

Guadalcanal Province

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009



Provincial Education Management
Honiara, Solomon Islands
August, 2007

ACKNOWLEDGMENTS

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

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

We acknowledge the contribution of the following people:

Provincial Secondary School

Avuavu Provincial Secondary School Daniel Manengelea
 Ruavatu Provincial Secondary School Joshua Leitavua

Community High School

Bolale	John Cecil Mane/(Principal)	David Manechonia/HT(Prim)
Bubunuhu-	James Lee/Principal	Michael Kuvi/HT
Burnscreek	Samson Panda/Principal	Fox Sumahenua/HT
Kulu	James Mepobu/Principal	Francis Dunstan Siria/HT
Longu Kaoka	John Mark Harley/Principal	Jerry Lulua/HT
Makaruka	John Mark	John Pedeleni/HT
	Rongongelea/Principal	
Mboeni	Maurice Mirikale/Principal	Peter Sagi/HT
Numbu	Benedict Kausau/Principal	Frazer Tameke/HT
Potau	Hilkiah Suakapu/Principal	Franklyn Kakake/HT
Susu	Ervan Vatamana/Principal	Robert Macks Takakule/HT
Turarana	Obadiah Gadi/HT	
Tenakoga	Patinson Bekala/Princial	Danson Tanito/HT
Kopiu	Luke Tarosumanawa/Principal	

Rural Training Centres

Don Bosco	Atueta Balekana/Principal
Kaotave VTC	Henry Fritz
	Vouza/Principal
Suva	Thaipole Poe
	Adam/Principal
Taylor	Enoch Leni/Principal

MEHRD

Bernard Rapasia/PEO TVET Division

Church Education Authorities

SDA/WPUM Francis Leovania/Director

SDA/ESIM	Evan Bulehite/Director	
SSEC		
Church of Melanesia	Kevin Ha'aute & Gideon Row	John Kabu
Roman Catholic	Cypriano Nuake	

Guadalcanal Education Authority

Chief Education Officer (Ag)	Grace Sale
Provincial Education Officer	Sam Puka
Provincial Education Officer	John Manengelea
Provincial Education Officer	Joseph Tangi
Education Officer	Moses Belaga
Education Officer /ECE	Laisa Rodi

Preparation of this Plan was supported by the European Union and New Zealand Agency for International Development, and these two donors through the PRIDE Project.

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

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
FORWARD	4
CHAPTER 1: INTRODUCTION	6
1.1. The Genesis of the Plan	6
1.2. The design of this Provincial Education Action Plan	6
CHAPTER 2: BACKGROUND	8
2.1. Background	8
2.2. Population	8
2.3. Economic Development in Guadalcanal Province	9
2.4. Infrastructure/Transport, Communication.....	10
2.5. Social Services	10
CHAPTER 3: VISION, GOALS, STRATEGIES, OUTCOMES AND OBJECTIVES	13
3.1. Vision.....	13
3.2. Goals	13
3.3. Strategies.....	13
3.4. Outcomes and Objectives	14
3.5. Activities and Outputs	16
3.6. Design of the Provincial Education Action Plan	17
CHAPTER 4: BASIC EDUCATION	18
4.1. Definition	18
4.2. Principles of Basic Education	18
CHAPTER 5: INDICATORS, TARGETS, MINIMUM STANDARDS,	19
PERFORMANCE ASSESSMENT FRAMEWORK , SIEMIS	19
5.1. Performance Assessment System	19
5.2. Indicators, Targets, Minimum Standards	20
5.3. Status of Guadalcanal Province.....	22
CHAPTER 6: EARLY CHILDHOOD EDUCATION	23
6.1. Definition	23
6.2. Current Situation	23
6.3. Future Directions.....	26
CHAPTER 7: PRIMARY EDUCATION	32
7.1. Definition	32
7.2. Current Situation	32
7.3. Future Directions.....	36
CHAPTER 8: JUNIOR SECONDARY EDUCATION	42
8.1. Definition	42
8.2. Current Situation	42
8.3. Future Directions.....	45
CHAPTER 9: SENIOR SECONDARY EDUCATION	52
9.1. Definition	52
9.2. Current Situation	52
9.3. Future Directions.....	56
CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND	60
TRAINING	60
10.1. Definition	60
10.2. Current Situation	60

10.3. Future Directions.....	63
CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT	67
OF RESOURCES	67
11.1. Introduction.....	67
11.2. Role of Stakeholders	67
CHAPTER 12: SCHEDULE OF ACTIVITIES	70
12.1. Schedule of Activities: Early Childhood Education	70
12.2. Schedule of Activities: Primary Education	77
12.3. Schedule of Activities: Secondary Education	89
12.4. Schedule of Activities: Technical and Vocational Education and Training	101
ABBREVIATIONS	106

TABLES

Table 1: Guadalcanal Population Projection 2007 – 2010	8
Table 2: Guadalcanal School Age Population Projections for 2007, By Level and Gender	9
Table 3: Status of Guadalcanal against national minimum standards.....	22
Table 4: Teaching Staff, Early Childhood Education Centres, and Enrolments by Constituency, 2006	23
Table 5: Total Enrolments in Early Childhood Education by Gender and by Constituency, 2006.	24
Table 6: Early Childhood Education Enrolments by Age, Gender, 2006	25
Table 7: Total Early Childhood Education Establishment, Trained and Untrained Teachers, by Constituency, 2006.....	26
Table 8: Early Childhood Education Potential Growth projections, 2007 – 2010.....	27
Table 9: Early Childhood Education enrolment projections , 2007 - 2009	27
Table 10: Projected teacher supply and demand, 2006 - 2009.....	29
Table 11: Total Primary Teaching Staff and Enrolments by Constituency, 2006.....	32
Table 12: Total Primary Enrolments by class level and gender, 2006.....	33
Table 13: Total Establishment, Trained and Untrained Primary School Teachers by constituency, 2006....	35
Table 14: Growth Potential for Primary Schools, 2007 to 2010.....	36
Table 15: Primary Education projected indicative government grant of 2007 – 2009.....	40
Table 16: Junior Secondary School Teaching Staff, and Enrolments, 2006	42
Table 17: Junior Secondary Enrolments by Gender by Constituency, 2006	43
Table 18: Junior Secondary Establishment of Teachers, Trained and Untrained, by Constituency 2006 ...	44
Table 19: Growth Potential for Junior Secondary Schools, 2007 to 2010	45
Table 20: Form 1 Projections, Guadalcanal, By Constituency, 2007- 2010	46
Table 21: Proposed Enrolments in Forms 1, 2 & 3, By Constituency.....	46
Table 22: Junior Secondary Projected indicative grants, 2007 - 2009	50
Table 23: Enrolment by level ad constituency, 2006	52
Table 24: Senior Secondary Schools, and Enrolments by Constituency, 2006.....	53
Table 25: Total Enrolments by Gender by Constituency, 2006	54
Table 26: Senior Secondary Trained and Untrained Teacher Establishment, by Constituency, 2006	55
Table 27: Senior Secondary Enrolment Projections, 2007 to 2010	56
Table 28: Projected Number of Buildings To Be Constructed between 2007 and 2010.....	57
Table 29: Senior Secondary Projected indicative grants, 2007 – 2009	58
Table 30: Teachers in Technical and Vocational Education and Training Centres and Enrolments by Constituency, 2004	60
Table 31: Technical and Vocational Education and Training Enrolments by Gender & by Constituency, 2004	61

Table 32: Total Establishment, Trained and Untrained Technical Teachers, by Constituency.....	62
Table 33: Technical and Vocational Education and Training Enrolment Projections, 2007 to 2010.....	63
Table 34: Number of Additional Technical and Vocational Education and Training Centres/Classrooms Required, 2007 and 2010.	63
Table 35: Technical and Vocational Education and Training Projected indicative grants, 2007 – 2009.....	66

FIGURES

Figure 1: Provincial Action Plan Framework	17
--	----

FORWARD

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

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

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

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

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

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

This Plan is intended as a blueprint for the future development of education in Guadalcanal. It covers a period of three years, from 2007 to 2009, to be consistent with the three-year time frame anticipated in the next revision of the Education Strategic Plan. It is a dynamic, living document, and priorities can be expected to alter and evolve as circumstances change over time. The intention is that the achievement of

The objectives set out in this plan will be regularly monitored by the Ministry of Education and Human Resources Development, and by the Guadalcanal Provincial Education Authority, and adjusted if necessary.

Implementation of this plan will also require effective partnerships to deliver financial resources and support. The Government of the Solomon Islands intends to continue to devote a significant proportion of its annual

budget to support education, but the resources that central Government can afford are limited, and Government resources on their own will not be sufficient to ensure the success of this plan. We are particularly grateful to the European Union and to the New Zealand Agency for International Development for the extensive financial support provided to date, and for their ongoing commitment to support of education in Guadalcanal. The new policy on Community School Funding will provide operational grant funding for schools on an annual basis. The successful implementation of this policy in Guadalcanal requires cooperation and funding from the Guadalcanal Provincial Education Authority. It also requires the full support of each school community, either in cash or in kind.

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

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

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

I therefore commend this Provincial Education Action Plan for Guadalcanal Province to you.

.....
Hon. Ephram Limaniqua
Provincial Minister of Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

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

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

The Guadalcanal Provincial Education Action Plan 2007 – 2009 reflects the intentions of the national education plans and more specifically it is consistent with of the National Education Action Plan 2007 – 2009 goals, objectives and activities.

1.2. The design of this Provincial Education Action Plan

1.2.1. The Strategic Plan Framework

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

1.2.2. Sections of the Plan

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

1. The Definition:

This section gives a brief definition of the sector

2. The Current Situation:

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

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

3. Future Directions:

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

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

CHAPTER 2: BACKGROUND

2.1. Background

Guadalcanal Province is one of ten provinces in the Solomon Islands. It consists of the whole island of Guadalcanal, excluding Honiara City Council. (Honiara, the capital city, is located on Guadalcanal, but the Honiara City Council is regarded as a separate province). Guadalcanal is the largest province in the country in terms of land mass. It is also significant in the country because of its population, and human and natural resources.

2.2. Population

According to the 1999 Solomon Islands National Population Census, the population of Guadalcanal Province at that point was 60,275. This provincial population is growing at an annual population increase of 1.5% per annum, a rate much lower than the national annual growth rate of 2.8% per annum.

Using the Guadalcanal Provincial annual growth rate of 1.5% per annum, the 2005 estimated population of the province was 69,527. The 2006 estimated population is 71,270. Guadalcanal Province's population projections for the four years from 2007 to 2010 is estimated to be steadily progressing, as shown in Table 1 below.

Table 1: Guadalcanal Population Projection 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	38,001	35,031	73,032
2008	38,918	35,880	74,798
2009	41,260	38,295	79,555
2010	40,725	37,565	78,290

Source: Statistics Office 1999 Census Provincial Population Projections

Records from the 1999 National Census show the population distribution in Guadalcanal Province, according to wards, was as follows; Tandai (5,970), Saghalu (3,372), Savulei (2,199), Tangarare (2,913), Wanderer Bay (2,880), Duidui (3,163), Vatukulau (2,113), Talise (2,014), Avuavu (1,970), Moli (3,534), Tetekanji (974), Birao (2,271), Valasi (1,098), Kolokarako (1,232), Longu (2,869), Aola (3,527), Paripao (2,584), East Tasimboko (4,832), Vulolo (2,716), Malango (4,105), West Ghaobata (2,601), and East Ghaobata (1,338).

According to the 1999 Census, the school age population in Guadalcanal Province in 2007 is 22,565. Out of this number, 11,728 were males and 10,837 were females. A number of school age children were also recorded as having "no education" during the 1999 Census. The school age population in this context refers to those who might be expected to attend primary and secondary schools (the school age population is assumed to include all people of ages 6 to 18 inclusive).

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

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

Age	Level	Male	Female	Total
6	Preparatory	1,047	963	2,010
7	Standard 1	1,045	964	2,009
8	Standard 2	968	882	1,850
9	Standard 3	964	882	1,846
10	Standard 4	960	882	1,841
11	Standard 5	954	881	1,836
12	Standard 6	949	880	1,829
13	Form 1	822	764	1,586
14	Form 2	818	761	1,579
15	Form 3	814	758	1,572
16	Form 4	809	754	1,563
17	Form 5	808	752	1,559
18	Form 6	770	714	1,484
Total		11,728	10,837	22,565

Source: 1999 Census Population Projections

2.3. Economic Development in Guadalcanal Province

The overall economic development in Guadalcanal Province drastically declined as a result of the ethnic tension in 2000 and in the following years. Some major economic activities, such as, for example, Solomon Islands Plantations Limited and Gold Ridge Mining, closed down operations. However, plans are now under way for the reopening of these two major industries.

2.3.1. Current Economic Activities (Individuals/Domestic)

Rural individuals and families (mainly farmers) have to engage in small business economic activities in order to generate an income. Current economic activities in which the rural farmers participate include production and selling of copra, harvesting and selling of marine resources such as fish, bech-de-mer, and trochus shell. Farmers also produce and sell root crops and other garden products. In order to generate revenue, some tribal groups (landowners) have engaged in logging their own forests, using small scale logging techniques.

2.3.2. Current Economic Activities (Commercial)

Some individuals, groups and communities are involved in current commercial economic activities in Guadalcanal Province. The extent to which these groups operate successfully varies, depending on their entrepreneurial skill, financial capability, available resources, and access to markets.

The tourism industry is still at an early stage, and is yet to be fully developed. Like other industries, tourism activities declined during the years of ethnic tension. Examples of tourist resorts that had to close during this period were Tamea Beach Resort and Vulelua Island Resort. However, there is great potential for this industry to be re-developed in future. Currently, most tourism-related facilities on Guadalcanal are located in Honiara.

All logging activities on Guadalcanal had to stop during the ethnic tension. Now that the ethnic tension is over, representatives of logging companies have begun negotiations and consultations with land owners on Guadalcanal seeking the possibility of resuming operations on the island. One obvious potential logging operation that could be reopened is Foxwood Timbers.

The most common commercial activity that takes place in Guadalcanal Province, and particularly at the provincial sub-stations, is the operation of trading stores and canteens.

2.4. Infrastructure/Transport, Communication

The Solomon Islands Ports Authority in Honiara provides transport and infrastructure facilities not only for the people of Guadalcanal, but also for the whole country's population. At the eastern end of the island (Marau Sound), there is also a wharf at Manikaraku Sub-station.

Henderson International Airport, which connects Honiara with the outside world through international flights, is located on the island of Guadalcanal. There are also three airstrips on Guadalcanal, located at Marau, Avuavu, and Babanakira.

From Honiara, the road to the western side of the island goes as far as the Lambi Sub-station, and it reaches Aola in the east.

Solomon Airlines provides air services to Marau, Avuavu and Babanakira airstrips. Apart from the air services, a boat/ship service goes around the island at least twice a month. Most of these ships are privately owned, or on chartered services. Shipping is the main means of transport to most of the Guadalcanal Weather Coast region. Apart from larger shipping transport, boats equipped with outboard motor engines also provide transport to the people around Guadalcanal.

A telephone service through the service provider Telekom can be accessed in many places in Honiara. Fax machines are readily available. There are also two way radio services in the province, which mainly connect the health and medical centres with their headquarters in Honiara.

People in the province still use mail as a means of communication. Another means of communication is through the PFNet email stations in Honiara. There is also a PFNet email station at Avuavu, and another proposed site to be set up at Babanakira.

2.5. Social Services

2.5.1. Education

Guadalcanal Province has a total of 44 established Early Childhood Education centres enrolling 1446 children. These centres are mainly spread along the northern side of the island.

There were 98 schools offering primary education in Guadalcanal Province. These include the 23 primary strands attached to the Community High Schools and 75 primary schools. The primary schools are distributed throughout the province. Out of the 98 primary schools, 77 are operated by the Guadalcanal Provincial Education Authority, and the other 21 by the Church Education Authorities. The combined enrolment for the primary level of education in 2006 was 17,340.

The Guadalcanal Provincial Education Authority has a total of 23 Community High Schools with the opening of Lunga, Numbu and Rate in 2005. The South Seas Evangelical Church operates 3 Community High School on Guadalcanal, and the Seventh Day Adventist Church operates 2 Community High School.

Guadalcanal Provincial Education Authority has 3 Provincial Secondary Schools at the senior secondary level, namely Avuavu (East), Ruavatu (North), and Tangarare (West). Ruavatu Provincial Secondary School introduced Form 6 Arts into its curriculum in 2005, and Avuavu and Tangarare Provincial Secondary School cater for Forms 1 to 5 students. Plans to introduce Form 6 are being worked out to enable the students to complete their Form 6 secondary education at these schools, so that students do not have to move to Honiara or to other Provincial Secondary Schools in other provinces. However, the two schools are experiencing problems in 2006 owing to the inability of the provincial government to provide adequate financial support to implement the proposed expansion.

Three of the five main churches in the Solomon Islands also administer senior secondary schools in Guadalcanal Province. The Anglican Church of Melanesia owns Selwyn College on West Guadalcanal, the Seventh Day Adventist Church runs Betikama east of Honiara, and the Roman Catholic Church operates St Joseph's at Tenaru.

The Guadalcanal Provincial Assembly, like other provincial assemblies in the country, is still to set up rural, vocational and technical training. All the vocational and rural training centres currently operating in Guadalcanal are owned by churches, and to a certain extent by the Community-based Centres. Examples of church-run vocational and rural training centres in Guadalcanal include Kaotave, St Martins, Don Bosco, and Suva.

2.5.2. Health and Medical Services

Currently, there is no Guadalcanal Provincial Hospital purpose-built to serve Guadalcanal people. Serious medical cases are referred to the Central Hospital in Honiara. There are clinics in the rural areas that serve the general population of the province. The equipment in the health facilities is adequate to address the basic health needs of the people. There is, however, a need to upgrade equipment to improve the capability of the provincial health service to deal with emergency situations.

2.5.3. Housing

There are permanent and semi-permanent houses in the province, especially in the urban centre of Honiara, and at other substations throughout the province. The majority of them are designed for government officers, teachers, and church leaders. In some villages, those who can afford it will build permanent buildings. Most houses in the villages are made of local thatch materials.

2.5.4. Water Supply and Sanitation

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

Permanent buildings in Honiara, and at the Provincial Sub-stations, to certain extent have proper toilet systems. However, not all citizens of these urban areas have access to proper toilet facilities. Some have to

use the beaches. In the villages, very few people have pit latrines. Most villages use the beaches as sanitation facilities.

2.5.5. Church, Sports and Youth Activities

Church and religious activities, with a commitment to Christianity, are common in the province. The predominant religious affiliations on Guadalcanal Province are Anglican, Roman Catholic, the South Seas Evangelical Church, and the Seventh Day Adventist Church. Additionally, members of the Solomon Islands Full Gospel Association (for example, the Church of Christ) have settled on the island. The two main sports played in the province are soccer and netball. Tournaments are held annually, especially at the Sub-stations around the island. These sports tournaments are usually organised along with the Guadalcanal Province's Second Appointed Day, and the Solomon Islands National Independence Anniversary.

