers can become better-paid Heads of Department, while practical subject teachers can only become less well-paid Heads of Subject.

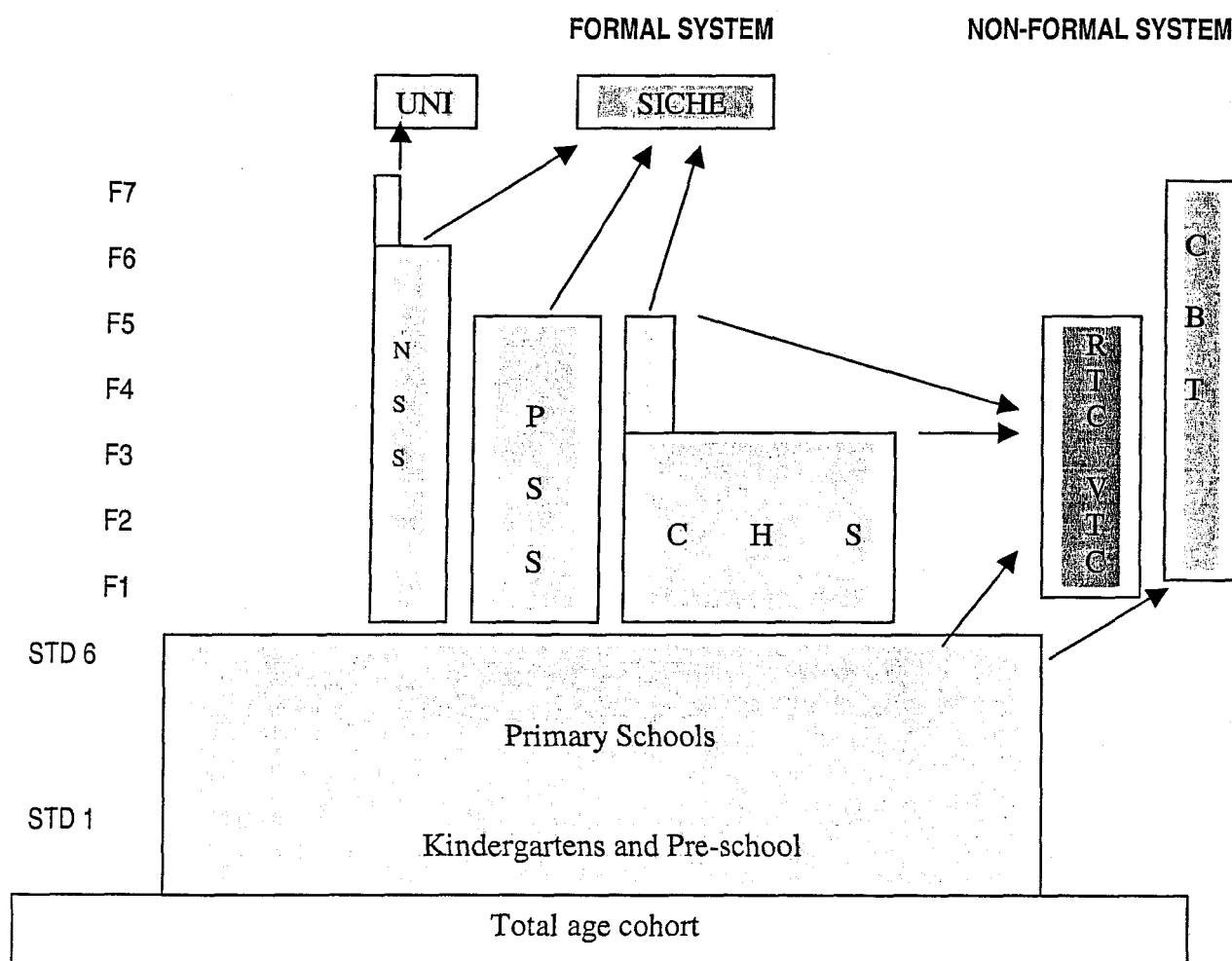
KEY TO DIAGRAM: Note: Darker shading means more Technical

Mainly Academic

Mixed mode: Technical / Vocational
And Academic

Technical/Vocational

DIAGRAM 1: THE PRESENT STRUCTURE

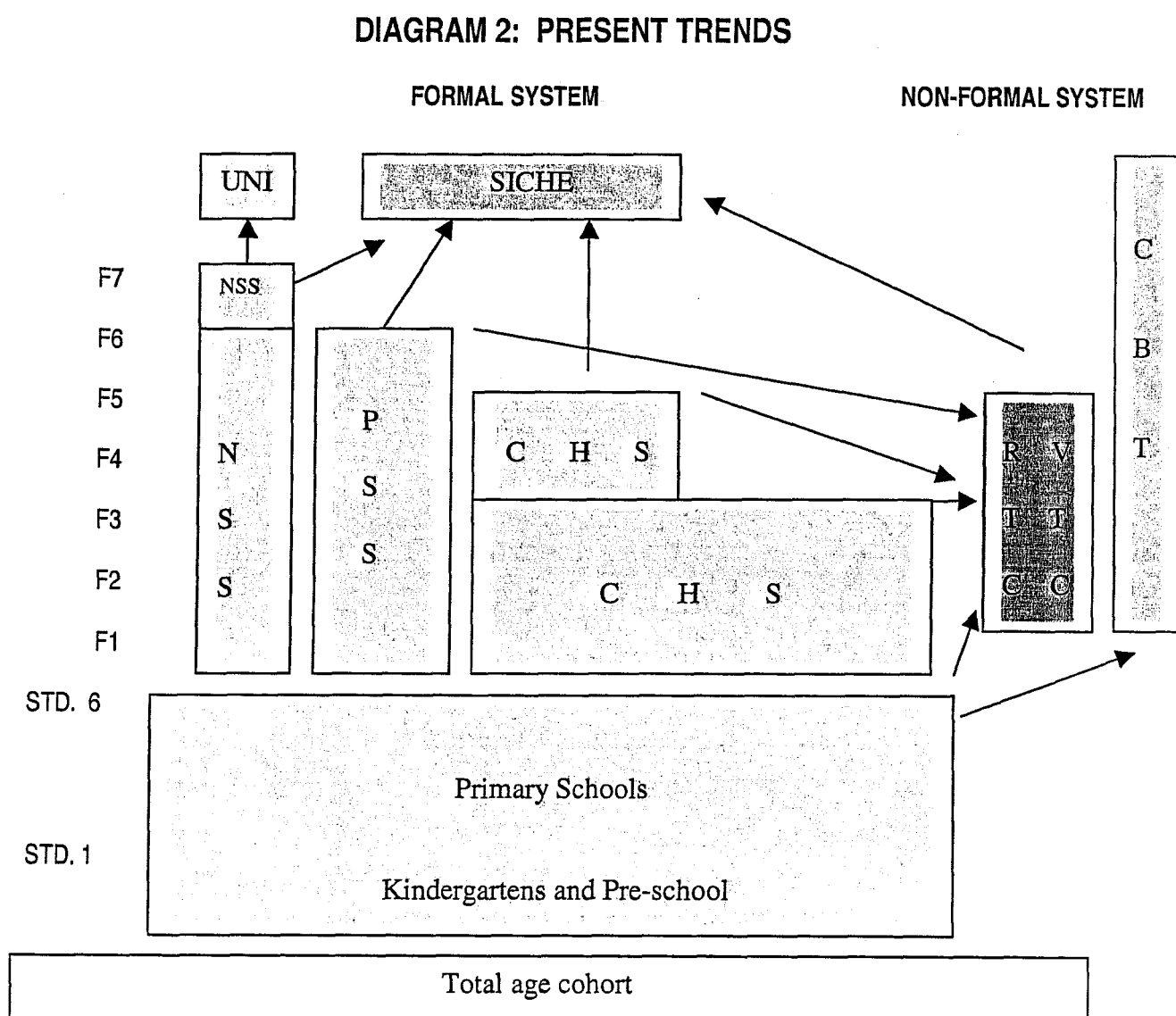


This means that, at SISC level, students must take the 4 core subjects, many schools make Christian Education compulsory, and most students can only take one or at most two practical Technical or Vocational subjects as options. Because of the emphasis on book learning in academic core subjects, and the lack of tools and equipment for practical subjects, both teachers and students regard learning of theory as more important even in the practical Technical and Vocational subjects, which are often taught largely from notes on the blackboard. Thus TVET has very little emphasis in the present education system, partly because of the structure of the system.

The recent development of Community High Schools might have been an opportunity to change this emphasis, but due to the pressure of the Form 3 selection exam, the Community High Schools have followed the present largely academic curriculum, and because of their lack of trained practical subject teachers, and of tools and materials for teaching Technical and Vocational subjects, many actually teach less Technical and Vocational subjects than the National and Provincial Secondary Schools. (see Appendix 7)

As diagram 1 shows, the Rural and Vocational Training Centres, which are the only parts of the present system emphasising TVET, are not regarded as part of the Formal system and cater for people who are considered as 'failures' or 'drop outs'. At present, therefore, the structure of the education system, especially the examination system, largely determines the place of TVET within the system, and unless this is changed TVET will not gain more emphasis.

Present trends (see diagram 2 below)



At present the trend, shown in diagram 2, is to expand the Community High School system to cater for the proposed Basic Education for all to Form 3, but the expanded system continues with the present curriculum and examination structure so it is simply re-emphasising the academic curriculum.

At the same time this is further re-emphasised by allowing many Community High Schools to add Forms 4 and 5, Provincial Secondary Schools to add Form 6 and National Secondary Schools to add Form 7. Thus the academic, non-TVET part of the system is expanding rapidly with, if anything, even less emphasis on practical TVET subjects, as most Community High Schools do not have the teachers or facilities to teach practical subjects in Forms 4 and 5, and most Schools start Form 6 or 7 with Arts subjects which need fewer facilities.

At the same time the TVET side of the system is decreasing, as many Rural or Vocational Training Centres have struggled to survive during the recent period of economic crisis, and some are no longer operating.

Interim structure under TVET (see diagram 3 on page 58)

In order to fulfil the aims of this policy to increase the emphasis on TVET in the system, therefore, both curriculum and structural changes need to be made.

We should start by making sure that some simple practical skills are taught in Primary Schools.

More emphasis must be placed on the teaching of practical subjects in Forms 1 to 3 so that there is a balance at this level between practical and academic subjects i.e. a true 'mixed mode' curriculum.

In Forms 4 and 5, Secondary Schools should introduce Technical streams, based on TVET subjects, to complement the present academic streams (see also Curriculum and Assessment below). Students in both streams would study both academic and practical subjects, but the Technical stream would have a strong emphasis on practical subjects and the Academic stream on academic subjects.

Some Schools should introduce a Technical stream as well as, or instead of, Science streams at Form 6 level, and this might lead to a technical Form 7 or transfer to SICHE.

As we move towards Universal Basic education to Form 3 there will still not be nearly enough places for everyone in Form 4, so more Rural, Vocational and Community Based Training Centres should be created for Form 3 leavers.

This would lead to a structure like that in diagram 3. This is similar to the present structure but with expansion in Forms 1 to 3 and greater emphasis on practical or TVET subjects from Primary to Form 3. A complication has already been created by allowing some Community High Schools to go to Form 4 and 5. These might also develop Technical and Academic streams. In order to use our scarce resources for the benefit of the majority, Community High Schools should be discouraged from starting any more Form 4s and 5s until we have enough Community High Schools with Forms 1 to 3 to give everyone Universal Basic Education up to Form 3.

POLICY 2.2: Interim structure (see diagram 3 on page 58)

2.2.1 Some simple practical skills should be taught at Primary level.

2.2.2 More emphasis must be placed on the teaching of practical subjects in Forms 1 to 3 so that there is a balance at this level between practical and academic subjects.

2.2.3 In Forms 4 and 5, Secondary Schools should introduce Technical streams, based on TVET subjects, to complement the present Academic streams (see also Curriculum and Assessment below).

2.2.4 Some Schools should introduce a Technical stream at Form 6 as well as, or instead of, Science streams and this may lead to a Technical stream in Form 7.

2.2.5 As we move towards Universal Basic Education from Standard 1 to Form 3, more Rural, Vocational and Community Based Training Centres should be created for those leaving School at Form 3 level.

2.2.6 We should put our limited resources into creating enough Community High Schools to give basic Education, including Technical and Vocational skills, to all, and into expanding Training Centres, rather than expanding a limited number of Community High Schools to Forms 4 and 5. The latter should be discouraged.

Final structure under TVET: Primary and Secondary Schools (see diagram 4 on page 59)

These changes would lead to a greater emphasis on TVET but we would still have three classes of Schools; National Secondary Schools, Provincial Secondary Schools and Community High Schools. The major part of the resources would continue to be provided to the National Secondary Schools, with the Provincial Secondary Schools coming second and the majority of Secondary Schools, the Community High Schools, continuing to have less qualified teachers, less tools, equipment and materials and a generally lower status than the National and Provincial Secondary Schools. This would make it difficult for them to teach the practical subjects adequately, as these are the subjects needing most resources. At the same time, because of the status and lower quality of teaching and resources in the Community High Schools, parents would choose for their children to go to National or Provincial Secondary Schools and the Community High Schools would continue to have students of a lower academic standard. As long as we have three classes of schools with different status it will be impossible to spread TVET teaching evenly throughout the system, and those in Community High Schools, who are the most likely to leave School in Form 3 and therefore most need TVET skills, will be the least likely to be taught TVET subjects adequately.

In the long term, therefore, as the Community High Schools expand so that all students get Basic Education up to Form 3, we should restructure the whole system as in diagram 4. This has already been accepted as Ministry policy under the Strategic Plan and a start has been made with some National Secondary Schools phasing out Forms 1 to 3.

This should be continued so that we abolish the distinction between National Secondary Schools, Provincial Secondary Schools and Community High Schools at Form 1 to 3 level, by phasing out Forms 1 to 3 in all the National and Provincial Secondary Schools. The present National and Provincial Secondary Schools will become Senior High Schools with Forms 4, 5, 6 and possibly 7 only.

At Forms 1 to 3 there will be only one type of School: Community High Schools, and all students would go to their nearest Community High School. Choice of school at the transfer from Standard 6 to Form 1 would no longer be available. Community High Schools would truly become Community Schools, attached to and serving the needs of one particular community.

As stated above we should also use our resources to give everyone Basic Education to Form 3 before we allow any more Community High Schools to start Forms 4 and 5. Every new Form 4 and 5 we create will take away resources from the lower classes.

This would enable the government to give exactly the same treatment to all Community High Schools, both rural and urban, in terms of teachers, equipment, tools and facilities as well as grants. Fees could also be made uniform. This would mean that all Community High Schools would have an equal chance to teach the TVET subjects which, as suggested above, would have a greater emphasis than in the present system.

All Senior High Schools would have Technical and Academic streams, as already explained. Those Community High Schools which have already started Forms 4 and 5, which are mainly the urban ones, would also start Technical streams, possibly specialising in urban related skills like business, accounting, computing, secretarial skills, electricity

DIAGRAM 3: INTERIM STRUCTURE

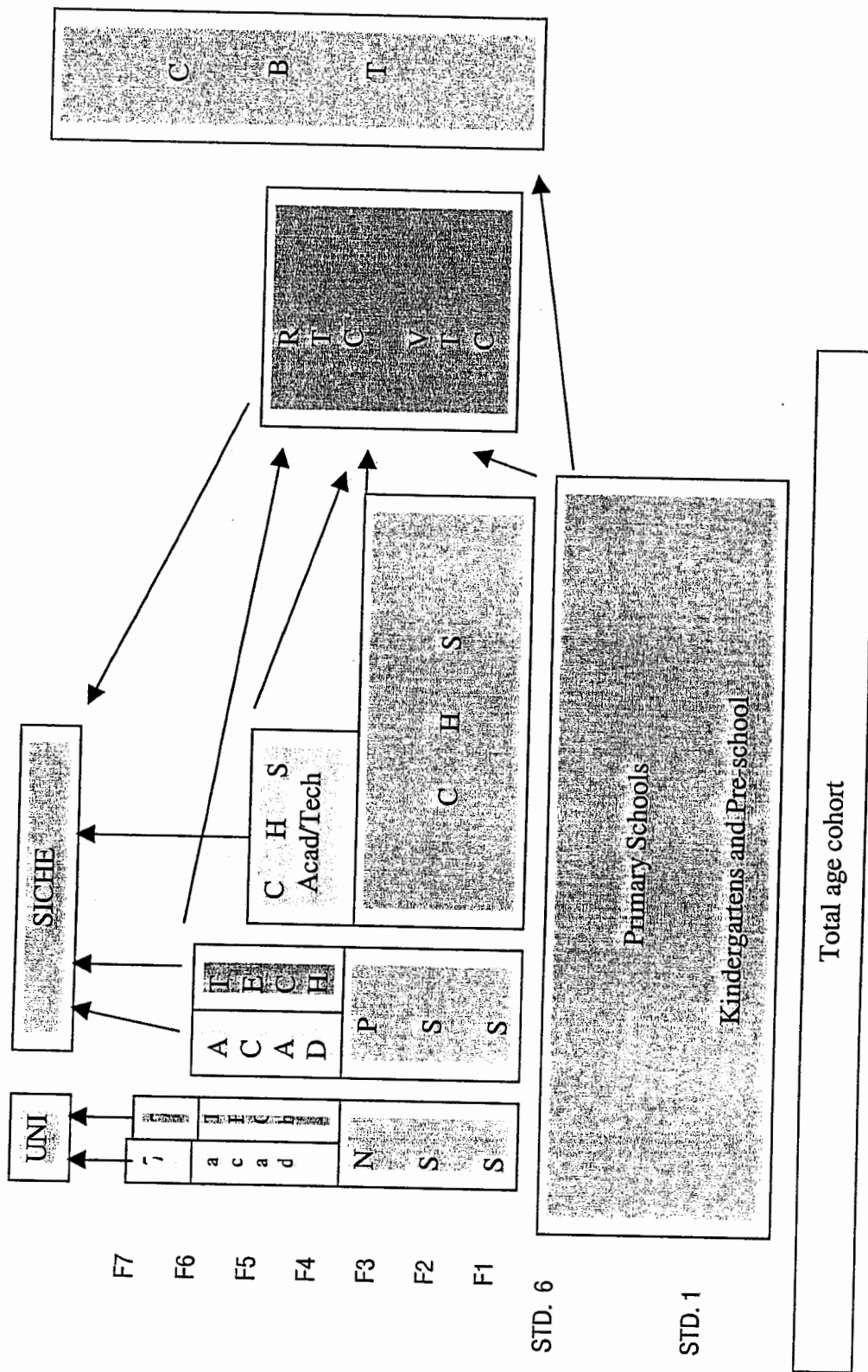
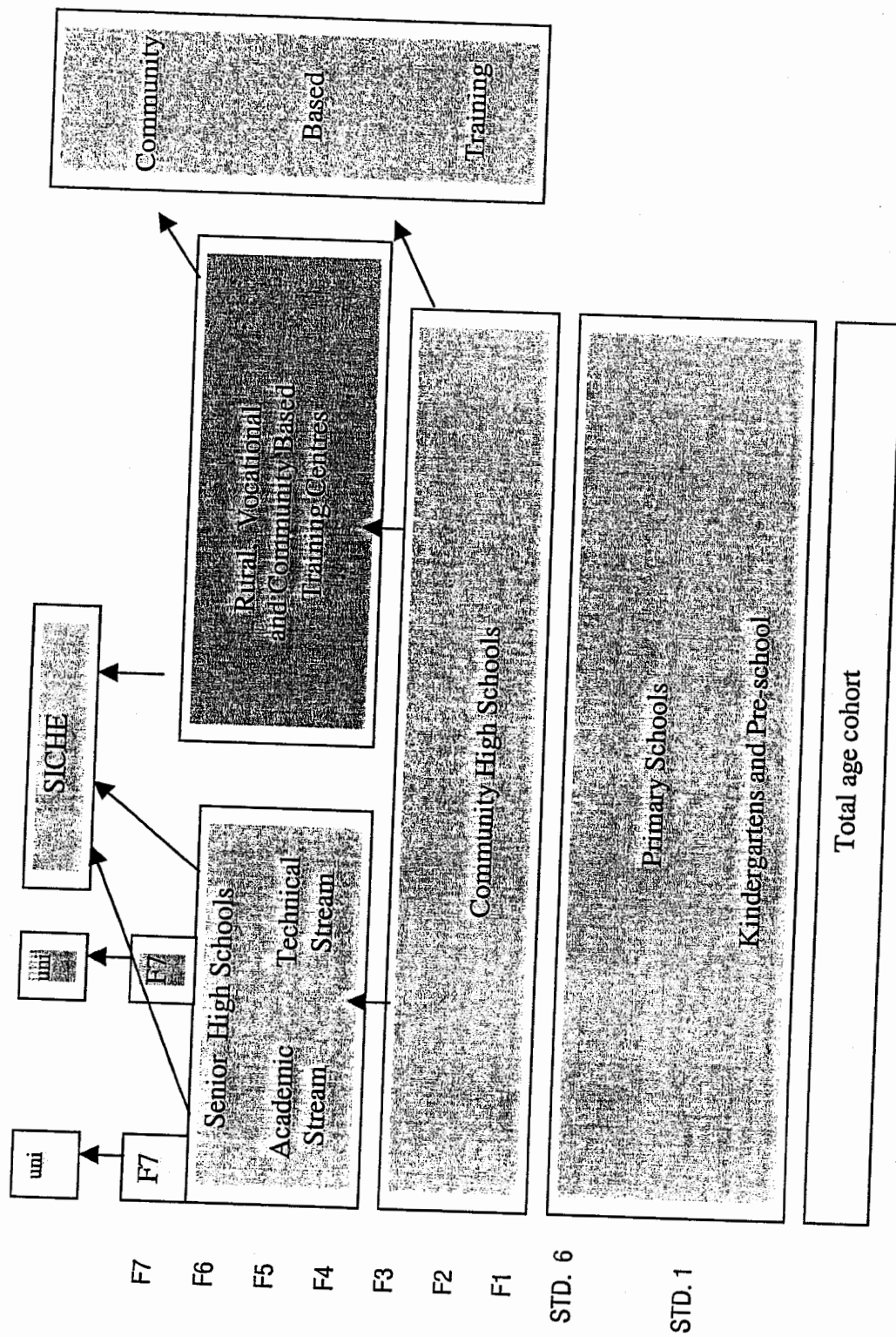


DIAGRAM 4: FINAL STRUCTURE



and electronics. Some rural Community High Schools, who realise the lack of job or other opportunities for school leavers, might like to change their Form 4 and 5 into a Training Centre.

Entry to SICHE Technical courses should be both from the Technical streams of Senior High Schools and from the best students in Rural / Vocational Training Centres. Those in Technical streams in Form 6 and 7 should have a chance to enter either SICHE or Technical Colleges or Universities here or overseas.

POLICY 2.3: Final structure under TVET: Primary and Secondary Schools (see diagram 4)

2.3.1: We should abolish the distinction between National Secondary Schools, Provincial Secondary Schools and Community High Schools at Form 1 to 3 level by phasing out Forms 1 to 3 in the National and Provincial Secondary Schools, as has already been started in some Schools. The present National and Provincial Secondary Schools would become Senior High Schools with Forms 4, 5, 6 and possibly 7 only.

2.3.2 In Forms 1 to 3 there would be only one type of School: Community High Schools, and all students would go to their nearest Community High School. Choice of school at the transfer from Standard 6 to Form 1 would no longer be available.

2.3.3 The government to give exactly the same treatment to all Community High Schools, rural and urban, in terms of teachers, equipment, tools and facilities as well as grants. Fees should also be made uniform. This would mean that all Community High Schools would have an equal chance to teach the TVET subjects which, as suggested above, would have a greater emphasis than in the present system.

2.3.4 As in 2.2.6 above Community High Schools should be discouraged from creating Forms 4 and 5, which should be mainly limited to Senior High Schools. This conserves resources for Basic Education for all up to Form 3 and for expanding Training Centres.

2.3.5 All Senior High Schools would have Technical and Academic streams. In these students would take a mixed mode curriculum but with a strong bias towards either Academic or Technical subjects.

2.3.6 Both those in Form 5 and those in Rural / Vocational Training Centres would have the chance to transfer to SICHE.

2.3.7 Those in Technical Form 6 and 7 would have a chance to transfer to SICHE, Technical College or University, here or overseas.

Final Structure under TVET: Expansion of Training Centres

The graduate survey of Rural and Vocational Training Centre graduates found that 90% of graduates said they found the skills they had learnt useful for employment, self-employment or improving home and family life. Interviews with those leaving Forms 4 and 5 suggest that those who fail to find employment or further training, which is now the vast majority, do not find that what they have learnt is useful to them if they return to their communities or try to create self-employment. There is a strong argument, therefore, for expanding Training Centres to cater for the majority of Form 3 leavers rather than trying to create more Form 4s and 5s.

Rural, Vocational and Community Based Training Centres would be expanded to cater for as many people as possible who leave Form 3 but do not go to Form 4. They would be brought more into the mainstream system as an alternative to Form 4 rather than a separate part of the system.

Because Training Centres have relied on the initiative of churches their distribution around the country is very uneven. If there is expansion we should try to achieve a more even distribution.

This expansion should be done by encouraging a wide variety of providers: communities, churches, private providers, local governments. There is strength in diversity. The majority might be set up by local communities. They should be encouraged to set up Training Centres in the same way they have been involved in the setting up of Community High Schools. They should be given small grants of 'seed money' to help with buildings and perhaps grants in kind in the form of tools and equipment, but the emphasis should be on community initiative. Government would have to train and pay teachers. In areas of less population density Training Centres might be started by groups of Communities rather than individual communities. Local Communities should be allowed to act as Controlling Authorities of Community Based Training Centres without having to go through Provincial or State governments. It has been suggested that in some areas where there are land problems the only way to set up new Centres would be through local communities.

There is a danger, however, of repeating the mistakes of the Community High School expansion and creating Centres which are Centres in name only, or are 'political' Centres, there only to prove that the local politician is interested in the community. The growth of Training Centres must be carefully controlled by a TVET Advisory Board, which sets up criteria to be met for recognition of Centres and a licensing system for all providers, including private providers. On the other hand one study suggests that the growth of Community High Schools was partly due to the lack of control and that too much central control might have stifled it. Any system of licensing, therefore, should be flexible and quick.

One problem is that many people are not aware of what a Training Centre is for or how to start one. We need a campaign to explain the advantages of Training Centres compared to expanding Secondary schools and to explain how to go about setting up a Centre.

Some Training Centres, especially private ones, might specialise in certain skills e.g. Typing, Computing, Secretarial; Art and Music Schools, but these would come under the same coordinating body.

Final Structure under TVET: the whole system

The final structure would mean a much greater emphasis on TVET over the whole system. Instead of 80% or more academic as at present, the system would be balanced slightly towards the TVET side, with some TVET at Primary level, a balanced curriculum in Forms 1 to 3, half of Forms 4 to 6 with a Technical bias and TVET courses in Training Centres for those not going to Form 4.

In the long run we might also aim to create Regional Technical Colleges to complement SICHE. However the argument against these at present is that they would be very expensive to set up, take most of our scarce resources, and only benefit a very small number of students compared with a policy of expanding Training Centres. An alternative is that, once a large number of Vocational Training Centres are established, some of these might up-grade to Technical Colleges.

POLICY 2.4: Final Structure under TVET: Expansion of Training Centres

2.4.1 Rural, Vocational and Community Based Training Centres would be expanded to cater for as many people as possible who leave Form 3 but do not go to Form 4. They would be brought more into the mainstream system as an alternative to Form 4 rather forming than a separate part of the system.

2.4.2 The expansion of Training Centres should be done by encouraging a wide variety of providers: communities, churches, private providers, local governments. There is strength in diversity.

2.4.3 We should try to achieve a more even distribution of Training Centres over the country.

2.4.4 Local communities should be encouraged to set up Training Centres in the same way they have been involved in the setting up of Community High Schools. They should be encouraged through small grants of 'seed money' to help with buildings and perhaps grants in kind in the form of tools and equipment, but the

emphasis should be on community initiative. The local communities would first have to be convinced of the need for a Training Centre. Government would have to train and pay teachers. In areas of less population density Rural Training Centres might be started by groups of Communities rather than individual communities.

2.4.5 The growth of Training Centres must be carefully controlled by a TVET Advisory Board, which will set up criteria to be met for recognition of Centres and a licensing system for all providers, including private providers. The system must be quick and flexible, however, and not involve too much central control. Local Communities should be allowed to become Controlling Authorities of Community Based Training Centres without going through Provincial or State governments.

2.4.6 Mount a campaign to make people aware of the purpose of Training Centres and how to set one up.

2.4.7 Some Training Centres, especially private ones, might specialise in certain skills e.g. Typing, Computing, Secretarial, Art and Music Schools, but these would come under the same coordinating body.

2.4.8 In the long run we might also aim to create Regional Technical Colleges to complement SICHE. However at present these would be very expensive to set up, take most of our scarce resources, and only benefit a very small number of students compared with a policy of expanding Training Centres. An alternative is that, once a large number of Vocational Training Centres are established, some of these might up-grade to Technical Colleges.

POLICY 3: Training Centres: Rural, Vocational and Community Based

There are at present three types of Training Centres: *Rural Training Centres*; *Vocational Training Centres*; and *Community Based Training Centres*.

Rural Training Centres and Vocational Training Centres are residential Centres running long-term, fulltime courses from two to four years. They take in School leavers from Standard 6, Form 3, Form 5 and increasingly Form 6 or even Form 7. Selection is usually on the basis of recommendations by School Principals, Priests and Pastors or community leaders. Some Centres will only take older students, one or more years after they have left school. A few will take people who have never been to school. Fees range from \$500 to \$1,900 per year.

Community Based Training Centres are non-residential Centres based in local communities, which run regular or occasional short courses to satisfy local needs and demands. They cater for any interested people from the local community, adults as well as young people. They usually have no selection criteria and charge only nominal fees.

Both types of Centre have one main aim: to teach practical skills which are useful to students and others when they finish their training. However this one aim incorporates four subsidiary aims, as those finishing may use their practical skills for

- a. improving their own lives and the lives of those in their communities and helping them to be self-reliant;
- b. starting projects which give them self-employment and cash income;
- c. enabling them to find paid work in an urban or other area;
- d. enabling them to find further training.

Different Rural or Vocational Training Centres may put emphasis on different aims.

- Rural Training Centres put more emphasis on a and b: skills for rural living.
- Vocational Training Centres put more emphasis on b, c and d: skills for self employment or paid employment and further training.

However there is no clear distinction between the two.

Community Based Training Centres emphasise a and b, skills for rural living, as they serve the needs of the people in a particular local community.

It is good to maintain a range of Centres, with differing emphases in their aims, rather than making a firm distinction between the three different types of Centre. There is strength in variety.

Centres whose students are likely to have greater access to urban areas may be called Vocational Training Centres or may even develop into small scale Technical Colleges, as Don Bosco is already doing. Those within urban areas may entirely emphasise training for paid employment. The majority, however, will continue to be Rural or Community Based Training Centres in rural areas and will emphasise skills for rural living.

This means that we also have to persuade students that it is worth going to a Training Centre to gain such skills. At present there is a mis-match between what students want and what Training Centres set out to provide. Most students are not mainly trying to learn skills for rural living. They see the Training Centre mainly as a way of finding paid employment when they leave or as a route back into the mainstream education system.

As the government policy of Universal Basic Education for all to Form 3 takes effect Training Centres will have to adjust their intake to cater mainly for Form 3 leavers and above, although there will still be a considerable 'backlog' of students who have left Standard 6 in previous years. The Community Based Training Centres may be in the best position to help them.

Principals confirm the findings of the Graduate survey, that Rural / Vocational Centres still have three main problems: lack of skilled and trained teachers, lack of tools, equipment and materials, and in some cases lack of infrastructure or need for more infrastructure to enable the Centre to expand. Teacher Training is dealt with under Policy 11, but in addition there is still need for the next stage of the Rural Training Centres project to look at the provision of tools, equipment, materials and infrastructure.

Much of the success of a Training Centre depends on the leadership and administration of the Principal, and there is need for much more training of Principals in both these aspects of their work. Principals are usually appointed with no training and often with little background in Technical / Vocational Education. Particular improvement is needed in accounting and accountability, and in record keeping, both of students and tools and equipment.

The strength of the Training Centre movement has been its adaptability to local conditions and any expansion or increase in government support should retain this adaptability by retaining local autonomy. Links with local communities should be strengthened, not weakened. Rural and Vocational Training Centres should retain their autonomy under their respective controlling authorities. However there must be clarification of the roles of the Ministry and the Controlling authorities, especially now that teachers are paid by the government. With this burden lifted from the churches, they should give more help in other ways to their Centres and also keep the fees affordable to most people. There are already some Centres whose fees are out of the range of the average village family.

It is important also that Training Centres do not continue to depend too much on the outside funding of the European Union as this will one day be withdrawn.

POLICY 3: TRAINING CENTRES

3.1 Training Centres should continue to have one main aim: to teach practical skills which are useful to those who finish their training. However this one aim incorporates four subsidiary aims, as trainees may use their practical skills for

- a. improving their own lives and the lives of those in their communities when they return to rural areas;**
- b. starting projects which give them employment and cash income;**
- c. enabling them to find paid work in urban or other areas;**
- d. helping them to find further training.**

3.2 It is good to maintain a range of Centres, with differing emphases in their aims, rather than making a firm distinction between Rural and Vocational Training Centres.

- Those whose students are likely to have greater access to urban areas may be called Vocational Training Centres or may even develop into small scale Technical Colleges.
- Those within urban areas may entirely emphasise training for paid employment.
- The majority, however, will continue to be Rural or Community Based Training Centres in rural areas and will emphasise skills for rural living.

3.3 As Universal Basic Education to Form 3 takes effect, Training Centres will have to take in mainly Form 3 leavers and above.

3.4 There is still need for the next phase of the Rural Training Centres Project to consider the provision of tools, equipment, materials and infrastructure to the Centres.

3.5 There is need for training of Principals in leadership and administration, including accounting and record keeping.

3.6 Rural and Vocational Training Centres should retain their autonomy under their respective controlling authorities, but the roles of each must be clarified.

