



MINISTRY OF EDUCATION

SOLOMON ISLANDS



2002

ANNUAL REPORT

Compiled by: Planning and Implementation Unit
Ministry of Education

**MINISTRY OF EDUCATION
2003 Principal Dates**

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
SAT		1	1			
SUN		2	2			1 Provincial
MON		3	3			2 Visits
TUE		4	4	1 Term 2 commences		3 (Pr. Edn)
WED	1	5	5	2		4
THU	2	6	6	3	1	5
FRI	3	7	7	4	2	6 Term 2 ends.
SAT	4	8	8	5	3	7
SUN	5	9	9	6	4	8
MON	6	10	10	7 Teacher	5	9
TUE	7	11	11	8 In-service	6	10
WED	8	12	12	9 Wk – Insp.	7	11
THU	9	13	13	10	8	12
FRI	10	14	14	11	9	13
SAT	11	15	15	12	10	14
SUN	12	16	16	13	11	15
MON	13 Term 1 commences	17	17	14	12	16 Teacher In-service
TUE	14	18	18	15	13	17 Wk – Insp.
WED	15	19	19	16	14	18
THU	16	20	20	17	15	19
FRI	17	21	21 Term 1 ends	18	16	20
SAT	18	22	22	19	17	21
SUN	19	23	23	20	18	22
MON	20	24	24 Teacher	21	19 Provincial	23
TUE	21	25	25 In-service	22	20 Visits	24 Mtg. Of
WED	22	26	26 Wk – Insp.	23	21 (Pri Edn)	25 Education
THU	23	27	27	24	22	26 Secs. *Submission of TA Report to TSC – Insp.
FRI	24	28	28	25	23	27
SAT	25	29	29	26	24	28
SUN	26	30	30	27	25	29
MON	27	31	31	28	26 SPBEA mtg.	30
TUE	28			29	27	31
WED	29			30	28 USP Council mtg.	
THU	30			31	29 USP Council mtg.	
FRI	31				30	
SAT					31	
SUN						

MINISTRY OF EDUCATION
2003 Principal Dates

	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
SAT					1	
SUN					2	
MON			1		3	1
TUE	1		2		4	2
WED	2		3	1 Provincial	5	3
THU	3		4	2 Visits	6	4
FRI	4	1	5	3 (Prim. Edn) SISC Exams ends	7	5
SAT	5	2	6	4	8	6
SUN	6	3	7	5	9	7
MON	7	4	8	6 Teachers' Day	10	8
TUE	8 Term 3 begins	5	9	7	11	9
WED	9	6	10	8	12	10
THU	10	7	11	9	13	11 TA Report to TSC – Insp.
FRI	11	8	12 Term 3 ends	10	14	12
SAT	12	9	13 In-service wk – Insp.	11	15	13
SUN	13	10	14	12	16	14
MON	14 Sch. & Teacher Assessment wk–Insp.	11	15 Provincial	13	17	15 USP Council
TUE	15	12	16 Visits	14	18	16 Mtg.
WED	16	13 Term 1 commences	17 (Prim. Edn)	15 SIF3 Exams	19	17
THU	17	14	18	16 SIF3 Exams	20	18
FRI	18	15	19	17	21	19
SAT	19	16	20	18	22	20
SUN	20	17	21	19	23	21
MON	21	18	22 *Term 4 commences *SISC Exam begins	20	24	22
TUE	22	19	23	21	25	23
WED	23	20	24	22	26	24
THU	24	21	25	23	27	25
FRI	25	22	26	24	28 Term 4 ends	26
SAT	26	23	27	25	29	27
SUN	27	24	28	26	30	28
MON	28	25	29 Sch. & Teacher Assessment wk – Insp.	27	31	29
TUE	29	26	30	28		30
WED	30	27 SISE Exam	31	29		31
THU	31	28		30		
FRI		29		31		
SAT		30				
SUN		31				

2002 OFFICIAL DIRECTORY

MINISTER FOR EDUCATION Honourable Mathias Taro, MP D/Line 26248 Ext 211

PERMANENT SECRETARY Mr. Banabas Anga D/Line 28613 Ext 217

UNDER SECRETARY Mr. Donald Malasa D/Line 28504 Ext 216

HEADS OF DIVISIONS/UNITS

Formal Education Division	Mr. Joseph Nielsen	Ext 218
Teaching Service Division	Mr. Martin Raiabana	Ext 223
Planning, Coordinating and Research	Mrs. Mylyn Kuve	Ext 224
Evaluation, Inspections and Monitoring	Br Timothy Ngele	Ext 220
General Administration and Personnel	Mr. George Leo	
Accounts Division	Mr. Thomas Misibini	Ext 214
National Training Unit	Mr. James Iroqa	Ext 207
National Examination and Standards Unit	Mr. Toben Kerapuke	Ext 201
Non-Formal and Vocational Education	Mr. Bernard Rapasia	Ext 225
Curriculum Development Centre	Mr. Franco Rodie	D/Line 30738
National Library	Mrs Magaret Talasasa	D/Line 27412

TEACHING SERVICE COMMISSION

Chairman	Mr. Hugh Paia
Commissioners	Mr. Oliver Tuni
	Mr. Malakia Bataanisias
	Fr. John Kuper

SOLOMON ISLANDS COLLEGE OF HIGHER EDUCATION

Director	Mr. Gabriel Taloikwai
----------	-----------------------

HEADS OF PROVINCIAL EDUCATION DIVISIONS

Western	Mr. Ezekiel Padakana
Choiseul	Mr. Oliver Poloso
Isabel	Mr. Silas Bako
Malaita	Mr. Tony Tepe
Guadalcanal	Mr. John Marahare
Central	Mr. Johnson Alabae
Makira	Mr. Gabriel Ararai
Temotu	Mr. Jonathan Makoi
Honiara	Mr. James Deleimani
Rennell Bellona	Mr. Joseph Puia

PERMANENT SECRETARY'S MESSAGE

BETWEEN RIGHT NOW AND FOREVER.

With the clouds of uncertainty and doubt over us, it is difficult to ascertain the right activities to maintain a credible and reputable work program through out our education system at the height of the social unrest here in the Solomon Islands. Many children were denied their right to education as there were reductions and to some extent withdrawals of interaction between the students and teachers and the shift from child-friendly schools to child-unfriendly schools, due to lack of capacity to continue the teaching and learning process that the students, teachers and members of the community once enjoyed.

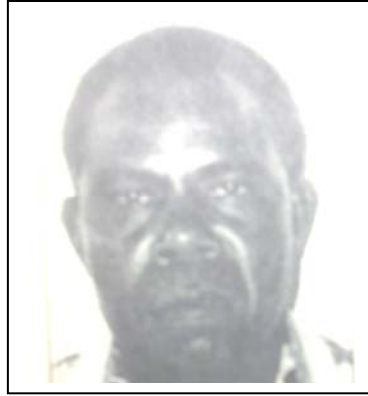
It was difficult to measure the value of time as many learning institutions were used for other purposes than teaching and learning. There were broken relationships between teaching and learning as threats play into the education system. At another level, we experienced sit-in protests initiated by SINTA claiming that little attention was paid to the teachers for undertaking school related activities at their assigned schools. How do we measure the value of time in these cases? Consider these phrases. To realize the value of four years, ask a graduate. To realize the value of one year, ask a student who has failed a final exam. To realize the value of nine months, ask a mother who gave birth to a stillborn. To realize the value of one month, ask a mother who has given birth to a pre-mature baby. To realize the value of one week, ask an editor of a weekly newspaper. To realize the value of one hour, ask the lovers who are waiting to meet. To realize the value of one minute ask a person who has just missed the plane. To realize the value of one second, ask a person who has survived an accident. Just one second's difference. To realize the value of one millisecond, ask the person who has won a silver or gold medal in the South Pacific Games. Just one millisecond. Time waits for no one. You will treasure it even more when you can share it with some one special. To realize the value of a friend, lose one. **The morale of these phrases is, the value of time is established by the depth of the relationship.** The stated incidents were our experience in the past. In our education system, pupils do not have full access to education. Lack of learning facilities at schools shift the concentration of teenagers to undesirable activities. Coupled with these is the lack of basic service to the mass of our people.

Imagine the difference if each mother, father, daughter and son thought of strengthening their relationships all the time instead of seeing relatives as annoying people we've been stuck with in light of our economical crisis. Imagine if each teacher, student and member of the school management board and communities thought of strengthening their relationships all the time, members would be itching to find ways they could help rebuild and serve their schools and communities.

One thing I know is, if there is a renewable of relationships among all parties and stakeholders of our education system, every day our desirable activities will be moving from right now to forever. When making decisions, let's stop and think of others. The difference it makes could be eternal.

Mr.Barnabas Anga
Permanent Secretary

MINISTRY OF EDUCATION
SOLOMON ISLANDS



2002 Minister for Education
Hon. Mathias Taro



Permanent Secretary for Education
Mr. Barnabas Anga



Under Secretary for Education
Mr. Donald Malasa



Director Curriculum Centre
Mr. Franco Rodie



Director Teaching Service
Mr. Martin Raiabana



Chief Admin Officer
Mr. George Leo



Director Inspectorate
Br. Timothy Ngele



Director Examinations
Mr. Kerapuke Toben



Director Non-formal Education
Mr. Bernard Rapasia



Director Formal Education
Mr. Joseph Nielsen



Director National Training
Mr. James Iroqa



Director Planning
Mrs. Mylyn Kuve



Chief Librarian
Mrs Margaret Talasasa



Chief Accountant
Mr. Thomas Misibini



CEO/Primary
Mr. Rolland Sikua

CONTENTS

	Page
SECRETARY'S MESSAGE	1
OVERVIEW	
Introduction	2
The National Education System	3
Education Policy and Objectives	8
Organisational Structure and Manpower	12
The Education Budget	15
DIVISIONAL REPORTS	
Curriculum Development Centre	21
Planning, Coordinating and Research Unit	24
Formal Education Division	26
Evaluation, Inspectorate and Monitoring Unit	29
National Examination and Standards Unit	32
Non-Formal and Vocational Education	37
Accounts Division	39
General Administration and Personnel	42
National Library	46
National Training Unit	48
Appendix	
- Data Tables	
Table 2: Primary Enrolment by Province and Gender	50
Table 3: Secondary enrolment by Province and Gender	50
Table 4: Total Primary and Secondary Enrolment	50
Table 5: Transition from Class 6 to Form 1	51
Table 6: Examinations and Transitions	51
Table 7: Primary enrolment by province by gender by age	52
Table 8: Primary enrolment by province by gender by grade	53
Table 9: Secondary enrolment by province by gender by form	54
Table 10: Education Recurrent Expenditures 1998-2002	55
Table 11: Education Recurrent Expenditures by Category	55
Table 12: Education Budget for Salaries	55
Table 13: Education Budget for School Grants	55
 Annex 1: SIG Scholarships 2002	 57
Annex 2: EU Secondary School Grant Project Disbursement	58
Annex 3: List of Primary and Secondary Schools in the Country	64

Introduction

This is the Ministry of Education Annual Report for year 2002. The Ministry has not produced any Annual Report since 1968 so this is an attempt to revive the need to have Annual Reports for the Education Sector. This report focuses on the progress and constraints faced by the Education Ministry in implementing Government policies and programmes in the year 2002.

The Education Strategic Plan (2002-2004) proposes to reform the education system to make it more responsive and appropriate to the needs of the country and its people. In the short-term, it focuses on the priorities to recover the education system from the effects of the ethnic tension in the last three years. The long-term goals are to provide equitable access to quality basic education for all, and improved access to technical and vocational education and improve management and coordination of the system.

The Ministry was not in a position to carry out these activities due to the decline in the financial position of the Government. The poor financial position of the Government had resulted in the freezing of recruitment, meaning, shortage of manpower in the Ministry and especially the Curriculum Development Centre which delayed the review of the secondary curriculum. Coupled with these was the long period of strike by teachers throughout the country which had greatly affected the learning of the children.

The total Education recurrent budget in 2002 was \$56 million which represented 22.4% of the national recurrent budget. The actual expenditure of \$55,607,248 was only for Salaries and wages and operation costs for Waimapuru and King George VI Schools. Funding from the recurrent budget was not forthcoming to enable the Ministry to carry out its responsibilities and to ensure that schools continue to open.. As such, operation costs for schools were met by Donors. The EU Stabex funds paid out a total of \$5,785,890 operating grant to secondary schools in 2002 while primary schools supplies were provided by funding from the Republic of China (ROC) worth \$4.5m and DFID worth \$5.4m .

Total Development budget approved for 2002 was \$77,540,000. Again, it was donor driven and not all activities were carried out because of delay in the approval of funds.

It will be right to say that there was no new development in the sector in 2002 except in the areas of curriculum review. Most activities, if not all, were geared towards rehabilitation and maintaining the system. This is understandable given the situation in terms of finance, law and order.

I would like to take this opportunity to thank all development partners who have provided assistance to the education sector during the time when it was most affected (2001/2002). Your assistance is truly appreciated. You have saved the system from collapsing.

We made very little progress, especially in the first years of the post ethnic period. There are still challenges and issues to be addressed especially the goals and objectives of the Education Strategic Plan. For those of us working in the sector, let us continue to work in the same spirit and commitment to improve and maintain the quality, access and management of our education system. Thank you all.

Mrs. Mylyn N Kuve
Director
Planning and Implementation Unit

THE NATIONAL EDUCATION SYSTEM

Legal Framework

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

- The Public Service Act of 1968, which empowers the Public Service Commission for the appointment, promotion and discipline of public officers including education officers in the Ministry Head office and the provinces.
- The Constitution (Amendment) Act 1982 which provides for the establishment of the Teaching Service Commission to deal with appointments, promotion and discipline of teachers employed within the national education system.
- The Provincial Government Act, 1981, 1996 and 1997.
- The College of Higher Education Act, 1983 and the College of Higher Education (Amendment) Act, 1984.
- The National Library Service Act of 1979 which provides for the establishment of a National Library Service and for the provision of efficient library services through out the country.
- The Research Act of 1982, which provides for the guidelines governing any research activities in the country.

Education System/Structure

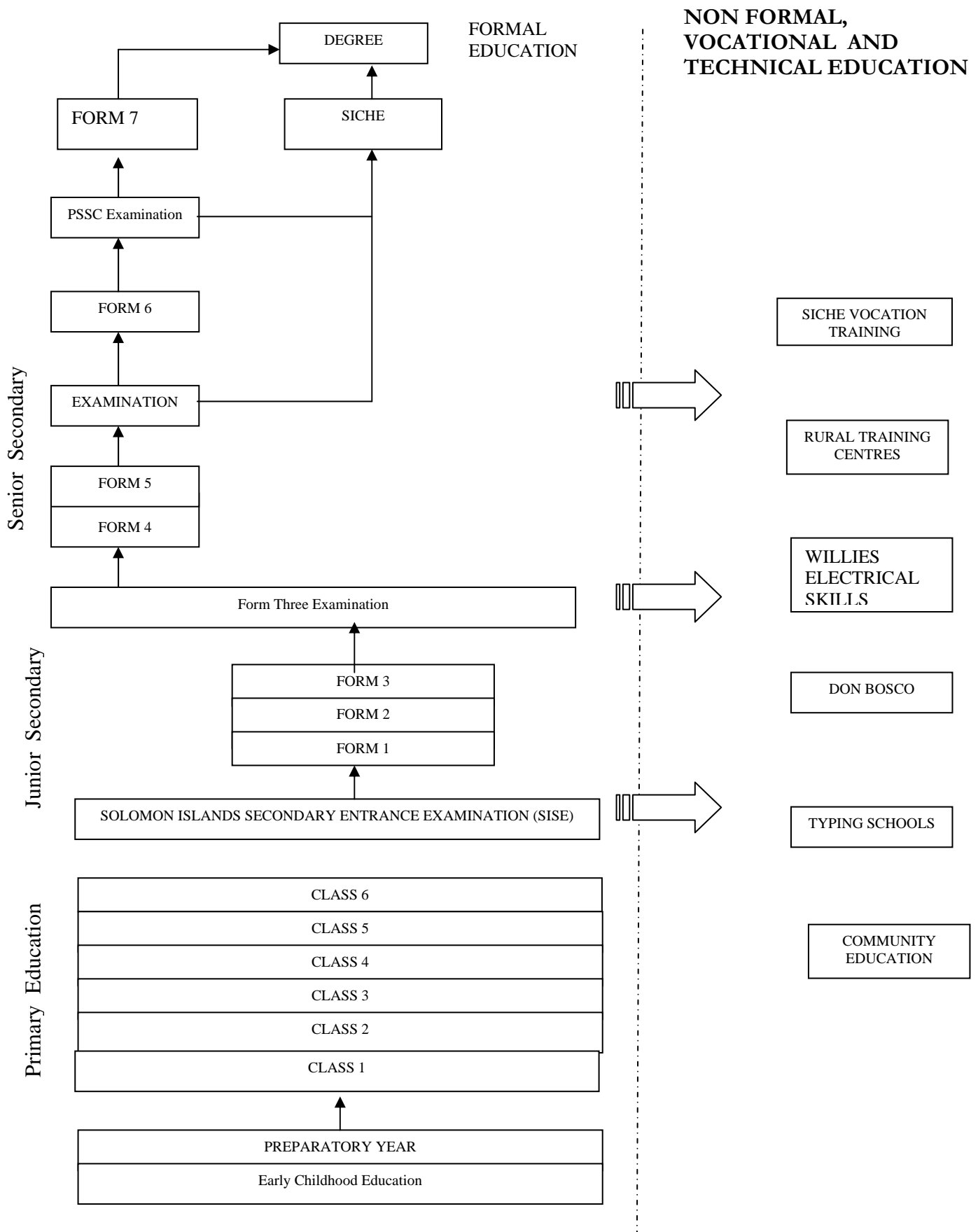
The present formal education system provides seven years of basic education, including preparatory year, followed by up to five years secondary education. There is limited provision for form 6 and 7 in the senior secondary level and limited provision for early childhood education before the preparatory year. Figure 1 shows the existing structure of the formal and the non-formal education system in the country.

There are four terminal examinations in the formal system. These are administered in year six, year nine and year eleven. Those who continue to year 12 sit for the Pacific Senior Examination. Form seven is offered only in the two Government National schools and the only tertiary institution in the country is the Solomon Islands College of Higher Education (SICHE). There are Rural Training Centres, which also offer vocational education to those who cannot make it in the formal system.

Schools and Enrolments

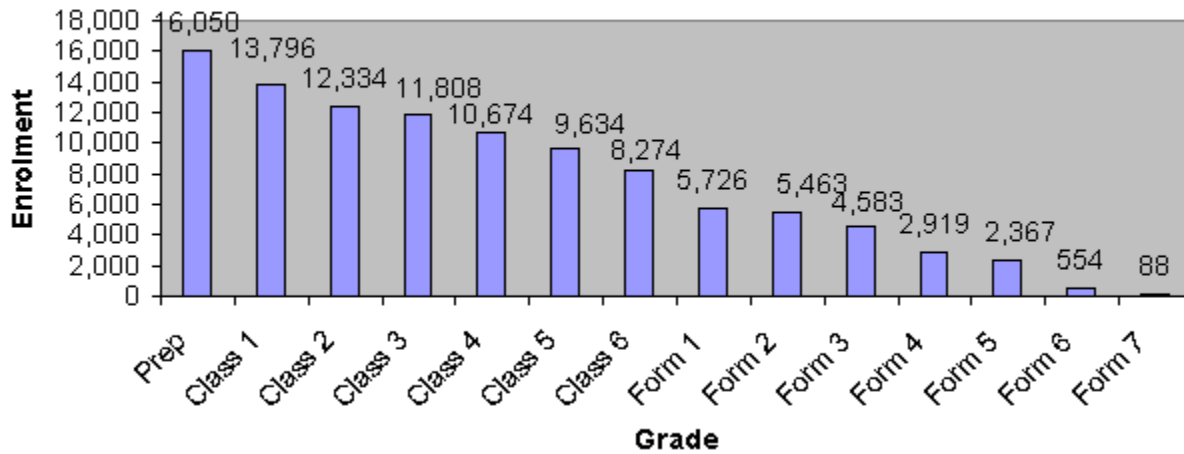
In 2002, there were 512 schools offering primary education, 99 community high schools (CHS), sixteen (16) provincial secondary schools (PSS) and nine (9) national secondary schools (NSS) offering secondary education up to various levels. Based on the 2002 School Returns, total enrolment was, primary 82,330 and secondary 21,700 students. This was based on 81% responsive rate from schools. List of schools is in Annex 3.

FIGURE 1: EXISTING STRUCTURE OF THE FORMAL AND NON-FORMAL EDUCATION SYSTEM



2002 ENROLMENTS

Figure 3: Secondary and Primary Total Enrolment 2002

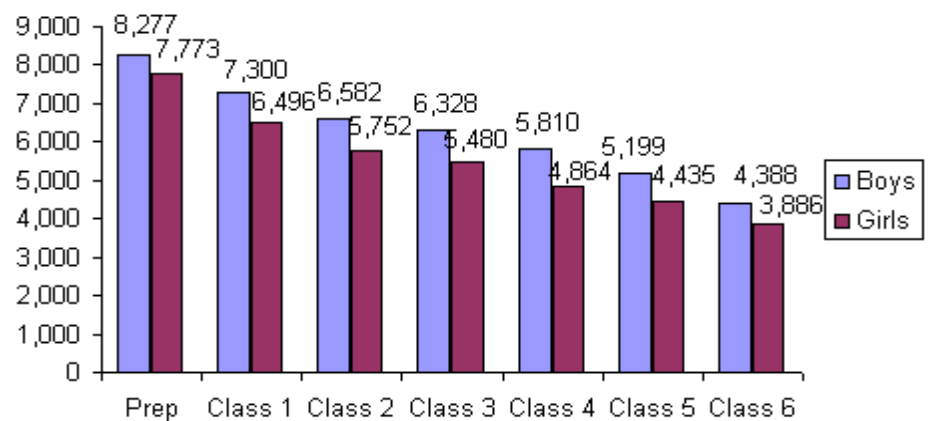


The graph shows total enrolment by class and gender. There is gradual decrease in enrolment as it gets to upper primary.

Source of data:

School Returns 2001/
2002, IPU, MET

Figure 4: Primary enrolment by class by gender

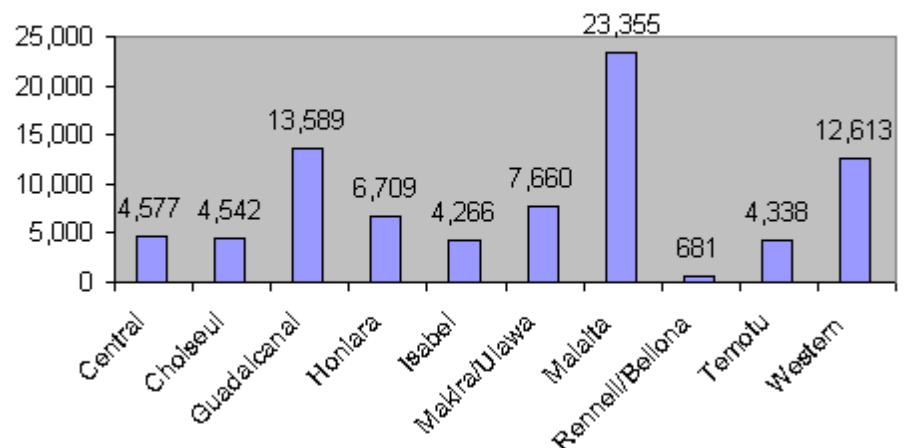


Total primary enrolment based on 2002/2001 school returns was 82,330 of which Malaita has the highest enrolment of 23,355.

Source of data:

School Returns 2001/
2002, IPU, MET

Figure 5: Primary Enrolment by Province

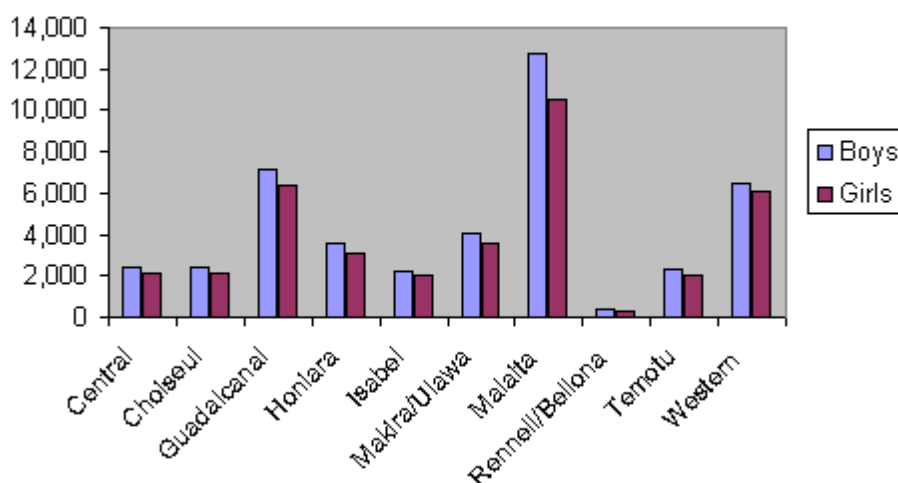


The average percentage of girls in primary in 2002 was 47%. The highest % of girls was 48% in Western, Isabel Renbel and Choiseul. Data showed that the gap between boys and girls enrolment is reducing.

