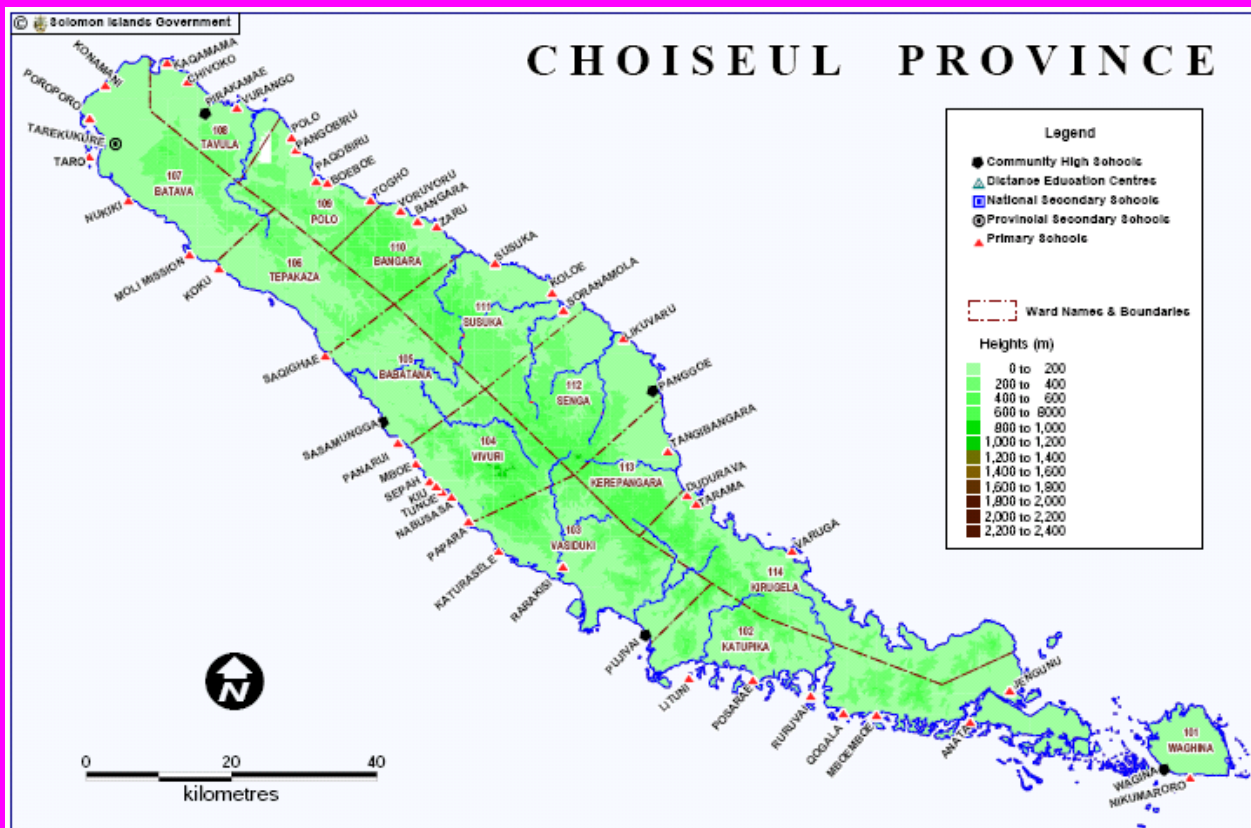


# Choiseul Province

## Solomon Islands

### PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009



Provincial Education Office  
Taro, Solomon Islands  
August, 2007

# PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Choiseul Province

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

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We acknowledge the contribution of the following people:

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## FORWARD

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

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

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

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

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

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

This Plan is intended as a blueprint for the future development of education in Choiseul Province. It covers a period of three years, from 2007 to 2009, to be consistent with the three-year time frame anticipated in the next revision of the Education Strategic Plan. It is a dynamic, living document, and priorities can be expected to alter and evolve as circumstances change over time. The intention is that the achievement of the objectives set out in this plan will be regularly monitored by the Ministry of Education and Human Resources Development, and by the Choiseul Provincial Education Authority, and adjusted if necessary.

Implementation of this plan will also require effective partnerships to deliver financial resources and support. The Government of the Solomon Islands intends to continue to devote a significant proportion of its annual budget to support education, but the resources that central Government can afford are limited, and Government resources on their own will not be sufficient to ensure the success of this plan. We are particularly grateful to the European Union and to the New Zealand Agency for International Development for the extensive financial support provided to date, and for their ongoing commitment to support of

education in Choiseul Province. The new policy on Community School Funding will provide operational grant funding for schools on an annual basis. The successful implementation of this policy in Choiseul Province requires cooperation and funding from the Choiseul Provincial Education Authority. It also requires the full support of each school community, either in cash or in kind.

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

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

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

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

.....  
Hon. Alick Soqati  
Provincial Minister of Education



## CHAPTER 1: INTRODUCTION

### 1.1. The Genesis of the Plan

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

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

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

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

### 1.2. The design of the Provincial Education Action Plan

#### 1.2.1. The Strategic Plan Framework

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

#### 1.2.2. Sections of the Plan

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

**1. The Definition:**

This section gives a brief definition of the sector

**2. The Current Situation:**

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

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

**3. Future Directions:**

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

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

## CHAPTER 2: BACKGROUND

### 2.1. Background

Choiseul Province is one of the six main islands in the Solomon Islands. It is located at the western tip of the islands chain facing Bougainville Islands. Since it became a separate province, Choiseul has experienced a very low economic growth rate as a result of a combination of factors. A problem has been the lack of organised baseline data to inform decision-making processes. As a result, decisions are sometimes not conducive to economic growth in the rural sector.

### 2.2. Social systems

Choiseul still retains its strong distinctive cultural values and practices, including some traditional arts such as the making of clay pots. The province retains a patrilineal family system that recognises male descendants as the head of the family unit. There is a strong voluntary community contribution and strong support that holds the rural communities together. Melanesians and Micronesians are the two distinctive cultural groups in the province.

### 2.3. Population, Land and Environment

Choiseul is a long narrow island located in the northernmost part of the Solomon Islands. Its geographical features include tropical rainforests on rugged terrain, and deep gorges and rivers. Its coastal region and shoreline are covered with long narrow beaches with shallow reefs. Coastal settlements are predominant with low population density.

Choiseul had a total population of 20,008 (at the 1999 Census), accounting for 7.5 percent of the country's total population. It has a high growth rate of 3.0 percent per annum, higher than the national average growth rate of 2.8 percent. Table 1 sets out the province's projected population for the period 2007 to 2010.

Table 1: Choiseul Population Projection 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	12,268	11,864	24,132
2008	12,564	12,151	24,716
2009	12,312	11,748	24,060
2010	13,148	12,722	25,870

Source: Statistics Office 1999 Census Provincial Population Projections

The total land area of Choiseul is 3,294 square kilometres, with 95.5 percent of the land under tribal ownership. Land ownership is based on a complex tribal land ownership system. Approximately 92 percent of the land which offers an opportunity for agriculture is unused.

## 2.4. Infrastructure

There is very limited infrastructure development in Choiseul. There are no roads except for a 25 kilometre road connecting Babatana and part of Viviru ward in the South Constituency. There are some logging roads. Two airstrips are currently operational, and the third in the East Constituency closed down because of a land dispute. Six shipping companies serve the province and are providing vital services.

## 2.5. Social Services

### 2.5.1. Education

There is a total of 43 primary schools, 10 secondary schools and 1 Rural Training Centres in Choiseul. The teacher to pupil ratio is 1:24, but most teachers are untrained. The literacy rate in Choiseul (5-85+years) is 73.3 percent, higher than the national average of 64.4 percent.

### 2.5.2. Health

There are 3 Area Health Centres, 9 clinics, 12 aide posts and one mini-hospital. A local doctor who has been instrumental in building the facility with aid assistance has just handed over a new mini-hospital to the province.

## 2.6. Economic Activity

More than 80 percent of households in Choiseul are active in coconut production, and more than 90 percent in subsistence gardening or farming. About 83 percent were active in fishing. The province produced 12.8 percent of the country's total copra output in 2000. All of the copra output from the province comes from smallholder producers, as there are no commercial coconut plantations in the province. Spice farming is a potential alternate crop owing to the fertile soil.

Forestry is the only major commercial activity in the province. There are two logging companies currently operating, and 15 licensed small mills. The province is currently the third largest log producer in the country. The province has rich fishing resources that are currently unexploited on a major commercial basis. There are 3 fishing centres established to buy and market fish. There is a total of 591 small village-based enterprises, with small trade stores accounting for 63 percent of these. There no major commercial businesses operating in the province at the moment. The Choiseul Investment Authority has been trying to venture into major business operations but so far has been unsuccessful owing to lack of financial capital. The province relies heavily on national government grants to fund its recurrent budget. The provincial capacity to generate sufficient revenue is limited, due mostly to the limited developments taking place in the province.

### 2.6.1. Economic Development Constraints

Some of the main constraints contributing to the province's slow economic development are as follows:

- there is a lack of critical development infrastructure, such as international port facilities, a good road system, and a power supply system;
- funds are not available for relocation of the Provincial Capital to the mainland, resulting in a slowing down of new development and little expansion of infrastructure;
- land issues continue to hinder development in the rural sector;

- a lack of established market systems in the province and inadequate linkage to export markets stifles development;
- a shortage of qualified managerial and entrepreneurial experience and skills inhibits expansion;
- national government economic development policies do not always reflect the needs of the rural sector in Choiseul; and
- there is limited involvement of tribal owners of resources in development planning.