3.7 Churches should be encouraged to contribute more to their Centres now they no longer pay the teachers, and to keep the fees affordable by the average village family.

3.8 Centres should not depend too much on a single source of outside funding which will eventually be withdrawn.

POLICY 4: Community Based Training Centres and other Community based Technical and Vocational training

TVET should be an important part of all aspects of our education system. This means it should also be available in all communities as part of *Life-long Learning* for those who leave school and for adults who may have left school earlier or not attended school at all.

The main providers of this community based TVET should be the Community Based Training Centres, although there are many other providers as well, including churches, youth groups and NGOs. Community Based Training Centres are organisations, formal or informal, within local communities which hold short courses in Technical and Vocational skills, and often other aspects of village life. Some have a permanent centre or infrastructure, others have no infrastructure but hold courses at any convenient place in the village.

A wide variety of skills are taught and an important advantage is that Community Based Training Centres can cater for the particular needs of the local community at a particular time. They can run their courses once only, or as a regular series of the same course. They are not tied to a set programme or curriculum and can respond to needs and demands of each community.

Participants can be any member of the community, young or old, male or female, with or without schooling. Many skills can be *Learnt by Doing* even if people are unable to read or write. Centres are part of the local community, the participants are from the community and the teachers may be as well. They can provide an opportunity for skilled local people to pass on their skills to others, or for invited outsiders to teach skills not available locally. One problem at present is that Community Based Training Centre courses have usually been male-dominated in terms of personnel and skills taught, and this bias against females needs to be overcome.

Courses are relatively cheap to run. In most cases there are no transport or accommodation costs, although some Centres may cater for a wider area. Many people from one community can learn a skill at the same time, so there is

more chance of a group supporting each other to put the skills into practice. This may lead to the development of an income-generating project in the community, based on the skills learnt.

One big advantage of expanding Community Based Training Centres is that they train far more people at less cost than residential Training Centres, although of course the skills learnt may be at a lower level. However, they would fit into a National Certification, based on modules in limited skills, suggested later in the policy. It is also suggested that residential Training Centres might shorten their courses to train more people on a similar modular basis, thus narrowing the gap between residential Training Centres and Community Based Training Centres.

There could also be very useful links between Rural and Vocational Training Centres, or even Community High Schools, and Community Based Training Centres. The Community Based Training Centres could act as the receiving end of a follow-up programme for Rural / Vocational Training Centre leavers to help them put their skills into effect. The Community Based Training Centre courses themselves, however, also need follow-up, and visits by Rural / Vocational Training Centre instructors to communities might combine both functions. The Rural / Vocational Training Centres or even their graduates can provide some of the teachers for Community Based Training Centre courses, and already some Rural / Vocational Training Centres run short satellite courses on behalf of Community Based Training Centres, either in the community or in the Training Centre.

One of the weaknesses of Community Based Training Centres is lack of skilled and qualified teachers trained in the skills to be taught or in teaching methods. Some Principals also lack management and financial skills. Rural / Vocational Training Centres might help by running short courses for Community Based Training Centre trainers and Vocational Teachers Colleges could run courses in teaching methods and management.

As with all TVET programmes, another problem is lack of tools and equipment and these needs might be supplied by the European Union or other aid project, although accountability and loss are even bigger problems than they are in Rural / Vocational Training Centres.

Tools and equipment are also needed by people when they finish their courses, so that they can put their skills into effect. A good model used by the Kastom Gaden Projek is to use a course to help people develop an income generating project, and only supply tools when the project is successful and generating income, possibly using some of the money from the project to help buy the tools. With Community Based Training Centres it is also good to supply tools for particular courses and keep a record of what is supplied, rather than supplying large amounts at one time. It might be possible to develop a loan scheme for particular courses, with tools returned after use.

In view of the advantages of Community Based Training Centres it is important that the TVET policy places as much emphasis on these as on the mainstream education sector, as they can potentially benefit more people than the mainstream system would. Being locally based, the skills learnt are also more likely to be put into effect.

In addition to Community Based Training Centres, there are many other organisations providing some TVET at community level. Many churches and youth groups run short courses. There are many NGOs promoting development work in villages and these may be partly concerned with TVET. Organisations include:

BLESS: Building Livelihoods, Empowerment and Strategic Sustainability (under SIDT)
Permaculture Centre, Fiu, Malaita.
Pacific Stars (UNICEF)

All of these can also be used to assist in follow-up of Training Centre and Community High School Form 3 leavers, receiving them back into their own communities and helping them to use the skills they have learnt.

Particular mention must be made of the Kastom Gaden Projek. This project teaches agricultural skills through a participatory rather than technical training approach. The Young Farmers Programmes in North Malaita and South Choiseul have helped young people to start projects as part of a family, not community, group. The young people must provide input in terms of land, seed and animals as well as their labour, and tools are only provided at subsidised rates when the project is started successfully. The whole basis is *Learn by Doing*, with no classroom and

little theory. Projects use entirely local materials and are started with no financial input. The project has also helped with marketing, the development of a planting materials network and *Look and Learn* study tours to places where farmers are already successful.

Another very good model is the Permaculture Centre at Fiu, teaching improved methods of farming. They are spreading ideas by training one trainer in each ward in Malaita, thus establishing a network through which new ideas can spread. They also use village to village training by enabling villagers to visit other villages where successful projects are taking place.

All these and other projects should be encouraged as an important part of TVET policy. One problem is coordination and not knowing which projects are where. We should, therefore, either make the proposed National TVET Board responsible for coordinating all the various rural development projects relevant to TVET, or set up a National Village Development Coordinating Committee, perhaps linked to the TVET Board. It is particularly important that Community High Schools and Rural / Vocational Training Centres are aware of projects to which they can refer their students when they leave.

POLICY 4: COMMUNITY BASED TRAINING CENTRES

4.1. Support existing Community Based Training Centres and encourage the development of a larger number of these.

4.2. Support other organisations providing TVET in local communities, both rural and urban, including churches, youth groups and NGOs.

4.3. Set up a National Village Development Coordinating Committee for projects involved in small scale rural development, especially those providing elements of TVET. This should be linked to the National TVET Advisory Board. The committee should collect information related to all projects and pass this to the appropriate Community High Schools and Training Centres.

4.4 Ensure that all Community High School, Training Centre and other School leavers are referred to any organisations in their home areas which can help them to use the skills they have learnt.

4.5. Work with family groups to follow up those who leave Community High Schools and Community Based Training Centres.

4.6. As far as possible, link all short TVET courses to particular projects already in existence, or started as part of the course.

4.7. Enable Community Based Training Centres to test and certify students in particular skills for the proposed National Vocational Certificate at appropriate levels. (see Policy 16)

4.8. Set up appropriate mechanisms so that Community Based Training Centres can be supplied with tools, equipment and materials to teach their courses in practical ways. This might include a tool loans scheme.

4.9. Run short skill courses for Community Based Training Centre and other trainers at residential Training Centres and short teaching methodology and management courses at Vocational Teachers Colleges.

4.10. Encourage Rural / Vocational Centres and Community High Schools to run 'outreach' courses in the local communities in conjunction with Community Based Training Centres.

POLICY 5: TVET in Urban Areas, including Private Providers

Although the TVET policy places considerable emphasis on rural areas where most Solomon Islanders live, and where most of our productive resources are situated, we must not forget that there are increasing numbers of children being brought up entirely in urban areas. People there may need Technical and Vocational skills even more than those in rural areas, as they have no land to fall back on to support themselves or make a living.

In the Secondary education sector the situation in urban areas is different from most rural areas as, with the growth of the Community High Schools, which have added Forms 1 to 3 and later Forms 4 and 5 on to existing Primary Schools, nearly all students who leave Standard 6 should gain entry to Form 1 and even go as far as Form 5. However it does not work like this, as students from outside the urban areas are allowed to compete for places in urban schools, which means that some urban students are squeezed out of Form 1 or Form 4.

In terms of TVET skills, the needs of urban students should be different, but again the situation is complicated as many students attending urban schools come from and will return to rural areas. Urban areas have few permanent residents who regard them as home. Although a greater emphasis, therefore, should be put on skills for urban living and paid employment, agricultural and other rural skills should not be neglected completely.

In teaching urban related skills, we should look much more widely than the traditional subjects of Agriculture, Industrial Arts, Mechanics and Home Economics. Business-related skills are very relevant and could include more than the present Business Studies and extend to computing and Information Technology, which should be taught in all urban schools. Other secretarial skills like dealing with the public, answering the telephone, filing and office organisation could also be taught.

The list below suggests some skills which might be taught in urban schools.

Computing	Information Technology	Solar power
Dress making	Tailoring	Shop assistant skills
Landscape gardening	Interior decorating	Screen printing
Sign writing	Urban related health skills	Baking and bread making
Electronics	Electrical wiring	Repair of electronic equipment
Bicycle repair	Tyre repair	Plumbing
Carving	Popular music	Sanitation
Barbeque cooking	Food preservation	Vehicle maintenance
Catering	Hospitality	Tour guide
Laundering	Shoe repair	Flower arranging
Hydroponics	Law and Order	

With the development of certification based on a modular approach, many of these could be taught and certified as separate skills. It might be possible to recruit part time teachers from town to teach some of the more specialist skills.

The shortage of land usually makes it difficult to teach agriculture, so it is often taught in theory only. However techniques of permaculture and organic farming could be taught with very little land, and they could extend into landscape gardening and ornamental plants.

The great advantage of urban areas is that there is a ready market, both for the sale of goods and repairs, so many skills could be taught as income-generating activities. Another advantage is the availability of companies which might take students for work experience, either on brief visits or for extended periods. This is already used by Don Bosco.

In terms of the Secondary curriculum, therefore, the structure suggested, a balance between academic and practical subjects in Form 1 to 3 and the introduction of Technical streams into Forms 4 and 5, fits well with the needs of urban areas. Some of the Technical streams could specialise in Business and Computing related subjects. Urban schools could choose a number of the suggested skills to specialise in rather than trying to cover them all.

There is so far only one urban-based Vocational Training Centre, Don Bosco, but this provides a model for what can be done to adapt TVET to urban needs and employment. Don Bosco have offered to assist in some pilot projects to increase the Technical and Vocational emphasis in Community High Schools, and they might be able to adapt their ideas to a pilot project in one of the existing Honiara Community High Schools. This model might be copied by others if it succeeded.

There are already a number of Private Providers of TVET in Honiara and Gizo, including an Electrical School specialising in solar power, many Computer and Secretarial Schools, a Technical Design School and a proposed Art School. This private provision should be encouraged, subject to safeguards of inspection and licensing. Bodies like the Chamber of Commerce and private employers should be encouraged to offer skills training, either within their companies as on-the-job training, or by setting up private schools. Some NGOs run skill-related courses and the Small Business Enterprise Centre runs regular short courses in all aspects of Business. All these can be linked to the proposed National Vocational Certificates in particular skills. (see Policy 16) Given scarce resources the provision of post-Secondary TVET in urban areas, apart from that of SICHE, is best left to Private Providers. In the future Private Providers may also be interested in setting up in rural areas and the same conditions should apply as in urban areas.

TVET in urban areas should also place strong emphasis on entrepreneurial skills and should encourage self-employment as much as in rural areas. If we are to do this, however, we must ensure that the City Council regulations and licensing encourage rather than discourage self-employment. Too much emphasis on licensing and over-strict hygiene could suppress initiatives. Rather than banning or restricting small scale informal enterprises, the City Council should encourage the informal sector by providing regulated spaces throughout the City, not all crowded into one area on the outskirts. The Craft Market at the Cultural Centre is a model for what might be done. Even better would be small workshop spaces for minimal rent, where people could set up sign-writing, screen-printing, bicycle repair, tailoring, barbeques and sale of cooked foods, carving and other skills on the lines of the carving area outside the Mendana Hotel. The spaces need only be a roof with an open space underneath.

Encouragement should be given to groups of young people who sometimes earn money by doing useful work such as beautifying the city. This work might be extended to other areas of civic concern. Consideration might be given to reviving the Masta Liu scheme of the 1980s.

On a more formal scale, there is already an Artists Association and Music Federation which promote their skills. The Artists already run courses and the Musicians should be encouraged to do so. This might be extended further into carving and dance – both custom and modern. Urban Community Based Training Centres might be formed around people with special interests.

Youth organisations like the Scouts and Guides, and specialist organisations like the Sup Sup Garden Project, also offer skills and should be supported.

Sport is an important skill area, but there are already policies in place in relation to the development of sport, so this has not been included here.

The USP Centre concentrates more on academic programmes but has some Technical and Vocational skill courses in its Continuing Education programme, including computing and the very popular Floral Arts. If the Centre finds more space with the coming of the USP Campus, it might expand its offering of practical skill courses.

This means that the more providers of Technical and Vocational skills we can have, and the bigger variety of skills, the better. All should be encouraged.

POLICY 5: TVET IN URBAN AREAS, INCLUDING PRIVATE PROVIDERS

5.1. Secondary education in urban areas should follow the same structure as in rural areas with a balance between academic and practical subjects in Form 1 to 3 and Technical streams in Forms 4 and 5.

5.2. Emphasis should be given to the teaching of a wide variety of skills useful in urban areas, not just the present traditional subjects. These skills should lead to qualifications for the National Vocational Certificates at appropriate levels. (see Policy 16)

5.3. Agriculture should be taught through an emphasis on permaculture and organic farming methods and should also introduce landscape gardening and ornamental plants.

5.4. Emphasis should be put on income generation through the sale of products or repair services in urban areas.

5.5. Links should be developed with employers, leading to work experience.

5.6. Don Bosco should be encouraged to continue with its urban-related skills programmes, and might be asked to assist with a pilot project to put more emphasis on TVET skills in an urban Community High School.

5.7. Private providers should be encouraged to provide most of the post-Secondary TVET in urban areas, in addition to that of SICHE.

5.8 Private Providers in both rural and urban areas must be inspected and licensed to ensure that they are genuine providers and not just after profits without providing adequate services.

5.9. There should be strong emphasis on entrepreneurial and business skills.

5.10. People should be encouraged to use skills for self employment and the City Council should encourage the informal sector by providing designated spaces and facilities for this, and by regulations which encourage this sector.

5.11. Youth groups and others should be encouraged to provide services to the urban areas.

5.12. The Artists Association and Music Federation should be encouraged to offer training.

5.13. Training in other creative skills should be encouraged, perhaps by the formation of Urban Community Based Training Centres, based on groups with particular skills and interests.

5.14. The USP Continuing Education programme should be encouraged to offer more skills training when space is available.

POLICY 6: CURRICULUM

Secondary and Primary Curriculum

As already explained, the present Secondary curriculum places little emphasis on TVET, even though some practical subjects are taught.

In a typical Form 1 to 3 timetable of 40 periods per week at present, the practical subjects are only taught for 8 periods: 4 for Agriculture taken by all and 4 each for Industrial Arts and Home Economics, offered as alternatives to boys and girls. Even if Business Studies with 4 periods is added as a vocational subject, still only 30% of the timetable is given to TVET subjects. The 'core' academic subjects of English, Maths, Science and Social Studies usually have about 24 periods, with 4 for Christian Education, making 70% of the time for academic 'book learning' subjects. A few schools still give 2 periods to Physical Education but no school any longer teaches Creative Arts.

An important reason for concentrating on the academic subjects is that only English and Maths are examined in Form 3 for entry to Form 4, and in Forms 4 and 5 English, Maths, Science and Social Studies are 'core' compulsory

subjects. Students and teachers, even in the lower classes, therefore, think of them as more important, and the practical subjects as lower in status.

In most Community High Schools the situation of practical subjects is even worse, as they do not have qualified teachers, tools, equipment, materials or classroom spaces to teach these subjects. In a survey of 28 Principals of Community High Schools only 7 of the 28 schools were teaching Industrial Arts; 12 were teaching Home Economics, but 6 of these had no trained teacher; and, although 22 schools were teaching Agriculture, 12 of these were doing so without a qualified teacher. Nearly all schools said they had no tools or equipment to teach these subjects. All schools except one said they taught Industrial Arts and Home Economics through theory only, and 70% said the same for Agriculture. Effectively, therefore, most Community High Schools do not at present teach practical subjects.

Most of the National Secondary Schools, Provincial Secondary Schools and Community High Schools with Forms 4 and 5, do teach these subjects in Form 1 to 3, but 90% admitted they taught them mainly through theory, and 80% said they had few or no tools and equipment for teaching them. (see Appendix 7)

Although in theory we have a 'mixed mode' curriculum combining academic and practical subjects in Forms 1 to 3, therefore, the reality is that the curriculum is very strongly biased towards academic subjects. Practical Technical and Vocational subjects are marginal.

One reason schools have so little equipment for practical subjects is that, because of the designation of 4 academic subjects as 'core' subjects, the limited amount of money available is usually spent on textbooks and equipment for those subjects, rather than tools and equipment for the practical subjects.

In Forms 4 and 5 the situation is similar because, although each practical subject is given more time in the week, students must take all 4 'core' subjects, and most also take New Testament Studies, so most students only take one 'optional' subject. The most popular 'option' in many schools is Business Studies, which is vocational but not practical, so most students actually take no practical skill subject at all in Forms 4 and 5. The table below shows the numbers of students enrolled in each subject in Solomon Islands School Certificate in 2002 and shows this clearly.

Number of students enrolled in SISC subjects, 2002

English	Maths	Science	Soc. Sts.	NTS	Bus. Sts.	Agric.	Ind. Arts	Home Ec.
2,556	2,556	2,556	2,556	1,842	1,585	1,179	477	469

Soc. Sts = Social Studies NTS = New Testament Studies Bus. Sts. = Business Studies Agric. = Agriculture
Ind. Arts = Industrial Arts Home Ec. = Home Economics

It is clear, therefore, that at present there is very little emphasis on TVET in Secondary education. The academic subjects which dominate the curriculum are mainly useful for those going on to further studies or paid employment, whereas those who leave school after Form 3 or Form 5 will probably find the Technical and Vocational subjects more useful to them in their everyday lives, or for creating self-employment. At present, therefore, the curriculum is mainly focussed on the needs of those who go on to further study or paid employment. We have reached a stage, however, where the vast majority of those leaving Form 3, Form 5 or even Form 6 do not find paid employment or opportunities for further study.

Number of students leaving school because of failing to gain a place in a higher form: 2002

Standard 6 not going to Form 1	Form 3 not going to Form 4	Form 5 not going to Form 6	Form 6 not going to Form 7
2,500	1,600	1,800	460
30%	36%	77%	85%
Total school leavers: 6,360			

In 2002, using approximate figures, 2,500 students or 30% of those leaving Standard 6 did not go to Form 1; 1,600 or 36% left Form 3 with no place in Form 4; 1,800 or 77% of Form 5s failed to get into Form 6; and 460 or 85% of Form 6s did not go to Form 7. This means 6,360 school leavers. In 1999 the total number of people in paid employment in the Secondary and Tertiary sectors where school leavers would expect to work was approximately 34,000. It has

declined considerably since then due to the period of ethnic tension, and there has been almost no newly created jobs each year for school leavers.

This means that the vast majority of school leavers will not find paid employment. It means over 6,000 students per year hoping for paid employment and not finding it. The school curriculum, therefore, must cater for their needs by providing them with some skills which they can use when they leave school, or at least the basis of skills which they can develop with further training.

We must, therefore, place a greater emphasis on TVET at all levels. The problem is to achieve this without compromising the needs of the minority who do go on to further education or paid employment. At the same time, even those who leave school need a holistic education, which caters for all their needs after they leave school and helps them to develop a full personality. In addition to Technical and Vocational skills they should have literacy and numeracy; communication skills, including some English; some knowledge and understanding of the world, including its scientific basis; creativity and the encouragement of artistic talent; as well as moral, spiritual and physical development. This fits into the present policy of introducing Basic Education up to Form 3.

Forms 1 to 3: Basic Education

What is needed, therefore, is a balanced curriculum, which develops all aspects of the individual's education, including personal and academic development as well as Technical and Vocational skills. This means that we need a change of emphasis within the curriculum from the present one, which gives 70% of the time, and the largest share of the resources, to academic subjects to one which balances academic and practical subjects. The practical subjects need more time, not only to achieve that balance, but also to enable them to be taught in a practical way. Almost all practical subject teachers complain that the present timetable forces them to concentrate on theory, as there is not enough time for practical work.

We must be much more flexible, therefore, about the timetable and not think that it has to consist of the same subjects taught for the same number of periods each week for a whole term or year. If there are variations from term to term, more practical skills can be taught. We can teach one skill in a term or a short course, and then use the same timetable slot for another skill or subject.

One alternative is to offer some choice of Technical and Vocational skills instead of trying to teach them all. This might open the way to offering a much wider range of skills over the whole system, with each school choosing a limited number to teach and different schools specialising in different skills.

A related way is to divide the Technical and Vocational subjects into limited discrete skills, and teach different skills in a series of short courses in a term or less. This would fit with the concept of offering certificates based on testing of modules suggested later.

Another way to make this change is to increase the amount of daily teaching time from 40 to 45 periods a week, by using some time in the afternoons. This might create some problems for the increasing numbers of day schools but they could use their skill subjects to encourage students to grow their own food and cook their own lunch. We must, however, avoid the danger of relegating the practical subjects to the afternoon classes, which would be a way of downgrading these subjects again.

Within all skill subjects we should teach some traditional skills or Indigenous Technology, as well as introduced skills, so that students who finish school can look after themselves in the subsistence economy. This will also give them a pride in their own culture.

Both Creative Arts, or Art and Culture, and Physical Education should be regarded as skill subjects and should be taught in all schools. Again, this does not mean trying to offer all aspects of both subjects but choosing certain skills to be offered, or offering different skills in short or half term courses. Another alternative is to offer Creative Arts one term and Physical Education the next.

There is a strong feeling about the importance of Creative Arts, or Art and Culture. This subject must include knowledge of traditional cultures and indigenous knowledge, including indigenous scientific knowledge of the soils, crops, weather, sea, navigation and other aspects of life. It is the only subject which shows Solomon Islanders their true identity and gives a pride in their own culture, as being equal to the other knowledge and skills they learn in school.

However we manage the timetable, there will be pressure of time if we want to achieve a holistic Basic Education. This means that, while we can teach students some skills which they can use when they leave school, these will be basic skills. We cannot expect to produce dress-makers, mechanics or carpenters in Forms 1 to 3, but we can give a grounding of skills which can be developed later with further training, perhaps at a Training Centre or through people in the student's own community. We should, therefore, review all our syllabuses to ensure that we are teaching some basic skills which students can use when they leave school.

Primary Schools should also lay the foundations by teaching basic skills in such subjects as agriculture, sewing, carving or simple carpentry.

Another way to emphasise the Technical and Vocational skills is to relate the teaching of academic subjects more closely to the Technical and Vocational skills. We could relate more of our Maths, Science and English teaching to real life: Maths for carpenters or cooks; Science for nutritionists or mechanics; English using material related directly to Technical and Vocational subjects. This would give more of a purpose for learning these subjects.

We could even move away from the division into conventional subjects altogether, and teach through projects which combine aspects of many subjects, practical and academic. A chicken project; a project to improve the school diet; or a building project, can combine skills-teaching with all the academic subjects.

It is still common for Industrial Arts and Home Economics to be divided between boys and girls in segregated classes. We should now teach the same curriculum to both boys and girls in mixed classes. There was strong support for this amongst teachers of these subjects at a Curriculum Workshop.

One major reason for the neglect of practical subjects in Forms 1 to 3 is the Form 4 entrance exam in English and Maths only. This exam should test all subjects, as any subject not tested will be neglected by the students. This means that practical subjects must be tested partly through school-based assessment to avoid testing only the theory.

In moving towards this, we must avoid the danger of introducing tests in the other two academic subjects, Science and Social Studies, before tests in practical subjects. If four academic subjects are tested and no practical subjects, even if only temporarily, the downgrading of practical subjects will be worse and many schools will not teach them at all.

One problem of testing all subjects is that not all schools teach all subjects. We can overcome this problem by using the marks of each student's best 5 or 6 subjects for selection for Form 4, so if a school did not teach a particular subject the students would not be disadvantaged. This also has the positive advantage that those who are best at practical subjects would have an equal chance to enter Form 4 as those who are good at the academic subjects. It would be these students who would enter the technical stream in Form 4. Such a system of making selection by using the best subjects is already used for entry from Form 6 to Form 7.

Forms 4 and 5: Senior High Schools

The most important and urgent change needed in Forms 4 and 5 is the abolition of core and optional subjects, so that only one subject, English, remains compulsory and all others are open for students to choose. This will enable us to create the two streams: Academic and Technical. Students would not have a complete choice of subjects, as this would create timetable problems. Schools would decide what combination of subjects to teach in each stream.

Those in the Academic stream need to specialise more in preparation for further studies or paid employment. Those in the Technical stream also need to specialise, so they become masters of some skills which they can actually use when they leave, or also use for further training or paid employment.

Although each stream would have an Academic or Technical emphasis we would still have a mixed mode curriculum. As at present, therefore, students would take 6 or 7 subjects in Form 4 and 5, but each stream would still combine some practical and some academic subjects. All those on the Academic side should be encouraged to choose at least one practical subject. Those on the Technical side would need English and some would need Maths and/ or Science. In the long run, however, we might develop special courses in these subjects for technical students.

Although some in the Technical stream will go on to further training in SICHE or overseas, we must make sure that the syllabuses teach skills for the majority who will leave school and not just the minority who will go further.

The Technical stream should not be limited to the present practical subjects. We should try to introduce a wider variety of practical subjects, which may be different in different schools. The table gives some possible suggestions. This would link with the modular approach proposed later.

Possible new Technical Subjects		
Computer Studies	Information Technology	Health Studies
Sport and Physical Education	Permaculture and Organic Farming	Electronics
Tourism and Hospitality	Tailoring and Clothes Design	Electricity including Solar
Music: Traditional and Modern	Traditional Skills	Sanitation and Wafer Supply
Nutrition	Forestry	Dance and Drama
Hydroponics	Fish farming	Law and Order

Creative Arts, or Art and Culture, should be re-introduced as an important subject to be offered in either the Technical or the Academic stream. The modular approach should enable students to choose between a variety of skills including music, traditional and modern, art, carving, dance, drama and others.

Technical stream students would sit an SISC exam in each of their major subjects, so that their status and qualification was seen as equal to that of the academic stream. However they could also be tested at either the Basic or Intermediate levels of the proposed National Vocational Certificate in specific skills. Thus their qualifications would link both with the Academic stream and the Training Centres. (see Policy 16)

POLICY 6: CURRICULUM

POLICY 6.1 Secondary and Primary curriculum

6.1.1 Primary Schools should lay the foundation of practical skills development by teaching basic skills in such subjects as agriculture, sewing, carving or simple carpentry.

6.1.2 In Forms 1 to 3 an even balance must be kept between academic and practical subjects in terms of timetabling and the allocation of resources. It is recognised that this will mean cutting down the present time allocated to academic subjects.

6.1.3 The teaching of practical skills must be done within a holistic curriculum which caters for all students' needs and helps them to develop their full personality. This is the concept of Basic Education from Standard 1 to Form 3.

6.1.4 We should look at alternative uses of the time available through offering more choices: short courses of one term or less to teach discrete skills; or increasing the teaching time each day. However the daily timetable must also be divided on an equal basis between academic and practical subjects. The practical subjects must not all be put into the afternoon.

6.1.5 We should test students in all subjects at the end of Form 3, not just in English and Maths or the 'core' academic subjects. Testing in practical skills would have to be partly through school-based assessment.

6.1.6 Selection for Form 4 should be on the basis of the student's 5 or 6 best subjects. Marks will give guidance on whether students should enter the Academic or Technical stream.

6.1.7 We should teach a range of traditional skills within every skill subject, to ensure that students leave school able to look after themselves in the subsistence economy.

6.1.8 Creative Arts or Art and Culture should be offered as skill subjects by all schools. This should include knowledge of traditional cultures and indigenous knowledge, including indigenous technology and scientific knowledge, to enable students to understand their true identity.

6.1.9 We should relate more of our teaching of academic subjects to practical skill subjects and to everyday life.

6.1.10 We should consider the advantages of teaching through a project approach, where projects combine the learning and using of many subjects.

6.1.11 Girls and boys should follow the same curriculum and learn all subjects together.

6.1.12 The present concept of core and optional subjects in Solomon Islands School Certificate should be abolished and only English should be compulsory. Students should be able to choose combinations of any other subjects, although schools may have to restrict choices to two sets of options: the Academic stream and the Technical stream. Both streams should study some academic and at least one practical subject.

6.1.13 The Technical streams should offer a wider variety of skills than at present, leading to testing for the National Vocational Certificate as well as SISC. (see Policy 16)

Training Centres Curriculum

One of the strengths of the Training Centres is that they are flexible. Each one can decide its own curriculum to suit the particular needs of the students and the local area. In the same way, until recently each Centre devised its own syllabuses.

While this has advantages in theory, it often meant in practice that the curriculum followed the traditional one of most other Centres: Building and Carpentry; Mechanics; Home Economics and Agriculture. Few Centres felt confident enough to introduce new ideas or adapt the curriculum to their particular needs. Most teachers had no training as teachers, so frequently teachers had no proper course outline or scheme of work, but just went from one topic to the other without a plan or proper sequence. In the absence of teaching materials, they told the students to copy notes they had been given when they learnt the subject in College or elsewhere.

It is desirable, therefore, to compromise between a centrally dictated curriculum and giving Centres complete freedom to devise their own. The European Union Rural Training Centre Project office has already written curriculum guidelines for the major subject areas, and begun work on curriculum materials. However, this could go too far if it became a centralised curriculum like that of Secondary Schools. For this reason it would not be desirable for the Curriculum Development Centre to take responsibility for the Training Centre curriculum, although there should be a link with this Centre. The danger is, however, that the curriculum would become centralised and could become a watered-down version of the Secondary curriculum. This happened to the first syllabuses produced by the project office, as these were produced by people mainly familiar with the Secondary syllabuses.

The route suggested is to develop a National Vocation Certificate based on modules for limited skills, so that a 'subject' like Mechanics or Life Skills would be divided into many different modules. Curriculum materials could be written for each module centrally, but Training Centres would make up their own curriculum, choosing the particular modules which suited their needs and the time available. This has the advantage of centralised guidance and control and local flexibility. Particular Centres could be encouraged to produce materials for which they had particular skills.

Community Based Training Centres should have more flexibility in curriculum than Rural / Vocational Training Centres and should be able to make up a course to suit the needs or demands of particular groups of local people. Centres may even specialise in one particular skill only e.g. sewing or carpentry.

This also means that a large number of skills could be introduced to add to the very limited variety of skills taught at present. The following table gives a few suggestions.

Technical and Vocational courses taught by or suggested by Community Based Training Centres

Organic farming	Honey bees	Floral Arts
Kindergarten training	Catering	Hospitality
Sea-weed farming	Deep sea fishing	First Aid
Blacksmithing	Eco-tourism	Tour guides
Forestry	Computing	Typing
Primary Health Care	Water supply and sanitation	Fibre glass
Geneology	Sewing machine repair	Fishing net making
Music: traditional and modern	Modern dance	Carving
Fish farming	Boat building	Fishing techniques
Carving	Styles of kitchens and cooking	Electronic repair – radios and tapes
Law and Order		

Training Centres should also consider reducing the length of their courses and running more short courses to fit into this modular system. If they reduced the length of their courses they could train far more students in the time available. It has also been suggested that a long Training Centre course means that students become "institutionalised into school life", and so dependent on this that they find it hard to fit back into village life. One way to overcome this may be to build into the course periods when students go home and work on their own project, putting their skills into practice while the course is still on. This also means they have something to go home to when they leave. Courses might become 'sandwich courses' which alternate between periods at the Centre and periods at home.

As with Secondary Schools Traditional Skills; Indigenous Technology, Knowledge and Culture; Creative Arts of all kinds; Health Studies; Physical Education and Sports should all be introduced as an important part of the Training Centres' curriculum.

It is suggested that all Rural / Vocational Training Centres are supplied with microscopes and students taught how to read malaria blood slides as part of a Health course.

Since we are trying to encourage self-employment, all students should learn some Business skills, either as a module taught within the Centre, or through courses run by outside bodies such as the Small Business Enterprise Centre. Business skills should also be taught as part of many other skills, such as compiling accounts for an income generating project. Students should also be involved in running a Centre canteen or store. They can also put Business skills into practice during the 'home practical' suggested above.

The Graduate survey produced strong evidence of the need to look seriously at the effectiveness of the syllabuses and methods of teaching Agriculture. The majority of students feel they learn little from it, and in many cases it is considered no more than 'gardening' or 'food production'. There is some evidence also of too much theoretical teaching of Agriculture without real production. The use of agriculture as a form of punishment in schools also creates prejudice against agriculture.

Rural Training Centres which are most successful at teaching Agriculture could assist others to improve their teaching of Agriculture by exchange visits. There may be a need to look at a greater emphasis on improved methods of Agriculture such as organic farming and other methods of intensifying production, rather than just the traditional syllabus of cash crops and root crops. The Kastom Gaden Projek and the Permaculture Centre at Fiu on Malaita could help with this. The latter is beginning courses in Permaculture and organic farming to which we could send some of the Training Centre teachers.

Training Centre syllabuses must also take into account the increasing number of their students who will be Form 3 leavers and above, so the syllabus writers should look at and build on the practical subject syllabuses in Forms 1 to 3.

The planning of Training Centre curriculums, syllabuses and teaching materials should include not only the teachers of the Centres, but also the students and representatives of local communities. In this way they will reflect local needs and people will feel ownership of the syllabuses. They should not be left entirely to professional or contract writers, although these may produce the final product.

The curriculum must be seen as including all aspects of how the Centre is organised, and all activities done by students and staff, so that a 'work ethic' and pride in workmanship are also introduced to students, as it is in the best Rural Training Centres at present. One of the main problems of Training Centres is that those who go to them think of themselves as 'failures', because of the present exam-oriented education system. They often have very low self-esteem. We need to restore their self-esteem by showing them ways they can become proud of themselves and what they can do. Instead of being a 'failed' student of English and Maths, as many of them feel when they leave Form 3, they can become a successful and skilful grower of vegetables, designer of clothes or electrical wirer. When their colleagues who 'passed' to go to Form 4 end up looking unsuccessfully for a job after leaving Form 5 they may feel even more successful!