Source of data:

School Returns 2001/2002, IPU, MET

Figure 6: Primary Enrolment by Province by Gender

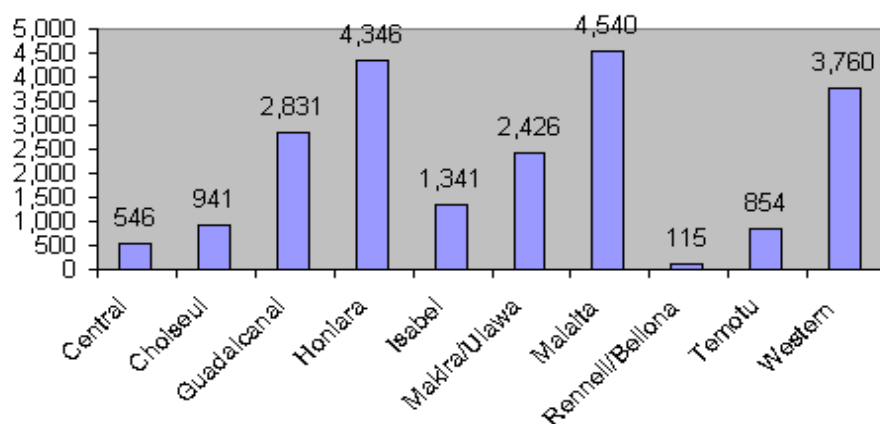


Total 2002 secondary Enrolment was 21,700. Again Malaita province had the highest of 4,540 followed by Honiara. The lowest enrolment is Rennell/Bellona with 115.

Source of data:

School Returns 2001/2002, IPU, MET

Figure 7: Secondary Enrolment by Province

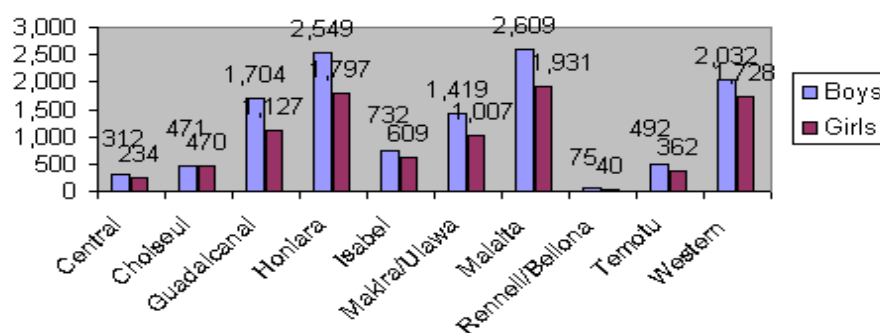


The average percentage of girls in secondary in 2002 was 43%. Choiseul province showed that 50% of the total Enrolment in 2002 was girls.

Source of data:

School Returns 2001/2002, IPU, MET

Figure 8: Secondary Enrolment by Province by Gender



Showing total enrolment by form and gender. There is a steep slope

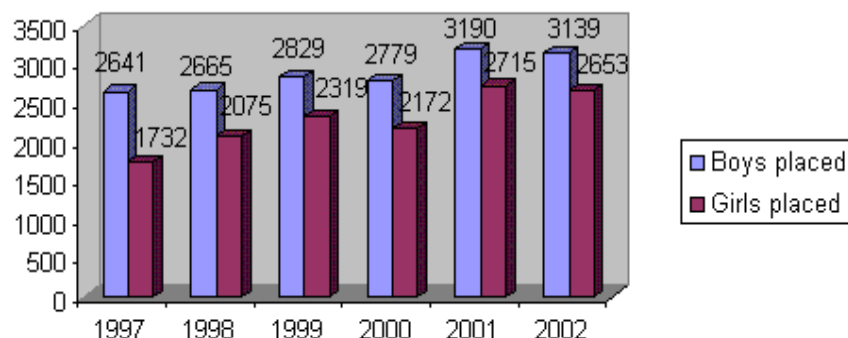
as it gets to upper Secondary mainly due to limited resources available in the senior Secondary level.

Source of data:

School Returns 2001/2002, IPU, MET

Transition from Class 6 to Form 1 continues to increase.

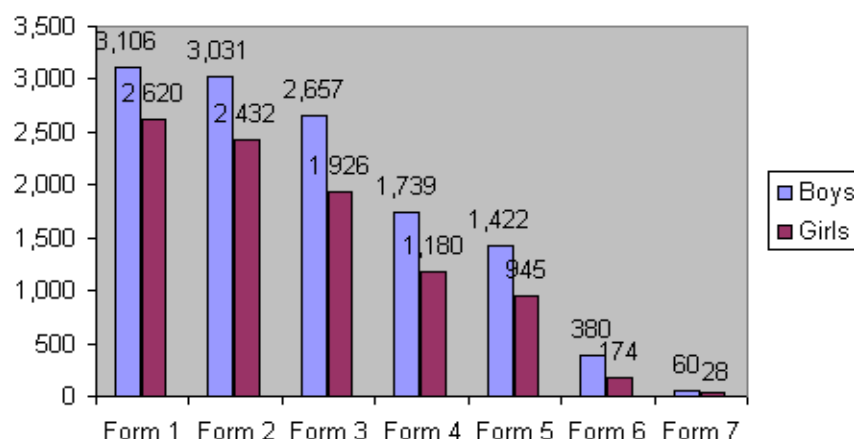
Figure 10: Transition Trends from Class 6 to F1 (1997 to 2002)



Source of data:

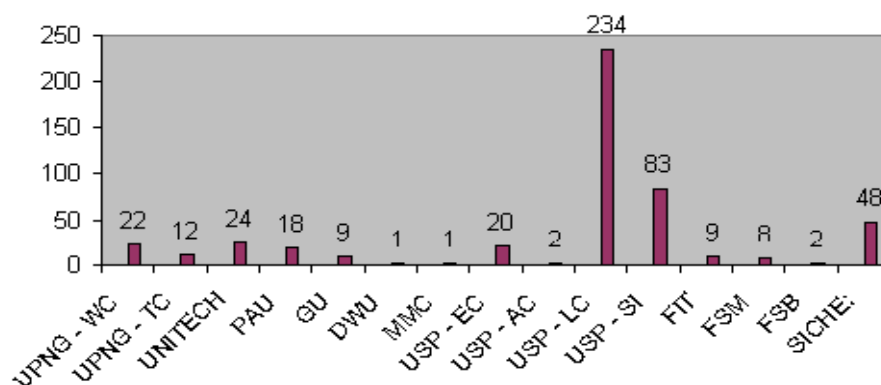
Examination Reports, NESU, Ministry of Education 1997-2002

Figure 9: Secondary Enrolment by Form by Gender



Scholarships

Figure 11: 2002 Scholarships by Institution



EDUCATION POLICY AND OBJECTIVES

The *Education Strategic Plan 2002-2004* presents the strategic framework within which the education system will be rehabilitated and long-term development programs designed and initiated. It establishes the priorities and a plan of action to recover the education system from the effects of tension and conflict and commence reform.

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

The Plan presents the framework within which the Ministry proposes to reform the education system to make it more responsive and appropriate to the needs of Solomon Islanders. It identifies strategies for enhancing the capacity of the System to be better able to cope with the rapidly expanding demands being placed upon it. It includes changes and reforms to the provision of basic education services, technical, vocational and further education and the management of the education system. This proposed reformed structure is in Figure 2.

GOALS

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

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

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

STRATEGIES FOR THE PERIOD 2002 TO 2004

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

- Achieve stakeholder involvement to manage the system and transparent and accountable decision making by establishing the National Board of Education, the Examinations Board and the Training Board.
- To sustain and return the education system to levels existing before the tension.
- Seek development partner support to operate schools and training centres; in monitoring and quality assurance functions of the Ministry, the Education Authorities; and in teacher training at SICHE.
- Reconcile the teacher payroll with and posting list to produce savings.

- Develop and apply revised procedures for appointing and transferring teachers within and between Authorities to achieve equitable deployment of trained teachers, to be implemented in 2003.
- Prepare, gain resources and commence the National Teacher Training and Development Program in 2003 to provide teachers to achieve universal basic education by 2015, and to continually provide in-service training. Expand the primary teacher service to 2375 members by 2006 to achieve a teacher to student ratio of 1:30. Expand the junior secondary teacher service to 1959 by 2015 to achieve a teacher to student ratio of approximately 1:25 in community schools.
- Agree on agreements with the School of Education to achieve an average annual enrolment of 260 to provide an average of 233 new teachers annually from 2002 to 2015. Agree on the structure of the three-year Diploma in Teaching to replace two and three-year courses, and provide the resources required to deliver this course from 2004.
- Prepare, gain resources and commence implementation of the Curriculum Review and Reform Program in June 2002 and to continue this until all courses have been revised and provide teacher training and supply support and student learning materials. Continue curriculum monitoring and review for the duration of the reform program.
- Broaden the Form 3 Certificate and adopt school-based assessment in 2004. Introduce school-based assessment in primary grades in 2005 and commence phasing out the SSEE in 2006.
- Complete mapping and provincial planning to formulate the National Community School Infrastructure Development Program by July 2003 to achieve universal access to primary education by 2006 and to junior secondary education by 2015. The Program will be launched with partner and community support in 2004.
- Agree formulae with Education Authorities and stakeholders to fund schools and training centres based on enrolment and introduce in 2004.
- Agree revised roles and functions for the Ministry, Education Authorities, school heads and boards of management and implement a restructuring and capacity building program for completion by 2004.
- Launch the Technical and Vocational Education Program in March 2003; based on outcomes of a tracer study, a register of accredited training providers and protocols for accrediting graduates.
- Launch the National Training Program in August 2002, based on a national skill survey and a review of the scholarship program. Assist SICHE to enable it to provide services required of the Program.
- Complete legislative reform necessary to achieve these strategies and to implement the education reform program.

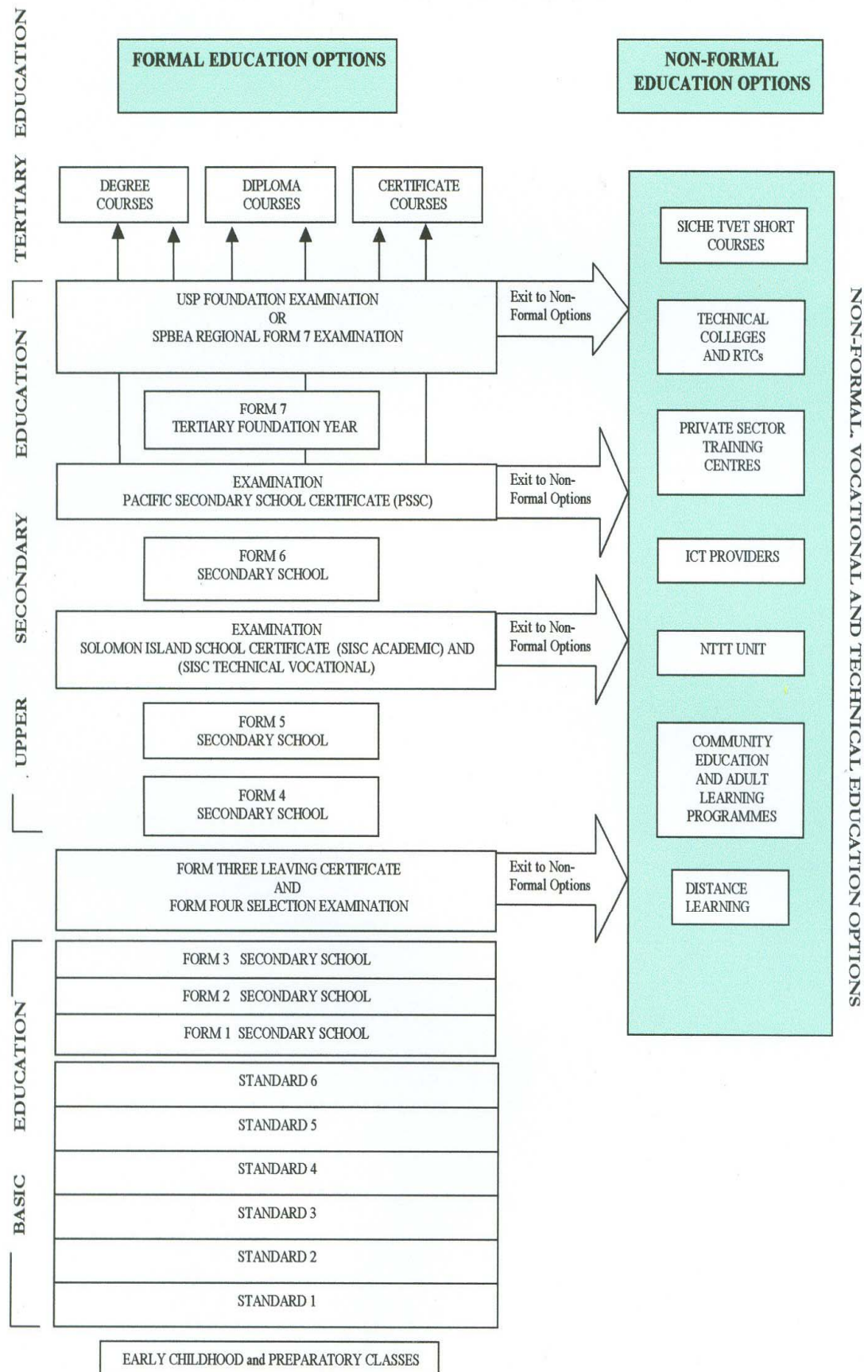
EXPECTED OUTCOMES

The Ministry will direct resources to:

- Achieve universal access to nine years of basic education from Standard 1 to Form 3 by 2015. This will be the priority.
- Continue to provide secondary education.
- Support early childhood education

- Support technical, vocational, post secondary and tertiary education to enable Solomon Islanders to gain the competencies needed to sustain economic activity in rural areas and to meet the needs of the formal sector.
- Monitor and assess quality instruction to ensure that agreed learning outcomes are achieved
- Provide qualified, motivated and disciplined teaches and instructors.
- Provide appropriate and adequate physical resources, equipment and facilities
- Provide syllabus, curriculum and materials meeting the needs of communities and the nation
- Efficiently deliver support, instruction and assessment services
- To provide equitable access to services regardless of sex, ethnicity, ability or disability, location, economic status or age
- Plan and facilitate the supply of technicians and professionals at levels and in areas required by the national economy.

PROPOSED STRUCTURE OF THE FORMAL AND NON-FORMAL EDUCATION SYSTEM



ORGNAISATIONAL STRUCTURE AND MANPOWER

Structure

The organizational structure of the Ministry as shown in Figure 11 was in accordance with the budget ceiling for 2002.

Establishment and Manpower

The total establishment for the Ministry in 2002 was 3993 with 214 civil servants and 3779 teachers. This establishment was revised to suit the approved recurrent budget.

Teachers

Based on 2002 teachers' establishment, 671 taught in church schools while 3095 provincial (government) schools and 13 in private schools.

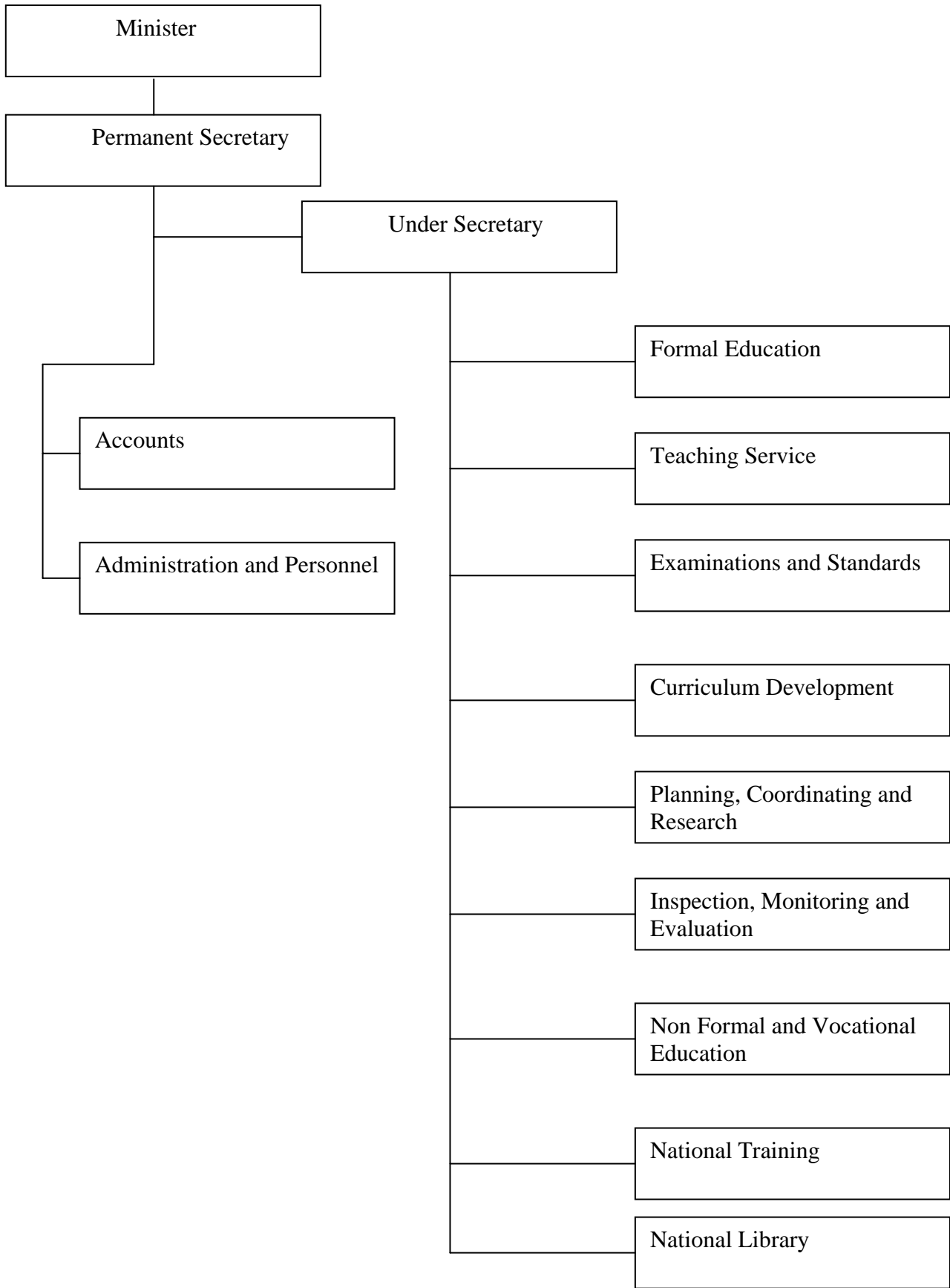
The Education Payroll

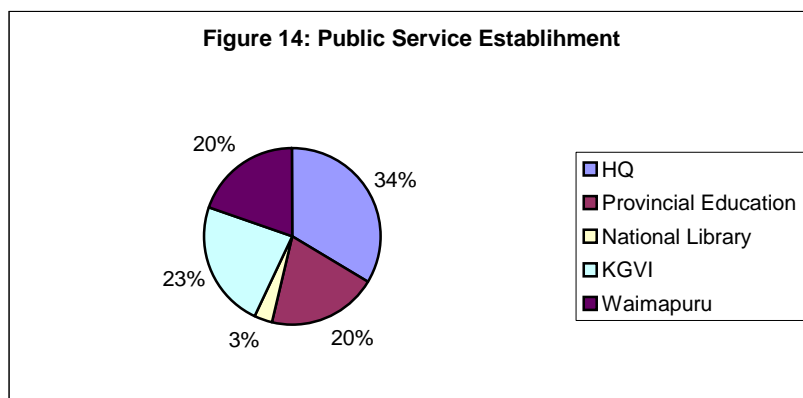
The education payroll made up 94.8% (SBD 38,000,000) of the education 2002 budget. Of this 95% (SBD35, 311,411) was for teachers only including teachers in the two government national secondary schools, KGVI School and Waimapuru.

Public servants

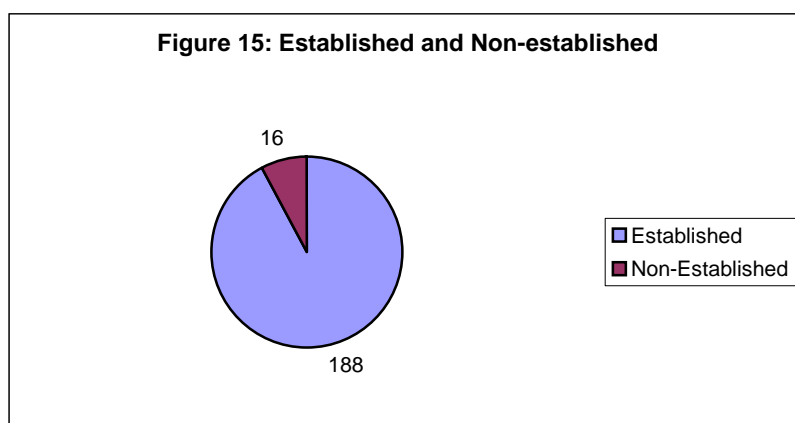
Of the 214 Civil servants, 188 were established while sixteen (16) were Non-established. Twenty-five of the established officers were posted in the provinces.

FIGURE 13: MINISTRY OF EDUCATION ORGANISATIONAL CHART

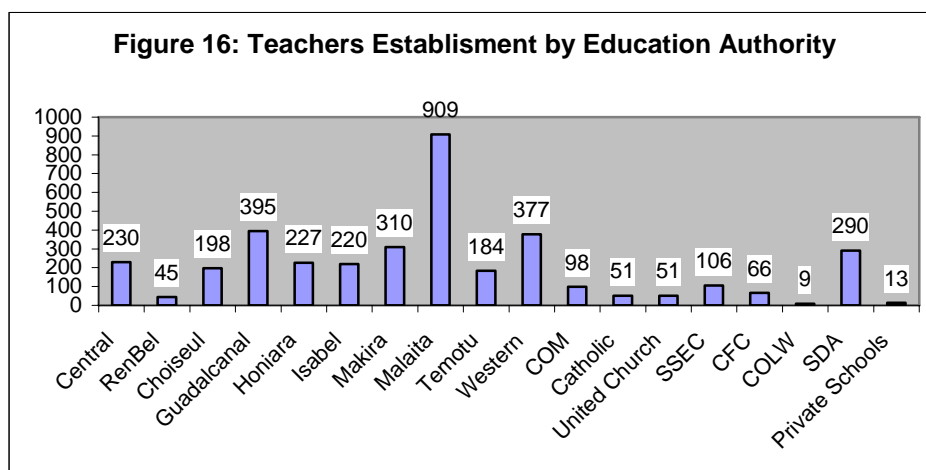




Source: 2002 Established & Non-Established Establishment Register
Public Service Division



Source: 2002 Established & Non-Established Establishment Register
Public Service Division



Source: 2002 Teaching Service Establishment Register, Public Service Division

THE EDUCATION BUDGET

Education Recurrent Budget 2002

In 1999, Cabinet approved all central grants to be re-centralised to the Ministry of Education to administer. This meant that all education grants previously channeled through the Ministry of Provincial Governments and Ministry of Home Affairs would now come under the Ministry of Education annual budget. Thus starting in year 2000 the Ministry of Education administers all central grants to schools.

It must be noted however, that since the ethnic tension, schools grant from the Central government was not forthcoming because of cash flow problems. In years 2001 and 2002, the operation of schools in the country was possible through assistance of the New Zealand government and the EU/STABEX.