## 2.7. Political System

Choiseul was part of the Western Province until late 1991, when it established itself as a separate province. It is divided into three parliamentary constituencies, South, Northwest and East. This division means that Choiseul has three parliamentary seats in the National Parliament, represented by members who are elected every four years. At the provincial political level, the province is further sub-divided into fourteen provincial wards. Each provincial ward has an elected provincial member who represents the people from the ward in the provincial assembly. The average number of people per national politician in 1999 was 6,669, and there were 1,429 people per provincial politician.

There is also a Provincial Executive, which consists of the Premier, Deputy Premier and a number of provincial Ministers, which should not exceed one half of the total number of members of the Provincial Assembly. The Premier is the political head of the province. The Provincial Assembly elects a Speaker to be the presiding officer, and a Deputy Speaker to act in the absence of the Speaker. The Speaker, with the consent of the Assembly, appoints a clerk and other persons that may be required to act as Officers and servants of the Assembly.

The headquarters of the Provincial Assembly is situated at Taro Island, the Provincial Capital of Choiseul.

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

### 3.1. Vision

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

*Our Vision is that all children (including the disabled) in Choiseul will have access to and equity in attending both formal and non-formal education. This approach will lead all Choiseul people as individuals to develop the knowledge, skills and attitudes to assist them in attaining a good standard of living based on our cultural understandings of communal ways of life that can sustain our living together in peace and harmony. Furthermore, the acquisition of knowledge and skills through our education and training system will assist our people to work together to participate in the development of the resources for the benefit of all, including the present and future generations.*

### 3.2. Goals

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

#### Strategic Goal 1:

To provide equitable access to quality basic education for all children in the Solomon Islands;

#### Strategic Goal 2:

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

#### Strategic Goal 3:

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

### 3.3. Strategies

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

- a. To contribute to strengthen planning, management, co-ordination and monitoring of the Sector Wide Approach , in particular those components that affect this Plan.

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

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

### 3.4. Outcomes and Objectives

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

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

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

##### 3.4.1.1. Objectives

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

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

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

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

### 3.4.2.1. Objectives

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

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

### 3.4.3. Outcome 3 (Quality):

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

#### 3.4.3.1. Objectives

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

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

### 3.4.4. Outcome 4 (Management):

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



#### **3.4.4.1. Objectives**

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

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

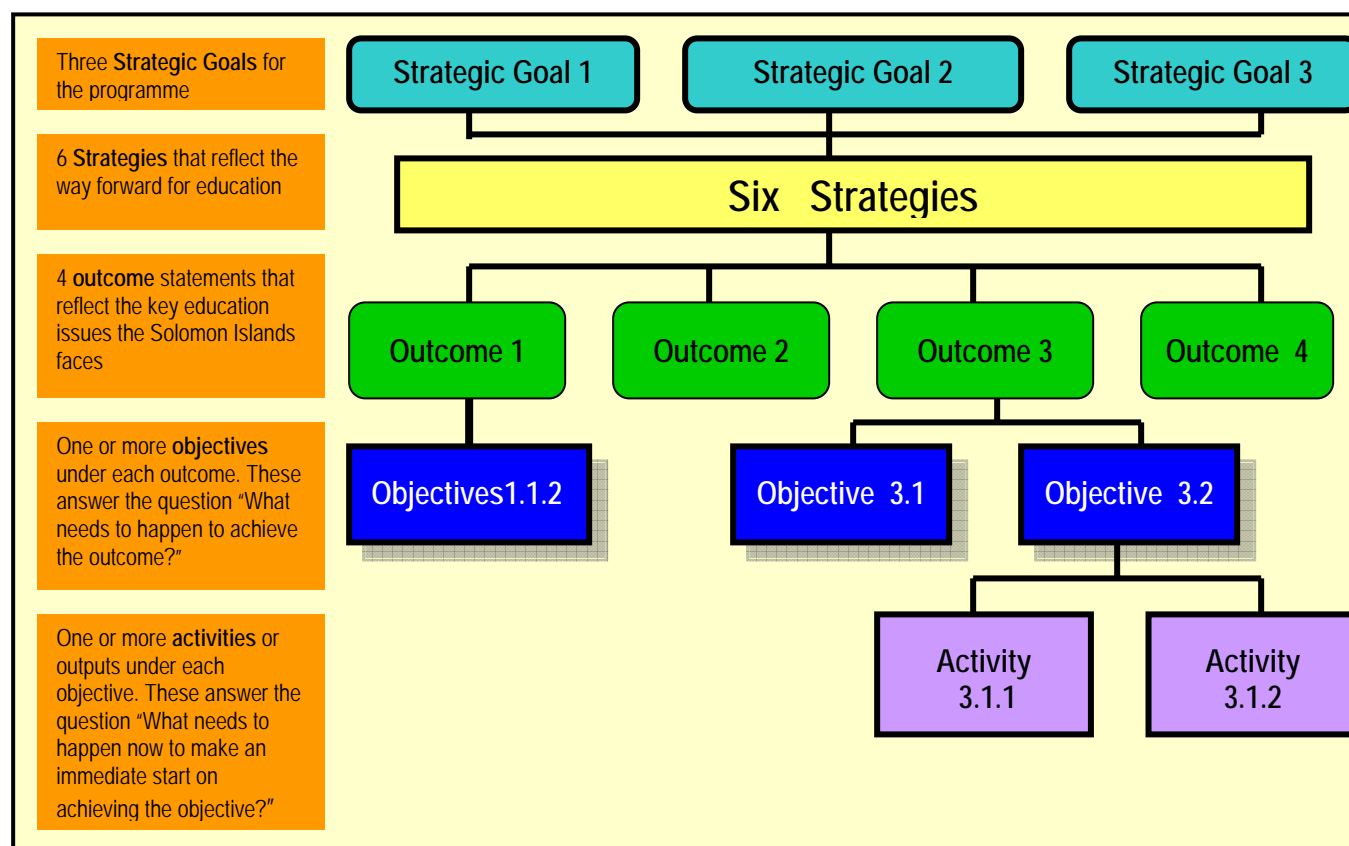
#### **3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.**

The specific tasks, activities and/or outputs that will be undertaken over the period 2007- 2009 in relation to each of these key objectives and who will be responsible for implementing each activity is part of this Plan. This Schedule of Activities is in Chapter 12, and as of page 76. The activities in the Schedule of Activities are cross referenced to the core activities highlighted within each sector.

### 3.6. Design of the Provincial Education Action Plan

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

*Figure 1: Provincial Action Plan Framework*



## CHAPTER 4: BASIC EDUCATION

### 4.1. Definition

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

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

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

### 4.2. Principles of Basic Education

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

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

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

### 5.1. Performance Assessment System

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

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

#### 5.1.1. Access

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

#### 5.1.2. Infrastructure

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

#### 5.1.3. Quality

- Number of qualified teachers, trainers, instructors;
- Percentage of qualified teachers, trainers, instructors;
- Number of qualified headteachers, principals, directors/heads;
- Percentage of qualified headteachers, principals, directors/heads;
- Pupil /student/teacher-instructor ratio;
- Number of libraries;
- Percentage of schools with libraries;

- Number of storage;
- Percentage of schools with storage;
- Completion rates;
- Examination rates (Solomon Islands Secondary Entrance Examination and SISC); and
- Examination rates (SIF3 and Provincial Secondary School).

#### 5.1.4. Finance And Management

##### 5.1.4.1. Financial Management

###### 5.1.4.1.1. Human Resource Development

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

###### 5.1.4.1.2. Process Indicators

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

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

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

## 5.2. Indicators, Targets, Minimum Standards

Based on the education sector monitoring and evaluation indicators reported in the *Digest of Education Statistics 2005* a number of targets have been identified. These targets have a clear relation with the expected outcomes in 2006 of the Education Strategic Plan (2004-2006) like improved access, quality, and efficiency in education service delivery. These targets were originally developed at the Annual Joint Review of the Education Sector Investment and Reform Programme in June 2004. The targets and related indicators served as the sector level monitoring and evaluation framework, to assist the Ministry of Education officers, education authorities, development partners and other education sector stakeholders in

evaluating progress towards the goals and objectives of the Education Sector Investment and Reform Programme and the Education Strategic Plan.

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

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

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

A minimum standard was also identified in 2004:

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

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

### 5.3. Status of Choiseul Province

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

Table 2: Status of Choiseul Province against national minimum standards

	Standard	Achievement	Result <sup>2</sup>
1	Net enrolment ratio, Early Childhood Education (20%)	21.8%↗	Standard met
2	Net enrolment ratio, primary (100%)	91%↘	Standard not met
3	Net enrolment ratio, secondary (20%)	26.4↗	Standard met
4	Teachers, certified (70%)	53.5%↘	Standard not met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:14.5↗	Standard met
6	Teacher: pupil ratio, primary (1:30)	1:24↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:24.5↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:13.5↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	n/a	Not applicable , No NSS in Choiseul
10	Literacy, Std 4 (60%)	38%↘	Standard not met
11	Numeracy, Std 4 (60%)	75%↗	Standard met
12	Average number of pupils/class in primary (1:30)	25.15↗	Standard met
13	Average number of pupils/class in secondary (1:30)	17.12↘	Standard met
14	Toilet/pupil ratio in all schools is 1:50	1:104.19↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	33.76:1↗	Standard met (2005)
16	Clean water (primary schools only) is 100%	56%↘	Standard not met
17	Teachers qualified is 70%	54.7%↘	Standard not met

Source: Digest of Education Statistics, 2006

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

## CHAPTER 6: EARLY CHILDHOOD EDUCATION

### 6.1. Definition

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

### 6.2. Current Situation

Early childhood education in the Solomon Islands is seen as a parental rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than fully funded by central government, although the Ministry of Education and Human Resources Development employs officers who monitor the provision of Early Childhood Education.