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

3.1. Vision

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

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

3.2. Goals

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

Strategic Goal 1:

- To provide equitable access to quality basic education for all children in Guadalcanal Province;

Strategic Goal 2:

- To provide access to community, technical and vocational education that will meet individual, community and provincial needs; and

Strategic Goal 3:

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

3.3. Strategies

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

- a. To contribute to strengthen planning, management, co-ordination and monitoring of the Sector Wide Approach, in particular those components that affect this Plan.
- b. To initiate or contribute towards the development, revision and finalisation of provincial and national policies for both the sub sectors and cross sectoral areas.

- c. On the basis of a national demand, to ensure longer term interest, technical assistance (including the development of a national TA-pool) and funding from Development Partners for the SWAp, ESIRPII, NEAP (2007-2009), ESF (2007-2015)
- d. To contribute in the development and implementation of a programme of Human Resource Development and capacity building
- e. To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in Technical and Vocational Education and Training.
- f. To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and Technical and Vocational Education and Training.

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

3.4. Outcomes and Objectives

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

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

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

3.4.1.1. Objectives

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

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

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

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

3.4.2.1. Objectives

In order to achieve Outcome 2 the following need to happen:

- 2.1. To increase access to all levels of education by provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure;
- 2.2. To increase access to all levels of education by provision of (Financial) Support from government and other stakeholders;
- 2.3. To improve equal access to all levels of education for children, students and people with special needs;
- 2.4. To improve equal access to all levels of education for girls and boys, in particular in isolated locations.

3.4.3. Outcome 3 (Quality):

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

3.4.3.1. Objectives

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

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

3.4.4. Outcome 4 (Management):

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

3.4.4.1. Objectives

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

- 4.1. Strengthening planning, budgeting, management, co-ordination and monitoring;
- 4.2. To develop, revise or finalise policies for the different sub sectors or cross cutting areas;
- 4.3. On the basis of a national demand, to ensure longer term interest, technical assistance (including the development of a national TA-pool) and funding from Development Partners for the SWAp, ESIRPII, NEAP (2007-2009), ESF (2007-2015.);
- 4.4. To develop and implement a programme of Human Resource Development and capacity building;
- 4.5. To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in Technical and Vocational Education and Training;
- 4.6. To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and Technical and Vocational Education and Training.

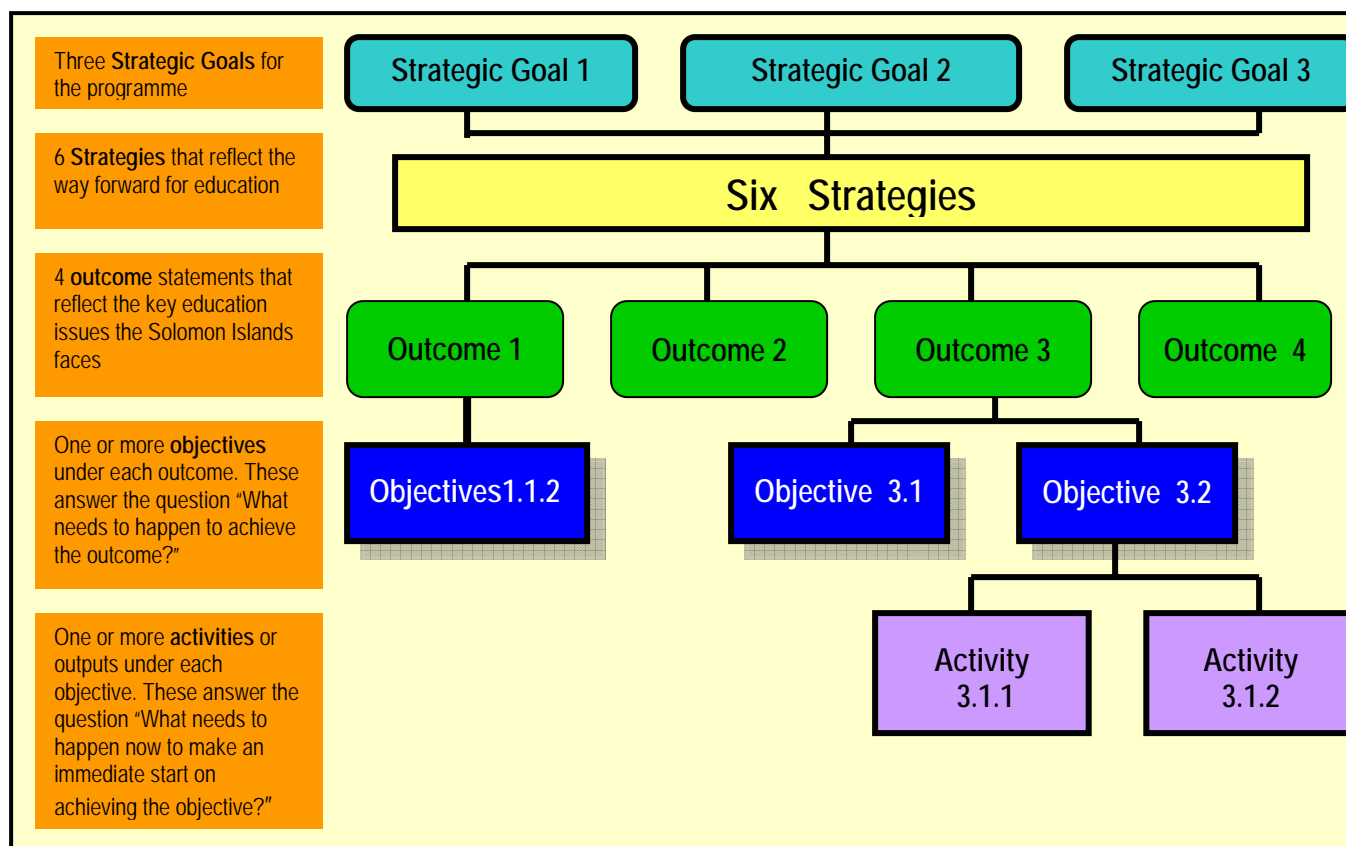
3.5. Activities and Outputs

The specific tasks, activities and/or outputs that will be undertaken over the period 2007-2009 in relation to each of these key objectives and who will be responsible for implementing each activity is part of this Plan. This Schedule of Activities is in Chapter 12, page 70. The activities in the Schedule of Activities are cross referenced to the core activities highlighted within each sector.

3.6. Design of the Provincial Education Action Plan

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

Figure 1: Provincial Action Plan Framework



CHAPTER 4: BASIC EDUCATION

4.1. Definition

Basic education is seen as the gradual and planned systematic introduction of a child to worthwhile information, knowledge, skills and attitudes necessary to prepare that child to develop to his or her full potential to contribute fully to the community (Guadalcanal Province) and nation (Solomon Islands)

It is the level of education that constitutes the foundation stage offered to all children. In Guadalcanal Province, basic education refers to the first nine years of formal education from Standard 1 through to Form 3. It may also include similar programmes offered elsewhere at similar levels for out-of-school youth and adults. The 1999 census reported that about 5,050 of 5 to 14 year olds in Guadalcanal province do not attend schools.

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

4.2. Principles of Basic Education

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

- Basic education progressively introduces a child to the information, knowledge and skills necessary for life;
- Basic education is holistic. It encompasses physical, mental, social and spiritual aspects of life;
- Basic education models and shapes behaviour and attitudes compatible with the wider society in which the child is to live;
- Basic education provides basic skills and competencies required for economic activity and development;
- Basic education prepares a child to become self-reliant and responsible, a resourceful member in the community, and promotes committed and responsible leadership;
- Basic education encourages a child to adhere to and respect religious, traditional and cultural values, beliefs, norms and codes of conduct of the local community and the wider world; and
- Basic education provides the basis for a child to recognise and accept the diversity of Solomon Islands' culture, tradition, religion, and ethnicity throughout the Islands.

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

5.1. Performance Assessment System

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

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

5.1.1. Access

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

5.1.2. Infrastructure

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

5.1.3. Quality

- Number of qualified teachers, trainers, instructors;
- Percentage of qualified teachers, trainers, instructors;
- Number of qualified headteachers, principals, directors/heads;

- Percentage of qualified headteachers, principals, directors/heads;
- Pupil /student/teacher-instructor ratio;
- Number of libraries;
- Percentage of schools with libraries;
- Number of storage;
- Percentage of schools with storage;
- Completion rates;
- Examination rates(SISE and SISC); and
- Examination rates (SIF3 and PSSC).

5.1.4. Finance And Management

5.1.4.1. Financial Management

5.1.4.1.1. Human Resource Development

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

5.1.4.1.2. Process Indicators

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

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

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

5.2. Indicators, Targets, Minimum Standards

Based on the education sector monitoring and evaluation indicators reported in the *Digest of Education Statistics 2005* a number of targets have been identified. These targets have a clear relation with the

expected outcomes in 2006 of the Education Strategic Plan (2004-2006) like improved access, quality, and efficiency in education service delivery. These targets were originally developed at the Annual Joint Review of the Education Sector Investment and Reform Programme in June 2004. The targets and related indicators served as the sector level monitoring and evaluation framework, to assist the Ministry of Education officers, education authorities, development partners and other education sector stakeholders in evaluating progress towards the goals and objectives of the Education Sector Investment and Reform Programme and the Education Strategic Plan.

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

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

1. The net enrolment ratio¹ for the early childhood sector in the Solomon Islands will be 20% or better;
2. The net enrolment ratio for primary education in the Solomon Islands will be 100%;
3. The net enrolment ratio for secondary education in the Solomon Islands will be 20% or better;
4. The proportion of teachers who are certified will be greater than 70% (teachers are certified who have completed a teaching certificate);
5. The average teacher-pupil ratio in the Early Childhood Education sector will be 1:15 or less;
6. The average teacher: pupil ratio in the primary education sector will be 1:30 or less;
7. The average teacher: pupil ratio in the community high schools will be 1:30 or less;
8. The average teacher: pupil ratio in the provincial secondary schools will 1:30 or less
9. The average teacher: pupil ratio in the national secondary schools will be 1:30 or less
10. The percentage of students who attain the literacy standard at standard 4 (SISTA) will be greater than 60%;
11. The percentage of students who attain the numeracy standard at standard 4 (SISTA) will be greater than 60%;
12. The average number of pupils per primary classroom will be less than 30 in primary schools;
13. The average number of pupils per secondary classroom will be less than 30 in secondary schools
14. The average toilet to pupil ratio in all schools will be less than 1:50;
15. The average pupil to dormitory ratio in all schools will be less than 50:1;
16. The percentage of schools/education institutions with access to clean and safe water will be 100% (clean and safe water is defined as the provision of piped water and/or a tank, and/or access to a well with drinkable water, where available water sources and equipment are considered to be in good or fair condition).

A minimum standard was also identified in 2004:

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

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

5.3. Status of Guadalcanal Province

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

Table 3: Status of Guadalcanal against national minimum standards

	Standard	Achievement	Result ²
1	Net enrolment ratio, Early Childhood Education (20%)	24%↗	Standard met
2	Net enrolment ratio, primary (100%)	86.9%↘	Standard not met
3	Net enrolment ratio, secondary (20%)	43.7%↗	Standard met
4	Teachers, certified (70%)	58.0%↘	Standard not met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:15↗	Standard met
6	Teacher: pupil ratio, primary (1:30)	1:27↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:28↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:29↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	1:16↗	Standard met
10	Literacy, Std 4 (60%)	46%↘	Standard not met
11	Numeracy, Std 4 (60%)	58.7%↗	Standard met
12	Average number of pupils/class in primary (1:30)	33.28↘	Standard not met
13	Average number of pupils/class in secondary (1:30)	38.9↘	Standard not met
14	Toilet/pupil ratio in all schools is 1:50	1:508↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	1:50↗	Standard met (2005)
16	Clean water (primary schools only) is 100%	42%↘	Standard not met
17	Teachers qualified is 70%	62.3%↘	Standard not met

Source: Digest of Education Statistics, 2006

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

CHAPTER 6: EARLY CHILDHOOD EDUCATION

6.1. Definition

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

6.2. Current Situation

Early childhood education in the Solomon Islands is seen as a parental rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than by the Government, although the Ministry of Education and Human Resource Development employs officers who monitor the provision of Early Childhood Education. There are two main sectors within Early Childhood Education: one involves Early Childhood Education provided through community centres, and the other involves privately owned centres.

Based on 2006 data, a total of 1,446 children are attending the 44 Early Childhood Education centres around Guadalcanal (excluding Honiara). The Province has a total of 106 teachers serving in the Early Childhood Education centres. Table 4 sets out the total teaching staff at Early Childhood Education centres and total enrolments in the province, broken down by constituency.

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

Constituencies	No. of Centres	Teaching Staff	Enrolment			Teacher/Pupil ratio
			Male	Female	Total	
Central Guadalcanal	8	15	141	153	294	19.6
North East Guadalcanal	8	18	110	111	221	12.3
North West Guadalcanal	11	25	195	146	341	13.6
North Guadalcanal	1	15	65	84	149	9.9
West Guadalcanal	13	25	189	142	331	13.2
South Guadalcanal	1	3	21	29	50	16.7
Blank	2	5	26	34	6	10.8
Total	44	106	747	699	1446	13.1

Source: SIEMIS 2006 Survey Report. **Note:** The field labelled "Blank" in the table represents schools or Early Childhood Education centres that did not indicate the constituency they are located in.

The provincial consultations with stakeholders identified a number of issues affecting Early Childhood Education in Guadalcanal Province. These include:

- lack of community support
- lack of financial support from communities and the province
- limited classroom resources
- lack and poor classroom facilities
- lack of trained Early Childhood Education teachers

The strategies set out in the following sections are designed to address these issues.

6.2.1. Access and Equity

Access to early childhood education is an issue in Guadalcanal, but gender equity does not appear to be a major concern.

Early childhood education is not accessible to all children in Guadalcanal Province. About 1 in 5 children in the 3-5 age group has access to Early Childhood Education. In 2006, there were 44 centres. This number of centres is not adequate to accommodate the pre-school age population that wish to access Early Childhood Education. Many communities are far from these centres, and children are not able to walk long distances each day to attend Early Childhood Education programmes.

Based on 2006 survey data, Early Childhood Education enrolment in the province was 1446 children against a total population of Early Childhood Education eligible children of 6,021. This means that about 76% of Guadalcanal children between the ages of 3 and 5 were not able to attend Early Childhood Education at all. Strategies must be put in place in order to improve the Early Childhood Education access for the majority of Guadalcanal children.

Table 5 gives a snap shot of Early Childhood Education enrolments by constituency. Just below 50% of the Guadalcanal Early Childhood Education population is female, so gender equity at this level is not a major issue, although there is some imbalance with larger numbers of boys than girls enrolled. Table 5 reflects this gender imbalance. More information is needed to assess other aspects of equity, such as whether children from disadvantaged groups or children with special educational needs are fairly treated.

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

Constituency	Enrolments			
	Male	Female	Total	% Female
Central Guadalcanal	141	153	294	52%
North East Guadalcanal	110	111	221	50%
North West Guadalcanal	195	146	341	43%
North Guadalcanal	65	84	149	56%
West Guadalcanal	189	142	331	43%
South Guadalcanal	21	29	50	58%
Blank	26	34	60	50%
Total	747	699	1446	48%

Source: SIEMIS 2006 Survey Report Note: The field labelled "Blank" in the table represents schools or Early Childhood Education centres that did not indicate the constituency they are located in.

The following table, Table 6, gives the same information in Table 5, but showing the enrolment in specific age group to reflect the wide range in enrolment in the Early Childhood Education centres.

Table 6: Early Childhood Education Enrolments by Age, Gender, 2006

Age	Enrolments			
	Male	Female	Total	% Female
3	173	161	334	48%
4	189	223	412	54%
5	218	185	403	46%
6	128	91	219	42%
7	30	34	64	53%
8	9	2	11	18%
9	0	3	3	100%
Total	747	699	1,446	48%

Source: SIEMIS 2006 Survey Report

6.2.2. Facilities

Most facilities used by the existing Early Childhood Education centres in Guadalcanal do not meet requirements of an Early Childhood Education classroom, with respect to basic standards and amenities such as access to clean water, access to toilets, and access to safe play areas. There is a need to improve on existing Early Childhood Education facilities and expand them in order to accommodate the increase in numbers of children seeking access to Early Childhood Education. It will be necessary to establish minimum standards for Early Childhood Education facilities.

6.2.3. Curriculum

No formal Early Childhood Education curriculum has currently been approved for the Solomon Islands by the Government or by the Guadalcanal Provincial Education Authority. In general early childhood education in Guadalcanal is not structured. Children at this age should be encouraged to interact in a safe environment where they can explore, learn and discover through play. A rich language environment will assist their cognitive development. An effective early childhood curriculum will assist in shaping and developing each child's future.

6.2.4. Teacher Supply and Demand

According to the 2006 statistics, and as shown in Table 7, there are a total of 106 teachers working in Early Childhood Education in Guadalcanal. This is a ratio of approximately 1:13 pupils per teacher. But, in the same year out of 106 teachers only 10 (or 9%) were qualified. The need for qualified teachers in Early Childhood Education in Guadalcanal is high, and it will be demanding to provide sufficient qualified teachers as the province attempts to accommodate 100% enrolment of 4-5 year olds into Early Childhood Education. Plans to develop field-based training to upskill untrained teachers need to be put into action immediately.

Table 7: Total Early Childhood Education Establishment, Trained and Untrained Teachers, by Constituency, 2006

Constituency	Number of teachers			Total Untrained	% Trained
	Male	Female	Total		
Central Guadalcanal	1	14	15	12	20
North East Guadalcanal	1	17	18	16	11
North West Guadalcanal	4	21	25	23	8
North Guadalcanal	0	15	15	15	0
West Guadalcanal	8	17	25	24	4
South Guadalcanal	1	2	3	3	0
Blank	1	4	5	3	40
Total	16	90	106	96	9

Source: SIEMIS 2006 Survey Report . **Note:** The field labelled "Blank" in the table represents schools or Early Childhood Education centres that did not indicate the constituency they are located in.

6.2.5. Financing

Currently Early Childhood Education is not financed by the government, except for salaries of Early Childhood Education trained teachers. It is the responsibility of communities to build the facilities and to meet the wages of the teachers. Both community centre sponsored Early Childhood Education centres and privately owned Early Childhood Education centres need to charge a fee for service in order to survive financially. A robust Early Childhood Education sector in Guadalcanal will need to consider how its operations will be funded in order to achieve a viable future. The future funding of Early Childhood Education will depend upon an effective partnership between all stakeholders, and continuing financial contributions negotiated between the Government, the Guadalcanal Provincial Education Authority, the community, and parents themselves. A clear policy guideline is needed to guide all early childhood education providers on their roles and responsibilities.