We should also be training our students in leadership skills as part of the curriculum. They must be taught how they can put into effect the ideas and skills they have learnt in the Training Centre and through this they may begin to gain the respect of their community. We must persuade them that they are ambassadors to introduce new ideas to improve their own communities. There is already evidence from the Graduate survey that the graduates of Training Centres will be amongst the future leaders of those communities, even if they do not put their practical skills into effect.

Finally the way the Centre is run and the relationships of the people in it are also part of the curriculum and should be used to promote tolerance and peaceful coexistence amongst people of different cultures.

POLICY 6.2: Training Centres Curriculum

6.2.1 It is desirable to compromise between a centrally dictated curriculum and giving Centres complete freedom to devise their own.

6.2.2 Through a modular approach, standard units should be produced for teaching in Training Centres, but the Centres should be able to be flexible by choosing the particular modules which suit their needs rather than having a standardised curriculum for all Centres. Rural and Vocational Training Centres could also make up their own modules and submit them for approval. Modules would be written for particular skills within a subject rather than a whole subject. This links with the proposal for a National Vocational Certificate outlined in Policy 16.

6.2.3 Consider introducing a greater variety of subjects into the curriculum. Too many Training Centres only teach the 'traditional' subjects of Carpentry/building; Life Skills; Mechanics; and Agriculture. Many new subjects can be suggested.

6.2.4 Rural and Vocational Training Centres should consider reducing the lengths of their courses to accommodate far more students. Courses might also become 'sandwich courses', alternating between

periods in the Centre and periods starting and running a project at the student's home. This creates space for more students without reducing the total length of the course.

6.2.5 Traditional Knowledge and Skills and Creative Arts, or Art and Culture, including art, music, carving, dance and drama should be introduced into all Training Centres.

6.2.6 Business Studies and simple bookkeeping should be compulsory subjects in all Training Centres. They should be included in practical skill subjects and also taught as separate courses, possibly short courses run by outside bodies. They may also be introduced through home projects integrated into the teaching.

6.2.7 It is recommended that Health Studies should be included in the curriculum of all Training Centres.

6.2.8 Students and staff of Rural Training Centres and representatives of local communities should be involved in planning Training Centre syllabuses and curriculum. This should not be left to professional writers.

6.2.9 We must avoid the danger that the Training Centre curriculum and syllabuses are based too much on the curriculum of Secondary Schools, otherwise it becomes simply a 'watered down' version of the Secondary curriculum.

6.2.10. The curriculum must be seen as including all aspects of how the Centre is organised, and all activities done by students and staff. A 'work ethic' and pride in workmanship should be an important part of the curriculum, to overcome the lack of self esteem which many students will suffer from due to the present structure of our education system. We must teach leadership skills, as Training Centre graduates should become the future leaders of their communities. The way the Centres are run should also teach tolerance and peaceful coexistence between peoples of different cultures.

6.2.11 The syllabuses and teaching of Agriculture need extensive review to put greater emphasis on improved or alternative methods of agriculture, such as permaculture and organic farming, and to make the subject more interesting. Schools should not use Agriculture as a form of punishment.

POLICY 7: Teaching methods

One of the biggest problems at present is that, even where Technical and Vocational skills are taught, they are often taught mainly or entirely through theory rather than practice. The only way to ensure that we achieve our aims of teaching people skills which they can use in their own lives is to teach Technical and Vocational skills in a practical, hands-on way. *Learn by Doing* should be the principle on which all teaching is based.

Theory and practice must be fully integrated in the teaching, rather than separated from each other. Frequently practical teaching, in the form of a demonstration or practice by students, may come before rather than after the teaching of theory. If students learn the skills without fully learning the theory, the main aim of teaching has still been achieved. If students learn the theory without being able to practice the skills, the aim of teaching has not been fulfilled.

In one of our most successful Training Centres students do practical work every morning from 7 to 10 am and 'classroom' teaching, which itself is often partly practical, from 10 am to 12 noon. Even this is done in small 'huts' in the areas of the practical projects, or in workshops. There are no formal classrooms.

Teaching through theory is particularly common in Secondary Schools. Students who have completed a practical course such as Industrial Arts in a Secondary School, and then gone to a successful Training Centre, will often say that, when they left 5 years of Secondary Schooling they were not confident to put their skills into practice because

they had not practiced them. After only 2 years in a Training Centre they become confident because they have practiced the skills.

There are many reasons for this emphasis on theory rather than practice, and each needs attention in this policy.

First, teachers emphasise theory if they are not confident of the skill they are teaching. This means we need better qualified and more experienced teachers. We must train more teachers of practical subjects and train them better.

Secondly, many teachers have the concept that education is a process of transmitting knowledge from the teacher to the student, not helping students to develop a skill through their own abilities. They regard theory as more important than practice. The objective of the Vanga Teachers College course, *Learn by Doing*, is to overcome that attitude, and there is already evidence that the graduates are teaching in a more practical way than other teachers. We need, therefore, to expand this type of training, (see Policy 11 below)

Thirdly, no teacher can teach through practice without the tools, equipment and a regular supply of materials to teach with. It is essential, therefore, that we ensure that all places teaching practical subjects have the necessary tools and equipment, not only for the teacher to demonstrate, but also for the students to practice individually or in groups. It is equally essential to arrange a regular supply of materials such as timber, cloth or food for cooking, by making sure that institutions budget for these. Teachers, however, should also try to purchase them by doing income-generating projects when they have the materials, so one supply can regenerate itself.

Fourthly, teaching materials must be written to encourage practical work as an integral part of the use of the materials, not just activities added at the end of each section which teachers can ignore.

The lack of a designated teaching space may be another reason for not teaching in a practical way, but this can also be an excuse. Carpentry and mechanics need workshops, but not classrooms. Life Skills needs a room, but most skills can be taught in an ordinary classroom and cooking done in a leaf kitchen. Agriculture is best taught in small teaching spaces next to the practical areas. As mentioned, one of our best Training Centres has no classrooms.

As more Community High Schools and Community Based Training Centres develop there may be more sharing of spaces between them. A Community Based Training Centre teaching space might be used by the Community High School in the morning, and the Community High School should be used as a base for Community Based Training Centre activities whenever it is not being used by the school.

Loss of tools and equipment is one of the main problems facing any TVET policy, as it prevents practical TVET subjects being taught in a practical way, and so prevents the main aims of the policy being carried out. The reason why many Schools or Centres have few tools is because those that have been supplied have been lost or stolen. It is not uncommon for teachers who leave Schools or Centres to take all the tools with them.

It is recognised that the problem is partly a cultural one, stemming from the reluctance of people, including those in authority, to confront others or check up on their conduct. All teachers should be made aware of this problem in their training, and discuss the issue of how far customary practices can be continued in a non-customary institution.

There are some effective ways of preventing everyday losses. Tool boards, where the position of each tool is marked and losses are immediately seen, are recommended as one of the most effective way of keeping tools. As far as possible students should be made responsible for a set of tools. One system is to lend a set of tools to each group of students at the beginning of term and make them personally responsible for keeping them and handing them back at the end. This might be combined with caution money as a deposit against the loss of tools. In Training Centres an incentive may be given by telling students that they can accumulate the value of the tools they are given from private income earned through their projects, so that the tools become theirs when they leave – if they have not been lost!

In addition, strict conditions must be put in place by each institution to avoid loss of tools and equipment. Stock books should be issued and kept up to date by all subject teachers and regularly inspected by the Principal. There should be stock checks at least once a term, with all losses recorded.

All tools or equipment lent out for however short a period should be recorded in a loans book. All tools and equipment given out to students during a lesson should be recorded on a blackboard or paper and checked back in before students leave the lesson.

The Principal should be ultimately responsible for the tools, and should check the stock book and make a physical check of all stock before any teacher leaves the School or Centre. The Principal should then be responsible for these tools and equipment until physically handed over to a new teacher. Teachers or students must be charged or penalised for any unexplained losses. All students should be charged caution money to cover loss or damage to School or Centre property. Until teachers who lose or damage property are penalised properly, losses will continue to occur.

The Ministry of Education should employ one or more full time auditors to visit Schools and Centres regularly to check on tools and equipment, including unannounced spot checks. This job might be added to the functions of the Inspectorate. It also means keeping records of all tools and equipment given to each School or Centre. Effective methods such as loss of grants should then be taken against any institution that loses tools. Tools often get lost because of lack of storage space. It is essential that provision is made for this whenever a building is built. All institutions teaching building and carpentry should be able to construct their own storage space.

Tools and equipment must also be properly maintained. Too often we ask for supply from an aid project, do nothing about maintenance, and then ask for another project when the tools and equipment no longer work. We need to run short courses in learning about and looking after tools and equipment.

Schools and Centres should also be taught the art of improvisation. Simple blacksmithing techniques, which can be done with local materials for no cost, can be used to make tools out of old and discarded vehicles and machinery.

POLICY 7: TEACHING METHODS

7.1 The teaching of practical subjects in both Secondary Schools and Training Centres should be based firmly on the practice of skills not the teaching of theory. Theory and practice must be fully integrated in the teaching, rather than separated from each other.

7.2 There is strong evidence of far too much teaching of practical subjects through theory, not practice. It is recommended that the following measures may help to alleviate this problem:

- a. ensure a supply of tools, equipment and materials;
- b. make sure there is an annual budget for the regular supply of materials;
- c. improve the teacher's ability in the skills concerned;
- d. train more teachers in the method and philosophy of *Learn by Doing*;
- e. ensure that syllabuses and teaching materials are based on practical projects;
- f. abolish classrooms for practical subjects, as at St Dominic's.

7.3 It is essential that both Secondary Schools and Training Centres are supplied with adequate tools and equipment to teach practical subjects in a practical way.

7.4 In addition, annual provision must be made for the purchase of materials necessary for teaching practical subjects e.g. timber, cloth, food for cooking, seeds.

7.5 Institutions must have adequate spaces to teach practical subjects, although this does not necessarily mean provision of a specialised workshop.

7.6 Strict conditions must be put in place by each institution to avoid loss of tools and equipment. The minimum should be:

- a. Stock books kept up to date by all subject teachers and regularly inspected by the Principal.
- b. Stock checks at least once a term, with all losses recorded.

- c. All tools or equipment lent out for however short a period to be recorded in a loans book.
- d. All tools and equipment given out to students during a lesson to be recorded on a blackboard or paper and checked back in before students leave the lesson.
- e. The Principal to check the stock book and make a physical check of all stock before any teacher leaves the School or Centre. The Principal to be responsible for these tools and equipment until physically handed over to a new teacher.
- f. Teachers or students must be charged or penalised for any unexplained losses.
- g. All students should be charged caution money to cover loss or damage to School or Centre property.

7.7 As far as possible students should be made responsible for maintaining and caring for a particular set of tools which they may gradually purchase through income generating projects.

7.8 The Ministry of Education should consider employing one or more full time auditors to visit Schools and Centres regularly to check on tools and equipment, including unannounced spot checks. This may be made part of the inspection system.

7.9 Ensure that all Schools and Centres have adequate storage spaces for tools.

7.10 Encourage the maintenance of tools, and improvisation to make tools from local materials and run short courses in learning about, making and looking after tools and equipment.

POLICY 8: TVET, Distance Education, Flexible Learning and Information Technology

Distance Education, flexible learning and developments in Information Technology may be useful means of delivering some TVET in the future. However, it does not lend itself well to the development of the kinds of hands-on training in TVET skills needed in Solomon Islands. It lends itself more readily to the learning of academic subjects.

However, there are organisations helping to develop Distance Education and flexible learning courses in Technical and Vocational skills, especially the Commonwealth of Learning and USP, and we should look at the possibility of using these.

Within Solomon Islands the People First Network, PFnet, is developing very good e-mail links with rural areas and is cooperating with the Ministry of Education and European Union to develop a series of Distance Education Learning Centres based on e-mail and Information Technology. Once these are developed it may be possible to use it for some aspects of TVET, or the training of TVET teachers. For instance it might be used for trainee teachers to keep in contact and study during the times of their Teaching Experience.

POLICY 8: TVET AND DISTANCE EDUCATION AND INFORMATION TECHNOLOGY

8.1. We should investigate possible Distance Education and Flexible Learning courses from the Commonwealth of Learning and USP.

8.2. We should cooperate with PFnet to investigate the possibility of using Electronic Learning Centres, being developed in conjunction with the European Union and Ministry of Education, for TVET courses or the training of TVET teachers.

POLICY 9: Gender

In all aspects of TVET at present the proportion of females is very small.

In Secondary Schools the only practical subject taken by most girls is Home Economics, which is still often regarded as a girl's only subject, while Industrial Arts is for boys only. A few girls take Agriculture and more take Business Studies, but this leaves girls very under-represented in Technical and Vocational subjects. In addition, girls made up only 43% of the Secondary School population in 2002 and the proportion of girls steadily decreases from Form 1 to Form 6 and 7.

In Training Centres only 30% of students were female, and this includes three all-girls Centres. In some mixed Centres the proportion of females is as low as 10%. Again females are often restricted almost entirely to studying Life Skills (Home Economics), with a few doing Agriculture and none or almost none in Carpentry, Building and Mechanics.

A recent report on Community Based Training Centres suggests that they suffer from the male dominance of the villages where they are based; that females lack confidence and self-esteem; and that there is a bias against women attending courses. They are only expected to attend courses in subjects regarded as 'female' such as Home Economics and Secretarial Studies, or those run entirely for women.

This gender bias is a problem of society and culture rather than a problem of the education system itself, but the education system may accentuate or perpetuate the bias against women.

Females generally have a lower status in society and their role is still seen very much as associated with looking after the home: gardening, cooking, looking after children. Parents and others do not see as much need for girls to go to School or Training Centres as boys, who are expected to benefit more by finding paid employment or self-employment.

Parents are also reluctant to allow girls to go to boarding institutions because of what they see as social dangers. The opening of Community High Schools has led to a higher proportion of girls attending Secondary Schools as they can stay at home. Community Based Training Centres, therefore, may have a greater chance of attracting girls than residential Training Centres. The policies of the Centres themselves can also lead to less female participation. Courses are seen as either boys courses or girls courses and usually only one course, Life Skills (Home Economics), is offered to girls, with a few also taking Agriculture. Boys are offered a choice of a number of different courses.

Most Centres also have a far more dormitory space for boys than girls, although some argue that this is because very few girls apply.

In widespread discussions leading up to this policy there was considerable support for increased participation of females in TVET, although there is also evidence that this will not solve all the problems. Females are often strongly discriminated against if they try to take up skills like mechanics, regarded as 'male' skills, after they finish their courses.

Our aim should be equal participation of females in TVET and a balance between males and females in all institutions

There is a strong argument to suggest that, because girls tend to go home to their communities after leaving School or Training Centres, and they are responsible for looking after so many aspects of home life, their training in TVET has more impact on home communities than that of boys. It might encourage parents to send more girls to TVET if they thought of education as a means of improving the lives of their own families and communities rather only a means of helping people to earn money.

A wider variety of courses attractive to females should be offered and this may be made easier by the modularisation of courses suggested later. The following suggests courses which may be of particular interest to girls.

Suggested courses which may be of particular interest to girls

Catering Computing Sanitation and water supply Interior decorating Tour guide Nutrition and diet Bee keeping Law and Order	Landscape gardening Information Technology Hospitality and Tourism Tailoring and clothing Shop-keeping Child care Solar electricity	Secretarial Health Studies Screen printing Floral Arts Business skills Permaculture and organic farming Music
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Girls should also be encouraged to enrol in courses not specifically targeted at them, just as boys should be encouraged to enrol in courses normally targeted at girls. We should aim as far as possible to move towards mixed groups.

In Secondary Schools boys and girls should follow exactly the same curriculum, usually in mixed classes, up to Form 3. Subjects in Form 4 and 5 should be decided by interest and ability rather than thought of as boy's subjects and girl's subjects. A wide variety of Technical and Vocational courses should be introduced into the Technical streams of Senior High Schools including those likely to be of interest to girls.

Training Centres must anticipate the demand by building more dormitories to attract girls. There is some support for more all-girls Centres, as those who run the present ones argue that they give girls more self-confidence than mixed Centres. However, others believe that it is better for girls to get used to mixing with boys, as they will have to do in real life. They also need to learn the social skills of interacting with boys.

A problem in some areas is that parents will only pay school fees for boys to attend a Training Centre, so lack of fees is one reason for the shortage of girls. We should consider giving special help to girls in paying fees e.g. in hardship areas accept fees in kind or through community work.

In all these areas we should cooperate with the National Women's Policy and Department of Women's Affairs.

POLICY 9: GENDER

9.1 All institutions should aim at an equal balance between male and female students.

9.2 As long as the demand from girls exists, build equal numbers of dormitories and other infrastructure for girls and boys in every institution, or build dormitories in positions where they can later be used for girls.

9.3 Consider opening more all-girls Rural Training Centres, as evidence suggests girls have more confidence when educated on their own.

9.4 Recognise that the results of Training Centre training should not be judged just in terms of income generation, but also the impact on the home communities, and that girls trained at Rural Training Centres probably have a much bigger impact on local communities than boys.

9.5. Introduce more courses attractive to girls and encourage girls to do all courses, not just Life Skills.

9.6 Consider giving special help to girls in paying fees e.g. in hardship areas accept fees in kind or through community work.

9.7 For Basic Education in Forms 1 to 3 of Secondary Schools all classes for all subjects should be mixed and boys and girls should follow exactly the same curriculum.

9.8 A wide variety of Technical and Vocational courses should be introduced into the Technical streams of Senior High Schools including those likely to be of interest to girls.

9.9 Coordinate with National Women's Policy and Department of Women's Affairs.

POLICY 10: TVET and Persons with Disabilities

We must recognise the special needs of persons with disabilities and their rights and need to participate in TVET.

At present only one Training Centre makes provision for students with disabilities, and that only for persons unable to hear and talk i.e. deaf mutes. However these have been successfully included in the normal programme of the Centre, and have proved as capable of learning Technical and Vocational skills as other people, and in many cases particularly able in many skills.

We should encourage more Centres to include persons with disabilities in their programmes and to begin to include those with other disabilities, including the blind or partially sighted, and those with physical or mental disabilities.

This will need special training for some Training Centre instructors, and we should cooperate with the programme at SICHE School of Education in making sure that at least one instructor in each Centre eventually receives such training. As far as possible persons with disabilities should be included in the normal programmes of Training Centres. In some cases this may be easier in Community Based Training Centres where the students can continue to live at home.

We should aim to follow the Biwako Millennium Framework for Action concerning people with disabilities: "Persons with disabilities ...require the same educational, vocational training, employment and business development opportunities available to all. Some may require specialised support services...but these are small investments compared to lifetimes of productivity and contribution."

POLICY 10: TVET AND PERSONS WITH DISABILITIES

10.1 As far as possible include persons with disabilities in the normal programmes of Training Centres so that they can benefit from TVET.

10.2 Train at least one person from each Training Centre in the skills of assisting persons with disabilities.

10.3 Enable persons with a wide range of disabilities to take part in TVET programmes.

10.4 Assist Training Centres to adapt facilities to cater for persons with disabilities when this is necessary.

POLICY 11: Teacher Training

At present one of the main constraints on TVET is the lack of teachers skilled in Technical or Vocational subjects and/or trained as teachers. The main reason why most Community High Schools do not teach practical subjects is the lack of qualified teachers. Many teachers in Training Centres lack confidence in the skill they teach, or in their ability to teach it, because of their lack of training. The Adult Learners Training Programme, ALTP, run in conjunction with SICHE to train Rural and Vocational Training Centre teachers who had no teacher training, has increased the numbers of instructors with teaching qualifications and improved many aspects of their teaching, especially planning, preparing schemes of work and actual teaching skills. However the nature of the course, relying on mentors who themselves were often lacking in experience, meant that it has probably not had such an impact on teaching methods as was hoped. It was originally adopted because there was no alternative course available. Since the majority of

current Rural and Vocational Centre instructors have now done the course it has been decided to phase it out for the Training Centre instructors.

Lack of training is another reason why so many teachers rely on teaching through theory rather than practice. Some do not fully understand the aims of Technical and Vocational teaching. Others lack confidence to organise practical work, or are frightened that the students will see their own lack of confidence in their skills.

Vanga Teachers College was started specifically to train teachers for Training Centres. The course developed there, *Learn by Doing*, is based on the complete integration of practical activity with theory in the methods being encouraged and in the course itself. The course thus acts as a model for how the students should teach. So often training courses, including some aspects of ALTP, use methods which are the opposite from the ones the course itself encourages the students to use. In *Learn by Doing* practice usually comes first and the theory arises from the reflection, observation and analysis of the practice. The philosophy of this course has spread into the whole organisation of this College. The students, for instance, learn how to run a Training Centre by themselves running most aspects of Vanga.

This approach is possible due to the College being very small and having very close links with St Dominic's Rural Training Centre, on whose land it is built. Students go to St Dominic's for teaching practice or observation every week.

Experience of this course, and reports from Centres where its students are already teaching, suggest that the teachers really have absorbed the philosophy of *Learn by Doing*, and are more likely to teach practical subjects in a practical way than other teachers. This system, a small scale College closely linked to an existing successful Training Centre and following a philosophy of *Learn by Doing*, seems to be the most effective way to train teachers of practical subjects.

Apart from the present shortage, the demand for teachers of practical subjects will continue to increase rapidly. The government already aims to create enough Community High Schools to provide Universal Basic Education to Form 3. The present policy recommends a considerable expansion of Training Centres. The total demand for teachers, therefore, will be far more than SICHE is capable of training and this is recognised by SICHE. In addition it is very difficult to train teachers of practical subjects in a large scale centralised institution with no direct connection to Schools or Centres as effectively as they can be trained in a smaller institution attached to an existing and proven Training Centre.

We should, therefore, expand Vanga Teachers College to cater for 40 rather than 20 students, simply by building bunks. The College should train teachers of practical subjects for both Secondary Schools and Training Centres, not just Training Centres as at present. This also recognises the fact that, now Training Centre instructors are paid by the Teaching Service, teachers will be able to move from Training Centres to Secondary Schools and vice versa. This expansion might include use of the SICHE site at Poitete with permission of the School of Natural Resources.

To do this, the level of intake at Vanga needs to be raised to accept people with Trade or Tropical Agriculture Certificates from SICHE or, for Life Skills, a good pass in Home Economics in SISC with some subsequent experience. There should also be mature entry to allow for good graduates of Training Centres with a check list of their competencies, or others with skill experience through 'recognition of prior experience'.

It is important that this should be done in cooperation rather than competition with SICHE, and that the Vanga Teaching Certificate, which would become a Vocational Teaching Certificate, be validated and recognised by SICHE, a process which is already under way. The Certificate should be equal to a SICHE Primary Teachers Certificate and should be recognised by SICHE for entry to appropriate teaching Diploma courses with two years standing. The Certificate must also be fully recognised by the Teaching Service.

Vanga Teachers College should also be replicated by setting up three more similar Colleges: small-scale, attached to existing successful Training Centres and following the course and philosophy of *Learn by Doing*. We should aim at

one in Malaita, one in Guadalcanal and one in Temotu or Makira, to complement Vanga in the West. Like Vanga each one might be set up in cooperation with one of the major churches.

Such Colleges should also be less expensive than expanding SICHE as, like Vanga, they could be built of local timber by graduates of the Training Centres, and they could be significantly self-sufficient by growing much of their own food and starting income generating projects as part of the training programme.

Each College might specialise in different subjects, and they might be used to train teachers in new subjects which could introduce variety into the curriculum in Schools and Training Centres. We should consider introducing Creative Arts and Physical Education and Business Skills into one or more of the Colleges. With the modular ideas proposed in Policy 16 we need teachers trained in a variety of different skills.

The creation of one-stream Community High Schools has created a particular problem as such schools are only allowed 4 teachers and a Principal to teach all subjects. The new Colleges must train teachers for two subjects and SICHE School of Education courses also need to be adapted to train practical subject teachers in two subjects.

There is a proposal to phase out the Certificate courses from SICHE, so in the long run the Training Colleges might train to Certificate level and SICHE offer up-grading courses to Diploma level. SICHE might also consider phasing out Advanced Standing courses in the practical subjects, as the Vocational Teachers colleges would be able to offer more practical courses to those with Trade and Agriculture certificates. The whole training of practical subjects could be phased out of the School of Education to make room to train more teachers in academic subjects, which SICHE can do best, and for which there is also high demand.

The new Vocational Teachers Colleges could also act as in-service Colleges. Teachers in Training Centres and Secondary Schools have expressed the need for short courses to up-grade their practical skills. For instance, some mechanics teachers trained at SICHE over 20 years ago and engines have totally changed since then. The *Learn by Doing* course already offers the basis for a short course in school administration and this could be offered to Principals and others. As an incentive, up-grading courses should be lead to Certificates which could be accumulated towards an up-grading award recognised for a salary increase.

Training Centres should also help each other by running short courses for teachers in subjects where they have particular expertise. Exchange visits between different Training Centres and between these and Community High Schools would be useful. We should also continue to send teachers overseas for short skill courses through Ross Trust or similar organisations.

There is a particular skill problem with Life Skills / Home Economics. This subject has no Certificate course at SICHE like those for Industrial Arts and Agriculture, so it is hard to recruit trainee teachers with sufficient skills. The South Pacific Commission has been running a Home Economics skills course in Fiji for many years and many of our best Home Economics people have trained there. We should contact the SPC about the possibility of running this course here, possibly at a Vocational Teachers College. If this is not possible, a Vocational Teachers College or SICHE should offer a Certificate in Life Skills, perhaps linked to related fields e.g. hospitality and tourism.

Finally, any teacher training course needs to promote the idea that teaching is not just about passing on skills and knowledge to students in the classroom. Other school activities are just as important in training good Technical and Vocational teachers, including the development of a 'work ethic' and self-discipline. Without this students are not likely to succeed in using their skills successfully when they leave Schools or Centres and, in this, role-modelling is an important part of teaching. Teachers must learn to behave as they wish their students to behave.

POLICY 11: TEACHER TRAINING

11.1 SICHE to validate and recognise the Vanga Teachers College Certificate as equivalent to SICHE Primary Certificate. This should also enable good Vocational Training Centre graduates with appropriate experience to enter SICHE Diploma in Teaching with 2 years advanced standing.

- 11.2 This Certificate should later become a Vocational Teachers Certificate with the same standing.
- 11.3 Vanga Teachers College should be expanded to include at least a 40 student intake each year by building bunk beds - already under way. 20 girls, 20 boys.
- 11.4 Vanga Teachers College should train teachers in practical subjects for Secondary Schools as well as Rural and Vocational Training Centres.
- 11.5 Intake standard should be raised by
- a. minimum educational level of Form 3 as already agreed;
 - b. opening to SICHE Certificate holders in Trade subjects and Tropical Agriculture and possibly Business Studies;
 - c. opening to Form 5 students with good pass in SISC Home Economics and some practical experience;
 - d. allowing mature entry to graduates of Rural and Vocational Training Centres or others with work or skill experience by allowing for "recognition of prior experience";
 - e. Rural and Vocational Training Centre graduates would also have to produce a check list of competencies from their Principal.
- 11.6. Set up at least 3 further regional Vocational Teachers Colleges using the model, philosophy and courses of Vanga Teachers College i.e.
- small Colleges (40 intake)
 - attached to existing and proven Rural or Vocational Training Centres
 - using the *Learn by Doing* philosophy and approach
 - run in partnership between churches, European Union and government
 - issuing a SICHE recognised Vocational Teachers Certificate.
- 11.7. Consider the possibility of each College specialising in different subjects, although each must include at least two teaching subjects and some agriculture. Creative Arts, Physical Education and Business Studies might be introduced in one or more Colleges. Introduce a much wider variety of skills into the training.
- 11.8 Modify the Vanga Teachers College course and other Vocational Teachers College courses to enable all students to learn to teach two subjects.
- 11.9 Phase out the Adult Learners Teaching Programme from the Rural and Vocational Training Centres.
- 11.10. SICHE and new Vocational Teachers Colleges should cater for short practical skill courses for up-grading of existing Training Centre and Secondary practical teachers, perhaps linked to an up-grading qualification obtained over a series of courses, which would lead to a salary increase.
- 11.11. Contact SPC about the possibility of running in Solomon Islands the SPC Life Skills course already taught for many years in Fiji. If this is not possible a Vocational Teachers College or SICHE should offer a Certificate in Life Skills, perhaps linked to related fields e.g. hospitality and tourism.
- 11.12 Training Centres should help each other by running short courses for teachers in subjects where they have particular expertise.
- 11.13. Facilitate exchange visits between Rural and Vocational Training Centres and between these and Community High Schools.
- 11.14. Continue to send teachers overseas for short skill courses through Ross Trust or similar organisations.

11.15 Realise that role-modeling is an important part of being a teacher and that work ethic and self discipline are important values to be developed in trainees.

POLICY 12: Links with communities

One reason why most people do not regard Technical and Vocational education as important is because they do not regard education as something of direct benefit to their families or communities. The benefit they are looking for is indirect. As *Education for what?* said in 1973 "...education is considered as an investment in the narrow sense that one pays school fees for one's children so that they will be educated and will later secure a well paid job in the government or commercial offices, and so give a good return on the money expended on school fees." Education is therefore regarded as a means of acquiring the knowledge and skills which will be useful in securing such employment.

Education in the sense of schooling is seen by many parents as a process which has nothing to do with their own lives. Children go to school, usually a boarding school in another area or island, to learn outside knowledge. Thus education or schooling becomes a means of taking students away from their communities, often permanently. People do not believe that education is concerned with learning skills which might be useful in developing our own environment, resources and lives and that of our families and communities.

If, through TVET, they see children coming back and using skills they have learnt to improve the lives of their families and communities, and above all to gain money through self-employment, perhaps even in a family business, they may begin to change their attitude to education and in particular to TVET.

The best way to do this is to make educational institutions part of the communities by ensuring they educate the children from these communities and serve the needs of these communities. The first step has been taken by creating Community High Schools, which are mainly day schools. The next step, as explained in Policy 2, is to make these High Schools truly Community Schools through all students going to their local Community High School. If we can then use TVET to train the students in skills which parents can see are of direct benefit to these communities, people may begin to understand the use of TVET and support the local Community High School.

At present this is more difficult for Rural / Vocational Training Centres, which take their students from a wide area, but this will change as we have more Training Centres, and particularly more Community Based Training Centres, which are part of the local communities.

The Community High Schools and Training Centres should then be used as Learning Centres by the whole community, not just full-time students. The facilities should be used to run courses, hold meetings, offer entertainment and become centres of community life. They should be used all day and in the evenings, not just during school hours. We might even change the name from Community High School to Community Learning Centre. Such Learning Centres might combine the functions of Community High Schools with Community Based Training Centres, either by sharing facilities or by becoming one institution serving both functions. Some would also become Distance Learning Centres under the PFnet e-mail project.

Traffic can be two ways. The Learning Centres can offer 'outreach' or 'satellite' courses to local people in conjunction with or as part of the Community Based Training Centre. Staffing of the Schools or Centres must be increased to take this into account as long as they can show they are running such courses regularly. Where appropriate, teachers may receive extra rewards for running such courses. The Learning Centre can also employ local people or retired people with skills, traditional or modern, to come and teach part time or teach short courses to school students. The Teaching Service already have ways of employing such people, even if they are not formally qualified, as long as they do not teach for more than 5 hours per week.

In terms of governance, local community leaders, Chiefs, church leaders, women's and youth leaders should be involved with the running of the Schools or Centres. Their role must be clearly defined and they need training in their roles. So often people are put on Boards of Governors without really understanding what they are supposed to do.

Their role must be particularly clearly defined in relation to the Principal and staff, so that the Board does not try to become too involved in the day to day administration of the School or Centre.

In the case of church-run Training Centres the situation is more complicated, but even here the local community as well as the church, if the two are not the same, should have some part in the governance of the Centre. The open door policy for all denominations, which all Centres already have, should continue, especially now they are receiving more government support. However, students must respect the denomination of the Centre and vice versa.

Communities should be able to make recommendations for particular people to attend the Training Centres, or they may even be involved in the selection of the students. This is more difficult for Community High Schools, but may become easier if the Secondary entrance exam is abolished

Schools and Centres should serve the communities in other ways also. They should involve the students in practical work for the communities, such as making desks for the Primary School or sewing school uniforms. They could also become the 'research arm' of the village and do scientific, agricultural or other research for the benefit of the community.

Another important link is for students of practical subjects to spend some time at home during the course starting or looking after a project related to the skills they are learning. The community then becomes the training ground for the Centre or School. At the same time the project may have a demonstration effect in teaching other people in the community new ways to do things.

The more links there are with the communities, the easier it will be to promote TVET, as people will see the benefits of it directly.

POLICY 12: LINKS WITH COMMUNITIES

12.1 It is very important to establish strong links between all TVET providers and the communities they serve.

12.2 As recommended in 2.3.2 above we should move towards a structure where all students go to their local Community High School from Form 1 to 3.

12.3 Community High Schools and Training Centres should be used as centres for learning for the local communities, not just for full time students. The buildings and facilities should be used all day and in the evenings, not just during 'school hours'.

12.4 Consideration should be given to changing the name of Community High Schools to Community Learning Centres. Some might also serve the function of a Community Based Training Centre or share facilities with one. Some will also become Distance Learning Centres under the PFnet project.

12.5 Community High Schools and Training Centres should run short courses in adult education, according to the perceived needs and demands of surrounding communities. Staffing of institutions must take this into account and teachers should, where appropriate, receive extra rewards for these services.

12.6 Local skilled people, including those with traditional skills and retired people, should be used as part-time teachers in the Schools and Centres.

12.7 Training Centres should involve students in practical work for the community such as making furniture or buildings for Primary Schools, churches, clinics etc.

12.8 Training Centres may involve students in starting a project in their home area as part of their skills training, and this may have a demonstration effect and show people what they are learning.