- The total Ministry of Education 2002 Recurrent budget was \$56,000,000, which represented 22.40% of the total national recurrent budget.
- Actual recurrent expenditure in 2002 was \$55,607,248. Although expenditure was within the budget, it was mainly for salaries and operating cost for Waimapuru and KGVI Schools.
- Total expenditure on salaries was \$54,308,868 for both teachers and civil servants. This was an overspent by \$16,308,868 of the total \$38,000,000 budgeted for salaries. Expenditure to carry out programmes under the recurrent budget, apart from the ones mentioned above, was nil.

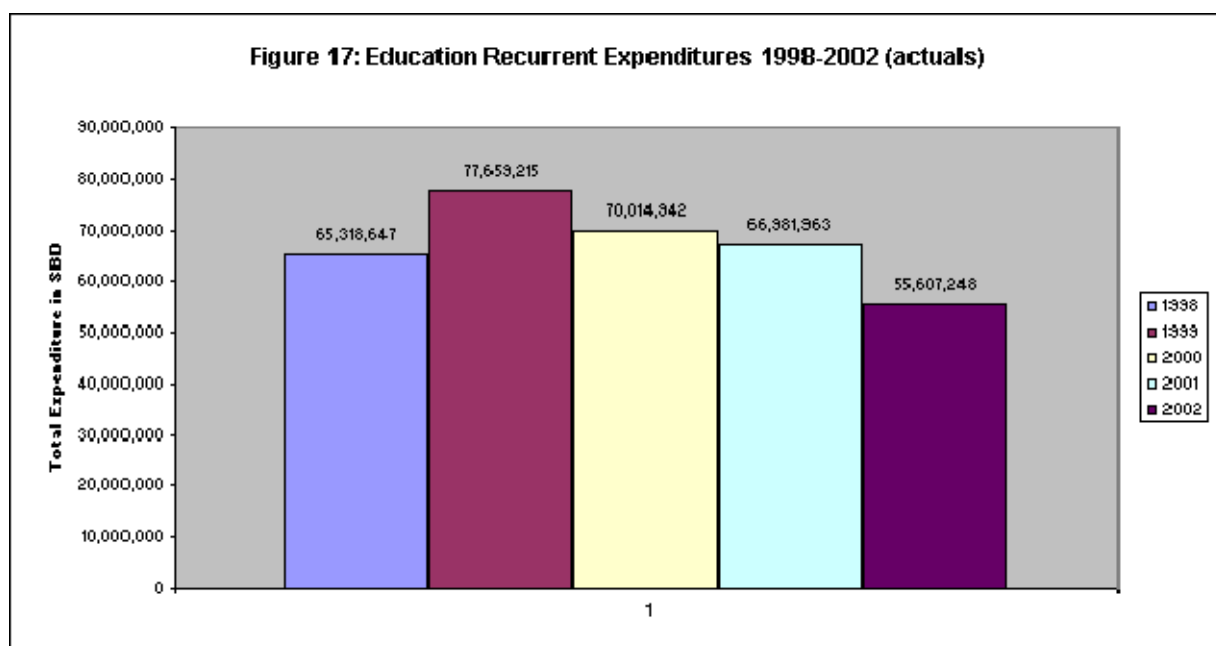
Teachers salaries

- Teachers' salaries come under the Ministry annual budget. In 2002, budget for teachers' payroll was \$34,377,698, which represented 61% of the total education recurrent budget. This included teachers for NSS, PSS, CHS and primary schools but did not include the two Government NSS (KGVI and Waimapuru). Budget for teachers' salaries alone was overspent by \$16,474,754.

School Operating Grants

- Total budget for operating grants for schools was \$8,689,768. This included primary and secondary schools only.
- Actual expenditure for school grants was only \$1,031,113 which was only for KG VI, Waimapuru and RCTs
- Operation grant for secondary schools was paid under the EU STABEX funds. The total grant paid to secondary schools in 2002 was SBD5, 785,890. A total of SBD2, 053,710 is still outstanding and will be paid in 2003. Detail information is in Annex 2.
- Primary schools did not receive any cash grants but school supplies were funded by DFID and ROC in 2001 and 2002. These are shown under Development budget 2002.

PUBLIC EXPENDITURES ON EDUCATION

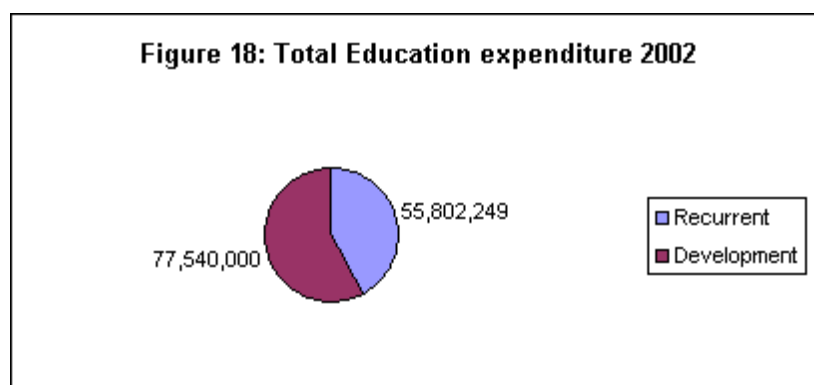


The education recurrent budget has either remained at the same level or has fallen in the last 10 years. Since 1999, recurrent expenditure on education continues to decrease due to the economic situation in the country.

Source: Budget estimates 1998- 2002, Ministry of Finance

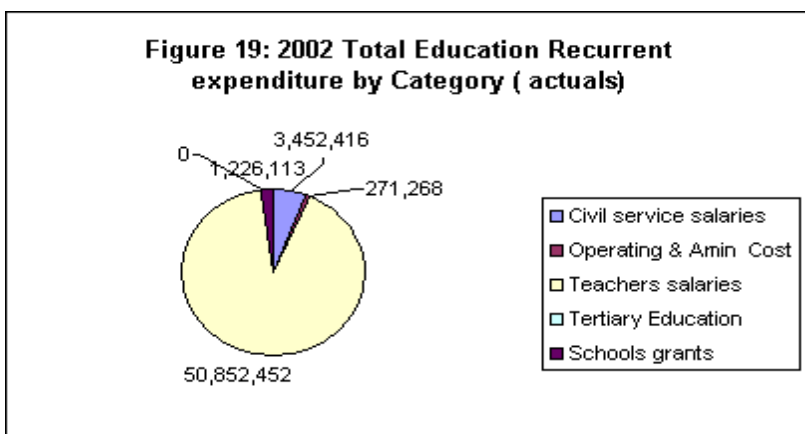
Total Education expenditure in 2002 was \$133,342,249. Of this 41% was recurrent and 58% was Development. However, recurrent is actual expenses while development is based on estimates

Source: Treasury, Ministry of Finance 2002



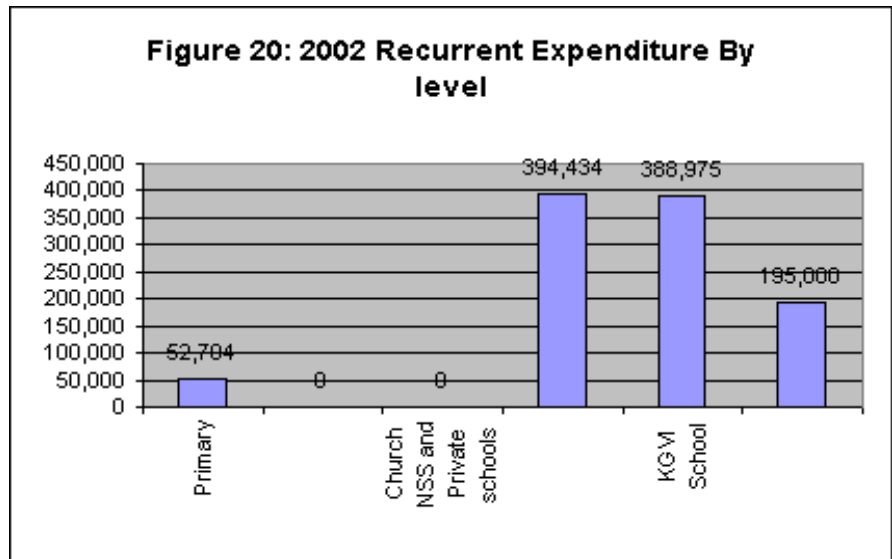
A large portion of the education annual budget accounts for teachers salaries which in 2002 was about 91% of the total recurrent budget. Expenditure for 2002 was mainly for salaries which was about 97%, overspent by 43% of the amount budgeted for.

Source: Treasury, Ministry of Finance 2002



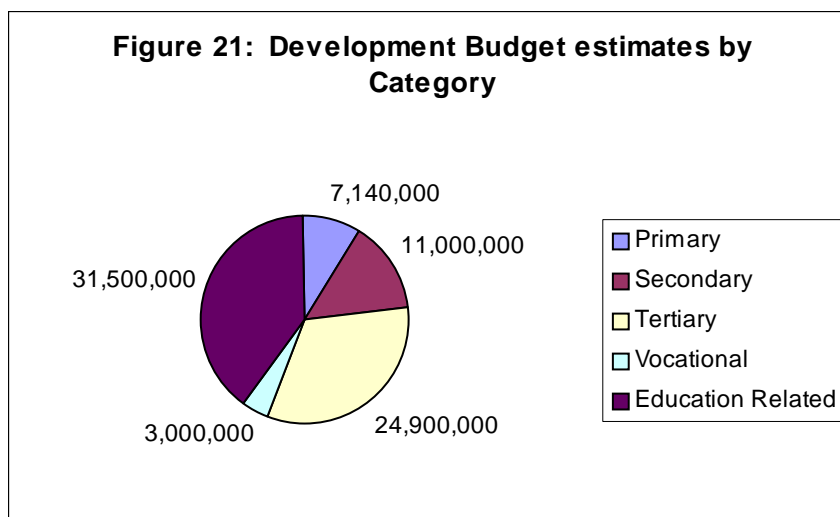
There was no grant paid to schools from the Ministry of education budget except for KGVI and Waimapuru which are administered by the Ministry of Education. All primary schools received supplies from ROC & DFID while secondary schools received their grant from EU/STABEX as detailed in the Development Budget.

Source: Treasury, Ministry of Finance, 2002



EDUCATION DEVELOPMENT BUDGET 2002

- The total Development budget for Ministry of Education in 2002 was \$77,540,000. Some of the developmental activities actually taking place in 2002 were not in the Development Budget but are included in Table 1 below.
- SIG funds for Schools and scholarships were not available due to cash flow problems, so these sectors were funded by donors under the Development Budget.
- It is worth noting that not all programmes in the development budget were carried out in 2002 due to late transmission of funds. Detail of donor activities in the last 2 years are shown in Table 1



Source: 2002 Development Budget Estimate, Ministry of Finance

Table 1: DONOR ACTIVITIES

List of all current donor assistance and projects concluded in the last two years

No	Programmes /Projects	Donor	Activities undertaken/to be undertaken	Allocation	Comment/Recommendations
1	Third Education and Training Project	World Bank Loan	<ul style="list-style-type: none"> Expansion and renovation of facilities in 8 provincial secondary schools to provide equitable opportunities across provinces and expand access for girls; Pilot project on five day secondary schools as alternate to expanding access at a lower cost; Procurement of textbooks and equipment for the 13 project schools. Development of Advanced Diploma at SICHE and provision of scholarships for secondary teachers. Rehabilitation of primary schools damaged by Cyclone Nina in 1991, in Guadalcanal, Makira and Temotu provinces Development of a formula for allocation of grants to schools Re-printing of primary (std1-2) English and mathematics materials and, in-service workshops for primary teachers. Expansion of SICHE School of Nursing (SON) facilities to increase annual intake and provision of scholarships for SON lecturers. 	USD16.9m	Project Closed 31 st December 2001 Formula for grant allocation needs to be implemented.
2	Early Childhood Education	NZ & UNICEF	<ul style="list-style-type: none"> Development of training models and teaching aides for Early Childhood Education development Provision of scholarship for Teaching Certificate in Early Childhood 	SBD855, 000 SBD455, 000	Completed in 2000
	Early Childhood Education Strengthening	UNICEF	<ul style="list-style-type: none"> Improvement and strengthening the sustainability of the ECE programme in Solomon Islands 	SBD100, 000.	

No	Programmes /Projects	Donor	Activities undertaken/to be undertaken	Allocation	Comment/Recommendations
	Primary Development Project	DFID Phase I	<ul style="list-style-type: none"> Revised, developed and produced English and mathematics curriculum materials for primary schools (Std 1-3) 		Phase I is Completed
		EU Phase II	<ul style="list-style-type: none"> Revised and developed English and mathematics curriculum materials for Std 4-6. 	SBD5,000,000.	Phase II will complete by mid 2002
		EU Phase III	<ul style="list-style-type: none"> Printing of Std 4-6 English and mathematics Materials In-service workshops for primary teachers Revision and development of materials in other subjects for Std 1-6. 	SBD5,250,000.	Phase III will need to be taken on board under Stabex funds
4.	Emergency assistance for the primary education sector	DFID	<ul style="list-style-type: none"> Supply of educational materials such as atlases, dictionaries, chalks and exercise books plus basic classroom equipment to all primary schools Funding of three visits for Inspectorate Division for data collection and inspection of teachers Payment of one primary teachers payroll 	SBD5,393,020.04	Completed in 2002
5	Secondary School Grant	NZODA	<ul style="list-style-type: none"> Emergency Budgetary support to assist the operation of secondary schools as a result of the ethnic tension 	SBD3,000,000.	Completed 2001
6	Secondary school grants	EU	<ul style="list-style-type: none"> Emergency Budgetary support to assist the operation of secondary schools in lieu of the government contribution from the budget 	SBD9,812,100	March 2002-February 2003
7	Rehabilitation and renovation of King George VI and Waimapuru national secondary schools	ROC	<ul style="list-style-type: none"> Renovation and repairs to dormitories, classrooms and staff houses in the two centrally-owned national secondary schools (KGVI and Waimapuru) 	SBD1,790,000	Scope of work not complete due to insufficient funds
	Rehabilitation and renovation of King George VI and Waimapuru national secondary schools	AusAID	<ul style="list-style-type: none"> Renovation and repairs to dormitories, classrooms and staff houses in the two centrally-owned national secondary schools (KGVI and Waimapuru) 	SBD1,590,718.85	

No	Programmes /Projects	Donor	Activities undertaken/to be undertaken	Allocation	Comment/Recommendations
8	Administration of National Examinations in 2002	ROC	<ul style="list-style-type: none"> Administration of 2002 national examinations 	SBD853, 691.04	Effective administration of 2002 exams because of availability of these funds.
	NESU	Japan	<ul style="list-style-type: none"> Administration of 2002 national examinations 	SBD298, 794.74	
	NESU	NZ	<ul style="list-style-type: none"> Administration of 2002 national examinations 	SBD380, 000.	
9	KG VI Picket Fence	ROC	<ul style="list-style-type: none"> Building of picket fence around the school compound Complete renovation on staff houses, staff room, dispensary etc 	SBD300, 000.00	Picket fence halfway, funds exhausted
	Curriculum Development Centre	ROC	<ul style="list-style-type: none"> Review of Secondary Curriculum (practical Subjects) 	SBD404, 557.	To start in August 2003
10	Essential Textbooks for 8 CHS in Guadalcanal Province	ROC	<ul style="list-style-type: none"> Procurement of essential textbooks for 8 CHS in Guadalcanal Province 	SBD749, 042.00	In progress
8	Support to primary education sector	ROC	<ul style="list-style-type: none"> Supply of educational materials to all primary schools 	SBD4, 500,000.	Complete. Materials delivered to Education Resource Unit
9	Rehabilitation of school facilities	Japan Human Security Fund	<ul style="list-style-type: none"> Rehabilitation of facilities in selected schools in Guadalcanal, Malaita and Western provinces as a result of the ethnic tension 	SBD1, 500,000.	To commence in 2003
10	1. Rural Training Centers	EU	<ul style="list-style-type: none"> Strengthening training programmes in the Rural Training Centres (RTCs) 	SBD3, 000,000.	Ongoing

DIVISIONAL REPORTS

CURRICULUM DEVELOPMENT CENTRE

Division Objectives

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

The key functions of CDC are to:

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

The Division is headed by the Director (Curriculum) and consists of **three** main units:

The Curriculum Development Unit

This Unit is responsible for the review, revision, development and teacher in-servicing of syllabus documents, teacher guides and student books for all subjects from Preparatory to Form 5 Secondary.

The government following a mass redundancy of staff in 1999 has so far employed only three curriculum officers. These officers are responsible for the coordination of secondary school *agriculture, creative arts* and *physical education*. The Primary Education Development Project (PEDP) has employed five curriculum officers and one graphic artist. These officers are involved in the revision and development of Standard 4-6 Math and English materials.

The Productions Unit including the Printery

This Unit is responsible for the production of locally produced materials for schools including desktop publishing, illustration and offset printing. There are six officers who work in the Production Unit.

The Education Resources Unit

This Unit is responsible for the central procurement and distribution of curriculum materials, school textbooks and general school supplies to schools. Only one Procurement Officer is currently employed to look after the Education Resource Unit.

Activities and Outcomes

Activities	Outcomes
<p>Curriculum Development Unit</p> <p><i>PEDP</i></p> <ul style="list-style-type: none"> ▪ To complete Standard 3 Math/English in-service training. ▪ To develop Standard 4 English Pupil's Book and Teacher's Guide. ▪ To develop Standard 4 Math Pupil's Book and Teacher's Guide. ▪ To start the development of Standard 5 Math and English materials. ▪ To conduct Training of Trainers Workshops on Standard 4 Math ▪ To provide in-service training to teachers on the Standard 4 Math materials. ▪ To provide staff development training for the PEDP curriculum officers. <p><i>Secondary Curriculum Section</i></p> <ul style="list-style-type: none"> ▪ To revise and develop Forms 1 to 5 Creative Arts Syllabuses. 	<ul style="list-style-type: none"> ▪ All Standard 3 Math/English in-service training which began in mid 2001 has been completed. Standard 3 teachers have been inducted on the materials and should implement the new materials in their schools with a lot of confidence. ▪ The Standard 4 English materials have been completed. The materials will be printed in June 2003. ▪ The Standard 4 Math materials have been printed and distributed to all Primary schools. ▪ 17 out of the 20 units of the Standard 5 Math Teacher's guide were drafted and transferred into PageMaker. The Pupil's book will be developed in early 2003. ▪ Four provincial based 'training of trainers' course to introduce new materials in accordance with training cycles were developed. Four Province-based workshops were also conducted. These took place during July 2002: <ul style="list-style-type: none"> ➤ Makira and Temotu in <u>KiraKira</u> ➤ Honiara, Guadalcanal, Central, Renbel and Isabel in <u>Honiara</u> ➤ Western province and Choiseul in <u>Gizo</u> ➤ Malaita in <u>Auki</u> The training involved Education Officers, PEDP Coordinators and teachers. ▪ Due to lack of funding the national in-service training works on Standard 4 Math had to be postponed. This activity will be taken up in 2003 - when the fund becomes available to the PEDP team. ▪ One senior PEDP curriculum officer completed his Diploma in Education course through the Distance mode at the Honiara USP Centre. Three curriculum officers continued to pursue their studies. ▪ A draft of the Secondary School Creative Arts Syllabus has been produced. Copies of the syllabus have been sent to

<ul style="list-style-type: none"> ▪ To revise and develop Forms 1 to 5 Agriculture Syllabuses. ▪ To develop Forms 1 to 5 Physical Education Syllabuses. 	<p>teachers for their comments.</p> <ul style="list-style-type: none"> ▪ A draft of the Secondary School Agriculture Syllabus has been produced. Comments on the draft syllabus have been received and work is now in progress to incorporate changes. ▪ Work on the development of the Secondary School Physical Education Syllabus is continuing. A draft of the syllabus is expected in early 2003.
<p><i>Productions Unit</i></p> <ul style="list-style-type: none"> ▪ To reprint locally produced curriculum materials for the schools. 	<p>The Production Unit reprinted locally produced curriculum support Materials. Locally produced curriculum support materials on the following subjects were reprinted: math, English, Social Studies, Business Studies and industrial arts. The cost for printing was financed by individual schools. The CDC was unable to finance the reprinting of materials because it has not received any finance since year 2000.</p>

Issues, Concerns and Constraints

▪ ***Finance***

Lack of finance has scaled down the operation of CDC to a large extent. CDC has been unable to reprint and supply locally produced curriculum materials to schools. All schools require a re-supply of curriculum materials. The most affected schools are community high schools.

▪ ***Staffing Situation***

The Curriculum Development Centre is heavily understaffed. It urgently requires 10 curriculum officers to start the much talked about curriculum reform. The CDC has found it extremely difficult to employ new curriculum officers to replace staff lost during the redundancy exercise in 1999.

▪ ***Special Needs Education***

There is a need to respond to children with learning difficulties (intellectually impaired), physical disabilities and children who are exceptionally gifted. There are no local curriculum materials to support teachers on this area.

▪ ***In-service Training***

Due to unavailability of funds the PEDP Provincial workshops did not happen in 2002. As a result of this, all Standard 4 teachers throughout the nation have not been inducted on the new Standard 4 mathematics curriculum support materials.

PLANNING, IMPLEMENTATION AND RESEARCH UNIT

Divisional Objectives

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

- To plan, coordinate and monitor major education development programmes to ensure they are in line with the Education Sector Plan;
- To develop, monitor and review the Education Sector Plan;
- To Coordinate collection, entry and analysis of education data for information and planning purposes;
- To prepare Ministry of Education Annual Development Budget;
- To Coordinate Research into problem areas of education
- To develop, manage and maintain the Education management Information System (EMIS)

Activities and Outcomes

Activities	Outputs
Education Strategic Plan 2002-2004	<ul style="list-style-type: none"> • Plan Completed in 2001 and distributed to all education Authorities in 2002
Development of Provincial Action Plans	<ul style="list-style-type: none"> • All Provincial Authorities were advised through letter to start drafting their Education Action Plans
Education Management Information System	<ul style="list-style-type: none"> • The EMIS can only produce reports on pupils by age, grade, gender and province • Submission to Stabex 99 for upgrading of EMIS
Work programmes 2003	<ul style="list-style-type: none"> • Work programme for 2003 was submitted to EU/Stabex 99 to implement preparatory activities in the Strategic Plan 2002-2004
Education Data	<ul style="list-style-type: none"> • Data entry for 2002 school returns completed • IPU received 81% of schools returns in 2002
Development Budget for 2002	<ul style="list-style-type: none"> • Development budget completed and submitted to Ministry of National Development Planning
Completion Report for Third Education and Training Project	<ul style="list-style-type: none"> • Third Education and Training Project was completed in 2001. • Borrower's section of the Project Completion Report was completed in July 2002 and forward to Washington. • World Bank completed draft of their section in the ICR. Draft ICR received by Ministry for comment. • World Bank to finalise
Auditing of 2001FY Accounts	<ul style="list-style-type: none"> • Auditing of 2001 accounts was completed in December 2002 • Report will be signed and sealed by Auditor General and forwarded to Washington
Coordinate DFID Project	<ul style="list-style-type: none"> • Schools supplies funded under DFID were distributed to schools, this included exercise books, chalks and basic classroom equipment plus one salary pay for primary teachers. • The 2nd salary pay for teachers was re-allocated for additional orders because the Ministry of Education did not meet the condition of cleaning the payroll.
Funding	<ul style="list-style-type: none"> • Work programme was submitted and approved by ROC for the following activities:

	-NESU \$949,137.00 -Contract for textbooks for 8 CHS in G province \$886,620.20 -Renovation of KG VI School \$457,150 -Review of secondary curriculum \$404,000.
--	---

CONSTRAINTS

- Finance

The Unit was always funded under Project and since the closure of the Third Education and Training project, funding was a problem especially for operation and data collection. The lack of funding also affected the implementation of the Strategic Plan 2002-2004 in relation to the development of the Provincial Education Action Plans and the School mapping which are the main tasks of the Unit as per the Strategic Plan 2002-2004

- Education Management Information System (EMIS)

The Unit was not providing up to-date data because the data was incomplete as well as entry for 2002 survey was delayed. The Unit staff still need to be trained to manage and utilize the EMIS. In addition, the number of reports that can be produced is also limited. The EMIS needs to be upgraded so that other reports can be produced especially on teachers and other indicators.

RECOMMENDATIONS

- The role of the Unit should be focused on planning and the overall coordination of all projects. Implementation of projects should be left to project offices and line Divisions to do. This means that any major funded programmes like the STABEX 99 and the World Bank 4th projects should recruit project officers to implement the programmes. This administrative arrangement should allow this Unit to concentrate on planning.