6.2.6. Management

Early Childhood Education is the foundation of a well-performing education system, and provides an effective preparation for primary education. It is therefore desirable that it be well resourced and managed. Stakeholders which have a role in supporting Early Childhood Education in Guadalcanal include communities, School Committees, education authorities (both Provincial and Churches) and the Solomon Islands Government through the Ministry of Education and Human Resources Development.

6.3. Future Directions

6.3.1. Access and Equity

All children in Guadalcanal need to have access to Early Childhood Education. Research has shown that children who participate in Early Childhood Education perform better than those children who proceed directly into primary school.

Set out in Table 8 below are the population projections for the 3-5 age group of Guadalcanal children over the four years from 2007 to 2010. This table indicates there is likely to be considerable pressure to expand access to Early Childhood Education facilities and to train more Early Childhood Education teachers.

Table 8: Early Childhood Education Potential Growth projections, 2007 – 2010

Age/Year	2007	2008	2009	2010
Age 3	2,008	2,121	2,191	2,126
Age 4	2,005	1,982	2,166	2,105
Age 5	2,009	1,980	2,142	2,092
Total	6,022	6,083	6,499	6,323

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

In order to improve access and equal distribution of Early Childhood Education centres in the Guadalcanal Province, the following strategies and activities will be implemented. The Province will:

- Establish additional Early Childhood Education centres in the province, attached to existing primary schools. In all, aim to increase the net enrolment rate of 5 year olds in early childhood education to 25%, and maintain over the national target of 20%. This would require the following requirements and establish 10 early childhood classes each year. The projected enrolment (excluding repetition) is as shown in Table 9, assuming that all enrolled are in the 3 to 5 age group.

Table 9: Early Childhood Education enrolment projections , 2007 - 2009

	2006	2007	2008	2009
Number of classes at 10 established each year	96	106	116	126
Projected Enrolment at 15 pupils per teacher	1446	1395	1545	1695
Projected Net enrolment		23%	25%	26%

- Advise those communities which are far from existing primary schools should consider establishing Early Childhood Education centres within their immediate environment;
- Carry out school mapping to achieve a planned and coordinated transition of students from early childhood education to preparatory grade in primary schools;
- restrict entry to Early Childhood Education to those aged 4 or more, in order to assist overloaded teachers, to avoid overcrowding, to make better use of limited learning materials, and to ease the pressure on already strained financial resources;
- develop a system of registering Early Childhood Education Centres operating under respective Education Authorities;
- Maintain a teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety;
- Arrange with University of South Pacific Early Childhood Education trainees to do one year of practical training through Solomon Islands College of Higher Education programmes;
- Mount community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education so that parents will encourage their children to attend Early Childhood Education centres; and
- conduct a review of students with special needs.

6.3.2. Facilities

There is enormous potential for growth in provision of Early Childhood Education centres in Guadalcanal if resources were available. This potential for growth is illustrated in Table 8. It will not be realistic for the Guadalcanal Province to plan in either the short or medium term to build and/or staff a large number of Early Childhood Education centres, since existing constraints such as lack of teachers, lack of facilities, lack of other material and financial resources, inadequate geographical access, and the need for extended time to build capacity and parental support, all make an objective of providing access to Early Childhood Education for every child in the province a much longer term goal. Nevertheless, Table 8 shows the major challenge facing Guadalcanal in providing in the future for early childhood education.

In order to gradually improve access to Early Childhood Education over time, and to improve the quality of Early Childhood Education facilities and teachers, the following strategies and activities will be carried out. The Province will:

- ensure that the standard classroom design for Early Childhood Education developed by the Ministry of Education is the set standard for all centres to use;
- ensure that communities are aware and responsible for building Early Childhood Education classrooms, and where possible the province assists with funding;
- Consider establishing a “lighthouse” or “model centre” in selected zones where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements;
- develop and implement a plan to build a total of 40 additional classrooms for Early Childhood Education over the medium term, each classroom to be associated with existing primary schools or with an existing centre;
- support where feasible the upgrading and improvement of existing Early Childhood Education centres in the light of the Ministry of Education and Human Resource Development standard classroom design; and
- assess geographical factors when considering the establishment of any new Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range and which are far from the nearest primary schools. Hence, school mapping with local communities is important.

6.3.3. Curriculum

A future goal should be the development of curriculum guidelines and suitable learning materials for early childhood education in Guadalcanal.

Until a formal early childhood curriculum is developed and approved, Early Childhood Education teachers in Guadalcanal will continue to encourage the following activities: sound language development, good coordination, recognition of different colors, how to hold a pencil, the painting of pictures, recognition of pictures and numbers, free expression through movement, music or other creative media, and story telling. Listening to stories about local customs and to stories from books should be encouraged. Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.

The Curriculum Development Centre is encouraged to develop a standard teachers' resource book for Early Childhood Education. These teachers' require book will be used once it is developed.

6.3.4. Teacher Supply and Demand

The population projections in Table 8 suggest that over 400 trained teachers could be required in the longer term to serve all children in the Early Childhood Education sector in Guadalcanal. Preparations to train more teachers need to be initiated immediately, or a serious shortage of trained Early Childhood Education teachers could develop. The current teachers also need the required teacher training.

In order to improve Early Childhood Education training and meet the demand for teachers, the following strategies and activities will be implemented. The Province will:

- initiate Plans and implemented to train Early Childhood Education teachers each year until 2015, through field-based training and the Solomon Islands College of Higher Education (Solomon Islands College of Higher Education). While a total of up to 30 additional Early Childhood Education teachers each year would be needed to generate 300 trained teachers by 2015, a more realistic target would be to train 15 Early Childhood Education teachers each year;

Table 10: Projected teacher supply and demand, 2006 - 2009

	2006	2007	2008	2009
Cumulative number of teachers	96	106	116	126
Projected Teacher/Pupil ratio		15.0	15.0	15.1
Full time New teachers to be trained		5	5	5
Field Based training of teachers		10	10	10

- ensure Early Childhood Education trainers have at least 2 years experience of field-based training before going to Solomon Islands College of Higher Education;
- negotiate with Solomon Islands College of Higher Education teacher training scholarships for Early Childhood Education to be available to teachers in Guadalcanal (and equitably distributed for each province) based on a quota system;
- establish liaison with Solomon Islands College of Higher Education with a view to developing training packages for Early Childhood Education teachers at provincial centres in Guadalcanal, in order to deliver additional training programmes to those already provided by Solomon Islands College of Higher Education;
- negotiate with the Government to as soon as possible, develop plans to provide additional support for Early Childhood Education teacher training;
- ensure entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes should require a minimum of completion of Form 5 education or equivalent; and
- develop a staff development plan for Early Childhood education teachers.

6.3.5. Financing

Early Childhood Education in Guadalcanal encompasses two broad sectors, community centres and privately owned centres. There needs to be clear policies in place in order to plan for the future development of both sectors, and to ensure financial arrangements are clearly understood.

The following understandings have been negotiated:

Community Centres

- The Government will meet the salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers;
- The Guadalcanal Provincial Education Authority will provide an operational subsidy by way of a grant for Early Childhood Education stationery and teaching resources;
- Communities will meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds;
- Parents will make a contribution, in cash or in kind.

Private Early Childhood Education Centres

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

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

6.3.6. Management

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

Ministry of Education roles

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

Guadalcanal Provincial Education Authority roles

- To assist in providing in-service training for teachers;
- To ensure that Early Childhood Education teachers are properly trained;

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

Communities/Parents' roles

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

Churches' roles

- To provide support similar to that provided by the provincial education authorities, including the provision of financial support where appropriate;
- To provide religious instruction.

CHAPTER 7: PRIMARY EDUCATION

7.1. Definition

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

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

7.2. Current Situation

There are 98 schools offering primary education in Guadalcanal Province which 23 Community High Schools. The primary schools are distributed throughout the province. Out of the 98 primary schools, 77 are operated by the Guadalcanal Provincial Education Authority, and the other 21 by the Church Education Authorities. The combined enrolment for the primary level of education in 2006 was 17,340. This excludes students enrolled in form 1, 2 and 3 who are part of the junior secondary schools sector.

Table 11: Total Primary Teaching Staff and Enrolments by Constituency, 2006

Constituencies	No. of Schools	Teaching Staff	Enrolment			Teacher/ Pupil ratio
			Male	Female	Total	
Central Guadalcanal	8	63	995	847	1,842	29.2
East Guadalcanal	16	87	1,276	1051	2,327	26.7
East/Central Guadalcanal	13	81	1,087	967	2,054	25.4
North East Guadalcanal	17	82	1,235	1170	2,405	29.3
North West Guadalcanal	6	44	933	901	1,834	41.7
North Guadalcanal	10	73	1,005	888	1,893	25.9
South Guadalcanal	8	60	738	593	1,331	22.2
West Guadalcanal	16	110	1,607	1471	3,078	28.0
Blank	4	32	298	278	576	18
Total	98	632	9,174	8,166	17,340	27.4

Source: SIEMIS 2005 and 2006 Survey Report . **Note:** The field labelled “Blank” in the table represents schools that did not indicate the constituency they are located in. Enrolment includes students in Prep to Standard 6 in CHSs.

The major issues and constraints in primary education in Guadalcanal province are:

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

7.2.1. Access and Equity

Generally, primary education is available to the majority of children in Guadalcanal province. The 2006 data showed a total enrolment of 17,340, which represents a gross enrolment of 135%. This abnormality could be due to overage children attending the primary sector.

Of these enrolments, 9,174 were male and 8,166 were female. The male and female enrolment percentages in 2006 were 52.9% boys and 47.1% girls. There is almost close to the gender proportion in the overall age cohort. The needs of students with special needs need to be properly assessed and addressed.

There is a high attrition rate at the primary level in Guadalcanal province. There are various factors that contribute to this situation, and these include:

- the physical locations of some schools which are far from the catchment areas, with the result that travel to school takes longer and is more difficult and/or expensive;
- unequal geographical distribution of schools, so that some villages are far from the local school;
- a limited number of teachers, thus providing constraints on the opening of new schools;
- the cultural and social influence of parents and local communities sometimes acts as a hindrance to access and/or equity; and
- an apparent lack of parental or community support for the individual children at home.

Table 12: Total Primary Enrolments by class level and gender, 2006

Standard	Enrolments			
	Male	Female	Total	% Female
Prep	1,777	1,664	3,441	48%
1	1,619	1,402	3,021	46%
2	1,434	1,313	2,747	48%
3	1,309	1,185	2,494	48%
4	1,114	1,021	2,135	48%
5	1,070	857	1,927	44%
6	851	724	1,575	46%
Total	9174	8,166	17,340	47%

Source: SIEMIS 2006 Survey Report

The 1999 census figures show that the annual growth rate of Guadalcanal province is 1.5%. If it was assumed that the average age of entry to the preparatory level in the province occurred at age 6, and that there was 100% progression throughout the primary school system up to standard 6, the primary school enrolment projections for the years 2007 to 2010 should roughly correspond with the population projections for the Guadalcanal 6-12 age group set out in Table 14 below.

The census projection of the 2006 school age population in Guadalcanal province was 12,878, but the actual enrolment was 17,340. It is significant to note that the 2006 primary school enrolment figures reported in the *Digest of Education Statistics 2006* exceed considerably the estimated 2006 population

projection for the 6-12 age groups (the primary school age cohorts). Possible reasons for this to happen could include the following:

- a population growth rate the province has gone above the 1999 growth rate of 1.5%;
- a less comprehensive and accurate capture of primary school enrolment data has occurred in 2006;
- the policies to encourage universal basic education have been effective;
- students outside the 6-12 age range are present in primary schools, including repeaters (possibly as a result of the ethnic tension in 2000/2001, when schools were closed, so that a number of students whose education was disrupted and who are now older than 12 are still present in Guadalcanal primary schools);
- internal migration is occurring within the Solomon Islands to Guadalcanal; and/or
- there are flaws in the underlying data.

If, as appears to have occurred in 2005, a 25% growth rate in primary school enrolments against the 1999 census population projections for the 6-12 age cohorts in Guadalcanal was to be sustained over the years 2007 to 2010, the possible growth potential in Guadalcanal primary schools would be significant. If, however, the current numbers include a “bulge” in Guadalcanal primary schools as a result of the ethnic tension, the numbers would revert to a more normal pattern in 2009 and beyond. These issues have implications for planning.

7.2.2. Facilities

Schools experienced vandalism during the ethnic tension, and some schools were totally destroyed. The ethnic tension affected access at all levels of education in the Province. While there is a need to rebuild destroyed schools, the conditions of existing staff houses, classrooms and other buildings in the majority of primary schools also need to be improved. Communities must be encouraged to take on the responsibility of improving and maintaining existing facilities, and of building additional schools or classrooms where expansion is required.

As a first step, the province needs to develop an accurate database of all existing school facilities, including teacher housing, with an assessment of the condition of the school building stock, and an assessment of whether minimum standards are met. A national methodology for this purpose should be developed by the Ministry of Education and Human Resource Development.

7.2.3. Curriculum

The curriculum needs to be modernised to remain relevant, effective, and appropriate for the needs of Guadalcanal Province students and Solomon Islands as a whole. The primary school curriculum is currently being reviewed, with work on primary mathematics and English for standards 1 to 6 under way. Development of other subjects will follow. A sound curriculum in the primary education sector is essential, for it is at this level that the four important skills of reading, writing, speaking and listening are developed. Curriculum development will remain centralised within the Ministry of Education.

7.2.4. Teacher Supply and Demand

In the 2006 data, 632 teachers were recorded as having taught in the primary schools of Guadalcanal Province. This figure gives a staff: student ratio of 1:27.4. The following table, Table 13, sets out the current primary teaching establishment in Guadalcanal Province.

Table 13: Total Establishment, Trained and Untrained Primary School Teachers by constituency, 2006

Constituency	Trained	Untrained	Total	% Trained
Central Guadalcanal	43	23	66	65%
East Guadalcanal	42	49	91	46%
East/Central Guadalcanal	43	48	91	47%
North East Guadalcanal	44	38	82	54%
North West Guadalcanal	42	8	50	84%
North Guadalcanal	64	13	77	83%
South Guadalcanal	20	42	62	32%
West Guadalcanal	71	42	113	63%
Total	369	263	632	58%

Source: SIEMIS 2005 and 2006 Survey Report

The large number of untrained teachers is an issue that requires immediate attention if the quality of education in Guadalcanal province is to be improved.

7.2.5. Financing

Primary school financing currently caters mainly for the payment of teacher salaries and the provision of basic school materials and equipment. Since 1999, all school grants have been re-centralised to the Ministry of Education and Human Resource Development. The proposed grant allocation per school will be based on unit cost and student enrolment.

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

7.2.6. Management

In general, education services provided to primary schools in Guadalcanal Province are not always sufficient or effective, for the following reasons:

- lack of financial support;
- lack of management training for the head teachers;
- provincial officers are not able to make regular school visits to monitor the management of schools, owing to a lack of funds;
- there are inadequate incentives for school managers to perform well;
- there is high absenteeism of teachers, owing to the lack of banking services in rural areas and the need for teachers to travel to receive their pay; and

- there is a lack of effective communication between the Guadalcanal Provincial Education Authority and schools.

The management of school grants has always been problematic over the years, largely owing to a lack of skills and capacity. Strategies need to be put in place for the control and management of school grants. The training programme in financial management for school principals and head teachers that has been initiated in 2006 is a good first step, and needs to be continued.

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

7.3. Future Directions

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

7.3.1. Access and Equity

Table 14 below sets out the growth potential for primary school enrolments between the years 2007 and 2010. The first row sets the population projections for the 6-12 age cohorts based on the 1999 census data. The second row extrapolates the 25% increase observed in 2005 enrolments to the 1999 census population projections.

Table 14: Growth Potential for Primary Schools, 2007 to 2010.

Year	2007	2008	2009	2010
Scenario 1, projected population, 6-12 age cohorts	13,222	13,287	14,319	13,430
Scenario 1, number of classrooms/ schools required if all students in projected 6-12 age group were enrolled	440	442	477	447
Scenario 2, 25% increase on population projections	16,527	16,608	17,898	16,787
Scenario 3 , number of classrooms required if all students in 6-12 age group were enrolled	550	553	596	559

Source: 1999 Census, Provincial Population Projections. **Note:** Calculations are based on the assumption that all schools or classrooms are single streamed and with a staff: student ratio of 1:30. The classrooms required include current classrooms.

Further work is needed to check and verify the validity of these forecasts. The figures on which these population estimations have been calculated should be reviewed as a matter of urgency by an expert population planning demographer. Further work may also be needed to understand the reasons for the apparent dramatic primary school enrolment increase in Guadalcanal.

What is clear is that immediate plans are required to manage effectively the already significant expansion of primary school enrolments in Guadalcanal Province that is currently occurring, and to plan for possible further expansion in the future. This planning need to investigate whether overcrowding is currently

occurring in Guadalcanal primary schools, and if so, where it is occurring and how it might be alleviated. Of particular importance will be where the necessary trained teachers will be found for an expanding primary school population, and how adequate (and additional) primary school facilities will be made available.

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

- support a policy on free compulsory primary education;
- increase primary school enrolment;
- undertake a study to validate the population projections and enrolment, and the reasons for a significantly higher enrolment than the age cohort and take appropriate actions;
- undertake regular visits to schools by Provincial Education Officers, and School Inspectors, and funding will be available for this purpose;
- conduct awareness programmes for communities and parents on the value of education, and in particular on the value of educating girls;
- strengthen discipline in schools; and
- investigate the extent of student with disabilities in primary schools.

7.3.2. Facilities

As a first step, an immediate stocktake of existing primary school classrooms and occupancy rates in Guadalcanal will be required, and the results will need to be analysed urgently against needs in specific districts and regions in order to determine priorities for immediate action.

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

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

In summary the Province will:

- undertake a stocktake to assess the needs of primary schools in Guadalcanal, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Guadalcanal Provincial Education Authority and the Ministry of Education and Human Resources Development;
- encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- provide appropriate furniture needs for classrooms;
- improve sanitation in the province's schools;
- make available clean and safe water in all primary schools;
- standardise staff housing, based on a set of minimum standards;
- register land where schools are located;
- conduct an awareness programme for communities on ownership of schools;
- identify schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the New Zealand Agency for International Development Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and
- develop a costed infrastructure programme for primary schools in Guadalcanal province.

7.3.3. Curriculum

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

- intergrate traditional skills and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing;
- strategise ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English;
- conduct more in-service training on Nguzu Nguzu materials through more decentralised training modes;
- facilitate attendance by Principals of Community High Schools with primary schools attached at in-service training on curriculum materials for primary teachers, to enable those Principals to hold school-based workshops;
- provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1;
- carry out of an annual school inventory by Head Teachers at the end of each academic year;
- Revive provincial libraries and have them connect to the internet; and
- expand School Library Association with provincial representatives.

7.3.4. Teacher Supply and Demand

Further work is required on two fronts: on improvement of the quality of teaching, and on teacher supply.

