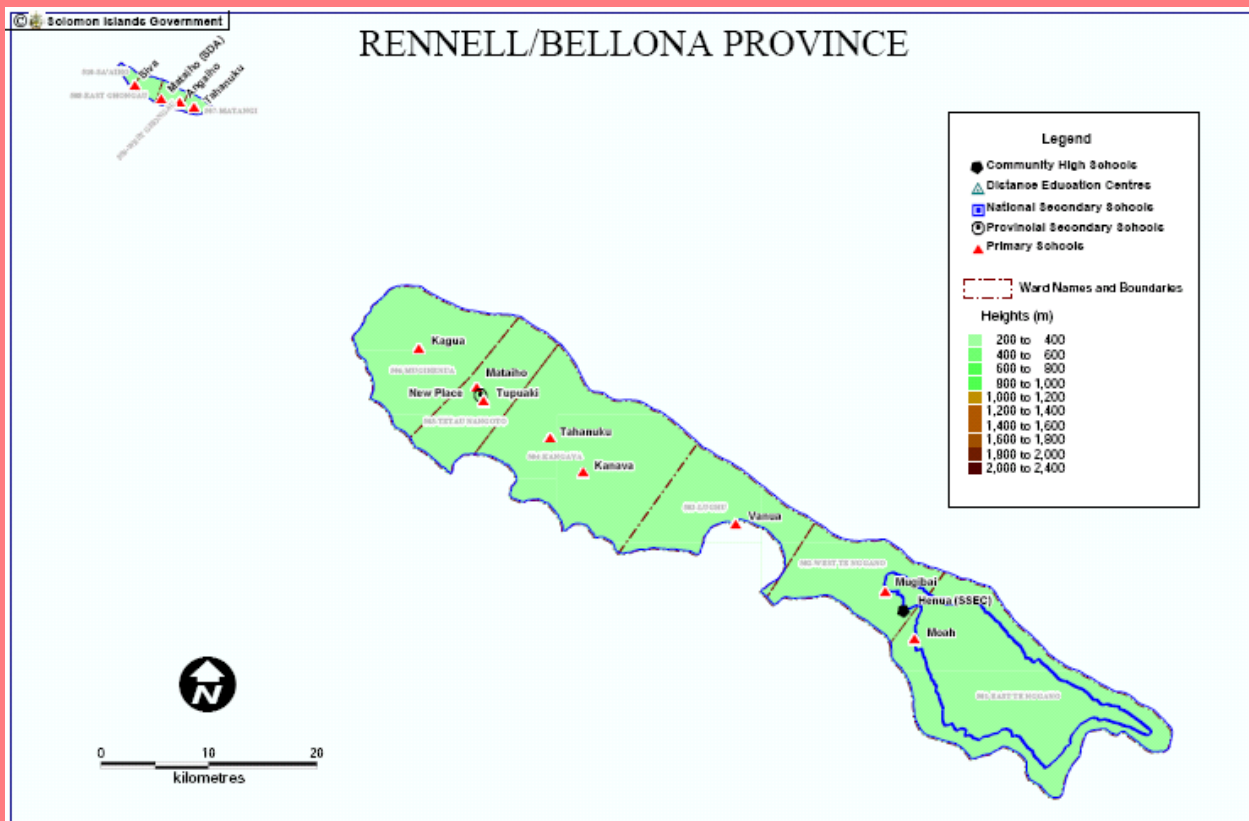


Rennell Province

Solomon Islands

PROVINCIAL EDUCATION ACTION PLAN

2007 – 2009



Provincial Education Office
Tigoga, Solomon Islands
August, 2007

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Renbel Province

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

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TABLE OF CONTENTS

ACKNOWLEDGMENTS	2
FORWARD	6
CHAPTER 1: INTRODUCTION	8
1.1. The Genesis of the Plan.....	8
1.2. The design of the Provincial Education Action Plan	8
CHAPTER 2: BACKGROUND	10
2.1. Location and Geographical Description of Rennell and Bellona	10
2.2. Demographic Characteristics.....	10
2.3. Environment	11
2.4. Commerce and Employment	11
2.5. Health	12
2.6. Governance	12
2.7. Education	13
CHAPTER 3: VISION, GOALS, STRATEGIES, OUTCOMES AND OBJECTIVES	14
3.1. The National Education Vision.....	14
3.2. Renbel Province Vision for Development	14
3.3. Renbel Province Vision	14
3.4. Goals	14
3.5. Strategies	15
3.6. Outcomes and Objectives	15
3.7. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.....	17
3.8. Design of the Provincial Education Action Plan	18
CHAPTER 4: BASIC EDUCATION	19
4.1. Definition	19
4.2. Principles of Basic Education	19
CHAPTER 5: INDICATORS, TARGETS, MINIMUM STANDARDS,	20
PERFORMANCE ASSESSMENT FRAMEWORK , SIEMIS	20
5.1. Performance Assessment System	20
5.2. Indicators, Targets, Minimum Standards.....	21
5.3. Status of Renbel Province	23
CHAPTER 6: EARLY CHILDHOOD EDUCATION	24
6.1. Definition	24
6.2. Current Situation	24
6.3. Future Directions.....	27
CHAPTER 7: PRIMARY EDUCATION	34
7.1. Definition	34
7.2. Current Situation	34
9.3. Future Directions.....	37
CHAPTER 8: JUNIOR SECONDARY EDUCATION	43
8.1. Definition	43
8.2. Current Situation	43
8.3. Future Directions.....	46
CHAPTER 9: SENIOR SECONDARY EDUCATION	54
9.1. Definition	54
9.2. Current Situation	54
9.3. Future Directions.....	56
CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND	62

TRAINING	62
10.1. Definition	62
10.2. Current Situation	62
10.3. Future Directions	64
CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES	68
11.1. Introduction	68
11.2. Role of Stakeholders	68
11.3. Conclusion.....	71
CHAPTER 12: SCHEDULE OF ACTIVITIES	72
12.1. Schedule of Activities: Early Childhood Education	72
12.2. Schedule of Activities: Primary Education	80
12.3. Schedule of Activities: Secondary Education.....	90
12.4. Schedule of Activities: Technical and Vocational Education and Training.....	100
ABBREVIATIONS	104

LIST OF TABLES

Table 1: Renbel Province Population Projections 2007 – 2010.....	10
Table 2: Renbel Province School Age Population Projections for 2007, By Level and Gender.....	11
Table 3: Status of Renbel Province against national minimum standards	23
Table 4: Total Early Childhood Education Teaching Staff, Number of Centres, and Enrolments, 2006	24
Table 5: Early Childhood Education Enrolment in Renbel Province by Gender, 2006	25
Table 6: Total Early Childhood Education Establishment, Trained and Untrained Teachers, 2006.....	27
Table 7: Renbel Province Early Childhood Education Potential Growth, 2007 to 2010.....	28
Table 8: Early Childhood Education Centres to be considered for establishment, 2007 to 2009	29
Table 9: Total Primary School Teachers, Schools, and Enrolments	34
Table 10: Primary School Enrolments by Gender, 2005	35
Table 11: Total Establishment, Trained and Untrained Primary School Teachers, 2006	36
Table 12: Renbel Province Primary School Growth Projections, 2007 to 2010.....	38
Table 13: Primary Education projected indicative grant for 2007 to 2009.....	42
Table 14: Total Junior Secondary School Teaching Staff and Enrolments	43
Table 15: Total Junior Secondary School Enrolments by Gender, 2006	44
Table 16: Total Junior Secondary Teacher Establishment, Trained and Untrained, 2006.....	45
Table 17: Growth Potential in Renbel Province Junior Secondary Schools, 2007 to 2010	47
Table 18: Form 1 Projections, Renbel Province , 2007-2010.....	47
Table 19: Junior Secondary School 100% Progression, Renbel Province Students, to 2010.....	47
Table 20: Projected Buildings to be Constructed, 2007 to 2009.....	49
Table 21: Junior Secondary Projected indicative grants, 2007 - 2009	52
Table 22: Total Senior Secondary School Enrolments by Gender.....	55
Table 23: Total Establishment, Trained and Untrained Secondary Teachers, 2006	56
Table 24: Growth Projections, Renbel Province Senior Secondary Schools, 2007 to 2010	56
Table 25: Senior Secondary Projected indicative SIG Grant, 2007 – 2009	59
Table 26: Total Teaching Staff, Technical and Vocational Education and Training Centres and Enrolments	62
Table 27: Total Technical and Vocational Education and Training Enrolments by Gender	63

LIST OF FIGURES

Figure 1: Provincial Action Plan Framework	18
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FORWARD

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

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

The extent of the improvements needed in education in Renbel Province 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 than can be taken immediately to improve both access to education and the quality of the education delivered for our young people. We must accept this challenge and meet it. Our future depends upon the education of the young.

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

.....
Hon. Brian Ngibutai
Provincial Minister of Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

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

A first draft of this plan was developed by April 2005. With funding support from EU/STABEX 99, development of the Provincial Education Action Plan started in 2004. The first draft was developed by a team of officers from the Ministry of Education and Human Resources Development who consulted extensively with people throughout the province. The process involved provincial workshops with participants from Members of Parliament, the education officers of the Renbel Province 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 Renbel Province Education Authority and of the Church education authorities have now been incorporated into this Provincial Education Action Plan for Renbel Province.

A further revision of the plan was undertaken with technical assistance and support funded by the New Zealand Agency for International Development during July 2006. This further revision was discussed during a series of provincial workshops later in 2006, and further modifications were made to the draft in the light of the feedback received from participants at these 2006 workshops.

The Renbel Provincial Education Action Plan 2007 to 2009 reflects the intentions of the National Education Action Plan 2007 to 2009.

1.2. The design of the Provincial Education Action Plan

1.2.1. The Strategic Plan Framework

The diagram shown in page 18 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. These are stated under the same headings as above.

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

CHAPTER 2: BACKGROUND

2.1. Location and Geographical Description of Rennell and Bellona

Renbel Province consists of two islands, namely Rennell and Bellona, which are located approximately 160 kilometres south of Guadalcanal, between latitudes 11 to 12 degrees South and longitude 159 ½ to 161 degrees East.

The two islands are raised coral islands. Rennell Island is approximately 80 kilometres long and 40 kilometres wide, while Bellona Island is 11½ kilometres long and 3 kilometres wide. The Province, which has a total land area of 1,154½ square kilometres, is the smallest province in the country.

Two unique geographical features in the province are *Lake Tenggano*, a proposed UNESCO World Heritage Site, located on the western part of Rennell Island, and the *Indispensable Reefs*, lying south of the two islands, with enormously rich marine life.

2.2. Demographic Characteristics

The population census held in 1999 revealed that Renbel Province's population was 2,377, the least populated province in the country.

The growth rate for the province is 2.2%, below the national growth rate of 2.8%.

Population projections for Renbel Province for the years 2007 to 2010 are set out in Table 1 below.

Table 1: Renbel Province Population Projections 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	1428	1394	2,822
2008	1463	1427	2,890
2009	1101	1073	2,174
2010	1530	1494	3,025

Source: Statistics Office 1999 Census Provincial Population Projections.

According to the last census, the school age population in Renbel Province in 1999 was 737 people. Of this number, 394 were males and 343 were females. The school age population in this context refers to those who might be expected to attend primary and secondary schools (the school age population is assumed to include all people of ages 6 to 18 inclusive).

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

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

Age	Level	M	F	Tot
6	Preparatory	39	36	76
7	Standard 1	41	38	80
8	Standard 2	40	36	77
9	Standard 3	42	38	80
10	Standard 4	43	39	82
11	Standard 5	45	41	85
12	Standard 6	45	41	86
13	Form 1	38	36	74
14	Form 2	36	35	71
15	Form 3	34	34	68
16	Form 4	32	33	65
17	Form 5	30	31	62
18	Form 6	27	28	55
Total		495	467	962

Out-migration is a feature of demographic mobility in the province. Some estimates hold that 60% of the population no longer permanently resides in the province. The driving reasons for out-migration are tied largely to socio-economic factors such as unemployment, low quality education, health and commercial services. Inter-marriage and social conflicts on the islands also contribute as “push” factors.

Out-migration has significant socio-economic impacts on the province’s development, including its education system, as most of its trained teachers prefer to teach in schools outside the province. Out-migration also affects attendance of children at school, where some parents, who are able to afford the cost, send their children to schools in Honiara and other accessible provinces.

3.3. Environment

The unique physical nature of the islands as atolls, along with their isolation from the rest of the larger volcanic islands in the country, means that much of the flora and fauna in the province is exotic.

With the identification of *Lake Tenggano* in East Rennell for UNESCO World Heritage listing, the flora and fauna of the lake region will remain undisturbed.

The *Indispensable Reefs* south of Rennell are rich fisheries grounds. Though the reefs remain relatively unexploited on a large commercial scale, there is a threat posed with the increasing commercial interest in its marine resources.

3.4. Commerce and Employment

Renbel Province has a very narrow economic base to provide a source of revenue which the Provincial Government and households can rely on.

Employment and trading activities are almost non-existent, owing to the poor infrastructure and support services in the province. Services such as banking, insurance and telecommunications are poor, and do not function efficiently. Even sectors with potential such as fisheries, handicraft production, and small scale commercial farming are not developing as a result of the absence of infrastructure and support services.

The impoverished economic scenario coupled with its isolation mean that Renbel Province is a disadvantaged province.

Mining is a sector of potential, with phosphate and bauxite deposits known to be in existence in the province, but this sector remains undeveloped.

Forests on Rennell Island remain undisturbed by logging and are used mainly for traditional and domestic use.

The sector with possibly the greatest potential, though still underdeveloped at this stage, is tourism. There is scope for development of eco-tourism and village stays in the province. Activities of potential in the tourism sector are bird watching, abseiling down the steep cliffs, rock climbing, hiking, surfing, rowing and sailing on *Lake Tenggano*, diving, snorkelling, and tracking coconut crabs.

3.5. Health

There are eleven health facilities in the province, staffed by 16 nursing officers and health workers. The Provincial Headquarters has an Area Health Centre. Rennell has one clinic on the eastern side and six health facilities spread out on the island. Bellona has a rural health clinic and two village health posts.

Common diseases are respiratory infections like pneumonia, skin diseases, diarrhoea, and sexually transmitted diseases. Hypertension, diabetes and cancer are the non-communicable diseases in the area. Lack of clean safe water, poor hygiene, and changing lifestyles are said to be the causes of the diseases. Health facilities in the province are of poor quality. There are no doctors in the province. All serious and emergency cases are referred to the National Referral Hospital in Honiara.

3.6. Governance

Renbel Province became a Province of its own in 1992. Up until then, the province was part of Renbel Province. Tigoa, the administrative headquarters, is located in West Rennell.

The provincial government functions like other provinces with elected Provincial Assembly members to represent each of the ten wards. Provincial elections take place every four years.

The Provincial Executive is appointed by a Premier, who is elected by the members of the Provincial Assembly, and who presides over the Provincial Executive. The role of the Provincial Executive is to oversee the governance of the province.

Administrative support to the provincial government is provided by seconded public servants in key service areas such as health, agriculture, fisheries and education, headed by a Provincial Secretary who is responsible for the overall management of the affairs of the province.

Traditional elements of governance peculiar to polynesian culture still feature in the way local communities are governed and in the daily lives of the people.

As is the case in other provinces in the country, good governance issues at both national and provincial government level are of great concern, as such issues affect the quality of delivery of services to the people.

3.7. Education

Education services in Renbel Province are provided at four levels: early childhood education, primary education, junior and senior secondary education, and technical and vocational education and training.

There are three education authorities who act as controlling education authorities in the Province: the Renbel Province Education Authority, the Seventh Day Adventist Church Education Authority and the South Seas Evangelical Church Education Authority. All early childhood education centres are controlled by local communities.

Renbel Province has a literacy rate of 72.7% in contrast to a national average of 64.4%.

There are adequate primary and junior secondary places in the province to cater for maximum enrolment. At the senior secondary school level, however, there is only one stream at form 4 level.

The problem areas for schools in the province are the quality of facilities and the training of teachers. Classrooms, teaching materials and the quality of teachers need particular focus to help lift the standard of education in the province.

Vocational education also needs investment, in order to increase training opportunities for school leavers. Emphasis needs to be put on training that is relevant to the needs of the province.

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

3.1. The National Education Vision

The national vision for education as stated in the Education Strategic Plan, 2004-2006 is set out below.

'Our vision is that all Solomon Islanders will develop as individuals and possess the knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life.