FORMAL EDUCATION DIVISION

Divisional Objectives

The Formal Education Division is made up of Early Childhood Education, Primary Education and Secondary Education. In general the Formal Education Division is responsible to the Permanent Secretary for the administration of the Act, the Constitution and other statutory requirements in respect of all registered primary and secondary schools and kindergartens. In particular the division is responsible for.

- The registration/deregistration and closure of schools
- Analysis of school attendance returns.
- Prepare budgets and authorize payment of education grants to schools.
- Determine number of teachers to be employed each year.
- Determine training needs of school teachers in consultation with relevant Authorities.
- Prescribe pupil-teacher ratios for primary and secondary schools.
- Organise meetings, seminars, conferences etc. for Provincial Education officers and teachers.
- Prescribe school terms, holidays, and hours of teaching and minimum teaching days in the year for schools.
- Advise on curriculum policy and change.
- Develop plans and strategies for the improvement and expansion of the school sector in consultation with the Implementation and Planning Unit.
- Providing advice on administrative and professional matter to Education Authorities.
- Receiving scholarship applications from serving teachers for in-service training and pre-service training for untrained teachers and school leavers.
- Liaising with SICHE and other tertiary institutions regarding teacher-training requirements.

Activities and Outcomes

Activities	Outcomes
Completion of academic year	<ul style="list-style-type: none">• Despite all the financial difficulties faced by the schools and the whole nation, schools were able to open until end of academic year
Workshops	<ul style="list-style-type: none">• Education Consultative workshop was held in September for all Education secretaries to develop the 2003 Teachers Establishment.• A number of workshops held in Honiara under EU

	Secondary School Grant for school principals, Bursars and Education Secretaries relating to the use and acquittal of grants
Registration of Schools	<ul style="list-style-type: none"> • Four new Community High Schools registered namely: Nafinua in Malaita Kaoka and Marara in Guadalcanal, and Namuga in Makira • 3 primary schools were registered under SDA and 1 under Guadalcanal
School Grants	<ul style="list-style-type: none"> • All secondary schools operated in 2002 received grant from EU. Detail in I Annex • All primary schools received school supplies from ROC and DFID. Detail in Annex
Registration of Education Authorities	<ul style="list-style-type: none"> • 1 Education Authority was registered namely: VIHACOL
Establishment of Form 7	<ul style="list-style-type: none"> • Following a visit to Betikama, Approval was given to Betikama Adventist School to start Form 7 Science in 2003
Visits/Meetings	<ul style="list-style-type: none"> • Meeting with SICHE School of Education on matters relating to selection procedures for in-service and pre-service teachers training. • A visit to Waimapuru NSS relating to students discipline and teachers low morale. • Attended closing ceremony of academic year in schools in Honiara
Teachers Posting	<ul style="list-style-type: none"> • 88 primary teachers and 28 ECE teachers were posted to various schools for probationary year. These teachers are placed at Level 2 because they have not completed their Teaching experience (TE)

Constraints

• Lack/insufficient funds:

The financial problem faced nation -wide has caused certain difficulty for FED to confidently plan for certain activities, nor do things in the way and time it wants them done. The financial problem had made it difficult for the Division to perform some of its tasks such as authorize payment of annual grant to primary and secondary schools respectively, making professional and administrative visits to Education Authorities or organize regular meetings and seminars for school principals and teachers.

• Data on school and teachers:

The difficulty in obtaining up to date data on schools and teachers has always been a problem over the years. The increase of secondary schools by more than four times since 1996 and the economic decline over the same period hasn't totally improved the situation. Acquiring and the analysis of school data is one of FED's core functions and FED feels it is imperative that it obtains and stores its own school data.

- **Office Equipment and stationeries:**

The lack of or the grossly inadequate supply of office stationeries and equipment like computers and filing cabinet is a constraint to the FED's efforts and handicap to the FED in carrying out its work. The division urgently requires two computers and printers to store vital data on schools and teachers. The data is imperative for planning, implementation, monitoring, reporting, and teacher recruitment and for budgetary purposes.

- **Communication (mailing system, Telephone, email, fax and a two way radio)**

Important and urgent correspondences were not being sent and received on time. It is alleged that correspondences had been sitting in the post office for days and weeks because of financial issues. The posting of mail from the registry can be slow at times also.

The lack of and the non-easy access to telephone, email, fax and a two-way radio meant that important information could not be sent nor received from schools and education authorities. A two way HF radio would greatly help the division to be in contact with schools outside of Honiara as the vast majority of secondary and primary schools would have access to a two way radio.

- **Dissemination/Sharing of information:**

In general, information on educational matters should be shared amongst the Head of Divisions and between the Heads and the US, PS, Minister and vice versa; more so, information relating to the work of a certain Division or person should be shared with the Division or person concerned.

There should be a review of the functions of the Different Divisions, in particular those in the Head Quarter so as to avoid any duplication and confusion in their work.

- **Delay and arrears in salary and housing problems**

The delay and arrears in salary, coupled by the lack of housing has naturally affected the officers in the division.

EVALUATION, INSPECTORATE AND MONITORING UNIT (EIMU)

Divisional Objectives

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

▪ Confirmation Inspection

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

▪ Tenure Inspection

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

▪ Compulsory Inspection

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

▪ Personal (or Eligibility) Inspection

This Inspection is applied for by a teacher who wishes to be considered for future promotions and is conducted in the following times:

- During or after the third year of the tenure appointment or
- During or after the end of the eligibility appointment

▪ Immediate inspection

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

▪ Special Inspection

This is carried out as requested by PS of the Ministry

▪ Whole school evaluation

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

Activities and Outcomes

Activity	Outcome
School Visits	A total of 416 schools were visited in 2002 <ul style="list-style-type: none">• Guadalcanal Province – 82• Malaita Province – 62• Renbel province – 13• Choiseul province – 48• Isabel Province – 35

	<ul style="list-style-type: none">• Makira/Ulawa – 74• Temotu Province – 6• Western Province - 68• Honiara Town Council - 28																											
Teachers Assessment	<ul style="list-style-type: none">• A total of 98 teachers were assessed for confirmation or promotion																											
Project for Data Survey	<ul style="list-style-type: none">• A total of \$108,252.31 was allocated under DFID for Data survey and school visits. <table><tr><td>Malaita</td><td>-</td><td>\$29,000.00</td></tr><tr><td>Western</td><td>-</td><td>\$23,500.00</td></tr><tr><td>Guadalcanal</td><td>-</td><td>\$12,000.00</td></tr><tr><td>Makira</td><td>-</td><td>\$12,000.00</td></tr><tr><td>Isabel</td><td>-</td><td>\$ 7,000.00</td></tr><tr><td>Central Islands</td><td>-</td><td>\$ 5,872.31</td></tr><tr><td>Renbel</td><td>-</td><td>\$ 4,788.00</td></tr><tr><td>Temotu</td><td>-</td><td>\$ 3,180.00</td></tr><tr><td>Honiara Town Council</td><td>-</td><td>\$ 1,500.00</td></tr></table>	Malaita	-	\$29,000.00	Western	-	\$23,500.00	Guadalcanal	-	\$12,000.00	Makira	-	\$12,000.00	Isabel	-	\$ 7,000.00	Central Islands	-	\$ 5,872.31	Renbel	-	\$ 4,788.00	Temotu	-	\$ 3,180.00	Honiara Town Council	-	\$ 1,500.00
Malaita	-	\$29,000.00																										
Western	-	\$23,500.00																										
Guadalcanal	-	\$12,000.00																										
Makira	-	\$12,000.00																										
Isabel	-	\$ 7,000.00																										
Central Islands	-	\$ 5,872.31																										
Renbel	-	\$ 4,788.00																										
Temotu	-	\$ 3,180.00																										
Honiara Town Council	-	\$ 1,500.00																										
Curriculum	<ul style="list-style-type: none">• Inspectors out in the provinces were involved in the in-service training of the NguzuNguzu materials developed under PEDP.																											

Staffing:

Out of the 13 existing staff remaining, three (3) retired in May 2002 leaving 10 at post. No change of posting, most remained in their respective location. The approved two additional senior school inspectors are in the process for appointment. One for Central Islands and the other for Southern Region of Malaita. The other vacant posts will be discussed in the Divisional meeting in 2003 before roving officers are allocated for the vacant regions.

Constraints

The usual finance problem continues, added with lack of office equipment such as computer and office stationeries coupled with the increase in high rates of hiring vehicles and OBM/Canoes at various places had affected the performance of the Unit. The current location of the division is not healthy with poor ventilation and no air-condition.

School Related issues

Teacher absenteeism continues to go out of control in primary and some secondary schools. This is due to banking facilities not being accessible.

• Supervision

Professional supervision is lacking on the part of Head Teachers and Principals especially in providing assistance to probationers and untrained teachers and those on trial promotion.

• School in-service

The supervisory teams at schools show total negligence to plan and arrange in-service during school breaks. Moreover those on responsibility posts alone lack management skills contributing to poor school administration and in some cases selection of responsibility post holders are not always based on the evidence of proper management skills.

- **Posting**

It is evidential that some education authorities have had no proper posting for their teachers. No control over teachers posting themselves to schools they prefer. Teachers on ‘acting’ and ‘trial’ remain confused over the terms.

- **Filing System at School level**

Important school records are poorly kept and not given attention – eg. Attendance Register, admission register and test records. This makes it difficult to have access to information.

- **Teachers conduct, dress and appearance**

It is very disappointing to see teachers appear in schools poorly dressed and groomed and untidy.

Recommendation:

- A computer, for the inspectorate office is of great urgency.
- Government negotiates with commercial banks for alternate banking services to assist teachers in rural areas to minimize absenteeism.
- Induction to be conducted for newly appointed responsibility post holders as well as those untrained teachers for primary and secondary teachers on their roles and the teacher ethics.
- That a system be in place for acquittals especially with project funds. Experience has shown that further delays for total acquittals have resulted in the officers get away with large sums of money not acquitted. Also the next trench has not been forthcoming resulting in the Ministry not accomplishing its plans/programs.
- Some strong reminders in circulars are needed for proper dress and appearance for uplifting professional standards.
- A ministerial calendar showing deadlines for important information so that all divisions know to avoid any overlapping and cost cutting.

The NESU, which denotes the above title, provides professional and technical advice to the Minister through the Permanent Secretary on issues pertaining to the National Examinations, Standards, Selection Procedures and the Progression of students from the three exit points in the education system in which national examinations were administered. The NESU also advises on new developmental approaches or policies in examination and assessment taken.

Division Objectives

- Administer three National examinations namely SISE at grade 6, SIF3 at Form 3 and the SISC at Form 5.
- Monitor educational standards through the conduct of national examinations and other assessment devices/programs.
- Administer the promotion of students based on the selection procedures guided by the Legal Notice 9.
- Grant certification and approval for repeat and transfers.

Activities and Outcomes

Activities	Outcomes																
SISE Examinations-Std 6	<ul style="list-style-type: none">Three SISE Examiners were identified and executed the Examiners' Instrument accordingly.The drafts of SISE examination papers were received rather very late by NESU.The Moderators were identified and the moderation on the three SISE examination papers was executed.The three SISE examination namely, English, Maths and General Paper were administered for more than 7,000 SISE cohorts. The initial number registered was 7,831. The actual number of candidates that sat the English exam was 7,270, Maths 7272 and GP 7,259.The raw mean and standard deviation were as follows:																
Report Guidelines:																	
1. Which questions if any proved to be too easy or too difficult for the candidates?																	
2. Which questions if any proved to be?																	
3. In which areas did the candidates show particular strengths and weaknesses in this examination?	<table><tr><td></td><td><u>Mean</u></td><td><u>Std Dev.</u></td><td></td></tr><tr><td>English</td><td>42.5</td><td>12.5</td><td>English exam was rather easy and less</td></tr><tr><td>Maths</td><td>37.0</td><td>16.6</td><td>discriminative compared with the rest. Although</td></tr><tr><td>GP</td><td>36.7</td><td>14.0</td><td>the GP appeared slightly difficult than the Maths, the Maths has a bigger spread and more discriminating than the GP.</td></tr></table>		<u>Mean</u>	<u>Std Dev.</u>		English	42.5	12.5	English exam was rather easy and less	Maths	37.0	16.6	discriminative compared with the rest. Although	GP	36.7	14.0	the GP appeared slightly difficult than the Maths, the Maths has a bigger spread and more discriminating than the GP.
	<u>Mean</u>	<u>Std Dev.</u>															
English	42.5	12.5	English exam was rather easy and less														
Maths	37.0	16.6	discriminative compared with the rest. Although														
GP	36.7	14.0	the GP appeared slightly difficult than the Maths, the Maths has a bigger spread and more discriminating than the GP.														
4. Additional comments concerning the candidates performance																	
5. In your opinion was the performance of the candidates affected by the quality of the production of the examination? (diagram,, layout, photos or quality of printing)	<ul style="list-style-type: none">The markers for each subject were contracted and supervised by the Chief Marker. The contractual marking was found to be very efficient, reliable and effective. It took an average of 10 days to complete the marking compared to 50 days or more in the old system.The script marking had saved the cost by more than 50% compared to the hourly rate. The rate was \$3/script. The amount spent on English - \$44,138.00, Math - \$44,102, and GP - \$43,517The Chief markers had produced comprehensive reports for each subject on both the marking scheme and the actual examination paper.The guideline questionnaires were given to each chief marker to base their report writing upon. See opposite column, Page 1. The quality of printing by the Pacific Printers Press was very good and there was no evidence of leakages, so far this was a history in all the past years. The printers were diligent and enabled to be on target with NESU time frame.The dissemination of all exams to the 10 provinces and about more than 500 primary schools was on schedule.Total male students placed at Form 1 were 3,139 compared to 2,653 females.There were 5,792 placed out of 7,831 that initially registered. This has given about 74% access to Form 1. The numerical base was rather smaller this year compared to 8226 in 2001, hence this had caused the access rate to be rather high.<u>The access rate of 70%</u> would appear more correct for 2002.Approximately, the difference of 5% of the total number of students this year that did not register compared to 2001.This significant drop may have caused by the closure of most Guadalcanal primary schools due to the effect of the ethnic tension coupled with the civil actions taken by the SINTA members in 2002.																
6. Which questions if any was invalidated as a result of any error on the paper?																	
7. In your opinion, was the exams set and administered according with the exams regulations?																	
8. Was the amount of time adequate?																	
9. Did the papers reflect a good coverage of the syllabus?																	
10. Did the mark allocation (weighting) reflect																	

<p><i>the relative importance of topics? Did the paper make use of the wide range of exams question types?</i></p> <p>11. <i>The actual no. of cand. sat, the highest–lowest mark & total mark.</i></p> <p>12. <i>General comments.....</i></p>																																				
<p>SIF3 EXAMINATION</p>	<ul style="list-style-type: none">Approximately 5,000 SIF3 registration forms were sent to about 110 form 3 secondary schools in the 10 provinces.The revised Form 4 Application forms including the choices were sent with examination papers in order to reduce the postal cost.The initial number of students that registered was 4,596. The breakdown was as follows: <table><tr><td>Female</td><td>Male</td><td>Others</td><td>Total</td></tr><tr><td>1970</td><td>2597</td><td>29</td><td>4596</td></tr></table>Subject enrollment for English and Maths: <table><tr><td>Subject</td><td>Female</td><td>Male</td><td>others</td><td>DNS</td></tr><tr><td>English</td><td>1970</td><td>2597</td><td>29</td><td>401</td></tr><tr><td>Maths</td><td>1970</td><td>2597</td><td>29</td><td>407</td></tr></table>Two subject examiners were identified and executed the exam setting agreement.Two subject moderators were identified and the moderation of the English and Maths were executed accordingly. Again as in SISE, the drafts were received by NESU very late.The Mean and Standard Deviation were as follows: <table><tr><td>Subject</td><td>Mean</td><td>SD</td><td>No.</td></tr><tr><td>English</td><td>59.6</td><td>13.9</td><td>4195</td></tr><tr><td>Maths</td><td>41.8</td><td>16.1</td><td>4189</td></tr></table> <p>Again English was an easier paper than Maths and also less discriminating than Maths.</p> <ul style="list-style-type: none">The SIF3 subject markers contract was done and executed by the respective markers accordingly. The rate per script was \$5.00. Again as in SISE, the contractual marking was found very effective, efficient and less costly. It took an average of 12 days to complete the marking that also included the second marking and check.The costs for marking SIF3 was \$44,164.00The same guideline for report writing was given to the SIF3 Chief markers. The reports were written professionally and highlight the key issues.The sitting of SIF3 was on schedule for about 110 Form 3 secondary schools to all ten provinces of which SIF3 was administered.Total male students placed at Form 4 were 1,564 and 1,195 females.There were approximately 2,759 placed out of that initially registered 4,596.The <u>access rate for 2002 was 60%.</u>A significant increase of about 6% in the SIF3 enrollment compared to 2001 reveals an increase in the number of Form 3 secondary schools in the country.	Female	Male	Others	Total	1970	2597	29	4596	Subject	Female	Male	others	DNS	English	1970	2597	29	401	Maths	1970	2597	29	407	Subject	Mean	SD	No.	English	59.6	13.9	4195	Maths	41.8	16.1	4189
Female	Male	Others	Total																																	
1970	2597	29	4596																																	
Subject	Female	Male	others	DNS																																
English	1970	2597	29	401																																
Maths	1970	2597	29	407																																
Subject	Mean	SD	No.																																	
English	59.6	13.9	4195																																	
Maths	41.8	16.1	4189																																	

SISC – FORM 5	<ul style="list-style-type: none">The execution of the examiners and moderators agreement were done for the four core subjects, English, Maths, Science and Social Studies and the electives such as Agriculture, Business Studies, Home Economics, Industrial Arts and the New Testament Studies.More than 2,000 SISC registration forms were revised and sent to 39 Form 5 Secondary Schools in the country.The number registered was 2,250 students.The Chief markers and the Markers contracts were made and executed by the respective subject markers. The contract includes the rate of \$5/script and terms/conditions required of the above-mentioned parties.Subject Enrollment: <table><tr><th><u>Eng</u></th><th><u>Maths</u></th><th><u>Scie</u></th><th><u>Soc</u></th><th><u>Agric</u></th><th><u>Bus.</u></th><th><u>H.Econ</u></th><th><u>Ind/Art</u></th><th><u>NTS</u></th></tr><tr><td>2250</td><td>2250</td><td>2250</td><td>2250</td><td>1029</td><td>1391</td><td>435</td><td>435</td><td>1667</td></tr><tr><td>*306</td><td>*307</td><td>*306</td><td>*306</td><td>*150</td><td>*194</td><td>*34</td><td>*42</td><td>*175</td></tr></table> <p>* Did Not Sit</p> <ul style="list-style-type: none">The students who did not sit the subject SISC may have resulted from the civil actions taken by SINTA.Raw mean and Standard Deviation <table><tr><th>Subject</th><th>Mean</th><th>SD</th><th>No</th></tr><tr><td>English</td><td>40</td><td>9.8</td><td>2244</td></tr><tr><td>Maths</td><td>25.8</td><td>16.8</td><td>2243</td></tr><tr><td>Science</td><td>26.3</td><td>12.4</td><td>2244</td></tr><tr><td>Social Studies</td><td>47.7</td><td>15.7</td><td>2244</td></tr><tr><td>Agriculture</td><td>36.9</td><td>12.8</td><td>879</td></tr><tr><td>Business Stud.</td><td>39.2</td><td>12.3</td><td>1197</td></tr><tr><td>Home Econ</td><td>31.4</td><td>11.5</td><td>401</td></tr><tr><td>Industrial Art</td><td>38.1</td><td>19.1</td><td>393</td></tr><tr><td>NTS</td><td>57.5</td><td>14.3</td><td>1492</td></tr></table> <p>The Science and Maths have shown to be relatively difficult compared to the rest of the subjects. Although the Social Studies have shown to be relatively easier compared to the three core subjects, the spread of 15.7 revealed a good discrimination. The Maths proved to be a difficult paper but discriminates well. The mean for the core subjects except for the subject Social Studies floats around the 40 and 20's.</p> <ul style="list-style-type: none">The contractual marking was again found to be very efficient and less costly compared to the hourly rate. The current marking strategy has enabled to cut the cost of transport, accommodation, subsistence allowance etc. It was discovered in the old system that teachers who came from the provinces often utilized their time going about their personal interest instead of marking the examinations. Therefore, the current marking strategy should again be encouraged this year.The total cost of marking was <u>\$49,719.50</u>	<u>Eng</u>	<u>Maths</u>	<u>Scie</u>	<u>Soc</u>	<u>Agric</u>	<u>Bus.</u>	<u>H.Econ</u>	<u>Ind/Art</u>	<u>NTS</u>	2250	2250	2250	2250	1029	1391	435	435	1667	*306	*307	*306	*306	*150	*194	*34	*42	*175	Subject	Mean	SD	No	English	40	9.8	2244	Maths	25.8	16.8	2243	Science	26.3	12.4	2244	Social Studies	47.7	15.7	2244	Agriculture	36.9	12.8	879	Business Stud.	39.2	12.3	1197	Home Econ	31.4	11.5	401	Industrial Art	38.1	19.1	393	NTS	57.5	14.3	1492
<u>Eng</u>	<u>Maths</u>	<u>Scie</u>	<u>Soc</u>	<u>Agric</u>	<u>Bus.</u>	<u>H.Econ</u>	<u>Ind/Art</u>	<u>NTS</u>																																																												
2250	2250	2250	2250	1029	1391	435	435	1667																																																												
*306	*307	*306	*306	*150	*194	*34	*42	*175																																																												
Subject	Mean	SD	No																																																																	
English	40	9.8	2244																																																																	
Maths	25.8	16.8	2243																																																																	
Science	26.3	12.4	2244																																																																	
Social Studies	47.7	15.7	2244																																																																	
Agriculture	36.9	12.8	879																																																																	
Business Stud.	39.2	12.3	1197																																																																	
Home Econ	31.4	11.5	401																																																																	
Industrial Art	38.1	19.1	393																																																																	
NTS	57.5	14.3	1492																																																																	
	<ul style="list-style-type: none">The same guideline for report writing was given to the SISC Chief markers. The reports were written professionally and highlighted the key issues.The sitting of SISC was on schedule for about 39 Form 5 secondary schools to all ten provinces of which it was administered.The total number of secondary schools with Form 6 was 14 with the inclusion of the three newly established F6's namely; St. Nicholas, Choiseul Bay and Vonunu.Total male students placed at Form 6 were about 317 and 183 females. These figures may change from time to times depending on the places available in the schools.There were approximately 500 placed out of that initially registered.The <u>access rate</u> for 2002 was <u>22%</u>																																																																			
Form 6/7	<ul style="list-style-type: none">The total number of Form 7 was three namely; King George with Science/Art discipline, Waimapuru with only Art and Betikama with Science.The selection for Form 7 placement was done for the above schools was as follows: KGVI Science = 53 KGVI Art= 34 Betikama Scie = 20 Waimapuru Art= 19																																																																			

GENERAL ADMINISTRATION

- REVENUE

I)	ROC	=	\$853,691.04
II)	NZ	=	\$380,000.00
III)	Japanese	=	<u>\$298,794.74</u>
Total		=	<u>\$758,794.74</u>

- EXPENDITURE

- (i) PRINTING COSTS.

SISE	=	\$227,440.00
SIF3	=	\$ 66,013.00
SISC	=	<u>\$113,750.00</u>
Total	=	<u>\$407,203.00</u>

- (ii) MARKERS

SISE	=	\$131,757.00
SIF3	=	\$ 44,164.00
SISC	=	<u>\$ 49,719.50</u>
Total	=	<u>\$225,640.50</u>

- (iii) TRANSPORT

HIRING	=	\$30,750.00
<u>PROVINCIAL GRANTS</u>		
		<u>\$100,000.00</u>

- (iv) FREIGHTS

		\$25,000.00
--	--	-------------

- The estimated total expenditure was about \$900,000.00+

CONSTRAINTS

- **NESU STAFFING**

This unit is currently under staffed with only two professional officers and the secretary. Apparently, there is an urgent need for an additional recruitment to fill in the additional Chief Post (Standards) and one Admin. Officer. I strongly recommend in the NESU establishment that we have one Director, two Chief posts (one for Examination and the other for Standards/Assessment) and one AAO exams. It is imperative and crucial for the recruitment of the Chief post –standards to be urgently addressed in order to facilitate and carry out the activities concerning the educational standards, school based assessment, and other assessment devices required and specified in the Education Strategic Plan 2002-2004

- **RECURRENT BUDGET**

The recurrent amount of \$600,000.00 per annum is inadequate to meet NESU operational costs. In reality, these are only figures with no cash values. It is recommended that examination fees be collected by the Ministry of Education to meet the operational costs and other examination expenditures. The NESU work program will still needs to be projectised for this year, 2003.