12.9 Schools and Centres should link their teaching to the needs of the communities by becoming the 'research arm' of the village and doing scientific, agricultural or other research for the benefit of the community.

12.10 Local community leaders, including Chiefs, church leaders, women's and youth leaders and others should be involved in the organisation of Schools and Centres through advisory boards, but such people should be trained on their proper roles.

12.13 Local communities should be able to recommend particular students for entry into Training Centres as one route of entry to these.

12.14 Training Centres run by churches should continue to have an open door admittance policy for all denominations as they are now receiving government support for the payment of teachers and government grants through European Union.

POLICY 13: Links with employers

Although only a small minority of students will find paid employment it is still important that we cater for their needs. The development of manufacturing industries, for which TVET skills are essential, is also an important part of our economy.

We have often developed our school curriculum and syllabuses without consulting the employers so we should now ensure that employers, especially the manufacturers, are represented on the proposed TVET Advisory Board (see Policy 16) We should consult them about the curriculum, syllabuses, and general running of our Schools and Centres and the skills and other personal characteristics people need for employment. In particular the curriculum and syllabuses for the Technical streams in Senior High Schools would need to be developed in conjunction with employers.

In addition to Technical and Vocational skills, employers need people with a good 'work ethic', willingness to work and get their hands dirty, pride in workmanship and some business sense. General Technical and Vocational skills like safety must also be an important part of any course. Students also need to know how to apply for a job and be interviewed.

Employers benefit from the training our students receive, and employers and employers organisations should be encouraged to provide TVET themselves, especially for the particular skills needed in their industry. Skilled workers could also come into Training Centres or Community High Schools in or near urban areas to teach particular skills.

This will be facilitated by the proposed modular National Vocational Certificate, by which students can be tested for individual skills learnt with employers. Employers should also be encouraged to provide scholarships to assist with the fees of some of those attending training Centres.

The Trade Testing Centre provides certification which is based on international standards and is recognised by employers, and this should continue alongside the proposed National Vocational Certificate. However the two systems would need to be coordinated.

Training Centres near urban areas should forge links with employers to enable their students to gain work experience through attachments. The apprenticeship scheme of the Trade Testing Centre seems not to be functioning well and needs to be revived.

POLICY 13: LINKS WITH EMPLOYERS

13.1 Establish a TVET Advisory Board with representation from employers. This would advise on syllabuses, assessment and certification and other links with employers. (see Policy 16 below)

13.2 The curriculum of Schools and Centres needs to take account of the general characteristics and skills needed by employees, such as the development of an attitude to work, including a 'work ethic', pride in workmanship, willingness to work in dirty conditions, business skills, safety and ability to make job applications.

13.3 Private organisations, including employers or employer's organisations, should be encouraged to provide TVET programmes, subject to inspection and licensing by the TVET Advisory Board.

13.4 The modularisation of assessment and certification through the introduction of a National Vocational Certificate should help employers to provide this, and to cater for the increasing specialist need of employers. (see Policy 16 below)

13.5 The Trade Testing Centre's certification should be continued and coordinated with the proposed National Vocational Certificate.

13.6 The Trade Testing Centre's apprenticeship scheme needs to be revived.

13.7 Centres and Schools in or near urban areas should try to arrange work experience for students.

POLICY 14: Links with SICHE, USP and other Overseas Institutions

Although this policy focuses mainly on Secondary education and Training Centres, links with Tertiary education, especially with SICHE, are very important. These links have been discussed and agreed at a meeting with SICHE, although it is recognised that SICHE is at present under review and it is impossible to make any final decisions at this stage.

The main links suggested and agreed were as follows:

SICHE will look at the question of validating and recognising the Vanga Teachers Certificate and later a possible Vocational Teachers Certificate. It recognises the big demand for teachers of practical TVET subjects and agrees that SICHE alone may not be able to satisfy that demand. It would therefore support the idea of setting up Regional Vocational Teachers Colleges to train teachers of practical subjects.

This fits with the present trend in SICHE which is to reduce the numbers of Diploma level trainees, so that it is unlikely the demand will be satisfied by SICHE.

SICHE recognises the increasing population and increasing demand for TVET education, and would support the idea of expanding opportunities in the Rural, Vocational and Community Based Training Centres and in the long run the idea of Regional Technical Colleges, either offering a SICHE Certificate or even Certificates in competition with SICHE.

The Schools of SICHE offering TVET courses will consider graduates of Rural and Vocational Training Centres for entry to SICHE courses, as some Schools already do. Thus Rural and Vocational Training Centre courses can be seen as an alternative to Form 4 and 5 courses for entry to SICHE.

It is recognised that candidates must fulfil minimum entry requirements e.g. at least Form 3 education, and that some may need bridging courses in Maths and English. In terms of practical skills it is recognised that Rural and Vocational

Training Centre graduates often perform better than Form 5 leavers, especially now that much of the practical skill work has been removed from the Form 4 and 5 SISC Industrial Arts Course.

Schools which might take Rural and Vocational Training Centre candidates include Industrial Development, Natural Resources, Marine, and Nursing.

SICHE may be able to assist with short up-grading courses in practical subjects for teachers in Secondary schools and Training Centres, but at present it is recognised that staff shortages limit the capacity to do so.

SICHE School of Education recognises the need for students training as Secondary teachers to graduate in two teaching subjects, in view of the needs of Community High Schools with very limited numbers of staff.

The TVET Policy must also maintain links with USP, through the USP Centre in Honiara, and with other overseas Tertiary institutions, especially those specialising in TVET, such as Fiji Institute of Technology and Papua New Guinea University of Technology. In addition we should maintain links with other overseas organisations with TVET skills such as the Commonwealth of Learning.

POLICY 14: LINKS WITH SICHE, USP and other Overseas Institutions

14.1 SICHE is taking steps to validate and recognise the Vanga Teachers Certificate and later a possible Vocational Teachers Certificate. It recognises the big demand for teachers of practical TVET subjects and agrees that SICHE alone may not be able to satisfy that demand. It would therefore support the idea of setting up regional Vocational Teachers Colleges to train teachers of practical subjects.

14.2 SICHE recognises the increasing population and increasing demand for TVET education, and would support the idea of expanding opportunities in the Rural, Vocational and Community Based Training Centres and in the long run the idea of Regional Technical Colleges, either offering a SICHE Certificate or even Certificates in competition with SICHE.

14.3 The Schools of SICHE offering TVET courses will consider graduates of Rural and Vocational Training Centres for entry to SICHE courses, as some Schools already do. Thus Rural and Vocational Training Centre courses can be seen as an alternative to Form 4 and 5 courses for entry to SICHE.

14.4 SICHE may be able to assist with short up-grading skill courses in practical subjects for teachers in Secondary schools and Training Centres, but at present it is recognised that staff shortages limit the capacity to do so.

14.5 SICHE School of Education recognises the need for students training as Secondary teachers to graduate in two teaching subjects, in view of the needs of Community High Schools with very limited numbers of staff.

14.6 The TVET Policy must also maintain links with USP, through the USP Centre in Honiara, and with other overseas Tertiary institutions, especially those specialising in TVET, such as Fiji Institute of Technology and Papua New Guinea University of Technology. In addition we should maintain links with other overseas organisations with TVET skills such as the Commonwealth of Learning.

POLICY 15: Follow-up and assistance to leavers

One reason why those who leave Training Colleges and Community High Schools often fail to put into practice the skills they have learnt is that they are not given any assistance in doing so.

If students return to their home communities they often have no support there because they are too young to gain respect within the community. This is even worse if they are female. Older people, including their parents and

community leaders, may believe that students went to School or Training Centre to gain knowledge and skills useful for finding paid employment, and the fact that they have come home simply means they have 'failed'. With this sense of failure, without support, and with their elders expectation that they should have found paid employment, they may drift to town and become *Masta Lius*. Those who come from urban families will go back to town anyway and find equal lack of support.

Even those who would like to put their skills into effect, and who have the support of their parents or community, may lack the tools and capital to start any self-employment project, or even contribute to the life of their families by sewing clothing, making furniture or any other skill they have learnt. Some aspects of farming may be possible with locally available tools and no capital but it does need land. Given the status of young people, the customary land ownership system, and the frequency of land disputes this may also be a problem unless they have support from the community leaders.

A number of things are needed, therefore.

We must gain the support of families and community leaders and help them to understand the purposes of TVET. This may be done by follow-up visits from staff of the School or Centre, or by inviting the family or community leaders to the School or Centre on a regular basis, especially near to the time when students are leaving. They can become familiar with what the students have been learning and with the aims of their education. It may even be possible to identify specific projects or ways they can help the students when they go home. It has been suggested that spreading new ideas through workshops does not work, but they can be spread by working with individual families, especially through those who have been to Training Centres.

Within each community we need to identify an organisation or structure which can support students when they return, so that students can be 'handed over' to this organisation. There are many possible organisations and each community will be different, so it is not good to try to develop a centralised policy for this, but better to rely on whatever already exists. The Community Based Training Centre, if one exists, is the most obvious organisation, but there are many others: NGOs involved in Community Development such as BLESS or the SIDT Village Development Workers; church groups, including women's organisations such as Mothers Union or Dorcas; youth groups and many others. Such groups need to be identified in each community, may be with the help of the students themselves, and asked to take specific responsibility for those leaving Schools and Training Centres. Their job would be to identify ways in which leavers could use the skills they have learnt to assist their families or communities, or set up in self-employment, and to help them to do this.

We also need to teach our students how they may begin to put their ideas and skills into effect even without this support. This can often be done simply by example and by becoming a role model. If a School or Centre leaver starts to cook different foods and vary the diet, build a toilet instead of using the beach, or use organic methods to grow better crops, and other people see that they are doing something new and doing it successfully, other members of the community may slowly begin to take an interest and even ask them about their skills. In this way the ideas and skills will spread, even without the student having an important status in the community.

If a community contains a number of people who have recently left School or Centres, it may be even better if they can work together. They could form their own organisation and start to put their skills into practice and also assist others leaving later. Small groups of ex-Training Centre graduates may be ideal for starting self-employment income-generating projects or demonstrating ways to improve the community and may eventually gain respect and end up as leaders of the community.

Students may start a home-based project while still at the Centre or School and spend time running it either in the holidays or during special times during the course. This may be a family-based project. The students will then have a project to return to when they leave. Again this may have a demonstration effect and help them to gain respect within the community.

Various schemes have been tried to supply tools or capital to Training Centre graduates but most have failed and ceased. It would be a useful project to examine all of these and see why they failed and whether we can learn lessons from them.

In spite of previous failures, it remains true that leavers do need tools and capital if they are to put their skills into effect. The main emphasis should be on the students earning that assistance rather than it being given free. Some Training Centres encourage students to accumulate capital from their own income-generating projects while they are at the Centre, so that they return home with something. Others encourage them to buy tools with the capital they accumulate. But follow-up is needed to make sure the tools or capital are used wisely. We should not expect instant results, however, and the follow-up needs to be extended over a period of years. The Graduate Survey found that it is usually several years before graduates start a successful project.

The Kastom Gaden Projek model is only to supply subsidised tools to those who have proved themselves by starting a project, which in the case of farming can usually be done without tools or capital. This would not work with other skills.

Assisting groups may be better than assisting individuals. Projects might be started by the kind of associations of Centre or School leavers already mentioned, or other existing village organisations. Family support is important, so assistance may be given to a family rather than an individual, but this can cause problems also unless the family is a cohesive one.

In addition to these initiatives within the communities there should be follow-up from the Training Centres and Schools. One survey found that the main reason why students did not put their skills into practice and why loans to graduates were not effective was due to lack of follow-up. There should be at least one staff member designated for this, perhaps as a Guidance teacher or instructor, and they must have the time and resources to actually visit local communities, both before and after students leave. Such a person needs a considerable time allowance for the work and this needs to be taken into account by the Teaching Service in deciding the staffing of Centres and Schools. Extra money spent on staffing would be a small cost if it helps the majority of School and Training Centre leavers to settle into their communities and lead more productive lives, or to find paid employment or further training. In Schools the post of Careers Teacher already exists and this should be changed to Guidance Teacher. It is misleading to think that most students will have a 'career', in the sense of paid employment. The title tends to give false expectations and gives the teachers themselves the wrong impression of their roles.

This job is even more important in urban schools where the title of Careers teacher may be more appropriate. Follow-up of students leaving these schools is just as important. In urban areas schools need links with employers, including visits and work experience, and links with all organisations providing training, including USP Centre, SICHE Distance Education Centre and private providers of TVET.

All of this will be much easier if we develop Schools and Centres which are really community based. At present many places cannot even attempt this work as students come from too wide an area. But, if all students go to the local Community High School and most Training Centres are community based, these ideas will all be easier to implement. It is also essential to keep a record of where students go to and encourage them to keep in contact.

All these policies need to be coordinated with policies of other Ministries including those responsible for Youth and Women's Affairs, National Planning, Trade and Commerce, Provincial Government, Agriculture and others.

This is such an important issue that it might be worth holding a National Workshop to devise strategies to help School and Centre leavers. This should lead to the setting up of a National Village Development Coordinating Committee to coordinate the work of all the many organisations which are working in this field. This would be useful just to share information and ensure that Guidance Teachers and leaving students know what is going on in their area.

POLICY 15: FOLLOW-UP AND ASSISTANCE TO LEAVERS

- 15.1. Create a system within the Schools / Centres and local communities, which supports students leaving Schools or Centres and helps them to use their skills when they return home. This means:**
- a. a member of staff specifically responsible for following up students who leave i.e. an extension of the role of Guidance Teacher (the term 'Careers teacher' should be abolished);**
 - b. an organisation or organisations within villages and local communities to which students who leave Schools or Centres can be 'handed over' for assistance in becoming a productive member of the community. These organisations might include Community Development schemes, Micro-project organisations, Village Development workers, church, women's and youth organizations, BLESS, Rural Development Volunteers Association, Permaculture Centre, APHEDA projects etc.**
 - c. inviting leaders of such organisations to visit the School or Centre and meet students from their community before they leave.**
- 15.2 Systems must be developed to provide tools and loans to leaving students, preferably out of money they themselves have saved up out of their own income-generating activities while they were at the Centre. This must involve follow up for 3 or 4 years after the assistance is first given to ensure that the graduate is helped to use it properly.**
- 15.3 Organise a National Village Development Coordinating Committee, under the TVET Advisory Board, to coordinate the work of all village rural development organisations which might help students leaving Schools or Centres and returning to their communities.**
- 15.4 Invite members of students' families to the Centre or School before the student leaves to discuss how the student might fit into the home community and how her or his skills might be used to help the family.**
- 15.5 Encourage students to see themselves as ambassadors of the ideas they have learnt at the Training Centres, so they can put the ideas into practice even without community support, and start to act as a role model for change in the community.**
- 15.6 Form groups of those who have left Centres or Schools to assist others who are leaving and coming back to the community.**
- 15.7 Students to start a home-based project while at the Centre or School, so they have something to return to when they leave and the project can have a demonstration effect.**
- 15.8 In urban areas, coordinate with employers and providers of further training, including USP Centre and SICHE Distance Education Centre, as well as private providers of training.**
- 15.9 Coordinate these policies with all relevant Ministries including those responsible for Youth and Women's Affairs, National Planning, Trade and Commerce, Provincial Government, Agriculture and others.**
- 15.10 Organise national research into the previous schemes for the provision of tools, equipment and capital to Training Centre leavers and find out why they failed. Learn lessons from the research to start new schemes or methods.**
- 15.11 Arrange a National Workshop to form policies and methods for helping those who leave Schools and Centres.**
- 15.12 SIARTC or others need to help to provide market outlets and transport for Rural and Vocational Training Centre produce and that of individual students.**

POLICY 16: Assessment, Certification, Standards and Inspection

There is an argument that Rural, Vocational and Community Based Training Centres and other TVET providers are best left outside the assessment and examination system so that each institution provides their own certificates, which are only recognised internally. Some people argue that any assessment and certification will centralise and standardise syllabuses and lead Centres and students to concentrate on gaining certificates rather than learning practical skills to use when they leave. The original aims of the Provincial Secondary Schools were certainly changed when selection exams were introduced into Form 3.

However, there is clearly a desire on the part of students, parents and many teachers to gain some form of certificate for what students learn. This may help to overcome the sense of 'failure' and low self esteem which our present system gives to so many school leavers. There is also a strong feeling that any educational institution should have the possibility of leading to further education or training, even if only for a minority, otherwise there is a feeling that the system is a 'dead end' one. This was exactly the phrase which was used about the former Provincial Secondary Schools and which led to them being changed into more academic schools. This led to the collapse of the aims of *Education for What?* in terms of practical / vocational education, and we do not want to repeat that mistake.

What is needed, therefore, is a form of certification which encourages students to learn practical subjects in practical ways, and which does not come to dominate the aims of the Training Centres. At the same time the certificate should be one which is common with the Secondary Schools, or even SICHE, so that a Vocational Certificate is seen as a normal part of mainstream education, not as a certificate which is second rate to the Secondary Certificate (SISC).

Practical subjects lend themselves to being broken down into a series of separate skills, each of which can be tested separately through the competency approach i.e. testing whether a student can actually do a particular skill. It is possible, therefore, to use a modular approach in which each module deals with a particular limited skill, and certificates can be issued consisting of a series of modules each tested by competencies. This also means that students do not have to learn and 'pass' a whole 'subject', such as Home Economics or Industrial Arts, as is done in Secondary Schools at present. Students could be tested in particular competencies e.g. sewing, basket weaving, furniture making, fibre glass repair or vegetable growing.

Such a competency can also be tested at a number of different levels e.g. Basic, Intermediate and Advanced. Thus the same system could be used to test and certify students in institutions at different levels e.g. Training Centres, Secondary Schools or SICHE. This also means that there is no distinction between qualifications gained at one type of institution or another, and that qualifications could be transferred from one institution to another e.g. a Secondary School to a Rural Training Centre or Rural Training Centre to SICHE.

Finally such a system can use the "Recognition of Prior Learning" to test people who have learnt a skill outside the formal education system e.g. someone who has learnt to sew or make furniture at home from skilled people in a village.

It should be possible, therefore, to build up a series of qualifications based on the same system of certification at different levels covering Training Centres, Secondary Schools and SICHE, so that qualifications could be transferred between institutions as well as being used for selection.

Such certification must be centrally controlled by a body which sets the standards for each set of competencies at each level. It is proposed, therefore, to set up a TVET Advisory Board, under the National Education Board, to initiate and control a system of testing Technical and Vocational skills. This Board would control and issue National Vocational Certificates based on a modularised approach, and the testing of competencies in all Technical and Vocational subjects. A suggested structure is given on the next page.

The National Vocational Certificates would be for particular skills and would be issued at three levels: Basic, Intermediate and Advanced. For some skills there might be only a Basic Certificate, or only Basic and Intermediate. The TVET Advisory Board would set the competencies to be tested for each skill and train people in the testing. Testing might be done within a Training Centre, a Secondary School, a private TVET provider, a local community or

SICHE. Testing would normally be done by a member of the institution and an outside tester, although Basic level might be tested within the institution only.

- Basic levels might be tested in Training Centres and the lower classes of Secondary Schools and in adult learning classes in local communities.
- Intermediate levels might be tested in the last years of Training Centres, in Form 5 of Secondary Schools or by employers.
- Advanced levels might be tested only in SICHE, or later in Technical Colleges if these are set up.

DIAGRAM 5: POSSIBLE STRUCTURE OF VOCATIONAL / TECHNICAL QUALIFICATIONS AND CERTIFICATES

KEY Vocational Academic

TRAINING CENTRES / WORKPLACE	SECONDARY SCHOOLS	SICHE
		SICHE Diploma Technical <i>SICHE Diploma Academic</i>
	<i>Foundation (F7)</i>	
	PSSC - (F6) Technical / Academic	Entry to SICHE Diploma <i>Entry to SICHE Diploma</i>
Vocational Certificates Advanced (Tech. Coll)		Vocational Certificate Advanced (SICHE)
	<i>S / School Certificate (F5)</i>	<i>Entry to SICHE Certificate</i>
Vocational Certificates Intermediate	Vocational Certificates Basic or Intermediate (F5)	Entry to SICHE Certificate
Vocational Certificates Basic		
	<i>Form 3 Leaving Certificate</i>	
	Vocational Certificates Basic	
	<i>Primary Leaving Certificate</i>	

Entry to SICHE might be through Intermediate level certificates either from Rural and Vocational Training Centres or Form 5 of Secondary Schools.

Final details of the structure would be worked out by the TVET Advisory Board.

National Vocational Certificates could be offered in a large variety of subjects e.g. furniture making; electrical wiring; eco-tourism; sanitation; solar power; computing; boat building; carving; guitar playing; landscaping; interior design; screen printing; traditional dance; vegetable growing; permaculture; forestry; bee keeping. It could be offered in any subject which an institution wanted to teach. Thus Training Centres, the Technical streams of Secondary Schools or Adult education classes could offer a wide variety of skills to suit the local needs, the institution or the availability of teachers.

All Certificates would be based on the testing of competencies and would state that the person was competent in a list of skills. Each level would be based on a longer list of skills which presume the lower list of skills have already been tested.

There would be a system of cross crediting e.g. a student from an Rural Training Centre applying to SICHE for carpentry might be given advanced standing for some of the skills and qualifications he had learnt at the Rural Training Centre. Students moving from Form 3 or Form 5 to a Rural Training Centre might have already gained some Vocational qualifications.

It would be possible to include "Recognition of Prior Learning" e.g. an adult learner might already know some of the skills necessary to build a house or sew a dress and would only be tested in these without necessarily attending a course of instruction. The system would, therefore, lead to the possibility of *Life Long Learning* by gradually acquiring and being tested in different skills.

In Senior High Schools, National Vocational Certificates would run parallel with SISC. Students in either stream, but mainly in the Technical stream, could be tested in the competencies they had learnt as part of the SISC programme in practical subjects. At the same time they would also be examined for SISC in the normal way. Both could be used as qualifications for entry into further education.

The present Trade Testing system is internationally recognised and is linked to standards set by the International Labour Organisation and other recognised bodies. The proposed National Vocational Certificate would, therefore, also run parallel with this and would not interfere with its role, which is mainly to test people in specific skills useful for employment. There would be need to coordinate levels and standards between the two, and also to consider terminology. The use of Pre-basic, as in the Trade Test, would seem to downgrade the proposed National Vocational Certificate.

In the long run we should aim to develop a National Qualifications Framework which would include all qualifications, including Solomon Islands School Certificate and National Trade Testing in one structure.

There are a number of existing Qualifications Frameworks in New Zealand, PNG and Australia which might give assistance in setting up such a scheme. There is also a proposal from the Pacific Association of Technical and Vocational Education and Training (PATVET) to start a Regional Qualifications Framework for the whole Pacific, and with a Certification system in place we would be in a good position to join this.

The PNG Employment Oriented Skills Development Project has already developed testing in a large number of skills and would be willing to share these with us. They already have curriculum, instructional materials and reference books compiled in competency-based training short-course format. We could add to these for our own needs.

Communities may also ask the project to conduct a training needs analysis and to offer advice on training that may be necessary to improve the livelihood or better living of the people in the community. Our TVET Advisory Board could draw on their experience to develop this expertise. Staff of Training Centres could be trained to assist with this and it would link with their follow-up role with their own students.

The TVET Advisory Board will also be responsible, together with the Ministry of Education Inspectorate, for inspection and licensing of all TVET institutions, including communities wanting to start a Community Based Training Centre and private providers. It would appoint Inspectors to inspect all institutions offering TVET courses and to license those wishing to do so. The Board would set criteria to follow for the issue of licences. The Board would authorise and supervise regular inspections of TVET providers, including unannounced inspections.

The Board would also cooperate with the Inspectorate of the Ministry of Education in the inspection of teachers. This is an important function as one of the present problems is the lack of inspection. This is one reason why Technical and Vocational skills are not always taught in a practical way. If teachers know no-one will ever visit them they may become lazy and teach in the easiest way available. They may also need advice from inspectors on how to teach in a practical way.

POLICY 16: ASSESSMENT, CERTIFICATION, STANDARDS AND INSPECTION

16.1 Set up a TVET Advisory Board, under the National Education Board, to advise on and control the testing and certification of all TVET skills. The Board would also act as a liaison between the TVET providers and employers, SICHE, and the needs of local communities, all of which would be represented on the Board.

16.2 It would also be the responsibility of this Board to ensure that the TVET policy in this policy document is carried out.

16.3 The TVET Advisory Board would control and issue National Vocational Certificates based on a modularised approach and the testing of competencies in all Technical and Vocational subjects.

16.4 The National Vocational Certificates would be for particular skills and would be issued at three levels: Basic, Intermediate and Advanced. For some skills there might be only a Basic Certificate, or only Basic and Intermediate.

16.5 The TVET Advisory Board would set the competencies to be tested for each skill and train people in the testing. Testing might be done within a Training Centre, a Secondary School, a private TVET provider, a local community or SICHE. Testing would normally be done by a member of the institution and an outside tester. Anyone with the necessary skills could be trained as a tester. Basic level might be tested internally.

16.6

- Basic levels might be tested in Training Centres and the lower classes of Secondary Schools and in adult learning classes in local communities.
- Intermediate levels might be tested in the last years of Rural or Vocational Training Centres or in Form 5 of Secondary Schools.
- Advanced levels might be tested only in SICHE, or later in Technical Colleges if these are set up.

16.7 All Certificates would be based on the testing of competencies and would state that the person was competent in a list of skills. Each level would be based on a longer list of skills which presume the lower list of skills have already been tested.

16.8 There would be a system of cross-crediting between Training Centres, Secondary Schools, employers and SICHE and each institution would recognise competencies already learnt and certified.

16.9 It would be possible to include "Recognition of Prior Learning" e.g. an adult learner might already know some of the skills necessary to build a house or sew a dress and would only be tested in these without necessarily attending a course of instruction.

16.10 The system would, therefore, lead to the possibility of Life Long Learning by gradually acquiring and being tested in different skills.

16.11 Entry to SICHE might be through Intermediate level certificates either from Rural and Vocational Training Centres or Form 5 of Secondary Schools.

16.12 The National Vocational Certificates would complement and run parallel with the SISC in practical skill subjects i.e. Agriculture, Home Economics, Industrial Arts / Technology, Creative Arts, Business Studies.

16.13 National Vocational Certificates could be offered in a large variety of subjects. Thus Training Centres, the Technical streams of Secondary Schools, or Adult education classes could offer a wide variety of skills to suit the local needs, the institution or the availability of teachers. Schools and Centres and others would be able to request the development of testing in any particular skill and could participate in its development.

16.14 The National Vocational Certificates would not interfere with the present system of Trade Testing which is internationally recognised.

16.15 The TVET Advisory Board would appoint Inspectors, in conjunction with the Ministry of Education Inspectorate, to inspect all institutions offering TVET courses and to license those wishing to do so. The Board would set criteria to follow for the issue of licences. The Board would authorise and supervise regular inspections of TVET providers, including unannounced inspections.

16.16 The Advisory Board would work with the Inspectorate of the Ministry of Education on the inspection of Technical and Vocational teachers in Schools and Training Centres.

POLICY 17: Self Reliance and Income Generation

All Schools and residential Training Centres should aim to be partially self-reliant and to generate income from projects related to TVET. Such activities should be seen as part of the training of the students, not something separate. Producing food and vegetables for the kitchen; building, repairing and maintaining infrastructure; monitoring and repairing plumbing, electrical wiring, vehicles and engines; looking after the students' diet; or assisting in the clinic can all be part of the students' education, directly related to the courses they are studying.

In addition this teaches students the principles of self-reliance for when they leave the School or Centre. In the same way all Schools and Centres should be involved in income-generating activities related to the skills the students are learning. These raise income at the same time as enabling students to put their skills into practice in a real life setting. It also teaches them the business skills and principles of running an income-generating project.

These activities must all be clearly related to the skills the students are learning and are different from fund raising. We must also be careful that students are really learning or practicing and not just being used as free labour. There are many products which can be made out of local materials which we import at present. One Centre could become a Research Centre to find profitable ways to use local raw resources through appropriate technology.

We need incentives for the Schools or Centres and the teachers to carry out income-generation.

For the School or Centre, when government grants are given, a proportion of income from income-generation or self-reliance activities should be built into the funding e.g. 40% fees; 40% grants; 20% income-generation or self-reliance. For Community High Schools and other institutions supported by local communities contributions in kind by the community, such as food or building materials would be counted towards self-reliance. Institutions failing to generate income or prove self-reliance would be short of funds. Those not near markets for sale of produce would concentrate more on self-reliance.

There should also be a policy where staff are given benefits for developing income-generating projects. They might, for instance, be given 10% of the income for a successful income-generating project which they initiated, although this needs careful control to prevent abuse.

The students should also be given incentives. They could be given remission of fees for work done on a project. A certain percentage of their fees could be set aside to start such projects and a percentage of the profits kept in a fund to provide tools and capital when they leave. All students should also be encouraged to run their own income-generating project while at the Centre.

In all this, markets are essential and some Schools and Centres clearly have advantages over others. SIARTC should assist by providing a market outlet in Honiara, and perhaps eventually in other urban centres, for products of Training Centres or even Schools, or possibly also individual graduates of Training Centres. A National Youth Congress project is already setting up such a Centre in Honiara. There may even be the possibility of exporting certain products.

POLICY 17: SELF RELIANCE AND INCOME GENERATION

17.1. All Training Centres should generate part of their own income, or save expenditure by being partially self-reliant, both to save costs and to teach self-sufficiency and income generation to students. Secondary Schools should also be encouraged to do this.

17.2. When government grants are given, a proportion of income from income-generation or self-reliance should be built into the funding e.g. 40% fees; 40% grants; 20% income-generation or self-reliance, including contributions in kind from the local community i.e. institutions failing to generate income would be short of funds.

17.3 Create a Research Centre within a Training Centre to find ways of profitably using local resources through appropriate technologies.

17.4. Introduce policies where staff and students are given benefits for developing income-generating projects.

17.5 SIARTC and National Youth Congress should help to provide market outlets for products from Centres and Schools.

POLICY 18: Solomon Islands Association of Rural Training Centres

The Solomon Islands Association of Rural Training Centres (SIARTC) is an independent Association which represents all Rural, Vocational and Community Based Training Centres and the churches and other controlling authorities. It is registered as an NGO. Its aim is to coordinate and assist the work of all the Centres in the country by providing information; assisting in the running of the Centres; acting as a link between the Centres and the government; encouraging the development of new Centres; and looking for outside assistance.

Centres must apply to join and be approved by the Association, who will ensure that they are following the aims of the Association by providing training in Technical and Vocational skills, including life skills and skills for employment. Centres must assure the Association that this is their real aim, rather than being mainly religious Centres or Bible Schools.

Soon after coming into existence, the Association negotiated a project with the European Union to support the aims of the Association in developing the Centres. This European Union Rural Training Centre Project has assisted in infrastructure development, supply of tools and equipment, training of teachers and assistance to graduates leaving the Centres. The project also started Vanga Teachers College, in conjunction with the Association, to train teachers for Training Centres. The project funded all the activities of the Association, whose office was in the project office for a long time. In many ways the project took over the role of the Association and for a long time many people thought the two were synonymous. It was realised that the independence of the Association needed to be preserved, especially looking towards the time when the project will end, so the project later funded a full time Association coordinator in a separate office.

The Association has close links with the Ministry of Education's Non-formal education Department and it now shares an office with this Department. This may again compromise the independence of the Association and the Association has now appointed a sub-committee to look into the long term independence and viability of the Association and the possibility of having its own building. This could be used for conferences and meetings, and become a show case for products of the Centres. The latter would be very useful in providing a market outlet for the Centres' products and promoting income-generation and self-reliance for the Centres. The Association could also gain income by taking a small percentage from the sales.

A major achievement of the Association has been to negotiate with the government for all Training Centre instructors to become members of the Teaching Service and be paid by the government. This is a major step towards raising the

status of the Training Centres, as their teachers will now be equal in status to Primary and Secondary teachers and there can be movement of staff from Training Centres to Secondary Schools and vice versa, without loss of salary. This may encourage more qualified and experienced teachers to move into Training Centres.

The Association has agreed to continue to act as a bridge between the Teaching Service and the Training Centres to help preserve their independence. This is important in ensuring that the Rural / Vocational Training Centres do not get absorbed so far into the mainstream system that they become second rate Secondary Schools, as happened to the original Provincial Secondary Schools. It is important that the Association continues to develop a different Scheme of Service for Training Centre teachers, while maintaining the possibility of movement of teachers between the two systems.

The Association should also continue to look for alternative sources of funding for Centres. The generous support from the European Union has perhaps made the Association too reliant on one source, whereas there may be many other donors who would support other aspects of the Centres, as Australian funding is now helping to support the Community Based Training Centres.

POLICY 18: SOLOMON ISLANDS ASSOCIATION OF TRAINING CENTRES (SIARTC)

18.1. The Solomon Islands Association of Rural Training Centres should continue to be supported and recognised as an important independent body representing all types of Training Centres: Rural, Vocational and Community Based.

18.2. SIARTC should be encouraged to remain independent of the government or any one aid source.

18.3. SIARTC should continue to act as the link between the Rural / Vocational Training Colleges and the Teaching Service, and should assist the Teaching Service in developing a separate Scheme of Service for Training Centre teachers.

18.4. Movement of teachers with the appropriate qualifications should be allowed between Secondary Schools and Training Centres and vice versa.

18.5. SIARTC should be encouraged to set up a show room and act as an agent for the sale of products from the Centres.

18.6. SIARTC should be encouraged to look for alternative sources of donor support for itself and the Centres.

POLICY 19: TVET Policies in relation to the Teaching Service

A number of these TVET policies have implications for the employment of teachers. A major step has already been taken when the government agreed that the Rural and Vocational Training Centre instructors should become members of the Teaching Service and be paid by the government. Their status in relation to teaching qualifications needs to be clarified.

The Vanga Teachers College Certificate needs to be validated by SICHE as equivalent to the SICHE Certificate in Primary Education. Meanwhile it is already recognised by the Ministry of Education and signed by the Permanent Secretary, so these teachers should be put on a permanent not a fixed term appointment. Similarly ALTP is an officially recognised SICHE course at Certificate level and should be recognised for permanent appointment.