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

3.2. Renbel Province Vision for Development

It is the aspiration of the people to reach a level of development that is self-reliant. They believe that stimulating the local economy to provide activities that secure a sustainable livelihood is necessary. There is also a need to ensure that basic infrastructure, utilities and social services are available. Meeting these aspirations will cushion the hardship which they currently experience, caused by distance and isolation.

3.3. Renbel Province Vision

In line with the National Education Vision and the Vision for Development identified for the province, Renbel Province recognises the central role of the education sector in achieving overall development goal of improving the quality of life of Renbel islanders. Within this context this is our vision.

It is the vision of Renbel Province to meet the economic, social, environmental, spiritual, and political needs of its people through a relevant education system that promotes learning for self-reliance, sustainability, respect and good governance of the people and their resources.

As a part of nation building, Renbel Province through a desirable education system, aspires to contribute to the wellbeing of others and to share in the building of a prosperous and harmonious heterogeneous national culture where the identities and needs of others are recognised and respected

3.4. Goals

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

Strategic Goal 1:

To provide equitable access to quality basic education for all children in the Renbel Province;

Strategic Goal 2:

To provide access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people; and

Strategic Goal 3:

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

3.5. Strategies

There are six key strategies that the National Education Action Plan focuses on during the current plan period 2007 to 2009. The Renbel 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.

3.6. Outcomes and Objectives

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

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

All children in Renbel 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

3.6.1.1. 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.

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

People in the Renbel 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.

3.6.2.1. 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.

3.6.3. Outcome 3 (Quality):

All levels and dimensions of the Renbel 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.

3.6.3.1. 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;

3.6.4. Outcome 4 (Management):

The management of the Renbel 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.

3.6.4.1. 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.

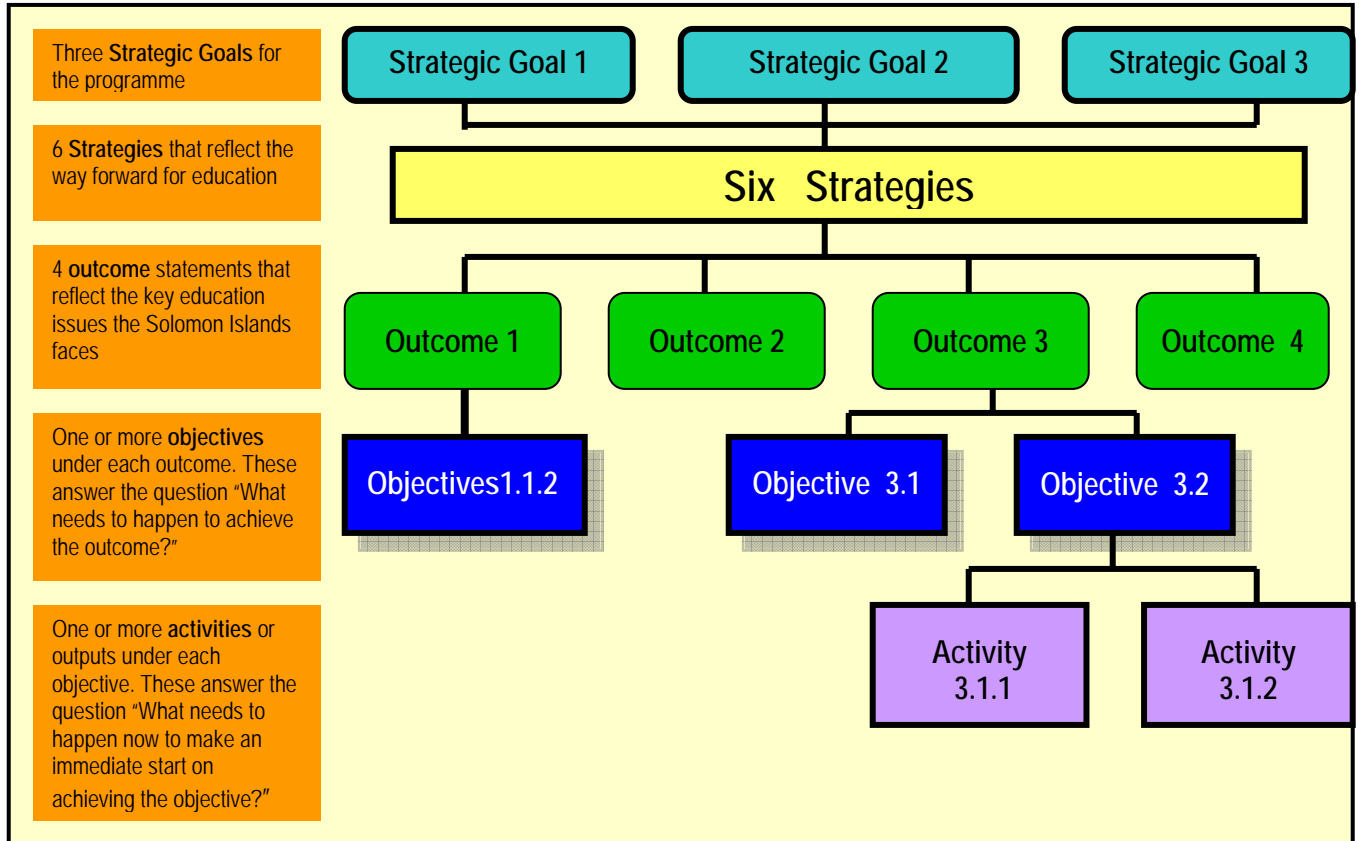
3.7. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.

The specific tasks, activities and/or outputs that will be undertaken over the period 2007-2009 in relation to each of these key objectives and who will be responsible for implementing each activity is part of this Plan. This Schedule of Activities starts from page 72 of this Plan. The activities in the Schedule of Activities are cross referenced to the core activities highlighted within each sector.

3.8. Design of the Provincial Education Action Plan

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

Figure 1: Provincial Action Plan Framework



CHAPTER 4: BASIC EDUCATION

4.1. Definition

Basic Education is the gradual, planned and systematic introduction of a child to the knowledge, skills and attitudes necessary to prepare him or her to develop to his or her full potential in order to contribute fully to the community (Renbel Province) and to the nation (Solomon Islands).

It is the level of education that constitutes the foundation stage offered to all children. In Renbel Province , this means the first nine years of formal education from Standard 1 through to Form 3, or other programmes offered elsewhere at similar levels for out-of-school youth and adults.

The key priority of the Renbel 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 Renbel Province will establish a firm initial foundation to work towards that goal.

4.2. Principles of Basic Education

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

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

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

5.1. Performance Assessment System

In order to facilitate the monitoring of the general progress in the SWAp/ National Education Action Plan (2007- 2009), and the Provincial Education Action Plan a *Performance Assessment System* that 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.

Renbel 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 Provincial Secondary SchoolC).

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 filled per sub sector; and
- Percentage of vacancies for other education staff approved by MPS and filled per sub sector.

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5.1.4.1.2. Process Indicators

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

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.

Renbel 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 the following areas:

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

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; and
16. The percentage of schools/education institutions with access to clean and safe water will be 100% (clean and safe water is defined as the provision of piped water and/or a tank, and/or access to a well with drinkable water, where available water sources and equipment are considered to be in good or fair condition).

A minimum standard was also identified in 2004:

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

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

5.3. Status of Renbel Province

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

Table 3: Status of Renbel Province against national minimum standards

	Standard	Achievement	Result ²
1	Net enrolment ratio, Early Childhood Education (20%)	88.6% ↗	Standard met
2	Net enrolment ratio, primary (100%)	88.8% ↘	Standard not met
3	Net enrolment ratio, secondary (20%)	61.0 ↗	Standard met
4	Teachers, certified (70%)	74.1% ↗	Standard met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:13.2 ↗	Standard met
6	Teacher: pupil ratio, primary (1:30)	1:19 ↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:15.1 ↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:22 ↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	n/a	Not applicable
10	Literacy, Std 4 (60%)	50.1% ↘	Standard not met
11	Numeracy, Std 4 (60%)	78% ↗	Standard met
12	Average number of pupils/class in primary (1:30)	18.01 ↗	Standard met
13	Average number of pupils/class in secondary (1:30)	17.86 ↗	Standard met
14	Toilet/pupil ratio in all schools is 1:50	71.13 ↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	150.0:1 ↘	Standard not met (2005)
16	Clean water (primary schools only) is 100%	67% ↘	Standard not met
17	Teachers qualified is 70%	44.5% ↘	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 fully funded by central government. While Early Childhood Education Centres do not get full financial assistance, they are subsidised to some extent. Early Childhood Education teachers trained at the Solomon Islands College of Higher Education are paid by the government, and the Ministry of Education and Human Resources Development employs officers who monitor the provision of Early Childhood Education.

Early Childhood Education in Renbel Province started in 1998. Community kindergartens and preschools provide access to early childhood education for children in the 3- to 6-year-old bracket.

There were twelve early childhood education centres operating in the Province in 2006, which recorded a total of 242 enrolments. Eleven of these centres were operated by the Rennell and Bellona Education Authority and two were operated by the Seventh Day Adventist Church.

Table 3 sets out detail of Early Childhood Education teaching staff and enrolments in 2006.

Table 4: Total Early Childhood Education Teaching Staff, Number of Centres, and Enrolments, 2006

Constituency	Teaching Staff	No. of Centres	Total Enrolment
Rennell and Bellona	22	13	242
Total	22	13	242

The major objective in the province is to establish early childhood education as part of the formal education system, in recognition of the early years as a key stage in children's development.

The following problems have been identified:

- there is a lack of trained Early Childhood Education teachers in the Province ;
- training opportunities for Early Childhood Education teachers are limited, and appear to be closed to Early Childhood Education teachers in the Province ;
- teachers in Early Childhood Education are not paid and are treated as 'volunteers';
- the concept of Early Childhood Education is new in the Province , and therefore community support to Early Childhood Education schools is lacking;
- Early Childhood Education is not recognised as part of the formal education system;
- facilities and infrastructure are inadequate, as a result of the absence of community support, financing and government policy;

- management of Early Childhood Education is not recognised as an important part of School Committee management roles; and
- the walking distance between villages and Early Childhood Education centres prevents some children in the 3-5 age bracket from enrolling at Early Childhood Education centres.

As a result of these identified problems, early childhood education in the Province appears to be under threat of being marginalised, although it is fully recognised by educators as a key formative stage in facilitating effective learning by the child. Improved planning, resource allocation, management and implementation are required, in partnership with the national government, the provincial government, communities and other stakeholders. Some evaluation of the effectiveness of early childhood education is also desirable. The following strategies are being considered:

- increasing the provision of training opportunities through fast-tracking to address the Early Childhood Education teacher shortage in the Province ;
- increasing accessibility to training opportunities in the Province ;
- rewarding and motivating Early Childhood Education teachers by incorporating them on the payroll and making a career path for them;
- promoting Early Childhood Education to get the support of communities;
- securing improved financing of early childhood education;
- formalising policy which recognises Early Childhood Education as part of the education system, including management roles for stakeholders.

6.2.1. Access and Equity

There are 13 Early Childhood Education Centres in the province. The 2006 enrolment of 242 children in Early Childhood Education is more than the total estimated 3-5 year age cohort in the province (223). The reason for this situation is that a number of children older than 5 are enrolled in Early Childhood Education centres. It does nevertheless appear that a significant proportion of the target population in Rennell and Bellona is getting access to Early Childhood Education.

The teacher-pupil Early Childhood Education enrolment ratio in Renbel Province is 1:13.2. The number of Early Childhood Education schools in the province is 13. Most of these operate on Rennell Island. There is a need for at least three Early Childhood Education schools on Bellona Island to increase access for children there.

Equal opportunities for enrolment are available in Early Childhood Education centres, and consequently gender equity is not a problem in the province. Of the 242 enrolments in 2006, 133 (55%) were boys and 120 (45%) were girls. This proportion is slightly in favour of males in accordance with the estimated gender distribution in the population age group (51.6% boys and 48.4% girls).

Table 5: Early Childhood Education Enrolment in Renbel Province by Gender, 2006

Region	Enrolments			
	Male	Female	Total	% Female
Rennell and Bellona	133	109	242	45.0%
Total	133	109	242	45.0%

6.2.2. Facilities

An analysis of the current situation indicates that

- facilities are not up to standard;
- facilities are inadequate to accommodate children in some areas, while in other areas the numbers to sustain Early Childhood Education centres are inadequate;
- financing of new facilities and maintenance by communities has proved to be difficult, owing to the lack of support for Early Childhood Education.

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

6.2.3. Curriculum

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

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

Although there is no nationally coordinated curriculum for Early Childhood Education, there are some learning materials available, including a syllabus that is commonly used in Early Childhood Education centres in Renbel Province.

6.2.4. Teacher Supply and Demand

Early Childhood Education teacher training in Renbel Province is a major problem area which needs particular attention. The quality of training is low, and there is also a shortage of trained Early Childhood Education teachers. None of the teachers in the field are fully trained. The total number of Early Childhood Education teachers in the Province in 2006 was 22 (20 women and 2 men). Twelve Early Childhood Education teachers have been partially trained. Of those Early Childhood Education teachers currently in Early Childhood Education centres who are undergoing field-based training, not one of them has managed to complete all modules on offer. This trend adversely affects the quality of Early Childhood Education in the province.

This situation calls for the training and development of Early Childhood Education teachers to increase the number of trained Early Childhood Education teachers. The key need is to provide training to upgrade the

skills of the Early Childhood Education teachers who are classified as “untrained”. Teachers who have completed field-based training are still classified as “untrained” and need to go on and complete the Early Childhood Education teacher training programme at Solomon Islands College of Higher Education in order to qualify as a trained Early Childhood Education teacher.

Table 6 below sets out detail about trained and untrained Early Childhood Education teachers.

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

Constituency	Trained Teachers	Untrained Teachers	Total Teachers
Rennell and Bellona	0	22	20
Total	0	22	20

6.2.5. Financing

Early Childhood Education financing and management is predominantly in the hands of non-governmental education authorities and local communities. Communities must raise funds to support the running costs of each Early Childhood Education Centre. Current financing is provided mainly by parents. The lack of recognition for early childhood education is a contributing factor to difficulties (particularly financial difficulties) faced by the Early Childhood Education sector.

While the Solomon Islands Government would pay the salaries of trained Early Childhood Education teachers, none of the current Early Childhood Education teachers in Renbel Province qualify. It is the responsibility of communities to provide the facilities and to meet the wages of the teachers who have received field-based training. Early Childhood Education centres are therefore expensive to operate in Renbel Province because the facilities need to be provided, the salaries of teachers need to be paid, and because of the nature of resources used at Early Childhood Education level.

6.2.6. Management

The management of Early Childhood Education centres is currently in the hands of communities. Some assistance is provided from the provincial education authorities and the Ministry of Education.

6.3. Future Directions

The major expected future outcome is to improve access to a quality and sustainable early childhood education programme for children in the Renbel Province. A plan for the development of Early Childhood Education in the province is needed. The Province will consider setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising, and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province’s limited financial resources.

6.3.1. Access and Equity

Research has shown that children who participate in early childhood education learn effectively and perform better than those children who have not had this advantage. It is therefore desirable that all children in Renbel Province have access to early childhood education.

Table 7 sets out the population projections for the 3-5 age group for the four years from 2007 to 2010 for Renbel Province.

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

Year	2007	2008	2009	2010
Population projections, 3-5 age group	204	193	141	197

Source: 1999 Census Provincial Projections

These projections indicate some population decline may occur over the next four years in the Early Childhood Education target age group in the province. The establishment of new Early Childhood Education centres will not therefore be required, as current enrolments already exceed these projected numbers (although some of the 242 enrolments in 2006 may be older than 5 years of age). Current capacity appears to be meeting demand. The more important need appears to be consolidation and improvement of the condition of existing Early Childhood Education centres, and a strategy to improve teacher training and raise quality.

The strategies to be adopted by the Province with respect to access and equity include the following:

- Raise awareness by promoting community support for Early Childhood Education;
- Establish pilot Early Childhood Education Demonstration Centres on the two islands (one on Rennell and another on Bellona) to promote the concept of Early Childhood Education;
- Develop a system of registering or licensing Early Childhood Education Centres operating under their authority the Rennell and Bellona Education Authority (and other education authorities in the province); and
- Attach Early Childhood Education centres to existing primary schools to increase accessibility for children in the Early Childhood Education target age group.