- **TRANSPORT**

It is highly essential that there be transport made available for NESU during its operation. Becoming immobile will only result in the ineffective implementation of the Work Program. We have to be mindful of the fact that NESU is strictly on the time schedule – that examinations to be sat on this date must eventuate. Failing to comply with the examination

regulations will only result in the invalidation of examinations. This can be very costly and time consuming.

- **INDEPENDENT INVIGILATORS**

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

- **OFFICE FACILITIES**

Quality Assurance cannot be achieved without proper supporting facilities. There is a need of 1 only photocopying machine, 1 only scanner needed for quality examination paper, 2 computers and 1 only matrix printer needed for printing out examination results.

NON-FORMAL AND VOCATIONAL EDUCATION

Division Objectives:

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

- Facilitate quality control and management of Community/Non Formal Education Division within the Ministry of Education (MOE) and in the Province.
- Further strengthen to facilitate Community Non Formal Vocational Education and Training Division so as to ensure effective coordination of Vocational Rural Training and Literacy efforts for the out of school populace including women, out of school youths and special schools.
- Facilitate NFE/VET to ensure effective coordination on the upgrading of Vocational Rural Training Centres with solid integration involving Solomon Islands Association of Rural Training Centres (SIARTCs), churches and other stakeholders.
- To ensure deliberating on the strategy Education Plan for 2002-2004 in accordance with the required mechanisms and the plan of action that will fall into the implementation of that Education Plan 2002-2004.
- Maintain coordination in literacy program with other stakeholders and providers regionally and nationally.

Activities and Outcomes

Total Number of RTCs in 2002	35 RTCs
	-23 residential RTCs
	-15 co-educational RTCs
	-3 male only RTCs and 3 Female only RTcs
	12 Village based centres
Enrolment in 2002	800 male
	460 female
Projects	Programmes funded under EU <ul style="list-style-type: none">▪ Curriculum▪ Workshops▪ Materials/equipment
Training Programmes	Adult Learning and Training Programmes (AllTP) –3 blocks
	A one-year Teacher Training programme at Vanga

Constraints

- Vocational Rural Training Centres and Community Based Training Centres grants have never been forthcoming for the last four (4) years 1999 – 2002.
- Provincial Community Education grants to CE-sector has never been also available since 1999-2002 as well.
- NFE-Division decent office space. – relocate or renovated for security purposes for that matter. (This has been a long standing issue).
- NFE-Division staff cannot tour/visit VRTC – CBTC and VBEP due to lack of funds. These visits must be done this year 2003 if possible.
- A computer/photocopier are very essential commodities and a requirement to:
 - deal with data and returns statistics information gathered especially attendance returns.
 - continuously update information in terms of aspects regarding all levels of NFE stakeholders and providers and what programmes is available and are being provided.

Recommendation:

- Verification of NFE Policy by government to mandate the NF/VET Division to function efficiently and effectively (has to be included in the current Education Act).
- Ministry of Education or the Government for that matter to give assistance (financially) to SIARTCs as the government's commitment whereby will sustain SIARTCs in its numerous deliberations in mandating the EU project for the continuous enhancement of VRTCs and also after when the EU/Project has made a complete exit.
- If possible a Technical Assistance with expertise under some kind of bilateral arrangement to work within NF/VET and SIARTCs as well as with other stakeholders and providers – hence the implementing of the Strategy Education Plan 2002-2004.
- A team of expertise to work and review the current NFE Policy in order to finalise a NFE-Policy.

ACCOUNTS DIVISION

Division Objectives

This Division plays a very important role in keeping account of budgetary allocations for education under two main headings – the development budget and the recurrent budget. Development funds disbursed under special accounts are accounted under respective Divisions and the rest is accounted for under General accounts. In fact, the special accounts are also under the overall supervision of the Financial Controller. In particular the objectives of the Accounts Division are:

- To prepare, manage and monitor annual budgets of the Ministry of Education.
- To provide an efficient and effective accounting system in the Ministry of Education for services and goods rendered to the Ministry as approved by the Permanent secretary
- Assisting with audit requirements and accounting for all education grants in accordance with the Education Act, 1978.
- Providing up to date financial reports on the budget to Permanent Secretary and Heads of Division.

Activities and Outcomes

1. Recurrent Revenue Income

The total approved Budget for Revenue Income was \$2,433,500.00. Stated below is a list showing actual revenue being collected by each division under their respective budget allocations.

<u>Division</u>	<u>Details</u>	<u>Budget</u>	<u>Actual</u> <u>Collection</u>	<u>Balance</u>	<u>Remarks</u>
Headquarters and Administration	Research fees	5,000	2,450	2,550	Under budget
	Exam fees	150,000	143,860	6,140	Under budget
	NTU forms.	5,000	745	4,255	Under budget
Curriculum	PEDP Grants Dev. Unit	1,500,000	-	1,500,000	Exp. incurred under PEDP ANZ Account
	Educ. Materials	15,000	-	15,000	Under budget
National Library	Fees and charges	2,000	-	2,000	Under budget
KGVI School	School fees	430,000	370,810	59,190	Under budget
Waimapuru	School fees	326,500	75,694	250,806	Under budget
Totals:		2,433,500	593,559	1,839,941	Under budget

The figures were obtained from records and have indicated that only 24.39% of the total Revenue income budget was collected and 75.61% has never been collected or in other words

only \$593,559.00 of the \$2,433,500.00 budget was collected and \$1,839,941.00 has never been collected. This is due to the following reasons:

- Most students did not complete their school fees to King George VI and Waimapuru National Secondary Schools.
- Most Primary and Secondary Schools either did not pay at all or did not complete their respective SISE and SISC examination fees.
- The PEDP Grants of \$1,500,000 was a non-revenue income item although approved and appeared as a Revenue Income under the Curriculum Development Unit. The expenditure of this grant actually done under the PEDP Cheque Account with ANZ Bank.

2. Recurrent Expenditure

The total approved estimate for Recurrent Budget was \$56,000,000 which comprised of \$38,000,000 for payroll and \$18,000,000.00 for other charges.

Stated below is a list showing actual expenditures incurred by each division under their respective budget allocations.

<u>Division</u>	<u>Details</u>	<u>Budget</u>	<u>Expenditure</u>	<u>Actual Balance</u>	<u>Remarks</u>
Headquarters and Administration	Payroll	1,651,806	1,909,780	(257,974)	Over budget
	Other Charges	6,596,232	235,266	6,360,966	Under budget
Curriculum Dev. Unit	Payroll	240,001	320,471	(8,470)	Over budget
	Other Charges	1,363,000	6,490	1,356,510	Under budget
National Library	Payroll	162,869	171,084	(8,215)	Over budget
	Other Charges	111,000	3,882	107,118	Under budget
Teaching Service Salaries	Payroll	34,377,698	50,852,452	(16,474,754)	Over budget
Education Services	Grants	8,050,068	273,334	7,776,734	Under budget
KGVI School	Payroll	906,593	611,775	294,818	Under budget
	Other Charges	1,018,200	388,975	629,225	Under budget
Waimapuru School	Payroll	661,033	439,306	221,727	Under budget
	Other Charges	861,500	394,434	467,066	Under budget
Totals		56,000,000	55,607,249	392,751	Under budget

The figures were obtained from Records and indicated the total budget allocation for payroll was very excessively overspent by a total sum of \$16,304,868.00. The over-expenditures incurred under the payroll items for Headquarters and Administration, Curriculum Development Unit, National Library and the most from Teaching Service Salaries.

While the budget allocation for payroll was excessively overspent, the total budget allocation for OTHER CHARGES on the other hand was under spent by \$16,697,619.00.

The general observation as indicated by these figures shows most of the services due to the Schools, Institutions and the public in terms of fees and grants under OTHER CHARGES have never been paid. It would appear the total amount recorded as under spent under other charges may internally seem to offset the amount being overspent on Payroll.

3. Development Expenditure

The Development Budget provides the most significant support in terms of funding to short and long-term programmes in the development of Education in Solomon Island through the Ministry of Education.

In 2002 there were a total of 17 projects on development of Education, all of which were funded by various overseas Aid Donors except the S.I. Training and Education Awards Scheme Project – 4413 which was funded by SIG. The total approved amount for Development Budget for 2002 was \$77,540,000, which comprised of \$76,900,000 in cash and \$640,000 non-cash.

The expenditures of funds from most Projects were done through special arrangements agreed on between this ministry with the ministry of finance under which special Bank Accounts were kept and maintained. The expenditures of funds under such Accounts to be reported on separately by respective Divisions in consultation with the Account Division.

As mentioned earlier on the only project being funded by SIG was SI Training and Education Awards Scheme Project for \$10,000,000. Due to the National Economic crises, which placed heavy constraints on Government finance, this allocation has never been used but according to record only an amount of \$62,298 was used.

Constraints

The figures obtained from records as shown above indicate that, under the Recurrent Budget the total expenditures on payroll exceed the approved budget allocations while the requests for release of grants, fees and for other services under OTHER CHARGES have never been materialized.

Similarly to the Development Budget, there were hardly any expenditure incurred particularly through the Government System. The financing of Education was maintained only through the support from various Aid Donors through special funding arrangements.

GENERAL ADMINISTRATION AND PERSONNEL

Divisional Objectives:

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

- To provide effective and efficient personnel and salary functions for Public Service (HQ) staff,
- To carry out recruitment and contract administrative for local and expatriates officers,
- To monitor, review, maintain records for the Ministry's organizational structure, master positions register and manpower establishment ceiling.
- To provide efficient, logistical support services, including secretarial, clerical, transport, supply, mailing and registry of files.

Staffing of Administration:

1 Chief Administrative Officer
1 Senior Administrative Officer
1 Registry Clerk
2 Typists
2 Cleaners

Activities and Outcome:

Activities:	Outcomes
<u>Personal</u>	
Annual leave	2002 annual leave was fully utilized.
Disciplinary matters	Termination – 4 cases Appeals – 2 cases
Accommodation/Housing	A lot of officers are without accommodation due to current freeze on the OPEN MARKET housing scheme and the non-availability of Government quarters.
Increments	No increment was awarded due to the freeze on all increments that was effected in 1999 is still enforced.

Promotion	No promotions were awarded after the cabinet paper to freeze all promotions in April.
Charge, Responsibilities And Acting Allowances	No allowance was awarded as of April because of the above cabinet paper.
Payrolls	The total estimated payroll for the whole year was over 4 million but by the end of the year, the actual payroll expenditure was
Payroll Adjustment	The retrenchment exercise by PMO office carried out in April has forced the Ministry to cut some posts to meet their aim to reduce the payroll of \$190m to \$120m. 6 posts were cut to adjust our payroll to the standard required by PMO office.
Administration Activities	
Career development and career Path planning – In-service training	3 officers were sent on in-service training overseas. A three-year training proposal for all Ministerial staff was compiled to be effective as of 2003. The funding agent EU STABEX 99 is still on suspension and therefore the implementation of the programme could not materialize
Recruitments - Expatriate- Local	3 expatriates were recruited for Waimapuru school. 10 local staff was recruited last year for KGVI and Waimapuru school.
Contracts - Expatriate - Local	3 contracts for Waimapuru. School. One local contract between the office and Mrs. Wale was terminated.
Fixed term appointments FTA	15 officers were engaged on FTA To various divisions of the Ministry on a one and two Year basis.
Resignations	None-
Organization methods and manpower Organisation charts	Reorganization of the Minis trials Structure is still in progress
Restructure/Reviews	Latest Restructure and review was in April. 6 line posts were eliminated.

Equipment	No equipment bought.
Maintenance and updating of Establishment	Establishment updated in September.
Total posts	220
Logistic	
Telephone bills	All telephones were suspended early during the year due to financial difficulty. Only the Ministers and the PS's lines were opened.
Electricity charges	At the end of the year, the Ministry's bill was in arrears.
Rents	Rents for office space was still outstanding by the end of the year.
Ministerial mail – incoming and outgoing	Ministerial mailing was suspended from February to September due to non- payment of all Government postal services. This has of course affected the flow of correspondences in and out of the office.
Typing services Incoming and outgoing faxes	Typing services was not up to standard due to the only computer in the typing pool was often malfunctioned. One fax machine was available.

Constrains:

The Administration division has come across the following as some of the constrains experienced during the year:

Finance

a) Annual leaves entitlements.

The biggest issue experienced was the non- payment of all officers' annual leave traveling expenses and sea-fare entitlements. There was no payment made to officers during the year.

b) Stationeries

Because of the financial difficulties, the supply of stationeries was not constant and at times not available thus often slowed some of the urgent and important duties. The

Registry was without envelope for the whole of the year while the typing pool has always experienced toner and inadequate printing papers.

c) Salaries.

Salary was always paid in late and this has caused a lot of disturbance on the work performance and morale of staff. The admin. Office has experienced difficulty in controlling staff when absenteeism was regular due to non-payment of salary.

d) Equipment.

A new computer for the typing pool and for the CAO office would be an advantage. A photocopier for the HQ use should solve the office photocopying needs.

2) Manpower.

Although the admin. Office deals mainly with routine duties, they are always in bulk and therefore usually take up time. An additional Admin. Officer should ease this hassle. The same applies to the registry. The amount of correspondences that the office receives is quite bulking as well.

3) Office Space.

The current set up is not conducive. The CAO should be allocated a separate office because of its status. Officers coming to see the CAO or SAO are always not free to express themselves.

NATIONAL LIBRARY SERVICES

Division Objectives

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

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

Structure of the National Library Service

Main Sections

- i. Administration/Management
- ii. Libraries Advisory Section
 - Special, Provincial, School, Community and Public libraries advisory unit
 - Readers/User Collection
 - Solomon Islands Collection
 - Central Reference Collection
- iii. Technical Services Section
 - Acquisitions Unit
 - Cataloguing & Classification Unit

Activities and Outcomes

Activities	Outcomes
Number of people served in the Solomon Islands Collection	350 clients
Number of people served in the Central Reference Collection	2,052 clients
Redundancy	2 officers made redundant
Resignation	1 officer resigned to join Kohimarama
Cataloguing	A total of 367 books were accessioned, catalogue and classified
Attachment and training	<ul style="list-style-type: none"> ▪ Libraries Advisory Section supervised and tutored librarians on attachment and training ▪ 2 librarians from Honiara Public attended

Constraints

- The financial difficulties faced by the Treasury , Ministry of Finance, resulted in the Library Service not being able to
 - order books,
 - order Stationaries
 - order furniture
 - subscribe periodical
- The Library was vandalized during and after the tension resulting damages to the windows. These were not able to be repaired due to finance difficulties
- Shortage of manpower and finance had hindered Library services to be effectively and efficiently delivered to the schools, provinces and the public.

NATIONAL TRAINING UNIT

Division Objectives

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

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

Activities and Outcomes

Activities	Outcomes
Number of scholarships in 2002	233
New scholarships approved in 2002 for 2003	96 pre-service
	35 in-service
Scholarships terminated	A total of 33 scholarships were terminated in 2002 on academic grounds
Scholarships suspended	6 scholarships suspended on poor academic performance
SIG CONTRIBUTION TO USP	SBD1, 471,041.88
Pocket Allowances paid	SBD
Tuition Fees paid	
PNG Institutions	SBD664, 204
Fiji Institutions	SBD90, 997
Emalus Campus	
Alafua Campus	SBD 54,685
SI USP Centre	SBD244, 629.34
Return airfares paid	SBD 132,589.08
Number of graduates at end of 2002	33 graduates

Constraints

- Due to the financial crisis faced by the government, SIG funded students faced a lot of problems on finance in regards to allowances, tuitions and accommodation. This could also affect the performance of students.
- Uncontrolled offering of scholarships by the Prime Minister's office means more students and more financial burden to SIG.
- Communication and regular contacts with students was not efficient due to non-availability of telephone line in the Unit or email, which is cheaper.

ANNEXES AND DATA TABLES

Table 2: Primary Enrolments by Province by Gender

Province	Boys	Girls	Total	%F
Central	2,457	2,120	4,577	46
Choiseul	2,371	2,171	4,542	48
Guadalcanal	7,173	6,416	13,589	47
Honiara	3,607	3,102	6,709	46
Isabel	2,220	2,046	4,266	48
Makira/Ulawa	4,069	3,591	7,660	47
Malaita	12,786	10,569	23,355	45
Rennell/Bellona	351	330	681	48
Temotu	2,300	2,038	4,338	47
Western	6,510	6,103	12,613	48
Total	43,844	38,486	82,330	47

Source: Schools Returns 2001/2002
IPU, MET

Table 3: Secondary Enrolment by Province by Gender

Province	Boys	Girls	Total	%F
Central	312	234	546	43
Choiseul	471	470	941	50
Guadalcanal	1,704	1,127	2,831	40
Honiara	2,549	1,797	4,346	41
Isabel	732	609	1,341	45
Makira/Ulawa	1,419	1,007	2,426	42
Malaita	2,609	1,931	4,540	43
Rennell/Bellona	75	40	115	35
Temotu	492	362	854	42
Western	2,032	1,728	3,760	46
Total	12,395	9,305	21,700	43

Source: Schools Returns 2001/2002
IPU, MET

Table 4: Total Primary and Secondary enrolment

Grade	Boys	Girls	Total
Prep	8,277	7,773	16,050
Class 1	7,300	6,496	13,796
Class 2	6,582	5,752	12,334
Class 3	6,328	5,480	11,808
Class 4	5,810	4,864	10,674
Class 5	5,199	4,435	9,634
Class 6	4,388	3,886	8,274
Form 1	3,106	2,620	5,726
Form 2	3,031	2,432	5,463
Form 3	2,657	1,926	4,583
Form 4	1,739	1,180	2,919
Form 5	1,422	945	2,367
Form 6	380	174	554
Form 7	60	28	88
Total	56,279	40,218	96,497

Source: School Returns 2001/2002
IPU, MET

Table 5: Transition from Class 6 to Form 1

	Total Sat	Boys placed	Girls placed	Total Placed	Total Placed
1997	9040	2641	1732	4373	
1998	9201	2665	2075	4740	
1999	8662	2829	2319	5148	
2000	8992	2779	2172	4951	
2001	8226	3190	2715	5905	
2002	7831	3139	2653	5792	

Source: Examination data, National
Examinations & Standard Unit, MET

Exams	Year	Boys Placed	Girls Placed	Total Placed	Total Unplaced
SISE	1995				
	1997	2641	1732	4373	4667
	1998	2665	2075	4740	4461
	1999	2829	2319	5148	3514
	2000			4994	3998
	2001			0	0
	2002			0	0
SIF3	1995	675	425	1100	790
	1997	824	531	1355	1005
	1998	967	650	1617	1505
	1999			1865	1715
	2000			2375	1802
	2001			0	0
	2002			0	0
SISC	1995	144	72	216	572
	1997	190	98	288	772
	1998	210	118	328	863
	1999			339	934
	2000			316	1316
	2001			0	
	2002			0	

Source: Examination data, National Examinations & Standard Unit, MET

Table 7 : Primary Enrolments By Province By Gender By Age

<i>GendID</i>	<i>5yrs</i>	<i>6yrs</i>	<i>7yrs</i>	<i>8yrs</i>	<i>9yrs</i>	<i>10yrs</i>	<i>11yrs</i>	<i>12yrs</i>	<i>13yrs</i>	<i>14yrs</i>	<i>15yrs</i>	<i>Total</i>
<i>Central</i>												
Boys	76	181	231	293	280	338	278	299	279	151	51	2,457
Girls	80	169	208	222	278	275	250	255	236	99	48	2,120
<i>Totals</i>	156	350	439	515	558	613	528	554	515	250	99	4,577
<i>Choiseul</i>												
Boys	36	156	250	269	316	308	315	269	232	145	75	2,371
Girls	38	147	230	285	281	261	273	252	220	123	61	2,171
<i>Totals</i>	74	303	480	554	597	569	588	521	452	268	136	4,542
<i>Guadalcanal</i>												
Boys	256	563	801	896	877	908	702	753	695	481	241	7,173
Girls	251	570	702	861	793	742	606	709	600	403	179	6,416
<i>Totals</i>	507	1,133	1,503	1,757	1,670	1,650	1,308	1,462	1,295	884	420	13,589
<i>Honiara Town Council</i>												
Boys	131	322	416	418	442	497	449	426	300	153	53	3,607
Girls	127	309	367	369	383	396	369	356	284	117	25	3,102
<i>Totals</i>	258	631	783	787	825	893	818	782	584	270	78	6,709
<i>Isabel</i>												
Boys	69	198	293	255	266	256	232	271	221	121	38	2,220
Girls	50	169	290	276	230	260	189	249	203	96	34	2,046
<i>Totals</i>	119	367	583	531	496	516	421	520	424	217	72	4,266
<i>Makira & Ulawa</i>												
Boys	104	260	381	436	415	417	513	588	484	321	150	4,069
Girls	121	217	385	391	435	424	365	440	434	284	95	3,591
<i>Totals</i>	225	477	766	827	850	841	878	1,028	918	605	245	7,660
<i>Malaita</i>												
Boys	572	1,058	1,398	1,602	1,606	1,621	1,480	1,368	1,167	625	289	12,786
Girls	548	971	1,219	1,397	1,335	1,379	1,159	1,044	923	441	153	10,569
<i>Totals</i>	1,120	2,029	2,617	2,999	2,941	3,000	2,639	2,412	2,090	1,066	442	23,355
<i>Rennell & Bellona</i>												
Boys	16	33	50	43	33	39	46	34	29	14	14	351
Girls	20	48	32	41	42	36	23	37	29	17	5	330
<i>Totals</i>	36	81	82	84	75	75	69	71	58	31	19	681
<i>Temotu</i>												
Boys	79	142	232	296	285	286	235	293	263	139	50	2,300
Girls	55	185	221	239	258	239	212	255	197	136	41	2,038
<i>Totals</i>	134	327	453	535	543	525	447	548	460	275	91	4,338
<i>Western</i>												
Boys	125	380	574	749	873	844	795	808	760	457	145	6,510
Girls	101	394	622	732	777	683	744	737	730	411	172	6,103
<i>Totals</i>	226	774	1,196	1,481	1,650	1,527	1,539	1,545	1,490	868	317	12,613
<i>Grand Totals</i>	2,855	6,472	8,902	10,070	10,205	10,209	9,235	9,443	8,286	4,734	1,919	82,330

Source: Schools Return Information 2001/2002, IPU, MET

Table 8: Primary Enrolments By Province By Gender By Grade

		<i>Prep</i>	<i>Grade1</i>	<i>Grade2</i>	<i>Grade3</i>	<i>Grade4</i>	<i>Grade5</i>	<i>Grade6</i>	<i>Total</i>
<i>Central</i>									
	Boys	408	436	388	347	362	298	218	2,457
	Girls	377	357	337	325	278	251	195	2,120
	<i>Province Total</i>	785	793	725	672	640	549	413	4,577
<i>Choiseul</i>									
	Boys	454	360	357	338	326	275	261	2,371
	Girls	446	306	306	310	279	261	263	2,171
	<i>Province Total</i>	900	666	663	648	605	536	524	4,542
<i>Guadalcanal</i>									
	Boys	1,507	1,303	1,068	994	933	769	599	7,173
	Girls	1,416	1,167	965	873	795	669	531	6,416
	<i>Province Total</i>	2,923	2,470	2,033	1,867	1,728	1,438	1,130	13,589
<i>Honiara Town Council</i>									
	Boys	558	571	518	559	528	438	435	3,607
	Girls	516	460	441	469	429	371	416	3,102
	<i>Province Total</i>	1,074	1,031	959	1,028	957	809	851	6,709
<i>Isabel</i>									
	Boys	387	338	359	268	310	281	277	2,220
	Girls	365	324	303	229	307	256	262	2,046
	<i>Province Total</i>	752	662	662	497	617	537	539	4,266
<i>Makira & Ulawa</i>									
	Boys	729	689	497	580	561	522	491	4,069
	Girls	702	638	451	497	445	447	411	3,591
	<i>Province Total</i>	1,431	1,327	948	1,077	1,006	969	902	7,660
<i>Malaita</i>									
	Boys	2,799	2,084	1,914	1,834	1,587	1,430	1,138	12,786
	Girls	2,429	1,805	1,629	1,512	1,266	1,124	804	10,569
	<i>Province Total</i>	5,228	3,889	3,543	3,346	2,853	2,554	1,942	23,355
<i>Rennell & Bellona</i>									
	Boys	47	69	54	45	54	52	30	351
	Girls	60	53	51	48	47	40	31	330
	<i>Province Total</i>	107	122	105	93	101	92	61	681
<i>Temotu</i>									
	Boys	376	335	381	326	315	294	273	2,300
	Girls	356	325	312	278	273	250	244	2,038
	<i>Province Total</i>	732	660	693	604	588	544	517	4,338
<i>Western</i>									
	Boys	1,012	1,115	1,046	1,037	834	800	666	6,510
	Girls	906	1,061	957	939	745	766	729	6,103
	<i>Province Total</i>	1,918	2,176	2,003	1,976	1,579	1,566	1,395	12,613
	Grand Total	15,850	13,796	12,334	11,808	10,674	9,594	8,274	82,330