Choiseul is among the other provinces in the country that encourages and provides training of teachers to communities which wish to have their children enter into Early Childhood Education and Care. Community awareness programmes began in September 1997. The process of development has been slow, as there are several objectives which the province is seeking to establish in order to provide quality education and care for children. Our objectives are to:

- encourage the support and involvement of parents in early childhood education;
- undertake a parent education programme to communicate the value of early childhood education, and to ensure that children are nurtured positively;
- to provide quality learning programmes suited to the needs of young Choiseul children;
- to develop guidelines for early childhood education, including standardised parameters for an Early Childhood Education learning space, an optimum number of children, and a recommended trained teacher to pupil ratio (1:15);
- to encourage positive Choiseul values, beliefs and cultural practices, and to promote the making, collection and use of quality natural local resources in the learning programme;
- to promote safe and healthy practice and good hygiene in early childhood centres (especially with respect to water and toilets); and
- to provide young children with a good start in their lives, since they are tomorrow's leaders who will carry on our cultural heritage and preserve our social and religious traditions.

In 2006 there were 28 Early Childhood Centres in the province, 24 of which were managed by the Choiseul Education Authority, 3 by the Seventh Day Adventist Church, and one by the United Church. 709 children in total were enrolled, and they were taught by 96 early childhood teachers. According to the 2006 Survey Report, there were five Early Childhood Education centres in the East Choiseul Constituency, twelve in the North West Choiseul Constituency, and ten in the South Choiseul Constituency. One centre did not indicate the constituency they were located in.

Table 3 sets out the numbers of Early Childhood Education teaching staff and enrolments by constituency.



Table 3: Total Teaching Staff, Early Childhood Education Centres, and Enrolments by Constituency, 2006

Regions	Teaching Staff	No. of Centres	Regional Enrolment
East Choiseul	21	5	122
NW Choiseul	40	12	264
South Choiseul	35	10	293
Others		1	30
<b>Total</b>	<b>96</b>	<b>28</b>	<b>709</b>

Source: SIEMIS 2006 Survey Report

### 6.2.1. Access and Equity

Although there are 28 early childhood centres operating throughout the Province, this provision does not provide access to early childhood education for all children. Access to early childhood education therefore needs to improve. Communities in Choiseul continue to see the development of early childhood education as outside the mainstream education system, with a consequence that full community participation is lacking. Improvement in access to early childhood education will come about when awareness programmes about the value of early childhood education begin to change community attitudes.

Of the 709 enrolments in 2006, 365 (51.5%) were male and 344 (48.5%) were female. While there is a slight gender imbalance in favour of boys, the male/female proportions are broadly in line with the proportions in the relevant target age groups as reported at the time of the 1999 census. Gender equity does not therefore appear to be a major issue in early childhood education. Table 4 sets out Early Childhood Education enrolments by gender according to constituencies.

Table 4: Early Childhood Education Enrolments by Gender by Constituency, 2006

Constituency	Enrolment			
	Male	Female	Grand Total	% female
East Choiseul	6	67	122	54.9%
NW Choiseul	24	132	264	50.0%
South Choiseul	21	130	293	44.4%
Others	2	15	30	50.0%
<b>Total</b>	<b>53</b>	<b>344</b>	<b>709</b>	<b>48.5%</b>

Source: SIEMIS 2006 Survey Report

### 6.2.2. Facilities

Currently there are no spaces or classrooms being built for early childhood education in the province. Most early childhood education centres operate in community halls and in churches. This arrangement is not suitable, since there is a need for more permanent dedicated locations, and specially designed and developed early childhood learning spaces.

### 6.2.3. Curriculum

No formal Early Childhood Education curriculum has currently been approved for the Solomon Islands by the Government or by the Choiseul Provincial Education Authority. In general the early childhood

education curriculum in Choiseul Province is not structured. Children at this age are encouraged to interact in an environment where they can explore, learn and discover through play.

#### 6.2.4. Teacher Supply and Demand

The key teacher supply issues are the provision of sufficient additional Early Childhood Education teachers to meet the demand for Early Childhood Education in the province, and the need to upgrade the skills of the untrained Early Childhood Education teachers.

The *Digest of Education Statistics 2006* reported that there were 53 Early Childhood Education teachers in the province. Of these, only 19% have been identified as certified and qualified. Table 5 sets out details of the trained and untrained Early Childhood Education teachers by constituency.

Table 5: Total Establishment, Trained and Untrained Early Childhood Education Teachers, 2006

Constituency	Not trained	Trained	Total	% Trained
East Choiseul	4	2	6	33%
N/W Choiseul	22	2	24	8%
Not Known	2		2	0%
South Choiseul	15	6	21	29%
<b>Grand Total</b>	<b>43</b>	<b>10</b>	<b>53</b>	<b>19%</b>

Source: SIEMIS 2006 Survey Report

#### 6.2.5. Financing

Financing to support the development of early childhood education in the province was initiated in September 1997 when UNICEF provided community awareness courses and supported the development of teacher training, assessment visits, and provision of teaching materials and other resources. No funding was available during 2001 and 2002 during the period of ethnic tension. Between 2002 and 2004, the Community Peace and Restoration Fund provided some funding for Early Childhood Education, communities helped with accommodation and food, and the Province assisted with a grant of \$500 per annum.

Current financing is provided by parents, who pay fees and raise funds, by the Solomon Islands Government (which pays the salaries of trained Early Childhood Education teachers), by the Province (which funds the salary of a coordinator and pays an annual grant of \$500), and by donors, such as UNICEF, Community Peace and Restoration Fund and others.

#### 6.2.6. Management

Centres in the province are under the direct management of communities. Some assistance is provided from the Province and the Ministry of Education.

### 6.3. Future Directions

A plan for the development of Early Childhood Education in the province is needed. The Province should consider setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising,

and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.

### 6.3.1. Access and Equity

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

The following are seen as pre-requisites to improving access and equity in the early childhood division in the province:

- a government policy on the development of early childhood education as part of the overall development of the education system;
- increased government and provincial involvement;
- more parent and community support;
- the establishment of an office to provide administration and planning; and
- the age range for access to early childhood education to remain at 4 to 5 years.

Table 6 sets out the population projections for the 3-5 age group for the four years 2007 to 2010 for Choiseul Province. Typically, the enrolments in early childhood education will not include 3-year old children, but will include a number of children who are older than 5, so these forecasts need to be treated with some caution. The actual enrolments in Early Childhood Education in 2006 in Choiseul Province (709) represented 34.9 % of the total estimated cohort in the 3-5 age group (an estimated 2,030 children in 2006).

Table 6: Choiseul Early Childhood Education Potential Growth, 2007 to 2010

Age/Year	2007	2008	2009	2010
Age 3	670	707	672	701
Age 4	672	666	668	702
Age 5	676	671	663	705
<b>Total</b>	<b>2,018</b>	<b>2,044</b>	<b>2,003</b>	<b>2,108</b>

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

The figures in Table 6 give an indication of the significant potential for growth in early childhood education in the province.

In order to improve access to early childhood education in Choiseul Province, the following strategies and activities will be implemented. The Province will:

- Give consideration to establishing additional Early Childhood Education centres in the province, attached to existing primary schools;
- Plan and support those communities which are far from existing primary schools to consider establishing Early Childhood Education centres within their immediate environment;
- Consult with the Ministry of Education and Human Resources Development to develop a system of registering or licensing Early Childhood Education Centres operating under its authority;

- Consider restricting the age of entry to Early Childhood Education to age 4, in order to ease the already overstretched resources in terms of teachers, finance and classroom materials;
- Aim to achieve the teacher: pupil ratio of 1:15 in order to provide a quality learning environment and to protect children's safety;
- Support teachers who have completed field-based training to enrol in the Solomon Islands College of Higher Education pre-service programme or in the University of South Pacific early childhood education programmes; and
- Mount community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.

### 6.3.2. Facilities

There is potential for growth in provision of Early Childhood Education centres in Choiseul Province, and potential for growth in enrolments, if resources were available. This potential for growth is illustrated in Table 6. It will not be realistic for Choiseul Province to plan in either the short or medium term to build and/or staff a large number of Early Childhood Education centres, since existing constraints such as lack of trained teachers, lack of facilities, lack of other material and financial resources, difficult access because of geography, and the need for extended time to build capacity and parental support, all make an objective of providing access to Early Childhood Education for every child in the province a much longer term goal. Nevertheless, Table 6 shows the challenge facing Choiseul in providing in the future for early childhood education, and the potential need for development of the Early Childhood Education sector.