6.3.2. Facilities

Improvement of facilities has to be accompanied by promotion of early childhood education to communities in the province. Improvement and expansion of Early Childhood Education centres will focus on existing centres, but may include giving consideration to opening centres attached to primary schools, and to setting up two Early Childhood Education Demonstration Centres. The priorities of Renbel Province are to:

- Assess the 13 active Early Childhood Education facilities, by conducting a survey to assess their condition and their current occupancy rates, to identify those that need facility upgrading, and then request funding support from donors;
- Work with the Ministry of Education to develop a standard classroom design for Early Childhood Education to set a standard for all centres;
- Support upgrading and improvement of the existing Early Childhood Education centres to an adequate standard in the light of the Ministry of Education and Human Resources Development standard classroom design;
- Attach Early Childhood Education centres to primary schools;
- Work to secure assistance (from Government, Education Authorities and donors) for communities in financing Early Childhood Education centre facilities and in rallying community support through awareness programmes;

- Establish criteria for registration of Early Childhood Education Centres, and license only those Centres that meet minimum quality standards; and
- Develop and implement a plan to build additional rooms for Early Childhood Education over the medium term, provided demand for Early Childhood Education justifies the construction of new facilities, and provided sufficient trained teachers are available.

6.3.2.1. Responsibility for the Provision of Early Childhood Education Facilities.

- local communities would provide land, local materials for buildings and labour;
- Government, Education Authorities and donors would assist with the supply of building materials, learning resources and salaries of Early Childhood Education trained teachers.

6.3.2.2. Classrooms Needed to Cater for Early Childhood Education Expansion

- one or two pilot Early Childhood Education Centres are suggested on Rennell (one centre at a new site (New Place), and one centre at Henua Primary School);
- one pilot Early Childhood Education Centre is suggested on Bellona (one centre at Mataiho); and
- expansion of early childhood education through attachments with existing primary schools where demand has been identified.

The original workshop that developed the first draft of the Renbel Province Education Action Plan recommended the establishment of three pilot projects between 2005 and 2006. The timing of these three pilot projects has now been rescheduled, and they have now been suggested for inclusion in the 2007 programme. The proposal to establish eight additional Early Childhood Education centres attached to 8 primary schools would be subject to a survey to establish that the demand for Early Childhood Education services at these sites, and the necessary level of community support, is sufficient to justify the establishment of an Early Childhood Education centre. It would also be necessary to establish where the trained Early Childhood Education teachers would be found. Table 8 sets out a tentative timetable.

Table 8: Early Childhood Education Centres to be considered for establishment, 2007 to 2009

Year	2007	2008	2009
New Place Centre	1		
Henua Centre	1		
Mataiho Centre	1		
Angaiho Centre	1		
Kanaba Centre		1	
Munghibai Centre		1	
Siva Centre		1	
Tahanuku Centre		1	
Vanua Centre			1
Kagua Centre			1
Moah Centre			1
Total	4	4	3

Source: 2004 Renbel Province PEAP Workshop Report

6.3.3. Curriculum

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

The Early Childhood Education curriculum is not structured. Learning should continue to be encouraged in an appropriate unstructured environment at the Early Childhood Education level in order to allow the child to develop. Until a formal early childhood curriculum is developed and approved, Early Childhood Education teachers in Renbel Province should continue to encourage the following activities: sound language development, good coordination, recognition of different colors, how to hold a pencil, the painting of pictures, recognition of pictures and numbers, play and interaction with other children, free expression through movement, music or other creative media (e.g. sand or clay), and story telling. Listening to stories about local customs and to stories from books should be encouraged. Early Childhood Education teachers are encouraged to use local materials to develop resources for learning. An Early Childhood Education curriculum that allows flexibility will ensure that the learning needs of diverse communities are catered for.

The Curriculum Development Centre is encouraged to coordinate the development of Early Childhood Education in the Solomon Islands, to ensure uniformity of standards and coordinated learning for Early Childhood Education centres. The Curriculum Development Centre should also develop a standard teachers' resource book for Early Childhood Education.

6.3.4. Teacher Supply and Demand

The current issue is a shortage of trained Early Childhood Education teachers. The immediate key need is to provide training for the existing Early Childhood Education teachers who are currently listed as untrained. Too few of the existing Early Childhood Education staff is fully qualified as Early Childhood Education teachers with a teacher's certificate.

The province should plan to enrol 5 Early Childhood Education teachers a year in each of 2007, 2008 and 2009 in the Solomon Islands College of Higher Education Early Childhood Education teacher training programme. This number may be a realistic target given the limited capacity of Solomon Islands College of Higher Education to enrol large numbers of teacher trainees. Field-based training and other initiatives such as enrolment in University of South Pacific programmes using distance and flexible learning should continue in order to supplement the number of Early Childhood Education teachers.

In order to upgrade the skills and competencies of existing Early Childhood Education teachers, and to meet the requirement for trained Early Childhood Education teachers in future, the following strategies and activities will be implemented. The Province will:

- Develop a three-year training plan, in which the need for Early Childhood Education teachers to be specially trained will be recognised, and consequently teachers who have undergone field-based training will be a priority for further training at Solomon Islands College of Higher Education;
- Encourage Early Childhood Education teachers who have completed field-based training to enrol in the Solomon Islands College of Higher Education pre-service programme or in the University of South Pacific early childhood education programmes;
- Ask the Solomon Islands College of Higher Education to increase its intake into the Early Childhood Education teacher training programmes to cater for the demands of the province;

- Ask Solomon Islands College of Higher Education to run short “fast track” Early Childhood Education training courses, or run summer schools during the June and Christmas breaks, in order to increase the supply and improve the quality of Early Childhood Education teachers;
- Liaise with Solomon Islands College of Higher Education to develop training packages for Early Childhood Education teachers including at least 2 teachers trained each year (2007, 2008 and 2009) using field-based training;
- Improve Field-based training for Early Childhood Education teachers by providing mentors and sound supervision, and providing incentives and a career path for Early Childhood Education teachers;
- the province will establish the Early Childhood Education Demonstration Centres on the two islands (one on Rennell and another on Bellona) where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements;
- Advocate for a quota system to be adopted by Solomon Islands College of Higher Education for Early Childhood Education teacher training scholarships teachers should be made available to each province on an equitable population basis (based on a quota system);
- Enrol a minimum of 5 Early Childhood Education teachers from the province in each Early Childhood Education teacher certificate intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009, if necessary reserving places on the Early Childhood Education teacher training programme for Renbel Province Early Childhood Education teachers through a quota system;
- Aim at training at least 2 Early Childhood Education teachers per centre;
- Ensure the 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, and in addition criteria for entry to formal Early Childhood Education training should be based on prior Early Childhood Education experience, previous field-based training, and hard work in the field; and
- the Early Childhood Education needs of Renbel Province should be given priority for Government and donor support, on the grounds that Renbel Province is a disadvantaged province.

6.3.5. Financing

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

- central Government will meet 50% of total costs (including meeting the cost of salaries of Early Childhood Education trained teachers, and the salary of an Early Childhood Education Provincial Coordinator, as well as providing training);
- education authorities will meet 30% of total costs (including provision of an operational grant for the Early Childhood Education provincial office); and
- communities will meet 20% of total costs (including maintenance of buildings, learning materials, resources and equipment, staff houses, toilets and playgrounds.)

For the time being, the following strategies should be adopted:

- parents will continue paying fees, and communities will assist with construction of facilities and with fund-raising;
- communities will continue to pay untrained Early Childhood Education teachers;
- a programme will be undertaken to raise community awareness of the benefits of early childhood education, and to foster support for a financial contribution;

- central and provincial government will facilitate financial support for the development of Early Childhood Education, and will subsidise the Early Childhood Education programme; and
- the Teaching Service Commission will pay the salaries of Early Childhood Education graduates who have been trained to Certificate level at Solomon Islands College of Higher Education.

6.3.6. Management

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

Ministry of Education roles

- to establish policy and maintain oversight of management of the Early Childhood Education sector;
- to provide seconded staff for training, inspection and assessment of field-based staff and probationers;
- to secure appropriate funding for resources and support of Early Childhood Education;
- to support Solomon Islands College of Higher Education so that training is provided for Early Childhood Education teachers, and to support the training and development of Early Childhood Education teachers through the office of Teacher Training and Development;
- to meet the cost of salaries of trained Early Childhood Education teachers;
- to support curriculum development and production of learning materials (through the Curriculum Development Centre and the Education Resource Unit); and
- to assist in seeking sponsors to fund buildings.

Renbel Province roles

- budget provision as a contribution to the cost of Early Childhood Education; and
- rallying political and community support for Early Childhood Education.

Renbel Province Education Authority roles

- to appoint a regional Early Childhood Education coordinator for the Renbel Province;
- to provide office space and an operating subsidy (by way of a grant) for Early Childhood Education;
- to carry out awareness programmes for communities;
- coordination of Early Childhood Education activities in schools under EA control in the Province
- to assist in providing in-service training for teachers;
- to manage monitoring and evaluation of Early Childhood Education centres;
- to support the role of the Early Childhood Education co-coordinator and to encourage the development of Early Childhood Education;
- to coordinate (through the Provincial Early Childhood Education Coordinator) resources allocated to Early Childhood Education on behalf of Ministry of Education and Human Resources Development;
- to support and supervise field-based training for Early Childhood Education teachers (provided by the Early Childhood Education coordinator) before selection for further training takes place;
- to ensure that Early Childhood Education teachers are properly trained;

- to appraise Early Childhood Education teachers (through the Provincial Early Childhood Education Coordinator) for promotion, progression, training and development; and
- to facilitate trained Early Childhood Education teachers to act as Senior Teachers to assist the Provincial Coordinator.

Communities/Parents' roles

- to provide land and local building materials, and to be responsible for maintenance and labour costs pertaining to Early Childhood Education centre facilities;
- to build and maintain Early Childhood Education learning spaces, and to ensure that water is accessible and that there is proper sanitation;
- to contribute to the cost of Early Childhood Education through fund raising and collection of school fees;
- to look after teachers' welfare;
- to undertake responsibility for administration and governance of Early Childhood Education centres;
- to select and appoint Early Childhood Education teachers with assistance from coordinators and members of the community; and
- to provide housing for Early Childhood Education 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.

Management training is necessary for stakeholders to implement plans for Early Childhood Education in the province. Components of management training for stakeholders in the province will include:

- awareness training for communities on the importance of Early Childhood Education in the education of children;
- training on good practice in management of Early Childhood Education centres;
- induction training on the roles of stakeholders in governance and management of schools.

Conclusion

In conclusion, the following quotation taken from the *'Final Report'* of the World Education Forum held in Dakar, Senegal in 2000, will help in directing and raising awareness about early childhood education:

"Early Childhood Care and Development (ECCD) emerged at Jomtien (Thailand, 1990) as an extension of basic education, one that recognises that learning begins at birth, not with entrance into primary school. Since then awareness of the importance of the early years has grown in both developed and developing countries, in part because of dramatic new findings from brain research."

CHAPTER 7: PRIMARY EDUCATION

7.1. Definition

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

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

7.2. Current Situation

According to the *Digest of Education Statistics 2006*, Renbel Province has a total of 9 primary schools, as well as 2 community high schools, that is, 12 institutions offering primary schooling. There is a total student enrolment of 611 primary school children in the province, which represents about 0.7% of the national total primary school enrolment. There were 52 primary school teachers teaching in the province’s primary schools in 2005. Table 9 below provides data on primary education in the province.

Entry into primary schooling occurs at seven years of age, and it is anticipated that basic education would be provided for all children regardless of gender or religion from standard 1 to form 3 by 2015. Since the province has only one ethnic group, there are no major cultural differences in the student population. Both genders are given equal access to attain basic education.

Table 9: Total Primary School Teachers, Schools, and Enrolments

Constituencies	Teaching Staff	No of Schools Offering Primary Education	Enrolments
Rennell and Bellona	52	11	611
Total	52	11	611

Source: 2006 SIEMIS Survey Report

7.2.1. Access and Equity

Access to primary education is not a major problem in Renbel Province. The primary schools of the province, including the two church run primary schools, are able to cater for the 611 children in 2006. The teacher: pupil ratio is 1:11.75, reflects that there are enough places and teachers for all children to attend primary school. The province may even be oversupplied with teachers. There is every opportunity for a child to continue with basic education right through to junior or senior secondary school level. The locations of the schools are appropriate, and they are fairly distributed around the islands.

Of the 611 primary school enrolments, 52.4% are boys and 47.6% are girls. There is an equitable distribution of enrolments by gender. Table 10 sets out the numbers of primary school enrolments by gender.

Table 10: Primary School Enrolments by Gender, 2005

Constituency	Level	Male	Female	Grand Total	% Female
Rennel & Bellona	Prep	29	26	55	47.3%
	Std 1	63	54	117	46.2%
	Std 2	49	58	107	54.2%
	Std 3	57	46	103	44.7%
	Std 4	48	38	86	44.2%
	Std 5	44	42	86	48.8%
	Std 6	30	27	57	47.4%
Total		320	291	611	47.6%

Source: 2006 SIEMIS Survey Report

7.2.2. Facilities

The state primary school buildings in the province are made of permanent materials. However, some of them need repair and maintenance. No formal inventory of the state of school buildings in the province is available. Nor does the province have an accurate database that records the location, ownership status, and condition of all school facilities, including whether a school has staff houses available, and whether the condition of water and sanitation facilities at each primary school is satisfactory.

Schools do require additional facilities such as chairs, tables, cupboards, desks and stools. There has been a decline in primary enrolment in the last two years. A study needs to be done to identify the cause of this trend. Given the current trend of primary school enrolments, the province does not need any more primary schools.

7.2.3. Curriculum

Curriculum development will remain centralised within the Ministry of Education. The primary school curriculum is currently being reviewed, with work on primary mathematics and English for standards 1 to 6 under way. Development of other subjects will follow. Funding assistance is being provided by NZAID. There is a lack of basic curriculum materials available in schools now, although the problem should be rectified once the distribution of basic learning materials to schools in the country has been completed.

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

While the primary curriculum is currently under review, a concern has been raised that traditional skills should be seriously considered for inclusion in the curriculum.

7.2.4. Teacher Supply and Demand

The current teacher: student ratio is 1:10.7, and consequently there are more than sufficient teachers in the Province's primary schools for the number of pupils. Unfortunately about 40% of them are untrained

teachers. It is assumed that the same proportion of untrained teachers would apply to the two church controlled primary schools. As a result of low enrolment, most schools have only two or three teachers.

Most of the trained teachers in the Province are certificated teachers who graduated from the School of Education at the Solomon Islands College of Higher Education. For the past five years the province has not sent teachers to the teachers college either for pre-service or in-service training. Given that there is a high demand for trained teachers in the Province, this situation needs to be addressed. Table 11 sets out detailed numbers of trained and untrained primary school teachers.

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

Constituency	Number of teachers				
	Gender	Not trained	Trained	Total	% Trained
Rennell and Bellona	Female	5	5	10	50.0%
Rennell and Bellona	Male	21	21	42	50.0%
Total		26	26	52	50.0%

Source: SIEMIS 2006 Survey Report

7.2.5. Financing

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

In order to provide quality education and to manage the increasing costs of education, partnerships must be encouraged so that all stakeholders share the cost of educating children. To enhance partnership in funding education services by all stakeholders, the province has agreed in principle with the concept of Community Standard Funding, based on the following levels of contribution:

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

Grants paid to schools will be on a per capita basis and based on total enrolment in schools. The unit cost per child in primary schools is SBD200.00

The only concern is how the province as an Education Authority would be able to pay its contribution of 30%, taking into consideration the province's low income. The province has therefore requested the national government to continue with financial assistance to primary schools in the province until such time as the province can finance its share of primary schooling.

The previous primary school operational grant allocations to the province were not properly managed and accounted for. The province feels that future financial assistance to primary schools in the province should be allocated directly to the schools. The province has emphasised very strongly the need for accountability and transparency. It is suggested that the method used by the European Union to deliver funding to secondary schools should be adopted.

7.2.6. Management

General oversight of primary schools is the responsibility of the Ministry of Education through the provincial education authority. The day to day operational management of each school in the province is the responsibility of the Head Teacher, subject to the oversight of the School Committee. These officers are answerable to the respective education authorities, i.e. the Renbel Province Authority, the South Seas Evangelical Church and the Seventh Day Adventist Church.

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

9.3. Future Directions

9.3.1. Access and Equity

Unlike other provinces in the Solomon Islands, Renbel Province does not have major problems with access and equity as a result of significant increases in the youth population. It may need to consider in future how it will manage a declining school population and the need to introduce policies to assist it in managing for gradual contraction.