Well trained teachers are the backbone of a quality education system. While 632 (exclude JSS) primary teachers have been recorded in Guadalcanal province in the 2006 Ministry of Education and Human Resource Development statistical digest, the large number of those teachers who are untrained is unacceptable. This situation has implications for the quality of teaching delivered to students and directly affects the standard of student achievement.

The number of teachers required will depend on whether the teacher: pupil ratio is set at 1:30 or 1:35. Table 14 presented an indicative number of classrooms required between 2007 and 2010, based on two scenarios and on a teacher: pupil ratio of 1:30. It could be assumed from Table 14 that each classroom would require at least one teacher. Since there are currently 632 teachers reported in 2006 in the Guadalcanal primary school system, the key issue appears to be whether the existing primary school teachers are sufficiently well qualified and certified.

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

It is also necessary to consider whether the current minimum standards for teachers to be qualified and certified are set at a sufficiently high level to deliver the quality of education expected today.

In addition to identifying the current teachers available in the province, a clear policy or formula is needed to describe how a primary school's staffing entitlement is generated. Progress is being made in that the Teacher's Scheme of Service and the Teaching Service Handbook are currently being considered by the Cabinet.

A national teacher supply model is needed for planning purposes. There is a risk of a teacher shortage when the school age population is growing strongly, and education systems need to make plans before any shortage occurs, since it takes time to train a teacher to an acceptable standard. The proposed teacher supply model would need to accommodate anticipated population growth and forecast the number of teachers needed in future over the medium to long term at all levels. This model would need to assess a number of dimensions of the primary teaching service, such as the numbers of the existing teaching stock, the numbers of teachers who do not meet minimum standards, the number of teachers who need to be trained to enter the service (through pre-service training, or field-based models, or other options), those currently in the service who need to be retrained, the anticipated teacher loss through attrition and retirement, and the number of teachers who need to be recruited through other sources (such as from community pool, or by hiring of expatriates). While the development of a national teacher supply model is a responsibility of the central Government of the Solomon Islands, the Guadalcanal Provincial Education Authority also needs to monitor and plan for the ongoing supply of trained primary teachers in its schools.

In-order that the province has a fully trained primary teaching force, the following strategies and activities will be carried out. The province will:

- encourage serving teachers to undertake further training through University of South Pacific Distance and Flexible Learning and Summer School modes;
- continue with programmes such as SITUP to assist with teacher training;
- consult and support the Ministry to negotiate with Solomon Islands College of Higher Education teacher training scholarships to be equally distributed for each province using a quota system based on population;
- ensure 15 pre-service teachers trained annually for the Guadalcanal Province each year for the next 5 years;

- consult and support the Ministry to negotiate with Solomon Islands College of Higher Education for the Teaching Certificate programme to be upgraded to Diploma or Degree level;
- consult and support the Ministry to negotiate with Solomon Islands College of Higher Education for multi class teaching modules to be included in the Solomon Islands College School of Education curriculum;
- cost and fund the provision of quality teacher training programme; and
- plan and implement a plan to achieve 100% trained teachers teaching in primary schools by 2015.

7.3.5. Financing

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

- a central Government contribution of 60% of total costs (central Government will fund teacher salaries, will provide grants, and will provide training and curriculum materials, and may assist with the development of facilities);
- The Guadalcanal Provincial Education Authority contribution of 30% of total costs (possibly shared between provincial education authorities and other church education authorities). This funding will provide materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities, provision of materials and stationery, will carry out community awareness programmes, will offer in-service training, and will provide an incentive allowance for teachers;
- a contribution by parents and communities of 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects);
- Central Government will pay an appropriate level of grant per child per year;
- Grants paid to schools will be on a per capita basis and based on the total enrolment in each primary school; and
- Schools, parents and communities will provide land and buildings, and will participate in fund raising.

Table 15 gives an indicative cost of the Community Standard Funding Grant.

Table 15: Primary Education projected indicative government grant of 2007 – 2009.

Expenditure Items	2007	2008	2009	Total
Enrolment	16,527	16,608	17,898	51,033
Grants at SBD200 per student	3,305,400	3,321,600	3,579,600	10,206,600

7.3.6. Management

The following strategies have been recommended in this Guadalcanal Provincial Action Plan to implement the efficient and proper management of school grants and school fees.

- The post of an accountant ("Provincial Accountant") will be created within the Education Division of the Guadalcanal Provincial Education Authority. This person will be paid through the Public Service payroll, and will have the following functions:
 - (a) administration of cash grants to primary schools in the Province;
 - (b) monitoring of the use of cash grants and school fees in primary schools;
 - (c) provision of quarterly and annual reports to the Guadalcanal Provincial Assembly and the Ministry of Education; and
 - (d) coordination of training workshops for head teachers and School Committee treasurers on financial management.
- The Ministry of Education will disburse school grants to the Guadalcanal Provincial Education Authority;
- The Education Division of the Guadalcanal Provincial Education Authority will disburse grants to schools;
- Head teachers of each school will be the accountable officer at the school level, and will report to the Provincial Accountant;
- Head Teachers and School Chairpersons will be trained in the management of these funds;
- Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Guadalcanal Education Authority, which will monitor expenditure; and
- The Province will encourage schools to conduct awareness programmes on Community Standard Funding and on the role of school management in their catchment areas.

To improve the management of primary education at the provincial level:

- further training of teachers through University of South Pacific summer school & Distance and Flexible Learning, or Solomon Islands College of Higher Education, or other overseas institutions will be encouraged;
- conditions of service for teachers will be improved;
- the hours that primary schools are open for instruction will be extended;
- head teacher training will be re-introduced, and all head teachers will be required to undertake management training;
- banking services and business services to rural areas will be decentralised;
- communication links between stakeholders (headquarters, provincial authorities and schools) will be improved, and the appointment of additional staff will be considered if necessary;
- school committees will be invited to design school rules and policies;
- Head teachers will be accountable for expenditure of all school finances; and
- the School of Education/Solomon Islands College of Higher Education will include a management component in its teacher training programmes.

CHAPTER 8: JUNIOR SECONDARY EDUCATION

8.1. Definition

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

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

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

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

8.2. Current Situation

There are currently 23 Community High Schools (Community High School) in the province, which cater for junior secondary education. Five (5) of these Community High School are administered by Church Authorities, while 18 are administered by the Guadalcanal Province Education Authority. The 3 Provincial Secondary Schools in the province (AvuAvu, Tangarare and Ruavatu) accommodate forms 1 to 3. The three national secondary schools (Selwyn College, Betikama, and St Joseph's Tenaru) offer education at both junior secondary level (forms 1 to 3) as well as at senior secondary level (forms 4 to 7). Based on the 2005 survey data reported in the *Digest of Education Statistics 2006*, the total enrolment in the junior secondary schools in Guadalcanal Province was 3,306 students.

Table 16: Junior Secondary School Teaching Staff, and Enrolments, 2006

School Type	Number of Schools	Teaching Staff	Enrolment
Community High School	23	73	2,201
Provincial High Schools	3	20	611
National Secondary school	3	16	494
Total	29	109	3,306

Source: SIEMIS 2006 Survey Report. **Note:** Teacher Numbers are assumed at 30 students per teacher.

8.2.1. Access and Equity

Access to junior secondary school is still an issue in the province. The Ministry of Education and Human Resource Development *Annual Report* for 2005 reported an enrolment of 1,389 in the Solomon Islands

Secondary Entrance Examination. 1,204 progressed into Form 1, and 185 were required to repeat. Approximately 87% of the 2005 standard six cohort made the transition to junior secondary school. 724 students entered the Solomon Islands National Form 3 examination in 2005, a 25% increase on 2004. Note that about 5,050 of 5 to 14 year olds in Guadalcanal province did not attend schools in 1999. (Census Report 1999). Among this group are 12-14 year olds who should be in junior secondary. In terms of gender equity, there are more boys than girls attending junior secondary schools, but the gap is narrowing. In 2006, the total number of girls attending junior secondary schools was 1451, which was approximately 44% of the cohort

Table 17: Junior Secondary Enrolments by Gender by Constituency, 2006

Constituencies	Enrolments		
	Male	Female	Total
Central Guadalcanal	291	188	479
East Guadalcanal	170	85	255
East/Central Guadalcanal	191	173	364
North East Guadalcanal	334	250	584
North West Guadalcanal	428	388	816
North Guadalcanal	119	113	232
South Guadalcanal	95	36	131
West Guadalcanal	227	218	445
Total	1,855	1,451	3,306

Source: SIEMIS 2006 Survey Report

8.2.2. Facilities

The current Community High Schools in Guadalcanal Province have very limited facilities. In particular, there is a lack of specialised rooms for science and other practical subjects. Furthermore, the existing facilities need to be improved and expanded. There is a need to rehabilitate the existing Community High School in the province. Rehabilitation will include improving existing facilities, as well as expanding where necessary, to accommodate additional streams.

8.2.3. Curriculum

Control of the junior secondary curriculum will remain centralised under the Ministry of Education. Curriculum review of all secondary subjects is currently undertaken by the Curriculum Development Centre of the Ministry of Education. There is evidence that practical subjects are given very little attention in junior secondary schools throughout the country, owing to a lack of curriculum materials and textbooks, a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools. The key question with respect to the junior secondary curriculum is whether it remains relevant and up-to-date, and whether supporting learning materials and resources are adequately supplied to schools.

8.2.4. Teacher Supply and Demand

There are an estimated 109 teachers in 2006 teaching junior secondary students in the Province, including the church schools. This number of teachers was based on an assumption of one teacher per 30 students. There is a shortage of appropriately trained and qualified teachers in the junior secondary level. The number of trained and untrained teachers by constituency as shown in the table below is are estimates.

These estimates are in proportion to the total number of trained and untrained teachers, of the total secondary schools teachers.

Table 18: Junior Secondary Establishment of Teachers, Trained and Untrained, by Constituency 2006

Constituency	Total Trained	Total Untrained	Total
Central Guadalcanal	10	6	16
East Guadalcanal	6	3	9
East/Central Guadalcanal	6	6	12
North East Guadalcanal	13	7	19
North West Guadalcanal	22	5	27
North Guadalcanal	6	1	7
South Guadalcanal	1	3	4
West Guadalcanal	9	6	15
Total	70	39	109

Source: SIEMIS 2006 Survey Report

It will be necessary to provide training for the untrained teachers in the junior secondary schools, and to lift the overall qualifications of teachers in the secondary teaching service.

8.2.5. Financing

The allocation of secondary school grants is based on SBD500 per day school and SBD750 per boarding school. The current grants are co-financed by the European Union and the Solomon Islands Government. Given the previous inequitable system of allocating grants to schools, and the increasing cost of education, the concept of Community Standard Funding was developed. This concept encourages partnership in education, and clearly states the contribution levels of the various stakeholders. These grants may vary depending on economic factors and other variables.

The basis of the anticipated contribution in Guadalcanal Province is as follows:

- Solomon Islands Government: 60%
- Guadalcanal Provincial Education Authority: 30%
- Parents and Community: 10%

There is some concern that the Guadalcanal Provincial Education Authority needs to contribute its agreed share of the costs, as the burden appears to be falling more heavily on the Solomon Islands Government and the parents who pay fees.

The recommended annual unit costs for junior secondary level are SBD1200 per student for a day school and SBD1,800 for a boarding school. Because junior secondary schooling is part of basic education, the Solomon Islands Government may consider bearing a higher proportion of the cost.

8.2.6. Management

The current management of junior secondary schools is undertaken by school principals, with assistance from the school board of management. The Guadalcanal Provincial Education Authority steps in if the roles of either the board or the principal are compromised.

8.3. Future Directions

8.3.1. Access and Equity

In order for all children of Guadalcanal Province to have access to junior secondary schooling, the strategies and activities which will be carried out will include the following:

- existing junior secondary schools will operate double streams, with the aim of achieving an enrolment of 50% girls & 50% boys or as in proportion to its population cohort;
- the class sizes may extend up to a maximum of 40;
- boarding schools to be provided with all required boarding facilities;
- the dormitory size will be a maximum of 30 students per dormitory;
- there will be a minimum of 6 toilets per school;
- day schools will have an assembly hall; and
- existing Community High School will extend where necessary to operate double streams, and the establishment of any new Community High School will be considered in the light of the Ministry of Education and Human Resource Development school establishment policy.

The following table, Table 19, sets out the growth potential for junior secondary schools from 2007 to 2010, based on the population projections for the 13-15 age cohort developed as a result of the 1999 census. Some students from older age groups may also enrol at junior secondary schools.

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

Year	2007	2008	2009	2010
Population Projections	4,736	4,986	5,462	5,453

Source: 1999 Census Provincial Projections, age cohorts 13-15

The Ministry of Education has also developed a series of provincial projections for junior secondary schools, based on actual current enrolments already in the system in the provincial primary schools. These forecasts are likely to be considerably more accurate than the enrolment projections based on census data. Table 20 provides the anticipated numbers in form 1 classes for Guadalcanal junior secondary schools from 2007 to 2010.

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

Year	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Central Guadalcanal	143	107	250	126	119	245	141	137	278	157	148	305
West Guadalcanal	176	140	316	201	186	387	199	203	402	259	227	486
East/Central Guadalcanal	223	195	418	218	194	412	218	194	412	218	194	412
East Guadalcanal	136	141	277	180	154	334	190	176	366	259	197	456
North West Guadalcanal	165	137	302	158	172	330	201	147	348	203	214	417
North East Guadalcanal	136	114	250	156	143	299	170	182	352	221	191	267
North Guadalcanal	135	127	262	165	117	282	172	199	371	179	179	358
South Guadalcanal	93	82	175	75	84	159	88	78	166	137	124	261
Total	1207	1043	2250	1279	1169	2448	1379	1316	2695	1633	1474	2962

Source: Ministry of Education and Human Resource Development, *Junior Secondary Projections: Form 1 Classes Required 2006 to 2010*. Note figures for East/Central Guadalcanal for 2009 & 2010 were not available, and are based on an extrapolation of 2008 figures.

If the Solomon Islands Secondary Entrance Examination is phased out, as is recommended in the *Education Strategic Plan 2004-2006*, places will need to be found for all these students as they enter form 1 each year. Such a move would significantly increase the progression rate into the junior secondary schools in the province. The province needs to plan to ensure it has both the necessary facilities and sufficient teachers.

The following table outlines the primary schools in Guadalcanal by Constituency, and indicates at which schools it is anticipated that intakes at forms 1, 2 and 3 would be required, and whether the attendance status of the junior secondary students would be day school attendance or boarding school attendance.

Table 21: Proposed Enrolments in Forms 1, 2 & 3, By Constituency

Schools by Constituency	Form 1		Form 2		Form 3		Status
	Proposed Streams	Enrolment	Proposed streams	Enrolment	Proposed streams	Enrolment	
North West Guadalcanal	7	280	7	280	7	280	
Visale	1	40	1	40	1	40	Day
Marara	1	40	1	40	1	40	Day
Vaturala	1	40	1	40	1	40	Day
Tanakuku	1	40	1	40	1	40	Day
Tamboko	1	40	1	40	1	40	Day
Gifu	2	80	2	80	2	80	Board

Schools by Constituency	Form 1		Form 2		Form 3		Status
	Proposed Streams	Enrolment	Proposed streams	Enrolment	Proposed streams	Enrolment	
West Guadalcanal	7	280	7	280	7	280	
Babanakira	1	40	1	40	1	40	Day
Wanderer Bay	2	80	2	80	2	80	Board
Variana	2	80	2	80	2	80	Board
Kusumba	2	80	2	80	2	80	Board
Central Guadalcanal	7	280	7	280	7	280	
Betivatu	2	80	2	80	2	80	Board
Rate	2	80	2	80	2	80	Board
Turarana	2	80	2	80	2	80	Board
Lunga	1	40	1	40	1	40	Day
North East Guadalcanal	9	360	9	360	9	360	
Kulu	1	40	1	40	1	40	Day
Numbu	2	80	2	80	2	80	Board
Tenakoga	2	80	2	80	2	80	Board
Gilo	2	80	2	80	2	80	Board
Kolosulu	2	80	2	80	2	80	Board
North Guadalcanal	8	320	8	320	8	320	
Nguvia	2	80	2	80	2	80	Board
Ghaobata	2	80	2	80	2	80	Board
Sali	2	80	2	80	2	80	Board
Pitukoli	1	40	1	40	1	40	Board
Kaotave	1	40	1	40	1	40	Board
E. Central Guadalcanal	13	520	13	520	13	520	
Longu Kaoka	2	80	2	80	2	80	Board
Mbeoni	2	80	2	80	2	80	Board
Ghombua	1	40	1	40	1	40	Board
Bolale	2	80	2	80	2	80	Board
Reko Primary	2	80	2	80	2	80	Board
Salamarao	2	80	2	80	2	80	Board
Susu	2	80	2	80	2	80	Board
East Guadalcanal	12	480	12	480	12	480	
Potau	2	80	2	80	2	80	Board
Makaruka	2	80	2	80	2	80	Board
Kolobaubau	2	80	2	80	2	80	Board
Kopiu	2	80	2	80	2	80	Board
Luguvasa	2	80	2	80	2	80	Board
AvuAvu Primary	2	80	2	80	2	80	Board
South Guadalcanal	6	240	6	240	6	240	
Lalaoto	2	80	2	80	2	80	Board
Chapurua	2	80	2	80	2	80	Board
Koloula	2	80	2	80	2	80	Board
Grand Total	69	2,760	69	2,760	69	2,760	

If the above growth level is achieved then it is anticipated that a gross enrolment of over 70% will be achieved by 2010.

8.3.2. Facilities

The Ministry of Education has analysed the data available. Additional classrooms may be needed at existing primary schools, or additional streams at some community high schools. The Ministry of Education forecasts that up to 16 additional classrooms may be required over the medium term. Other facilities will be determined by the Province after a full audit with the assistance of infrastructure specialists from the Ministry of Education.

Strategies and activities

In order that all children of Guadalcanal Province will have access to junior secondary schooling, the Province will:

- identify schools with poor facilities and communities will be encouraged to improve and renovate them;
- develop a detailed programme for renovation of existing facilities and construction of new facilities will be developed; and
- encourage communities and with the support of government and education authorities build additional facilities where expansion is required.

8.3.3. Curriculum

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

- participate in the review and then the implement the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- provide curriculum materials, textbooks and equipment to community high schools;
- ensure that Solomon Islands College of Higher Education and the Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools;
- conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers;
- emphasise teacher discipline and responsibility in Solomon Islands College of Higher Education training, so that graduates become disciplined and responsible teachers in schools; and
- push for the revival of Christian education and physical education, as part of the Community High School curriculum.

8.3.4. Teacher Demand and Supply

Given the expansion at the junior secondary level, the demand for teachers will increase. The current number of junior secondary teachers in the community high schools is estimated at 109 using an assumed teacher to student ratio of 1:30.