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

- Carry out a survey of existing Early Childhood Education facilities in the province to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces;
- Assist the Ministry of Education to develop a standard classroom design for Early Childhood Education to set a standard for all centres;
- communities will be responsible for building Early Childhood Education classrooms, and the province will assist with funding;
- Aim to support upgrading and improvement of the existing Early Childhood Education centres in the light of the Ministry of Education and Human Resources Development standard classroom design;
- Establish criteria for registration of Early Childhood Education Centres, and license only those Centres that meet minimum quality standards;
- Develop and implement a plan to build additional classrooms for Early Childhood Education over the medium term;
- Consider establishing a “lighthouse” or “model centre” where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements; and
- Assess geographical factors, and will provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.

Since the establishment of Early Childhood Education centres is the responsibility of communities, the province should undertake a preliminary survey to assess current provision and future needs and/or interest in establishing Early Childhood Education centres, and begin a process of negotiation to set up new centres. A target of establishing five new Early Childhood Education centres a year may be realistic. It may be possible to plan to accommodate some double streams and to plan for the building of 5 additional Early Childhood Education centres in each year, perhaps attached to existing primary schools, and to aim at building 15 additional Early Childhood Education centres by the end of 2009 (5 Early Childhood Education centres in 2007, 5 in 2008 and 5 in 2009). Table 7 projects the possible growth.

Table 7: Early Childhood Education enrolment projections, 2007 - 2009

	2006	2007	2008	2009
Number of classes at 5 established each year	53	58	63	68
Projected Enrolment at 15 pupils per class	709	754	819	884
Projected Net enrolment	35%	37%	40%	44%

The province envisages the following guidelines would be used when considering the establishment of additional Early Childhood Education centres:

- communities will be responsible for building facilities;
- kindergartens will be attached to a primary school;
- there should be a standardised design for an Early Childhood Education space or classroom;
- proper facilities (including water & sanitation) will be provided; and
- an office and transport will be provided for the coordinator's travel

### 6.3.3. Curriculum

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

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

The Curriculum Development Centre is encouraged to develop a standard teachers' resource book for Early Childhood Education.

### 6.3.4. Teacher Supply and Demand

The immediate key needs are to train and recruit more Early Childhood Education teachers, and to provide training for the existing Early Childhood Education teachers who are currently listed as untrained. Too few of the existing Early Childhood Education staff are fully qualified as Early Childhood Education teachers

with a teacher's certificate. If more Early Childhood Education teachers are not trained, a greater shortage of trained Early Childhood Education teachers could develop.

If the province was to plan for gradual expansion and aim at an enrolment of about 1000 in Early Childhood Education by the end of 2009, it would be necessary to train a minimum of 5 additional Early Childhood Education teachers a year in 2007, 2008 and 2009. While this number would not meet all the need for trained Early Childhood Education teachers, it may be a realistic target given the limited capacity of Solomon Islands College of Higher Education to enrol large numbers of teacher trainees. Field-based training and other initiatives such as enrolment in University of South Pacific programmes using distance and flexible learning should continue in order to supplement the number of Early Childhood Education teachers by an additional 5 Early Childhood Education teachers a year.

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

- Ensure early Childhood Education teachers will be specially trained and consequently teachers who have undergone field-based training will be a priority for further training at Solomon Islands College of Higher Education, after an assessment carried out by the Early Childhood Education coordinator;
- Ensure early Childhood Education teachers must have at least 2 years field-based training before enrolling at the Solomon Islands College of Higher Education (Solomon Islands College of Higher Education);
- Advocate for Solomon Islands College of Higher Education to increase its intake into Early Childhood Education teacher training;
- Aim to enrol 5 Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009;
- Develop training packages for Early Childhood Education teachers at provincial centres in Choiseul, in liaison with Solomon Islands College of Higher Education, including 5 teachers trained each year (2007, 2008 and 2009) using field-based training;
- Aim at training at least 2 Early Childhood Education teachers per centre; and
- Ensure entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes should require a minimum of completion of Form 5 or an equivalent qualification.
- Develop a staff development plan for Early Childhood education teachers.

### 6.3.5. Financing

The following financing arrangements are proposed:

- The Solomon Islands Government will subsidise Early Childhood Education, and will provide 60% of total costs;
- Choiseul Province will make an allocation to Early Childhood Education in its budget, and will provide 30% of total costs;
- Parents will continue paying fees, up to 10% of total costs. Communities will assist with construction of facilities and with fund-raising.

Early Childhood Education in Choiseul Province potentially encompasses two broad sectors, community centres (usually associated with primary schools), and privately-owned centres. Although potentially

privately owned centres could be developed, there are at present none in operation in the province. There need to be clear policies in place in order to plan for the future development of the Early Childhood Education sector, and to ensure financial arrangements are clearly understood.

#### *Community Centres*

- the Government will meet the salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers;
- the Choiseul Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education learning materials, equipment, and teaching resources;
- communities will meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds; and
- parents will make a contribution, in cash or in kind.

#### *Private Early Childhood Education Centres*

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

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

### **6.3.6. Management**

In order to assist the effective management of Early Childhood Education in the province, the roles of key stakeholders have been outlined below.

#### *Ministry of Education roles*

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

#### *Choiseul Provincial Education Authority roles*

- To provide office space and an operating subsidy (by way of a grant) for Early Childhood Education;
- To carry out awareness programmes for communities;
- To assist in providing in-service training for teachers;
- To manage monitoring and evaluation of Early Childhood Education centres;

- To support the role of the Early Childhood Education co-coordinator (and if demand for Early Childhood Education increases, to consider the appointment of additional Early Childhood Education co-coordinators).

*Communities/Parents' roles*

- To provide land and local building materials;
- To build and maintain Early Childhood Education learning spaces, and to ensure that water is accessible and that there is proper sanitation;
- To set up Early Childhood Education Committees for administration and governance;
- To select and appoint Early Childhood Education teachers with assistance from coordinators and members of the community; and
- To provide housing for teachers.

*Churches' roles*

- To provide support similar to that provided by the Choiseul Provincial Education Authority, including the provision of financial support where appropriate;
- To provide religious instruction.

There may also be a need to review whether the current management structure for Early Childhood Education within the Choiseul Provincial Education Authority is appropriate, in order to ensure that early childhood education is recognised as an essential part of the province's education infrastructure.



## CHAPTER 7: PRIMARY EDUCATION

### 7.1. Definition

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

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

### 7.2. Current Situation

According to the *Digest of Education Statistics 2006*, Choiseul Province has a total of 43 primary schools, as well as eight community high schools, making a total of 51 institutions offering primary schooling. There is a total student enrolment of 5,212 primary school children in the province, which represents just under 2.7% of the national total primary school enrolment.

There were 211 primary school teachers teaching in the province’s primary schools in 2006. Table 8 below provides data on primary education in the province, by constituency.

Table 8: Total Teaching Staff, Primary Schools and Enrolments by Constituency

Constituencies	Teaching Staff	No. Primary School	Enrolment
East Choiseul	29	7	829
North West Choiseul	103	19	2,570
South Choiseul	79	16	1,730
Others		1	83
<b>Total</b>	<b>211</b>	<b>43</b>	<b>5,212</b>

Source: SIEMIS 2006 Survey Report

#### 7.2.1. Access and Equity

Access to primary education in Choiseul Province is generally available to all children. While it is estimated that access to primary education in the province is well over 90%, some of the issues hindering 100% access include the following:

- the remoteness of some villages, which are located too far from schools for children to attend;
- the inability of some parents to pay school fees; and
- a reluctance by some families to send girls to school.

Of the total enrolment in 2006 of 5,212 students in primary schooling, 2,675 (51.3%) were male and 2,537 (48.7%) were female. This distribution by gender is broadly in line with the gender distribution in the relevant age groups. There does not appear to be a major gender equity issue in primary schooling, although figures about any attrition in the upper levels of the primary school (which may affect girls more than boys) in the province are not available. Table 9 sets out details of primary school enrolments by gender and by constituency.

Table 9: Primary School Enrolments by Gender by Constituency

Constituencies	Enrolments			
	Male	Female	Total	% Female
East Choiseul	409	420	829	50.7%
North West Choiseul	1,323	1,247	2,570	48.5%
South Choiseul	900	830	1730	48.0%
Others	43	40	83	48.2%
<b>Total</b>	<b>2,675</b>	<b>2,537</b>	<b>5,212</b>	<b>48.7%</b>

Source: SIEMIS 2006 Survey Report

### 7.2.2. Facilities

The province's view is that the number of classroom spaces available is adequate for the current primary school enrolment.

No formal inventory of the state of school buildings in the province is available. Nor does the province have an accurate database that records the location, ownership status, and condition of all school facilities, including whether a school has staff houses available, and whether the condition of water and sanitation facilities at each primary school is satisfactory.

It is known that the condition of staff houses, classrooms and other buildings in the majority of primary schools in the province is poor. There is a need for improvement to existing facilities, both temporary and permanent. Communities must be encouraged to take on the responsibility both of improving and maintaining existing facilities, and of building additional facilities where expansion is required.

Facilities that are required include recreation facilities, storage facilities, libraries, an adequate supply of water in all schools, and improved sanitation facilities. Schools should also cater for teacher housing.

In addition, all primary school land in Choiseul Province needs to be registered to avoid future land disputes.

### 7.2.3. Curriculum

Curriculum development will remain centralised within the Ministry of Education. The primary school curriculum is currently being reviewed, with work on primary mathematics and English for standards 1 to 6 under way. Development of other subjects will follow. Funding assistance is being provided by New Zealand Aid for International Development.

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

#### 7.2.4. Teacher Supply and Demand

The teacher: pupil ratio in the province's primary schools is 1:24.5a figure which indicates that there are sufficient teachers in the system to manage the current number of enrolments.