The primary school enrolment projections for the years 2007 to 2010 should roughly correspond with the population projections for the Renbel Province 6-12 age group (Scenario 1) set out in Table 12. These population projections are derived from the 1999 census data. However, actual primary school enrolments in 2006 (611) are slightly larger than these projected numbers, mainly because a number of students older than 12 are enrolled in Renbel Province primary schools. Scenario 2 is based on actual Renbel Province primary school enrolments in 2006, calculated on a straight line increase of 2.2% growth a year (the growth rate of the province at the 1999 census). Given that the enrolments for 2006 (611 enrolments) were down on enrolments for 2005 (696 enrolments) there is a possibility that the primary school rolls may now actually be contracting (and not increasing), possibly as a result of outward-migration of families from the province. It would therefore be reasonable to assume that there will not be significant growth in primary schools over the period 2007 to 2009, and that, as a conservative estimate, primary school rolls could be expected to stay stable (or even decline) over the planning period. Scenario 3 therefore projects a stable primary school roll figure at a total of about 650 each year. The possibility of low or nil primary school roll growth over the next three years suggests that that Scenario 3 may be the most likely outcome of the three scenarios set out in Table 12 below.

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

Year	2007	2008	2009	2010
Projected population, ages 6-12 (Scenario 1)	566	565	392	549
Enrolment projections (Scenario 2)	624	638	652	667
Enrolment Projections (Scenario 3)	650	650	650	650

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

Adoption of Scenario 3 as the most likely outcome would mean that there are enough primary schools to cater for the projected primary school enrolments for the 2007 to 2009 period. However, the pattern of enrolments will need to be monitored carefully in 2007 and 2008, as there is a possibility that the province will need to consider a strategy to address the contraction.

The low teacher: pupil ratio of 1: 11.7 suggests that Renbel Province needs to adopt a strategy to manage what appears to be a period of decline in its school population. It will not be financially sustainable to continue to employ the current excess number of teachers on the payroll, nor to continue operating the existing numbers of schools, if the recent decline in student numbers in primary schools is sustained. To address the issue of the teacher: student ratio in the province, the following strategies will be considered:

- a survey of actual enrolment numbers at all primary schools in the province will be undertaken;
- determination of which schools have roll numbers that are too low, or excessively low teacher: pupil ratios, and what action is required;
- amalgamation of existing primary schools;
- adoption of composite classes;
- identification of classes for multi-class teaching;
- holding of professional development workshops on multi-class teaching; and
- reduction of staff in primary schools with falling rolls, either as a result of attrition or by other means.

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

9.3.2. Facilities

The priority in the Province is for existing schools to be renovated and furnished, rather than for new schools to be built. As a first step, the province needs to develop an accurate database of all existing school facilities, including teacher housing, with an assessment of the condition of the school building stock, an assessment of current occupancy rates, and an assessment of whether minimum standards are met. A national methodology for this purpose should be developed by the Ministry of Education and Human Resources Development. This proposed survey would provide data that should assist the province with its planning. The information would allow the province to assess how many school buildings there are in the province, whether the current school buildings are in a good or poor state of repair, whether existing

classrooms were adequate to house the numbers of students attending school or whether overcrowding or roll decline was occurring, the state of sanitation facilities and whether the school was able to supply pupils with clean drinkable water. The proposed survey would provide documented data to assist in identifying where roll growth or roll decline were occurring, and would help in identifying priorities for maintenance of existing school buildings or for the development of new facilities.

To provide quality education, it is desirable that all primary schools in the province should have the following:

- proper storage facilities;
- enough office space;
- proper desks, chairs, work tables and black boards;
- clean drinking water, and water for washing;
- proper toilet facilities;
- proper sports facilities;
- proper staff houses;
- two-way radios for communication;
- a first aid kit; and
- a school hall.

The proposed survey of facilities should use a methodology that will enable information to be gathered on the condition of these dimensions of the school building stock. The classroom is a key facility required for a school to operate, and if the building and resources available do not meet minimum standards, the education of the children could be compromised. Once the information needed has been gathered, the province can then set about the development of a plan for the improvement of primary school facilities.

The actions to be undertaken are as follows:

- Undertake a stocktake to assess the needs of primary schools in Renbel Province, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Renbel Province Education Authority and the Ministry of Education and Human Resources Development;
- Develop a primary school development plan for the province in order to establish key locations and priorities for renovation of sub-standard facilities (classrooms, dormitories, ablution blocks, staff houses);
- Encourage communities to improve existing facilities in schools that are sub-standard;
- Provide appropriate furniture for classrooms;
- Improve sanitation in the province's schools;
- Ensure clean and safe water is available in all primary schools;
- Standardise staff housing, based on a set of minimum standards;
- Register land where schools are located to avoid future land disputes;
- Mount an awareness programme for communities on ownership of schools; and
- Cost and implement the infrastructure programme for primary schools in Renbel Province. A priority order should be determined of primary schools in the province for the development of improved facilities.

9.3.3. Curriculum

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

- 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;
- encouraging the teaching of reading in the first three years (the preparatory year and standards 1 and 2) of primary schooling;
- more in-service training on Nguzu Nguzu materials;
- encouraging the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing, in order to develop a “home grown curriculum”;
- identify the curriculum materials required in each school, and supply learning materials where there are deficiencies identified;
- continuation of trialling of all new learning materials, and delivery of ongoing in-service training on learning materials;
- analyse the effectiveness of the current system for distribution of learning materials to schools;
- basing written materials, especially story books, around the province’s folklore;
- incorporation of basic health education at an appropriate level in the primary school curriculum;
- 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;
- provision of adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and
- carrying out of an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.

9.3.4. Teacher Supply and Demand

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

Well trained teachers are the backbone of a quality education system. There are currently 65 primary teachers serving in the province, as recorded in the 2005 Ministry of Education and Human Resources Development statistical digest, although it is estimated that about 40% of these teachers are untrained. This situation has implications for the quality of teaching delivered to some students and directly affects the standard of student achievement.

A range of strategies needs to be developed to train the untrained teachers to an acceptable standard, and also to upgrade the skills of teachers currently in the teaching service. These strategies include an extension to numbers of trainees at the Solomon Islands College of Higher Education, enrolment in University of South Pacific programmes, mentoring of existing untrained teachers by experienced professionals, and provision of professional development opportunities through in-service training.

To address the issue of primary teacher supply and demand in the province the following strategies will be considered:

- identify the number of trained and untrained teachers in the province and determine the total number of trained teachers required for the province;
- formulate a teacher training development programme for the province;
- at least 3 primary school teacher trainees in each year will be enrolled in pre-service teacher training programmes at Solomon Islands College of Higher Education (a priority will be some of the existing untrained teachers);
- untrained teachers will be encouraged to undertake training, and their attendance at suitable programmes will be facilitated;
- multi class teaching modules should be included in in-service training programmes, with appropriate training for the teachers to manage composite classes including children at different levels;
- at least 20 primary school teachers in each year will be assisted to gain access to in-service training programmes;
- opportunities for training must be advertised and applications should be screened by the Provincial Education Authority, and the Province should consider setting up a screening committee for this purpose;
- certificate teachers will be encouraged to upgrade to diplomas;
- teachers with diplomas will be encouraged to upgrade their diplomas to degrees;
- science training needs to be included in teacher pre-service and teacher in-service education;
- existing teachers (including Head Teachers and long-serving teachers) will be offered 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 (the Lahara Programme); and
- administration and management short courses need to be arranged for Head Teachers in order to improve their performance and accountability.

9.3.5. Financing

The following proposals will be considered for implementation in relation to the financing of education in the Province. The Province will:

- Negotiate with the Solomon Islands Government to continue with financial assistance to the primary schools, taking over the responsibility of the Education Authority's contribution of 30% according to the community standard funding formula;
- Ensure that funding to primary schools will be allocated directly to the schools;
- Promote accountability and transparency, all funds received by the primary schools should be accounted for and records should be made available to responsible authorities; and
- Provide workshops on financial management for Head Teachers.

Table 13 gives an indicative cost of the central government's grant per child. The City Council will provide necessary data and facilitate grants paid to schools at \$200 per student are on a per capita basis which is based on the total enrolment in each primary school.

Table 13: Primary Education projected indicative grant for 2007 to 2009.

Description	2007	2008	2009	Total
Enrolment	624	638	652	1,915
SIG Grants at SBD200 per student	124,888	127,636	130,444	382,968

9.3.6. Management

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

- Encourage the community and School Committees to work in harmony with the Head Teacher and staff;
- Put in place a system to allow a Head Teacher to remain in one school for at least three years. The welfare of the Head Teacher and his staff must be given priority by the School Committee;
- Ensure the Head Teacher and the School Committee make sure that school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds;
- Reintroduce Head Teacher training, and all Head Teachers will undertake management training (including staff management and resource management) and financial management training (including budgeting);
- Organise short courses in administration and financial management training for Head Teachers, and Chairpersons and treasurers of school committees;
- Encourage weekly or fortnightly meetings to be held for staff, and regular meetings for School Committees;
- Ask the SOE/Solomon Islands College of Higher Education to include a management component in its teacher training programmes;
- Develop a staff professional development plan, which should include inspection of teachers by the Inspectorate Division and Education Authorities for purposes such as teacher registration, assessment of teacher performance, assessment of suitability for promotion, confirmation of teaching status, and approval of a housing allowance;
- Improve communication links between stakeholders (headquarters, provincial authorities and schools); and
- Conduct awareness workshops for parents and communities on roles and responsibilities.

CHAPTER 8: JUNIOR SECONDARY EDUCATION

8.1. Definition

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

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

Provincial Secondary Schools: These schools were initiated by the Government but run by the Province's; 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

The objective of this plan is to ensure that 100% of standard six students in the primary education sector make the transition into form 1 and up to form 3. The focus of the plan is not primarily to increase the number of places in junior secondary schools in Rennell and Bellona, but to consolidate the delivery of education by improving facilities and education resources, and by developing the capacity of teachers.

Renbel Province are three secondary schools offering junior secondary education in 2006. Two of the schools are managed by the Rennell and Bellona Education Authority (New Place Provincial Secondary School and Anggaiho Community high school), and one by the South Seas Evangelical Church (Henua Community High School). Two hundred and seventeen students were enrolled in forms 1 to 3 in 2006. The junior secondary schools in the province are capable of accommodating all the students who need to make the transition from standard 6 into form 1. All the places in the three existing schools have space to accommodate more students.

Table 14 sets out available detail about teaching staff, and enrolments in 2006 at the junior secondary levels (Community high schools).

Table 14: Total Junior Secondary School Teaching Staff and Enrolments

Constituency	Teaching Staff	No. Junior Secondary Schools	Enrolment
Rennell and Bellona	25	2	217
Total	25	2	217

Source: Digest of Education Statistics, 2006. Note: The teacher numbers include teachers who are teaching at the Primary levels.

8.2.1. Access and Equity

Enrolment at the junior secondary schools is predicted to grow over the three years 2007-2009. The province therefore needs to plan ahead for provision of sufficient places for students wishing to access junior secondary education.

The Ministry of Education and Human Resources Development *Annual Report* for 2005 reported a Renbel Province enrolment of 67 in the Solomon Islands Secondary Entrance Examination at Standard 6. All 67 (100%) were eligible to progress into form 1 in the province. In the same year, 27 Renbel Province students entered the Solomon Islands National Form 3 examination, out of 28 students who enrolled in 2004. These figures suggest that retention of students to the end of junior secondary schooling may be an issue.

There is an imbalance with respect to gender. Of the 217 enrolments in junior secondary schools, 143 (65.9%) are male and 74 (34.1%) are female. Males therefore outnumber females by a ratio of 2 to 1. This situation suggests that there is a major problem with respect to access of girls to junior secondary education. The precise reasons for this situation are unclear, but may include community attitudes, a reluctance by parents to encourage girls to continue with their education, geographic isolation, distance of girls from the nearest junior secondary school, and a lack of facilities such as dormitories for girls at existing junior secondary schools. Table 15 sets out junior secondary school enrolment numbers in 2006 by gender.

Table 15: Total Junior Secondary School Enrolments by Gender, 2006

Rennell and Bellona Constituency	Male	Female	Grand Total	% Female
Form 1	43	28	71	39.4%
Form 2	52	25	77	32.5%
Form 3	48	21	69	30.4%
Total	143	74	217	34.1%

8.2.2. Facilities

The junior secondary schools in Renbel Province have limited facilities of poor quality. No new secondary schools, however, are needed at junior secondary level.

No provincial database exists with detail about the current state of facilities in junior secondary schools in the province. However, it is known that rehabilitation of existing facilities is necessary. The province's facility development plan will focus on renovation of the existing facilities that are in poor condition, and on building new quality classrooms (where necessary) in the three existing schools.

There are no specialised custom-designed classrooms at the junior secondary schools (for instance, laboratories designed for science, or specialist rooms for other practical subjects, such as home economics and industrial arts). Tools are needed for subjects such as for industrial arts, woodwork and agriculture. Equipment is needed for science classes and for home economics. The schools also do not have proper libraries.

8.2.3. Curriculum

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

There is evidence that practical subjects are given very little attention in junior secondary schools throughout the country, owing to a lack of curriculum materials and textbooks, a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools. Junior secondary schools in Renbel Province do not offer practical subjects, and there is a need to offer a wider range of more practically oriented subjects. The current curriculum used by secondary schools is heavily theory based, and thus does not prepare children to go back to their villages to apply the skills they have learnt. The adoption of the policy on technical and vocational education and training is intended to allow junior secondary schools to be able to use modularised courses relevant to their communities in the near future.

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

8.2.4. Teacher Supply and Demand

Teacher training and development at junior secondary level is an area that requires improvement. In the junior secondary schools subject specialisation is a requirement for teachers, unlike teachers at the primary level who teach all subjects of the curriculum. The curriculum reform being initiated will also require additional specialised teachers, since the introduction of 11 subjects in total into the curriculum is being contemplated.

Training and development of teachers in the province needs to address both quantity and quality. All three schools in the province will need a minimum of five teachers each to cater for the teaching of all subjects in the curriculum, assuming that each teacher teaches at least two subjects. Quality is an issue in the sense that all teachers will need to be trained in the subjects or disciplines in which they teach. The present situation in the province which raises concern for stakeholders is that teachers are not adequately trained, and that because of the unavailability of secondary teachers, primary school teachers are required to teach at secondary school level. An estimated 56% of the junior secondary school teachers are untrained, and those teachers who are trained may not always have the necessary specialist subject knowledge to the appropriate level. Up-to-date information about the junior secondary school teacher establishment is not available. Table 16 sets out the information available for 2006.

Table 16: Total Junior Secondary Teacher Establishment, Trained and Untrained, 2006

Constituency	Untrained	Trained	Total	% Trained
Rennel & Bellona	14	11	25	44.0%
Total	14	11	25	44.0%

Source: SIEMIS 2006 Survey Report.

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

8.2.5. Financing

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

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

The concept of Community Standard Funding was developed to provide an equitable basis for sharing the costs of education. This concept encourages partnership in education and clearly states the contribution levels of the various stakeholders. It is intended that the cost of education will be shared by all stakeholders. At junior secondary school level, a major proportion will be borne by the Solomon Islands Government. Education authorities and communities will, however, contribute to the cost. The basis of the Community Standard Funding contribution which Renbel Province is working towards is as follows:

- Solomon Islands Government: 60% of total costs;
- Renbel Province Provincial Education Authority & Other Education Authorities: 30% of total costs;
- Parents and community: 10% of total costs.

In practice, Renbel Province will have difficulty in meeting its 30% share. Income is also generated through school fees, and some schools generate income through fundraising activities.

8.2.6. Management

The governance of junior secondary schools is vested in the School Board, but the daily management and running of the school is the responsibility of the School Principal and the staff. School policy is developed and supervised by the School Board. The School Principal is answerable to the community, to parents and to the Ministry of Education through the appropriate Education Authority. The Renbel Province Education Authority or the appropriate Church Education Authority may intervene if the roles of either the board or the principal are compromised. Both the Principal and the School Boards are accountable to appropriate Education Authority and to the Ministry of Education.

8.3. Future Directions

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

8.3.1. Access and Equity

The population projections for the 13-15 age cohort in the province from 2007 to 2010 is summarised in Table 17. The data in Scenario 1 is derived from the 1999 census population projections. The data in

Scenario 2 is derived from the actual 2006 junior secondary school enrolment figure (217), increased by a straight line increase of 2.2% a year.

Table 17: Growth Potential in Renbel Province Junior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population projections, 13-15 age group (Scenario 1)	214	236	171	261
Enrolment increase of 2.2% a year (Scenario 2)	217	171	175	179

Source: Scenario 1: 1999 Census Provincial Population Projections

The enrolment increase could potentially be greater than indicated by the numbers in Scenario 2 if the Government makes a decision to phase out the Solomon Islands Secondary Entrance Examination in 2006, as suggested in the *Education Strategic Plan 2004-2006*. If all Renbel Province students in the 13-15 age group were to be enrolled in junior secondary schools, the gap between the numbers in Scenario 1 and the numbers in Scenario 2 would need to be bridged.