The potential growth for the junior secondary schools outlined in Table 21 and the form 1 projections set out in Tables 19 and 20 indicate that more junior secondary teachers will be required over the period 2007 to 2010. However, it is problematic to forecast exactly the number of teachers required over the period 2007 to 2010, and even more difficult at the secondary level to predict the exact disciplines in which specialist teachers will be needed. In addition, the numbers of teachers required will also be affected by any policy decisions being considered by the Government. For instance, a decision to phase out the Solomon Islands Secondary Entrance Examination as part of a move to support universal basic education in the junior secondary school would require the training of considerably more junior secondary teachers. A decision to extend the curriculum to include subjects not currently offered would also require the training of staff skilled in those disciplines.

Further work is therefore required. A national teacher supply model is needed for planning purposes for secondary as well as for primary schools. The risk in the Solomon Islands is not so much a shortage of people willing to be teachers, but a shortage of qualified and specialised teachers who can deliver a specialist secondary curriculum to the required standard. There is an international shortage of specialist secondary teachers in disciplines such as mathematics and science, and there is no reason to suppose that the Solomon Islands will not experience the same difficulty in recruiting these skilled professionals. The issue for junior secondary schools is that teachers need to have specialised subject knowledge, as well as generic teaching skills, in order to deliver a quality secondary school curriculum. Since it usually takes considerable time (a period of some years) to train a secondary teacher to an acceptable standard, the training of the required teachers needs to be initiated well before the implementation of significant policy change. A consequence of not planning effectively is that a teacher shortage may occur, and the education of students in the system would be compromised. The task of forecasting the numbers of teachers with specialist subject skills required in the junior secondary schools is therefore more complex than predicting the number of primary teachers required. Preparing the trained and skilled secondary teachers will also take time, so planning has to recognise the lag that generally occurs before a teacher emerges from training as a competent practitioner (whether the training is pre-service training, field-based training, or some other model).

The proposed teacher supply model would need to accommodate anticipated population growth and forecast the number of teachers needed in future over the medium to long term at the junior secondary level. This model would need to assess a number of dimensions of the secondary teaching service, such as the numbers of the existing teaching stock, the numbers of teachers who do not meet minimum quality standards, the number of teachers who need to be trained to enter the service (through pre-service training, or field-based models, and so on), those currently in the service who need to be retrained, how teachers can be trained to specialise in multiple rather than single disciplines (double majors), the anticipated teacher loss through attrition and retirement, and the number of teachers who may be able to be recruited through other sources (such as from the community pool, or by hiring of expatriates). While the development of a national teacher supply model is a responsibility of the central Government of the Solomon Islands, the Guadalcanal Provincial Education Authority also needs to monitor and plan for the ongoing supply of trained junior secondary teachers in its schools.

The Ministry of Education's current estimate is that a total of about 200 junior secondary teachers will be required in Guadalcanal Province over the five years from 2007. The Ministry further assumes that there are enough teachers to serve in the junior secondary school division of the province. It is important to note that there may be more teachers serving the province than the ones who are recorded on the current database. These conclusions need to be verified through further work on teacher supply.

There is still, however, a critical need to improve the overall quality of the junior secondary teaching work force. In the meantime, it would be wise to plan training as recommended below, as a way of improving teacher quality.

It is proposed that 40 teachers for junior secondary schools will be trained each year for the next 5 years. Many of these teachers will be needed in Guadalcanal Province. However, given the limited capacity of SOE/Solomon Islands College of Higher Education, this number will be need to be divided between the various training options available to deliver the required numbers. These options include the following:

- untrained graduates will go to Solomon Islands College of Higher Education for a one year Advanced Standing Programme, or enrol through University of South Pacific Distance and Flexible Learning & Summer School;
- teachers will upgrade their skills and qualifications through programmes such as SITUP to enable them to teach in junior secondary schools;
- teachers should be trained to teach more than one subject (a double major);
- incentives need to be provided to attract teachers to teach in isolated schools;
- the minimum qualification for teaching at a community high school should be a diploma; and
- Guadalcanal Province should develop a fully costed staff development plan to upgrade its junior secondary teaching work force.

8.3.5. Financing

The following strategies and activities will be carried out to implement the Community Standard School Funding:

- the Solomon Islands Government will pay 60% of the total cost;
- the Guadalcanal Provincial Education Authority will pay 30% of the total cost;
- parents & communities will pay 10% of the total cost; and
- schools and their communities are encouraged to raise extra funds.

Table 22 gives two indicative cost scenarios of the Community Standard Funding Grant.

Table 22: Junior Secondary Projected indicative grants, 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	3,800	3,800	3,800	11,400
Scenario 1: Grant at SBD700 per student	2,660,000	2,660,000	2,660,000	7,980,000
Scenario 2: Grant at SBD600 per student	2,280,000	2,280,000	2,280,000	6,840,000

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

8.3.5.1. Management and Disbursement of School Grants

The following guidelines should apply:

- grants must be based on enrolments, and disbursed directly to schools, not paid through the Guadalcanal Provincial Education Authority;
- ongoing financial training will be required for Principals and Bursars;
- the community will need to assist schools with their finances;
- school accounts must be audited and books inspected regularly;
- school fees and community contributions need proper recording and must be accounted for.

8.3.5.2. Monitoring of Accounts

- Solomon Islands Government grants should be monitored by Ministry of Education and Human Resource Development;
- Guadalcanal Provincial Education Authority grants should be monitored by the Guadalcanal Provincial Education Authority accountant;
- the school board should monitor all grants/fees received by school;
- the Principal should submit quarterly reports on all grants and fees to Ministry of Education and Human Resource Development, the Provincial Treasurer and the Guadalcanal Provincial Education Authority.

8.3.6. Management

For better management of the junior secondary level, it is recommended that:

- junior secondary schools should have non-teaching Principals;
- management training must be provided for current Principals of junior secondary schools;
- Principal posts as well as all other vacancies must be advertised and candidates interviewed;
- Principals must be trained teachers and have had management training;
- the disciplinary power of school Boards needs to be strengthened;
- some negotiation with Banks is recommended with a view to re-establishing bank agencies close to schools;
- School Boards should monitor and keep proper records of school finances;
- the Guadalcanal Provincial Education Authority should provide adequate funds for teachers' travel;
- Principal posts should be contracted for a period of 3 years; and
- graduates from School of Education/Solomon Islands College of Higher Education must have a copy of the Teaching Service Handbook.

CHAPTER 9: SENIOR SECONDARY EDUCATION

9.1. Definition

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

9.2. Current Situation

There are currently three Provincial Secondary Schools in the Guadalcanal province, namely Tangarare, AvuAvu, and Ruavatu. There are also three National Secondary Schools, one each under the authority of the Seventh Day Adventist Church, the Anglican Church of Melanesia, and the Roman Catholic Church. The classes offered in these schools range from Form 1 to Form 5, or to Form 6 and Form 7. Based on 2006 school returns, the total enrolment in the senior secondary school system was 1,553 students. This figure is for Forms 4, 5, 6, and 7 only, and includes enrolment in church national secondary schools in the province.

Table 23: Enrolment by level ad constituency, 2006

Form	Constituency	Form 4	Form 5	Form 6	Form 7	Total
Betivatu CHS	Central Guad	14	17			31
Tenaru NSS	Central Guad	74	74	42	22	212
Avuavu PSS	East Guad	63	68			131
Kulu CHS	North East	40	33			73
Tenakoga CHS	North East	40	40			80
Ruavatu PSS	North East	162	87			249
Marara CHS	North West	25				25
Visale CHS	North West	25	17			42
Betikama NSS	North West	76	68	61	31	236
Selwyn College	North West	93	73	55	56	277
Nguvia CHS	North	38				38
Tangarare PSS	West	83	76			159
Total		733	553	158	109	1,553

Source: SIEMIS 2006 Survey Report

Issues and constraints affecting senior secondary education in Guadalcanal province are as follows:

- very poor facilities, both academic and boarding;

- lack of curriculum resources and equipment;
- shortage of qualified trained teachers; and
- limited space at the senior secondary level.

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

Table 24: Senior Secondary Schools, and Enrolments by Constituency, 2006

Constituencies	No. of schools	Male students	Female students	Total
Central Guadalcanal	2	140	72	212
East Guadalcanal	1	89	42	131
North East Guadalcanal	3	218	184	402
North West Guadalcanal	3	330	250	580
West Guadalcanal	1	87	72	159
North Guadalcanal	1	20	18	38
Total	11	884	638	1,522

Source: SIEMIS 2006 Survey Report

9.2.1. Access and Equity

All Provincial Secondary School and National Secondary School in the province are currently providing access at both Form 1 and Form 4 levels. The current capacity of the Provincial Secondary School and National Secondary School for senior classes (forms 4 and above) is 1522 students. However, the National Secondary Schools are taking students from all over the country and therefore have a scope beyond Guadalcanal Province. A National Secondary School will not be considered further in this plan.

Access to senior secondary education is restricted by space, a shortage of trained teachers, and limited resources. When junior secondary forms are phased out from the Provincial Secondary School and National Secondary School, as planned, then access to senior secondary education will improve.

It is proposed that within the next five years, all Provincial Secondary School and National Secondary School in the province will be turned into Senior Secondary Schools to accommodate only students in Forms 4 - 6 or Form 7. The intention is that the Community High Schools in the province will accommodate all junior secondary forms (Forms 1-3). Transition into senior secondary classes will be controlled.

As can be seen from Table 25, gender equity is an issue for senior secondary girls, as considerably more males than females are enrolled at this level.

Table 25: Total Enrolments by Gender by Constituency, 2006

Constituencies	M	F	Total	% Female
Central Guadalcanal	161	82	243	33.7%
East Guadalcanal	89	42	131	32.1%
N/E Guadalcanal	218	184	402	45.8%
N/W Guadalcanal	330	250	580	43.1%
North Guadalcanal	20	18	38	47.4%
West Guadalcanal	87	72	159	45.3%
Total	905	648	1553	41.7%

Source: SIEMIS 2006 Survey Report. Note: This is the enrolment of students in form 4 to 7 in all schools.

9.2.2. Facilities

Facilities in the Provincial Secondary School and National Secondary Schools are very poor, and overcrowding is common. While there will be no immediate need for expansion in the senior secondary schools, the need for major repairs and maintenance is great. Renovation of the academic buildings will be required to meet the expected standard for senior secondary education. Boarding facilities both for teachers and students also need to be upgraded.

9.2.3. Curriculum

Control of the curriculum will remain centralised with the Ministry of Education, through the Curriculum Development Centre. Revision and development of the curriculum, and production of learning resources, will be the responsibility of the Ministry of Education. There are some areas of concern in the senior secondary curriculum, and these include:

- the gap between form five and form six curricula;
- the existence of more than two examinations at the senior secondary level, which is costly for both government and parents; and
- the non-availability of curriculum materials and equipment in the schools.

The variety of curricula offered at the senior level (for example, the national curriculum, curricula examined by the South Pacific Board for Educational Assessment, and the University of the South Pacific curricula) poses a concern for the Solomon Islands, since there is a desire to develop local curricula to meet the needs of local students.

The province will participate and implement curriculum programs to achieve better student learning outcomes.

9.2.4. Teacher Supply and Demand

The number of teachers in 2006 in the Provincial Secondary School and National Secondary School is 99. These figures may be an underestimate of the number of senior secondary teachers in Guadalcanal, as

they include only teachers in the Provincial Secondary Schools and the national secondary schools. Some teachers in Community High Schools also teach senior secondary classes.

Nevertheless, Table 26 does demonstrate that there is a shortage of trained and well qualified teachers at the upper secondary levels. Teachers at the senior secondary level need degree qualifications. While Solomon Islands College of Higher Education can produce teachers for junior secondary schools, it is expensive to produce teachers with degrees, because they have to be trained overseas.

Table 26: Senior Secondary Trained and Untrained Teacher Establishment, by Constituency, 2006

Constituency	Not Trained	Trained	Total
Central Guadalcanal	8	17	25
East Guadalcanal	3	13	16
East/Central Guadalcanal			0
N/E Guadalcanal	7	5	12
N/W Guadalcanal	9	37	46
North Guadalcanal			0
South Guadalcanal			0
West Guadalcanal			0
	27	72	99

Source: SIEMIS 2006 Survey Report

9.2.5. Financing

A school grant is currently paid by the European Union and the Solomon Islands Government. It is disbursed directly to schools. Boarding Schools receive SI\$750 per student, while day schools receive SI\$500 per student. There is an increasing cost in sustaining the education system, and therefore all stakeholders are encouraged to share this cost. The Province accepts the concept of Community Standard School Funding, and encourages its implementation in schools, but is concerned that adjustments to contribution levels may be necessary, since some stakeholders have difficulty in meeting their contribution.

9.2.6. Management

Good management also contributes to quality education. There is therefore a need to strengthen school management. There are also many discipline issues in schools, possibly compounded by poor management. To achieve a strengthening of school management, Guadalcanal province will:

- provide training for teachers in management, guidance, counselling for career paths for students, and character building of students;
- staff senior secondary schools with qualified teachers, and in particular by teachers with degrees;
- strengthen the disciplinary powers of school Boards;
- get senior secondary schools to have non-teaching Principals;
- consult the Ministry of Education to have the post of Principal contracted for at least 3 years, in order to provide continuity;
- make arrangements to have the appointment of Principal and teachers done by a Special Board;
- appoint Principals that have qualification and qualification in teaching and management; and
- negotiate with Banks to re-establish bank agencies in rural areas.

9.3. Future Directions

9.3.1. Access and Equity

In order to improve access to senior secondary education in Guadalcanal Province, the following strategies and activities will be carried out over time:

- convert Tangarare, AvuAvu and Ruavatu Provincial Secondary Schools into senior secondary schools to accommodate only Forms 4 to 6 or 7;
- upgrade Nguvia to a senior secondary school;
- phase out junior secondary levels (Forms 1-3) from Provincial Secondary School & National Secondary School, starting in 2009;
- 50% of the total Form 3 enrolment in the Province will be able to make the transition into Form 4; and
- 50% of the total Form 5 enrolment in the Province will be able to make the transition into Form 6.

The plan to restructure the provision of secondary education in the Guadalcanal by enrolling all students at forms 1 to 3 in junior secondary schools (at community high schools), and converting all the Provincial Secondary Schools and national secondary schools into senior secondary schools (enrolling students in forms 4 and above only) is an ambitious one that requires careful planning, and a carefully managed sequence of activity.

It is assumed at this stage that junior secondary classes will be phased out from Provincial Secondary Schools and national secondary schools from the beginning of 2009. 50% of the 2008 form 3 cohort will receive access to form 4, starting in 2009. The Ministry of Education's current estimate of senior secondary enrolment projections is set out in Table 27 below. The 2006 enrolment projected at a growth rate of 2.8% is more realistic if the lower levels are not phased out of senior secondary schools.

Table 27: Senior Secondary Enrolment Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected enrolment – Form 4 to 7	895	908	945	933
Total current Enrolment projected at 2.8%	1596	1641	1687	1734

Source: SIEMIS 2006 Survey Report

The Ministry of Education's view is that there will be enough places in senior secondary schools to cater for the projected enrolment over this period. However, further work is needed on planning the proposed transition to restructure secondary education, and in particular attention needs to be given to teacher supply and teacher training.

9.3.2. Facilities

In order to improve the condition of the Provincial Secondary School and National Secondary School the following will be implemented:

- existing facilities will be renovated and rebuilt where necessary;
- water supply and sanitation will be improved;
- an additional girls' dormitories will be constructed where required; and
- the use of solar or hydro power in schools will be encouraged.

The Ministry of Education's view is that two classrooms for each of the identified community high schools must be built in the short term, and accommodation for 40 boys and 40 girls for each of the five schools must also be constructed as soon as possible.

Table 28: Projected Number of Buildings To Be Constructed between 2007 and 2010

Year	2007	2008	2009	2010
Classrooms	10	5	12	12
Dormitory	12	12	12	12
Total	22	17	24	24

Source: SIEMIS 2004 Survey Report

9.3.3. Curriculum

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

- Discuss with the Curriculum office during the review of the senior secondary curriculum to strengthen the linkage between the Form 5 and Form 6 curriculum;
- Ensure subject specialisation starts in Form 4;
- Provide in-service training as new curricula and materials are produced;
- Increase production and or procurement of learning materials to achieve a pupil: textbook ratio of 1:1; and
- Adopt the recommended structure of the Technical and Vocational Education and Training policy which stipulates that the upper secondary block will be Forms 4-6.

9.3.4. Teacher Supply and Demand

In order to meet the senior secondary teacher demand, the following strategies and activities will be carried out.

- Train a total of 20 teachers annually, using both pre-service and in-service training, in order to achieve a total of 100 trained teachers in the next five years of the programme;
- Support teachers to upgrade their qualifications to degree level to cater for teaching at Forms 4, 5, 6 and 7 levels;
- Consult with teacher education and training authorities to have teachers trained in more than one subject e.g. double majors;
- Encourage teachers to undertake studies through University of South Pacific Distance and Flexible Learning and summer schools;

- Initiative arrangements to have teacher training linked to performance-based, so that teachers receive incentives;
- Consider introducing bonding of teachers, so that teachers serve the province for a reasonable period.

There appear to be enough teachers serving in the secondary school level. There is, however, a need to separate the data between junior secondary schools and senior secondary schools in order to determine the number of teachers required for each sector. Most teachers teach across form levels in a secondary school, so disaggregation of data between the levels is difficult.

9.3.5. Financing

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

- the Solomon Islands Government will pay 60% of the total cost;
- Guadalcanal Province will pay 30% of the total cost;
- parents & communities will pay 10% of the total cost; and schools, parents and communities will be encouraged to raise extra funds.

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

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

Expenditure Items	2007	2008	2009	Total
Student enrolment	1596	1641	1687	4,924
Scenario 1: Grant at SBD750 per student	1,197,000	1,230,750	1,265,250	3,693,000
Scenario 2: Grant at SBD625 per student	997,500	1,025,625	1,054,375	3,077,500

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

9.3.5.1. Disbursement of Grants

- The Solomon Islands Government grants will be disbursed directly to schools;
- The Guadalcanal Provincial Education Authority grant will be disbursed directly by the provincial treasurer to the schools;
- School fees and parent/community contributions will be collected at school and deposited in the school account.

9.3.5.2. Training of Accountants

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

9.3.5.3. Monitoring of Accounts

- Ministry of Education and Human Resource Development will monitor the Solomon Islands Government grants to schools;
- the Guadalcanal Provincial Education Authority grant to schools will be delivered by the provincial treasurer;
- Each school board will monitor all grants and school fees received by the school;
- Copies of accounts should be held in the school, by the provincial treasurer, by the Provincial Accountant's office, and by Ministry of Education and Human Resource Development.
- The Principal will provide quarterly reports on all grants/fees to Ministry of Education and Human Resource Development, the Province and the Guadalcanal Provincial Education Authority.

9.3.6. Management

School managers (that is, Principals and their Deputies) must be trained and experienced. The roles of the School Boards must be clearly spelt out, and they too must be given appropriate training.

CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

10.1. Definition

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

10.2. Current Situation

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

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

There are still constraints and issues in the Technical and Vocational Education and Training in Guadalcanal such as:

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

The overview of enrolments in technical and vocational education and training (Technical and Vocational Education and Training) is set out in Table 30 below. The 2004 data is the latest information available.