In Secondary Schools the distinction between Heads of Department for 'core' subjects and Heads of Subject for 'optional' subjects should be abolished in line with this policy. There might instead be a difference in levels according to the number of teachers in a Department. Provision needs to be made for the posts of Guidance Teacher in both

Secondary Schools and Training Centres. The Secondary posts of Careers Teachers which already exist should be changed to Guidance Teacher and have their duties extended to include follow-up of those who leave. This will be considerable work and will justify increasing the establishment of Schools and Centres, perhaps by half a teacher. The extra expense would be fully justified in terms of its impact on School and Centre leavers if the job is carried out properly.

POLICY 19: TVET POLICIES IN RELATION TO THE TEACHING SERVICE

19.1 Vanga Teachers College Certificate and ALTP Certificates need to be recognised for appointment to the Teaching Service on permanent terms.

19.2 Posts of Head of Department and Head of Subject in Secondary Schools should depend on the number of teachers in a Department not on the subject taught.

19.3 Posts of Guidance Teachers should be created in all Schools and Training Centres to include follow up of students when they leave. In existing Provincial and National Secondary School these will be Careers Teachers posts with an expanded role. An establishment allowance of an extra half a teacher should be allowed for this post.

POLICY 20: Public Attitudes and Perceptions

This TVET policy will only work if there is a change of peoples' attitudes towards both TVET itself and the purpose of education.

In 1973 *Education for What?* said "*Some people believe that if more children remain in school for a longer period they will automatically gain paid employment, not realising that the constraints on progress through the system will not in itself create jobs for all school leaver. The size of the labour market in the Solomons is not directly related to the size of the education system.*" Today the number of Provincial Secondary Schools announcing Form 6, Community High Schools wanting to start Forms 4 and 5 and National Secondary Schools starting Form 7 suggests that most people's beliefs have not changed.

It is essential that people learn the lesson from the facts they see around them. The vast majority of Form 5 and Form 6 leavers are neither finding paid employment nor opportunities for further studies. With the expansion of education combined with and the rapidly increasing population, this situation will almost certainly continue, even if the economic climate improves. This is not just a result of the tension but something that was clear before the tension happened. With over 6,000 students leaving school in Forms 3, 5 and 6 each year and total paid employment in the country about 30,000 or less, there is no way most school leavers will find a paid job, however high their qualifications. To increase the length of time students spend in school with the present curriculum will not solve the problem of school leavers, but simply transfer it to a higher level.

The only solution is to accept that education should not and cannot be simply about finding paid employment. Education must be *Education for Living*. It must involve preparing students for all aspects of their lives when they leave school, including assisting in the improvement of their own communities and creating opportunities for self-employment. Because of this, education must put a greater emphasis on skills and values which will help people live within their communities, both rural and urban, as well as finding opportunities for further training and paid employment.

A very important aspect of this must be Technical, Vocational Education and Training. But at present Technical and Vocational Education has a very low status. As a result of the history of education, and the status of manual and technical work in the society, it is nearly always seen as inferior or second best to academic education. Even the word "vocational" immediately suggests low status to many people.

One of the biggest problems is the “not with my child” syndrome. Even those who support Technical and Vocational education in theory, and support the ideas of Rural and Vocational Training Centres, would like their own child to go to Form 6 and 7 with an academic education, given a choice. We must, therefore, persuade parents and others that Technical and Vocational skills are actually more useful to most students than the kind of academic education which most people want for their children. Perhaps, if this policy is successful and parents, teachers, politicians and the public see students leaving Schools and Training Centres and using their skills productively, especially to gain money, the status of Technical and Vocational skills will begin to change. People also need to be made conscious of how much we rely on technology all the time. What we wear, what we eat, what we use and much of what we enjoy are all dependent on technology, so it does not make sense to say that technological education should be reserved for the ‘failures’.

We also need to change the attitude of parents and the students themselves about why they go to a Rural or Vocational Training Centre. Two surveys have shown that most parents and students see the Training Centres as either an alternative route to paid employment or a route back into the mainstream education system. By demonstrating the positive benefits of Training Centres we must persuade people that the best reason for going to a Training Centre is to learn skills useful for self-employment or for improving the life of your family or community. Parents will continue to want a return for their investment but we must persuade them that this return can be in the form of their children helping to improve the lives of their own families, not only going somewhere else to look for paid employment.

This does not mean that students in Schools or Training Centres should only learn Technical and Vocational skills. There are many other aspects of an all round education that they should learn as well. But Technical and Vocational skills should be one of the things everyone learns as part of Universal Basic Education to Form 3, and one of the choices offered to students when they leave Form 3. In Form 3, and Form 5 and 6, students must be offered the choice, when they apply for further studies, of Training Centres as well as higher forms in Secondary school. In Form 4, 5 and 6 they must also be offered the Technical option.

It is hoped that some of the policies proposed here will raise the status of TVET. Students at all levels: Training Centres, Community High Schools, Senior High Schools and SICHE, as well as those in paid employment, will receive equally recognised National Vocational Certificates. At the same time the Technical streams in Senior High Schools should be seen as equal to the Academic streams in status and in the chances of going for further training. People may then begin to realise that Technical and Vocational Training is not just for the ‘failures’.

It must be remembered, however, that the status of Technical skills partly depends on the relative rewards given to these and other skills by society. At present society still rewards the lawyer, the politician or the public servant more than the mechanic, the electrician, the nurse or even the doctor. The pay structure of the public service is still such that a technically skilled person often has to become an administrator to receive a higher salary.

To change these ideas will not be easy. We need a national campaign to re-educate parents, teachers, politicians and the public in general about the real meaning of education and the status and importance of TVET. This may be based on the following:

- Radio broadcasts, advertisements and special programmes
- Newspapers and other media
- Village visits
- Drama groups
- SIDT Village Development Workers
- Rural Development Volunteers Association
- School visits
- Open days at TVET institutions
- Awareness campaigns by ex-Rural or Vocational Training Centre students
- PF net
- Linking TVET to the possibility of cash income
- Invite Community High School and other Secondary students to visit Training Centres.

- Offer Annual 'National Awards for Outstanding Performance' to Training Centres and other TVET providers and to individual students and teachers.
- Form a group of school leavers in each Province to tour villages and urban areas with publicity about the benefits of TVET through drama and discussion groups.
- Start a serial drama on SIBC about 'drop outs' from Schools and the merits of TVET education.
- Produce a simple and well illustrated booklet to summarise the policies for the general public, explaining the policies and the philosophy behind them.

POLICY 20: PUBLIC ATTITUDES AND PERCEPTIONS

20.1 The TVET policy in itself should raise the status of TVET by making practical skills and TVET subjects more important in all Schools, and by raising the status of Rural, Vocational and Community Based Training Centres.

20.2 The National Vocational Certificate spread throughout the education system should help to eliminate the discrimination between TVET providers and other parts of the education system.

20.4 Rural and Vocational Training Centres should be offered as choices to Form 3 and Form 5 leavers when filling up forms for choices of further studies.

20.3 Start a massive publicity campaign in favour of Technical and Vocational Education and Training based on:

- Radio broadcasts, advertisements and special programmes
- Newspapers and other media
- Village visits
- Drama groups
- SIDT Village Development Workers
- Rural Development Volunteers Association
- School visits
- Open days at TVET institutions
- Awareness campaigns by ex-Rural or Vocational Training Centre students
- PF net
- Linking TVET to the possibility of cash income

20.5 Community High School and other Secondary students should be invited to visit Rural and Vocational Training Centres.

20.6 Offer Annual 'National Awards for Outstanding Performance' to Training Centres and other TVET providers, and to individual students and teachers.

20.7 Form a group of School leavers in each Province to tour villages and urban areas with publicity about the benefits of TVET through drama and discussion groups.

20.8 Start a drama serial on SIBC about 'drop outs' from Schools and the merits of TVET education.

20.9 Produce a simple and well illustrated booklet to summarise the policies for the general public, explaining the policies and the philosophy behind them.

POLICY 21: Changes to the Education Act

21.1 The following changes are needed to the Education Act to accommodate TVET and the policies in this document.

Part I – Preliminary

2. Add

“Training Centre” includes Rural and Vocational Training Centres giving full time instruction mainly in Technical and Vocational fields.

Part II: National Education Board

Add

Section 9 (1) The National Education Board shall appoint a sub-committee to be known as the Technical, Vocational Education and Training (TVET) Advisory Board. The duties of the Board shall be

- a. to advise the National Education Board on all aspects of TVET;
- b. to make recommendations to the National Education Board on matters of policy related to TVET;
- c. to appoint a TVET Testing Board to administer a testing system to be known as the National Vocational Certificate;
- d. to approve all applications to open new Training Centres;
- e. to approve and license all private, commercial TVET providers and regularly inspect such providers of TVET.

(2) The members of the Board shall be appointed by the National Education Board and shall include not less than 10 persons, including at least one person to represent each of the following:

- a. The National Education Board
- b. The Ministry of Education
- c. Education Authorities
- d. National Trade Testing Centre
- e. Rural / Vocational Training Centres
- f. Community Based Training Centres
- f. Solomon Islands Association of Rural Training Centres
- g. Students or former students of Training Centres
- h. SICHE
- i. Owners of manufacturing industries
- j. Other employers
- k. Trade Unions

and may include such other person or persons as the National Education Board shall deem appropriate.

(3) The Board will elect its own Chairperson.

(4) There shall be a Secretary to the Board who shall be an officer of the Ministry appointed by the Permanent Secretary.

(5) Appointments to the Board and procedures for meetings will follow those of the National Education Board.

Part VI: Teachers

To be revised in consultation with SIARTC, who will assist the TVET Board to set up a scheme of service for Instructors in Training Centres

Other Sections

Need to add Training Centre or Training Centres wherever the Act says School or Schools.

21.2 The Teaching Service Handbook also needs to be modified to recognise TVET, and the fact that Rural / Vocational Training Centre instructors are now being paid by the Teaching Service.

POLICY 22: Implementation of the Policy

Policies are frequently written and accepted without being carried out. The following stages are suggested to make sure this policy is carried out once it is accepted.

22.1. Familiarisation

Make sure that everyone likely to be involved in carrying out the policy is familiar with the policy, including its aims and underlying philosophy. This will involve holding workshops and meetings with key personnel and making sure they in turn spread the ideas to others in their Provinces or institutions. It is proposed that the Task Force and the members of the National Workshops are involved in this process.

22.2. Allocating responsibility

Giving the responsibility for implementation to one body, in this case the TVET Advisory Board.

22.3. Public awareness

A publicity campaign to ensure that the public become aware of the Policy, including its aims and underlying philosophy. If possible persuade people that the Policy is best for the country and make people feel they 'own' it.

22.4. Setting priorities.

Setting priorities from within the Policy so that we know what should be done first. This may also mean identifying those aspects of the Policy which are easy to do without financial input.

22.5. Costing and finance.

Costing all aspects of the Policy, especially the priority areas, and then identifying sources of funding either locally or through donors.

22.6. Implementation timetable

Draw up a timetable for implementation taking account of the priorities and possible sources of funding.

22.7. Implementation

Start carrying out the Policy.

2.8. Review and research

Review the policy regularly and initiate research to find out if it is fulfilling its aims. This may lead to changes and modifications in the Policy.

APPENDIXES

APPENDIX 1 Terms of Reference

TERMS OF REFERENCE FOR THE FORMULATION OF THE TECHNICAL VOCATIONAL EDUCATION AND TRAINING POLICY

1. INTRODUCTION

In order to address the social economic changes currently taking place, vocational and technical training has been challenged to revisit its activities and strategies so as to effectively become a driving factor for implementation of the MEHRD's *Education Strategic Plans (2004-2006)*.

Vocational training is being featured as a urgent priority in the *Education Strategic Plan (2004-2006)*. The Ministry acknowledges that the current education system, being largely academic in orientation, does not meet the real needs of today. Recognising the need for change, MEHRD is launching the education system into a reform which will, help lift the majority of Solomon Islanders into a sustainable rural development path, and avoid the dangers of uncontrolled urban growth, unemployed and underemployed youth and all of the social problems associated with it.

The recent Mid-term Review Report of the RTC Phase 2 Project highlighted weaknesses in principle in policy making in the education sector. The ESP includes provision for the development of a TVET policy, which will be funded from Stabex 99. This policy will inform the development of the RTCP Phase 3 Financing Proposal. RTCP Phase 3 will also be funded from Stabex 99. A pre-requisite for a third phase of the RTC Project is to have a Technical Vocational Education and Training (TVET) policy developed. The policy will set the parameters for vocational training and will also guide the government and stakeholders in choosing what type of vocational training should be offered. The policy once developed, will be implemented by the MEHRD and related stakeholders. This will give the MEHRD a more "hands-on" approach and good coordination of the technical and vocational programme.

It is intended that the consultancy to develop RTCP Phase 3, involving both local and international consultancy inputs, will follow on from the TVET Policy exercise which will provide guidance and policy guidelines. The gradual convergence of TVET as taught in RTC's and the gradual expansion of practical and vocational subjects in the Community High School and lower secondary school curriculum is a major element in the proposed reform being implemented as part of the Education Sector Investment and Reform Programme (ESIRP). The current curriculum includes approximately 30% for practical and vocational subjects already but in practise, because of academic pressures from successive examinations, it is rarely enforced.

2. BACKGROUND (ESIRP)

The Ministry of Education and Human Resource Development initiated a comprehensive stakeholder consultation process to discuss educational reform in 2000/2001 utilising funding from AusAid and the 3rd World Bank Education Project. These consultations and studies led to the conceptualisation of the current reform programme and its articulation in the current Education Strategic Plan (ESP), which was approved by Cabinet in its original form in February 2003 and has been recently reviewed. The ESP advocates prioritisation of Basic Education, increased emphasis upon raising the inclusiveness and quality of primary education and the shift of curriculum away from an exclusive academic programme and towards more emphasis upon practical/vocational subjects in secondary education.

ESIRP is the first such comprehensive Sector Approach in the Solomon Islands and in the Pacific Region. The programme involves an initial partnership between the MEHRD, the European Union and New Zealand. Emphasis is upon the leadership of the MEHRD in implementation with funding and capacity building from donor

partners. A joint SIG/Donors approach helps build the concept of partnership with donors operating under a single financial and implementation framework managed by MEHRD.

With this concept in mind the Framework of Mutual Obligations of 2001 between SIG and the European Commission committed Euro 29 million of Stabex 99 funds to Basic Education (the first nine years up to Form 3) and educational reform. It was anticipated that the EU would join the World Bank, the ADB and regional bi-lateral donors in a sector wide educational reform programme which would facilitate the reform of the educational system under the leadership of a restructured and strengthened Ministry of Education.

However the deteriorating economic, social and law and order situation since the period of ethnic tension in 1999/2000, combined with economic mismanagement and governance issues, led to the withdrawal of the multi lateral donors in 2002. As a consequence the Ministry of Education and the E.U. were pre-occupied with emergency support programmes in 2002/3. Emergency funding of Euro 12 million (SBD 115 million) was made available from Stabex 99, which has been used to implement the Secondary School Grants Programme (SBD 33 million spent supporting 131 secondary schools) provide emergency operational grants of SBD 5 million to SICHE, and to pay USP arrears and overseas student debt up to 2002 (SBD 57 million). However the bulk of Stabex 99 was frozen by the European Commission in 2002 pending resolution of the ongoing law and order crisis and the presentation of a credible economic recovery plan for the country.

At the request of the Government of the Solomon Islands an Australian led Regional Assistance Mission (RAMSI) was sent to the country in July 2003 to facilitate a return to the rule of law and sound economic governance. A subsequent Donor Conference in November 2003 confirmed the Government commitment to a National Economic Reform and Recovery Development Plan (NERRDP) and donor support of it. The EU took this opportunity to ' unfreeze ' Stabex 99 and 98 transfers to Solomon Islands. Available funds from Stabex 99 for Education in 2004 and beyond total Euro 22 million (SBD 210 million). At the Donor Conference the Government of New Zealand announced a three year commitment of NZ\$ 33 million (SBD 132 million) for the Education Sector. This tri-partite partnership for the implementation of a Sector Wide Programme in Education for the Solomon Islands was formalised by the signing of a Letter of Intent by Poul Neilsen, EU Commissioner for Development, Marion Hobbes, New Zealand Minister with responsibility for Overseas Development and SIG in February 2004. This agreement facilitated the use of a combined basket of donor funding of SBD 352 millions to implement an Education Sector Investment and Reform Programme under the leadership of MEHRD.

In 2004 the Ministry with its donor partners, the E.U. and New Zealand, has launched the Education Sector Investment and Reform Programme (ESIRP) with the intention of implementing the ESP over the next twelve years or more. The first three year planning cycle (2004 to 2006) is already fully funded. The priority areas for this first three year project cycle are :

- Development and acceptance of Policy in the areas of National Training, Teacher Training and Management, TVET and Distance Education
- Movement towards universal access to Basic Education up to Form 3 by 2015
- Improving the quality of education via educational materials, improved teacher training, management and delivery
- Improving planning and management capacity at school, provincial, Educational Authority and national levels
- Primary and secondary curriculum reform
- Primary and secondary infrastructure rehabilitation and provision
- Restructuring SICHE and investigating the feasibility of an expanded USP campus in Solomon Islands

The Status of the MEHRD Sector Programme

In April 2004 MEHRD held the first quarterly meeting of the Education Sector Co-ordinating Committee, which involved wide participation by all major Stakeholders. The ESCC noted that by the second quarter of 2004 the following agreements had been signed, approved or agreed between MEHRD and its donor partners. :

- A final agreed draft of the *Education Sector Strategic Plan 2004/2006* for Cabinet approval
- A signed *Letter of Intent* between SIG, the European Commission and the Government of New Zealand
- An agreed draft of a *Joint Memorandum of Understanding* for approval by the donor partners. The MoU incorporates as technical annexes:

- *Partnership Principles for Assistance to Education*
- *Principles of Communication*
- *Code of Conduct*
- *Terms of Reference for the Joint Annual Review*
- An approved *2004 Work Programme* for NZ AID funding (SBD 40 millions focusing on primary education materials, teacher training and curriculum review and reform
- Six approved *2004 Work Programmes* for EU funding (SBD 126 millions focusing upon sector wide capacity building and training, infrastructure, secondary grant support and materials, SICHE and Tertiary support)

KEY Activities for 2004

The following activities funded for 2004 will impact upon all students, teachers, parents, guardians and other stakeholders :

- MEHRD and Provincial Education Offices : EMIS, Procurement of Equipment, Recurrent Support, Capacity Building, Payroll Reform
- Policy Reviews and Case Studies
- Secondary Education : School Operating Grants, Infrastructure, Textbooks, Science Equipment and Teaching Materials, In Service and Administrative Training, Curriculum Reviews
- Teacher Training: Programme Reviews and Staff Development via external institutional arrangements at the School of Education, revived Inspectorate function at Provincial level, improved Teacher Management.
- Primary Education : Educational materials (100 + containers of CDC books, educational materials and school supplies), production of Standard Six texts by CDC, In Service Training, Curriculum Reviews
- Tertiary Education: Restructuring and supporting SICHE, EU support for overseas students registered in 2002 or before, Feasibility Study for a fourth USP campus in Honiara

Timing

The ESIRP will be funded in three year cycles within Medium Term Financial Frameworks (MTFF) and will include EU and NZAID funds as well as elements of the MEHRD Budget. As a long term sector programme the time frame will stretch into 2015 and beyond. Given the volume of funding and commitment involved implementation will be paced with capacity over the coming years. Impact and improvements will not happen overnight but will be noticeable by a gradual overall improvement of the educational system as a whole, in terms of quality, access and infrastructure.

Stakeholder Participation

All citizens, parents, guardians and students in Solomon Islands are stakeholders in this crucial reform programme. MEHRD and its donor partners, by signing the Joint Memorandum of Understanding, undertake that all procedures and processes used in the development and implementation of policy and component projects for ESIRP will continue to involve extensive stakeholder consultation and will be transparent. MEHRD will use the media to inform the public of progress on a regular basis. The reform will significantly affect the education system of the Solomon Islands over the years to come and will be a major determinant of the present and future establishment of good governance, economic prosperity and social harmony.

THE EDUCATION STRATEGIC PLAN 2004 TO 2006

2.0 TECHNICAL, VOCATIONAL AND FURTHER EDUCATION PROGRAMMES

The Ministry of Education recognises the urgent need to train skilled and competent people on which economic recovery and development will be based.

Rural Training Centres (RTC), community and non-government organizations, government agencies and groups, SICHE and other organizations such as Don Bosco and government agencies deliver technical and vocational education. They provide the only opportunity for school push-outs, dropouts and leavers to develop skills and competencies needed for economic activity in rural-based or formal sector businesses.

Despite their importance these institutions, with the exception of SICHE and government agencies, receive little, (if any,) financial support from government. In 1999, RTCs received only \$0.3 million for

operational support from the national government, out of a Ministry expenditure of \$77.7 million (less than one percent). Operational support to RTCs was budgeted at \$0.6 million in 2001, out of a Ministry budget of \$90.1 million (less than one percent), but this was not paid. Nevertheless, the government is now putting mechanisms in place to take care of the salaries

In the absence of a national technical and vocational education plan, and government financial support, the controlling authorities of RTCs have developed and delivered structured and non-formal programmes to meet perceived local needs, often without comprehensive analysis of local economic and commercial needs. A number of these programmes duplicate or partially duplicate those offered by other centres and SICHE.

In recognition of the need to achieve some coordination and enhance national capacity, controlling authorities have established the Solomon Islands Association of Rural Training Centres (SIARTC), with more than 40 affiliated members. The EU is supporting RTCs and SIARTC to build the physical and human capacity of these centres.

The Ministry will lead in formulating and launching a National Technical and Vocational Education Sector Plan by March 2005, to be implemented over 10 years. The plan will be developed in partnership with stakeholders, especially SIARTC and the private sector. It will be based on priority studies that will be completed in 2004. In the absence of assistance from other donors, it is proposed that STABEX '99 funds will be used to complete these studies.

A tracer study of RTC graduates was completed in October 2002 to ascertain the relevance of previous programsprogrammes to the needs of graduates and the private sector.

The Ministry will assist training providers to document the competencies required of teachers and instructors, conduct an inventory of training providers and to publish an interim register of accredited technical and vocational training providers and institutions. A detailed technical and vocational teacher and instructor training plan, and a formula for government support to salaries will be published in October 2004.

The Ministry will coordinate an inventory of all technical and vocational courses offered and establish criteria for accrediting these as nationally approved programsprogrammes. Concurrently, the Ministry will liaise with providers, trade testing authorities to devise protocols and procedures for certifying qualifications of graduates. This is to assure quality outcomes by all providers and regardless of the method or courses delivered to develop these competencies. It is through these accredited courses offered by certified providers that people will have opportunities for further or advanced training. More importantly, the Non-Formal Education (NFE) principles should guide churches, communities, and others as they establish centres and deliver programmes. A quality assurance system based on the competencies achieved by the learner (rather than the course offered) will be established. The reports and recommendations of these initiatives will also be published in October 2004.

3 REQUESTED SERVICES

The consultant will conduct extensive stakeholder consultation with the Public Service, formal and non formal TVET providers, the private sector and NGO's. He will organise the Task Force or Reference Group, organise a two week mission to Papua New Guinea to consult with the Ministry of Education and other TVET stakeholders, organise local visits as agreed with the Task Force, organise a National Symposium on TVET policy and a wrap up National Workshop to present the draft Policy document. The content of this programme will be negotiated with the Consultant and finalised through approval of his Inception Report.

The TVET Policy will guide the development of a National Technical and Vocational Training Plan, which is scheduled by the ESP to be formulated by March 2005.

The underlying premise of the TVET initiative for the educational reform, as articulated in the Educational Strategic Plan, 2004 to 2006, is to facilitate the expansion of TVET activities within the existing RTC system and to gradually expand it in the secondary curriculum of the formal system. Solomon Islands is a nation of self contained villages and future economic growth and social harmony will largely depend upon the relevance of the formal and non formal education systems to the needs and aspirations of the majority of the people living in rural areas.

SCOPE OF WORK

The consultant will work with the appointed TVET Task Force, technical support, MEHRD, relevant ministries, controlling authorities, RTC Project Office, and other stakeholders to develop the TVET Policy.

The Consultancy will be for sixty working days or twelve (12) weeks. The final output will be a draft Policy for Technical and Vocational Education and Training (TVET) for the Ministry of Education and Human Resource Development which which, once finalised and accepted by Cabinet, will guide the development of TVET in the Solomon Islands for the foreseeable future.

The consultancy will involve organising and co-ordinating the following activities :

1. Extensive initial and stakeholder consultation
2. Close liaison with the TVET Task Force which will be established by the MEHRD as a reference group to advise the consultant and to provide technical input as and when required. The Task Force will consist, as a minimum, of the following members:

Chair : Permanent Secretary or Under Secretary
Ethel Sigimanu, PS, Dept of Home Affairs
John Tuhakia, Permanent Secretary, Provincial Government
Louisa Fa'akia, Project Manager, RTCP
Br. Tony Burroughs, Chairman SIARC
Vice Principal, Don Bosco RTC
Representative, DIVET RTC , Visale
Dr Judson Leafasia, Undersecretary, Health Care, MoH
Dr Nathan Kere, East Medical Centre, Honiara
Director, SICHE or nominee
Representative of Chamber of Commerce
Representative from Honiara Manufacturers Association
Representative from private providers (Willie's Electrical)

The Task Force will be Ad Hoc and will meet at the Consultant's direction. As a minimum it should meet to give first opinions and comments on the Inception and Draft Final Reports

3. The following individuals will act as a Technical Support Group to the Task Force and Consultant:

Bernard Rapasia, CEO Non Formal Education
Fox Irokolani, Co-ordinator, SIARTC
Dr John Roughan, SIDT

4. Visits to a variety of institutions within Solomon Islands.
5. Organise a mission lasting a maximum of two weeks to PNG to consult with TVET Ministry officials, consultant experts and other relevant parties and stakeholders and visit selected vocational institutions. This should take place early in the consultancy. It is suggested that the consultant be accompanied by Louisa Fa'akia, Bernard Rapasia and the Chairperson of the Task Force. The Stabex PIU will assist the consultant in this and other organisational tasks.
6. Organise a three day National Symposium for all stakeholders, including the private sector, NGO's and churches, to discuss a draft prepared by the Consultant. This should take place by week 10.
7. Organise a closing Workshop to introduce the draft TVET Policy Paper to key stakeholders

The proposed framework for the implementation of the consultancy is negotiable with the Consultant who will consult with stakeholders and introduce final proposals in his Inception Report. The consultant is free to propose a more streamlined approach to the above tasks in his Inception Report

APPENDIX 2

Members of the National Workshops on Technical, Vocational Education and Training

TITLE	NAME
RTC Sector	
RTCs / VTCs	
Principal, Kaotave RTC	Henry Vouza
Principal, St Dominics RTC	Bro Tony Burrows
Principal, Divit RTC	Sr. Concilia
Principal, Airahu RTC	Josiah Maesua
Deputy Principal, Don Bosco	Atu Balekana
Principal, Vanga Teachers College	George Saemane
Instructor, Don Bosco Technical Institute	Hilda Mary Tavoni
Student representatives: Kaotave	Brian Leua
Ex-Vanga Teachers College and Divit RTC	Mary Cecilia
Former Principal St Dominics RTC, APHEDA Community Based Training Project	Bro Jack Kalisto
Graduate, St Dominics RTC	Dominic Vale
Controlling authorities	
Director of Education, Church of Melanesia	Moffat Wasuka
Director of Education, South Seas Evangelical Church	Johnson Fangalasu
Director of Education, Catholic Education	Mathias Pepena
Director of Education, Seventh Day Adventist Church	Pr Titus Rore
Director of Education, United Church	Jonah Hiti
SIARTC and EU RTC Project	
Director, EU RTC Project	Louisa Fakaia
SIARTC Coordinator	Fox Irokalani
Curriculum Officer	Linda MacMillan
Training Officer	Robert Chris
Graduate Officer	Martha Suna'one
ALTP Coordinator, SICHE	David Irofo'oa
Secondary sector	
Principal, St Josephs, Tenaru	Connolly Sandakabatu
Principal, St Nicholas NSS	Christiana Vunagi
Deputy Principal, Visale CHS	Dixon Gray
Deputy Principal, Henua CHS, Rennell	Rex Pugeika
Principal, MacMahon CHS, Central Islands	Charles Kunu
Principal, Balipa'a CHS, Temotu	Clephus Forau
Principal, Faumananu CHS, Malaita	John Alasina
Principal, Gizo CHS, Western Province	Placida Pita
Principal, Bekabeka CHS, Western Province	Undikolo Pelabule
Principal, Pirakemae CHS, Chioseul	Wilfred Sisiki
Chairs of subject panels: Agriculture	Ian Waina, CDC
Home Economics	Florence Kousna, Florence Young NSS
Industrial Arts	David Sande, Betikama AHS

Business Studies	Norman Hiropuhi
Creative Arts	Timothy Omani, CDC
Representative, Creative Arts Panel	Dennis Marita, Selwyn College
SICHE	
Director	Gabriel Taloikwai
Head of School, Industrial Development	Donald Duna
Head of School, Natural Resources	Alex Makini
Head of School, Education	Patricia Rodi
Head of School, Marine and Fisheries.	Captain Starling Daefa
Head of School, Finance and Administration	John Ipo
Advisor	Barry Reeves
Head of Academic Studies, School of Education	Dr Joanna Daiwo
Former Lecturer, School of Industrial Development	Jimmy Masa
Ministry of Education	
Permanent Secretary	Dr Derek Sikua
Under Secretary	Donald Malasa
Director, Non-formal education	James Iroga
CEO, Non-formal education	Bernard Rapasia
Director, Curriculum Development Centre	Franco Rodi
Director, Implementation and Planning Unit	Mylyn Kuve
Director, Teaching Service	Joseph Neilsen
Director, National Exams and Standards Unit	Toben Kerapuke
Non-formal Education Officer, Isabel	Ben Rubaha
Western province	Robert Rigeo
Chief Education Officer, Malaita	Stanley Brown
Makira	Gabriel Aramara
Guadalcanal	Moses Belaga
Other Ministries	
Permanent Secretary, Home Affairs	Ethel Sigimanu
Under Secretary, Provincial Government	John Saunana
Under Secretary, Health Care, Ministry of Health	Dr Judson Leafasia
Director, Womens Development Division	Eva Wagapu
Director, Youth Affairs	Charles Fox
Representative, Trade Testing Centre	David Kaumae
Dept. of Economic Planning	Noelyn Biliki
Others	
Private practitioner	Dr Nathan Kere
Scout Commissioner	Jo Billy Oge
Catholic Communications	Georgiana Sogote'e
Matron, SICHE, former President National Council of Women	Martina Ului
President, National Council of Women	Sarah Dyer
Secretary, National Council of Women	Ella Kao'eha
Representative Chamber of Commerce	Phil Bradford, Islands Enterprises
Representative, SINTA	
Representative, Solomon Islands Manufacturers Association	Peter Hocking, Hocking Construction
Representative, private TVET providers	David Iro, Willies Electrical
Representative, Artists Association	Brian Afia
Custom Garden Association	Inia Bari

Representing F6 'push outs'	Fred Percy
Representing unemployed graduates	Audrey Baenisia
Representing unemployed youths	Ian Wright
Consultants	
Consultant, TVET	Dr John Roughan, SIDT
Future EU RTC Consultant	Joash Maneipuri
Future EU RTC Consultant	Dulcie Sito
Media consultant	Ashley Wickham

APPENDIX 3

People and Institutions Consulted

Institutions

Institution	People consulted
Selwyn College	Principal and Staff
Visale Community High School	Principal and Staff
Kaotave RTC	Principal, Staff and Students
Don Bosco Technical Institute	Principal, Staff and Students
Babanikira CHS	Principal and Staff
Wanderer Bay CHS	Principal, Staff, Parents and Community Leaders
Tangarare PSS	Selected staff
Vanga Teachers College	Principal, Staff and Students
SICHE Forestry Training Department, Poitete	Principal
Department of Education, Western Province	Staff
Solomon Islands College of Higher Education	Director, Heads of Schools, selected staff of School of Education
Afutara VTC	Principal and some staff
Airahu RTC	Principal and Staff
Gounoa CHS	Principal and Staff
Aligegeo PSS	Principal and Staff
Permaculture Centre, Fiu	Cordinator and Malaita Premier
Ngaligagara RTC	Principal, Staff and Students
Maoro CHS	Principal, Staff, Parents and Community Leaders

Workshops and meetings

Public meeting, Gizo
Public meeting, Auki
RTC / VTC Principals Workshop
Secondary Schools Principals Workshop
Secondary Curriculum Workshop including
 Agriculture Panel
 Home Economics Panel
 Creative Arts Panel
 Industrial Arts / Technology Panel
Solomon Islands Manufacturers Association
Honiara Rotary Club

Organisations and Departments

Organisation	Person
Kastom Gaden Projek	Tony Jensen
Trade Testing Centre	Godwin Manusalo
Ministry of Agriculture	John Harunari
BLESS: Building Livelihoods, Empowerment and Strategic Sustainability (under SIDT)	Andrew Muaki
Curriculum Development Centre	Franco Rodi
Solomon Islands Association of rural Training Centres	Fox Irokalani
APHEDA Community Based Training Centre Project	Bro. Jack Kalisto Chris Chevalier
Catholic Diocese of Gizo	Bishop Chris Bishop Bernard