The Ministry of Education has developed a series of provincial projections for junior secondary schools, based on actual current enrolments for the relevant cohorts already in the system in the provincial primary schools. These forecasts are likely to be considerably more accurate than the enrolment projections based on census data set out in Table 17. Table 18 sets out the anticipated numbers in form 1 classes for Renbel Province junior secondary schools from 2007 to 2010.

Table 18: Form 1 Projections, Renbel Province, 2007-2010

Year Constituency	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Rennell & Bellona	55	45	100	57	52	109	64	63	127	47	61	108
Total	55	45	100	57	52	109	64	63	127	47	61	108

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

The indication in Table 18 is that if all students currently enrolled in the relevant primary class level cohorts progressed into junior secondary schools, by 2009 there would potentially be a total enrolment of 336 students in the province's junior secondary schools. This number has been calculated as set out in Table 19:

Table 19: Junior Secondary School 100% Progression, Renbel Province Students, to 2010

Form	2007	2008	2009	2010	Total
Form 1	100	109	127	127	463
Form 2	71	100	109	127	407
Form 3	77	71	100	109	357
Total	248	280	336	363	1,227

With 100% progression, this number of enrolments would be 336 in junior secondary schools in the year 2010. By comparison, there were 217 students enrolled in the province's junior secondary schools in 2006.

If all students currently in the relevant levels coming through the primary schools were to be enrolled in a junior secondary school, the number of places in junior secondary schools in 2009 would need to double by comparison with the number of forms 1-3 students currently enrolled available in the Renbel Province junior secondary school system. It is not known, however, whether all these students would enrol for the full three years of junior secondary education, especially given the previous pattern of reduced enrolment by girls. Planning, however, should proceed on the expectation that students would enrol in junior secondary schools until the end of form 3 if a place was available.

There is a need to develop detailed plans to provide additional teachers (and possibly additional facilities as well). Based on a teacher: pupil ratio of 1:30, it is estimated that doubling present capacity by 2009 to 336 students would require a minimum of 11 teachers and 11 classrooms in total to cope with the anticipated increase in student numbers (and desirably more than this number, since each of the junior secondary schools would function more efficiently with five trained teachers and classrooms at each school, making a total of 15 junior secondary teachers and classrooms in the province). On the basis of a current junior secondary enrolment of 217 it is estimated that there are approximately 8 - 16 junior secondary teachers available in the provincial education system, and it is assumed that about the same number (8) of classrooms are also available. A minimum of another 2 trained teachers and 2 classrooms would be needed in each year of 2007, 2008 and 2009 (six more teachers and classrooms by 2009). The province therefore has to assess how the additional teachers can be trained, and how any additional classrooms needed can be constructed. It may be necessary to plan to make double streams available in some or all of the three junior secondary schools in order to provide the additional places required.

To improve access and equity in the future in the junior secondary school sector, the province needs to develop a plan for a phased expansion programme up to 2009. The proposals outlined in the province's plan will need to be placed in priority order. The province will need to determine what its specific objectives are for junior secondary education over the period 2007 to 2009, and how it is going to achieve them.

8.3.2. Facilities

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

- rehabilitating existing junior secondary schools in the province. Rehabilitation will include improving existing facilities as well as expanding where necessary, to accommodate additional streams;
- identifying appropriate locations, and constructing 8 junior secondary buildings/ classrooms (including dormitories and staff houses) in each year of 2007 & 2008 and three school buildings in 2009).

In the next three years the province will need to build some new classrooms in the junior secondary schools where double streams are envisaged. The approach will be to rehabilitate the existing junior secondary schools and build additional facilities for additional streams before embarking on construction of any further community high schools. As far as possible, available local skilled contractors, as well as community labour, will be used for constructing the school facilities.

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

- Identify schools with poor facilities and communities will be encouraged to improve and renovate them. The province recognises that there is a need to improve existing facilities in all junior secondary schools;
- Plan to construct 2 more school buildings/classrooms in each year where demand for junior secondary enrolments is greatest (2 in 2007, 2 in 2008 and 2 in 2009, to construct 6 in all by the end of 2009);
- Build a standard double storey classroom in each junior secondary school to suit the local environment, where cyclones are common;
- Develop a detailed programme for renovation of existing facilities and construction of new facilities, and communities will be encouraged to build additional facilities where expansion is required;
- Give preference to staff housing since it is an area of concern for junior secondary schools in the province, attention will be given to staff housing in any rehabilitation of school buildings by constructing twelve staff houses (four in each year of 2007, 2008 & 2009) to accommodate 12 teaching staff capable of teaching 2-3 subjects to cater for the different subjects taught at the schools;
- Consider a programme for renovation of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities;
- Give immediate intervention to the construction of science, wood work, home economics, creative arts and other specialised classrooms;
- Undertake an inventory of existing school furniture and an assessment made of needs for new furniture on the basis of the findings;
- Supply appropriate tools and equipment for practical subjects by the Solomon Islands Government and/or the Renbel Province; and
- Conduct an awareness programme for communities on ownership of schools.

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

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

Year	2007	2008	2009
Classrooms	2	2	2
Staff Houses	4	4	4
Dormitories	1	1	
Other (e.g. kitchens, dining hall, ablution block, toilets)	1	1	1
Total	8	8	7

Source: Renbel Province PEAP Workshop Report 1.

8.3.3. Curriculum

The shortage of curriculum material and learning resources is one of the key factors that negatively impacts on the quality of education in the province. Two factors lead to the shortage of learning resources:

- learning materials are not supplied to schools because of a shortage of funds; and
- existing materials in schools are not properly managed, resulting in loss of or damage to such materials.

To address this shortage, efforts must be made to provide adequate curriculum materials to stock existing junior secondary schools in the province, with emphasis on relevant materials at a basic education level.

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

- Complete the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- Make provision within the curriculum for teaching and learning about local culture;
- Provide curriculum materials, textbooks and equipment to junior secondary schools;
- Ensure teachers participate in the writing of modules for practical subjects;
- Provide tools for practical subjects (based on the Technical and Vocational Education and Training policy).
- Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools, and that curriculum materials are delivered directly to schools, not through education authorities;
- Undertake in-service training on new materials to ensure that the materials are used as intended; and
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers.

8.3.4. Teacher Supply and Demand

Given the expansion at the junior secondary level, the demand for teachers will increase. Up-to-date data is not available to enable an accurate estimation of number of junior secondary teachers in the junior secondary schools in 2006. The number of secondary teachers in total listed in the *Digest of Education Statistics 2006* was 25, but this includes teachers in lower grades as well. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system, with detail about how many are trained to a suitable standard.

The potential growth for the junior secondary schools outlined in Tables 17, and the form 1 projections set out in Tables 18 and 19 indicate that more junior secondary teachers will be required over the period 2007 to 2009. However, it is problematic to forecast exactly the number of teachers required over the period 2007 to 2009 and even more difficult at the secondary level to predict the exact disciplines in which specialist teachers will be needed. In addition, the number 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.

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, or teachers without the appropriate qualifications and training teach secondary school classes, and the education of students in the system is compromised.

A teacher training strategy, which will apply to both in-service and pre-service training, is required. In-service training will help in developing the teaching skills and capacity of existing teachers, while pre-service training will produce more qualified teachers in the secondary sector of the education system. Training of teachers will also need to target subject areas of the curriculum that are of specific need. All subjects of the curriculum will require additional teachers.

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

It nevertheless appears that, given the potential expansion in the period 2007 to 2009, at least six more trained teachers will be required for Renbel Province junior secondary schools by 2009.

The province needs to plan to provide pre-service training for at least 2 junior secondary teachers in each year of 2007, 2008 and 2009 (at least 6 additional junior secondary teachers by the end of 2009). This number of teachers and classrooms may not meet all the potential demand for junior secondary education in the province, but would meet most of the demand, and may be an achievable target if action begins immediately.

However, given the limited capacity of SOE/Solomon Islands College of Higher Education, the training required will be divided among the various options available. The following strategies will be adopted:

Strategic Plan

- Develop a strategic plan for secondary teacher training in the next three years for Renbel Province;

Pre-Service Training

- Negotiate with the School of Education at Solomon Islands College of Higher Education to provide pre-service teacher training, and consider providing summer school courses to upgrade the skills of untrained teachers;
- Ask that junior secondary teachers be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects);

- Plan to provide by 2015 pre-service training for 15 teachers with the following subject combinations up to diploma or degree level: 3 specialists in English and social sciences; 3 specialists in mathematics and science; 3 specialists in business and agriculture; 3 specialists in creative arts, industrial arts and physical education; 3 specialists in home economics, NTS, and counselling;

In-service Training

- Support a total of 15 teachers to receive in-service training through a combination of summer school, extension activities and on-campus training in the period 2007 to 2009;
- Ensure 15 teachers with the following subject combinations up to diploma or degree level: 3 specialists in English and social sciences; 3 specialists in mathematics and science; 3 specialists in business and agriculture; 3 specialists in creative arts, industrial arts and physical education; 3 specialists in home economics, NTS, and counselling;
- Identify untrained junior secondary teachers and provide appropriate training for this group through the University of Goroka and/or University of South Pacific through distance and flexible learning and through summer schools;
- Provide on-going in-service training e.g. workshops, and summer schools;
- Make more use of existing training providers e.g. University of South Pacific;
- Discuss with the authorities for the feasibility of Vanga Teachers College to provide additional or supplementary teacher training; and
- Ask for a firm commitment and support from the Ministry of Education and all its partners in order to train teachers to meet current and future demand.
- Undertake other professional development activities to address these training needs:
 - capacity building for principals; and
 - capacity building for careers teachers.

8.3.5. Financing

The concept of Community Standard Funding (a method of sharing the costs among key stakeholders) is accepted in principle by the Renbel Province. The following strategies and activities will be carried out to implement this funding arrangement:

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

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

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

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

Description	2007	2008	2009	Total
Student enrolment	222	227	232	680
Scenario 1: Grant at SBD700 per student	155,242	158,657	162,148	476,046
Scenario 2: Grant at SBD600 per student	133,064	135,992	138,984	408,040

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.

Renbel Province's relatively small population and narrow economic base means it will always have difficulty in raising enough revenue to finance services, including education. There would be enormous pressure on the provincial budget if Renbel Province as an education authority itself is required to meet its total 30% proportion of the total cost of education expenditure. To deal with this difficulty, the Solomon Islands Government will facilitate financing of basic education in Renbel Province through donor assistance.

8.3.6. Management

Good management of the education system is vital to ensure that objectives are effectively achieved. Responsibility for operational management of junior secondary schools rests with the Principal, subject to the overall governance of the School Board. In the past, management of the system has come under question, because of financial difficulties, because of political interference in management, and partly because of a lack of capacity to effectively administer education.

These actions are needed to bring about more effective management of the education system:

- Train school principals in education management, including financial management and personnel management;
- Design and develop professional qualifications which principals need to acquire before taking up their positions;
- Ensure that the appointment of Principals to junior secondary schools should be carried out by the Education Authority, and should follow proper procedures such as advertising of vacant posts, short listing and interviews;
- Set out clearly the roles and responsibilities of School Boards of Management by the Ministry of Education;
- Monitor school Boards to ensure that they keep proper records of school finances;
- Redesign job descriptions to suit present school situations; and
- Improve the working environment in schools.

CHAPTER 9: SENIOR SECONDARY EDUCATION

9.1. Definition

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

9.2. Current Situation

The Province has one provincial secondary school (New Place Provincial Secondary School) that offers senior secondary school education. The Province had only 63 students enrolled in forms 4 and 5. Enrolment numbers are low. While it is desirable to have 100% retention between form 3 and form 4, in 2005 (form 3, 115 students) and 2006 (form 4, 34 students) there was retention of only 30%. There is a need to increase enrolments in the junior secondary schools before any expansion of the senior secondary school enrolments could be achieved. Current junior secondary schools should be feeder schools for the existing senior secondary school.

Senior secondary schooling in the province over the planning period 2007 to 2009 should stop at form 5 (as at present) until other matters relating to the only provincial secondary school in the province are addressed. An important concern which needs to be addressed quickly is where the senior secondary school should be located. If the current land issues at New Place Provincial Secondary School cannot be resolved satisfactorily and speedily, a new site for a senior secondary school needs to be located. The senior part of the school should include boarding facilities to enable students who are geographically distant from the school to enrol.

9.2.1. Access and Equity

Current enrolment is low, although there is potential for increased enrolments. All students enrolled at form 1 level should go through the system up to form 5. New Place Provincial Secondary School is the only provincial secondary school in the province, and began enrolling form 4 students in 2003. Although places are available, encouraging students from the province to stay at school and enrol in senior secondary education has not been particularly successful to date. The reasons for this situation, among others, include a poor quality of senior school education, poor facilities and infrastructure, a lack of boarding facilities, a lack of curriculum resources and equipment, and a shortage of trained and qualified teachers.

Gender equity is an issue. As depicted in Table 21, there is gender imbalance in senior secondary school enrolments in that over 68.3% of enrolments are boys, while girls constitute just under 31.7% of the total roll.

Table 22: Total Senior Secondary School Enrolments by Gender

	Male	Female	Total	% Female
Form 4	23	11	34	32.4%
Form 5	20	9	29	31.0%
	43	20	63	31.7%

Source: Digest of Education Statistics 2005

9.2.2. Facilities

The Province must quickly settle the land issues being experienced at New Place Provincial Secondary School, or negotiate with land owners to identify a central site for its relocation, suitable for a boarding school. Existing facilities are inadequate to host a senior secondary school. The highest priority is to resolve the land issues, then plan for either rehabilitation of current facilities, or the building of a new school if the ownership issues cannot be settled. The need for major repairs and maintenance is greater than the need to plan for expansion in the senior secondary school. However, the upgrading of existing facilities or the building of new ones if necessary will require the political will to sort out the issues affecting senior secondary education in the province.

9.2.3. Curriculum

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

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

- the gap between form five and form six curricula (between the Solomon Islands School Certificate curriculum and the South Pacific Board for Educational Assessment recommended curriculum for form 6). There is a general concern that the form 4 and form 5 curricula do not fully prepare students to undertake the South Pacific Board for Educational Assessment form 6 programme; and
- the non-availability of curriculum materials and equipment in the school.

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 and Renbel Province, since there is a desire to develop local curricula to meet the needs of local students, and because a lack of coordination between examining authorities at the senior secondary levels makes it difficult for teachers to offer a coherent teaching programme. However, education at form 6 level is not offered in Renbel Province.

9.2.4. Teacher Supply and Demand

The number of teachers in 2006 in the provincial secondary school was 7. Of these teachers, 6 were men and 1 was a woman. These numbers include teachers who are also teaching junior secondary classes. The number of senior secondary trained teachers is very low and requires close attention in future teacher training plans. According to the 2005 Teaching Service Profile report, Renbel Province did not have any senior secondary teachers in 2004. The numbers of trained and untrained secondary teachers is given in Table 23.

Table 23: Total Establishment, Trained and Untrained Secondary Teachers, 2006

Constituency	Total Trained	Total Untrained	Total
Rennell and Bellona	6	1	7
Total	6	1	7

Source: SIEMIS Survey Report 2006

9.2.5. Financing

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

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

9.2.6. Management

Good management contributes to quality education. Senior secondary schools in the Province are managed by the School Principal, subject to the oversight of the School Board. Generally speaking, there is room to strengthen management in the school.

9.3. Future Directions

9.3.1. Access and Equity

Two scenarios for growth in senior secondary schooling in Renbel Province are set out in Table 24. Scenario 1 is the population projection for the 16-18 age group in Renbel Province, based on the 1999 census. This scenario sets out the potential population which could be enrolled in senior secondary schooling if 100% of the relevant school age cohort was enrolled. Achieving enrolments at this level will be a long term goal. Scenario 2 is a straight line increase of the actual 2006 enrolments, increased by 2.2% a year. Scenario 2 is likely to be closer to the actual enrolments achieved, unless significant interventions are undertaken to increase access, such as an increased number of trained teachers, and extension and improvement to school facilities.

Table 24: Growth Projections, Renbel Province Senior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population Projections, age 16-18 (Scenario 1)	182	189	140	196
Projected enrolments at annual growth of 2.2% (Scenario 2)	65	67	68	70

Source: Scenario 1 1999 Census Provincial Population Projections

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

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

- Increase participation of girls by building a girls' dormitory, or by considering the provision of streams for girls only;
- Introduce more subjects in the school curriculum oriented to the interests of girls;
- Aim to achieve enrolment on a basis of 50% girls and 50% boys;
- Provide awareness programmes to encourage participation by female students; and
- Improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses.