Source: Schools Return Information 2001/2002, IPU, MET

Table 9: Secondary Enrolments By Province By Gender By Form

		Form1	Form2	Form3	Form4	Form5	Form6	Form7	Total
Central	Boys	96	80	110	0	26	0	0	312
	Girls	84	57	73	0	20	0	0	234
	Total	180	137	183	0	46	0	0	546
Choiseul	Boys	131	126	112	57	45	0	0	471
	Girls	129	137	105	60	39	0	0	470
	Total	260	263	217	117	84	0	0	941
Guadalcanal	Boys	395	468	332	247	183	79	0	1,704
	Girls	315	366	199	116	93	38	0	1,127
	Total	710	834	531	363	276	117	0	2,831
Honiara Town Council	Boys	469	517	548	406	411	141	57	2,549
	Girls	444	408	367	276	250	35	17	1,797
	Total	913	925	915	682	661	176	74	4,346
Isabel	Boys	191	167	172	105	78	19	0	732
	Girls	163	170	140	71	50	15	0	609
	Total	354	337	312	176	128	34	0	1,341
Makira & Ulawa	Boys	352	317	284	206	179	78	3	1,419
	Girls	275	211	194	144	126	46	11	1,007
	Total	627	528	478	350	305	124	14	2,426
Malaita	Boys	810	706	544	311	219	19	0	2,609
	Girls	623	565	378	209	145	11	0	1,931
	Total	1,433	1,271	922	520	364	30	0	4,540
Rennell & Bellona	Boys	26	21	17	11	0	0	0	75
	Girls	19	10	10	1	0	0	0	40
	Total	45	31	27	12	0	0	0	115
Temotu	Boys	132	118	131	73	38	0	0	492
	Girls	92	94	98	54	24	0	0	362
	Total	224	212	229	127	62	0	0	854
Western	Boys	504	511	407	323	243	44	0	2,032
	Girls	476	414	362	249	198	29	0	1,728
	Total	980	925	769	572	441	73	0	3,760
Grand Total		5,726	5,463	4,583	2,919	2,367	554	88	21,700

Table 10: Education Recurrent Expenditures 1998-2002

Years	<u>Estimates</u>	<u>Actuals</u>	Source: Budget Estimates 1998-2002, Treasury, Ministry of Finance
1998	51,728,420	65,318,647	
1999	63,999,755	77,659,215	
2000	81,096,806	70,014,942	
2001	90,050,804	66,981,963	
2002	56,000,000	55,607,248	

Table 11: Education Recurrent Expenditures by category-2002

	<u>Estimates</u>	<u>Actuals</u>	Source: Budget Estimates 2002 Treasury, Ministry of Finance
Civil service salaries	3,622,302	3,452,416	
Operating & Admin Cost	2,868,000	271,268	
Teachers salaries	34,377,698	50,852,452	
Tertiary Education	5,202,232	0	
Schools grants	9,929,768	1,226,113	
<u>Total</u>	56,000,000	55,802,249	

Table 12: Education Budget for salaries (Civil & Teachers)

	<u>Estimates</u>	<u>Actuals</u>	Source: Budget Estimates 2002 Treasury, Ministry of Finance
Teachers (NSS)	1,488,713	2,761,133	
Teachers (PSS)	4,475,988	6,825,809	
Teachers (DJS)	6,012,997	9,538,085	
Provincial Primary	22,400,000	31,727,425	
KG VI school	906,593	576,543	
Waimapuru	661,033	397,170	
HQ/Library/CDC	2,054,676	2,478,703	
<u>Total</u>	38,000,000	54,304,868	

Table 13: Education Budget for School Grants

	<u>Estimates</u>	<u>Actuals</u>	Source: Budget Estimates 2002 Treasury, Ministry of Finance
Education General Fund	1,000,000		
Primary	2,057,500	52,704	
Provincial PSS & DJSS	3,647,568	0	
Church NSS and Private schools	1,145,000	0	
Waimapuru	861,500	394,434	
KGVI School	1,018,200	388,975	
Vocational	200,000	195,000	
<u>Total</u>	9,929,768	1,031,113	

ANNEX 1: SIG SCHOLARSHIPS 2002

Institution	Return	Tuition	Boarding	Meal	Pocket	Book	Student	Health	Airport		No. of	
	Airfare	Fees	Fee	Allow	Allowance	Allow	Ass/Fee	Fee	Tax	Sub-total	Students	Total
UPNG - WC	1,894	5,621	4,324	1,081	2,250	1,729	10	195	43	17,147	22	377,234
UPNG - TC	1,894	8,431	5,406	2,163	2,250	1,729	86	119	43	22,121	12	265,425
UNITECH	2,465	8,648	5,556		2,250	1,729	43	65	43	20,799	24	457,578
PAU	1,894	5,313	2,538		2,250	1,729	35		43	13,802	18	248,436
GU	2,806	9,512	6,053	7,437	2,250	1,729	14	109	43	29,953	9	269,577
DWU	2,663	11,242	4,436		2,250	1,729			43	22,363	1	22,363
MMC	2,663	18,170			2,250	1,729				24,812	1	24,812
USP - EC	2,369		19,429		5,767	3,605	175	375	72	31,792	20	635,840
USP - AC	4,997		14,106		4,782	1,434	159	212	80	25,770	2	51,540
USP - LC	3,510		3,106	9,059	3,036	1,786	143	191	48	20,879	234	4,885,686
USP - SI		415	5,600	5,400	1,518	893	50			13,876	17	235,892
FIT	3,510	8,002	6,602	7,145	3,036	1,786	14	143	48	30,286	9	272,574
FSM	3,510	36,675	5,501		3,036	1,786				50,508	8	404,064
FSB	3,510		11,908		3,036	1,786	119	119	48	20,526	2	41,052
SICHE:												
Bachelor Prog		6,180	1,670	2,330	1,000	600	160			11,940	12	143,280
Bed Prog		6,180	1,670	2,330	1,000	600	160			11,940	12	143,280
Diploma Prog		1,850	1,670	2,330	1,000	600	160			7,610	1	7,610
Cert Prog		1,200	1,670	2,330	1,000	600	160			6,960	-	0
FNSS		8,360	3,340	4,660	1,000	600	50			18,010	-	0
KGVI - F7		5,400	1,750		1,000	600	250			9,000	-	0
Others	12,500		12,358		18,538					43,396	3	130,188
Total	50,185	141,199	118,693	46,265	64,499	28,779	1,788	1,528	554	453,490	407	8,616,431

Source: National Training Unit (NTU), Ministry of Education

ANNEX 2: EU SECONDARY SCHOOL GRANT PROJECT DISBURSEMENTS

	Month	Actual Year to date	Budgeted Year to date	Annual	Amount Available	% Fund Available
REGION ONE						
HONIARA SCHOOLS						
Honiara High School PSS	\$0.00	\$124,400.00	\$311,000.00	\$311,000.00	\$186,600.00	60.00%
Koloale CHS	\$0.00	\$42,840.00	\$107,100.00	\$107,100.00	\$64,260.00	60.00%
Mbuavalle CHS	\$0.00	\$17,400.00	\$43,500.00	\$43,500.00	\$26,100.00	60.00%
Naha CHS	\$0.00	\$18,900.00	\$31,500.00	\$31,500.00	\$12,600.00	40.00%
Panatina CHS	\$0.00	\$65,070.00	\$72,300.00	\$72,300.00	\$7,230.00	10.00%
St John CHS	\$0.00	\$26,640.00	\$66,600.00	\$66,600.00	\$39,960.00	60.00%
Vura CHS	\$0.00	\$18,180.00	\$60,600.00	\$60,600.00	\$42,420.00	70.00%
White River CHS	\$0.00	\$50,610.00	\$72,300.00	\$72,300.00	\$21,690.00	30.00%
Mbokona CHS	\$0.00	\$3,600.00	\$12,000.00	\$12,000.00	\$8,400.00	70.00%
Zion Christian Academy	\$0.00	\$3,600.00	\$9,000.00	\$9,000.00	\$5,400.00	60.00%
Florence Young CHS	\$0.00	\$59,760.00	\$99,600.00	\$99,600.00	\$39,840.00	40.00%
Total HONIARA SCHOOLS	\$0.00	\$431,000.00	\$885,500.00	\$885,500.00	\$454,500.00	51.33%
GUADALCANAL PROVINCE						
Avu Avu PSS	\$0.00	\$88,800.00	\$111,000.00	\$111,000.00	\$22,200.00	20.00%
Babanakira CHS	\$0.00	\$9,450.00	\$18,900.00	\$18,900.00	\$9,450.00	50.00%
Kulu CHS	\$0.00	\$8,190.00	\$27,300.00	\$27,300.00	\$19,110.00	70.00%
Laloato CHS	\$0.00	\$0.00	\$19,500.00	\$19,500.00	\$19,500.00	100.00%
Makaruka CHS	\$0.00	\$8,550.00	\$28,500.00	\$28,500.00	\$19,950.00	70.00%
Nguvia CHS	\$0.00	\$14,280.00	\$35,700.00	\$35,700.00	\$21,420.00	60.00%
Mboeni CHS	\$0.00	\$6,240.00	\$15,600.00	\$15,600.00	\$9,360.00	60.00%
Ruavatu PSS	\$0.00	\$193,200.00	\$276,000.00	\$276,000.00	\$82,800.00	30.00%
Tangarare PSS	\$0.00	\$99,900.00	\$111,000.00	\$111,000.00	\$11,100.00	10.00%
Visale CHS	\$0.00	\$11,250.00	\$37,500.00	\$37,500.00	\$26,250.00	70.00%
Wanderer Bay CHS	\$0.00	\$2,880.00	\$9,600.00	\$9,600.00	\$6,720.00	70.00%
Potau CHS	\$0.00	\$23,100.00	\$33,000.00	\$33,000.00	\$9,900.00	30.00%
Selwyn College NSS	\$0.00	\$163,100.00	\$233,000.00	\$233,000.00	\$69,900.00	30.00%
St Joseph's Tenaru NSS	\$0.00	\$189,450.00	\$210,500.00	\$210,500.00	\$21,050.00	10.00%
Betikama NSS	\$0.00	\$102,000.00	\$170,000.00	\$170,000.00	\$68,000.00	40.00%
Burns Creek CHS	\$0.00	\$8,730.00	\$29,100.00	\$29,100.00	\$20,370.00	70.00%
Total GUADALCANAL PROVINCE	\$0.00	\$929,120.00	\$1,366,200.00	\$1,366,200.00	\$437,080.00	31.99%
MAKIRA/ULAWA PROVINCE						
Sogotiwa CHS	\$0.00	\$22,500.00	\$37,500.00	\$37,500.00	\$15,000.00	40.00%

Campbel CHS	\$0.00	\$67,440.00	\$84,300.00	\$84,300.00	\$16,860.00	20.00%
Pawa PSS	\$0.00	\$124,950.00	\$173,500.00	\$173,500.00	\$48,550.00	27.98%
Pirupiru CHS	\$0.00	\$17,160.00	\$42,900.00	\$42,900.00	\$25,740.00	60.00%
Ramah CHS	\$0.00	\$9,720.00	\$32,400.00	\$32,400.00	\$22,680.00	70.00%
Santa Ana CHS	\$0.00	\$18,270.00	\$60,900.00	\$60,900.00	\$42,630.00	70.00%
Tawaraha CHS	\$0.00	\$5,040.00	\$12,600.00	\$12,600.00	\$7,560.00	60.00%
Tawatana CHS	\$0.00	\$11,760.00	\$29,400.00	\$29,400.00	\$17,640.00	60.00%
Waimapuru NSS	\$0.00	\$280,350.00	\$311,500.00	\$311,500.00	\$31,150.00	10.00%
Pamua NSS	\$0.00	\$130,900.00	\$187,000.00	\$187,000.00	\$56,100.00	30.00%
Total MAKIRA/ULAWA PROVINCE	\$0.00	\$688,090.00	\$972,000.00	\$972,000.00	\$283,910.00	29.21%
TEMOTU PROVINCE						
Balipaa CHS	\$0.00	\$35,250.00	\$70,500.00	\$70,500.00	\$35,250.00	50.00%
Lata CHS	\$0.00	\$31,350.00	\$62,700.00	\$62,700.00	\$31,350.00	50.00%
Luesalemba PSS	\$0.00	\$97,000.00	\$194,000.00	\$194,000.00	\$97,000.00	50.00%
Total TEMOTU PROVINCE	\$0.00	\$163,600.00	\$327,200.00	\$327,200.00	\$163,600.00	50.00%
Total REGION ONE	\$0.00	\$2,211,810.00	\$3,550,900.00	\$3,550,900.00	\$1,339,090.00	37.71%
REGION TWO						
MALAITA PROVINCE						
Adaua PSS	\$0.00	\$0.00	\$261,000.00	\$261,000.00	\$261,000.00	100.00%
Aligegeo PSS	\$0.00	\$250,000.00	\$250,000.00	\$250,000.00	\$0.00	0.00%
Arabala CHS	\$0.00	\$25,920.00	\$32,400.00	\$32,400.00	\$6,480.00	20.00%
Arnon Atomea CHS	\$0.00	\$17,760.00	\$34,800.00	\$34,800.00	\$17,040.00	48.97%
Auki CHS	\$0.00	\$42,240.00	\$52,800.00	\$52,800.00	\$10,560.00	20.00%
Dala South CHS	\$0.00	\$41,760.00	\$52,200.00	\$52,200.00	\$10,440.00	20.00%
Faumamanu CHS	\$0.00	\$28,560.00	\$40,800.00	\$40,800.00	\$12,240.00	30.00%
Fourou CHS	\$0.00	\$17,640.00	\$29,400.00	\$29,400.00	\$11,760.00	40.00%
Gwaidingale CHS	\$0.00	\$52,800.00	\$66,000.00	\$66,000.00	\$13,200.00	20.00%
Gwounaoa CHS	\$0.00	\$34,560.00	\$38,400.00	\$38,400.00	\$3,840.00	10.00%
Gwounatolo CHS	\$0.00	\$15,000.00	\$37,500.00	\$37,500.00	\$22,500.00	60.00%
Hunanawa CHS	\$0.00	\$3,000.00	\$7,500.00	\$7,500.00	\$4,500.00	60.00%
Kiu CHS	\$0.00	\$12,180.00	\$17,400.00	\$17,400.00	\$5,220.00	30.00%
Kwarea CHS	\$0.00	\$6,450.00	\$12,900.00	\$12,900.00	\$6,450.00	50.00%
Manakwai CHS	\$0.00	\$18,900.00	\$37,800.00	\$37,800.00	\$18,900.00	50.00%
Maroupaina CHS	\$0.00	\$20,520.00	\$34,200.00	\$34,200.00	\$13,680.00	40.00%
Mbita'ama CHS	\$0.00	\$13,440.00	\$19,200.00	\$19,200.00	\$5,760.00	30.00%
Nitauhi CHS	\$0.00	\$3,870.00	\$12,900.00	\$12,900.00	\$9,030.00	70.00%
Rokera PSS	\$0.00	\$169,200.00	\$211,500.00	\$211,500.00	\$42,300.00	20.00%
Sa'a CHS	\$0.00	\$20,280.00	\$38,400.00	\$38,400.00	\$18,120.00	47.19%

Sulofoloa CHS	\$0.00	\$2,250.00	\$7,500.00	\$7,500.00	\$5,250.00	70.00%
Takaito CHS	\$0.00	\$17,760.00	\$44,400.00	\$44,400.00	\$26,640.00	60.00%
Takwa CHS	\$0.00	\$66,960.00	\$74,400.00	\$74,400.00	\$7,440.00	10.00%
Tawaimare CHS	\$0.00	\$18,120.00	\$45,300.00	\$45,300.00	\$27,180.00	60.00%
Tawaro CHS	\$0.00	\$15,660.00	\$26,100.00	\$26,100.00	\$10,440.00	40.00%
Uhu CHS	\$0.00	\$12,600.00	\$25,200.00	\$25,200.00	\$12,600.00	50.00%
Wairokai CHS	\$0.00	\$3,870.00	\$12,900.00	\$12,900.00	\$9,030.00	70.00%
Walo CHS	\$0.00	\$2,250.00	\$7,500.00	\$7,500.00	\$5,250.00	70.00%
Waneagu CHS	\$0.00	\$13,770.00	\$15,300.00	\$15,300.00	\$1,530.00	10.00%
Talakali CHS	\$0.00	\$13,320.00	\$22,200.00	\$22,200.00	\$8,880.00	40.00%
Kilusakwalo CHS	\$0.00	\$13,200.00	\$16,500.00	\$16,500.00	\$3,300.00	20.00%
Maoro CHS	\$0.00	\$25,920.00	\$32,400.00	\$32,400.00	\$6,480.00	20.00%
Masupa CHS	\$0.00	\$9,240.00	\$23,100.00	\$23,100.00	\$13,860.00	60.00%
Su'u NSS	\$0.00	\$181,350.00	\$201,500.00	\$201,500.00	\$20,150.00	10.00%
FAUFANEA CHS	\$0.00	\$3,600.00	\$18,100.00	\$18,100.00	\$14,500.00	80.11%
Laulana CHS	\$0.00	\$7,200.00	\$18,100.00	\$18,100.00	\$10,900.00	60.22%
Total MALAITA PROVINCE	\$0.00	\$1,201,150.00	\$1,877,600.00	\$1,877,600.00	\$676,450.00	36.03%
CENTRAL ISLANDS PROVINCE						
MacMahon CHS	\$0.00	\$15,720.00	\$39,300.00	\$39,300.00	\$23,580.00	60.00%
Paibeta CHS	\$0.00	\$18,720.00	\$31,200.00	\$31,200.00	\$12,480.00	40.00%
Polomuhu CHS	\$0.00	\$6,750.00	\$22,500.00	\$22,500.00	\$15,750.00	70.00%
Siota PSS	\$0.00	\$128,800.00	\$184,000.00	\$184,000.00	\$55,200.00	30.00%
Siro CHS	\$0.00	\$6,750.00	\$22,500.00	\$22,500.00	\$15,750.00	70.00%
Vurinimala - CHS	\$0.00	\$11,340.00	\$16,200.00	\$16,200.00	\$4,860.00	30.00%
Yandina CHS	\$0.00	\$28,350.00	\$94,500.00	\$94,500.00	\$66,150.00	70.00%
Total CENTRAL ISLANDS PROVINCE	\$0.00	\$216,430.00	\$410,200.00	\$410,200.00	\$193,770.00	47.24%
Total REGION TWO	\$0.00	\$1,417,580.00	\$2,287,800.00	\$2,287,800.00	\$870,220.00	38.04%
REGION THREE WESTERN PROVINCE						
Bilua CHS	\$0.00	\$13,680.00	\$22,800.00	\$22,800.00	\$9,120.00	40.00%
Biula PSS	\$0.00	\$93,300.00	\$300,000.00	\$300,000.00	\$206,700.00	68.90%
Dunde CHS	\$0.00	\$4,950.00	\$16,500.00	\$16,500.00	\$11,550.00	70.00%
Eleoteve CHS	\$0.00	\$5,940.00	\$19,800.00	\$19,800.00	\$13,860.00	70.00%
Gizo CHS	\$0.00	\$30,360.00	\$75,900.00	\$75,900.00	\$45,540.00	60.00%
Patukae CHS	\$0.00	\$17,100.00	\$28,500.00	\$28,500.00	\$11,400.00	40.00%
Patutiva CHS	\$0.00	\$0.00	\$16,500.00	\$16,500.00	\$16,500.00	100.00%
Pienuna CHS	\$0.00	\$4,950.00	\$16,500.00	\$16,500.00	\$11,550.00	70.00%

Ringi CHS	\$0.00	\$26,190.00	\$29,100.00	\$29,100.00	\$2,910.00	10.00%
Sidoko CHS	\$0.00	\$20,840.00	\$41,700.00	\$41,700.00	\$20,860.00	50.02%
Tuha CHS	\$0.00	\$13,650.00	\$19,500.00	\$19,500.00	\$5,850.00	30.00%
Vonunu PSS	\$0.00	\$149,800.00	\$214,000.00	\$214,000.00	\$64,200.00	30.00%
Goldie College NSS	\$0.00	\$177,600.00	\$222,000.00	\$222,000.00	\$44,400.00	20.00%
Kokegolo CHS	\$0.00	\$27,960.00	\$69,900.00	\$69,900.00	\$41,940.00	60.00%
Bekabeka CHS	\$0.00	\$56,400.00	\$70,500.00	\$70,500.00	\$14,100.00	20.00%
Buruku CHS	\$0.00	\$16,260.00	\$30,900.00	\$30,900.00	\$14,640.00	47.38%
Kukudu NSS	\$0.00	\$138,250.00	\$197,500.00	\$197,500.00	\$59,250.00	30.00%
Vorabare CHS	\$0.00	\$37,800.00	\$75,600.00	\$75,600.00	\$37,800.00	50.00%
Elelo CHS	\$0.00	\$53,280.00	\$57,000.00	\$57,000.00	\$3,720.00	6.53%
Total WESTERN PROVINCE	\$0.00	\$888,310.00	\$1,524,200.00	\$1,524,200.00	\$635,890.00	41.72%
CHOISEUL PROVINCE						
Choiseul Bay PSS	\$0.00	\$144,160.00	\$203,000.00	\$203,000.00	\$58,840.00	28.99%
Pangoe CHS	\$0.00	\$8,730.00	\$29,100.00	\$29,100.00	\$20,370.00	70.00%
Pirakamae CHS	\$0.00	\$8,880.00	\$22,200.00	\$22,200.00	\$13,320.00	60.00%
Sasamunga CHS	\$0.00	\$17,530.00	\$35,100.00	\$35,100.00	\$17,570.00	50.06%
Voza CHS	\$0.00	\$18,900.00	\$31,500.00	\$31,500.00	\$12,600.00	40.00%
Wagina CHS	\$0.00	\$18,600.00	\$37,200.00	\$37,200.00	\$18,600.00	50.00%
Kukele CHS	\$0.00	\$4,080.00	\$10,200.00	\$10,200.00	\$6,120.00	60.00%
Puzivae CHS	\$0.00	\$9,000.00	\$15,000.00	\$15,000.00	\$6,000.00	40.00%
Total CHOISEUL PROVINCE	\$0.00	\$229,880.00	\$383,300.00	\$383,300.00	\$153,420.00	40.03%
RENNEL & BELLONA PROVINCE						
New Place PSS	\$0.00	\$34,650.00	\$49,500.00	\$49,500.00	\$14,850.00	30.00%
Bellona CHS	\$0.00	\$13,210.00	\$17,800.00	\$17,800.00	\$4,590.00	25.79%
Henua CHS	\$0.00	\$5,250.00	\$7,500.00	\$7,500.00	\$2,250.00	30.00%
Total RENNEL & BELLONA PROVINCE	\$0.00	\$53,110.00	\$74,800.00	\$74,800.00	\$21,690.00	29.00%
ISABEL PROVINCE						
Allardyce PSS	\$0.00	\$160,650.00	\$178,500.00	\$178,500.00	\$17,850.00	10.00%
Guguha CHS	\$0.00	\$45,180.00	\$75,300.00	\$75,300.00	\$30,120.00	40.00%
Visena CHS	\$0.00	\$48,240.00	\$60,300.00	\$60,300.00	\$12,060.00	20.00%
Muana CHS	\$0.00	\$29,250.00	\$58,500.00	\$58,500.00	\$29,250.00	50.00%
Tuti/Kamaosi PSS	\$0.00	\$168,000.00	\$210,000.00	\$210,000.00	\$42,000.00	20.00%
Total ISABEL PROVINCE	\$0.00	\$451,320.00	\$582,600.00	\$582,600.00	\$131,280.00	22.53%