APPENDIX 4

Programme of Consultancy

Date	Activity	Accompanied by
May		
Tues.25	RTC Principals workshop	
Wed. 26	RTC Principals workshop	
Thur. 27	RTC Principals workshop. SIARTC AGM	
Fri. 28	Meet EU RTC Project manager and John Roughan	
Mon. 31	Public Holiday	
June		
Tues. 1	Arrange visits. Work on Inception Report	
Wed. 2	Visit Don Bosco Technical Institute	Louisa Fakaia
Thur. 3	Visit Selwyn College, Visale CHS, Divit RTC	Louisa Fakaia, Bernard Rapasia
Fri. 4	Work on Inception Report	
Mon. 7	Work on Inception Report	
Tues. 8	Visit Kaotave RTC	
Wed. 9	Return from Kaotave RTC	
Thur. 10	Hand in Inception Report	
Fri. 11	Public Holiday	
Sat. 12	Prepare visit ti Weather Coast	
Sun. 13	Travel to Marasa and Babanakira	Bernard Rapasia
Mon. 14	Meeting at Babanakira CHS Travel to Wanderer Bay	"
Tues. 15	Travel to Tangarare Meeting at Tangarare PSS	"
Wed. 16	Return to Honiara	"
Thur. 17	Prepare Task Force meeting Meet Head of School of Education	
Fri. 18	Task Force Meeting	
Mon. 21	Attend Secondary Curriculum Workshops Prepare for National Workshop	
Tues. 22	Attend Secondary Curriculum Workshops Prepare for National Workshop	
Wed. 23	To Gizo Meet Western province Education Department officials To Vanga. Meet staff and students, Vanga Teachers College	Louisa Fakaia Henry Vouza Joanna Daiwo
Thur. 24	To Poitete – meet Coordinator Meet staff and students Vanga Teachers College	"
Fri. 25	Meet staff, VTC. Return to Gizo Meet Catholic Bishops Public Forum	"
Sat. 26	Return to Honiara	
Mon. 28	Attend Secondary Principals Workshop	
Tues. 29	Prepare National Workshop	
Wed. 30	National Workshop	
July		
Thur. 1	National Workshop	
Fri. 2	National Workshop	
Mon. 5	Meet Director, CDC	

Tues. 6	Work on Interim Report and Agenda for Task Force Meeting	
Wed. 7	SICHE Library conference papers	
Thur. 8	Work on Interim Report	
Fri. 9	Meeting with SICHE Hand in Interim Report and Agenda for Task Force Meeting	
Mon. 12	Prepare trip to Malaita	
Tues. 13	Fly to Afutara Meet Afutara VTC Principal and Deputy	Martina Ului
Wed. 14	Look round Afutara VTC Canoe to Auki Visit Permaculture Centre	Martina Ului Bernard Rapasia Premier of Malaita
Thur. 15	Visit and hold meetings with staff, Airahu RTC, Gounoa CHS Visit NATI / FOTE Meeting with staff Aligegeo PSS	Martina Ului Bernard Rapasia Stanley Brown
Fri. 16	Visit Ngaligagara RTC – meet staff and students Visit Maoro CHS – meet staff and parents and local leaders Public meeting, Auki	"
Sun. 18	Return to Honiara	
Mon. 19	Meet with Director CDC	
Tues. 20	Prepare for Task Force Meeting	
Wed. 21	Task Force Meeting	
Thurs. 22	Meet with APHEDA Project – Bro. Jack Kalisto and Chris Chevallier	
Fri. 23	Meet with BLESS project, SIDT – Andrew Muaki	
Mon. 26	Meet with National Trade Testing Centre – Godwin Manusalo	Bernard Rapasia
Tues. 27	Prepare Outline Draft Policy	
Wed. 28	Statistics – IPU and Under Secretary Prepare Outline Draft Policy	
Thur. 29	Meet John Harinari, Ministry of Agriculture Prepare Outline Draft Policy	
Fri. 30	Visit USP Centre Meet David Iro, Willies Electrical	
August		
Mon. 2	Prepare National Workshop Meet with Solomon Islands Manufacturers Association	Louisa Fakaia Bernard Rapasia
Tues. 3	National Workshop Meet with Honiara Rotary	Louisa Fakaia
Wed. 4	National Workshop	
Thur. 5	Prepare outline of Draft Policy	
Fri. 6	Present outline Draft Policy to Heads of Department meeting, Ministry of Education	
Sat. 7	Return to Pamua	
Mon 9 – Fri. 27	Write up final Draft Policy Document	
Sat. 28	To Honiara Print final Draft Policy Statement	
Sun. 29	Continue printing	
Mon. 30	Return to Pamua	
Tues. 31 – Fri. 3 Sept.	Distribution of final Draft to Task Force	

September		
Sat. 4	Return to Honiara	
Mon. 6 – Wed. 8	Prepare Appendixes to Policy Statement	
Fri. 10	Final Task Force meeting	
Tues. 14	Handover of final Draft Policy Statement to Permanent Secretary, Ministry of Education	

APPENDIX 5

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APPENDIX 6

Questionnaire given to Principals Workshop

PRINCIPALS WORKSHOP: TECHNICAL / VOCATIONAL EDUCATION

1. What type of school is your school? (tick box)

Type of school: NSS ☐ PSS ☐ CHS: Forms 1 to 3 ☐ CHS: Forms 1 to 5 ☐

2. Give the following information about practical subjects taught in Forms 1 to 3.

Subject	Taught in F 1 – 3? Yes / No	No. of periods per week	Length of periods (mins)	Teachers qualifications
Agriculture				
Industrial Arts				
Home Economics				
Business Studies				
Creative Arts				

Subject	Are classes Mixed? Boys only? Girls only?	Any workshop or special room? Yes / No	Tools / equipment? Adequate/ Few/ None?	How is subject taught? Mainly practical/ Mainly theory?
Agriculture				
Industrial Arts				
Home Economics				
Business Studies				
Creative Arts				

3. If any of the above subjects are **not** taught what are the main reasons? _____

4. Any other comments on teaching of practical subjects in Forms 1 to 3? _____

5. Which should have more emphasis in Forms 1 to 3?

Academic subjects ☐ Practical subjects ☐ Equal emphasis ☐

Comments _____

6. Should there be any relationship between syllabuses for practical subjects in Form 1 to 3 and those in related subjects in Rural / Vocational Training Centres? Is so, what relationship?

Yes / No

Comments _____

7. Will universal education up to Form 3 create the need for more RTCs / VTCs?

Yes / No

Comments _____

8. At Senior Secondary (Form 4 to 6) level should we

☐ develop parallel academic and technical streams in Secondary schools?

☐ retain the present academic bias of Secondary schools?

☐ enable all students to learn both academic and practical subjects?

☐ select certain schools to become Secondary Technical schools?

Comments _____

9. Should we abolish the division between Core and Optional subjects in SISC and make all subjects equal, perhaps making English or English and Maths only compulsory?

Yes / No

Comments _____

10. Should we aim at abolishing the system of having three classes of Secondary schools: NSS, PSS and CHS and move towards a system of **Community High Schools** with Forms 1 to 3 and **Senior High Schools** with Forms 4 to 6 or 7? All students would go to Community High schools (usually their local one) from Form 1 to 3 and some would transfer to Senior High Schools after Form 3. Parents would no longer have the right to choose any school they wish and Community High Schools would become truly Community schools.

This would be done by making all the present NSS and all or some of the present PSS into Senior High Schools and expanding the Community High Schools to fit everyone.

Agree / Disagree

Comments _____

11. Any other comments? _____

APPENDIX 7: SURVEY OF SECONDARY SCHOOL PRINCIPALS: JULY 2004

Based on questionnaire given at Principal's Workshop

Total responses:

Community High Schools with Forms 1 to 3 only (CHS F 1 - 3): 28

Community High Schools with Forms 1 to 5 (CHS F 1 - 5): 15

Provincial Secondary Schools (PSS F 1 - 5/6): 5

National Secondary Schools (NSS F 1 - 6/7): 6

Key:

Agric. = Agriculture Ind. A = Industrial Arts H.E. = Home Economics B.S. = Business Studies C.A. = Creative Arts

RESULTS

1. Are the practical subjects taught and do you have trained teachers for them?

Sub.	CHS: F 1 - 3 (Total 28)				CHS: F 1 - 5 (Total 15)				PSS F 1 - 5/6 (Total 5)				NSS F 1 - 6/7 (Total 6)			
	Sub. Taught		Trained teach		Sub. Taught		Trained teach		Sub. Taught		Trained teach		Sub. Taught		Trained teach	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Agric	22	6	16	12	15	0	14	1	5	5	4	1	6	0	6	0
Ind A	7	21	6	22	14	1	12	3	4	1	4	1	6	0	6	0
H.E.	12	16	6	22	12	3	11	4	5	0	4	1	6	0	6	0
B.S.	26	2	22	6	14	1	12	3	5	0	5	0	6	0	6	0
C.A.	0	28	0	28	1	14	1	14	0	5	1	5	0	6	0	6

2. Are your classes in these subjects: mixed; boys only; girls only

Sub.	CHS: F 1 - 3 (Total 28)			CHS: F 1 - 5 (Total 15)			PSS F 1 - 5/6 (Total 5)			NSS F 1 - 6/7 (Total 6)		
	mixed	Boys	girls	Mixed	boys	girls	mixed	boys	girls	mixed	boys	Girls
Agric.	28	0	0	13	1	1	5	0	0	6	0	0
Ind A	5	7	0	6	7	1	2	2	0	2	3	0
H.E.	6	0	8	5	1	8	0	0	4	3	0	3

3. Do you have workshops for these subjects? Yes / No

Sub.	CHS: F 1 -3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
	Yes	No	Yes	No	Yes	No	Yes	No
Aric.	0	28	1	14	2	3	1	5
Ind.A	0	13	3	11	5	0	6	0
H.E.	1	13	7	5	5	0	5	1

4. Are tools for these subjects: adequate; few; none?

Sub.	CHS: F 1 -3 (Total 28)			CHS: F 1 - 5 (Total 15)			PSS F 1 - 5/6 (Total 5)			NSS F 1 - 6/7 (Total 6)		
	Adequate	Few	none	adequate	few	none	adequate	few	none	adequate	few	None
Agric.	0	8	20	1	10	3	1	3	1	0	5	1
Ind.A	0	4	9	3	7	5	0	4	1	1	4	1
H.E.	0	4	10	3	6	3	3	1	0	2	3	1

5. Do you teach these subjects: mainly in theory; mainly through practical; both?

Sub.	CHS: F 1 -3 (Total 28)			CHS: F 1 - 5 (Total 15)			PSS F 1 - 5/6 (Total 5)			NSS F 1 - 6/7 (Total 6)		
	theory	Pract.	both	theory	Pract.	both	theory	Pract.	both	theory	Pract.	Both
Agric.	20	3	5	7	0	7	1	0	4	1	0	5
Ind.A	10	1	1	8	1	5	2	0	3	0	1	5
H.E.	12	1	2	5	1	6	2	0	3	0	0	6

6. Which should have more emphasis in F1 to F3? Academic subjects? Practical subjects? Equal emphasis?

	CHS: F 1 -3 (Total 28)			CHS: F 1 - 5 (Total 15)			PSS F 1 - 5/6 (Total 5)			NSS F 1 - 6/7 (Total 6)		
	academic	Pract.	Equal	academic	Pract.	equal	academic	Pract.	equal	academic	Pract.	Equal
	2	1	25	1	0	14	0	0	5	0	0	5
TOTAL	3	0	49									

7. Should there be a relationship between syllabuses for practical subjects in F1 to 3 and those in RTC/VTCs?

CHS: F 1 - 3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
Yes	No	Yes	No	Yes	No	Yes	No
26	2	8	2	5	0	4	0
TOTAL 43							

8. Will Universal Basic Education up to Form 3 create the need for more RTC/VTCs?

CHS: F 1 - 3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
Yes	No	Yes	No	Yes	No	Yes	No
17	5	7	3	5	1	4	0
TOTAL 33							

9. At Senoir Secondary (F4 - 6) level should we:

- develop parallel academic streams in Secondary schools
- retain the present academic bias of secondary schools
- enable all students to learn both academic and practical subjects
- select certain schools to become Secondary Technical schools.

CHS: F 1 - 3 (Total 28)				CHS: F 1 - 5 (Total 15)				PSS F 1 - 5/6 (Total 5)				NSS F 1 - 6/7 (Total 6)			
a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	D
9	1	7	3	6	1	4	1	2	0	2	0	2	1	1	1
TOTAL 19															

10. Should we abolish the division between core and optional subjects in SISC and make only English or English and Maths compulsory?

CHS: F 1 - 3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
Yes	No	Yes	No	Yes	No	Yes	No
16	4	7	0	2	2	4	1
TOTAL 29							

11. Should we have only Community High Schools (F1 - 3) and Senior High Schools (F4 - 6), with all students going to local Community High school and no parental choice?

	CHS: F 1 - 3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
	14	2	7	0		3		1
								5
								0
TOTAL	29	3						

APPENDIX 8

CURRICULUM WORKSHOPS: TECHNICAL / VOCATIONAL EDUCATION: QUESTIONS FOR ALL TEACHERS

1. What type of school do you teach in? (tick box)

Type of school: NSS ☐ PSS ☐ CHS: Forms 1 to 3 ☐ CHS: Forms 1 to 5 ☐

2. What subject do you teach? _____

3. What levels do you teach? Form 1 – 3 ☐ Form 4 – 5 ☐ Form 6 ☐

4. Which should have more emphasis in Forms 1 to 3?

Academic subjects ☐ Practical subjects ☐ Equal emphasis ☐

5. Comments _____

6. Should there be any relationship between syllabuses for practical subjects in Form 1 to 3 and those in related subjects in RTCs / VTCs? Is so, what relationship?

7. At Senior Secondary (Form 4 to 6) level should we

☐ develop parallel academic and technical streams in Secondary schools?

☐ retain the present academic bias of Secondary schools?

☐ enable all students to learn both academic and practical subjects?

☐ select certain schools to become Secondary Technical schools?

8. Comments _____

9. Should we abolish the division between Core and Optional subjects in SISC and make all subjects equal, perhaps making English or English and Maths only compulsory?

Yes / No

10. Comments _____

11. Should teachers for practical subjects in Forms 1 to 3, and teachers for Rural Training Centres and Vocational Training Centres, be trained on the same courses e.g. expand places like Vanga Teachers College to train Form 1 to 3 teachers as well as RTC / VTC teachers.

Yes / No

12. Comments _____

13. Should we aim at abolishing the system of having three classes of Secondary schools: NSS, PSS and CHS and move towards a system of **Community High Schools** with Forms 1 to 3 and **Senior High Schools** with Forms 4 to 6 or 7? All students would go to Community High schools (usually their local one) from Form 1 to 3 and some would transfer to Senior High Schools after Form 3.

This would be done by making all the present NSS and all or some of the present PSS into Senior High schools and expanding the Community High Schools to fit everyone.

Agree / Disagree

13. Comments _____

14. Any other comments? _____

APPENDIX 9: QUESTIONNAIRES GIVEN TO ALL TEACHERS AT CURRICULUM WORKSHOPS

Responses:

Total: 52

CHS Forms 1 - 3 schools: 5

CHS Forms 1 - 5 schools: 19

PSS: 5

NSS: 23

Note: Not all respondents answered all the questions so not all tables add up to the total above.

1. Which should have more emphasis in F1 to F3? Academic subjects? Practical subjects? Equal emphasis?

CHS: F 1 - 3 (Total 5)			CHS: F 1 - 5 (Total 19)			PSS F 1 - 5/6 (Total 5)			NSS F 1 - 6/7 (Total 23)		
academic	Pract.	Equal	academic	Pract.	equal	academic	Pract.	equal	academic	Pract.	Equal
0	0	5	0	0	19	0	0	5	1	2	20
TOTAL	1	2	49								

2. Should there be a relationship between syllabuses for practical subjects in F1 to 3 and those in RTC/VTCs?

CHS: F 1 - 3 (Total 5)		CHS: F 1 - 5 (Total 19)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 23)	
Yes	No	Yes	No	Yes	No	Yes	No
4	0	13	3	4	1	23	0
TOTAL	44	4					

3. At Senoir Secondary (F4 - 6) level should we:

- develop parallel academic streams in Secondary schools
- retain the present academic bias of secondary schools
- enable all students to learn both academic and practical subjects
- select certain schools to become Secondary Technical schools.

CHS: F 1 - 3 (Total 28)				CHS: F 1 - 5 (Total 15)				PSS F 1 - 5/6 (Total 5)				NSS F 1 - 6/7 (Total 6)			
a	b	c	D	A	b	c	d	a	b	C	d	a	b	c	D
1	0	3	1	7	1	9	4	0	0	1	4	7	1	7	7
TOTAL	15	2	20	16											

4. Should we abolish the division between core and optional subjects in SISC and make only English or English and Maths compulsory?

	CHS: F 1 -3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
	Yes	No	Yes	No	Yes	No	Yes	No
	4	1	14	1	5	0	21	2
TOTAL	44	4						

5. Should teachers of practical subjects for Forms 1 to 3 for Secondary schools and teachers for Rural and Vocational Training Centres be trained in one institution?

	CHS: F 1 -3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
	Yes	No	Yes	No	Yes	No	Yes	No
	4	1	10	5	3	0	18	5
TOTAL	35	11						

6. Should we have only Community High Schools (F1 - 3) and Senior High Schools (F4 - 6), with all students going to local Community High school and no parental choice?

	CHS: F 1 -3 (Total 28)		CHS: F 1 - 5 (Total 15)		PSS F 1 - 5/6 (Total 5)		NSS F 1 - 6/7 (Total 6)	
	Agree	Disagree	Agree	Disagree	Agree	Disagree	Agree	Disagree
	4	1	13	4	5	0	21	2
TOTAL	43	7						

APPENDIX 10

SUMMARY TABLES FOR QUESTIONNAIRES TO PRINCIPALS AND CURRICULUM WORKSHOP PARTICIPANTS

1. Which should have more emphasis in F1 to F3? Academic subjects? Practical subjects? Equal emphasis?

	Academic	Pract.	Equal
TOTAL	4	2	98

Comments:

- Balanced development
- Subjects equally useful in life
- Practical skills essential for Form 3 leavers who are in majority
- To have a choice in future career
- To fully realise all talents
- Present system a relic of colonialism
- To prepare for RTCs as well as F4
- All subjects are inter-related

2. Should there be a relationship between syllabuses for practical subjects in F1 to 3 and those in RTC/VTCs?

	Yes	No
TOTAL	87	8

Comments:

- F 1 - 3 partly a preparation for RTCs
- Same topics - different emphasis - F 1 - 3 emphasise theory, RTCs emphasise practical
- RTCs to continue basic skills learnt in F 1 - 3
- Similar, but less time for practical subjects in F1 - 3

3. At Senior Secondary (F4 - 6) level should we:

- a. develop parallel academic streams in Secondary schools
- b. retain the present academic bias of secondary schools
- c. enable all students to learn both academic and practical subjects
- d. select certain schools to become Secondary Technical schools.

	a	B	c	d
TOTAL	34	5	34	21

Comments:

- a. Each pursues their own talent
- Separation makes one group feel inferior
- To place equal value on both types of subject
- Enable students to choose career paths
- Maximum use of present resources
- Cheaper than separate schools
- Not time on timetable for all subjects
- c. Not good to specialise too soon
- Choice when students more mature

- To have equal opportunities after F5
- Chances for employment in either field
- Give time to decide
- d. Do not disrupt programme in academic schools
- Technical for 'drop outs' - less academically able - only
- Separation means better facilities for each
- CHSs to become technical high schools
- Technical more geared to jobs and academic to further studies
-

4. Should we abolish the division between core and optional subjects in SISC and make only English or English and Maths compulsory?

	Yes	No
TOTAL	73	11

Comments:

- Make all subjects equally importance
- Raise status of practical subjects - present system down grades them
- All can achieve their potential
- Give good choice to students
- Students will put equal emphasis on all subjects
- But: timetabling problems
- Need for counselling of students

5. Should teachers of practical subjects for Forms 1 to 3 for Secondary schools and teachers for Rural and Vocational Training Centres be trained in one institution?

	Yes	No
TOTAL	35	11

6. Should we have only Community High Schools (F1 - 3) and Senior High Schools (F4 - 6), with all students going to local Community High school and no parental choice?

	Agree	Disagree
TOTAL	72	10

Comments:

- Gives everybody equal chances
- Abolishes class divisions
- Treats everybody equally
- Cheaper fees in day schools
- Most students live at home
- Better discipline at home
- More chances for girls - parents let them go to day schools
- More accessible
- Less expensive on travel
- Children remain part of community and learn customs
- Good parent teacher contact
- Community support
- Good as long as standards of facilities etc. in CHSs are raised
- More spaces in F4 -5
- Might need more boarding in some CHSs

- **But** children showing academic brilliance may suffer
 - Town schools would still be advantaged
 - Might lead to creation of private schools for elite to replace present NSS in F 1 - 3

APPENDIX 11

REPORT ON NATIONAL WORKSHOP ON TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)

WEDNESDAY 30 JUNE TO FRIDAY 2 JULY 2004

School of Education, SICHE; Panatina Campus

SUMMARY

GROUP PRIORITIES

Group 1

1. Autonomy of existing RTC/VTCs under the controlling authorities.
2. Adoption of option 2 structure (??TVET training programmes after leaving secondary school in RTC/VTCs)
3. NESU to be expanded to cater for full TVET assessment
4. Emphasise teacher training. including expansion of Vanga Teachers College
5. Sustainability
6. Gender equality

Group 2

1. All students go to F3, with common curriculum governing all subjects, with no core and optional, including all areas of vocational skills
2. Develop good teacher training programmes for practical/technical subject teachers
3. Common curriculum and assessment in vocational subjects monitored by MEHRD
4. Equal opportunities for girls in all areas of study
5. RTC/VTCs develop income generating projects as a means of self reliance and teaching self reliance
6. All schools and Centres teaching practical subjects to be given necessary resources
7. TVET must have on-going government and donor support and recognition.

Group 3

1. Appropriate curriculum and assessment methods empowering students and enabling them to acquire skills to survive in a changing society.
2. Resourcing and financing of schools:
 - accessibility
 - fair distribution
 - sound management
3. National body in MEHRD for quality resource management.

4. Appropriate teacher training methodology and quality training developing self-reliance, independence, creativity, proactive.
5. Strengthen linkages and clarify roles and responsibilities of partners and stakeholders e.g MEHRD, SICHE, communities, NGOs, Education authorities, donors, EU etc.
6. Change attitudes and perceptions e.g different status of skills and institutions, parental attitudes, dependence mentality, 'hang-up' on money etc.
7. Gender equity.
8. Recognition and equal status of formal and informal education systems.
9. Some form of guidelines or help for those leaving TVET institutions to use their skills for productive purposes and to support themselves

Group 4

1. Autonomy of RTC/VTCs.
2. Financial support from government.
3. Common applicable syllabus for RTC/VTC.
4. Need for expansion of RTC/VTCs.
5. SIG recognition of RTC/VTC Certification.
6. Reflection of community participation and ownership.

SUMMARY OF VIEWS AND IDEAS PRESENTED AT WORKSHOP

Aims and underlying principles and values

- Teaching vocational skills to encourage students to go back to home communities
- Provide alternative pathways for those who drop out of formal system
- Equal recognition of technical skills compared to other forms of education
- Contributing towards development of whole personality
- Provide good and useful citizens
- Equip students with skills for living
- Encouraging students to pass on skills they learnt to others in community.
- Identify and nurture individual talents
- Create a partnership with rural communities to harness their use of resources
- Improve socio-economic situation of country
- To increase awareness of benefits of TVET
- Self-employment
- To develop positive attitudes towards self-employment
- Promote high self-esteem
- Link TVET with local communities
- Base skills on needs of people and communities
- Learn by Doing - hands on education
- Balance vocational and academic subjects
- High quality of training
- Facilitate skill transfer from local people
- Instill an attitude towards hard work

- Maintain traditional skills
- Develop attitudes of self-dependence and self-reliance
- Develop skills needed by employers for paid employment
- Ensure linkages between all providers of TVET
- Equal opportunities for boys and girls
- Involve adult education programmes such as basic literacy and numeracy
- Develop an appreciation of culture, Christian values, resources, family life and other bases of village
- Involve Churches in providing TVET
- Involve village people as resource people in Centres.
- Equal access to all to technical and vocational education
- To empower students by equipping them with skills they need for living
- Last 30 years education sector addressed service sector not money making / productive sector

Structure of Education

Group 1

- Problem of parents mentality thinking that academic education is better
- Names and terms can be discriminatory
- Students must be offered a choice
- Education must be broad
- Need to see all subjects as important
- Basic Education up to Form 3 to include vocational subjects
- Academic/technical stream at F4 - 5 solves some of above problems:
 - Gives choice
 - Gives equal status to both

Group 2

- Basic Ed. To F3 including all subjects
- Two types of schools after F3: technically oriented schools and academically oriented schools
- Guidance of career choices in F3
- More technical than academic schools
- Subject offerings should be community oriented
- Give proper training to technical teachers
- Enables NTU to select appropriate people for scholarships from both sectors
- Data base to show need for trained people
- Apprenticeship, accreditation and assurance procedures by govt and SICHE
- Start pilot technical schools

Group 3

- F1 -3 to have balance of technical and academic, with technology introduced as a subject
- Science can be a practical subject based on experiments
- Need to continue practical skills at after F3 - up to F3 most learning is incomplete
- Those who go on to F4 - 5 will complete practical subjects
- But need for many more RTC/VTCs for those who get pushed out
- Links to govt important for training, experts, trade fairs

Group 4

- F1 -3 equal emphasis on practical and academic
- Schools should be based on communities where students can walk to school
- All schools must get equal grants and facilities from govt.
- Issue vocational and academic certificates and make them equal
- Need for expansion of RTC/VTCs to cater for increasing nos of push outs
- RTC/VTCs linked with SICHE with RTC/VTCs issuing Certificates and SICHE Diplomas

- 2 streams in schools (but not clear at what level)
- Is there a different level of training for self-employment and paid employment?
- With different intakes Std 6, F3, F5, F6 do we need different levels of courses?
- With Basic Ed. Practical skills should be started in F1-3 then continued in RTCs later
- Govt and donors must provide finance to expand RTCs to cater for increasing nos of 'drop outs' at all levels esp. due to Basic Education after 2006 - majority should be catered for by RTC/VTCs
- RTC/VTC to take all F3 push outs when universal Basic education comes
- **Emphasis on the need for routes to further training being open for some - dislike of 'dead-end' system or structure where there is no route forward

John Alasina, CHS Principal:

- Problem of attitude of parents and selection procedures which enable all brightest students to go to NSS and PSS means CHS is very low status
- Academically poor intake means low pass to F4, even lower status and less students applying - intake are those who have 'failed' to go elsewhere. A vicious circle of status.
- No tools and equipment for practical subjects
- No govt policy towards CHS - they have just grown
- Need for practical teachers who can teach in a practical way

Curriculum

- Village people to become resource people in Centres
- Skills for life
- Trade skills for employment
- Skills to develop local resources
- "We are doomed to failure if we try to teach vocational skills in CHSs"
- Standardised curriculum for RTC/VTCs
- Or common curriculum framework allowing flexibility for local areas e.g. core subjects + additional content
- Need for tools to teach practical subjects
- Change from learning objectives to learning outcomes
- Need to consider needs of disabled
- Coordinate curriculum between different types of school to facilitate transfer etc.
- Problems of teachers training, equipment, facilities etc.
- Traditional and cultural skills must be valued and placed in school curriculum
- Make use of rural and local materials
- Same emphasis on every subject
- Importance of control of equipment - needs system, discipline, penalties - carve name of school into ever object
- Equal balance between practical and academic up to F3
- Concept of technical as labour must be abolished
- Should be strong link between CDC and SIARTC/RTC curriculum office to create commonalities and understanding of differences in curriculum
- F1 -3 broad based curriculum should give enough vocational skills for sts to be able to recognise value of this type of education
- Integrated approach of practical and theory backed by resources and taught by teachers with practical experience
- Traditional skills and culture must be in syllabuses in RTC/VTC
- Each RTC curriculum must continue to be independent as in the past - village based and based on own beliefs - the moment you formalise RTCs you spoil them
- Tradition and culture must be kept - "it is our duty to maintain our cultural heritage"
- Continue with present curriculum since practical subjects are taught - leave specific skill training to RTC/VTCs for those who 'drop out' (two groups)

- RTC/VTC curriculum different from secondary schools - more geared to village needs
- F1 -3 teach basic skills but main emphasis later in RTC/VTC
- Need for much more practical teaching in F1 -3 of secondary schools
- Incorporate Primary Health care for both sexes
- National Curriculum framework but with specialities within communities

The young people;

- Experience in schools all theory - cannot even use a hoe after learning agriculture

Links with local communities

- Need for links with village based centres
- Develop partnership with rural community leaders
- Base community high schools on local community with local intake - students should be able to walk to school
- RTC should provide courses of training for community
- CHSs should train students from the community - neither happens at present in many cases
- A reach-out and satellite programme
- Schools to identify needs of local community Sharing of resources and skills
- Use of skilled local people
- Community based Centres owned by community
- RTC or CHS to be involved in repair building maintenance etc. in local community
- RTCs etc. should be research arm of village e.g. research into local pig food
- Make a resource audit of communities and gear training according to type of resource available
- Involve community leaders as resource people
- Village people to go back to RTCs as both skill teachers and students - entry based on 'recognition of prior skills'.
- Encourage local people to recognise the skills they have by sharing them with others
- Allow communities to choose candidates to go to RTCs to ensure community support for them
- Participatory training in school - develop 'social maps' to know where resources are and time line activities for each day
- Establish model activities - people are good at learning by looking
- Use high school resources for community activities and adult education when not in use by school - facilities should be used all day
- Graduates of RTCs or Secondary schools have certain conditions attached e.g. teaching village literacy - example of Cuba - (**idea of National Community Service as pay back for education?)
- Features of good policy:
 - Improvisation
 - Good leadership
 - Planning ahead
 - Links with local resource owners
 - Recycling of old materials/waste
- Features of good policy:
 - Improvisation
 - Good leadership
 - Planning ahead
 - Links with local resource owners
 - Recycling of old materials/waste
- Need for income generating activities which help the community as well (e.g. building desks for CHS or building clinic as at Kaotave)
- Need to clarify land to avoid land disputes

Personal problems in using RTC skills (Martina Ului)

- No recognition from elders and chiefs
- Where to sell things?
- Conflict with mother - she paid her fees and didn't want her to help local women

○
Only did things by her own efforts

- Need for village based, community centred projects and inter-actions with local communities

Chief:

- Develop of true community leadership to replace the distorted kind inherited from colonial era, and integrate CHS and RTCs into this leadership

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Urban areas: employment

- Need to link TVET to employment forecasts and prospects

Manufacturing industry rep.: Peter Hocking:

Chamber of Commerce rep.: Phil Bradford:

- Products of education will come to employers - they will either be useable or unusable.
- Products must suit the market
- Educationalists must change with the market demands
- Today employers looking for more specialist training e.g. not just builder but block maker, masonry and concreting, painting and tiling - each has become a special skill.
- Need to judge what young people are going to be good at
- Best workers are girls - more willing and quick to learn.
- Those who have never been to school can also learn very well - have not developed wrong attitudes and habits.
- Attitude to work is the key - willing to do a job without looking always for routes upwards.
- Only supervisors level are formally qualified - others learnt on job
- Should be Rural Technical Colleges, not Rural Training Centres
- Need to instil new sense of time and work attitude, including pride in workmanship
- Best trade teachers are those who have been good tradesmen
- Need to lift standards of RTCs and extend apprenticeship training
- Skill levels are dropping due to quality of tutors
- Apprenticeship Board is defunct
- Possible linkage between employers and training institutions e.g. in Noumea School of Industrial Development owned by Chamber of Commerce
- Need to revive Apprenticeship scheme and link to cream of RTCs
- Need to introduce sts from early age to money and business management
- Urgent need for equipment for schools and RTCs
- Raise standards - don't think on lines of 'hem orait, fitim Solomon'!
- 3 standards:
 - personal standards
 - standard of workmanship
 - industrial standards

No monitoring of apprenticeship standards any longer - used to be inspector

- School curric: the earlier you can introduce Industrial Arts skills the better - skills learnt in F 1 -3 are useful
- Use of private industry to do training in RTC/VTCs?
- **Attitude and discipline is the key - need to start attitude change in pre-school without trying to change Melanesian culture

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Teacher training

- Urgent need for trained teachers
- Problem that present teachers are a product of an academic system and still think that way
- Need to expand Vanga
- Train teachers to teach without a classroom
- Govt must be responsible for further training of TVET teachers
- Regular teacher up-grading courses in holidays
- Skill more important than qualification - its what you can do that counts

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Public perceptions

- Campaigns of public awareness of TVET and what it means
- Need to maintain high standards of technical ed. to make sure it is not continued to be seen as inferior
- Names such as Community High school and Rural Training Centre affect public perception
- Many see RTCs as another 'school', expecting return for their investment in fees
- Educate parents on economic value of RTCs (but also non-economic value)
- RTCs etc. should be research arm of village e.g. research into local pig food
- Idea of Education for Life must be promoted
- True Community schools and Community RTCs, suited to way of life in that area

The young people:

- Inferior feeling of students in CHSs in relation to those in PSS/NSS
- Feeling that it looks odd for F5 leaver to go to RTC
- Poor self esteem of lius in town
- Information gap - concept that RTCs are only for Std 6 drop outs
- Origin of low self esteem still starts with what colonial people taught us about status of types of education
- Educated people also make others feel low in self esteem
- The whole education system leads to low self esteem
- Intelligence judged only by modern education - should be judged by ability to look after yourself and live a worthwhile life. Only cognitive intelligence counts.
- Importance of names NSS/PSS/CHS/RTC - try to avoid names which lead to differences in status
- All terminology affects self esteem e.g. drop out, liu
- Self esteem should be developed at home and it is not always done
- No such thing as unemployed only those who choose to be unemployed
- Last 30 years education sector addressed service sector not money making / productive sector
- Problem that we categorise and teach std 6 and F3 'drop outs' at a low level because they are labelled 'drop outs' - need to teach them skills they can do with pride and to home and teach to others

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Gender

- Must provide equal opportunity for boys and girls
- All subjects to be accessible for girls and boys
- All practical subjects compulsory for girls and boys
- Develop high self esteem in both groups by developing all potential skills
- Allow all to experience option after which they choose
- Strict code of discipline to prevent any boy/girl problems
- Dormitories and other facilities to be provided on equal basis (4 groups)
- Incentives for girls involved in special subjects
- Awareness campaigns in rural areas
- "Girls are good workers because they are taught from infancy to work"
- Give opportunities for both sexes to make own choices - system should not enforce choices
- Two separate schools for girls and boys but with common curriculum
- Gender sensitivity at all levels - business, employment, training etc.
- Policies must safeguard both sexes as they are interdependent
- Equal treatment for male and female even if one side is in majority
- Girls must have equal opportunity right from village level
- Balance intake into RTC/RTCs (2 groups)
- Awareness programme amongst parents
- Boys and girls should learn together
- Incorporate Primary Health care for both sexes
- Wording of policy to be gender neutral
- Broaden curriculum esp. for girls courses e.g. hospitality, tourism etc.
- Awareness programmes amongst girls in villages about RTCs

- Include checking system to ensure equal participation of gender
- Allow sts to go straight to RTCs after F3
- Communities to identify girls to go to RTCs so they are recognised and supported on return
- All take courses in year 1, then allow choices but still some compulsory courses
- Remove all discriminatory practices
- Increase no of female institutions, as girls will have less social pressures there
- Be sensitive to culture
- Sensitise both girls and boys to the issues
- Encourage females to take up male dominated trades
- Create opportunities out of what is perceived as cultural barriers

Problems encountered by Hilda Mary Taroni, Don Bosco

- Clear discrimination against women in terms of pay, overseas training, overseas qualifications and working conditions

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Income generation

- Provide loan scheme to support students to set up projects
- Commercial arm for SIARTC to sell RTC products
- Need to be sent home with tools
- Need for creation of small manufacturing e.g. coconut oil, furniture
- Finance should be base don govt., community and former graduates
- Govt to assist RTCs but through churches not direct
- Features of good policy:
 - Improvisation
 - Good leadership
 - Planning ahead
 - Links with local resource owners
 - Recycling of old materials/waste

Problems of tool loss: should begin with instilling values:

Be willing to confront people

Re-enforce rules and regulations through constant checking and monitoring

- Need to train Principals in management skills including control of equipment
- Strictness in keeping tools inventory
- Govt to give incentive to those who return to villages
- Need for income generating activities which help the community as well (e.g. building desks for CHS or building clinic as at Kaotave)

Bro Jack Kalisto: former RTC Principal:

- Importance of training in accountability as well as income generation
- Projects must produce income for centres as well as training sts in income generation for themselves, so they must also be able to keep some income
- Principal must have mentality of businessman as well as educator
- Need to be creative and jack of all trades
- Attitude of waiting for classrooms must be overcome - the classroom is the practical area - no need for classrooms - Learn by Doing
- Growing food not just growing rice
- ???To what extent can these ideas be translated into secondary schools?
- Problems of attitude of teachers - sts follow attitude of teachers - and of parents and politicians as well.
- Problem that ind arts teachers often have no experience of building and making things (??So better to train at VTC type institutions?)
- Line between using people as labour and working as part of education and income generation - sts and parents must realise that cutting copra can be part of education not just using children for labour or punishment
- Need to revise teachers job descriptions

- Schools used to be self reliant - we have moved backwards
- (**certain % of school income must come from income generation?? Is this possible??)
-

Certification

- Should have vocational certificates equal to academic ones
- All RTC/VTCs to have standard certificate (3 groups)
- Need for skill certificate for HE similar to SICHE trade Cert.
- Need to examine practical subjects at F3
- Enable RTC students to gain some of the qualifications SICHE SID students do
- To ensure minimum standards:
 - Prescription identifying certain common skills
 - Same prescriptions for all RTCs
 - Standardised curriculum in RTCs
 - Competent teachers

RTC/VTC curriculum different from secondary schools - more geared to village needs

- F1 -3 teach basic skills but main emphasis later in RTC/VTC
- Test skills not theories
- Test by:
 - Observation
 - Practical work
 - Drama
 - No written test - all 'hands on'

Certificate of Apprenticeship/Proficiency approved by NTT and recognised by govt.