One senior secondary school is sufficient to cater for the needs of Renbel Province for the next 3 years. What needs to be done is either to improve the existing facilities, or build new facilities, if necessary on another site. Gender issues and equity of access from all parts of the islands of Rennell and Bellona need to be considered in any future decisions that are taken to improve access and equity.

9.3.2. Facilities

The province needs to identify facilities that should be renovated, and identify any new facilities that need to be constructed. These facilities may include specialised classrooms such as science laboratories or workshops for practical subjects, a girls' dormitory, and associated buildings such as an ablution block, a dining hall and kitchen.

The province will plan to develop the following facilities over time:

- a multi-purpose laboratory;
- a home economics classroom;
- a library;
- three staff houses for New Place Provincial Secondary School; and
- development of an inventory of school furniture and assessment of what additional furniture is required.

9.3.3. Curriculum

Realignment of the senior secondary syllabus to bridge the gap between form 5 and form 6 is under way, and will be negotiated with the South Pacific Board for Educational Assessment. There is, as in the junior secondary school sector, however, a need to make provision for teaching and learning about local culture to enhance an education that is relevant to the province and its people.

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

- Commence subject specialisation in form 4;
- Review the senior secondary curriculum and ensure the strengthening of the linkage between form 5 and form 6 curricula;
- Carry out in-service training will be provided on new curriculum materials produced;
- Improve production of curriculum materials and equipment to senior secondary schools; and
- Advocate that the Curriculum Development Centre is properly resourced so that schools have easy access to learning materials produced.

9.3.4. Teacher Supply and Demand

Further work is required to determine the number of senior secondary teachers that may be required in the province in future. More information is needed about the subject specialisations in which current teachers are qualified to teach. The province is aware, that there is a need to recruit trained and qualified senior secondary teachers, and to upgrade the skills and qualifications of those teachers currently in the service.

Training of senior secondary teachers will need to target subject areas of the curriculum that are of specific need. All subjects of the curriculum require additional teachers with specialist knowledge. Ideally, the necessary pre-requisite for a fully trained senior secondary teacher is possession of a diploma or degree with specialist knowledge in the disciplines in which the teacher is teaching. It is not known how many of the current trained secondary teachers have a pre-requisite qualification, such as a degree. In practice, therefore, achieving the goal of a senior secondary teaching service qualified at the appropriate level will take time, and is a long-term goal.

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

- a total of 2 teachers will be provided with training annually through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 6 teachers to have been thoroughly trained by 2009; and
- qualifications of current teachers will be upgraded by encouraging teachers to do studies through University of South Pacific using distance and flexible learning, in order to cater for teaching forms 4 and 5, and possibly form 6 in the future.

As with the teacher supply issues for junior secondary education in the province, the following strategies will be adopted:

Strategic Plan

- Develop a strategic plan for secondary teacher training in the next three years for Renbel Province;

Pre-Service Training

- Negotiate with the School of Education at Solomon Islands College of Higher Education to provide pre-service teacher training, and consider providing summer school courses to upgrade the skills of untrained teachers;
- Ask that senior secondary teachers be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects);

- Plan to have by to provide by 2015 pre-service training for 5 teachers with the following subject combinations up to diploma or degree level: 1 specialists in English and social sciences; 1 specialists in mathematics and science; 1 specialists in business and agriculture; 1 specialists in creative arts, industrial arts and physical education; 1 specialists in home economics, NTS, and counselling;

In-service Training

- Support a total 5 teachers to receive in-service training through a combination of summer school, extension activities and on-campus training in the period 2007 to 2009;
- Ensure 5 teachers with the following subject combinations up to diploma or degree level: 1 specialists in English and social sciences; 1 specialists in mathematics and science; 1 specialists in business and agriculture; 1 specialists in creative arts, industrial arts and physical education; 1 specialists in home economics, NTS, and counselling;
- Identify untrained junior secondary teachers and provide appropriate training for this group through the University of Goroka and/or University of South Pacific through distance and flexible learning and through summer schools;
- Provide on-going in-service training e.g. workshops, and summer schools;
- Make more use of existing training providers e.g. University of South Pacific;
- Discuss with the authorities for the feasibility of Vanga Teachers College to provide additional or supplementary teacher training; and
- Ask for a firm commitment and support from the Ministry of Education and all its partners in order to train teachers to meet current and future demand.
- Undertake other professional development activities to address these training needs:
 - capacity building for principals; and
 - capacity building for careers teachers.

9.3.5. Financing

The cost of education must be shared by all stakeholders. At senior secondary level, 30% of the operating cost will be borne by the Solomon Islands Government. Education authorities and communities will, however, contribute the remaining 70% of costs.

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

- Solomon Islands Government to pay 40% of the total cost;
- Renbel Province and Church Education Authorities to pay 30% of the total cost;
- parents and communities to pay 30% of the total cost.

Table 25 gives the projected Solomon Islands Government Grant as a part of its Community Standard Funding program to students attending senior secondary schools.

Table 25: Senior Secondary Projected indicative SIG Grant, 2007 – 2009

Description	2007	2008	2009	Total
Student enrolment	65	67	68	200
Scenario 1: Grants at SBD750 per student	48,750	50,250	51,000	150,000
Scenario 2: Grants at SBD625 per student	40,625	41,875	42,500	125,000

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

9.3.6. Management

Good management of the education system is vital to ensure that objectives are effectively achieved. In the past, management of the system has come under question, partly because of financial difficulties and interference in management, and partly because of a lack of capacity to effectively administer education.

To strengthen management in senior secondary schools, the following strategies need to be carried out:

- For the staff:
 - senior secondary schools will be staffed with qualified teachers, and in particular by teachers with degrees;
 - Heads of Department should obtain degrees in their subject of specialisation so as to be effective as professional leaders in their department;
 - a careers adviser should be re-instated, and career guidance must be provided in all senior secondary schools to help students in their choice of career;
 - a teacher in each school should be trained in counselling. This teacher could be the careers teacher, the Chaplain, Principal or Deputy Principal;

- For the Principal
 - training will be provided for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students, and specifically, Principals and bursars need training in appropriate book keeping and financial management;
 - appointments of Principals should be made through established procedures such as advertisement of the vacant post, shortlisting, and interviews;
 - the term of appointment for a Principal of a school should be for a duration of at least 3 years;
 - senior secondary schools should have non-teaching Principals;
 - Principals of senior secondary schools should be trained teachers, and management training should be provided for them on appointment.
 - Principals with a diploma need to obtain a degree in education, as it is a requirement stipulated in the Teaching Service Handbook that principals should have a degree in education to be confirmed in their position. Principals in senior secondary schools should obtain a Masters degree in any educational field so as to be professionally prepared to provide professional leadership in their schools;

- For the schools Boards:
 - discipline will be strengthened in schools by strengthening the disciplinary power of school Boards;
 - Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; and

- For the Provincial Education Authority
 - the roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years. The Renbel Province Authority is responsible for these functions:
 - appointment of Principals;
 - advertising of vacancies;
 - posting of teachers;
 - recruitment of teachers;
 - discipline of teachers; and
 - general administration of the province's education system.

CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

10.1. Definition

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

10.2. Current Situation

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

There is no Government-supported technical and vocational education and training (Technical and Vocational Education and Training) centre in the Province . However, for several years the churches and the private sector have been providing training opportunities both for students who are forced or who choose to leave school early, and for school leavers who may not have benefited from an academic education. Currently, the only operational technical and vocational educational training centre in the Province is the church technical and vocational education training centre at Tebaieha. Thirty five (35) students were enrolled in 2004. The intention of this vocational education and training has been to help recipients to gain employment and to meet the need for skilled workers for economic development in the province. However, the basic manpower skills required by the Province for its development have not been achieved. There is therefore an urgent need to support the development of a more effective technical and vocational training centre in the Province . Table 26 sets out the number of teaching staff, the number of existing Technical and Vocational Education and Training Centres, and the 2004 enrolment in Technical and Vocational Education and Training in the province.

Table 26: Total Teaching Staff, Technical and Vocational Education and Training Centres and Enrolments

Constituencies	Teaching Staff	No. of Centres	Enrolment
Rennell and Bellona	6	1	35
Total	6	1	35

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

10.2.1. Access and Equity

The current availability of places in secondary school education in the Province should work to reduce the incidence of school “push-outs” or “dropouts” in the education system. However, it is likely that there will continue to be students for whom an academic education is not appropriate. The technical and vocational educational centre at Tebaieha, run by the South Seas Evangelical Church, provides training opportunities for those students who leave the formal education system. The numbers enrolling at this centre, however, are relatively low. There is a general need to increase the numbers of enrolments in technical and vocational training.

The gender breakdown of enrolment figures indicates that two males are enrolled for every female. Table 27 sets out detail of Technical and Vocational Education and Training enrolments by gender.

Table 27: Total Technical and Vocational Education and Training Enrolments by Gender

Constituency	Enrolments			
	Male	Female	Total	% Female
Rennell and Bellona	22	13	35	37.1%
Total	22	13	35	37.1%

Source: Technical and Vocational Education and Training 2004 Survey Report

Reasons identified for the relatively low number of female enrolments include:

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

10.2.2. Facilities

Currently, the only operational technical and vocational educational training Centre in the Province is the church technical and vocational education training centre at Tebaieha. Facilities at this centre need to be improved.

There is no need at present to build another technical and vocational educational training centre in the Province. Instead, the Province should cooperate with the South Seas Evangelical Church to upgrade and equip the existing technical and vocational educational training centre at Tebaieha to a reasonable standard that would attract both students and teachers to the centre. Additional buildings are required. These include classrooms and workshop facilities. Dormitories and ablution blocks need to be built in anticipation of expansion, and in order to encourage enrolment by women as well as by men. The location of the present technical and vocational educational training centre is appropriate as it is situated on church registered land.

10.2.3. Curriculum

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

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

10.2.4. Teacher Supply and Demand

There are currently 6 teachers serving at Tebaieha Rural Training Centre. While this number may be sufficient for the next few years, the teachers need to be trained in teaching. The key teacher supply issue in the province is therefore finding an adequate supply of trained and competent Technical and Vocational Education and Training teachers with high level skills in the particular speciality in which training is desired.

10.2.5. Financing

Tuition fees provide a source of the revenue for the rural training centres. They also currently have access to grants from the European Union Rural Training Centre Project Office and from the Solomon Islands Government. The South Seas Evangelical Church Controlling Authority supports the Technical and Vocational Education and Training Centre at Tebaieha. In addition, the rural training centres are encouraged to raise income through entrepreneurial activity.

10.2.6. Management

The governance of the rural training centres is usually undertaken by a Board of Directors whose membership represents all stakeholders. The South Seas Evangelical Church Controlling Authority manages the Technical and Vocational Education and Training Centre at Tebaieha. The Principal is responsible for the day-to-day management of the centre. Principals are accountable to their respective Church Authority and to the European Union Rural Training Centre Project. They are also supported by the Solomon Islands Association of Rural Training Centres. The Principals and teachers at the rural training centres should also be given the opportunity to attend education management courses to enable them to run rural training centres more effectively.

10.3. Future Directions

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

10.3.1. Access and Equity

It is difficult to forecast exactly the volume of people who might wish to gain access to Technical and Vocational Education and Training in Renbel Province, and the number of enrolments that might be anticipated. It is clear that the current enrolment of about 35 in Technical and Vocational Education and Training programmes in the province does not meet anything like the potential demand. There is considerable potential for expansion. There is a potentially a large number of other people in the population, in addition to school leavers, who need access to courses that develop practical, vocational and technical skills.

The province's assessment is that Tebaieha Rural Training Centre should be able to meet the needs of the province over the planning period. The centre should endeavour to extend the range of its courses where enrolment numbers can be demonstrated to be viable. The province also needs to encourage girls to attend rural training centres by building appropriate facilities to cater for female needs, and by reviewing the curriculum offered to ensure it meets the needs of women. The province's development of a comprehensive plan for the future of Technical and Vocational Education and Training in the province should include a survey of the skill needs of the population, as such research would indicate where demand is greatest and might indicate the type of courses the population would be likely to enrol in.

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

- intakes will be increased at Tebaieha Rural Training Centre;
- there will be an equal emphasis in the province's secondary schools on both academic and practical subjects;
- women will be encouraged to attend rural training centres; and
- more subjects will be offered that develop skills which females need, or in which they have an interest, or at which they can excel.

10.3.2. Facilities

There is a need to improve the facilities at Tebaieha Rural Training Centre by constructing new structures, and renovating existing facilities where necessary. The province should work in collaboration with the South Seas Evangelical Church to identify facilities and structures to be built.

The following facilities are needed over time:

- two multi-purpose classrooms at Tebaieha Rural Training Centre;
- one mechanics workshop;
- one agriculture laboratory/classroom; and
- a specialist classroom for life skills (home economics).

10.3.3. Curriculum

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

and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. Some of the relevant programmes that could be offered at rural training centres are: eco-tourism, local culture and customary values, food gathering and nutrition, leadership, handicrafts, music, business studies, and mechanics.

There is a need to establish links between the Curriculum Development Centre and the Technical and Vocational Education and Training Centres in the development of a Technical and Vocational Education and Training curriculum. In addition Technical and Vocational Education and Training instructors need to be trained to use new curriculum materials. It is also proposed that text-books, equipment and tools be provided under the current funding for technical and vocational educational training centres.

10.3.4. Teacher Supply and Demand

There are currently sufficient instructors at the province's Technical and Vocational Education and Training centre for the numbers that are enrolling. The key issue is improving the quality of the instruction. The levels of skill and competence of the instructors need to be upgraded. A training plan for them to attend Vanga Teachers' College or the ALTP course at Solomon Islands College of Higher Education should be developed by the province or by the South Seas Evangelical Church. It may be necessary to seek external funding from donors or other sources to support such a training programme.

10.3.5. Financing

The concept of community standard funding at rural training centres should be equivalent to that of secondary schools. For the time being the following basis for sharing costs will be adopted:

- Solomon Islands Government provides 30% of total costs;
- Education Authority provides 30% of total costs;
- Parents and/or the individual and/or the community provide 40% of total costs.

The funds should be allocated directly to the rural training centres. All funds should be reported and accounted for.

Any plans to rehabilitate or extend the facilities at Tebaieha Rural Training Centre in co-operation with the provincial education authority will need funding assistance for upgrading of facilities and construction of additional buildings where required, and for the supply of equipment and tools. This project would therefore require financial support. Further preliminary work needs to be undertaken, and a business case prepared and submitted to a potential sponsor or sponsors.

10.3.6. Management

Since the South Seas Evangelical Church has had experience with the running of the technical and vocational education and training centre in the province, it should be encouraged to provide advice on effective governance and management. The Principal and teachers at the rural training centre should also be given opportunities to attend education management courses to enable them to run the rural training centre effectively.

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

- Consider the feasibility of making the Technical and Vocational Education and Training centre more autonomous, with a Board of Management being responsible for governance of the Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management;
- Make provision for management training for the Principal, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance; and
- Ensure that the Principal (as the chief administrator) should have a professional qualification such as a Diploma in Education Administration, and should have access to support services from a person with an accounting qualification.

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. In the end a short explanation is given how the different levels, agencies and actors could work together in the framework of the Sector Wide Approach and implementation of Provincial Education Action Plan, 2007-2009 and the National Education Action Plan

11.2. Role of Stakeholders

The Government is primarily responsible for the oversight and coordination of policy for the education system in the Solomon Islands. It consults with stakeholders in fulfilling its functions. It gives effect to its education policy through the Ministry of Education and Human Resources Development. The Ministry receives its authority from various pieces of legislation, including the Constitution, the Education Act 1978, and the Public Services Act 1998. Its principal roles and functions are set out under Section 3 of the Education Act which states that there shall be a Ministry responsible for education and training, which shall consist of the Minister, the Permanent Secretary and such subordinate officers as may from time to time be appointed thereto. They are subject to the provisions of the Act and to such instructions and directions that the Permanent Secretary may receive from time to time from the Minister. The Permanent Secretary shall have the direction and control of the Ministry and its officers, and shall administer the Education Act. The ministry plays a coordinating role between the Government and the Education Authorities and concerns itself primarily with the national interest in education.

11.2.1. Renbel 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;
- Confirm 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 Renbel Province Government provides a budget for education services in the Province. 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

Education Authorities have devolved responsibility for administration of education within their particular sphere of responsibility. They are responsible for the overall planning for delivery of education within their jurisdiction, and for supervising the schools for which they have responsibility. Their work is coordinated with the Ministry of Education and Human Resources Development.