A key issue is the shortage of trained primary school teachers in the province. The total number of primary teachers in the province in 2006 was 211, of whom 61.1% were certified and qualified. The worrying feature of the teacher data is that the proportion of certified and qualified teachers has slipped rapidly in two years from a high 94% certified and 92% qualified in 2003 to its present level. It is possible that previous data was incorrect, and that the *Digest of Education Statistics 2005* is now reflecting a more accurate picture. Nevertheless, the apparent incidence of untrained primary school teachers in the province (about 39%) is too high.

Table 10 provides details of trained and untrained primary school teachers by constituency.

Table 10: Total Establishment, Trained and Untrained Primary School Teachers, 2006

Constituency	Total Trained	Total Untrained	Total	% Trained
East Choiseul	18	11	29	37.9%
North West Choiseul	36	67	103	65.0%
South Choiseul	28	51	79	64.6%
<b>Total</b>	<b>82</b>	<b>129</b>	<b>211</b>	<b>61.1%</b>

Source: SIEMIS 2006 Survey Report

#### 7.2.5. Financing

Central government currently pays the salaries of teachers and provides an operating grant to schools. The operating grant pays for the provision of basic school materials and equipment. The total amount of the grant allocation per school depends on the number of students enrolled at the school.

The province supplements government grants, and the schools charge parents school fees. With its limited sources of revenue, Choiseul Province is not able to make extensive provision in its own budget to cater for education services.

With the increasing costs of education, and the need to provide quality education, partnerships must be encouraged so that all stakeholders share the cost of educating children. The proposed Community Standard Funding model suggests that the Solomon Islands Government provides 60% of total costs, the Choiseul Education Authority provides 30% of total costs, and the parents and the community provide 10% of the funding required for primary education.

#### 7.2.6. Management

General oversight of primary schools is the responsibility of the Ministry of Education through the provincial education authority. The day to day operational management of each school is the responsibility of the Head Teacher, subject to the oversight of the School Committee. There is a general need to strengthen management skills within schools in the province.

Managing of finance is the responsibility of the Head Teacher and the School Committee. As a matter of transparency and accountability, funds need to be properly accounted for.

### 7.3. Future Directions

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

#### 7.3.1. Access and Equity

There is no definitive data available about the number of primary school age children in Choiseul province who do not attend school. It is likely that there are still some children who do not attend school, owing to the isolated nature of some villages in rural areas, the lack of developed road systems, and irregular and unreliable sea transportation systems. These transportation issues make it very difficult for the province to meet the aspirations of its population.

The remoteness of some villages and their scattered nature requires some flexibility in qualifying for the establishment of an extension school. Currently the requirement for establishing an extension school is an enrolment of at least 10 pupils. This stipulation, if applied rigidly, may not suit the circumstances of some parts of Choiseul, especially Northwest Choiseul. Special consideration may need to be given to this constituency to assist accessibility. Some flexibility would ensure that those students who do not currently have access to a primary school do gain access to education by 2009. The areas in question are Gatapale, Gatakakasa in the Varisi area, Oliveti in the Tepazaka area, and scattered small villages in the Katupika area.

There does appears to have been a steady increase in primary school enrolments from 2003 (4,481 enrolments) to 2006 (5,212 enrolments) in Choiseul primary schools (a 14% increase in two years). It is anticipated that this steady increase will continue. Planning to increase access in Choiseul does need to be based on a realistic assessment of future roll growth, and on an assessment of where growth will occur.

If it was assumed that the average age of entry to the preparatory level in the province occurred at age 6, and that there was 100% progression throughout the primary school system up to standard 6, the primary school enrolment projections for the years 2007 to 2010 should roughly correspond with the population projections for the Choiseul 6-12 age group (Scenario 1) set out in Table 9. These population projections are derived from the 1999 census data. However, actual primary school enrolments in 2006 (5,212) are larger than these projected numbers, mainly because many students older than 12 are enrolled in Choiseul primary schools. Scenario 2 is based on actual Choiseul primary school enrolments in 2006, calculated on a straight line increase of 3% growth a year. Scenario 2 probably gives a closer realistic forecast of future primary school enrolments in the province.

Table 11: Choiseul Primary School Growth Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected population, ages 6-12 (Scenario 1)	4,601	4,633	4,492	4,668
Enrolment projections (Scenario 2)	5,368	5,529	5,695	5,866

Source: Scenario 1, 1999 Census Provincial Population Projections

These enrolment forecasts suggest that the province will need to develop plans to manage a steady increase in primary school enrolments. This planning will need to ensure there are sufficient trained teachers and enough classrooms and ancillary buildings. The province's preliminary assessment is that it currently has 43 primary schools which cater for standards 1 – 6, as well as 8 community high schools which offer primary education. On an estimated basis of 6 primary school classrooms per school, there is a probable number of at least 306 primary school classrooms in the province. More data about the number of classrooms available is required, and about the condition of the existing buildings, before plans are initiated to build more classrooms or establish new schools. Further investigation, accompanied by documentation and analysis of findings, is required, as suggested above and as described in the next section "Facilities".

In order to improve access to primary education, the following strategies and proposed activities will be considered and implemented. The Province will:

- Undertake regular visits to schools by Provincial Education Officers, and School Inspectors to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, and whether there is overcrowding, and to ascertain how schools are managing any increases in enrolments;
- Develop a primary school development plan for the province in order to establish key locations and priorities for construction of any new facilities (classrooms, dormitories, ablution blocks, staff houses) that may be required to cope with expansion; and
- Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province.

### 7.3.2. Facilities

As a first step, the province needs to develop an accurate database of all existing school facilities, including teacher housing, with an assessment of the condition of the school building stock, an assessment of their current occupancy rates, and an assessment of whether minimum standards are met. A national methodology for this purpose should be developed by the Ministry of Education and Human Resources Development. This survey would provide data that should assist the province with its planning. The information would allow the province to assess how many school buildings there are in the province, whether the current school buildings are in a good or poor state of repair, whether existing classrooms were adequate to house the numbers of students attending school or whether overcrowding was occurring, the state of sanitation facilities and whether the school was able to supply pupils with clean water. The proposed survey would provide documented data to assist in identifying where growth was occurring, and would help in identifying priorities for maintenance of existing school buildings or for the development of new facilities.

School land in Choiseul Province must be registered to avoid future land disputes.

The following immediate actions are needed. Hence the Province will:

- Undertake a stocktake to assess the needs of primary schools in Choiseul, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Choiseul Provincial Education Authority and the Ministry of Education and Human Resources Development;
- Encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- Provide appropriate furniture needs for classrooms;
- Improve sanitation in the province's schools;
- Ensure clean and safe water is available in all primary schools;
- Standardise staff housing, based on a set of minimum standards;
- Register land where schools are located;
- Mount an awareness programme for communities on ownership of schools; and
- Cost the infrastructure programme for primary schools in Choiseul province.

While it is the province's assessment that there may be enough classrooms to cater for the projected enrolments from 2007 to 2009, that judgement is by no means certain. The results of the proposed survey will assist in clarifying current classroom occupancy rates, and will indicate how many current classrooms need improvement. On the basis of available anecdotal information and professional judgments, it certainly appears that most existing classrooms will need some upgrading.

### 7.3.3. Curriculum

The current review of the primary school curriculum should continue, with the objective of modernising it and making it more relevant and effective. The review of the school primary school curriculum should give consideration to the following activities and strategies. Therefore Choiseul Province will:

- Encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing;
- Strengthen ways of language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English;
- Negotiate for the creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools;
- Mount more in-service training on Nguzu Nguzu materials;
- Encourage the teaching of reading in the first two years (standards 1 and 2) of primary school;
- Support the attendance by Principals of community high schools with primary schools attached at in-service training on curriculum materials for primary teachers, to enable those Principals to hold school-based workshops;
- Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and
- Carry out of an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.

### 7.3.4. Teacher Supply and Demand

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

Well trained teachers are the backbone of a quality education system. There are currently 214 primary teachers serving in the province, as recorded in the 2005 Ministry of Education and Human Resources Development statistical digest, but the number of those teachers who are untrained (See Table 8) is unacceptable. This situation has implications for the quality of teaching delivered to students and directly affects the standard of student achievement.

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

It appears there are sufficient teachers in the province at a system level to meet current requirements for the immediate future, although there may be supply requirements in particular isolated localities. However, the province may wish to review its supply of teachers and assess attrition rates and future retirements in the existing teacher work force in order to plan for the future. It may be necessary to plan to train new teachers now to avoid any future teacher shortages.

For the Province to develop a fully trained primary teaching force, the following strategies and activities will be carried out. The Choiseul Province will:

- Establish processes to ensure untrained teachers are interviewed, encouraged to undertake training, and their attendance at suitable programmes are facilitated;
- Consider appointing a teacher training officer, who could assist in developing field-based training programmes for untrained primary teachers;
- Train at least 5 trainee teachers each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education, with appropriate training for teachers to manage composite classes including children at different levels;
- Provide a year's teaching experience for untrained teachers before they sit the Solomon Islands College of Higher Education entrance examination assists their training;
- Encourage certificate teachers are encouraged to upgrade to diplomas;
- Encourage teachers with diplomas to upgrade their diplomas to degrees;
- Offer existing teachers (including Head Teachers and long-serving teachers) professional development opportunities and encourage them to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning (DFL) and summer school modes, and through the University of Goroka's teacher training programme (the Lahara Programme);
- Assist at least 20 primary school teachers in each year to gain access to in-service training programmes;
- Put in place system to ensure a fair intake from Choiseul Province to training opportunities through scholarships;
- Address accommodation for teachers as a means of recruiting and retaining qualified staff;
- Advertise current teaching posts that are vacant in order to attract trained teachers to the province;
- Monitor and determine the recent increase in salaries for teachers if this decision results in an improvement in teacher quality; and

- Negotiate with Solomon Islands College of Higher Education to give emphasis in its training programmes teacher discipline and conduct in accordance with the province's culture, religious values, and practices.