HONIARA SCHOOLS						
St . Nicholas CHS	\$0.00	\$107,190.00	\$119,100.00	\$119,100.00	\$11,910.00	10.00%
Bishop Epalle CHS	\$0.00	\$63,360.00	\$105,600.00	\$105,600.00	\$42,240.00	40.00%
King George VI School	\$0.00	\$313,500.00	\$313,500.00	\$313,500.00	\$0.00	0.00%
Total HONIARA SCHOOLS	\$0.00	\$484,050.00	\$538,200.00	\$538,200.00	\$54,150.00	10.06%
GUADALCANAL PROVINCE SCHOOLS						
Tenakonga CHS	\$0.00	\$20,700.00	\$41,400.00	\$41,400.00	\$20,700.00	50.00%
Betivatu CHS	\$0.00	\$6,210.00	\$20,700.00	\$20,700.00	\$14,490.00	70.00%
Chapurua CHS	\$0.00	\$18,720.00	\$31,200.00	\$31,200.00	\$12,480.00	40.00%
Bubunuhu CHS	\$0.00	\$4,200.00	\$10,500.00	\$10,500.00	\$6,300.00	60.00%
Total GUADALCANAL SCHOOLS	\$0.00	\$49,830.00	\$103,800.00	\$103,800.00	\$53,970.00	51.99%
Total REGION THREE	\$0.00	\$2,156,500.00	\$3,206,900.00	\$3,206,900.00	\$1,050,400.00	32.75%
Total EXPENDITURE	\$110,944.47	\$6,430,407.52	\$9,684,350.00	\$9,812,100.00	\$3,381,692.48	34.46%

Source: EU Secondary School Grant Project office, Ministry of Education

ANNEX 3: LIST OF PRIMARY AND SECONDARY SCHOOLS

No.	Province	SchoolLevel	Status	Registration Number	SchoolName	school data
1	Central	Primary	Gov't	36/41/85	BONAROGU*	Entry Started
2		Primary	Gov't		Ghole	Entry Started
3		Primary	Gov't		Halavo	Entry Started
4		Primary	Gov't	42/41/91	HARORO	Entry Started
5		Primary	Gov't	31/41/84	NAUTUHA	Entry Started
6		Primary	Gov't	44/41/91	NEW VUNUHA	Entry Started
7		Primary	Gov't	384	RAVADI	Entry Started
8		Primary	Gov't		Vura Extension	Entry Started
9		Primary	Gov't	29/41/77	VUTURUA	Entry Started
10		Primary	Gov't	14/41/7	DALA	Entry Started
11		Primary	Gov't	13/41/72	KOIOVALA	Entry Started
12		Primary	Gov't	31/41/84	MARVIN MEMORIAL	Entry Started
13		Primary	Gov't	22/41/72	RARA	Entry Started
14		Primary	Gov't	9/41/65	TAROANIARA/VUHANDA	Entry Started
15		Primary	Gov't		Voloa Extension School	Entry Started
16		Primary	Gov't	15/41/72	BELAGA	Entry Started
17		Primary	Gov't	3/41/55	BINUSA	Entry Started
18		Primary	Gov't	102	BOKOLONGA	Entry Started
19		Primary	Gov't	34/41/85	BOROMOLE	Entry Started
20		Primary	Gov't	41/41/91	DOTA	Entry Started
21		Primary	Gov't	7/41/62	FLY HARBOUR	Entry Started
22		Primary	Gov't	25/41/77	HAE	Entry Started
23		Primary	Gov't	21/41/72	KALAKA	Entry Started
24		Primary	Gov't	38/41/85	LEITONGO	Entry Started
25		Primary	Gov't	20/41/72	LOUN	Entry Started
26		Primary	Gov't	43/41/91	NAGOTANO	Entry Started
27		Primary	Gov't	4/41/57	NUKUFERO	Entry Started
28		Primary	Gov't	16/41/72	PAPOSI	Entry Started
29		Primary	Gov't	45/41/91	POKILO	Entry Started
30		Primary	Gov't	23/41/7	RAVU	Entry Started
31		Primary	Gov't	19/41/72	SALESAPA	Entry Started
32		Primary	Gov't	30/41/84	SILAS	Entry Started
33		Primary	Gov't	18/41/72	SIRO	Entry Started
34		Primary	Gov't	18/41/72	SOSO	Entry Started
35		CHS	Gov't	1/41/55	MACMAHON	Entry Started
36		CHS	Gov't	2/41/55	PAIBETA	Entry Started
37		CHS	Gov't	33/41/85	POLOMUHU	Entry Started
38		CHS	Gov't	11/41/67	VURANIMALA	Entry Started
39		CHS	Gov't	6/41/62	YANDINA	Entry Started
40		PSS	Gov't	27/41/76	Siota	Entry Started
41	Choiseul Province	Primary	Gov't	7/UC/48/73	BOE	Entry Started
42		Primary	Gov't	13/48/57	BOEBOE	Entry Started
43		Primary	Gov't	27/UC/49/80	CHIVOKO	Entry Started
44		Primary	Gov't	11/UC/48/80	JENGUNU	Data Entry Done
45		Primary	Gov't	9/48/57	KAQAMAMA	Entry Started
46		Primary	Gov't	93/48/92	KUKU	Entry Started
47		Primary	Gov't	12/CF/48/73	NABUSASA	Entry Started
48		Primary	Gov't	91/48/92	NIKUMARORO	Entry Started
49		Primary	Gov't	12/48/57	PAPARA	Entry Started
50		Primary	Gov't	77/48/90	POROPORO	Entry Started

51		Primary	Gov't	13/48/57	QOQALA	Entry Started
52		Primary	Gov't	1/48/57	SAQIGHAE	Entry Started
53		Primary	Gov't	18/48/57	SEPAH	Entry Started
54		Primary	Gov't	80/48/90	Titiana/ Lituni	Entry Started
55		Primary	Gov't	53/48/70	TUTU	Entry Started
56		Primary	Gov't	10/48/57	KONAMANA	Entry Started
57		Primary	Gov't	11/48/57	NUKIKI	Entry Started
58		Primary	Gov't	40/48/57	PANARUI	Entry Started
59		Primary	Gov't	41/48/57	PANGOBIRU	Entry Started
60		Primary	Gov't	3/49/57	POLO	Entry Started
61		Primary	Gov't	78/48/57	TARO	Entry Started
62		Primary	Gov't	9/48/57	VURANGO	Entry Started
63		Primary	Gov't	8/UC/48/73	BANGARA	Entry Started
64		Primary	Gov't	92/48/92	DUDURAVA	Entry Started
65		Primary	Gov't	15/48/57	KOLOE	Entry Started
66		Primary	Gov't	19/48/57	LUKUVARU	Entry Started
67		Primary	Gov't	38/48/57	MOLI	Entry Started
68		Primary	Gov't	40/48/57	OGHO	Entry Started
69		Primary	Gov't	17/48/57	SUSUKA	Entry Started
70		Primary	Gov't	71/48/86	VORUVORU	Entry Started
71		Primary	Gov't	14/48/57	ZARU	Entry Started
72		CHS	Gov't	8/48/57	PANGGOE	Entry Started
73		CHS	Gov't	47/48/64	PIRAKAMAE	Entry Started
74		CHS	Gov't	38/49/95	SASAMUNGGA	Entry Started
75		CHS	Gov't	7/48/57	VOZA	Entry Started
76		CHS	Gov't	49/48/68	WAGINA	Entry Started
77		PSS	Gov't	58/49/82	Choiseul Bay	Entry Started
78		Primary	Gov't	79/48/90	SORANAMOLA	Entry Started
79		Primary	Mission	36/SDA/48/63	ANATA/Loloko	Entry Started
80		Primary	Mission	12/SDA/48/59	KATURASELE	Entry Started
81		Primary	Mission	51/SDA/48/70	POSARAE	Entry Started
82		Primary	Mission	4/SDA/48/55	RURUVAI	Entry Started
83		Primary	Mission	37/SDA/48/63	TANGIBANGARA	Entry Started
84		Primary	Mission	41/SDA/48/64	TARAMA (Nuatabu)	Entry Started
85		Primary	Mission	43/SDA/48/64	TUNOE	No action
86		Primary	Mission	59/SDA/48/86	VARUGA	Entry Started
87		CHS	Mission	36/SDA/48/63	PUJIVAI	Entry Started
88	United Church	Primary	Mission	11/UC/48/8	RARAKISI	Entry Started
Guadalcanal						
89	COM	Primary		1/COM/43/70	VATURANGA	Entry Started
90	COM	NSS		3/COM/44	Selwyn College	Entry Started
91		Primary	Gov't		AOLA	Entry Started
92		Primary	Gov't	71/43/88	BOLALE	Entry Started
93		Primary	Gov't		GIFU	Entry Started
94		Primary	Gov't	67/43/88	LUNGU VASA	Entry Started
95		Primary	Gov't	34/43/74	SANALUMU	Entry Started
96		Primary	Gov't	5/43/55	AVUAVU (p)	Entry Started
97		Primary	Gov't	15/43/73	BABASU	Entry Started
98		Primary	Gov't	45/43/80	KOLINA	Entry Started
99		Primary	Gov't	22/43/70	KOLOBAUBAU	Entry Started
100		Primary	Gov't	69/43/88	KOLOKEMAU	Entry Started
101		Primary	Gov't	9/43/58	KOLOSULU	Entry Started
102		Primary	Gov't	70/43/88	KOLOULA	Entry Started
103		Primary	Gov't	20/43/69	KOLOVAOLU	Entry Started

104		Primary	Gov't	48/43/82	KUMA	Entry Started
105		Primary	Gov't	24/43/71	LONGU AVUAVU	Entry Started
106		Primary	Gov't	33/43/74	LONGU VALASI	Entry Started
107		Primary	Gov't	66/43/88	MARASA	Entry Started
108		Primary	Gov't	30/43/73	REKO	Entry Started
109		Primary	Gov't	32/43/74	TAMBOKO	Entry Started
110		Primary	Gov't	29/43/73	VATUALAE	Entry Started
111		Primary	Gov't	58/43/88	VERAHUE	Entry Started
112		Primary	Gov't	43/43/79	VULUGHE	Entry Started
113		Primary	Gov't	55/43/85	ADEADE	Entry Started
114		Primary	Gov't	8/43/58	BEAUFORT BAY	Entry Started
115		Primary	Gov't	50/43/83	BELAHA	Entry Started
116		Primary	Gov't		BEMUTA	Entry Started
117		Primary	Gov't	17/43/65	GHAOBATA	Entry Started
118		Primary	Gov't	18/43/66	GILO	Entry Started
119		Primary	Gov't	52/43/83	KAEKAE	Entry Started
120		Primary	Gov't	12/43/60	KAOTAVE	Entry Started
121		Primary	Gov't	56/43/85	KOBITO	Entry Started
122		Primary	Gov't	57/43/85	KOMUKAMA	Entry Started
123		Primary	Gov't	68/43/88	KUSUMBA	Entry Started
124		Primary	Gov't	13/43/61	LAMBI	Entry Started
125		Primary	Gov't	51/43/83	LELE	Entry Started
126		Primary	Gov't	14/43/61	LUNGA	Entry Started
127		Primary	Gov't	4/43/55	MAKINA	Entry Started
128		Primary	Gov't	25/43/71	MALAGHETI	Entry Started
129	Guadalcanal Province					
		Primary	Gov't	65/43/88	MALAKASIA	No action
130		Primary	Gov't	16/43/63	MARARA	Entry Started
131		Primary	Gov't	47/43/81	MATANUNUHU	Entry Started
132		Primary	Gov't	37/43/75	MBALASUNA	No action
134		Primary	Gov't	64/43/88	NANGALI	Entry Started
135		Primary	Gov't	39/43/77	NGALIBIU	Entry Started
136		Primary	Gov't	41/43/78	NUGHULATHI	Entry Started
137		Primary	Gov't	63/43/88	NUMBU	Entry Started
138		Primary	Gov't	62/43/88	PITUKOLI	Entry Started
139		Primary	Gov't	49/43/82	RATE	Entry Started
140		Primary	Gov't	61/43/88	RAVU	Entry Started
141		Primary	Gov't		ROSS MINING	Entry Started
142		Primary	Gov't	3/43/55	RUAVATU	Entry Started
143		Primary	Gov't	GP339/81	SUAGHI	Entry Started
144		Primary	Gov't	31/43/73	SUSU	Entry Started
145		Primary	Gov't	35/43/74	TALAU	Entry Started
146		Primary	Gov't	26/43/71	TANAKUKU	Entry Started
147		Primary	Gov't	60/43/88	TANGARARE	No action
148		Primary	Gov't	46/43/80	TENAVATU	No action
149		Primary	Gov't	60/43/88	TIARO	Entry Started
150		Primary	Gov't	59/43/88	TULAGI	Entry Started
151		Primary	Gov't	74/43/92	TUMURORA	Entry Started
152		Primary	Gov't	43/43/80	TURARANA	Entry Started
153		Primary	Gov't	40/43/78	VATUBULU	Entry Started
154		Primary	Gov't	75/43/92	VAVALU	No action
155		CHS	Gov't	11/43/59	BABANAKIRA	Entry Started
156		CHS	Gov't	36/43/75	BUBUNUHU	Entry Started
157		CHS	Gov't	1/43/55	KULU	Entry Started
158		CHS	Gov't	28/43/73	LALOATO	Entry Started
159		CHS	Gov't	19/43/68	MAKARUKA	Entry Started
160		CHS	Gov't	6/43/58	MBOENI	Entry Started

161		CHS	Gov't	54/43/83	NGUVIA	Entry Started
162		CHS	Gov't	27/43/71	POTAU	Entry Started
163		CHS	Gov't	2/43/55	VISALE	Entry Started
164		CHS	Gov't	7/43/58	WANDERER BAY	Entry Started
165		PSS	Gov't	45/43/8	Avuavu (s)	Entry Started
166		PSS	Gov't	73/43/81	Ruavatu	Entry Started
167		PSS	Gov't	44/43/7	Tangarare	Entry Started
168	Roman Catholic	NSS	Mission	2/RC/44	St Josephs Tenaru	No action
169	SDA	Primary	Mission	66/SDA/43/9	HAIPARIA	Entry Started
170	SDA	Primary	Mission		KAMAU	Entry Started
171	SDA	Primary	Mission	22/SDA/43/	VERAMOGHO	Entry Started
172	SDA	Primary	Mission		Sukiki	Entry Started
173	SDA	Primary	Mission	26/SDA/43/62	GHOBUA	Entry Started
174	SDA	Primary	Mission	54/SDA/41/73	KOPIU	Entry Started
175	SDA	Primary	Mission	60/SDA/43/	LULUGA	Entry Started
176	SDA	Primary	Mission	10/SDA/43/57	TAU	Entry Started
177	SDA	CHS	Mission	9/SDA/43/57	TENAKOGA	Entry Started
178	SDA	NSS	Mission	68/SDA/4391	Betikama	Entry Started
179	SSEC	Primary	Mission	10/43/58	VISO	No action
180	SSEC	CHS	Mission	21/43/70	BETIVATU	Entry Started
181	SSEC	CHS	Mission		Chapurua	Entry Started
Honiara						
182	Chinese Association	Primary	Private	1/CA/44	CHUNG WAH	Entry Started
183	COM	Primary	Mission	5/COM/44/94	CHRIST THE KING	No action
184	COM	CHS	Mission	2/COM/44/85	St. Nicholas	Entry Started
185	Living Word	Primary	Mission	11/COTLW/44/94	CORONATION	Entry Started
186	Church of the Nazarene	Primary	Mission		ZION CHRISTIAN ACADEMY	Entry Started
187	Honiara Town Council	Primary	Gov't	24/44/96	LAU VALLEY	Entry Started
188		Primary	Gov't	5/44/7	MBOKONAVERA	Entry Started
189		primary	Gov't	4/44/7	TUVARUHU	Entry Started
190		CHS	Gov't	7/44/73	KOLOALE	Entry Started
191		CHS	Gov't	19/44/08	MBOKONA	Entry Started
192		CHS	Gov't	2/44/6	MBUVALE	Entry Started
193		CHS	Gov't	15/44/8	NAHA	Entry Started
194		CHS	Gov't	17/44/9	PANATINA	Entry Started
195		CHS	Gov't	1/44/5	ST. JOHNS	Entry Started
196		CHS	Gov't	6/44/7	VURA	Entry Started
197		CHS	Gov't	3/44/6	WHITE RIVER	Entry Started
198		PSS	Gov't	8/44/7	Honiara High School	Entry Started
199	Ministry of Ed.	NSS	Gov't		King George VI	Entry Started
200	Roman Catholic	CHS	Mission	1/RC/44/88	BISHOP EPALLE	Entry Started
201	SDA	Primary	Mission	67/SDA/44/91	KUKUM	Entry Started
202	SDA	CHS	Mission	49/SDA/43/65	BURNS CREEK	Entry Started
203	SSEC	CHS	Mission	1/812/87	FLORENCE YOUNG	Data Entry Done
204	Tamlan	Primary	Private	1/T44/00	TAMLAN	Entry Started
205	Woodford	Primary	Private	1/WBM/44/5	HONIARA INTERNATIONAL	Entry Started
Isabel Province						
206		Primary	Gov't	15/45/75	BAOLO	Entry Started
207		Primary	Gov't	7/45/62	BARASILE	Entry Started
208		Primary	Gov't	40/45/83	BOLITEI	Entry Started
209		Primary	Gov't	16/45/76	FURONA	Entry Started
210		Primary	Gov't	19/45/76	GOVEO	Entry Started

211		Primary	Gov't	10/45/67	HIROBUKA	Entry Started
212		Primary	Gov't	8/45/62	HOFI	Entry Started
213		Primary	Gov't	3/45/55	KALENGA	Entry Started
214		Primary	Gov't		KAMAOSI	Entry Started
215		Primary	Gov't	5/45/55	KESAO	Entry Started
216		Primary	Gov't	21/45/79	KILOKAKA	Entry Started
217		Primary	Gov't	9/45/66	KMAGA	Entry Started
218		Primary	Gov't	18/45/76	KOLETA	Entry Started
219		Primary	Gov't	1/45/55	LEPI	Entry Started
220		Primary	Gov't	20/45/79	LILURA	Entry Started
221		Primary	Gov't	14/45/75	MAGOTU	Entry Started
222		Primary	Gov't	23/45/80	NAGOLAU	Entry Started
223		Primary	Gov't	13/45/71	SAMASODU	Entry Started
224		Primary	Gov't	17/45/76	SIGANA	Entry Started
225		Primary	Gov't	19/45/76	SISIGA Ext	Entry Started
226		Primary	Gov't	6/45/55	TAMAH	Entry Started
227		Primary	Gov't	2/45/55	TATAMBA	Entry Started
228		Primary	Gov't	27/45/82	TIGUBAKO	Entry Started
229		CHS	Gov't	24/45/80	WISENA	Entry Started
230		CHS	Gov't	12/45/70	GUGUHA	Entry Started
231		CHS	Gov't	11/45/70	JEJEVO (Visena)	Entry Started
232		CHS	Gov't	4/45/55	MUANA	Entry Started
233		PSS	Gov't	23/45/8	Allardyce	Entry Started
234	Isabel Province	PSS	Gov't	22/45/76	SIR DUDDLEY TUTI	Entry Started
235	Seventh Day Adventist Church	Primary	Mission	54/SDA/41/	HOVI	Entry Started
Makira & Ulawa Province						
236	COM	NSS	Mission	4/COM/46/92	PAMUA	Entry Started
237	COM		Mission		St Stephens Pamua	Entry Started
238	Makira & Ulawa Province	Primary	Gov't	30/46/74	ANGANIWAI	Entry Started
239		Primary	Gov't	44/46/86	APURAHE	Entry Started
240		Primary	Gov't	36/46/83	AROHANE	Entry Started
241		Primary	Gov't	52/46/91	ASIMANIOHA	Entry Started
242		Primary	Gov't		Bagarai (Nima) Extension	Entry Started
243		Primary	Gov't	17/46/68	Etemwarore Extension	Entry Started
244		Primary	Gov't	10/46/62	Hada Extension	Entry Started
245		Primary	Gov't	28/46/74	HAGARUHI	Entry Started
246		Primary	Gov't	36/46/86	HAMARIKO	Entry Started
247		Primary	Gov't	45/46/86	HAUTA	Entry Started
248		Primary	Gov't	16/46/62	HERANIGAU	Entry Started
249		Primary	Gov't	53/46/91	MAGE	Entry Started
250		Primary	Gov't	38/46/86	MAKIA	Entry Started
251		Primary	Gov't	13/46/62	MAKORUKORU	Entry Started
252		Primary	Gov't	40/46/86	MAMI	Entry Started
253		Primary	Gov't	54/46/91	MANIATE	Entry Started
254		Primary	Gov't		Manihagaro Extension	Entry Started
255		Primary	Gov't	46/46/89	MANIQAGOSI	Entry Started
256		Primary	Gov't	15/46/6	MAROGU	Entry Started
257		Primary	Gov't	48/46/86	MARUNGA	Entry Started
258		Primary	Gov't	857	Mwarairaro Extension	Entry Started
259		Primary	Gov't	40/46/86	NA'ANA	Entry Started
260		Primary	Gov't	19/46/69	NAMUGA (ext of NAAPU)	Entry Started
261		Primary	Gov't		Nasuragena Extension	Entry Started
262		Primary	Gov't	27/46/73	PAREGO	Entry Started
263		Primary	Gov't	43/46/86	Risiwa Extension	Entry Started

264		Primary	Gov't	16/46/64	Suena Extension	Entry Started
265		Primary	Gov't	33/46/83	TARIPARA	Entry Started
266		Primary	Gov't	25/46/58	TETERE	Entry Started
267		Primary	Gov't		Ubuna	Entry Started
268		Primary	Gov't		WAIHAGA EXTENSION	Entry Started
269		Primary	Gov't	55/46/91	WANAHATA	Entry Started
270		primary	Gov't	9/46/72	ANUTA	Entry Started
271		Primary	Gov't	32/46/83	APAORO/Stella Ext.	Entry Started
272		Primary	Gov't	7/46/59	Hagaura Extension	Entry Started
273		Primary	Gov't	7/46/59	HEURU	Entry Started
274		Primary	Gov't	16/46/64	HILL MEMORIAL/Popo Ext.	Entry Started
275		primary	Gov't	16/46/71	HUNI	Entry Started
276	Makira & Ulawa Province	Primary	Gov't	8/46/62	MAROU BAY	Entry Started
277		Primary	Gov't	47/46/86	MOLI*	Entry Started
278		Primary	Gov't		Nagau Extension	Entry Started
279		Primary	Gov't	41/46/86	NAHARAHAU	Entry Started
280		Primary	Gov't	6/46/58	NAHUHU	Entry Started
281		Primary	Gov't	12/46/62	RARAOI	Entry Started
282		Primary	Gov't	3/46/55	RIPO	Entry Started
283		Primary	Gov't	14/46/62	RUMAHUI/Heranigau Ext.	Entry Started
284		Primary	Gov't	26/46/73	TAWAROGA	Entry Started
285		Primary	Gov't	17/46/68	TOROIWANGO/Etemwarore Ext.	Entry Started
286		Primary	Gov't	29/46/74	WAIMASI	Entry Started
287		primary	Gov't	21/46/70	WAITA	Entry Started
288		primary	Gov't	20/46/70	AORIGI	Entry Started
289		primary	Gov't	34/46/86	KAONASUGU	Entry Started
290		Primary	Gov't	39/46/86	Makohigo Primary	Entry Started
291		Primary	Gov't	43/46/86	MANAMA/Risiwa Ext.	Entry Started
292		Primary	Gov't	19/46/69	NAAPU	Entry Started
293		primary	Gov't	50/46/86	SUHOLO	No action
294		Primary	Gov't	39/46/86	Warohinou Extension	Entry Started
295		CHS	Gov't	1/46/49	FM CAMPBEL	Entry Started
296		CHS	Gov't	22/46/70	PIRUPIRU	Entry Started
297		CHS	Gov't	11/46/62	RAMAH*	Entry Started
298		CHS	Gov't	23/46/71	SANTA ANA	Entry Started
299		CHS	Gov't	42/46/86	SOGOTIWA	Entry Started
300		CHS	Gov't	10/46/62	TAWARAH/Hada Ext.	Entry Started
301		CHS	Gov't	56/46/95	TAWATANA	Entry Started
302		PSS	Gov't	31/46/7	Pawa	Entry Started
303	Ministry of Ed.	NSS	Gov't	60	Waimapuru	Entry Started
304	SDA	Primary	Mission	53/SDA/46/71	NGONIAU	Entry Started
305	Malaita Province	Primary	Gov't		Aingale	Entry Started
306		Primary	Gov't	81/47/81	BASAKANA	Entry Started
307		Primary	Gov't	106/47/90	BAUNAKUNU	Entry Started
308		Primary	Gov't	99/47/90	FA'ADILA	Entry Started
309		Primary	Gov't	16/47/60	GWAUNAFU	Entry Started
310		Primary	Gov't	111/47/90	KUNUABU	Entry Started
311		Primary	Gov't	15/47/90	MANAOBA	Entry Started
312		Primary	Gov't	113/47/90	NANAKINIMAE	Entry Started
313		Primary	Gov't	108/47/90	NUNUBILAU	Entry Started
314		Primary	Gov't		RARA	Entry Started
315		Primary	Gov't	114/47/90	TABA'A	Entry Started
316		primary	Gov't	55/47/68	TAUBA	Entry Started
317		Primary	Gov't		Adaua	Entry Started