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

School Committees and School Boards are responsible for governance of the education institutions for which they are responsible. They have responsibility for general oversight of the organisation, and provide policy guidance and input from the community's perspective.

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 Renbel 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

Parents and communities provide support for the school's learning programme through activities such as the maintenance of school facilities, the provision of resources for the school, and support for teachers and for their children's learning and welfare.

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

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

11.2.6. Role of Principals and Head Teachers

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

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

11.3. Conclusion

In conclusion it is important to note that:

- Coordination in the planning and management of the education system is one of the fundamental components of the National Government's policy in education;
- The quality of education and the effective distribution of education resources cannot be achieved without the establishment of an effectively coordinated, commonly accepted and understood system of planning and management;
- Our education system is essentially decentralised and depends on the support of Education Authorities and communities; and therefore
- Co-ordination is vital.

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 Renbel 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. 28 to 30}	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	PEA, PCRU ,ECE
E2	Children attend schools	Conduct community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.	2007 – 2009 and on going	Provincial Education Authority, PCRU
E3	Survey for all schools	Carry out a survey of existing 13 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, PEAss, ECE
E4	Two Pilot ECE centres established (one on Rennell and another on Bellona)	One or two pilot Early Childhood Education Centres are suggested on Rennell (one centre at a new site (New Place), and one centre at Henua Primary School); and One pilot Early Childhood Education Centre is suggested on Bellona (one centre at Mataiho).	2008	ECE and PE-division, PCRU, Infrastructure team, PEAs, Community
E5	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, EAs

E6	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
E7	Increased number of ECE-centres	Expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres.	By the end of 2009	ECE-division, EAs

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

No	Output/ Milestone	Activity {See also pp. 32 - 33}	Time frame	Responsibility
E8	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, Education Authorities, TTDO, TSD.
E9	Support from government and donors sourced	Government, Education Authorities and donors would assist with the supply of building materials, learning resources and salaries of Early Childhood Education trained teachers.	2007 - 2009	EAs, Communities
E10	Provincial Government provides subsidies to centres	Central and provincial government will facilitate financial support for the development of Early Childhood Education, and will subsidise the Early Childhood Education programme.	2009	PEA, Provincial Government
E11	The community meets cost facilities and untrained teachers	Communities meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds. Communities will continue to pay untrained Early Childhood Education teachers.	2007 to 2009	PEA, Community
E12	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	ECE and PE-division, Provincial education authorities

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

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity {See also pp. 28 - 30}	Time frame	Responsibility
E13	Undertake an independent review of provision of education for people with special needs (especially children) in the Province .	Support review organised on education for pupils, students with special needs	By end of 2008	CT, PMT with Technical Assistance, ECED

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

No	Output/ Milestone	Activity { See also pp. 28 - 30}	Time frame	Responsibility
E14	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
E15	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
E16	Improved retention	Undertake the following activities: <ul style="list-style-type: none"> determination of which schools have roll numbers that are too low, or excessively low teacher: pupil ratios, and what action is required; amalgamation of existing primary schools; adoption of composite classes; identification of classes for multi-class teaching; holding of professional development workshops on multi-class teaching; and reduction of staff in primary schools with falling rolls, either as a result of attrition or by other means. 	2007 - 2009	ECED, EAS, SCHOOLS, TTDO, SICHE/SOE

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people			
Outcome 3 QUALITY:	All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.			
Objective 3.1: Provision of an adequate number of qualified teachers and other workers in the education sector				
No	Output/ Milestone	Activity { See also pp 31 - 32}	Time frame	Responsibility
E17	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
E18	Teachers trained at SICHE,	Enrol a minimum of 5 Renbel Province Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009; and eventually train at least 2 Early Childhood Education teachers per centre.	Ongoing, 2007-2009	SOE_Provincial Education Authorities, ECED, TTDO
E19	Advocate a quota system with SICHE	Advocate for a quota system to be adopted by Solomon Islands College of Higher Education for Early Childhood Education teacher training scholarships teachers should be made available to each province on an equitable population basis (based on a quota system).	2008	SOE, Provincial Education Authorities, ECED, TTDO
E20	Audit of teacher training needs	Identify the number of trained and untrained teachers in the province and determine the total number of trained teachers required for the province; formulate a teacher training development programme for the province.	2007	TTDO, EA,
E21	Teacher training plan developed	Develop a three-year training plan, in which the need for Early Childhood Education teachers to be specially trained will be recognised, and consequently teachers who have undergone field-based training will be a priority for further training at Solomon Islands College of Higher Education.	2007	TTDO, EAs,SICHE
E22	FBT teachers enrol at SICHE or USP	Encourage Early Childhood Education teachers who have completed field-based training to enrol in the Solomon Islands College of Higher Education pre-service	2007 - 2009	SICHE, TTDO, EAs

		programme or in the University of South Pacific early childhood education programmes.		
E23	SICHE increases intake from Renbel	Ask the Solomon Islands College of Higher Education to increase its intake into the Early Childhood Education teacher training programmes to cater for the demands of the province.	2007 - 2009	EAs, TTDO
E24	Fast track courses developed and offered to entrained teachers	Ask Solomon Islands College of Higher Education to run short "fast track" Early Childhood Education training courses, or run summer schools during the June and Christmas breaks, in order to increase the supply and improve the quality of Early Childhood Education teachers.	2008	SICHE, EAs, TTDO
E25	Teacher selected for SICHE have a minimum of 2 years field experience.	Liaise with Solomon Islands College of Higher Education to develop training packages for Early Childhood Education teachers including at least 2 teachers trained each year (2007, 2008 and 2009) using field-based training.	Ongoing, 2007- 2009	TTDO ,SOE, Provincial Education Authorities,
E26	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
E27	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
E28	Achieve the target of 1:15 teacher to pupil ratio.	Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.	By 2009	Teaching Services Division, PEAs, ECED
E29	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA, TSD
E30	Career path developed under mentoring program	Improve Field-based training for Early Childhood Education teachers by providing mentors and sound supervision, and providing incentives and a career path for Early Childhood Education teachers.	2008	EA, Inspectorate
E31	Teacher supply model developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Education Authority

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

No	Output/ Milestone	Activity { See also pp. 31 - 32}	Time frame	Responsibility
E32	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. This can be on the two pilot sites suggested above, on each island.	Initial centres by end of 2007, & subsequent centres by end of 2008	ECE-and PE-division, Provincial Education Authorities, Communities

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

No	Output/ Milestone	Activity { See also p. 31}	Time frame	Responsibility
E33	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2007 - 2009	ESE, PEA, Communities
E34	Quality curriculum for ECE developed Teacher resource books are used	Participate with the Curriculum Development Centre to develop a standard teachers’ resource book for Early Childhood Education.	End of 2008	Curriculum Development Centre, ECE-division

Objective 3.5: Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp. 31 - 32}	Time frame	Responsibility
E35	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. 33 - 34}	Time frame	Responsibility
E36	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
E37	ECE Education Officer and regional ECE coordinators appointed	Appoint an educational officer and a regional coordinator for each zone.	By 2009	MEHRD, Education Authority
E38	Management training provided to stakeholders	Provide Management training for stakeholders to implement plans for Early Childhood Education in the province. Components of management training for stakeholders in the province will include: <ul style="list-style-type: none"> • awareness training for communities on the importance of Early Childhood Education in the education of children; • training on good practice in management of Early Childhood Education centres; • induction training on the roles of stakeholders in governance and management of schools; and • Produce a handbook that will specify the roles and responsibilities of each stakeholder. This will include the roles specified in the Plan as of page 32. 	2008 - 2009	EAs, MEHRD Divisions, Provincial government, ECE boards/committees, Communities, churches,

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. 28 - 34}	Time frame	Responsibility
E39	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	By 31 December 2007	ECE- Division, Provincial Education Authorities, Provincial ECE officers, TA

		Education participation will be managed.		
E40	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
E41	Registration criteria for ECE-centres is developed and used	Establish policy and criteria for registration of Early Childhood Education Centres, that meet minimum quality standards, in conjunction with the Ministry of Education.	2008	Primary and ECE-division Provincial Education Authorities

12.2. Schedule of Activities: Primary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in the Renbel 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. 38 - 40 }	Time frame	Responsibility
P1	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stock take of all primary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Province , to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms (both under-use and over-crowding)	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009.	By end of 2007	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
P3	Minimum school standard established and used by Province	Establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist the Province with the education action plans.	By end of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P4	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	Provincial Education Authorities and communities
P5	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees
P6	Staff housing based on standards used	Standardised staff housing, based on a set of minimum standards.	2008 and onwards	Education Authority, School Committees

P7	All school land registered	Register land where schools are located.	End of 2009	Education Authority, School Committees
P8	Identified schools storage and library facilities improved	Identify 20 schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P9	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for primary schools in Renbel Province, including mapping and provincial planning, and a list in priority order of primary where facilities require development or maintenance based on need (according to three categories: urgent priority, high priority, medium priority), and identifying the specific facilities required.	Completed by the end of 2008	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P10	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Renbel Province will be explored, including creating classroom environments that are conducive to learning.	2007 and 2008	Education Authorities, Inspectorate
P11	Awareness conducted on value of schooling.	Conduct awareness programmes for children on the value of schools.	2008	Provincial Education Officers and School Inspectors;
P12	School Infrastructure Plan implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	Provincial Education Authorities (Provincial teams) and Infrastructure team with Communities

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

No	Output/ Milestone	Activity { See also pp. 42 - 43}	Time frame	Responsibility
P13	Renbel 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	Renbel Government
P14	Provincial Renbel Government contributes 30% of Primary school cost	Meet 30% of total costs (possibly shared between provincial education authorities and other church education authorities) in funding materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities.	2007 and Ongoing	Education Authorities
P15	Parents and Communities contribute 10% of Primary school cost	Get parents and communities to contribute 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects).	2007 and Ongoing	Parents, Communities

P16	Grants paid to schools on enrolment	Provide necessary data and facilitate grants paid to schools are on a per capita basis and is based on the total enrolment in each primary school.	2007 and onwards	MEHRD, Provincial Education Authority
P17	Awareness on ownership of school mounted	Mount an awareness programme for communities on ownership of schools.	Commence 2008	Education Authority, School Committees
P18	Schools communities provide lands and raise funds to support schools	Promote awareness on schools, parents and communities responsibilities to provide land and buildings, and participate in fund raising and to raise extra funds if required.	2007 and Ongoing	Parents, Communities, NGOs.

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

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity { See also pp. 38 - 40}	Time frame	Responsibility
P19	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	By end of 2008	CT, PMT with Technical Assistance
P20	Survey results of students with disability	Investigate the extent of student with disabilities in primary schools.	By end of 2008	CT, PMT with Technical Assistance

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

No	Output/ Milestone	Activity { See also pp. 38 - 40}	Time frame	Responsibility
P21	Survey on net-enrolment to 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 2008	Primary Division Provincial Education Authorities
P22	Awareness carried out through out the Province	Conduct awareness programmes for children, communities and parents on the value of education, and in particular on the value of educating girls.	2007 and onwards	Teachers, Education Authorities
P23	Communities far from existing primary schools established.	Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province.	End of 2007	Teachers, Education Authorities, Primary Division PEA

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

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

No	Output/ Milestone	Activity { See also pp. 41 - 42 }	Time frame	Responsibility
P24	Untrained teachers trained using field based model	Encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated through a field-based training programmes.	Ongoing, 2007-2009	SOE, TTDO, EAs, PE Division
P25	Five teachers trained each year	Train at least 3 trainee teachers from the Renbel Province each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education. (a priority will be some of the existing untrained teachers)	2007 to 2009	SOE, TTDO, EAs
P26	Teachers upgrade qualifications with Diploma and degrees	Encourage teachers with diplomas to upgrade their diplomas to degrees and certificate Teachers to upgrade to diplomas.	2007 to 2009	SOE, TTDO, EAs
P27	Teachers upgrade qualifications and training through a number of options.	Offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme, commonly called the LAHARA Programme.	2007 to 2009	SOE, TTDO, EAs, PE Division
P28	PE teacher development plans prepared and Increased enrolment	Assist at least 20 primary school teachers in each year to gain access to in-service training programmes with an emphasis in science and weaker subject areas.	2007 to 2009	SOE, TTDO, EAs
29	Multi class teaching modules developed and given to teachers	Ask for multi class teaching modules to be included in in-service training programmes, with appropriate training for the teachers to manage composite classes including children at different levels.	2009	SOE, TTDO, EAs, PE Division
30	Improved teacher training selection process – Committee established	Opportunities for training must be advertised and applications should be screened by the Provincial Education Authority, and the Province should consider setting up a screening committee for this purpose.	2008	PEA, TTDO, Inspectorate, SE and PE divisions
	Management course	Administration and management short courses need to be arranged for Head	2007-2008	SICHE, TTDO,

	included in SICHE/SOE courses for school managers	Teachers in order to improve their performance and accountability.		Accounts, PE Division
P31	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. 42 - 43 }	Time frame	Responsibility
P32	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
P33	All schools visited in a year	Undertake regular visits to schools.	Ongoing each year	Provincial Education Officers and School Inspectors;

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

No	Output/ Milestone	Activity { See also p.41 }	Time frame	Responsibility
P34	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, folklore, and traditional music and dancing in order to develop a 'homegrown curriculum'.	2008	CDC, in cooperation with schools
P35	Inservice training on Nguzu Nguzu materials delivered	Provide more in-service training on Nguzu Nguzu materials through more decentralised training modes.	2007 and ongoing	TTD, PEA, Inspectorate
P36	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
P37	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
P38	Achieve one child to one text book ratio – 1:1	Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1.	By 2009 and sustained	CDC, Education Authority
P39	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.	2008	CDC, Education Authority

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

No	Output/ Milestone	Activity { See also p. 41}	Time frame	Responsibility
P40	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
P41	A better curriculum distribution system established	Analyse the effectiveness of the current system for distribution of learning materials to schools.	2008	CDC, PEA
P42	Survey of curriculum materials requirements and	Identify the curriculum materials required in each school, and supply learning materials where there are deficiencies identified.	2007 - 2009	CDC, PEA, Schools
P43	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
P44	A functioning library in provinces	- 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. 41 - 42}	Time frame	Responsibility
P45	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
P46	Special In service training for PE- and SE- teachers organised	Provide in service training for teachers in revised syllabus areas <ul style="list-style-type: none"> Follow up for year 5, 6 NguzuNguzu English and Maths-materials Repeat for NguzuNguzu English and Maths, year 1-6 	Ongoing, 2007-2009	CDC,TTDO, PE-division, graduates assistance programme
P47	Induction training and capacity building for head teachers and principals developed and organized through models.	Provide capacity building programmes to improve management skills of Head Teachers/ Principals, and induction training for new Head Teachers/ Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture,	Development of modules by mid of 2008 Implementati	Primary, Teaching Service Division, TTDO, Provincial and Private education authorities, Accounts and Administration

		equipment etc.) and reporting on use of education grants Develop modules, organise try outs, review, printing and distribution	on of training programme from mid of 2008 & 2009	Division
P48	A staff professional development plan	Develop a staff professional development plan, which should include inspection of teachers by the Inspectorate Division and Education Authorities for purposes such as teacher registration, assessment of teacher performance, assessment of suitability for promotion, confirmation of teaching status, and approval of a housing allowance.	2007	Primary, Teaching Service Division, TTDO, Provincial and Private education authorities

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. 41 - 42 }	Time frame	Responsibility
P49	- 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 in 2008	Curriculum Development Centre, NESU and PE-division

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

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

No	Output/ Milestone	Activity { See also p. 43 }	Time frame	Responsibility
P50	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
P51	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

P49	Headteachers participate in re-introduced training	Re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training. This could be extended to school board members and senior staff.	2007 and ongoing	TTDO , EAs
P50	Reports of weekly and fortnightly meetings	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate
P51	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, MEHRD
P52	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. 38 - 43}	Time frame	Responsibility
P53	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
P54	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
P55	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
P56	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
P57	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
P58	Policy review on transfer of	Reassess and develop the provincial policy on transfer of teachers, to consider if a	2007	TTD, TSD, PEA

	teachers to allow for choice	system of incentives is needed, and will allow teachers more choice in future in relation to transfers.		
P59	Policy on vernacular in primary education	Consider ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English.	By 2007	TWG on Policy, NEB, PS, PMT, NEC, CDO