The province takes the view that there are sufficient teachers in the province, but that what is required is for the province to liaise with appropriate authorities to facilitate the above recommendations, and to upgrade the skills and qualifications of those currently in the service.

### 7.3.5. Financing

Government has announced that primary education will be free for all children in the Solomon Islands. To enhance partnership in funding education services by all stakeholders, parents and communities are still required to contribute to primary education. The concept of Community Standard Funding will be introduced in primary schools based on the following arrangement:

- A central Government contribution of 60% of total costs (central Government will fund teacher salaries and provide training and curriculum materials, and may assist with the development of facilities);
- A Choiseul Education Authority contribution of 30% of total costs (this funding will provide materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities);
- A contribution by parents and communities of 10% of total costs (parents will continue with fees and contributions and other activities necessary for the running of school.);
- Central Government will pay SBD200 as a grant per child per year;
- Grants paid to schools will be on a per capita basis and will be based on the total enrolment in each primary school;
- The Choiseul Provincial Education Authority will provide materials and stationery, will carry out community awareness programmes, and will offer in-service training;
- Schools, parents and communities will provide land and buildings, and will be encouraged to participate in fund raising and to raise extra funds if required.

Table 12 gives an indicative cost of primary schools of several key cost areas to be met by all partners.

Table 12: Primary Education projected indicative of selected costs 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Enrolment	5,368	5,529	5,695	16,593
Solomon Islands Government Grants at SBD200 per student	1,073,672	1,105,882	1,139,059	3,318,613

The management of school grants has been problematic over the years, and it is necessary that strategies be put in place for the control and management of school grants. To assist in the implementation of the financial management policies, the following strategies will be adopted for the proper management of school grants in Choiseul Province:

- Consider the creation of the post of an accountant, who is to be paid under the Public Service payroll, within the Education Division of the province. The role of the accountant will be to administer school grants, to monitor the use of the grants, to provide quarterly and annual reports on the grants, to organise training workshops for Head Teachers and School Committee treasurers on finance, and to develop an accounting manual for the management of the grants.



- The Ministry of Education will disburse grants directly to a trust account held within the Education Division in the province, and the Education Division will disburse grants to schools on a quarterly basis;
- Signatories to individual schools accounts for the grants should include the Head Teacher, the School Committee Chairperson, and the School Committee Secretary. The system used by the current European Union funded Secondary Schools Grants Project should be adopted for the management of school grants;
- The Head Teacher of each school should be the accountable officer, and will report to the Provincial Accountant;
- Head Teachers and School Chairpersons will be trained in the financial management of these funds (financial procedures);
- Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Choiseul Education Authority, which will monitor expenditure, noting that the grant for each quarter should be accounted for before the next payment can be made; and
- The Province will encourage schools to conduct awareness programmes on Community Standard Funding and on the role of school management in their catchment areas.

### 7.3.6. Management

Policy and guidelines for the management of schools is set out in the approved document Ministry of Education and Training Solomon Islands Teaching Service Hand Book 2006.

To improve the management of primary education in Choiseul Province, the following practices will be implemented:

- Initiate strategies for the community and the School Committee work in harmony with the Head Teacher and staff;
- Consider the possibly to have a Head Teacher should remain in one school for at least three years.
- Ensure and advise that the welfare of the Head Teacher and his staff must be given priority by the school committee;
- Make sure that the Head Teacher and the School Committee ensure school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds;
- Reintroduce Head Teacher training and all Head Teachers are required to undertake management training (including staff management and resource management) and financial management (including budgeting);
- Make sure that the Head Teacher will be accountable for all school finances;
- Promote weekly or fortnightly meetings are held for staff and school committees;
- Negotiate with the School of Education Solomon Islands College of Higher Education will include a management component in its teacher training programmes;
- Improve communication links between stakeholders (headquarters, provincial authorities and schools); and
- The Choiseul Education Authority will continue playing its role and will be more active in organising education tours and school visits, providing updates for schools, arranging school inspections, and will reassess its policy on transfer and posting of teachers, will consider whether a system of incentives is needed, and will allow teachers more choice in future in relation to transfers.

School management committees and provincial and church education authorities will continue playing a major role in the running of primary schools. The roles of these organisations are set out in the later section of this provincial education action plan “Roles of Stakeholders”.

## CHAPTER 8: JUNIOR SECONDARY EDUCATION

### 8.1. Definition

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

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

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

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

### 8.2. Current Situation

Choiseul province currently has nine junior secondary schools (community high schools) offering junior secondary education from form 1 to form 3, and one provincial secondary school also offering junior forms. The community high schools administered by the Choiseul Provincial Education Authority are St Joseph Moli Community High School, Pangoe Community High School, Pirakamai Community High School, Sasamunga Community High School, Vosa Community High School, and Wagina Community High School. Choiseul Bay Provincial Secondary School is also administered by the Choiseul Provincial Education Authority. There are two community high schools administered by the Seventh Day Adventist Church. They are Kukele Community High School and Puzivai Community High School.

The junior secondary school total enrolment for Choiseul in 2006 was 802 students. The enrolments are distributed within the three constituencies as shown in Table 13. East Choiseul has the lowest number of students enrolled because it has only two junior secondary schools, compared with four in the North West Choiseul Constituency and three in the South Choiseul Constituency.

Table 13: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency, 2006

Constituency	Teaching Staff	No. JS Schools	Enrolment	Tr/Pupil ratio
East Choiseul	11	2	177	16.1
North West Choiseul	9	4	344	38.2
South Choiseul	11	3	281	25.5
<b>Total</b>	<b>31</b>	<b>9</b>	<b>802</b>	<b>25.9</b>

Source: SIEMIS 2006 Survey Report

Major constraints and issues at the junior secondary school level are as follows:

- a lack of sufficient places at existing junior secondary schools;
- an inadequate supply of curriculum resources and equipment;
- lack of or inadequacy of boarding facilities in existing community high schools;
- a shortage of trained teachers in all subject areas;
- poor facilities;
- a lack of specialised classrooms e.g. home economics, science, industrial arts; and
- the geographical location of current community high schools prevents day schooling for some young people.

The future direction for junior secondary schooling is to incorporate it as part of “Basic Education” which extends from Standard 1 to Form 3. The intention is that the Solomon Islands Secondary Entrance Examination at Standard 6 will be phased out, and all Standard 6 pupils in the province will progress automatically into Form 1.

The expected outcome therefore, is to provide access for all children in Choiseul Province to a quality basic education at the junior secondary school level. The demand to meet this expectation will be high. There are considerable challenges which the province will need to meet in order to achieve this goal.

#### **8.2.1. Access and Equity**

Access to junior secondary schools is still an issue in the province. The difficulty with transportation makes access difficult for a number of primary and secondary school students, especially those living in isolated communities. The lack of sufficient junior secondary school places, as a result of lack of trained teachers and lack of adequate facilities, compounds difficulties with access.

The Ministry of Education and Human Resources Development Annual *Report* for 2005 reported an enrolment of 437 in the Solomon Islands Secondary Entrance Examination. 354 (81%) progressed into Form 1. 83 students did not gain access to a junior secondary school, and were required to repeat the standard six year. 206 students entered the Solomon Islands National Form 3 examination in 2005, an 8% increase on 2004 numbers (189 enrolled in 2004).

It is anticipated that the demand for junior secondary school places will increase if the population growth rate of the province is maintained. If an assumption is made that no Choiseul students will be enrolled in junior secondary schools in Honiara or other provinces, and that all junior secondary school age young people in the province were to attend school, the Province would need to plan to provide additional junior secondary school places to cater for entrants to form 1. This planning will require the provision of more trained teachers and additional facilities.

Of the 802 enrolments in 2006 in junior secondary schools, 433 were male (52.7%) and 369 were female (46.0%). Gender equity does not therefore appear to be a major concern with respect to access, as these proportions broadly reflect the estimated male/female balance in the relevant provincial population 13-15 age group (52% male and 48% female).

In the next three years the Province intends to upgrade eight primary schools to community high school status. Schools chosen for the upgrading are Varisi, Katazi, Batava, Babatana Papara, Pangobiru, Konamana and Soranamola. Feasibilities studies will be carried out at these schools to determine the

current status of infrastructure and facilities and what it is required for the additional classes. This expansion will improve the transition rate between Standard 6 and form 1.

Further detail about the enrolment in junior secondary schools by constituency is set out in Table 14.

Table 14: Total Junior Secondary Enrolment by Gender by Constituency, 2006

	Male	Female	Total	% Female
East Choiseul	111	66	177	37.3%
N/W Choiseul	168	176	344	51.2%
South Choiseul	154	127	281	45.2%
<b>Total</b>	<b>433</b>	<b>369</b>	<b>802</b>	<b>46.0%</b>

Source: SIEMIS 2006 Survey Report

### 8.2.2. Facilities

The current community high schools in Choiseul Province have limited facilities. The existing facilities need to be improved and expanded.