Table 30: Teachers in Technical and Vocational Education and Training Centres and Enrolments by Constituency, 2004

Constituencies	Teaching Staff	No. of Centres	Enrolment
Central Guadalcanal	21	2	235
North East Guadalcanal	18	2	78
North West Guadalcanal	10	1	58
North Guadalcanal	17	2	119
Total	66	7	490

Source: *Technical and Vocational Education and Training 2004 Survey Report*

10.2.1. Access and Equity

Access to Technical and Vocational Education and Training in Guadalcanal Province is an issue because the province does not operate Technical and Vocational Education and Training Centres, especially those that offer technical training. At the senior secondary level, it is planned that 50% of the total Form 3 students will progress into Form 4 and 50% will leave the system. Technical and Vocational Education and Training should be developed as an alternate path for these school leavers, and therefore the province needs to examine urgently ways to increase access to Technical and Vocational Education and Training and to accommodate the 50% of school leavers at the end of Form 3 who will not get access to a Form 4 place in a secondary school.

There is an imbalance in gender enrolments in Technical and Vocational Education and Training in the province. More than 2 males are enrolled for every female. This imbalance is illustrated in Table 31.

Table 31: Technical and Vocational Education and Training Enrolments by Gender & by Constituency, 2004

Constituency	Enrolments	
	Male	Female
Central Guadalcanal	225	10
North East Guadalcanal	46	32
North West Guadalcanal	0	58
North Guadalcanal	79	40
Total	350	140

Source: PICRU 2004 Survey Report

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

10.2.2. Facilities

There are currently about 7 boarding Rural Training Centres in the Province which have substandard facilities. These facilities will need to be upgraded and extended. It is a challenge to cater for the daunting number of young people who emerge from the formal secondary education system and who need access to good quality Technical and Vocational Education and Training.

- the establishment of additional 15 centres in all zones by 2015 but for 2009 establish 3 new centres;
- Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.

- Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training

10.2.3. Curriculum

The curriculum used by Rural Training Centres is prepared by individual Training Centres. This approach means that the skills taught vary in content and practice. A strengthened curriculum and a cadre of trained and competent instructors are needed improve the quality of delivery of Technical and Vocational Education and Training.

10.2.4. Teacher Supply and Demand

The teacher pupil ratio in Technical and Vocational Education and Training is 1:15. This ratio means more instructors need to be trained for the recommended Technical and Vocational Education and Training Centres. The number of instructors in the current Centres in the province in 2005 is 77. Currently Vanga is the only Technical and Vocational Education and Training Teachers College in the country, with a very limited intake of 20 students per year. The following strategies will have to be carried out in order to meet the demand for Technical and Vocational Education and Training instructors. The Province will:

- increase the intake of trainees at Vanga Teachers' College (which trains technical teachers) to cater for an increase in all provinces;
- identify people with a first qualification to train at Vanga Teachers' College as instructors;
- utilise Vanga Teachers' College to train untrained teachers in schools who are teaching practical subjects; and
- Guadalcanal Province should consider establishing its own College similar to Vanga Teachers' College to supply tutors for rural training centres and community secondary schools.

Table 32 sets out the current establishment of trained and untrained technical teachers.

Table 32: Total Establishment, Trained and Untrained Technical Teachers, by Constituency

Constituency	Total Trained	Total Untrained	Total
Central Guadalcanal	8	13	21
North East Guadalcanal	8	10	18
North West Guadalcanal	8	2	10
North Guadalcanal	9	8	17
Total	33	33	66

Source: SIEMIS 20004 Survey Report

There is a need to upgrade the skills and competencies of the 50% of technical tutors in the Province who are untrained.

10.2.5. Financing

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

- Solomon Islands Government to pay 40% of the total cost;
- Guadalcanal Provincial Education Authority to pay 30% of the total cost;
- Parents to pay for 30% of the cost.

10.2.6. Management

Principals are responsible for the management of Technical and Vocational Education and Training institutions. The Guadalcanal Provincial Education Authority is responsible for liaison and appointment of School Management Boards.

10.3. Future Directions

10.3.1. Access and Equity

Table 33 sets out enrolment projections for 2007 to 2010. These enrolment projections are an estimate of unmet demand in the Province. Delivery of TVET in Guadalcanal will be restricted by the standard of the facilities available, the restricted number of places, and the lack of qualified tutors. There is considerable pressure for expansion in TVET, but the province will not be able to meet the unmet demand without support. It needs to be noted that Rural Training Centres do not limit their enrolments to form 3 leavers, hence the projections given here are only indicative.

Table 33: Technical and Vocational Education and Training Enrolment Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected enrolment	244	248	270	262
Total	244	248	270	262

Source: Technical and Vocational Education and Training 2004 Survey Report

On the basis of these enrolment projections, existing Technical and Vocational Education and Training facilities in Guadalcanal will need to be upgraded and new facilities constructed. The Ministry of Education's estimate of the potential need for new facilities (either classrooms or centres) is set out in Table 34, based on an assumption that a classroom will accommodate a single stream of 15 students.

Table 34: Number of Additional Technical and Vocational Education and Training Centres/Classrooms Required, 2007 and 2010.

Year	2007	2008	2009	2010
Projected enrolment	244	248	270	262
Total additional centres./classrooms required	4	4	5	4

Source: Technical and Vocational Education and Training 2004 Survey Report
Assumption: that each Centre will enrol a single stream of 15 students per skill.

There is a total of seven Rural Training Centres located in the province. These centres should be able to expand to take in the projected enrolment, as well as students from other provinces, provided resources are available to upgrade facilities, construct new classrooms and train the required number of teachers.

The following strategies will be implemented.

- Mount community awareness programmes on the worth of Technical and Vocational Education and Training;
- Provide counselling and guidance on career paths at primary and Junior secondary level;
- Engage rural training centres in community demonstration activities;
- Offer more courses aimed at developing skills of young women, at the centers, and
- encourage girls to attend rural training centres.

10.3.2. Facilities

Existing rural training centres will need assistance for upgrading of facilities, and construction of additional buildings where required, and help with supply of equipment and tools. Any new centres will need the following basic facilities to be built and equipped:

- girls' dormitory
- boys' dormitory
- dining hall/kitchen
- workshop for woodwork and carpentry training
- general classrooms for English, Mathematics and business studies
- classrooms and land for agriculture training
- life skills (home economics)

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

The following strategies will be pursued:

- Carry out a stocktake of existing rural training centres, and an assessment of the condition of buildings and facilities, as a first step in developing a plan for the development of the Technical and Vocational Education and Training sector;
- consider setting up 4 additional rural training centres, in four regions between 2007 and 2009;
- improve existing facilities in junior secondary schools by the provision of specialised classrooms, tools and equipment;
- provide more facilities for skills training for women; and
- develop guidelines setting out the distinctive roles of rural training centres and the roles of the formal school system, i.e. what is the purpose the practical skills learned at rural training centres and what is the purpose of those taught in the formal system.

10.3.3. Curriculum

The Technical and Vocational Education and Training draft policy clearly states that the curriculum for rural training centres will not be standardised, but modules, which are relevant for the needs of the communities

and the province, will be produced for the Centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the communities and the province. Current programmes such as life skills, woodwork/carpentry, agriculture, applied mathematics, applied English, and business studies should continue to be offered, as well as revised. In addition, links between Curriculum Development Centre and Technical and Vocational Education and Training on practical subjects should be strengthened, and Curriculum Development Centre should recruit appropriately qualified Technical and Vocational Education and Training staff.

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

- Strengthen the curriculum and training of a cadre of qualified and competent instructors to improve the quality of delivery of Technical and Vocational Education and Training;
- Develop modules with the support of the Ministry relevant modules, which are relevant for the needs of the communities and the province, which the Centres to choose from;
- Provide text-books, equipment and tools under the current funding for technical and vocational educational training centres; and
- Deliver rural training centres relevant programmes with an employment-outcomes focus, life skills, woodwork/carpentry, agriculture, applied mathematics, applied English, and business studies should continue to be offered, as well as mechanics or design and making of clothing.

10.3.4. Teacher Supply and Demand

A preliminary estimate suggests that there may be enough teachers in the work force to cater for the projected enrolment over the period 2007 – 2010, as set out in Table 33, but whether the teachers possess the required qualifications and skills to a level that will enable students to meet minimum standards for trade qualifications is a matter that requires further investigation. The key issue would seem to be the provision of sufficient competent high quality tutors with an appropriate level of skill.

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

- Increase the intake of trainees at Vanga Teachers' College (which trains technical teachers) to cater for an increase in trained instructors in Guadalcanal province;
- Identify people with a first qualification to train at Vanga Teachers' College as instructors;
- Ensure 10 Technical and Vocational Education and Training instructors each year from Guadalcanal enrol for training at Vanga Teachers' College;
- Utilise Vanga Teachers' College to train untrained teachers from schools which are teaching practical subjects;
- Offer current tutors the opportunity to upgrade their present qualifications; and
- Encourage Rural Training Centre teachers to acquire at least a certificate or diploma from a recognised tertiary education institution.

10.3.5. Financing

Any new rural training centre to be established will need assistance with upgrading of facilities and construction of additional buildings where required, and for the supply of equipment and tools.

Establishment of a new rural training centre will therefore require financial support. Further preliminary work needs to be undertaken, and a business case prepared and submitted to a potential sponsor or sponsors.

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

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

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

Table 35 gives the projections of the Community Standard Funding Grant.

Table 35: Technical and Vocational Education and Training Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	244	248	270	762
Scenario 1: Grant at SBD440 per student	107,360	109,120	118,800	335,280
Scenario 2: Grant at SBD385 per student	93,940	95,480	103,950	293,370

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

10.3.6. Management

For better management of Technical and Vocational Education and Training in the Province will undertake the following:

- a centre will be set up that will market the products of rural training centres;
- training will be provided for current rural training centre Principals in management, guidance and counselling;
- rural training centres must be staffed by qualified instructors;
- discipline must be strengthened in schools for both teachers and students by strengthening the disciplinary power of school Boards;
- Principals should remain in a Centre for at least 3 years;
- Principal posts, as well as all other vacancies, must be advertised and interviewed; and
- Principals should be trained teachers and have had management training; and
- a Management and Planning Committee will be established.

CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES

11.1. Introduction

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

11.2. Role of Stakeholders

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

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

11.2.1.1. Policy Implementation and Planning

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

11.2.1.2. Administration and Coordination

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

11.2.1.3. Regulatory functions

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

11.2.2. Role of Provincial Government

The roles of the Provincial Government are set out below.

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

11.2.3. Role of Provincial, Church and Private Education Authority

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

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

- Establishment of disciplinary policy for teachers;
- Appointment of Board members; and
- Seeking outside support for scholarships, rather than through National Training Unit.

11.2.4. Role of School Committees or School Boards

The role of School Committees is set out below.

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

11.2.5. Role of Parents and Communities

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

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

11.2.6. Role of Principals and Head Teachers

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

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

CHAPTER 12: SCHEDULE OF ACTIVITIES

12.1. Schedule of Activities: Early Childhood Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in the Guadalcanal Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders.			
Objective 1.1:	Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure.			
No	Output/ Milestone	Activity { See also pp. 26 to 28}	Time frame	Responsibility
E1	All schools mapped	Carry out School mapping to achieve a planned and coordinated transition of students from Early Childhood centered to preparatory grade in primary schools.	End of 2007	Provincial Education Authority, PCRU, ECE
E2	Establish schools to maintain a NER of 25% or better	Establish additional Early Childhood Education centres in the province, attached to existing primary schools. In all, aim to have aim to increase the net enrolment rate of 5 year olds in early childhood education to 25%, and maintain over the national target of 20%. This would require the following requirements an establishment of 10 early childhood class each year.	2007 – 2009 and on going	Provincial Education Authority, PCRU, ECE
E3	Children attend schools	Conduct community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.	2007 – 2009 and on going	Provincial Education Authority, PCRU
E4	Provide a safe learning environment for children	Establish criteria for registration of Early Childhood Education Centres, and register only those Centres that meet minimum quality standards	2007	GPEA

E5	Provide a safe learning environment for children	Upgrading and improve the 41 existing Early Childhood Education centres, in the light of the Ministry of Education and Human Resource Development standard design	Ongoing, 2007-2009	Communities
E6	Survey for all schools	Carry out a survey of existing Early Childhood Education facilities in the province to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; This will support develop an ECE information system to support planning for development of new ECE centres and the maintenance or strengthening of existing ECE centres.	June 2008	Inspectorate with PE and SE- division, PCRU, Provincial Education Authorities, ECE
E7	ECE facility plan developed Standard classroom design is available and used	Ensure that the standard classroom design for Early Childhood Education developed by the Ministry of Education is the set standard for all centres to use.	Completed by 31 December 2007	ECE and PE-division, PCRU, Infrastructure team, Provincial Education Authorities
E8	School Infrastructure Plan	Develop and implement a plan to either build additional classrooms for Early Childhood Education over the medium term, or to reactivate centres that previously offered Early Childhood Education. i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	Completed by the end of 2008	Provincial Education Authorities and Infrastructure team with Communities, ECE
E9	Increased number of ECE-centres	Expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres.	By the end of 2009	Primary and ECE-division, Provincial Education Authorities
E10	Enrol 4 year olds in ECE centres	Restrict entry to Early Childhood Education to those aged 4 or more, in order to assist overloaded teachers, to avoid overcrowding, to make better use of limited learning materials, and to ease the pressure on already strained financial resources;	2008 and onwards	ECE-division, Provincial Education Authorities, ECE centres

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

No	Output/ Milestone	Activity <i>{See also pp. 26-28}</i>	Time frame	Responsibility
E11	Central government meets cost in teacher training and trained teachers salary	Carry out applicable tasks to facilitate the Government to meet the cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers.	2008	ECE-division, Provincial Education Authorities, TTDO, TSD.
E12	The Province provides 30% of cost through teaching and learning resources.	The Guadalcanal Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education learning materials, equipment, and teaching resources that approximately 30% of the total cost.	2008	PEA, ECED
E13	The community meets cost facilities	Communities meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds.	2008	PEA, Community
E14	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	ECE and PE-division, Provincial education authorities

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

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity <i>{See also pp. 26 – 28}</i>	Time frame	Responsibility
E15	Undertake an independent review of provision of education for children with special needs in the Province.	Support review organised on education for pupils, students with special needs	By end of 2008	CT, PMT with Technical Assistance, ECED

Objective 1.4: Improved equal access for girls and boys, in particular in isolated locations				
No	Output/ Milestone	Activity { See also pp. 26 – 29}	Time frame	Responsibility
E16	Assistance given to geographically difficult Communities that need ECE centres	Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.	2008	ECED, PEA
E17	Communities far from existing primary schools establish ECE centres	Advise communities which are far from existing primary schools to consider establishing Early Childhood Education centres within their immediate environment.	End of 2008	ECED, PEA

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

Objective 3.1: Provision of an adequate number of qualified teachers and other workers in the education sector				
No	Output/ Milestone	Activity { See also p. 29}	Time frame	Responsibility
E18	Specialist training given to ECE teachers	Early Childhood Education teachers are specially trained, with current quarterly workshops and training continued.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED

E19	Teachers trained at SICHE,	Initiate Plans and implemented to train Early Childhood Education teachers each year until 2015, through field-based training and the Solomon Islands College of Higher Education (Solomon Islands College of Higher Education). While a total of up to 30 additional Early Childhood Education teachers each year would be needed to generate 300 trained teachers by 2015, a more realistic target would be to train 15 Early Childhood Education teachers each year;	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED, TTDO
E20	Teacher training quota	Negotiate with Solomon Islands College of Higher Education teacher training scholarships for Early Childhood Education to be available to teachers in Guadalcanal (and equitably distributed for each province) based on a quota system;	2008	Solomon Islands College of Higher Education & GPEA, TTD
E21	Teacher selected for SICHE have a minimum of 2 years field experience.	Ensure Early Childhood Education teachers have at least 2 years field-based training before enrolling at the Solomon Islands College of Higher Education.	Ongoing, 2007- 2009	TTDO ,SOE, Provincial Education Authorities,
E22	ECE teachers trained at provincial level using Field Based Package	Conduct Field Based training for early Childhood education teachers at provincial centres with the aim to have 5 teachers trained each year.	Ongoing, 2007- 2009	ECED, PEA
E23	Teacher selected for field based training attained form 5 or equivalent education.	Support entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes is a minimum completion of Form 5 or equivalent education qualification.	By end of 2007	SOE, Provincial Education Authorities,TTDO
E24	Achieve the target of 1:15 teacher to pupil ratio.	Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.	By 2009	Teaching Services Division, PEAss, ECED
E25	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA, TSD
E26	Teacher supply model developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Educaliton Authority

Objective 3.2: Development and maintenance of a high quality process of teaching and learning				
No	Output/ Milestone	Activity { See also pp. 28 - 29}	Time frame	Responsibility
E27	To improve the quality of the ECE teaching work force	Establish a "lighthouse" or "model centre" in selected zones where field-based training can be introduced.	2007 and 2008	ECED, Provincial Education Authorities, Communities
E28	ECE Teacher Training packages developed at provincial centres	Developing training packages for Early Childhood Education teachers at provincial centres in Guadalcanal	Ongoing, 2007-2009	Solomon Islands College of Higher Education & GPEA
Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
No	Output/ Milestone	Activity { See also p. 28}	Time frame	Responsibility
E29	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2007 - 2009	ESE, PEA, Communities
E30	Quality curriculum for ECE developed Teacher resource books are used	Participate with the Curriculum Development Centre to develop a standard teachers' resource book for Early Childhood Education.	End of 2008	Curriculum Development Centre, ECE-division
E31	Provision of basic school materials	Maintain the delivery of education services in Guadalcanal province through provision of basic school supplies.	2007 and ongoing	ECE-and PE-division, Communities
Objective 3.5: Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity { See also pp. 29}	Time frame	Responsibility
E32	Increased number of quality in-service training to ECE-teachers and increased participation of ECE-teachers in in-service training	Develop plans and training packages for ECE teachers at provincial centres, including strategies on how to upgrade the skills and competencies of ECE teachers who have undertaken some field-based training.	Implemented in 2008 & 2009	SICHE CDC, ECE-division, Provincial & Private Education Authorities