- NTT to recognise RTC Certificates, but RTCs aim at higher standard
- NTT set the standards for RTCs to aim at
- Based on set of competencies
- Competencies based on:
 - Needs of local communities (not just employers)
 - Needs of employers
 - International standards

Problem of Life Skills and Agriculture - need for similar certification perhaps with help of SICHE and Min of Ag. - to be recognised as prior learning experience for entry to SICHE

- Life Skills and Ag. should have standards in same way as Trade skills e.g. plumbing, electrical
- Need for common nationally recognised RTC/VTC Certification (**Two groups)
- Too much emphasis in secondary assessment on theory and not enough on practical by internal assessment
- F4 -5 abolish difference between core and optional subjects
- Need for two systems for Secondary and RTC/VTC with their own standards, but with central monitoring body to control standards (**three groups)
- Central body to liaise with employers on acceptable standards
- Central body to also monitor and recognise short courses
- Should be at least 70% practical assessment of practical subjects
- Curriculum must be approved by CDC as quality assurance
- Must retain two unique systems of RTC/VTC and secondary schools, not merge them
- NESU to include assessment of TVET
- National Curriculum framework but with specialities within communities
- National RTC Cert. should be equivalent to Secondary Cert. - based on competencies determined by NESU
- **Emphasis on the need for routes to further training being open for some - dislike of 'dead-end' system or structure where there is no route forward

APPENDIX 12

SUMMARY OF VIEWS AND IDEAS EXPRESSED DURING CONSULTATIONS AND VISITS AND SELECTED READINGS

Visits and Consultations and readings

1. RTC Principal's workshop
2. Selwyn College
3. Visale CHS
4. Graduate Tracer Survey.
5. Lutz mid-Term Review
6. Principal, Divit RTC
7. Principal, St Annes RTC
8. Ag Principal, Stuyvenburg RTC
9. Principal, Lauru RTC
10. PNG TVET Policy
11. Don Bosco Technical Institute
12. Kaotave RTC
13. Babanakira CHS
14. Wanderer Bay CHS
15. Principal, Nawote RTC
16. Principal, Airahu RTC
17. Tangarare PSS
18. Public meeting, Gizo
19. Principal, Manivovo RTC
20. Subject Panels, Curriculum Workshops
21. Afutara RTC
22. Permaculture Centre, Fiu, Malaita
23. Airahu RTC
24. Gounoa CHS
25. Ngaligagara RTC
26. Maoro CHS
27. Auki Public meeting
28. Aligegeo PSS

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Summary of views and ideas expressed during consultations and visits and selected readings, by topics.

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1. AIMS AND OBJECTIVES

Principals workshop

****8.** Aim must not be just education for self-employment or income generating but also for improving village and community life.

Graduate Tracer Survey

****T1.** Need to improve quality of teaching in RTCs

Peter: Stuyvenburg

40. Need to cater for people who have not been to school.

****41.** Cater for disabled - at present 6 - 7 per year from all over Solomons - deaf and dumb but most can read and write. Very good practically.

Myknee Sirikolo: Lauru

****49.** Need to emphasise cultural values and traditional knowledge to use natural resources:
intellectual property rights
health and environment
conservation and management of resources.

50. Identify basic research for RTCs to do in traditional management of skills

Sr Joanna, St Annes; Sr Concillia, Divit

60. Teaching literacy at same time as vocational subjects to girls who have not been to school.

Ideas while reading Lutz: Mid-term review

105. Need to take into account factors outside control of policy or education e.g. status of employment types and rates of pay.

PNG Policy

****110.** Not aiming a job market but small micro enterprises and self employment sectors due to shortage of jobs in formal sector (We do have to provide people for formal sector but it cannot be our main aim)
(See also ideas on village based schemes and micro credit under income generation and links with community 108)

111. P 14 - Need to provide linkages between courses and cross credits leading to qualification

Don Bosco

151. Need to train the whole person - attitudes as important as knowledge and skills

152. People afraid of development as it may destroy culture, but teaching cultural values will control development.

153. Need to have dreams and positive thinking.

Kaotave RTC

196. Need to aim at all three groups in RTCs:

- self employment
- going home to village with skills
- paid employment

But majority will go home.

198. Should be holistic training combining skill training with religious training.

211. Importance of teaching by example.

212. Social and moral education and discipline as part of all education, including technical ed. e.g. every second Wednesday groups of sts come and eat in staff homes.

Babanakira CHS

220. Need to increase no of trained people in preparation for State govt. - many non-Gwale in Gwale.

227. Need to include traditional knowledge and skills in curriculum and employ old people to do this in schools recognising their prior knowledge. (+Wanderer bay CHS** - very strong support.)

237. Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

228. Education should preserve culture not destroy it as it often does today. (+ **Curriculum workshops - Creative Arts Panel)

Wanderer bay CHS

**233. Importance of training leadership and attitudes as well as skills - higher ed. does not necessarily develop people willing to help their own communities - but this is more important than what is learnt.

239. Need to preserve their own identity and symbols of that identity.

2. STRUCTURE

Principals workshop

1. Difference in age range between RTCs and CHSs.

**2. Danger of CHSs dominating project.

**12. Don't link policy with CHSs or everything will drift towards academic again.

13. Need for school with different levels of training - some rural, some more technical.

14. Different VTCs specialising in different subjects?

16. What was original concept of CHSs - did they start aiming at a more practical curric? Like Middle school?

**17. A range of different types of schools from which students go in different directions?

18. Creating specialist VTCs may create different classes of RTC/VTC like different classes of Sec schools.

19. Who should establish new RTC/VTCs?

**21. Problem that CHSs link to higher education but RTC/VTCs do not - so inferior status.

25. Need for partnerships with churches. Provinces govt. etc. -must be cooperative effort.

Sr Joanna, St Annes; Sr Concillia, Divit

59. Dangers of linking RTCs and CHSs - different aims.

70. Parents send children to CHSs simply so they are older when they come out - too young to fit into community life when leaving std. 6.

Henry Vouza: Kaotave

71. Autonomy of RTCs under controlling authorities must be maintained. (+ SDA Rep. + Sr Concilia and Sr Joanna) (+Gregory: Nawote)

Gregory: Nawote

87. Possible exchanges of staff between RTCs and CHSs - practical staff or RTCs and 'academic' staff of CHSs e.g. English and maths.

88. Need for more RTCs rather than more VTCs and Technical Colleges

Joshua Maesua: Airahu

88. Good to integrate vocational into CHS but problem is expectations of parents - don't see this as important - not why they send children to school.

Lutz: Mid-term review

**99. Vocational training for all school leavers. Instead of putting Vocational subjects into CHSs provide a very expanded route for all who leave F3 to go to an RTC/VTC i.e. a parallel route to F4 or even post F5 if CHSs slowly all go to F5. But is this economically feasible to create enough parallel institutions to cater for all? The pressure is for everyone to go to F4 - 5 not to an RTC, so would all the RTCs turn into F4 - 5 schools like old PSS turned to F1-3?

**106. ???At post F3 is it better to try to develop separate vocational / academic institutions or try to integrate the 2?

Selwyn College

161. Curric. not preparing sts well in pract. skills. Too academic oriented. Leads to a town mentality amongst leavers.

163. Some want separate schools to cater for technical subjects.

167. Some wanted split into academic / technical streams after F5, but how to select. If sts. select by choice Tech. Subjs will again be second choice and down graded.

168. One view: F1-3 60% pract. F4-5 equal; f6-7 40% technical. No separation of schools - too expensive.

169. Expressive Arts must be included as pract. subj.

170. Majority favoured equal academic /practical subjs in F 1 - 3 and technical / academic streams in F4-5.
(+Kaotave RTC) (+Gizo public meeting)

171. Pract. subjs good but very expensive.

**172. Need for awareness programme on importance of tech. Ed. Main problem is public perception.

173. Need to give status to TV subjs. E.g. give loans to those who take tech. subjs.

**174. Problem of discrimination agst. tech. subjs even in one school - Academic subjs always get priority, as they are core exam subj. -priority of teachers, resource, time, status.

**177. Call stream and subjs. Technical not vocational - vocational already considered second best.

180. Problem of not enough scholarships for technical subjects for further study so prospects are always brighter on academic side.

Visale CHS

192 Parental choice and selection by Ministry destroys the link with local community so school is no longer Community based.(+ **Wanderer bay CHS - problems caused by sts coming to stay with relatives in local area.)

** 193. Should all sts go to their local Community High without choices so they become true Community schools?

Kaotave RTC

202. RTC/VTC training should be after F3 and all pract. subjs offered in F3 so sts come with basic skills - so expansion of RTCs needed to cater for far more F3 leavers. (+ **Babanakira CHS)(+ **Wanderer bay CHS**)
(+Curriculum workshops: **Industrial Arts**)

260. Problems of teaching:

- Not enough teachers
- Lack of workshops, tools, equipment, materials.
- Needs more time but only if equipment etc. available
- Should not be optional
- The most expensive subject
- Problem of HOD/HOS status
- Reproduced now as PCODs and SCDOs
- Should be examined in F3

261. Idea of F4 selection based on best 4 or 5 subjects (might also provide guidance for technical / academic streams

262. Will internal assessment (school based) work fairly if it becomes part of selection?

263. Take all subjects up to F3 and treat girls and boys equally in mixed classes.

237. Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

(+**Wanderer bay** - Much better to have more RTCs - old Tangarare RTC much more useful than present PSS)

Babanakira CHS

216. Proposing to start F4 next year in spite of lack of qualified teachers for F1 -3 and not all subjects taught there!

219. Better for everyone to go to higher classes so they are older when they leave schools.

227. 3 groups of schools?

NSS/PSS

CHS Academic and Practical

CHS practical only??

228. Not too early to make choice between practical and academic in F1. This should slow down urban drift.

Wanderer bay CHS

235. Idea of Technical / Academic split at F4 - 5 good.(+ **Gizo public meeting**)

236. F3 leavers are useless when they go home - better to have a vocational school than CHS.

****237.** Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

238. Division by test after F3 into academic and technical schools - but 80% should go to technical.

239. An RTC next to each CHS, with a sharing of teachers - RTC teachers teach practical subjs in CHS and vice versa.

****241.** Abolish 3 tier system of NSS/PSS/CHS with everything unequal - selection, teachers, equipment, buildings etc. Move to equalise facilities in each school and make all students have equal chances (e.g. Junior and Senior Highs. Abolish the right of parental choice -everyone goes to local high school. What is use of taking about universal Basic education if that continues to be very unequal?

****242.** Teachers should be posted to schools by Ministry to achieve even balance of trained teachers - not have choice of postings. (bonus for hardship posting??) "A sharper knife is needed to cut primary bush than secondary bush but at present all the sharp knives end up in areas of secondary bush "- Principal. **(+HE Panel)**

Tangarare PSS

251. Another view - secondary schools to concentrate on academic side and leave technical to RTCs later.

252. Convert some CHSs into RTCs.

Gizo public meeting

265. Need for MEHRD to control its policy: PSS were allowed to change into 'white collar' schools in spite of original aims and now same thing is happening to CHSs.

269. Need for more vocational training, more RTCs for F3 drop outs, ore emphasis on skill subjects in sec schools - children coming home are useless to their communities.

271. Put priority right - more RTCs not more F6s.

273. Need for more RTCs shown as demand for most far outstrips the supply of places.

Gounoa CHS

Formal system has failed in terms of practical skills – no tools and equipment, no trained teachers and not enough time to teach practical skills. Need for much more emphasis on practical skills. **(+Aligegeo PSS)**

More practical needed in CHS as very few leavers have chance to go to RTCs.

Aligegeo PSS

Need to have specialist Technical schools after Form 3. They can have more specialist teachers and teach a wider variety of skills.

Ngaligagara RTC

We should have enough RTCs for all 'drop outs'.

Auki public meeting

Both academic and practical education needed but at present practical is lacking. Good skilled people coming from RTCs but secondary, academic education just gives false hopes.

3. CURRICULUM

Principals workshop

****27.** No centralised curric. For RTC/VTCs - strength is in differences between RTCs.

Graduate Tracer Survey

****T6.** RTCs are failing to teach agriculture effectively – not useful for gaining paid employment but not teaching improved farming methods to attract students to return to villages – often just 'gardening'.

T2. RTC graduate have found skills useful in employment, self employment and improving home communities

****T8.** 90% of RTC graduates said their training was useful for home or family – how would this compare with secondary leavers?

****T9.** Graduates felt need for more business skills – should be core subject in all RTCs??

Myknee Sirikolo: Luru

****49.** Need to emphasise cultural values and traditional knowledge to use natural resources:
intellectual property rights
health and environment
conservation and management of resources.

50. Identify basic research for RTCs to do in traditional management of skills

52. Traditional plant knowledge. Relation of traditional knowledge to specific aspects of life.

53. A separate topic of traditional values inc. conflict resolution.

54. Importance of preservation of local language inc. words for seasons, parts of a building etc.

Sr Joanna, St Annes; Sr Concillia, Divit

69. Teaching girls (and Boys?) to create money from nothing e.g mats, sewing etc. Done during the course by example to girls take money home at end.

Francis: Manivovo

76. Focus on bigger variety of courses for girls e.g. hospitality, floral arts, singing, dancing, and instruments

Don Bosco

143. Std. 6 drop outs given normal secondary schooling plus technical training - Secondary Technical School. Post F3 either go to normal Sec. school or stay for Training Centre. Accepts only town people - not village people.

144. An engineer knows why.
A technician knows how.

145. Strong contacts with employment - train people for particular company. Contacts with Min. of Trade Labour and Commerce.

146. Carpenters include some who cannot read or write.

147. So far mechanics, carpentry, electrical - new village oriented Centre for Ag.

148. Possibility of Technical Cert parallel to SISC>

149. Tech subjects fitted in by extending school day to 3pm.

150. Tetere - agro-technology and integrated farming. Aim at people going back to village not paid employment.

151. Need to train the whole person - attitudes as important as knowledge and skills.

152. Need for power for most of courses - possible hydropower in most areas.

153. Possible expansion to Tulagi, Malaita etc.

**155. Possible pilot project to help put technical curriculum into CHSs and help develop the technical curriculum. DB to help with one pilot CHS per Province, perhaps with an HEP attached to each school. Would such models provide the inspiration for other schools in the way the early CHSs did for each other?

157. DB to help in revision of secondary IA syllabus?

Selwyn College

161. Curric. not preparing sts well in pract. Skills. Too academic oriented.

162. Problems of teaching pract. subs.:

Finance

Time factor - not enough time for practical work

Teacher training - not enough qualified teachers.

Resources. (see 182 below) (+Tangare PSS) (+IA and HE Panels)

163. Some want separate schools to cater for technical subjects.

164. New curric. needed for pract. Subs. - syllabuses with more emphasis on practical skills.

****165.** Abolish distinction between core and optional subjects - English, or English and Maths compulsory, the rest choices. This split permeates even down to F1 and makes sts. unwilling to take pract. subjs seriously from the beginning. **(+Tangarare PSS)**

166. Don't split boys and girls in F1 - 3 - all should take all pract. subject. Everyone take HE and everyone IA. **(+Babanakira CHS) (+Wanderer bay CHS)**

237. Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

****167.** Some wanted split into academic / technical streams after F5, but how to select. If sts. select by choice Tech. Subjs will again be second choice and down graded. **(+HE Panel)**

****165.** Abolish distinction between core and optional subjects - English, or English and Maths compulsory, the rest choices. This split permeates even down to F1 and makes sts. unwilling to take pract. subjs seriously from the beginning. **(+Tangarare PSS) (+IA, HE, Ag. panels)**

166. Don't split boys and girls in F1 - 3 - all should take all pract. subj. Everyone take HE and everyone IA. **(+Babanakira CHS) (+Wanderer bay CHS) (+HE and IA panels)**

168. BS has a rather non-practical syllabus - gain knowledge but cannot use it practically. Make little use of it after school.

171. Pract. subjs good but very expensive.

****172.** Need for awareness programme on importance of tech. Ed. Main problem is public perception.

173. Need to give status to TV subjs. E.g. give loans to those who take tech. subjs.

174. Problem of discrimination agst. tech. subjs even in one school - Academic subjs always get priority as they are core exam subj. -priority of teachers, resource, time, status.

175. Not enough time for pract. Ag.

176. Need to show that pract. subjs can also lead to money making.

177. Problem of status of teachers - HOD and HOS.

178. HE syllabus gender biased - perhaps change name to Life skill and include more topics attractive to boys.

181. Ag. - Taiwanese farm scheme gives a false picture - system not reproducible in the village.

Visale CHS

182. No pract. Subjects except Ag. and no tools for that. Problems:

No time for pract. subjs being day school.

No qualified teachers.

No tools and equipment

No staff houses for teachers

Not enough classrooms

****183.** Need for emphasis on pract. subjects in CHS. Balance curric. 50% / 50% pract. / academic. Majority of sts go back home not to paid employment. **(+Tangarare PSS) (+Curriculum workshops: Home Economics) (+Selwyn) (+Wanderer bay) (+Gizo public meeting)**

183a (Tangarare) but no good increasing time for practical subjs at present due to lack of tools.

184. But sts. also lack interest as subjects are not examined and choice in F4 is between F4 academic and RTC, seen as second rate. (+**Tangarare PSS**)

185. In theory all subjects should be examined in F3 but impossible as some are not taught. (+**Wanderer bay CHS** - strong support for testing all subjects)

237. Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

**186. All subjects must be introduced into CHS to make them equal status of PSS/NSS.

** 187. But this would mean big adjustment of timetable and possibly increased teaching time.

188. Possible cooperation with Divit RTC for Ag.

189. Only 3 classrooms for 3 classes so how could practical subjects find class space?

Kaotave RTC

207. Include tourism, catering and hospitality in curriculum for RTCs.

Babanakira CHS

217. No teachers for HE, IA, Mech.

218. Original aim was emphasis on practical subs. But lack of teachers. Most sts not academic so should put emphasis on practical.

224. Useless to teach practical skills unless they have tools at home to carry them out.

225. No practical subs taught due to no equip, no trained teachers and no workshop. Agric. Taught but teacher only knows some theory.

226. Skills needed:

- Bookkeeping.
- Eco-tourism
- Communication skills
- Leadership skills
- Sanitation
- Traditional skills
- Adult literacy skills

227. Need to include traditional knowledge and skills in curriculum and employ old people to do this in schools recognising their prior knowledge. (+Wanderer bay CHS** - very strong support.) (+**Gizo public meeting**)

237. Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

231. Importance of teaching financial and leadership skills - so many village projects fail due to lack of these rather than any problem of the project itself.

Wanderer bay CHS

**232. Problem that TS only allows 4 teachers + Principal to one stream school so in theory every teacher must teach two subjects. But practical Subject teachers from SICHE are only trained in one subject, so it is impossible to teach all practical subjects with qualified teachers in a one stream school.

**233. Importance of training leadership and attitudes as well as skills - higher ed. does not necessarily develop people willing to help their own communities - but this is more important than what is learnt.

239. Preservation of crop diversity and traditional Ag.

Tangarare PSS

245. Need to increase time if practical subjs are to gain status - at present low time partly leads to low status.

246. School not Min. should decide on no. of periods per subject.

249. Need to improve **status** of practical subjects from F1 on.

Curriculum workshops - Creative Arts Panel

253. Creative Arts effectively no longer exists.

- Problems of Principals not recognising or timetabling it.
- No established post available in most schools.
- No jobs for Creative Arts advertised.
- **Talk to Teaching Service.
- Teachers trained in Creative Arts all teaching other subjects.
- Problem of being an option.
- Not examined at F3 and only one aspect at F5.
- Expensive
- Needs proper space
- SoE treats it as elective, not full teaching subject - should be full subject.

254. Aims and justification for CA:

- Promotes creativity
- Can be money making
- Only subject which provides opportunity to learn about own identity and culture
- To encourage peoples natural talent
- Provides activities for unemployed youths
- Links with home communities - the basis of society
- The only subject which belongs to students heart, feelings and life style
- Tourism links
- It is fun
- Increases respect for other cultures and provides unity within country
- Only subject linking with local tradition and culture
- Develops right side of brain
- Alleviates danger of too many foreign influences alienating people in their own land.
- Helps independent and critical thinking important in other subjects.
- Expands students outlook and knowledge of other cultures
- Helps in other subject areas e.g. English - drama

255. Must be examined at F3 as well.

Curriculum workshops - Agriculture Panel

256. Needs more time on timetable.

- Big problem of lack of practical activities esp. in CHSs
- Should be tested in F3
- School based assessment important component
- Many Ag. teachers teaching science in F1 - 3

257. Justification - acquiring skills for living.

258. Syllabus:

- Production oriented
- Production for cash to provide motivation
- Need for motivation of sts through the right kind of practical - many teachers fail this
- Emphasis on commercial aspects of Ag.
- But problem of market
- Lack of govt encouragement for AG.
- Lack of back-up when sts leave school
- **Need to talk to Ag. extension
- need for link between Min of Ed and Min of Ag and RTCs in teacher training

259. idea of training at VTC supported. Advanced standing at SICHE lacks practical element - just theory. Needs to be integrated into Ag. course, not separated.

Curriculum workshops: Industrial Arts

260. Problems of teaching:

- Not enough teachers
- Lack of workshops, tools, equipment, materials.
- Needs more time but only if equipment etc. available
- Should not be optional
- The most expensive subject
- Problem of HOD/HOS status
- Reproduced now as PCODs and SCDOs
- Should be examined in F3
- Not enough time to teach in practical way
- Do not learn enough in time available for practical use
- Still too young for practical use in village when leaving F3

261. Idea of F4 selection based on best 4 or 5 subjects (might also provide guidance for technical / academic streams

262. Will internal assessment (school based) work fairly if it becomes part of selection?

263. Take all subjects up to F3 and treat girls and boys equally in mixed classes.

264. Justification

- Practical skills for living
- Skills for employment

Curriculum workshops: Home Economics

265. Increase time for HE and make it standard for every school

- All subjects, academic and practical should have equal emphasis

- No time to do practicals
- Examine all subjects at F3
- HE and IA compulsory for girls and boys up to F3
- Mixed classes - treat boys and girls equally

266. Main problems:

- No proper rooms
- Equipment and resources

Gizo public meeting

272. Need to teach bigger variety of practical skills e.g. fisheries, forestry, boat building, environment conservation, eco-tourism.

274. Need for sports at RTCs.

Afutara VTC

Need for more variety of courses and skills for girls. Contact SPC about Life Skills course in Fiji and Appropriate Technology in Tonga. Integrate typing and computing into Life Skills.

Do not make Agriculture a punishment subject in schools.

Health: Supply all R/VTCs with microscopes and teach students how to read malaria blood slides.

Permaculture Centre

Possible use of Centre to train teachers for CHSs and TCs by short courses. Already training one person per ward next year to spread ideas. Run course in how to integrate permaculture into curriculum.

Gounoa CHS and Airahu RTC

Idea of selecting for Form 4 on best 5 or 6 subjects in Form 3 test – not all. Best in practical subjects go the Technical stream.

Need for balance between academic and practical subjects – not balanced at present. **(+Aligegeo PSS)**

Aligegeo PSS + Maoro CHS + Auki public meeting)

Abolish distinction between core and optional subjects in SISC.

Not enough time to teach practical subjects.

Test every subject in Form 3, including school based assessment. Sts. regard practical subjects as second grade.

No practical work up to Form 3 so those entering Form 4 not interested in choosing practical subjects.

Industrial Arts syllabus now has topics which many teachers did not train in so need for short courses in new skills.

Ngalligagara RTC

Students questioned whether RTCs can combine practical training with Biblical studies.

Students wanted more variety of skills taught – suggestions: computer, styles of kitchen and cooking, fishing techniques, fish farming, seaweed farming, creative arts, floral arts.

Maoro CHS parents

Need for more practical home-related skills in CHS. Sts. do come home with increased knowledge, which is good, but need skills as well.

Why send children to school? To return home and use skills to benefit parents or to work in town and earn mosey – return on investment.

4. TEACHING METHODS

Graduate Tracer Survey

**T1 + T9 Need to improve quality of teaching in RTCs – over 50% suggested this as major improvement

Myknee Sirikolo: Luru

51. Use of local resource people to teach traditional skills.

Don Bosco

159. Students - all said they preferred to come there compared with normal secondary schools and all wanted to go on to 2 years training Centre rather than F4. Why? Because of the hands-on practical teaching - 'here we learn the theory and then see it, handle it and do it. Nearly all wanted to do mechanics and get job in town as mechanic - only one wanted woodwork, 2 electricians, one teaching.

a. When students actually experience Learn by Doing (here and VTC) they want it. Resistance comes for m teachers not students.

b. Most people still want town jobs.

Afutara VTC and Ngaligagara RTC

Students leaving Form 3 in CHS have almost no practical skills.

Gounoa CHS and Airahu RTC

In RTC Life Skills Form 5 leavers better at theory but std. 6 leavers better at practical.

5. RTCs / VTCs

Principals workshop

21. High cost of setting up good RTCs.

**22. Main needs of RTC/VTCs: up grading of staffing in both skills and teaching methods - should be priority for phase 3.

**23. Also developing infrastructure.

** 24. Need to expand RTC/VTCs to cater or demand when increase push outs from F3.

** 56. Need for technician to move around RTCs to repair equipment (and Sec. Schools?)

Graduate Tracer Survey

T2. RTC graduate have found skills useful in employment, self employment and improving home communities

****T8.** 90% said their training was useful for home or family – how would this compare with secondary leavers?

****T10.** Big demand for improvement in infrastructure and tools and equipment

Henry Vouza: Kaotave

72. SIARTC must be made sustainable e.g. by selling products through SIARTC.

73. SIARTC not giving enough help to RTCs e.g. in finding money from different donors.

74. Relocation of SIARTC offices etc. Idea of RTC students building a new RTC building.

75. Need for a variety of RTCs within one controlling authority with different aims and offering different skills. At present nearly all RTCs offer the same courses.

SDA rep.

79. You hear people say 'A Batuna boy built that' - you never hear a Betikama boy built that! But you hear a Betikama boy is hanging around town!

71. Autonomy of RTCs under controlling authorities must be maintained. **(Sr Concilia and Sr Joanna + Henry Vouza)(+ Gregory: Nawote)**

Gregory: Nawote

86. A vicious circle - students not likely to come to RTCs with less qualified teachers or poor buildings and both contribute to low morale and low intake.

Joshua Maesua: Airahu

90. Airahu being turned into small technical college. 6 x F6 and 1 x F7 this year and they fit better than F5 leavers from town schools - better attitudes.

John Roughan

96. RTCs specialising in needs of local area.

Ideas while reading Lutz: Mid-term review

****97.** Very small impact of RTCs on school push outs.

****98.** Need for more links between RTCs and outside bodies and parts of the economy e.g. Ag. Extension; forestry, fisheries, industry.

100. Is the graduate placer programme really in line with objectives of RTCs?

****101.** All RTCs should follow up their own graduates and help them carry out what they have learnt - a major weakness. **(+Gizo public meeting)**

102. Problems of high turn over of RTC Principals.

Kaotave RTC

194. Mainly take F3 leavers. Trying to improve levels of courses to fit these.

195. Those who spend time at home may have better attitude than straight from school - they mean business and have learnt what life is about.

201. RTC courses should be 3 years.

208. Running short holiday courses e.g. floral arts, cooking - both had big effect on local community.

Wanderer bay CHS

237. Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

Tangarare PSS

250. Need for RTCs to work more closely with secondary schools to attract students to apply.

Gizo public meeting

267. RTCs should specialise in local needs e.g. need for tourism courses in West.

270. Need to provide sts with tools to go home with.

272. Need to teach bigger variety of practical skills e.g. fisheries, forestry, boat building, environment conservation, eco-tourism.

275. Each Province should have its own RTC run by Prov. Govt.

Afutara VTC

Main needs for expansion: buildings, tools and equipment. (+Ngaligagara RTC)

Need for full time Ministry auditor for schools and TCs to check on all tolls and equipment.

Gounoa CHS and Airahu RTC

Demand for RTC places – Airahu has 600 applications for 60 places.

New TCs must be started by communities otherwise there will be land problems.

Demand for new RTCs in Malaita – already some hidden ones are there.

What happens to TCs when EU funding finally finishes – are they too dependent on EU funding.

Idea of statelite programmes based in village communities and run by RTCs.

Ngaligagara RTC

Problems of mixed classes – now from Std. 6 to Form 6.

6. COMMUNITY LINKS

Principals workshop

**3. Need for structure to help people who go back to village with skills. (+Babanakira CHS) (+Gizo public meeting)

**4. Need for funding support for RTC and CHS leavers going back to villages.

**5. Need for marketing of products so need for village income.

**6. Training is not just about going back to make income but to improve village life - especially women.

Myknee Sirikolo: Lauru

**49. Need to emphasise cultural values and traditional knowledge to use natural resources:
intellectual property rights
health and environment
conservation and management of resources.

50. Identify basic research for RTCs to do in traditional management of skills

51. Need for good public relations with local community.

John Roughan

91. Need to integrate RTCs and CHSs into village life so they become part of community - a route back into community rather than a way out.

92. RTCs and CHSs should be the research arm of the village - help people to have a 'scientific' knowledge of their own village, helping with village development plans and research into new ideas.

93. Participatory Learning Activities - learning in which you participate rather than absorb.

94. Need to involve RTC CHS in teaching literacy.

Ideas while reading Lutz: Mid-term review

**108. Great potential importance of Village based community Centres (See Lutz, Timetable of visits P. 10 - 11)
"The expression of an active community and church life - a build up to a more self-confident local community. Micro project and micro credit schemes the most effective way to support local efforts." Great importance of this structure being in place to absorb school and RTC leavers who come back with their skills.

PNG Policy

122. Possible 'National Service Corps' to help in village development of those funded under govt. scholarship schemes.

Visale CHS

190. Visale not really Community High as planned. Very successful in getting sts to F4 so sts apply form all over Guale and come and stay with relatives. Most Visale primary sts go elsewhere. Many sts transfer from other schools in F2 partly due to higher school fees in PSS/NSS. Because of this very limited support from local community. (+Gizo public meeting - see below 276)

191. Community attitude changes when they see outside funding of buildings - local people do not come and weed and brush any more.

Kaotave RTC

208. Running short holiday courses e.g. floral arts, cooking - both had big effect on local community.

209. Importance of being involved in local community work by building clinic, CHS staff houses etc.

210. Sts help in local church services and preaching.

Babanakira CHS

221. Need for home areas to provide work - too many of current leavers end as lius in town. Towns too much of an attraction and no job opportunities in other areas.