In particular, there are no specialised laboratories designed for science or specialist rooms for other practical subjects, such as home economics and industrial arts. Tools are needed for subjects such as for industrial arts, woodwork and agriculture. Equipment is needed for science classes and for home economics. The schools also do not have proper libraries.

No provincial database exists with detail about the current state of facilities in junior secondary schools in the province. However, it is known that rehabilitation of existing facilities is necessary. This process will include improving existing facilities as well as expanding where necessary, in order to accommodate additional streams.

### 8.2.3. Curriculum

Control of the junior secondary curriculum will remain centralised under the Ministry of Education. Curriculum review of all secondary subjects is currently undertaken by the Curriculum Development Centre of the Ministry of Education. There is evidence that practical subjects are given very little attention in junior secondary schools throughout the country, owing to a lack of curriculum materials and textbooks, a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools. Community high schools in Choiseul Province do not offer practical subjects, and there is a need to offer a wider range of more practically oriented subjects. The current curriculum used by secondary schools is heavily theory based, and thus does not prepare children to go back to their villages to apply the skills they have learnt. With the adoption of the policy on Technical and Vocational Education and Training, the intention is that junior secondary schools will be able to use Technical and Vocational Education and Training modularised courses relevant to their communities in the near future. The key question with respect to the junior secondary curriculum is whether it remains relevant and up-to-date, and whether supporting learning materials and resources (including trained teachers) are adequately supplied to schools.

#### 8.2.4. Teacher Supply and Demand

The current supply of teachers is not sufficient to meet the requirements of the junior secondary schools. In the junior secondary schools subject specialisation is a requirement for teachers, unlike teachers at the primary level who teach all subjects of the curriculum. The curriculum reform being initiated will also require additional specialised teachers, since the introduction of 11 subjects in total into the curriculum is being contemplated.

Accurate data is not available about the numbers of trained and untrained junior secondary teachers. The currently available data about teachers at community high schools does not distinguish between those teaching at primary school level only, and those teaching at junior secondary school levels (forms 1, 2 and 3).

The province estimates that in the 8 community high schools and 1 provincial secondary school there are a total of 31 teachers. There are 12 teachers at the provincial secondary school, although these teachers may teach at both junior and senior secondary school levels. In 2006, 58.1% of the junior secondary teachers were trained or qualified teachers and 41.9% were untrained. This proportion of untrained teachers is too high and is a concern as it can compromise the quality of teaching and learning.

The province estimates that vacant positions are being filled either by primary teachers who are not appropriately qualified, or by untrained teachers. The distribution of teachers in the province by constituency is given in Table 15 below.

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

Table 15: Total Junior Secondary Establishment, Trained and Untrained Teachers, 2006

Constituency	Total Trained	Total Untrained	Total	% Trained
East Choiseul	6	5	11	54.5%
North West Choiseul	7	2	9	77.8%
South Choiseul	5	6	11	45.5%
<b>Total</b>	<b>18</b>	<b>13</b>	<b>31</b>	<b>58.1%</b>

Source: SIEMIS 2006 Survey Report

#### 8.2.5. Financing

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

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

Given the previous inequitable system of allocating grants to schools, and the increased cost of education, the concept of Community Standard Funding was developed. This concept encourages partnership in education and clearly states the contribution levels of the various stakeholders.

The basis of the Community Standard Funding contribution in Choiseul Province is as follows:

- Solomon Islands Government: 60%
- Choiseul Provincial Education Authority: 30%
- Parents and community: 10%

Choiseul Province accepts the concept of Community Standard Funding.

### 8.2.6. Management

The governance of community high schools is vested in the School Board, but the daily management and running of the school is the responsibility of the School Principal and the staff. The School Principal is answerable to the community, to parents and to the Ministry of Education through the Provincial Education Authority. The Choiseul Provincial Education Authority steps in if the roles of either the board or the principal are compromised.

## 8.3. Future Directions

### 8.3.1. Access and Equity

The population projections for the 13-15 age cohort in the province from 2007 to 2010 is depicted in Table 16. The data in Scenario 1 is derived from the 1999 census population projections. The data in Scenario 2 is derived from the actual 2006 junior secondary school enrolment figure (802), increased by a straight line increase of 3% a year.

Table 16: Growth Potential for Junior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population projections, 13-15 age group (Scenario 1)	1690	1781	1753	1949
Enrolment projection, based on a 3% annual increase (Scenario 2)	826	851	876	903

Source: Scenario 1: 1999 Census Provincial Population Projections

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

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

Table 17: Form 1 Projections, Choiseul, By Constituency, 2007-2010

Year	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
East Choiseul	62	55	117	44	65	109	72	48	120	76	56	132
North West Choiseul	135	144	279	188	177	365	191	198	389	183	159	342
South Choiseul	98	94	192	141	132	273	133	117	250	148	123	271
<b>Total</b>	<b>295</b>	<b>293</b>	<b>588</b>	<b>373</b>	<b>374</b>	<b>747</b>	<b>396</b>	<b>363</b>	<b>759</b>	<b>407</b>	<b>338</b>	<b>745</b>

Source: MEHRD, Junior Secondary Projections: Form 1 Classes Required 2006 to 2010.

The indication in Table 181 is that if all students currently enrolled in the relevant primary class level cohorts progressed into junior secondary schools, by 2009 there would potentially be a total enrolment of 2,094 students in the province's junior secondary schools. This number has been calculated as set out in Table 18 below:

Table 18: Junior Secondary School 100% Progression, Choiseul Students, to 2009

Form	2007	2008	2009	2010	Total
Form 1	588	747	759	745	2,839
Form 2	337	588	747	759	2,682
Form 3	258	337	588	747	2,511
<b>Total</b>	<b>1,183</b>	<b>1,672</b>	<b>2,094</b>	<b>2,251</b>	<b>8,032</b>

With 100% progression, this number of enrolments would increase to 2,251 in junior secondary schools in the year 2010. By comparison, there were 802 students enrolled in the province's junior secondary schools in 2006. Furthermore, these total enrolments will be over the projected total enrolments, so need to be treated carefully.

The Government's objective is to achieve universal basic education (that is, education for all junior secondary students) by 2015. The province needs to begin planning immediately to ensure it has both the necessary facilities and sufficient teachers by 2015.

The consequence of pursuing this policy is that, if all students currently in the relevant levels coming through the primary schools were to be enrolled in a junior secondary school, the number of places in junior secondary schools in 2009 would need to be over two and a half times (250%) the number of places currently available in the Choiseul junior secondary school system.

There is an urgent need to develop detailed plans to provide as many additional teachers and facilities as possible. Based on a teacher: pupil ratio of 1:30, it is estimated that increasing present capacity by over 250% by 2009 would require 69 teachers and 69 classrooms in total to cope with the anticipated student numbers. On the basis of a current junior secondary enrolment of 802, it is assumed that there may be approximately 25 to 27 teachers currently available in the provincial education system (using a teacher pupil ratio of 1:30), and about the same number (25 to 27) of classrooms available. Potentially another 42 teachers and 42 classrooms could be needed by 2009, and possibly more by 2015. The province therefore



has to assess the maximum number of additional teachers it can train in the time available, and the number of additional classrooms (or new junior secondary schools) that can be constructed.

Realistically, it is not likely to be possible to extend present capacity by 250% in the time frame of three years, given the existing constraints of the Solomon Islands College of Higher Education (which will restrict the numbers of teachers who can be trained) and the resource constraints that communities would face in constructing new classrooms. However, some expansion will be possible. This expansion will be necessary in the planning period to achieve the goal of universal basic education by 2015.

In order to have universal access to basic education up to form 3, it is anticipated that all the community high schools in the province will need to accommodate double streams by 2009/2010.

The plan to make double streams available in all existing junior secondary schools will make available an additional 270 spaces in form 1 (30 spaces in each of the 9 schools). This would reduce the number of “push outs” in the primary schools. The actual form 1 enrolment in 2006 was 337, and by 2007 it is projected that form 1 enrolments will increase on that figure (potentially to 588 – see Table 18). If additional streams are established in every existing school by 2007, the Province estimates it would have enough spaces available. Achieving that enrolment objective in 2007, however, will probably not be possible, as neither the teachers nor the spaces are currently available. Moreover, if the Ministry implements the policy to make basic education available from standard 1 to form 3 from the end of 2007, then additional schools or classrooms may need to be established elsewhere. The province is considering the establishment of eight new community high schools in the province, over the planning period 2007 to 2009, namely, at Papara, Pangobiru, Konamana, Soranamola, Varisi, Katazi, Batava and Babatana, in order to meet this contingency.

It is suggested that the province plans a phased expansion programme, and plans to train another 8 teachers in each year of 2007, 2008 and 2009 (24 additional junior secondary teachers by the end of 2009), and at the same time plans to construct 8 more classrooms/school buildings in each year (24 in all by the end of 2009) where demand for junior secondary enrolments is greatest. This number of teachers and classrooms would not meet all the potential demand for junior secondary education in the province, but may be an achievable target if action begins immediately.

The province will need to decide what its specific objectives are for junior secondary education over the period 2007 to 2009, and how it is going to achieve them.