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

No	Output/ Milestone	Activity { See also pp. 42 - 43}	Time frame	Responsibility
P60	Accountants and bursars appointed Guidelines produced for grants management by provinces Grants managed under decentralisation system	Education Accountants appointed to each Provincial Authority, to support administration of both Primary School Grants Decentralisation of administration of grants to provincial level. Funding will go directly to schools. Development and implementation of standard process/guidelines	By end of 2007 From 2008 onwards	PCRU, PE, , PIU, Accounts and Provincial Authorities
P61	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds to promote accountability and transparency, all funds received by the primary schools.	Beginning of 2008	PE, PCRU, PIU, Accounts and PEA
P62	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
P63	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
P64	Central Government to support Provincial 30% of the CSF arrangement	Negotiate with the Solomon Islands Government will continue with financial assistance to the primary schools, taking over the responsibility of the Education Authority's contribution of 30% according to the community standard funding formula;	2007	PE, PCRU, PIU, Provincial Authorities, PMT

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. 39 - 40}	Time frame	Responsibility
P65	Improved monitoring of school infrastructure programmes for PE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme	From 2008 onwards	PCRU, PE, SE, PIU and provincial authorities
P66	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
P67	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 the Renbel Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 47 – 50 and 57 - 58}	Time frame	Responsibility
S1	Six new buildings/classrooms constructed	Plan to construct 2 more school buildings/classrooms in each year where demand for junior secondary enrolments is greatest (2 in 2007, 2 in 2008 and 2 in 2009, to construct 6 in all by the end of 2009) and where possible build a standard double storey classroom in each junior secondary school to suit the local environment, where cyclones are common.	2007 to 2009	PCRU, PE, SE, PIU, Education authorities and provincial authorities
S2	National School Infrastructure Plan of Renbel Province component 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	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S3	Twelve staff houses built	Give preference to staff housing since it is an area of concern for junior secondary schools in the province, attention will be given to staff housing in any rehabilitation of school buildings by constructing twelve staff houses (four in each year of 2007, 2008 & 2009) to accommodate 12 teaching staff capable of teaching 2-3 subjects to cater for the different subjects taught at the schools.	By end of 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S4	Improved access and quality of Education	The province will plan to develop the following facilities over time: <ul style="list-style-type: none"> • a multi-purpose laboratory; • a home economics classroom; • a library; • three staff houses for New Place Provincial Secondary School; and • development of an inventory of school furniture and assessment of what 	End of 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities

		additional furniture is required.		(provincial teams)
S5	Access to reliable water supply and better sanitation facilities	Consider a programme for renovation of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities.	2007 - 2009	Provincial Education Authority , MEHRD
S6	Survey for all schools and a detailed programme or renovation and construction	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009 to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms.	By end of 2008	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
S7	Guidelines for improved school infrastructure development for all schools	Contribute to 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. 53 – 54 and 60}	Time frame	Responsibility
S8	Sustain junior secondary education in the Renbel Province , the Community Standard Funding	Sustain senior junior education in the Renbel 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; • Renbel 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
S9	Communities build facilities in identified schools	Identify schools with poor facilities and communities will be encouraged to improve and renovate them. The province recognises that there is a need to improve existing facilities in all junior secondary schools.	2009	EA / schools Communities parents

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

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

No	Output/ Milestone	Activity { See also pp. 50 and 57 - 58}	Time frame	Responsibility
S10	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Solomon Islands.	By end of 2008	MEHRD, (CT, PMT)
S11	Training of teachers on special needs education	Train teachers who have specialist skills to assist students with special learning needs, either through dedicated programmes at SICHE(SOE) or USP, or at overseas institutions.	By end of 2009	Primary, Secondary Division, with TTDO, SOE & USP
S12	Increased participation of girls secondary education	Increase participation of girls to 50% of total enrolment by: <ul style="list-style-type: none"> o building a girls' dormitory; o considering the provision of streams for girls only; o Introduce more subjects in the school curriculum oriented to the interests of girls; o Provide awareness programmes to encourage participation by female students. 	2007 - 2009	Primary, Secondary Division, with CDC, EAs, Communities,

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

No	Output/ Milestone	Activity { See also pp. 50 and 57 - 58}	Time frame	Responsibility
S13	Increased participation of girls	Increase participation of girls by building an additional girls' dormitory at Siota Provincial Secondary School, or by considering the provision of schools or streams for girls only; <ul style="list-style-type: none"> • aim to achieve enrolment on a basis of 50% girls and 50% boys; • provide awareness programmes to encourage participation by female students; 	2007 - 2009	SE-Division, Provincial education authorities

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

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

No	Output/ Milestone	Activity { See also pp. 51 – 52 and 59 - 60}	Time frame	Responsibility
S14	Untrained teachers trained for junior secondary schools	Plan to have by to provide by 2015 pre-service training for 15 junior secondary teachers with the following subject combinations up to diploma or degree level: 3 specialists in English and social sciences; 3 specialists in mathematics and science; 3 specialists in business and agriculture; 3 specialists in creative arts, industrial arts and physical education; 3 specialists in home economics, NTS, and counselling.	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities, USP
S15	Untrained teachers trained for and senior secondary schools	Plan to have by to provide by 2015 pre-service training for 5 teachers with the following subject combinations up to diploma or degree level: 1 specialists in English and social sciences; 1 specialists in mathematics and science; 1 specialists in business and agriculture; 1 specialists in creative arts, industrial arts and physical education; 1 specialists in home economics, NTS, and counselling.	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities, USP
S16	Distance education to upgrade qualification	Encourage current teachers to upgrade qualifications through University of South Pacific, SICHE, and Goroka to offer distance and flexible learning programme, in order to cater for teaching forms 4, 5, 6 and 7.	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities USP, Gororka
S17	Teachers trained in two major subjects	Ask that senior secondary teachers be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects)	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities
S18	Renbel teachers return to the province	Encourage citizens of Renbel Province who are currently teaching in other provinces and Education Authorities to return and teach in Renbel islands provincial secondary schools.	2009	PEA, TSC
S19	Bonding system in place	Consider the introduction of bonding of teachers so that they serve the province for a reasonable period.	2008	PEA, TSC
S20	Vanga to take teacher training	Discuss with the authorities for the feasibility of Vanga Teachers College to provide additional or supplementary teacher training	2009	PIU, PS, SIG, EAs, TTDO

Objective 3.2: Development and maintenance of a high quality process of teaching and learning				
No	Output/ Milestone	Activity { See also pp. 50 - 53 and 58 - 60}	Time frame	Responsibility
S21	Improved and timely assessment of teachers, and of appropriate implementation of curricula	Inspectors decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments. Head teachers and principals will play a supportive role in teacher assessment	By end of 2008	<u>Inspectorate</u> , Provincial Authorities Inspectorate, <u>SOE</u> ,
S22	Quality initiatives developed and monitored	Improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses.	2007 - 2009	<u>Inspectorate</u> , Provincial Authorities Inspectorate, <u>SOE</u> , SE Division
Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
No	Output/ Milestone	Activity { See also pp. 50 – 51 and 58 - 59}	Time frame	Responsibility
S23	Contribution made to the curriculum review	Contribute to the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level and Review of the senior secondary curriculum to ensure the strengthening of the linkage between form 5 and form 6 curricula;	Progress report by end of 2007	Curriculum Development Centre, SE-division
S24	Local culture integrated in new curriculum	Make provision within the curriculum for teaching and learning about local culture.	2007	CDC
S25	Teachers trained on new curriculum materials	Undertake in-service training on new materials to ensure that the materials are used as intended.	By 2009	CDO,TTDO
S26	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
S27	Curriculum materials distribution system improved with easy access	Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools, and that curriculum materials are delivered directly to schools, not through education authorities.	2009	SE, CDC, SOE, EA

Objective 3.4: Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials				
No	Output/ Milestone	Activity { See also pp. 50 – 51 and 58 - 59}	Time frame	Responsibility
S28	An improved pupil: textbook ratio – 1:1	Supply curriculum materials, textbooks and equipment to junior secondary schools; Production and supplying of materials will be improved to achieve.	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools
S29	Appropriate tools and equipment supplied	Supply appropriate tools and equipment for practical subjects by the Solomon Islands Government and/or the Renbel Province	2007 - 2009	CDC, Provincial authorities, Schools
Objective 3.5. Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity { See also pp. 51 – 53 and 59 - 60}	Time frame	Responsibility
S30	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Support a total 15 junior secondary and 5 senior secondary teachers to receive in-service training through a combination of summer school, extension activities and on-campus training in the period 2007 to 2009;	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S31	In-service training for SE-school teachers	Ensure 20 teachers with the following subject combinations up to diploma or degree level: 4 specialists in English and social sciences; 4 specialists in mathematics and science; 4 specialists in business and agriculture; 4 specialists in creative arts, industrial arts and physical education; 4 specialists in home economics, NTS, and counselling.	Ongoing, 2007, 2008 & 2009	Secondary School Division, TTDO, SICHE(SOE) & USP
S32	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	Modules by mid of 2008 Implementation by mid of 2008	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division
S33	Teacher training Plan for secondary teachers developed	Develop a strategic plan for secondary teacher training in the next three years for Renbel Province.	2007	TTDO, EAs, Inspectorate

Objective 3.6: Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects

No	Output/ Milestone	Activity { See also pp. 50 – 53 and 58 - 60}	Time frame	Responsibility
S34	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)
S35	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 Renbel Province education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.

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

No	Output/ Milestone	Activity { See also pp. 54 and 61 - 62}	Time frame	Responsibility
S36	Improved school management quality school principal recruitment and management processes	For better management of schools at the junior secondary level, the province will: <ul style="list-style-type: none"> • appointments of Principals should be made through established procedures such as advertisement of the vacant post, shortlisting, and interviews; • the term of appointment for a Principal of a school should be for a duration of at least 3 years; • senior secondary schools should have non-teaching Principals; and • Principals with a diploma need to obtain a degree in education, as it is a requirement stipulated in the Teaching Service Handbook that principals should have a degree in education to be confirmed in their position. Principals in senior secondary schools should obtain a Masters degree in any educational field so as to be professionally prepared to provide professional leadership in their schools. 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy

S37	Improved school management quality school boards management processes	This will be done by: <ul style="list-style-type: none"> discipline will be strengthened in schools by strengthening the disciplinary power of school Boards; and Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years. 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S38	Improved school management quality provincial education authority management policies and processes	The roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years.	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy

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

No	Output/ Milestone	Activity { See also pp. 47 – 54 and 57 - 62}	Time frame	Responsibility
S39	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
S40	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools	By 31 December 2007	Secondary division
S41	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
S42	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. 54 and 61 - 62}	Time frame	Responsibility
S43	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
S44	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. 53 – 54 and 60}	Time frame	Responsibility
S45	Participated in the review of school operational grants	Participate in the review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement Implementation of review findings	Completed by March 2007 From 30 June 2007 onwards	PCRU, Review Team (TA) PCRU, PE, SE, PIU, Accounts, Provincial Authorities
S46	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	<ul style="list-style-type: none"> - Education Accountants appointed by the Provincial Authority, and bursars appointed at the provincial secondary school, to support administration of both Primary School Grants & Secondary School Grants (harmonised system) - Decentralisation of administration of grants to provincial level - Development of standard process/guidelines 	By end of 2007 From 2008 onwards	PCRU, PE, SE, PIU, Accounts and Provincial Authorities
S47	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds	Full implementation by beginning of 2008	PE, SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S48	Financial management	Ongoing financial management training for Head Teachers/ Principals, and senior	From 2007	Accounts, PE, SE,

	training for staff in provinces	education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	onwards	TTDO, PCRU, PIU and Provincial Authorities, and EAs
S49	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding	By end of 2007	PE, SE, PCRU, PIU, Provincial Authorities, EAs

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

No	Output/ Milestone	Activity { See also pp. 49 – 51 and 58}	Time frame	Responsibility
S50	Improved monitoring of school infrastructure programmes for secondary schools	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme Capture data into SIEMIS	From 2008 onwards	PCRU, PE, SE, PIU, provincial authorities, EAs
S51	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 STABEX99/PIU on the infrastructure for secondary schools Strengthening of infrastructure team in MEHRD	2007 onwards	PCRU, PE, SE, PIU and provincial authorities, EAs
S52	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme	From mid 2007 onwards	PCRU, PE, SE, PIU and provincial authorities, EAs
S53	Awareness conducted	Conduct an awareness programme for communities on ownership of schools.	Ongoing	PCRU, SE, PIU and provincial authorities, Schools

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

Strategic Goal 2:		To provide equitable access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people		
Outcome 2 (ACCESS and EQUITY):		People in the Renbel Province regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
Objective 2.1:		Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure		
No	Output/ Milestone	Activity { See also pp. 65 - 665 }	Time frame	Responsibility
T1	Comprehensive TVET Plan developed	A comprehensive plan needs to be developed for the establishment of Technical and Vocational Education and Training in the Renbel Province.	2008 and beyond	Education Authorities, SIG, Church EA, Provincial Government, TSC, PCRU, TVETD
T2	Tebaieha RTC fully established	The following facilities are needed over time: <ul style="list-style-type: none"> • two multi-purpose classrooms at Tebaieha Rural Training Centre; • one mechanics workshop; • one agriculture laboratory/classroom; and • a specialist classroom for life skills (home economics). 	End of 2008	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU
T3	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 Education Authorities, Provincial Government, TSC, PCRU, TVETD
T4	Additional centres considered after a feasibility study is conducted.	Additional Technical and Vocational Education and Training will be established as a priority for the province.	End of 2009	EAs, Church Education Authorities, Provincial Government, TSD, PCRU, Communities

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. 66 }	Time frame	Responsibility
T5	Increased females intakes in TVET	To increase access through the following: <ul style="list-style-type: none"> • intakes will be increased at Tebaieha Rural Training Centre; • women will be encouraged to attend rural training centres; and • more subjects will be offered that develop skills which females need, or in which they have an interest, or at which they can excel. 	2007 - 2009	CDC, EA, TVET Division
Strategic Goal 1:		To provide equitable access to quality basic education for all children in the Renbel Province		
Outcome 2 (ACCESS and EQUITY):		People in the Renbel Province regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
Objective 2.2:		Provision of (financial) support from government and other stakeholders		
	Output/ Milestone	Activity { See also pp. 67 }	Time frame	Responsibility
T6	Sustained junior secondary education in the Renbel 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"> • Renbel Government will pay 30% of the total cost; • Renbel Province 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, TVETD
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 Government, TSC

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 Renbel Province education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.			
Objective 3.1:	Provision of an adequate number of qualified teachers and other workers in the education sector.			
No	Output/ Milestone	Activity { See also pp. 67 }	Time frame	Responsibility
T9	Four TVET Teachers trained	The next step would be to ensure that four Renbel Province trainees are enrolled at Vanga Teachers' College to ensure a future supply of trained tutors.	By 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T10	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.
T11	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, PEA., 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. 66 - 67 }	Time frame	Responsibility
T12	Modules chosen and used in existing and new TVET centres	Modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. Tutors at Hakama would use the same modules currently used in existing centres elsewhere in the Solomon Islands. The initial courses to be offered in the Hakama centre would focus on: Life skills; Woodwork/Carpentry; Agriculture; Applied Mathematics; Applied English; Business Studies; Home Economics; and Mechanical Engineering.	2008	TVET Division, CDO,

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of the Renbel Province education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		
Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also p. 67 - 68}	Time frame	Responsibility
T13	A Management and Planning Committee is established and manages its functions.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken: <ul style="list-style-type: none"> • a Management and Planning Committee will be established; • this Management and Planning Committee would become the Board of Management for the new rural training centre when it becomes operational; • the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre, would appoint the initial Principal, and would provide governance and ongoing support for the Centre. 	By end of 2007 and then onwards operates.	TVET division, Provincial and church education authorities
T14	More autonomous governance of TVET	Consider the feasibility of making the Technical and Vocational Education and Training centre more autonomous, with a Board of Management being responsible for governance of the Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management.	2008	TVET division, Provincial and church education authorities, PMT, CT
T15	Principals properly trained in all aspects of management	Make provision for management training for the Principal, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance.	2007 - 2009	TTDO, TSC, EAs, TVET Division
T16	Appropriate qualification is attained by principals	Ensure that the Principal (as the chief administrator) should have a professional qualification such as a Diploma in Education Administration, and should have access to support services from a person with an accounting qualification.	2007 - 2009	TTDO, TSC, EAs, SICHE/SOE, TVET Division

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		
PCRU	Planning, Coordination and Research Unit		
PE	Primary Education		
PEA	Provincial Education Authority		
PEAP	Provincial Education Action Plan		
PIU	Project Implementation Unit (for Stabex 99/EU-project)		
PMT	Programme Management Team		

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