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of the Solomon Islands education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		
Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also pp. 30 - 31}	Time frame	Responsibility
E33	Provincial Early Childhood Education Committee established	Setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising, and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.	Mid 2008	Communities, Provincial Education Authority
Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	Output/ Milestone	Activity { See also pp. 26 - 31}	Time frame	Responsibility
E34	Finalisation of ECE- policy	Finalise Early Childhood Education policy, setting out the policy on access to ECE, teacher training, facilities development, the relationships between MEHRD, Provincial and Private Education Authorities and communities, the Early Childhood Education curriculum, and how funding of teacher salaries and Early Childhood Education participation will be managed.	By 31 December 2007	ECE- Division, Provincial Education Authorities, Provincial ECE officers, TA
E35	Consultations done to raise age of entry	Consult with communities to increase the age of entry to Early Childhood Education to age 4 and or 5.	Early 2008	Education Authorities, MEHRD
E36	Standards developed for classroom design in ECE is used	Communities encouraged to use Standard classroom design for Early Childhood Education centres by all centers.	By 31 Dec 2007	Primary and ECE-division,
E37	Registration criteria for ECE- centres is developed and used	Establish policy and criteria for registration of Early Childhood Education Centres, that meet minimum quality standards, in conjunction with the Ministry of Education.	2008	Primary and ECE-division Provincial Education Authorities

12.2. Schedule of Activities: Primary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in Guadalcanal Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 36 – 38 }	Time frame	Responsibility
P1	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stock take of all primary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Province, to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms (both under-use and over-crowding)	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Population projection validation	Undertake a study to validate the population projections and enrolment, and the reasons for a significantly higher enrolment than the age cohort and take appropriate actions.	2008	Ministry of Education and Human Resource Development, GPEA
P3	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009.	By end of 2007	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
P4	Minimum school standard established and used by Province	Establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist the Province with the education action plans.	By end of 2008	Infrastructure team Primary Division, Provincial Education Authorities

No	Output/ Milestone	Activity { See also pp. 36 – 38 }	Time frame	Responsibility
P5	Achieve universal basic education for every child in Guadalcanal	Ensure a place is available for every primary school child. Identify if a new school (or schools) is/are required, to determine its/their location, and to set in motion the planning process to establish this school/these schools;	2007	Ministry of Education and Human Resource Development, GPEA
P6	Gather data on number and condition of school classrooms	Undertake a stocktake of primary school classrooms, and assess occupancy rates and condition of all buildings	Start 2006	Ministry of Education and Human Resource Development
P7	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	Provincial Education Authorities and communities
P8	Sufficient places in primary schools	Provide sufficient additional places in primary schools in the province by 2009 to meet forecast requirements; Identify where any new classrooms are required, and to determine a priority order for their construction;	2007 to 2009	Provincial Education Authorities and communities
P9	Improve educational facilities	Improve any existing sub-standard facilities in schools and/or construct new facilities where expansion is required	Ongoing, 2007-2009	Communities
P10	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees
P11	Staff housing based on standards used	Standardised staff housing, based on a set of minimum standards.	2008 and onwards	Education Authority, School Committees
P12	All school land registered	Register land where schools are located.	End of 2009	Education Authority, School Committees
P13	Identified schools storage and library facilities improved	Identify schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	PCRUI, Infrastructure team, Division Primary PEA
P14	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for primary schools in Guadalcanal province, including mapping and provincial planning, and a list in priority order of primary where facilities require development or maintenance based on need (according to three categories: urgent priority, high priority, medium priority), and identifying the specific facilities required.	Completed by the end of 2008	PCRUI, Infrastructure team, Division Primary Provincial Education Authorities

P15	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Guadalcanal Province will be explored, including creating classroom environments that are conducive to learning.	2007 and 2008	Education Authorities, Inspectorate
P16	Awareness conducted on value of schooling.	Conduct awareness programmes for children on the value of schools.	2008	PEA Officers and School Inspectors;
P17	School Infrastructure Plan implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	Provincial Education Authorities (Provincial teams) and Infrastructure team with Communities

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

No	Output/ Milestone	Activity { See also pp. 40}	Time frame	Responsibility
P18	Central Government contributes 60% of Primary school cost	Provide necessary support to facilitate the central Government contribution of 60% of total costs (central Government will fund teacher salaries, will provide grants, and will provide training and curriculum materials, and may assist with the development of facilities).	2007 and Ongoing	Central Government
P19	Provincial Central Government contributes 30% of Primary school cost	Meet 30% of total costs (possibly shared between provincial education authorities and other church education authorities) in funding materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities.	2007 and Ongoing	Education Authorities
P20	Parents and Communities contribute 10% of Primary school cost	Get parents and communities to contribute 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects).	2007 and Ongoing	Parents, Communities
P21	Grants paid to schools on enrolment	Provide necessary data and facilitate grants paid to schools are on a per capita basis and is based on the total enrolment in each primary school.	2007 and onwards	MEHRD, Provincial Education Authority
P22	Awareness on ownership of school mounted	Mount an awareness programme for communities on ownership of schools.	2008	Provincial Education Authority, PE
P23	Schools communities provide lands and raise funds to support schools	Promote awareness on schools, parents and communities responsibilities to provide land and buildings, and participate in fund raising and to raise extra funds if required.	2007 and Ongoing	Parents, Communities, NGOs.

Strategic Goal 1		To provide equitable access to quality basic education for all children inGuadalcanal Province		
Outcome 1 (ACCESS and EQUITY):		All children in Guadalcanal regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders		
Objective 1.3: Children, students and people with special needs				
No	Output/ Milestone	Activity { See also p. 36 - 37}	Time frame	Responsibility
P24	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	By end of 2008	CT, PMT with Technical Assistance
P25	Survey results of students with disability	Investigate the extent of student with disabilities in primary schools.	By end of 2008	CT, PMT with Technical Assistance
Objective 1.4: Improved equal access for girls and boys, in particular in isolated locations				
No	Output/ Milestone	Activity { See also pp. 36 - 37}	Time frame	Responsibility
P26	Survey on net-enrolment to PE (see also 1, 2) Policy developed to aim at EFA-goals (Revision of Education Policy) Every child enrolled in PE	Organise survey on school enrolment, out of school children to support for a policy that ensures a place is available for every child of primary school age.	Survey analysed by mid of 2008 Policy developed by end of 2008	Primary Division Provincial Education Authorities
P27	Awareness carried out through out the Province	Conduct awareness programmes for children, communities and parents on the value of education, and in particular on the value of educating girls.	2007 and onwards	Teachers, Education Authorities
P28	Communities far from existing primary schools established.	Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province.	End of 2007	EAs, PRCU,PED

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people.			
Outcome 3 QUALITY:	All levels and dimensions of Guadalacanal's education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.			
Objective 3.1: Provision of an adequate number of qualified teachers and other workers in the education sector.				
No	Output/ Milestone	Activity { See also pp. 38 – 40 }	Time frame	Responsibility
P29	Untrained teachers trained using field based model	Encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated through a field-based training programmes.	Ongoing, 2007-2009	SOE, TTDO, Provincial Education
P30	All teachers trained	Provide sufficient additional trained primary teachers in the province by 2009 to meet forecast requirements; Plan and implement a plan to achieve 100% trained teachers teaching in primary schools by 2015.	Ongoing, 2007-2009	SOE, TTDO, Provincial Education
P31	Upgrade skills and qualifications of existing teachers	Develop field-based training programmes for untrained primary teachers	Start 2006	Ministry of Education and Human Resource Development, SICHE
P32	Train additional teachers to accommodate increased access in primary schools	Ensure at least 15 trainees each year from Guadalcanal are enrolled in pre-service teacher training programmes at Solomon Islands College of Higher Education	Ongoing, 2007-2009	GPEA, SICHE
P33	Teacher training quota system established	Consult and support the Ministry to negotiate with Solomon Islands College of Higher Education teacher training scholarships to be equally distributed for each province using a quota system based on population and offer various programmes.	2008 - 2009	SOE, TTDO, Provincial Education

P34	Teachers upgrade qualifications with Diploma and degrees	Encourage teachers with diplomas to upgrade their diplomas to degrees and certificate Teachers to upgrade to diplomas.	2007 to 2009	SOE, TTDO, Provincial Education
P35	Teachers upgrade qualifications and training through a number of options.	Offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme, commonly called the LAHARA Programme and SITUP.	2007 to 2009	SOE, TTDO, Provincial Education
P36	PE teacher development plans prepared and Increased enrolment	Assist primary school teachers in each year to gain access to in-service training programmes with an emphasis in science and weaker subject areas.	2007 to 2009	SOE, TTDO, Provincial Education
P37	Fill vacancies with trained teachers	Advertise current teaching posts that are vacant in order to attract trained teachers to the province.	2007 to 2009	SOE, TTDO, Provincial Education

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

No	Output/ Milestone	Activity { See also pp. 38 – 40 }	Time frame	Responsibility
P38	Improved and timely assessment of teachers of appropriate implementation of curricula	Assist inspectors to decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments Education officers trained and specialised in monitoring curriculum implementation Head teachers and principals will play a supportive role in teacher assessment	2007	Inspectorate, Provincial Authorities, CDC
P39	All schools are visited in a year	Undertake regular visits to schools.	Ongoing each year	Provincial Education Officers and School Inspectors

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

No	Output/ Milestone	Activity { See also pp. 38 – 40 }	Time frame	Responsibility
P40	Local curriculum used in schools	Encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing in order to develop a 'homegrown curriculum'.	2008	CDC, in cooperation with schools

P41	Creation of a Curriculum Officer post	Consider the creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools.	End of 2009	CDC, Provincial Education Office
P42	Strategies to improve performance in English	Strategise ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English;	2008	CDC, Education Authority, schools
P43	Students read given number of books each term	Encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school;	2007 and ongoing	Inspectorate, Schools
P44	Principals of PE and CHS hold joint curriculum inservice training	Provide opportunities to Principals of Community High Schools with primary schools to attend and be attached at in-service training on curriculum materials for primary teachers, and enable those Principals to hold school-based workshops;	2007 and ongoing	CDC, TTD, PEA, Inspectorate
P45	Achieve one child to one text book ratio	Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1;	By 2009	CDC, Education Authority
P46	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.	2008	CDC, Education Authority
P47	School libraries with internet	Expand School Library Association with provincial representatives and Provincial libraries connected to Internet	2009	CDC, Education Authority

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

No	Output/ Milestone	Activity { See also pp. 38}	Time frame	Responsibility
P48	Teachers' guides and student texts books distributed to schools to achieve 1:1	Continue development and production of teachers' guides and student text- books to support the national curriculum, with a focus on learning materials to support the learning of English, Maths , 3 primary subjects (Science, Social Studies, Health Education)	Ongoing, 2007-2009	CDC, in cooperation with international publisher
P49	Increased number well functioning libraries	Promote libraries and readership Support to establishment and expansion of libraries and provision of reading materials	Ongoing, 2007-2009	NLS, Provincial Authorities

P50	A functioning library in provinces	<ul style="list-style-type: none"> - Revive provincial libraries - Connect provincial libraries to Internet - Expand School Library Association with provincial representatives 	From 2008 onwards	NLS, Provincial Authorities
Objective 3.5. Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity { See also pp. 38 – 40}	Time frame	Responsibility
P51	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	<p>Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools</p> <p>Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff</p>	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
P52	Special In service training for PE- and SE- teachers organised	<p>Provide in service training for teachers in revised syllabus areas</p> <ul style="list-style-type: none"> • Follow up for year 5, 6 NguzuNguzu English and Maths-materials • Repeat for NguzuNguzu English and Maths, year 1-6 • Dissemination, follow up and in-service training for 3 primary subjects (Science, Social Studies, Health) and 9 secondary subjects (English, Maths, Science, Social Studies, Agriculture, Business studies, Home Economics, Technology, Physical Education) 	Ongoing, 2007-2009	CDC,TTDO, PE-division, graduates assistance programme
P53	Induction training and capacity building for head teachers and principals developed and organized through models.	<p>Provide capacity building programmes to improve management skills of Head Teachers/ Principals, and induction training for new Head Teachers/ Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants</p> <p>Develop modules, organise try outs, review, printing and distribution</p>	<p>Development of modules by mid of 2008</p> <p>Implementation of training programme from mid of 2008 & 2009</p>	Primary and Secondary Division, Teaching Service Division, TTDO, Provincial and Private education authorities, Accounts and Administration Division

Objective 3.6. Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects				
No	Output/ Milestone	Activity { See also pp. 38, 40 - 41 }	Time frame	Responsibility
P54	<ul style="list-style-type: none"> - Pilot scheme introduced for use of vernacular - Improved performance of PE-pupils in literacy and numeracy - Policy development for vernacular in PE 	Improve student language development, including establishment of a pilot scheme for use of the vernacular in primary schooling as a medium of instruction, and improve student performance in literacy (English and reading) and numeracy (mathematics)	Ongoing, 2007-2009 Pilot starts in 2007 Policy developed in 2008	Curriculum Development Centre, NESU and PE-division

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

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

No	Output/ Milestone	Activity { See also p. 41 }	Time frame	Responsibility
P55	Cordial working relations at the school/community level.	Embark awareness and strategy to the community and the School Committee to work in harmony with the Head Teacher and staff; This includes advising communities that the welfare of the Head Teacher and his staff must be given priority by the school committee.	2007 and ongoing	School Committees and Staff , EAs
P56	Proper and transparent management of school funds	Make sure that the Head Teacher and the School Committee ensure school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds.	2007 and ongoing	School Committees and Staff , EAs
P57	Manage school finances effectively	All stakeholders (Government, GPEA, and parents) will contribute to the Community Standard School Funding arrangement	2007-2009	MEHRDt, GPEA, Parents
P58	Manage school finances effectively	Financial management training will be provided to Principals and a skilled accountant will be appointed to GPEA	2007	MEHRD, GPEA

P59	Headteachers participate in re-introduced training	Re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training.	2007 and ongoing	TTDO , EAs
P60	Headteachers account all funds	Make sure that every Head Teacher is accountable for all school finances.	Ongoing	School Committees , EAs, Inspectorate
P61	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate
P62	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, MEHRD
P63	Increased role of Provincial actors in national and provincial education planning, budgeting and monitoring	Promote and sustain the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP, and PEAP.	2007 onwards	PS, CT, PMT, PCRU, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 36, 41}	Time frame	Responsibility
P64	Policy produced on establishment of new schools	Communicate policy on establishment of new schools to communities and other authorities	By 31 December 2007	Primary and Secondary division, PEA
P65	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Participate in development of policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools or primary schools.	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT, PEA
P66	Policy developed for 3-year tenure for head teachers and principals	Implement policy developed for minimum three year tenure for Head Teachers, Principals.	By end of 2007	TWG on Policy, NEB, PS, PMT, PEA Commission

P67	Phasing out of SISEE and	Develop a plan and timetable to phase out the Solomon Islands Secondary Entrance Examination.	By end of 2009	NESU, Primary and Secondary Division, Provincial Education Authorities
P68	Introduction of school based assessment at primary school	Develop a plan and timetable to introduce school-based assessment into the primary school after phasing out SISEE.	By end of 2009	NESU, Primary and Secondary Division, Provincial Education Authorities
P69	Policy review on transfer of teachers to allow for choice	Reassess and develop the provincial policy on transfer of teachers, to consider if a system of incentives is needed, and will allow teachers more choice in future in relation to transfers.	2007	TTD, TSD, PEA
P70	Policy on vernacular in primary education	Consider ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English.	By 2007	TWG on Policy, NEB, PS, PMT, NEC, CDO
P71	Support for Policy on compulsory education	Support a policy on free compulsory primary education ;	2009	TWG on Policy, NEB, Provincial Authorities, PS, PMT, PEA

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

No	Output/ Milestone	Activity { See also pp. 40 – 41}	Time frame	Responsibility
P72	Review of school operational grants done and improved harmonised grants system in place for different levels	Consult in an independent review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement. Implement findings of review.	2008 and beyond	PCRUI, PE, SE, PIU, Accounts, Provincial Authorities
P73	Accountants and bursars appointed	Education Accountants appointed to each Provincial Authority, to support administration of both Primary School Grants	By end of 2007	PCRUI, PE, , PIU, Accounts and

	Guidelines produced for grants Grants managed under decentralisation system	Decentralisation of administration of grants to provincial level Development and implementation of standard process/guidelines	From 2008 onwards	Provincial Authorities
P74	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds	2008	PE, PCRU, PIU, Accounts and PA
P75	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, PE, , and Provincial Authorities
P76	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, PCRU, PIU, Provincial Authorities

Objective 4.6: Develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET

No	Output/ Milestone	Activity { See also pp. 36- 40, 41}	Time frame	Responsibility
P77	Improved monitoring of school infrastructure programmes for PE and SE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme	From 2008 onwards	PCRU, PE, SE, PIU and provincial authorities
P78	Improved co-ordination and harmonisation of all infrastructure programmes	Implementation of agreed findings by review team on primary education infrastructure programme	From 2 nd quarter 2007 onwards	PCRU, PE, SE, PIU and provincial authorities
P79	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme	From mid 2007 onwards	PCRU, PE, SE, PIU and provincial authorities

12.3. Schedule of Activities: Secondary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in Guadalcanal Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 45 – 48, 56 - 57}	Time frame	Responsibility
S1	A Plan and implement for double stream basic education to form 3	Plan and implement a phased expansion programme In order to have universal access to basic education up to form 3.	2007 to 2009	PCRU, PE, SE, PIU, Education authorities and provincial authorities
S2	Sixteen new classrooms built	Provide sufficient additional places in junior secondary schools in the province by 2009 by building up to 16 extra classrooms in Community High Schools to meet forecast requirements. Identify where any new classrooms are required, and to determine a priority order for their construction.	Ongoing, 2007 to 2009	Communities, Education authorities, MEHRD
S3	Improved access and quality of Education at secondary schools	Extend where necessary existing Community High School to operate double streams, and the establishment of any new Community High School will be considered in the light of the Ministry of Education and Human Resource Development school establishment policy.	Ongoing, 2007 to 2009	Communities, Education authorities, MEHRD

S4	Restructure the provision of secondary education in the Solomon Islands	Plan to enrol all students at forms 1 to 3 in community high schools, and convert the Provincial Secondary Schools and national secondary schools into senior secondary schools	2009	Ministry of Education and Human Resource Development, GPEA
S5	National School Infrastructure Plan of Guadalcanal Province component implemented School Mapping completed	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture. Carry out School mapping of schools in the province including new ones	From 2009 onwards End of 2007	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S6	Improved access to senior secondary education	Improve access to senior secondary education in Guadalcanal Province, by implementing the following <ul style="list-style-type: none"> • convert Tangarare, AvuAvu and Ruavatu Provincial Secondary Schools into senior secondary schools to accommodate only Forms 4 to 6 or 7; • upgrade Nguvia to a senior secondary school; • phase out junior secondary levels (Forms 1-3) from Provincial Secondary School & National Secondary School, starting in 2009; • 50% of the total Form 3 enrolment in the Province will be able to make the transition into Form 4; • 50% of the total Form 5 enrolment in the Province will be able to make the transition into Form 6. 	2007 to 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S7	Facilities built to cater for increased enrolment	This will also take into account the following: <ul style="list-style-type: none"> • the class sizes may extend up to a maximum of 40; • the dormitory size will be a maximum of 30 students per dormitory; • there will be a minimum of 6 toilets per school; and • day schools will have an assembly hall. 	2007 to 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)