222. Much depends on attitude of local community and mentality of people to attract people to stay at home. Importance of internal organisation of community.

223. Problem of families who think that only town has money prospects and send children there.

****230.** Importance of links with local community for those who leave school - also links with NGOs, VDWs, Church organisations, Agric. Extension, Adult literacy etc. This must be made into a back-up service for those who leave school to be absorbed into to stop them drifting to town. School leavers should be 'handed over' to such organisations. (+Gizo public meeting)

Wanderer bay

243. The furniture making project depended on Community support and was to raise funds for church community. How can we get a structure of such support for school / RTC leavers?

244. Need for awareness of how to ask for support - Anglican group could only say appeal to the member - one of least likely ways to gain support! Not aware of non-formal ed. office or SIARTC.

Gizo public meeting

276. Selection for CHSs should be done by local communities or at least sts should come from local communities to make them really Community schools.

277. Feeling that Govt owns school as govt makes most of decisions concerning it. Everyone should have a defined role - govt and community.

278. Need for community awareness on ownership of CHSs.

Afutara VTC

To teach new ideas through workshops does not work due to resistance to new ideas. Better to start with own family and spread from there.

Permaculture Centre

Village to village training – sending people from one village to stay in another village with a successful project. Building up a network for spreading new ideas.

7. EMPLOYMENT

Ideas while reading Lutz: Mid-term review

103. Apprenticeship may be good but affects very small numbers.

Graduate Tracer Survey

**T5. Big difference between training for general skills useful at home and specific skills useful for paid employment e.g. in mechanics. How far can we take employers needs into account and is this a different type of training from RTCs i.e. RTC/VTC divide?

8. TEACHER TRAINING

Principals workshop

**26. Greater demand for teachers as CHSs increase practical subjects and RTC/VTCs expand.

39. Need for in-service training for present RTC staff esp. in skills. Need for short courses in practical skills (Bro Tony) (+ **Henry Vouza: Kaotave) Staff up-grading the priority (**Gregory: Nawote**)

Kaotave RTC: Problem of older SICHE graduates not knowing new technologies e.g. mechanics graduate from 1979 has little idea of modern engine. Look at possible Ross trust courses.

Peter: Stuyvenburg

42. Problem of concentrating too much on qualifications of staff - some of most dedicated staff have no formal qualifications. Better qualified people may be less willing to work hard.

43. Danger of coming under teaching service that teaching time is seen as classroom time - not appropriate to RTC.

44. Keep teacher training for RTC and CHS separate.

Louisa

45. Idea of a separate Vocational Teachers College as a second campus to SICHE.

46. Should VTC teach skills as well as Methods?

47. RTCs specialising in different fields?

48. Need for workshops and training for Principals - e.g. how to write projects.

Sr Joanna, St Annes; Sr Concillia, Divit

67. Up-grading or refresher courses for Principals e.g. bookkeeping, admin. Leadership. (+ **Gregory: Nawote**)

68. Staff to share skills with other Centres.

Batuna

76. RTC trade teacher with SICHE Cert should not necessarily need teaching qualification to get full pay - SICHE lecturers don't all have and RTC is tertiary institution.

(**77. Accept experience and inspection instead of paper qualification for teaching service recognition.

78. Widen scope of intake to Vanga to include trades people. (+Kaotave RTC**)

VTC

80. Problem of some VTC graduates not yet getting employment.

81. Use VTC for in-service courses some years and teacher training courses every 4 to 5 years??

****82.** Increased use of VTC for in-service courses.

Gregory: Nawote

83. Up-grading not done in best way e.g. Life Skills not satisfied.

Need to learn specific skills not just how to use a book.

Kaotave RTC: Up-grading for Life Skills too short and clothing and textile booklets very out of date.

84. Need for qualification or certificate as result of up-grading.

Ideas

****85.** Possible modular approach to upgrading leading to an up-grading Cert. Similar to CYP approach - flexible so different people can take the courses they most need but end up with same Cert.?

Vanga VTC Meeting (failed board meeting)

123. Idea of 6 months bridging course.

****124.** Major problem of lack of basic skills.

****125.** Raise intake qualification in trade subjects to final Trade test?

****126.** Problem of no similar test or Ag. and life skills.

127. Should we extend course to Bus Sts?

128. Can VTC cater for demand for in-service skills courses for RTC teachers?

****129.** Should we extend VTC to train F 1 - 3 teachers? VTC can do it and we should establish principle that teachers can move for RTCs to F 1 -3. **(+Kaotave RTC) (+Babanakira CHS)**

****130.** Problem of Life skills and Ag. teachers on permanent fixed term contracts as no way for them to upgrade skills qualifications.

****131.** Need to develop skills up-grading course in Life Skills and Ag. **(+Kaotave RTC)**

132. Tony - Problem of training Ind Arts teachers that secondary syllabus means F1 - 3 do so little actual practical skills which they can use in a real situation. Need to review secondary syllabus. Attempts to cover too many skills so that none are really learnt and problem of providing tools for big variety of skills. (Later - problem that it is already under review but in the opposite direction - towards a more theoretical, abstract approach, so RTC and CHS may be drifting apart rather than coming together)

****133.** Problem of registration of VTC and validation of course.

134. Look at possibility of using Poitete as extension.

135. Because of Learn by Doing approach which is key to VTC its expansion is partly determined by the size of St Doms. And capacity to absorb students for teaching practice. May be need to reduce amount of practical teaching e.g. to fortnightly.

136. Intake restrictions of 3 per religion and sharing between provinces may cause problems.

137. Age restrictions -should be limited to people with 2 - 3 years experience after school or RTC.

138. Continue to give priority to those sponsored by RTCs to go back to teach there.

**139. Phase out ALTP and concentrate on short in-service courses to raise skills to higher level. Use SICHE or overseas TAFEs to run Summer school courses - possible overseas institutions e.g. Ross Trust offering tailored courses for our students?

140. Agriculture: Link with Custom Garden project group from Fiji.

Need to link with school diet e.g. orchards, vegetables.

Market gardening.

Need for commercialisation of local food crops.

Link with ROC rice vegetable project.

141. Cost and no. of staff at St Doms. needs to be sorted out, and relations with servicing VTC. Easier now all teachers to be paid by TS.

142. Need for special pay scale for VTC lecturers within TS, perhaps based on SICHE and recognising it as tertiary institution.

Don Bosco

156. Possible involvement in Teacher training - a VTC attached to Don Bosco?

158. Short 3 months skill courses could these be used to upgrade RTC teachers?

160. Idea of DB training teachers for F 1 - 3 through 3 years secondary, 2 years technical training and one year teacher training. Could they run the Learn by Doing course. They have all the back up skills training which is needed and same possibility for Te as VTC.

Kaotave RTC

199. VTC teachers not skilled enough - all Kaotave have SICHE Cert. with work experience.

200. But problem of Life Skills - no equivalent qualification and syllabus now much wider than SISC syllabus.

**206. Problem of HE - SICHE does not take F5 into Diploma programme - must have F6 - but this is not relevant for HE. Alternative - F3 + experience + RTC. Can VTC be accepted for entry?

215. Staff in-service training an important part of policy.

Possible policy:

**213. That training teachers in technical /vocational subjects is best done in small Colleges where the principle of Learn by Doing can be followed, there can be more teaching practice and direct contact with RTC or CHS students, and there can be closer relationships between teachers and students leading to better social and moral education and discipline.

Babanakira CHS

230. Recognition of prior experience - to enable skilled local people without formal qualifications to train as teachers at VTC.

231. Use local skilled people as teachers.

Wanderer bay CHS

**232. Problem that TS only allows 4 teachers + Principal to one stream school so in theory every teacher must teach two subjects. But practical Subject teachers from SICHE are only trained in one subject, so it is impossible to teach all practical subjects with qualified teachers in a one-stream school.

Curriculum workshops - Agriculture Panel

259. Idea of training at VTC supported. Advanced standing at SICHE lacks practical element - just theory. Needs to be integrated into Ag. Course, not separated.

Curriculum workshops: Home Economics

265. Bonding for teachers trained overseas.

Gizo public meeting

271. Problem of VTC becoming a quick route to teaching in CHSs for less qualified people who fail to get into SICHE.

Afutara VTC

Vanga Teachers College students do more practical work than other teachers.

Idea of Teachers College at Afutara very good but not enough land for agriculture. Would have to specialise in other subjects.

Gounoa CHS and Airahu RTC

VTC teachers very good at using practical skills. Train CHS teachers at VTC. Possible Intermediate College – from there people go to SICHE. SICHE trainees less good at practical but know more theory.

Ngaligagara RTC

Need for certificate course in Life Skills.

Need for up-grading courses for RTC teachers in English and Maths now RTCs are getting Form 6 leavers.

9. PUBLIC ATTITUDES

Principals workshop

**20. Need to change mind set on technical ed. and only lack of employment may do this.

Joshua Maesua: Airahu

**89. Biggest problem is re-educating parents and public about real meaning of education - through radio, village visits, drama groups etc. (Use SIDT approach?)

John Roughan

95. Information and awareness campaign to change attitudes does not work unless you offer an alternative.

PNG Policy

**115. Raise status through annual 'Outstanding performance awards'

Don Bosco

159. Students - all said they preferred to come there compared with normal secondary schools and all wanted to go on to 2 years training Centre rather than F4. Why? Because of the hands-on practical teaching - 'here we learn the theory and then see it, handle it and do it. Nearly all wanted to do mechanics and get job in town as mechanic - only one wanted woodwork, 2 electricians, one teaching.

- a. When students actually experience Learn by Doing (here and VTC) they want it. Resistance comes from teachers not students.
- b. Most people still want town jobs.

Selwyn College

**172. Need for awareness programme on importance of tech. Ed. Main problem is public perception.

Kaotave RTC

205. Parents are happy with work of RTCs but it is still a second choice.

Babanakira CHS

**228. Education should preserve culture not destroy it as it often does today.

229. Problem that parents only recognise white man's knowledge as reasons for sending children to school so hard to get them to accept preservation of culture as an aim. And hard to get sts to accept it as well.

Wanderer bay CHS

234. All parents and sts want to go to NSS if possible.

236. F3 leavers are useless when they go home - better to have a vocational school than CHS.

Aligegeo PSS

Need to change attitude of parents towards practical subjects.

Maoro CHS parents

Need for public campaign to make people aware of what TCs are for and how to start one.

10. GENDER

Principals workshop

**7. People expect too much - expect women to go back and make income but many go back and just improve family and village life - still education is successful.

Graduate Tracer Survey

**T6. Women definitely not benefiting as much as men and tend to be pushed into 'women's' courses only.

Sr Joanna, St Annes; Sr Concillia, Divit

****62.** More important for girls than boys as girls have a bigger impact on local communities when they leave as they go home to communities and families whereas boys look for work. Big impact of girls in Shortlands and not due to income generation but improvement of community life.

****63.** All girls RTCs more beneficial to girls as they gain self-confidence. **(+ Francis: Manivovo)**
(+Wanderer bay CHS due to cultural norms of areas idea would be very strongly supported.)

237. Can we develop more RTCs through the grassroots approach that led to CHSs - Develop local plans and then approach funding agencies? (But is the desire that led to CHSs - the desire for prestige secondary education - very different from the need for RTCs and would communities really respond??

**** 64.** Need to open more all girls RTCs. - encourage the churches e.g. Sister of the Church.
(+Kaotave RTC) SSEC used to have Girls RTCs.

****65.** Start more village based RTCs to which girls will be more likely to come. Graduates of VTC to start girls RTCs.

66. Parents more willing to send girls to RTCs because they know they will come back to villages whereas boys drift away.

Francis: Manivovo

See 62 - problem that people judge a Centre by ability to generate income when students leave so many be reluctant to pay fees - no recognition of impact on village life.

****75.** Boys always given priority on paying fees partly for that reason. Main problem in increasing number of girls is unwillingness of parents to pay fees for girls. Need for special funding help for girls fees. Biggest drop out due to fee problems.

75a. Girls do all practical subjects including building and mechanics.

Babanakira CHS

233. Girls and boys to do all subjects equally.

Curriculum workshops: Industrial Arts

263. Take all subjects up to F3 and treat girls and boys equally in mixed classes. **(+HE panel)**

Gizo public meeting

266. Start more girls RTCs as girls have more influence on communities

11. INCOME GENERATING AND FOLLOW UP AND ASSISTANCE TO GRADUATES

Principals workshop

9. Micro project based on revolving fund - can these ideas still be used to help leavers?

15. Standardise school fees in RTCs.

****36.** If RTCs receive govt grants where is the incentive for income generation?

Graduate Tracer Survey

****T4.** Small loans can make a big difference in terms of self-employment, but may be several years before they are ready to run larger businesses

T7. 61% said they earned money other than paid employment

Myknee Sirikolo: Lauru

55. RTCs survive due to struggles and may be spoilt by hand outs.

Ideas while reading Lutz: Mid-term review

102. Why did micro credit fail and should it be revived? Compare with other schemes - DBSI, CYP< Women etc.

104. How is graduate tool scheme working and are tools being used for right purposes? Any follow up?

107. Does the graduate work experience scheme mainly favour boys?

109. See Annex 11 - Steering committee - on loss of tools.

PNG Policy

****116.** Staff given benefits for developing income generating activities.

117. "The operating budget is performance based and tied to performance objectives." Can we do that?

118. P. 20 -- Database of all tools and equipment.

Don Bosco

157. School entrepreneurial section to gain income for school e.g Honiara beatification, ovens for disaster.

Selwyn Coll.

179. Need for market outlets for products of practical subjects in secondary schools.

Kaotave RTC

197. Sts can earn money for school fees through cocoa, vegs, sale of furniture, clothing etc. Big emphasis on income generation and sts take home money when they leave. Sts take back a set of tools at end of school.

Possible policy:

214. Can we factor into the budget of all RTCs and possibly secondary schools a proportion for income generation as well as for grants and school fees?

Babanakira CHS

225. Is it possible to extend the ideas of income generation and saving up for tools into CHSs?

232. Need for funding agencies to look at setting up small businesses in villages to absorb school leavers e.g small textile clothing business.

Aligegeo PSS

Change Careers teachers to Guidance teachers and involve them in follow up work, including guiding parents.

Ngaligagara RTC

Need to follow up students at all levels back to their home areas.

Need for supervision of any period of practical experience done during the RTC course, including any home practical – otherwise it can be a waste of time.

Better not to give tools otherwise they will not be looked after – they must be earned somehow.

Give a set of tools to each group as a 'loan'. They look after them and earn money to pay for them during the course.

Auki public meeting

Need for research institute to look into ways of profitably using local resources through appropriate technology.

12. ASSESSMENT AND CERTIFICATION, STANDARDS AND INSPECTION

Principals workshop

**10. Present policy which discriminates in favour of those good at English and Maths.

**11. Schooling after F 3 should be based on genuine choice not just exam selection.

** 29. Need to demonstrate to parents and public that RTCs do things well, means need for reassessment which is recognised.

30. Need for agreement on acceptable standards.

31. Need to use TTC as benchmark standard.

32. But this is not useful if anyone is allowed to do work in the end - need to accept only licensed people to build, wire etc.

**33. Problem of no equivalent to TTC for Life Skills, so women usually end up on lower pay scale.

34. Look at ideas on certification in Ed Strategic plan.

**35. Need for common certification for the sake of students who leave.

**57. Principals should be observing their teachers at all times.

**58. Need for new post of Inspector for RTC/UTCs

Graduate Tracer Survey

T7. Large no. of RTC graduates already do further training at SICHE

PNG Policy

**111. P 14 - Need to provide linkages between courses and cross credits leading to qualification.

**112. P. 15 and 22 - Recognition of competencies and skills irrespective of how and where they were acquired. Use of "Recognition of prior learning" and "Recognition of prior competence".

**113. Idea of a central body to approve TVET courses of all kinds so they can be linked together, be recognised and come under one 'umbrella' without threatening the independence of each institution or course.

114. **But** we must not reach a stage where the acquiring of paper qualifications are the main objective of the students.

119. "Routine performance audit and rigorous inspection systems". (Staff development programme) similar to one being developed before at SICHE? Can it work here??

120. "The possibility of unannounced inspections should be given consideration" ??? Workable??

121. Annual awards for best achieving institutions.

Don Bosco

148. Possibility of Technical Cert parallel to SISC>

Kaotave RTC

203. Up-grade some RTC courses to level of SICHE courses and offer some SICHE qualifications in RTCs

204. Link with local employers to take apprentices.

Wanderer bay CHS

240. Support idea of SI Vocational Cert.

Tangarare PSS

**247. Introduction of Science and Social Studies in F3 exam at present and for foreseeable future will only make position of practical subjects much worse.

248. Possible to examine practical subjects in practical way and this would increase their status.

Selwyn College

165. Abolish distinction between core and optional subjects - English, or English and Maths compulsory, the rest choices. This split permeates even down to F1 and makes sts. unwilling to take pract. subjs seriously from the beginning. (+Tangarare PSS**)

166. Don't split boys and girls in F1 - 3 - all should take all pract. subj. Everyone take HE and everyone IA. (+**Babanakira CHS**) (+**Wanderer bay CHS**)

166a Examine all subjects at F3 (+Babankira, Visale, Tangarare, and all workshops**)

Curriculum workshops: Industrial Arts

261. Idea of F4 selection based on best 4 or 5 subjects (might also provide guidance for technical / academic streams) -Perhaps English + 4 best subjects as PSSC entry to F7?

262. Will internal assessment (school based) work fairly if it becomes part of selection?

Gizo public meeting

268. "Trade Testing Centre is a useless unit". - private provider of Trade Testing

Ideas

279. RTC/VTC qualification as entry to SICHE for those entering RTC/VTCs with F3 or above. F3 + 2-3 years at RTC/VTC should be at least equivalent to F3 + F4-5 in practical subjects - practical skill likely to be much better.

APPENDIX 13

TVET TASK FORCE VISIT TO VANGA TEACHERS COLLEGE

WEDNESDAY 23 TO FRIDAY 25 JUNE 2004 REPORT

Participants

Louisa Fakaia, Manager, EU RTC Project
Dr Joanna Daiwo, School of Education SICHE
Henry Vouza Loloa, Principal, Kaotave RTC
Julian Treadaway, TVET Consultant.

Programme

Wednesday 23

2pm: Arrival in Gizo
2.30pm Meet with Non-formal education officer, Robert Rigeo, and future consultant, Dulcie Sito (Schools inspector)
4pm: arrival at Vanga
7pm: meet with staff, students and Principal, St Dominics RTC: student comments
(note: only 5 students remained behind during holiday period;
2 staff absent due to medical problems)

Thursday 24:

8am: visit to Poitete, Forestry Dept, SICHE School of Natural Resources
3pm: tour of St Dominics
5pm: discussion of SICHE validation report, 2002
7pm: further meeting with staff and students: staff comments

Friday 25:

8.30am: Meeting with staff and Principal, St Dominics: Future of VTC
10.30am: Leave for Gizo
2.30pm: Meet with Catholic Bishops of Gizo Diocese
4pm: Public Forum

Saturday 26: Return to Honiara

Student comments

- *Learn by Doing* a very good approach
- Std. 6 leavers find some parts a little hard, but willing to learn.
- Approach could not work without proximity and cooperation of St Dominics
- We immediately find out the reality of teaching
- SICHE courses mainly emphasise theory and this leads to theoretical teaching, whereas we teach as we learn, emphasising practical
- Main worry is whether we will find placements when we finish
- We should be allowed to teach in F 1 -3 in CHS and PSS
- Confidence in secondary teaching: in teaching methods -Yes; in practical skills - Less confident.
- Need to up-grade by taking intermediate and final NTT
- Should have route to up-grading to Diploma
- Need for library
- Need for common curriculum in RTCs so all VTC entrants come from same background
- All agreed entry should continue to be for RTC graduates only
- Need for skills workshops at VTC

- Problem of St Doms having no equipment for teaching Life Skills
- All agreed teaching in secondary up to F3 had given them almost no practical skills
- Most teachers still see education as transferring knowledge from teacher to student, not learning of skills

Principal of ST Dominics TC. Bro Tony: comments

- VTC could train secondary teachers but only useful if secondary syllabuses are revised to teach better skills at a higher level - at present IA does a bit of everything and gives no skills which sts can actually use
- Problem of lack of skills of some trainees.
- Need for check list of skills from RTCs for all entrants, not just certificate from Centres which vary in meaning
- St Doms could provide skills training for increased nos. of students with increased staff: easier now all are paid by TS

Visit to Poitete

Conclusions after observations of site and brief meeting with lecturer in charge:

1. Both site and buildings could provide a useful extension for expansion of VTC if SICHE does not make full use of it. Road joining the two will be finished shortly providing easy link.
2. Two possibilities:
 - a. use of existing buildings if closed by SICHE
 - b. space enough for new College to be built on same site, as an extension to VTC
3. Land, water and electricity available

SICHE Validation Report

Agreed:

1. Previous report unsatisfactory in many ways.
2. Still need for validation of VTC award as equivalent to SICHE Certificate
 - a. for purposes of pay and recognition by TS;
 - b. for purposes of admittance of graduates for further training at SICHE
3. Need to maintain autonomy of VTC while SICHE recognises award i.e. VTC would not become part of SICHE.
4. Need for tri-partite MOU between VTC, SICHE and MEHRD.
5. Dr Daiwo agreed to chair new Committee in School of Education to look into validation after further visit to VTC. Any report may include recommendations for improvements or changes, with deadlines.
6. Principal stated that VTC Board has already made decision to proceed again to ask for SICHE validation.
7. Visit by Marist Brother to review VTC courses and administration, but not concerned with validation.

VTC staff comments

Doris:

- Partnership with ST Doms means immediate practice of skills - an essential element of *Learn by Doing*.
- *Learn by Doing* a new concept from which I have learnt a lot myself
- Result is most sts are now teaching practical not theory
- A lot of interaction between staff, sts and St Doms.
- Working as a team, staff and students

- Idea of educating the whole person - based on Christian and traditional values and beliefs - very different from my own training and partly based on small institution
- Improvements needed: more resources; library books; less reliance on St Doms.
- Need to develop proper VTC curriculum - at present based mainly on RTC curriculum
- No guarantee of jobs after training
- Problem of no girls at St Doms.

General ideas on RTCs:

- Most give priority to boys courses
- Need for much more participation by girls
- Parents attitude that boys have greater need
- Need for more innovative courses to attract boys and girls
- Scholarships and other incentives for girls
- Need for more dormitory spaces for girls in most RTCs
- Expand parts of Life Skills into separate subjects to make it more than one subject e.g. hospitality and tourism
- Need for awareness campaign to teach public and potential students what Life Skills is about.

Principal, George Saemane:

- *Learn by Doing* links with traditional system of learning, going from concrete to abstract and is working very well.
- College based on modelling and cooperation e.g. Principal doing duties with students.
- Self govt of students by Committees to learn leadership, including learning by their own mistakes
- Importance of Code of Conduct based on TS Code.
- Still weaknesses in skills.
- No equivalent of Trade Test for Ag. and LS
- Problem of assessment: must be combination of methods to suit courses not all based on competencies check lists.

Future of Vanga Teachers College

After discussion the following proposals were **agreed**:

1. Recognition of VTC qualification by SICHE is urgent. This may be recognition of Certificate in Vocational / Practical Teaching rather than just Vanga Teachers College Certificate
2. Recognition needs to be as equivalent to SICHE Primary Certificate for purposes of pay by TS.
3. Recognition should also enable good VTC graduates with appropriate experience to enter SICHE Diploma in Teaching with 2 years advanced standing
4. VTC should be expanded to include at least 40 student intake each year by building bunk beds - already under way. 20 girls, 20 boys.
5. VTC should train teachers in practical subjects for Secondary schools as well as RTC/VTCs.
6. Intake standard should be raised by
 - a. minimum educational level of Form 3 as already agreed
 - b. opening to SICHE Certificate holders in Trade subjects and Tropical Agriculture and possibly Business Studies.
 - c. opening to form 5 students with good pass in SISC Home Economics and some practical experience.
 - d. Allowing mature entry to graduates of RTC/VTCs or others with work or skill experience by allowing for "recognition of prior experience".
 - e. RTC/VTC graduates would also have to produce a check list of competencies from Principal of RTC/VTC.

7. Encourage the setting up of further regional Vocational Teachers Colleges using the model and courses of VTC i.e.
- small Colleges (40 intake)
 - attached to existing and proven RTCs.
 - using the *Learn by Doing* philosophy and approach
 - run in partnership between churches, EU and government.
 - issuing a SICHE recognised Certificate in Vocational / Practical Teaching.
8. Possible places mentioned; Kaotave for Guadalcanal; Airahu; Afutara for Malaita; Luesalo or other in Temotu/Makira.
9. The Colleges would complement not rival SICHE courses due to huge demand for teachers as a result of:
- existing shortage of practical subject teachers in secondary schools
 - increase in CHSs due to Basic Education policy
 - possible expansion of RTC/VTCs to cater for those leaving F3 with Basic Education.
10. Possibility of each College specialising in different subjects e.g. VTC in Carpentry/Building; Kaotave in Life Skills; Malaita college in Agriculture etc.
11. VTC students may still need skill training as part of course. Possibly divide into two groups: those needing skill training and those not needing. Skill training might be provided by increasing staff of St Doms on the basis of part time teaching at VTC, and some courses might be run in mid-year break times or by shortening Teaching Experience time.
12. Look at possibility of using a SICHE Communications course for VTC if "Communication and Society" is to be used by RTCs.
13. Possibility of introducing Business Studies and Creative Arts into some Colleges.
14. Give special entry consideration to students sponsored by particular RTCs to go back and teach in those RTCs.
15. Colleges should also cater for short courses for up-grading of existing RTC/VTC and Secondary practical teachers, perhaps linked to an up-grading qualification obtained over a series of courses.
16. Problem of lack of skill course in Life Skills similar to the SICHE Certificates. Consider possibility of VTC or another Vocational College or SICHE offering a Certificate in Life Skills perhaps linked to related fields e.g. hospitality and tourism.

APPENDIX 14

Meeting between SICHE and TVET Task Force members to discuss the role of SICHE in the Technical Vocational Education and Training (TVET) policy of Ministry of Education

SICHE Directorate Conference Centre, 9a.m. Friday 9th. July

Present

Name	School	Position
John Ipo	SFA	HOS, Ag. Director
Barry Reeves	Directorate	EU TA Management
Starling Daefa	SMFS	HOS
Charles Pua	SNFS	Lecturer
Donald Duna	SID	HOS
Norman Hatigeva	SHS	Ag. HOS
Alex Makini	SNR	HOS
Patricia Rodi	SOE	HOS
Joanna Daiwo	SOE	Principal Lecturer
Lydia Maeke	SOE	Senior Lecturer
Janet Cain	SOE	Technical Advisor, Curriculum in Special Education
Henry Kalamani	SOE	Lecturer, Expressive Arts
Laurence Hunumeme	SOE	Senior Lecturer, Business Studies
Austin Revott	SOE	Lecturer, Expressive Arts, Music
Solomon Pita	SOE	Lecturer, Technology
Susanne Maizama	SOE	Lecturer, Home Economics
Samson Tahuniara	SOE	Principal Lecturer, Agricultural Education
Verzilyn Isom	SNHS	Senior Lecturer
Non-SICHE		
Fox Irokalani	SIARTC Coordinator	
Bernard Rapasia	CEO, Non-formal Education, MEHRD	
Louisa Fakaia	Director, EU RTC Project	
Julian Treadaway	Teacher, St Stephens Community College, Pamua, Consultant	

Agenda

1. Role of SICHE in TVET at Tertiary level: Should SICHE continue to be the sole or main provider of TVET education at tertiary level or should we develop regional Technical Colleges to complement SICHE? Should SICHE provide mainly Diploma level courses while Technical Colleges provide Certificate level courses?

- 1.1 A limit to number of people who can be employed in town so we should concentrate on needs of those who 'drop out' of education and develop skills for rural areas through RTCs.
- 1.2 If SICHE cannot cater for all skills needed good in long run to develop regional Technical Colleges.
- 1.3 Strong recommendation after Taiwan visit to re-locate SID in the provinces.
- 1.4 SICHE cannot absorb present demand so create Tech. Colls. Either offering SICHE Certificates or their own in competition with SICHE.
- 1.5 General agreement with idea in long term but SICHE cannot fully answer any questions as it is at present under review.

2. Entry from Rural / Vocational Training Centres to SICHE: Should graduates from Rural / Vocational Training Centres be qualified for admittance to technical / vocational courses at SICHE? This might be for those with minimum of Form 3, Form 5 or Form 6 entry to RTC/VTCs followed by excellent results from RTC/VTC course, accompanied by a check list of competencies from RTC/VTC.

- 2.1 Selection of 5 candidates from each RTC dropped because they did not fulfil academic entry requirements for SICHE.
- 2.2 Need for flexible entry requirements to include RTC graduates – Ag. Director.
- 2.3 SID – RTC graduates have performed better in practical areas than F5 leavers but need help in English and Maths. Important now SISC has removed many of the practical skills from F5 Industrial Arts syllabus.
- 2.4 Problem of having a mixed intake group of different backgrounds.
- 2.5 Courses need to be flexible, not just intake e.g. bridging courses for SNR.
- 2.6 General agreement to take RTC graduates but need for remedial academic work.

3. Assistance with developing a Solomon Islands Technical Certificate to complement SISC:

One proposal is to develop Technical streams to complement the present largely academic streams in Forms 4 and 5 of secondary schools. At Form 4 students would choose between Technical and Academic streams. To ensure that Technical streams have equal status to academic streams they would have to lead to a qualification and possible further studies in the same way as the academic Form 4 -5 streams. Such a qualification might be developed with the help of SICHE and the Trade Testing Unit.

- 3.1 SICHE would help but at present lacks staffing.
- 3.2 Good to raise status of Technical subjects in this way.
- 3.3 Problem that technical qualification may tempt people to come and look for jobs in town instead of returning to rural areas.
- 3.4 At present Industrial Arts in SISC is moving towards more theory and less practice.

4. Recognition of Vanga Teachers College and other similar qualifications: There is a huge and growing demand for teachers of Technical / Vocational / Practical subjects due to:

- a. the proposal for universal Basic education up to Form 3 which will involve a big expansion of Community High Schools;
- b. the fact that most Community High schools already lack teachers in practical subjects;
- c. the proposal that RTC/VTCs should expand to cater for more of those who leave Form 3 after their Basic education.

It seems likely that SICHE will find it difficult to qualify enough teachers to satisfy this demand.

Vanga Teachers College at present admits RTC/VTC graduates and trains them in practical subjects - Carpentry and Building; Mechanics; Agriculture and Life Skills (Home Economics) - to become instructors in RTC/VTCs. At a recent meeting at Vanga Teachers College attended by a SICHE representative the following proposal was agreed:

1. Vanga Teachers College Certificate should seek recognition by SICHE as equivalent to SICHE Primary Teaching Certificate.
2. Vanga Teachers College should expand to train teachers in practical subjects for Secondary schools as well as RTC/VTCs.
3. Entry qualifications for Vanga Teachers College should be raised to include those with SICHE Trade Certificates, Certificate in Tropical Agriculture or good SISC pass in Home Economics with subsequent experience.
4. Entry for good RTC/VTC graduates with work experience should be retained through a mature entry system using recognition of prior experience.

5. *More Vocational Teachers Colleges, using the Vanga Teachers College model, should be opened, each with a limited capacity and attached to an RTC or VTC to enable the training to be based on the concept of Learn by Doing, which has proved very successful at Vanga Teachers College. It is felt that this is a particularly effective way of training practical subject teachers and can only be effective with limited numbers and a close relationship to an institution where trainees can do regular teaching practice.*

6. *A Vocational Teachers College Certificate should qualify for entry to SICHE Diploma in Teaching in the appropriate subject with exemption from the first two years of the course i.e. up-grading through a one year programme.*

- 4.1 Recognition should be possible and is already under way.
- 4.2 SICHE is reducing Diploma intake and total number of teachers to graduate in next 3 years may be only 50, which will nowhere meet demand.
- 4.3 Good to produce more practical teachers in this way s demand is there.
- 4.4 EU should not starve SICHE of funds while creating new Colleges elsewhere.
- 4.5 Such Colleges may be able to train practical subject teachers more effectively and more cheaply, so may have positive advantages.
- 4.6 Cannot fully answer question due to SICHE review.

5. Development of Skills course for Home Economics / Life Skills: *It was noticed that SICHE offers Certificate courses in all practical subjects taught in RTCs or Secondary schools except Home Economics / Life Skills. This means a Certificate cannot be an entry point for teaching courses in this subject and at present teachers from Vanga Teachers College cannot be recognised as fully qualified teachers by the Teaching Service.*

It was agreed to suggest that SICHE might develop a Certificate in Life Skills at the same level as Certificates in SID, SNR, SFA and other vocational / technical courses. This might be linked to related courses such as Tourism and Hospitality for which there is also a considerable demand. It might be possible with SICHE support to develop such a course at one of the proposed new Vocational Teachers Colleges.

6. Short Skill courses for Technical / Vocational Teachers: *The success of the ALTP course in up-grading teaching methodology in the RTC/VTCs is recognised but the present demand is for the up-grading of practical skills rather than teaching skills. SICHE might be able to assist with short courses to up-grade and up-date the skills of teachers of practical / technical subjects both in RTC/VTCs and in Secondary schools, including those who trained at SICHE itself some years ago.*

- 5-6.1 SICHE should help with this but at present problem of staff shortages mean capacity is limited.
- 5-6.2 Partly covered by Panara courses, especially in Education.
- 5-6.3 Ideas will be reviewed with College review.
- 5-6.4 Teachers Colleges and Technical Colleges might cater well for these.

7. Problem of Secondary Teachers qualified in only one subject: *Many Community High Schools have only one stream. This means they are only entitled to 5 teachers, including the Principal. The only way to teach all subjects is for each teacher to teach more than one subject, but SICHE graduates in practical subjects are only qualified to teach one subject. How can this problem be solved?*

- 7.1 SICHE will take note of this.
- 7.2 Assistant HOS, SOE has already suggested this but was ignored.
- 7.3 Should be taken into account in SICHE restructuring of programmes.