318		Primary	Gov't	91/47/90	AMBU/SINASU	Entry Started
319		Primary	Gov't		Anopala	Entry Started
320		Primary	Gov't	112/47/89	ATORI	Entry Started
321		Primary	Gov't	89/47/83	BUSU	Entry Started
322		Primary	Gov't	93/47/90	DALA NORTH	Entry Started
323		Primary	Gov't	100/47/90	FAURERE	Entry Started
324		Primary	Gov't	69/47/69	GOUNABUSU	Entry Started
325		Primary	Gov't	Ext to. 56/47/66	HARISI	Entry Started
326		Primary	Gov't	104/47/90	HATODEA	Entry Started
327		Primary	Gov't		HAUTAHE	Entry Started
328		Primary	Gov't	32/47/63	KWAI	Entry Started
329		Primary	Gov't	107/47/90	KWAIIFA	Entry Started
330		Primary	Gov't	40/47/64	NAFINUA	Entry Started
331		Primary	Gov't	50/47/67	NDAI	Entry Started
332		Primary	Gov't	120/47/90	OLOMBURI	Entry Started
334		Primary	Gov't	66/47/69	ONELAFI	Entry Started
335		Primary	Gov't	Ext under 608	PORE PORE Ext.	Entry Started
336		Primary	Gov't	34/47/63	RAMEAI	Entry Started
337		Primary	Gov't	110/47/90	RURU	Entry Started
338		Primary	Gov't	698	USU'USUE	Entry Started
339		primary	Gov't	62/47/68	AFUFU	Entry Started
340		Primary	Gov't	84/47/81	AIARAI	Entry Started
341		Primary	Gov't	31/47/63	AIMELA	Entry Started
342		Primary	Gov't	34/47/63	AISALINGA	Entry Started
343		Primary	Gov't	115/47/90	AIWARAWA/ PorePore Ext.	Entry Started
344		Primary	Gov't	22/47/62	ALOTA'A	Entry Started
345		primary	Gov't	75/47/75	BAUNANI	Entry Started
346	Malaita Province	Primary	Gov't	94/47/90	BITAKAULA	Entry Started
347		Primary	Gov't	5/47/55	BUMA	Entry Started
348		Primary	Gov't	80/47/81	BUSUFOSAE	Entry Started
349		Primary	Gov't	92/47/90	BUSURATA	Entry Started
350		Primary	Gov't	29/47/63	DAOLUSU	Entry Started
351		Primary	Gov't	9/47/58	DORIO	Entry Started
352		Primary	Gov't	95/47/90	FAIAKO	Entry Started
353		Primary	Gov't	63/47/69	FAUFANEA	Entry Started
354		Primary	Gov't	26/47/62	FOTE	Entry Started
355		Primary	Gov't	10/47/58	FOUBABA	Entry Started
356		Primary	Gov't	64/47/69	FULISANGO	Entry Started
357		Primary	Gov't	101/47/90	GAROTA	Entry Started
358		Primary	Gov't	70/47/69	GOU'ULU	Entry Started
359		Primary	Gov't	102/47/90	GWAIAU	Entry Started
360		Primary	Gov't	20/47/62	GWAIGEO	Entry Started
361		Primary	Gov't	68/47/69	HAUHARI'I	Entry Started
362		Primary	Gov't	88/47/83	HENUE	Entry Started
363		Primary	Gov't	116/47/90	HONOA	Entry Started
364		Primary	Gov't		KAFOASILA	Entry Started
365		Primary	Gov't	42/47/66	KAKARA	Entry Started
366		Primary	Gov't	117/47/90	KARU'U	Entry Started
367		Primary	Gov't	38/47/64	KIU	Entry Started
368		Primary	Gov't	85/47/83	LAUGWATA	Entry Started
369		Primary	Gov't	36/47/63	LAULANA	Entry Started
370		Primary	Gov't	7/47/57	LILIFIA	Entry Started
371		Primary	Gov't	65/47/69	LIWE	Entry Started
372		Primary	Gov't	14/47/60	LOINA	Entry Started
373		Primary	Gov't	8/47/57	LUANIUA	No action
374		Primary	Gov't	33/47/63	MADALUA	Entry Started

375		Primary	Gov't	71/47/69	MAKA	Entry Started
376		Primary	Gov't	24/47/62	MANAWAI/Tariuna ext.	Entry Started
378		Primary	Gov't	67/47/69	MAOA	Entry Started
379		Primary	Gov't	118/47/90	MUKI	Entry Started
380		Primary	Gov't	39/47/64	NAMOIA	Entry Started
381		Primary	Gov't	119/47/90	NAORUA	Entry Started
382		Primary	Gov't	73/47/70	NARIEKEARA	Entry Started
383		Primary	Gov't	109/47/90	OGOU	Entry Started
384		Primary	Gov't	97/47/90	OKWALA	Entry Started
385		Primary	Gov't	98/47/90	ONEONE	Entry Started
386		Primary	Gov't	21/47/62	OTE	Entry Started
387		Primary	Gov't	121/47/90	OUOUMATAWA	Entry Started
388		Primary	Gov't	56/47/68	PELAU	No action
389		Primary	Gov't	45/47/66	PIPISU	Entry Started
390		Primary	Gov't	48/47/67	PORT ADAM	Entry Started
391		Primary	Gov't	52/47/68	ROHINARI	Entry Started
392		Primary	Gov't	2/47/55	ROKERA	Entry Started
393		Primary	Gov't	72/47/69	RUFOKI	Entry Started
394		Primary	Gov't	49/47/67	SARAWASI	Entry Started
395		Primary	Gov't	105/47/90	SIKWAFATA	Entry Started
396		Primary	Gov't	43/47/66	SIOHIRAMO	Entry Started
397		Primary	Gov't	3/47/55	TA'ARU	Entry Started
398		Primary	Gov't	11/47/59	TAPUAKI	Entry Started
399		Primary	Gov't		TARAMATA EXT	Entry Started
400		Primary	Gov't	123/47/90	TAWAHAULE	Entry Started
401		Primary	Gov't	124/47/90	TAWAIROI	Entry Started
402		Primary	Gov't	53/47/68	TAWANAORA	Entry Started
403		Primary	Gov't	76/47/76	TIUNI	Entry Started
404		Primary	Gov't	74/47/70	TORAHURUNA	Entry Started
405		Primary	Gov't	46/47/66	WAIMARAU	Entry Started
406		Primary	Gov't	87/47/83	WAIRAHA	Entry Started
407		Primary	Gov't	54/47/68	WAISISI	Entry Started
408		Primary	Gov't	82/47/81	WALANDE	Entry Started
409		Primary	Gov't	86/47/83	WHITE STONE	Data Entry Done
410		CHS	Gov't	18/47/61	ARABALA	Entry Started
411		CHS	Gov't	12/47/59	AUKI	Entry Started
412		CHS	Gov't	78/47/80	BITA'AMA	Entry Started
413		CHS	Gov't	6/47/55	DALA SOUTH	Entry Started
414		CHS	Gov't	25/47/62	FAUMAMANU	Entry Started
415		CHS	Gov't	59/47/68	FOURAU	Entry Started
416		CHS	Gov't	17/47/60	GWADINGALE	Entry Started
417		CHS	Gov't	60/47/68	GWOUNAOA	Entry Started
418		CHS	Gov't	1/47/55	GWOUNATOLO	Entry Started
419		CHS	Gov't	28/47/63	HUNANAWA	Entry Started
420		CHS	Gov't	19/47/61	KWAREA	Entry Started
421		CHS	Gov't	23/47/62	MALU'U	Entry Started
422		CHS	Gov't	103/47/90	MANAKWAI	Entry Started
423		CHS	Gov't	58/47/68	MARROUPAINA	Entry Started
424		CHS	Gov't	31/47/68	NITAUHI	Entry Started
425		CHS	Gov't	51/47/68	SA'A	Entry Started
426		CHS	Gov't	27/47/63	SULUFOLOA	Entry Started
427	Malaita Province	CHS	Gov't	47/47/66	TAKAITO	Entry Started
428		CHS	Gov't	4/47/55	TAKWA	No action
429		CHS	Gov't	41/47/65	TAWAIMARE	Entry Started
430		CHS	Gov't	13/47/60	TAWARO	Entry Started
431		CHS	Gov't	83/47/81	UHU	Entry Started

432		CHS	Gov't	37/47/63	WAIROKAI	Entry Started
433		CHS	Gov't	30/47/63	WALO	Entry Started
434		CHS	Gov't	61/47/68	WANEAGU	Entry Started
435		PSS	Gov't	127/47/9	Adaua	No action
436		PSS	Gov't	78/47/8	Aligegeo	Entry Started
437		PSS	Gov't	79/47/8	Rokera	Entry Started
438	SDA	Primary	Mission	22/SDA/47/	AMBE	Entry Started
439	SDA	primary	Mission	61/SDA/47/	ATOIFI	Entry Started
440	SDA	Primary	Mission	21/SDA/47/61(T)	BALAFAI	Entry Started
441	SDA	Primary	Mission	15/SDA/47/	IMBO	Entry Started
442	SDA	Primary	Mission	64/SDA/47/	RUMMO	Entry Started
443	SDA	Primary	Mission	19/SDA/47/	GWAUNASU	Entry Started
444	SDA	Primary	Mission		Darisaia	No action
445	SDA	Primary	Mission		Kwarifau	No action
446	SDA	primary	Mission	62/SDA/47/69	NAMORAKO	Entry Started
447	SDA	Primary	Mission		NIULENI	No action
448	SDA	Primary	Mission		TOWNEND	Entry Started
449	SDA	Primary	Mission	35/SDA/47/	ULUNGA	Entry Started
450	SDA	CHS	Mission	23/SDA/47/	TALAKALI	Entry Started
451	SSEC	Primary	Mission	123/47/9	RO'ONE	Entry Started
452	SSEC	Primary	Mission	96/47/9	KILUSAKWALO	Entry Started
453	SSEC	CHS	Mission	90/47/83	MAORO	Entry Started
454	SSEC	CHS	Mission	44/47/66	MASUPA	Entry Started
455	SSEC	NSS	Mission	2/SSEC/47	Su'u	Entry Started
456	Rennell & Bellona					
		Primary	Gov't		MUNGHIBAI	Entry Started
457		Primary	Gov't	8/41/64	ANGHAIHO	Entry Started
458		Primary	Gov't	35/41/85	HENUA	Entry Started
459		Primary	Gov't	37/41/85	KANABA	Entry Started
460		Primary	Gov't	5/41/61	NEW PLACE	Entry Started
461		Primary	Gov't	32/41/85	SIVA	Entry Started
462		Primary	Gov't		TAHANUKU	Entry Started
463		Primary	Gov't	17/41/72	VANUA	Entry Started
464		Primary	Gov't		Bellona	Entry Started
465		PSS	Gov't		New Place	Entry Started
466	Seventh Day Adventist Church	Primary	Gov't	24/41/84	KAGUA	Entry Started
467		primary	Mission	3/SDA/43/55	MATAIHO	Entry Started
468		Primary	Mission	55/SDA/41/	MOAH	Entry Started
469	Temotu Province	Primary	Gov't	24/42/81	Akaboi Extension	Entry Started
470		Primary	Gov't	15/42/70	BAENGA	Data Entry Done
471		Primary	Gov't		Balipa'a Extension	Entry Started
472		Primary	Gov't	27/42/83	BIMBIR	Entry Started
473		Primary	Gov't	26/42/83	BOMATA	Entry Started
474		Primary	Gov't	15/42/70	CARLISLE BAY	Entry Started
475		Primary	Gov't	17/42/73	FANO COVE	Entry Started
476		Primary	Gov't		Fano Cove Extension	Entry Started
477		Primary	Gov't	1/42/57	Gauwa Extension	Entry Started
478		Primary	Gov't	2/42/57	Maina Memorial Extension	Entry Started
479		Primary	Gov't	34/42/92	MALAWI	Entry Started
480		Primary	Gov't	20/42/78	MELI	Entry Started
481		Primary	Gov't	10/42/68	MONENE	Entry Started
482		Primary	Gov't	4/42/57	Murivai	Entry Started
483		Primary	Gov't	9/42/68	NANGU	Entry Started
484		Primary	Gov't	25/42/83	NIPIMANU	Entry Started

485		Primary	Gov't	19/42/78	NOIPE	Entry Started
486		Primary	Gov't	31/42/85	TANEASU	Entry Started
487		Primary	Gov't	14/42/70	TEMATAI	Entry Started
488		Primary	Gov't	4/42/45	Tetalo Extension	Entry Started
489		Primary	Gov't	11/42/68	TETOLI	Entry Started
490		Primary	Gov't	33/42/91	TUWO	Entry Started
491		Primary	Gov't	32/42/86	VEVENA	Entry Started
492		Primary	Gov't	22/42/81	AKABOI	Entry Started
493		Primary	Gov't		Bimbir Extension	Entry Started
494		Primary	Gov't	25/42/83	KATI	Entry Started
495		Primary	Gov't	28/42/84	LUENGIBASE	Entry Started
496		Primary	Gov't	20/42/78	MALO	Entry Started
497		Primary	Gov't	3/42/57	MAMINEO	Entry Started
498		Primary	Gov't	5/42/60	MARONE	Entry Started
499		Primary	Gov't	5/42/59	Marone Extension	Entry Started
500		Primary	Gov't	7/42/61	MONA	Entry Started
501		Primary	Gov't	6/42/60	SAFOA	Entry Started
502		Primary	Gov't	13/42/70	TERANO	Entry Started
503		Primary	Gov't	4/42/57	TETALO	Data Entry Done
504		Primary	Gov't	24/42/83	VENGA	Entry Started
505		Primary	Gov't	18/42/73	FENUALOA	Entry Started
506		Primary	Gov't	1/42/57	GAUWA	Entry Started
507		Primary	Gov't	2/42/57	MAINA MEMORIAL	Entry Started
508		CHS	Gov't	8/42/68	BALIPA'A	Entry Started
509		CHS	Gov't	12/42/69	LATA	Entry Started
510		PSS	Gov't	21/42/76	Luesalemba	Entry Started
511	Western					
512	CFC	Primary	Mission	15/CF/48/7	TAMANEKE/DUVAHA	Entry Started
513	CFC	Primary	Mission	84/48/90	TAMARAE/JERICO	Entry Started
514	CFC	Primary	Mission	5/CF/48/57/T	BANIATA	Entry Started
515	CFC	Primary	Mission	63/CF/48/86	BUNI	Entry Started
516	CFC	Primary	Mission	6/CF/43/70	DUVAHA	Entry Started
517	CFC	Primary	Mission	C84/48/90	Jericho	Entry Started
518	CFC	Primary	Mission	14/CF/48/7	BARAULU	Entry Started
519	CFC	Primary	Mission	59/CF/48/80	EPAQA	Entry Started
520	CFC	Primary	Mission	5/CF/48/57	HOPONGO	Entry Started
521	CFC	Primary	Mission	2/CF/48/62	MADOU	Entry Started
522	CFC	Primary	Mission	16/CF/48/7	NUSA HOPE	Entry Started
523	CFC	Primary	Mission	7/CF/48/57	OLIVE	Entry Started
524	CFC	Primary	Mission	2/CF/48/82	PARADISE	Entry Started
525	CFC	CHS	Mission	10/CF/48/72	ELELO	Entry Started
526	SDA	Primary	Mission	46/SDA/48/	BAREHO	Entry Started
527	SDA	Primary	Mission	45/SDA/48/65	BOBOE	Data Entry Done
528	SDA	Primary	Mission	31/SDA/48/62	JELLA	Entry Started
529	SDA	Primary	Mission	30/SDA/48/62	MONDO	Entry Started
530	SDA	Primary	Mission	6/48/55	RAMATA	Entry Started
531	SDA	Primary	Mission	38/SDA/48/63	TELINA	Entry Started
532	SDA	Primary	Mission		VAVANGA	Entry Started
533	SDA	Primary	Mission	7/SDA/48/55	BATUNA	Entry Started
534	SDA	Primary	Mission	56/SDA/48/	BILI	Entry Started
535	SDA	Primary	Mission	14/SDA/48/59	BUINITUSU	Entry Started
536	SDA	Primary	Mission	44/SDA/48/65	BURI	Data Entry Done
537	SDA	Primary	Mission	29/SDA/48/	GHATERE	Data Entry Done
538	SDA	Primary	Mission	32/SDA/48/62	HINAKOLE	Entry Started
539	SDA	Primary	Mission	1/SDA/48/53	IRIRI	Data Entry Done

540	SDA	Primary	Mission	71/SDA/48/93	Jack Harbour	Entry Started
541	SDA	Primary	Mission	71/SDA/48/93	KAZA	Data Entry Done
542	SDA	Primary	Mission	8/SDA/48/66	KOKETE	Entry Started
543	SDA	Primary	Mission	1/SDA/48/55	KUKUDU	Data Entry Done
544	SDA	Primary	Mission	28/SDA/48/55	LOKURU	Entry Started
546	SDA	Primary	Mission	31/SDA/48/62	MASE	Entry Started
547	SDA	Primary	Mission	42/SDA/48/64	MENDINA	Data Entry Done
548	SDA	Primary	Mission	34/SDA/48/62	PATUBOLIBOLI	No action
549	SDA	Primary	Mission	48/SDA/48/65	PEAVA	Entry Started
550	SDA	Primary	Mission	27/SDA/48/62	PENJUKU	Entry Started
551	SDA	Primary	Mission	13/SDA/48/59	TETEMARA	No action
552	SDA	Primary	Mission	57/SDA/48/31	TUKI	Data Entry Done
553	SDA	Primary	Mission	52/SDA/48/70	ULONA	Entry Started
554	SDA	Primary	Mission	5/SDA/48/55	VARE TUTTY	Data Entry Done
556	SDA	Primary	Mission	70/SDA/93	VURA	Entry Started
557	SDA	Primary	Mission	48/SDA/48/65	BEKABEKA	Entry Started
558	SDA	CHS	Mission	2/SDA/48/55	BURUKU	Entry Started
559	SDA	NSS	Mission	69/SDA/48/91	Kukudu	Entry Started
560	United Church	Primary	Mission	71/UC/48/93	BANGA	Entry Started
561	United Church	Primary	Mission	10/UC/48/7	BARASIPO	Entry Started
562	United Church	CHS	Mission	5/UC/48/56	KOKEQOLO	Entry Started
563		PSS	Gov't	86/48/9	Biulah	Entry Started
564	United Church	NSS	Mission	70/UC/48	Goldie College	Entry Started
565		Primary	Gov't		CHUCHULU EXTENSION	Entry Started
566		Primary	Gov't	13/UC/48/8	KARIKI	Entry Started
567		Primary	Gov't	76/48/90	Koliai	Entry Started
568		Primary	Gov't	83/48/90	KTC VIRU/Arara	Entry Started
569		Primary	Gov't	76/48/90	LOFUNG	Entry Started
570		Primary	Gov't	81/48/90	MICHI	Entry Started
571		Primary	Gov't	4/48/55	Pirumeri	Entry Started
572		Primary	Gov't	50/48/69	TOUMO	Entry Started
573		Primary	Gov't	55/48/73	VAKAMBO	Entry Started
574		Primary	Gov't	13/48/80	KAREKI	Entry Started
575		Primary	Gov't		KAVOLAVATA	Entry Started
576		Primary	Gov't		MERUSU	Entry Started
577		Primary	Gov't	73/48/90	NAZARETH	Entry Started
578		Primary	Gov't	2/UC/48/57	NGARI	Entry Started
579		Primary	Gov't	32/48/57	RARUMANA	Entry Started
580		Primary	Gov't	60/48/81	RAWAKI	Entry Started
581		Primary	Gov't		SAMBORA Ext	Entry Started
582		Primary	Gov't	159/57	VATORO Ext	Entry Started
583		Primary	Gov't	6/UC/48/73	AGAGANA	Entry Started
584		Primary	Gov't	82/48/90	ALEANG	Entry Started
585		Primary	Gov't	69/48/86	CHOBIKOPI	Entry Started
586		Primary	Gov't	34/48/57	FALAMAI	Entry Started
587		Primary	Gov't	52/48/70	GAOMAI	Entry Started
588		Primary	Gov't	87/48/92	HA'APAI	Entry Started
589		Primary	Gov't	35/48/57	HALISI	Entry Started
590		Primary	Gov't	51/48/70	HARAPA	Entry Started
591		Primary	Gov't	26/48/57	IRIQILA	Entry Started
592		Primary	Gov't	45/48/61	KALARO	Data Entry Done
593		Primary	Gov't	75/48/90	Kamaleai	Data Entry Done
594		Primary	Gov't	3/UC/48/57	KAROKESA	Data Entry Done
595		Primary	Gov't	22/48/57	KEARA	Data Entry Done
596		Primary	Gov't	2/48/55	KOLOKOLO	Entry Started

597		Primary	Gov't	88/48/92	KOLOMALI	Data Entry Done
598		Primary	Gov't	75/48/90	KOMALIAE	Entry Started
599		Primary	Gov't	74/48/90	KONGU	Data Entry Done
600		Primary	Gov't	21/48/57	KORIOVUKU	Data Entry Done
601		Primary	Gov't	46/48/57	KUNDU	Data Entry Done
602		Primary	Gov't	28/48/57	LAMBULAMBU	Data Entry Done
603		Primary	Gov't	45/48/61	LENGANA	Entry Started
604		Primary	Gov't	39/48/57	LEONA	Data Entry Done
605		Primary	Gov't	37/48/57	MALEAI	Entry Started
605		Primary	Gov't	29/48/57	MARAVARI	Data Entry Done
606		Primary	Gov't	90/48/92	NEW MALA	Entry Started
607		Primary	Gov't	4/48/55	NILA	Entry Started
608		Primary	Gov't		NORO/TUGUI	Entry Started
609		Primary	Gov't	61/48/81	NUHU	Entry Started
610		Primary	Gov't	42/48/57	NUSA ROVIANA	Entry Started
611		Primary	Gov't	28/48/57	OBOBULU	Data Entry Done
612		Primary	Gov't	66/48/86	POITETE	Data Entry Done
613		Primary	Gov't	44/48/58	SEGHE	Entry Started
614		Primary	Gov't	25/48/57	SIBILA	Data Entry Done
615		Primary	Gov't	43/48/57	SIBILADO	Data Entry Done
616		Primary	Gov't	67/48/86	SUAVA	Data Entry Done
617		Primary	Gov't	56/48/73	SUPATO	Data Entry Done
618		Primary	Gov't	48/48/65	TITIANA	Data Entry Done
619		Primary	Gov't	65/48/86	VALAPATA	Entry Started
620		Primary	Gov't	17/44/9	VANCOUVER	Entry Started
621		Primary	Gov't	27/48/57	VARESE	Entry Started
622		CHS	Gov't	1/45/55	Bilua	Entry Started
623		CHS	Gov't	72/48/90	DUNDE	Entry Started
624		CHS	Gov't	89/48/92	ELEOTEVE	Entry Started
625		CHS	Gov't	33/48/57	GIZO	Entry Started
626	SDA	CHS	Mission		JONES A. COLLEGE	Entry Started
627		CHS	Gov't	36/48/57	PATUKAE	Entry Started
628		CHS	Gov't	64/48/86	PATUTIVA/Chuchulu Ext.	Entry Started
629		CHS	Gov't	24/48/57	PIENUNA	Entry Started
630		CHS	Gov't	31/48/57	RINGI COVE	Entry Started
631		CHS	Gov't	23/48/57	SIDOKO	Entry Started
632	Western Province	CHS	Gov't	4/48/55	TUHA	Entry Started
633		PSS	Gov't	57/48/7	Vonunu	Entry Started

Source: IPU, Ministry of Education 2002