S8	Standard schools buildings drawings	Prepare drawings and costs for multi-purpose buildings for each community high school for science, home economics, and industrial and creative arts. Prepare drawings for Standard Community School buildings that can be constructed in part by school communities.	2007 to 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S9	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009 to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms.	By end of 2008	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
S10	Detailed programme for renovation of existing facilities and construction of new facilities will be developed	Develop a plan to rehabilitate school facilities, especially the secondary schools.	By end of 2008	PCRU, Infrastructure Team, Division Secondary, Provincial Authorities
S11	Guidelines for improved school infrastructure development for all schools	Formulate guidelines for school infrastructure development.	By end of 2008	PCRU, Infrastructure Team, Division Secondary, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 50, 58}	Time frame	Responsibility
S12	Sustain junior secondary education in the Guadalcanal Province, the Community Standard Funding	Sustain senior junior education in the Guadalcanal Province, the Community Standard Funding is implemented based on the following contribution levels: <ul style="list-style-type: none"> the Solomon Islands Government will pay 60% of the total cost; Guadalcanal Province will pay 30% of the total cost; parents & communities will pay 10% of the total cost; schools, parents and communities will be encouraged to raise extra funds. 	2007 - 2009	SIG, MEHRD, Provincial Government, PEA/EA, Communities/Parents

S13	Communities build facilities in identified Community high schools	Encourage communities and with the support of government and education authorities build additional facilities where expansion is required. Identify schools with poor facilities and communities will be encouraged to improve and renovate them.	2009	EA / schools Communities parents
-----	---	---	------	--

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

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

No	Output/ Milestone	Activity { See also pp. 45 – 48, 56 - 57}	Time frame	Responsibility
S14	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Solomon Islands.	By end of 2008	MEHRD, (CT, PMT)
S15	Training of teachers on special needs education	Train teachers who have specialist skills to assist students with special learning needs, either through dedicated programmes at SICHE(SOE) or USP, or at overseas institutions.	By end of 2009	Primary, Secondary Division, with TTDO, SOE & USP

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

No	Output/ Milestone	Activity { See also pp.45 – 48, 56 - 57}	Time frame	Responsibility
S16	Policy and plans developed for SE Progress reports on achievement of objectives	Plan to enrol all students at forms 1 to 3 in either community high schools, provincial high schools or national secondary schools, and to achieve a gender balance in enrolments that reflects the same proportion of girls to boys as exists in the appropriate age group cohort in the population.	2007 to 2009	Secondary Division, & Education Authorities

S17	100% gender equity through double streaming	Establish in existing community high schools double streams where necessary with the aim of achieving an enrolment of 50% girls & 50% boys or as in proportion to its population cohort;;	2007	Provincial Education Authority
-----	---	---	------	--------------------------------

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

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

No	Output/ Milestone	Activity { See also pp. 48 – 50, 57 - 58}	Time frame	Responsibility
S18	Untrained teachers trained for junior and senior secondary schools	<p>It is proposed that 40 teachers for junior secondary schools will be trained each year for the next 5 years. Many of these teachers will be needed in Guadalcanal Province. However, given the limited capacity of SOE/Solomon Islands College of Higher Education, this number will be need to be divided between the various training options available to deliver the required numbers. These options include the following:</p> <ul style="list-style-type: none"> • untrained graduates will go to Solomon Islands College of Higher Education for a one year Advanced Standing Programme, or enrol through University of South Pacific Distance and Flexible Learning & Summer School; • teachers will upgrade their skills and qualifications through programmes such as SITUP to enable them to teach in junior secondary schools; • teachers should be trained to teach more than one subject (a double major). 	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities

S19	Train more senior secondary teachers	Train a total of 20 teachers annually, using both pre-service and in-service training, in order to achieve a total of 100 trained teachers in the next five years of the programme,, focusing on specialised subjects (e.g. science, mathematics, practical subjects)	Start in 2007	Solomon Islands College of Higher Education, University of South Pacific
S20	Bonding of teachers introduced	Consider introducing bonding of teachers, so that teachers serve the province for a reasonable period.	2009	Provincial education authority, TSD
S21	Diploma and Degrees are attained by teachers	Initiate and support teachers to attain diploma as minimum qualification for teaching at a community high school. Support teachers to upgrade their qualifications to degree level to cater for teaching at Forms 4, 5, 6 and 7 levels;	2008 - 2009	Provincial education authority, communities, TSD
S22	Incentives provided to teachers who perform well or in areas of need	Provide incentives to attract teachers to teach in isolated schools; Initiative arrangements to have teacher training linked to performance-based, so that teachers receive incentives;	Ongoing	Provincial education authority, communities, TSD
S23	Fully costed staff development plan	Guadalcanal Province should develop a fully costed staff development plan to upgrade its junior secondary teaching work force.	2008	Provincial education authority, communities, TSD

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

No	Output/ Milestone	Activity { See also pp. 48 – 49, 57 - 58}	Time frame	Responsibility
S24	Improved and timely assessment of teachers	Inspectors decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments. Head teachers and principals will play a supportive role in teacher assessment Teacher appraisal policy reviewed and implemented	By end of 2008	Inspectorate, Provincial Authorities Inspectorate, SOE,

Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
No	Output/ Milestone	Activity { See also pp. 48 and 57}	Time frame	Responsibility
S25	Contribution made to the curriculum review	Contribute to the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level and	Progress report by end of 2007	Curriculum Development Centre, SE-division
S26	Strengthen the linkage between the Form 5 and Form 6 curriculum	Discuss with the Curriculum office during the review of the senior secondary curriculum to strengthen the linkage between the Form 5 and Form 6 curriculum;	Progress report by end of 2007	Curriculum Development Centre, SE-division
S27	Contribution made to the curriculum review	Participate in the review and then the implement the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level; and Ensure subject specialisation starts in Form 4;	Progress report by end of 2007	Curriculum Development Centre, SE-division
S28	Teachers trained on new curriculum materials	Provision of in-service training on new curriculum materials produced;	By 2009	CDO,TTDO
S29	Balanced TVET and academic biased courses offered	Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.	2007 and onwards	SE Division, CDO, Schools
S30	Christian and physical education reintroduced	Push for the revival of Christian education and physical education, as part of the Community High School curriculum.	2009	SE Division, CDO, Schools, Education authorities
S31	Inservice training on curriculum conducted	Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers in new curricula and materials are produced.	2008	SE Division, CDO, Schools

Objective 3.4: Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials				
No	Output/Milestone	Activity { See also pp. 48 and 57}	Time frame	Responsibility
S32	An improved pupil: textbook ratio of 1:1	Increase production and or procurement of learning materials to achieve a pupil: textbook ratio of 1:1;	2007 - 2009	SE Division, CDO, Schools, Education authorities
S33	An improved communication strategy re distribution of materials	Ensure that Solomon Islands College of Higher Education and the Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools;	2008	SE Division, CDO, Schools
Objective 3.5. Continuous Professional Development for all education staff				
No	Output/Milestone	Activity { See also pp. 48 – 50 and 57 - 58}	Time frame	Responsibility
S34	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning (DFL) and summer schools	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S35	In-service training for SE-school teachers	Train senior secondary teachers each year, focusing on specialised subjects (e.g. science, mathematics, practical subjects)	Ongoing, 2007, 2008 & 2009	Secondary School Division, TTDO, SICHE(SOE) & USP
S36	Induction training and capacity building for Principals developed and organised	Improve management skills of Principals, and induction training for new Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants	Development of modules by mid of 2008 Implementation of training programme from mid of 2008 & 2009	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division

Objective 3.6: Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects				
No	Output/ Milestone	Activity { See also pp. 48 and 57}	Time frame	Responsibility
S37	Adequate and good quality tools and equipment provided for Forms 1-3	Supply an adequate number of tools and equipment for junior secondary schools (Forms 1-3) in particular for the practical skill subjects and science in order to enable teachers to teach the new syllabus and practical skill subjects	From 2007 onwards	DC, Development Partner(s)
S38	Increased number of SE-schools with well functioning libraries	Promotion of libraries and readership Support to establishment and expansion of libraries and provision of reading materials	Ongoing, 2007-2009	NLS, Provincial Authorities

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

Objective 4.1 : Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/Milestone	Activity { See also pp. 50 – 51 and 58 - 59}	Time frame	Responsibility
S39	Improved school management with strategies undertaken	For better management of schools at the junior secondary level, the province will: <ul style="list-style-type: none"> • appoint Principals who have a qualification and experience in teaching and administration and management; • ensure junior secondary schools have non-teaching principals; • ensure principals remain in the position in their schools for at least 3 years; • provide management training for Principals of junior secondary schools; • set out clearly the roles and responsibilities of School Boards of Management; • support Boards of management by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy

		<ul style="list-style-type: none"> • monitor school Boards in the keeping proper records of school finances. • Guide School Boards to draw up their own constitutions 		
Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	Output/ Milestone	Activity { See also pp. 45 – 51 and 56 - 59}	Time frame	Responsibility
S40	A policy developed for special (and inclusive) education	Define special education in the Solomon Islands context, following the independent review, and develop national policy for special education (to include inclusive education)	By end of 2009	TWG-Policy, PMT, Provincial Education Authorities
S41	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools	By 31 December 2007	Secondary division
S42	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Communicate and implement policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT
S43	Phasing out of SISEE and introduction of school based assessment at primary school	Implement plan and timetable to phase out the Solomon Islands Secondary Entrance Examination and pupils progress in to form 1	By end of 2009	NESU, Primary and Secondary Division, EAs.
Objective 4.4: Develop and implement a programme of Human Resource Development and capacity building				
No	Expected outputs	Activity {See also pp. 55, 59}	Time frame	Responsibility
S44	IOA implemented also for actors in the provinces	Audit the existing education staff in provinces using the IOA process: Provincial Officers, Education Authorities, and school managers and educational institutions to identify competencies and skill gaps.	By end of 2007	CT, with support from PIU, and development partners
S45	HRD strategic plan designed for education sector	Participate in the Human Resources Development Strategic Plan which will include capacity building and Provincial and Private Education Authorities, and school managers, with a view to decentralising decision-making and strengthening all Provincial and Private Education Authorities.	First quarter of 2008	CT, with support from PIU, and development partners

Objective 4.5: Develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and TVET				
No	Output/ Milestone	Activity { See also pp. 50 and 55}	Time frame	Responsibility
S46	Participated in the review of school operational grants	Participate in the review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement Implementation of review findings	Completed by March 2007 From 30 June 2007 onwards	PCRU, Review Team (TA) PCRU, SE, PIU, Accounts, Provincial Authorities
S47	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	<ul style="list-style-type: none"> - Education Accountants appointed by the Provincial Authority, and bursars appointed at the provincial secondary school, to support administration of both Primary School Grants & Secondary School Grants (harmonised system) - Decentralisation of administration of grants to provincial level - Development of standard process/guidelines 	By end of 2007 From 2008 onwards	PCRU, SE, PIU, Accounts and Provincial Authorities
S48	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds	Beinning of 2008	SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S49	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, SE, TTDO, PCRU, PIU and Provincial Authorities, and EAs
S50	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding	By end of 2007	SE, PCRU, PIU, Provincial Authorities, EAs

Objective 4.6: Develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET				
No	Output/ Milestone	Activity { See also pp. 48 and 58}	Time frame	Responsibility
S51	Improved monitoring of school infrastructure programmes for secondary schools	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme Capture data into SIEMIS	From 2008 onwards	PCRU, SE, PIU, provincial authorities, EAs
S52	Improved co-ordination and harmonisation of all infrastructure programmes	Coordination and harmonisation of all infrastructure programmes supported by SIG and different Development Partners, based on the recommendations of the internal reviews by Stabex 99/PIU on the infrastructure for secondary schools Strengthening of infrastructure team in MEHRD	2007 onwards	PCRU, SE, PIU and provincial authorities, EAs
S53	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme	From mid 2007 onwards	PCRU, SE, PIU and provincial authorities, EAs

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

Strategic Goal 2:		To provide equitable access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people		
Outcome 2 (ACCESS and EQUITY):		People in Guadalcanal regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
Objective 2.1:		Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure		
No	Output/ Milestone	Activity { See also pp. 63 - 64 }	Time frame	Responsibility
T1	Comprehensive TVET Plan developed	Carry out a comprehensive stock take and then develop a comprehensive plan for the establishment of Technical and Vocational Education and Training in the Guadalcanal Province.	2008 and beyond	Education Authorities, SIG, Church EAs, Provincial Govt, TSD, PCRU
T2	Extend provision of Technical and Vocational Education and Training	Consider setting up 4 additional rural training centres, in four regions with a goal to establish 15 RTCs by 2015	2007 - 2009	Communities
T3	Feasibility study of a central TVET site	Consideration may need to be given to consolidation of technical and vocational education and training at a central site in Guadalcanal, and construction of a new technical institute to deliver high quality Technical and Vocational Education and Training.	2008	TVETD, EA, SIG, Church Education Authorities, Provincial Government
T4	Facilities built to cater for female students	Provide more facilities for skills training for women	2007 - 2009	PIU, TVETD, EAs

Strategic Goal 1:		To provide equitable access to quality basic education for all children in Guadalcanal		
Outcome 2 (ACCESS and EQUITY):		People in Guadalcanal regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
Objective 2.2:		Provision of (financial) support from government and other stakeholders		
	Output/ Milestone	Activity { See also p. 66 }	Time frame	Responsibility
T5	Church and Government partnership arrangements established on TVET development	Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training.	By end of 2008	Education Authorities, Church EAs, Provincial Government, TSD, PCRU
T6	Sustained TVET Guadalcanal Province, the Community Standard Funding	The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. This concept is accepted and based on the following contribution level: <ul style="list-style-type: none"> • Central Government will pay 30% of the total cost; • Guadalcanal Education Authority or Church Education Authorities will pay 30% of the total cost; • Parents will pay for 40% of the cost. 	2008 - 2010	SIG, Provincial Government, Church Education Authorities, Communities/Parents
T7	Detail cost of establishment and operation of TVET centres available	The management and Planning Committee will detail the potential projected cost of establishing and operating the Technical and Vocational Education and Training centres consistent with the Ministry of Education policy guidelines and in consultation with Church Education Authorities.	End of 2007 to 2008	PCRU, Infrastructure Team, TVET Division, Provincial Authorities
T8	Understanding on responsibility for teacher salaries brokered.	The province would have to either provide an undertaking to pay the salaries of qualified staff, or broker a suitable arrangement with an organisation that would pay the salaries of staff.	End of 2007	Education Authorities, SIG, Church EAs, Provincial Government, TSD

Objective 2.4.		To improve equal access to all levels of education for girls and boys, in particular in isolated locations.		
No	Output/ Milestone	Activity { See also pp. 63 - 64 }	Time frame	Responsibility
T9	Community awareness on value of TVET	Mount community awareness programmes on the worth of Technical and Vocational Education and Training.	2008	TVETD, EAs, RTCs
T10	Guidance given to those in form 3 and 5	Provide counselling and guidance on career paths at primary and Junior secondary level.	Ongoing	Principals, TVETD
T11	RTCs become community resource or demonstrations centres	Engage rural training centres in community demonstration activities.	2008 - 2009	EAs, School Boards, TVETD
T12	More girls attend RTCs	Offer more courses aimed at developing skills of young women, at the centers and especially encouraging girls to attend.	2008 - 2009	CDC, TVETD, RTC Boards
Strategic Goal 1 & 2:		To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people		
Outcome 3 QUALITY:		All levels and dimensions of Guadalcanal's education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.		
Objective 3.1:		Provision of an adequate number of qualified teachers and other workers in the education sector.		
No	Output/ Milestone	Activity { See also pp. 65 }	Time frame	Responsibility
T13	Ten TVET Teachers trained each year	Ensure 10 Technical and Vocational Education and Training instructors each year from Guadalcanal enrol for training at Vanga Teachers' College.	By 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.

	Untrained teachers to gain teaching qualification	Support current untrained teachers by: <ul style="list-style-type: none"> Utilising Vanga Teachers' College to train untrained teachers from schools which are teaching practical subjects; Offer current tutors the opportunity to upgrade their present qualifications; and Encourage Rural Training Centre teachers to acquire at least a certificate or diploma from a recognised tertiary education institution. 	2007 - 2009	TVET-division, Vanga Teachers' College, TTDO, All Education Authorities
T14	Other suitable people with TVET skills undertaker special training to be tutors of TVET centres	Identify people with a first qualification to train at Vanga Teachers' College as instructors.	By 2009	Education Authorities, VTC, TTDO
T15	Training of TVET-instructors	Selectively nominate and train additional TVET tutors/instructors each year, focusing on specialised subjects (e.g. trade subjects where skilled workers are in short supply, or key skills needed in the economy).	By end of 2007, 2008 and 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T16	TVET Centres monitoring reports	Each TVET centre is monitored and a report on all aspects of each centre's operations is made to the PEA and EA and TVET Division.	2007 and ongoing	TVET-division, Provincial Education Authorities., EA

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

No	Output/ Milestone	Activity { See also p. 65}	Time frame	Responsibility
T17	Modules chosen and used in existing and new TVET centres	Develop modules with the support of the Ministry relevant modules, which are relevant for the needs of the communities and the province, which the Centres to choose from.	2008	TVET Division, CDO, RTC Boards,
T18	Appropriate curriculum training given to instructors/tutors	Strengthen the curriculum and training of a cadre of qualified and competent instructors to improve the quality of delivery of Technical and Vocational Education and Training.	2007 - 2009	TVET Division, CDO, RTC Boards,
T19	Appropriate tools and textbooks provided	Provide text-books, equipment and tools under the current funding for technical and vocational educational training centres.	2008 - 2009	TVET Division, CDO, RTC Boards,

T20	Relevant modules developed or accessed for the RTCs	Deliver rural training centres relevant programmes with an employment-outcomes focus, life skills, woodwork/carpentry, agriculture, applied mathematics, applied English, and business studies should continue to be offered, as well as mechanics or design and making of clothing.	2008	TVET Division, CDO, RTC Boards,
Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of Guadalcanal's education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		
Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also p. 66}	Time frame	Responsibility
T21	A Management and Planning Committee is established and manages its functions.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken: <ul style="list-style-type: none">a Management and Planning Committee will be established;the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre, would appoint the initial Principal, and would provide governance and ongoing support for the Centre.	By end of 2007 and then onwards operates.	TVET division, Provincial ad church education authorities
T22	Quality Principals are appointed to run RTCs	Proper procedures are followed to appoint quality principals and instructors by: <ul style="list-style-type: none">Principals should remain in a Centre for at least 3 years;Principal posts, as well as all other vacancies, must be advertised and interviewed; andTraining is provided for current rural training centre Principals in management, guidance and counselling.	2007 - 2009	TVETD, EAs,TSD
T23	Set up a Sales Centre	Set up a centre that will market the products of rural training centres.	2009	EAs, RTCs
T24	Principals and centres boards trained	Discipline must be strengthened in schools for both teachers and students by strengthening the disciplinary power of school Boards.	2007 - 2009	EAs, School Boards

ABBREVIATIONS

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