### **8.3.2. Facilities**

The strategy to be adopted over the planning period will include:

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

The province has plans for proposed expansions which include double streams in existing community high schools. If each of the 9 existing junior secondary schools enrol a double stream in form 1 if required, the province will need to build additional new classrooms in 2007, 2008 and 2009. It is estimated that eight

buildings a year could be constructed (24 in all by the end of 2009). The province will need to determine whether the priority in each location is to build classrooms, dormitories or staff houses.

Eight new community high schools at Papara, Konamana, Pangobirua and Soranamola Varisi, Katazi, Batava, and Babatana are also planned over time in order to provide additional junior secondary places. The approach will be to rehabilitate the existing community high schools and build additional facilities for additional streams before constructing any new community high schools. As far as possible, available local skilled contractors, as well as community labour, will be used for constructing the school facilities.

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

- identify schools with poor facilities and communities will be encouraged to improve and renovate them;
- encourage communities to build additional facilities where expansion is required;
- a detailed programme for renovation of existing facilities and construction of new facilities will be developed;
- Improve and expand facilities in existing community high schools, and one additional stream will be introduced at each school if required;
- the programme for renovation will consider the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities;
- consider the possibility of possible relocation of current schools if they are not up to the required standard and if the land the school is on is not registered;
- Conduct a proper cost analysis and feasibility study before any new schools are built or relocated;
- Resolve land issues before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands;
  - Establish eight additional community high schools with an inspection and proper survey carried out in these proposed areas to ensure the required criteria and standards are met before any construction starts, including the determination of an appropriate location for each new proposed school at Varisi, Katazi, Batava, Babatana, Papara, Konamana, Pangobirua and Soranamola.
- Conduct awareness programme for communities on ownership of schools will be conducted.

Table 19 sets out the types of buildings that would need to be constructed between 2007 and 2009 in order to move towards achieving the objectives of universal basic education to form 3 by 2015.

Table 19: Projected Buildings to be Constructed, 2007 to 2009

Year	2007	2008	2009
Classrooms	4	4	4
Dormitories	2	2	2
D/Hall/Kitchen	1	1	1
Ablution Blocks	2	2	2
<b>Total</b>	<b>9</b>	<b>9</b>	<b>9</b>

### 8.3.3. Curriculum

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

- Complete the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- Provide curriculum materials, textbooks and equipment to community high schools, with support under STABEX;
- Allow and support teachers to participate in the writing of modules for practical subjects;
- Provide tools for practical subjects (based on the technical and vocational education and training policy);
- Ensure that Solomon Islands college of higher education and curriculum development centre put procedures in place to let teachers know about curriculum materials that are sent to schools; and
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers.

### 8.3.4. Teacher Supply and Demand

Given the expansion at the junior secondary level, the demand for teachers will increase. Data is not available to enable an accurate estimation of number of junior secondary teachers in the community high schools in 2006. There are 12 teachers in the provincial secondary school, although some of these teachers will teach at senior secondary level as well. One estimate is that there are about 26 trained teachers currently teaching in junior secondary schools. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system, with detail about how many are trained to a suitable standard.

The potential growth for the junior secondary schools outlined in Table 16, and the form 1 projections set out in Tables 17 and 18 indicate that more junior secondary teachers will be required over the period 2007 to 2009. However, it is problematic to forecast exactly the number of teachers required over the period 2007 to 2009 and even more difficult at the secondary level to predict the exact disciplines in which specialist teachers will be needed. In addition, the numbers of teachers required will also be affected by any policy decisions being considered by the Government. For instance, a decision to phase out the Solomon Islands Secondary Entrance Examination as part of a move to support universal basic education in the junior secondary school would require the training of considerably more junior secondary teachers. A decision to extend the curriculum to include subjects not currently offered would also require the training of staff skilled in those disciplines.

Further work is therefore required. A national teacher supply model is needed for planning purposes for secondary as well as for primary schools. The risk in the Solomon Islands is not so much a shortage of people willing to be teachers, but a shortage of qualified and specialised teachers who can deliver a specialist secondary curriculum to the required standard. There is an international shortage of specialist secondary teachers in disciplines such as mathematics and science, and there is no reason to suppose that the Solomon Islands will not experience the same difficulty in recruiting these skilled professionals.

The issue for junior secondary schools is that teachers need to have specialised subject knowledge, as well as generic teaching skills, in order to deliver a quality secondary school curriculum. Since it usually takes considerable time (a period of some years) to train a secondary teacher to an acceptable standard,

the training of the required teachers needs to be initiated well before the implementation of significant policy change. A consequence of not planning effectively is that a teacher shortage may occur, and the education of students in the system would be compromised.

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

It nevertheless appears that, given the expansion in the period 2007 to 2009 where all the community high schools plan to have double streams, up to 69 teachers may be required for Choiseul Province junior secondary schools. Since there are an estimated 26 trained teachers in the province in 2005, another 43 additional trained teachers could be required over the planning period. It would not be a realistic or achievable proposition to try and train 43 additional junior secondary teachers for the province to an acceptable standard by 2009.

A compromise solution would be to train 8 teachers from the province for the junior secondary sector each year for the next 3 years. However, given the limited capacity of School of Education/Solomon Islands College of Higher Education, this number will be divided between the various options available for training.

These include the following:

- Negotiate with the School of Education at Solomon Islands College of Higher Education will provide pre-service teacher training, and Solomon Islands College of Higher Education will consider providing summer school courses to upgrade the skills of untrained teachers;
- Support junior secondary teachers to be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects);
- University of South Pacific will provide in-service training through Distance and Flexible Learning;
- Consider possibility of University of Goroka to provide training for untrained teachers;
- Support training through University of South Pacific Summer programmes; and
- Assist in facilitating refresher courses on an on-going basis for teachers.

### 8.3.5. Financing

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

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

Table 20 gives an indicative cost of the Community Standard Funding Grant.

Table 20: Junior Secondary Projected indicative grants, 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	826	851	876	2,553
Scenario 1: Grant at SBD700 per student	578,242	595,589	613,457	1,787,288
Scenario 2: Grant at SBD600 per student	495,636	510,505	525,820	1,531,961

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

### *Management of School Grants*

- Schools should have 3 separate accounts, for parents and communities, for Solomon Islands Government Grants, and for Education Authority grants.
- Signatories to the accounts must be the Principal and Chairperson of the School Board.

### *Disbursement of Grants*

- Solomon Islands Government grants will be disbursed to the Provincial Accountant appointed by Ministry of Education and Human Resources Development who should further disburse the grants to the schools;
- the Provincial Education Authority grant will be disbursed directly by the Province to the schools;
- School fees and parent/community contributions are to be collected at school and deposited in the parents/community account.

### *Training*

- Workshops will be conducted for the provincial accountant by Ministry of Education and Human Resources Development on accountability for the grants and on how to keep proper accounts;
- Choiseul province will provide financial management training to both principals and bursars. Workshops will be conducted for Principals on accountability for the grants from Solomon Islands Government and EA and for community funds, and on how to keep proper accounts;

### *Financial Management*

- The Principal and the Bursar should produce annual school budgets, which they submit to the School Board and the Education Authority.
- An accounting manual should be produced and distributed to schools to guide them in school-based management and accountability for public funds.
- School accounts must be audited and books inspected regularly.
- School fees and community contributions need proper recording and must be accounted for.
- It is desirable that bursars have finance or business qualifications and experience.

### *Monitoring of Accounts*

- Solomon Islands Government grants dispatched to the Provincial Accountants will be monitored by Ministry of Education and Human Resources Development .
- Solomon Islands Government grants dispatched to schools will be monitored by the Provincial Accountant.
- Education Authority grants to schools will be monitored by the Provincial Treasurer.
- School fees, and funds raised by parents and communities will be monitored by both the Provincial Accountant and the Provincial Treasurer.

### *Record storage*

- Copies of accounts should be kept in the school, by the Provincial Treasurer, by the Provincial Accountant's office, and by Ministry of Education and Human Resources Development.

### **8.3.6. Management**

Responsibility for operational management of junior secondary schools rests with the Principal, subject to the overall governance of the School Board.

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

- All responsible officers should work together co-operatively;
- The appointment of Principals to community high schools should go through proper procedures such as advertising of vacant posts, short listing and interviews.
- Junior secondary schools should have non-teaching Principals;
- Principals should remain in the position in their schools for at least 3 years;
- Management training should be provided for Principals of junior secondary schools.
- Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years
- The roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years.

## CHAPTER 9: SENIOR SECONDARY EDUCATION

### 9.1. Definition

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

### 9.2. Current Situation

Choiseul Province has one senior secondary school, Choiseul Bay Provincial Secondary School. It is a provincial secondary school which enrolls students from form 1 to form 5. The 2006 enrolment figure for Choiseul Bay Provincial Secondary School. was 250 (including enrolments from forms 1 to 5). There is also a community high school (Sasamunga Community High School) that enrolls students in forms 4 and 5.

The senior secondary school enrolment in the province (forms 4, 5 and 6) in 2006 was 185 enrolments. 121 students were enrolled at Choiseul Bay Provincial Secondary School, and 64 students were enrolled in forms 4 and 5 at Sasamunga Community High School.

Issues and constraints affecting senior secondary education in Choiseul Province are as follows:

- poor facilities, both academic and boarding;
- a lack of curriculum resources and equipment;
- limited space at the senior secondary level; and
- a shortage of trained teachers.

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

Table 21 sets out the numbers of teaching staff and the number of enrolments in forms 4, 5 and 6 by constituency.

Table 21: Teaching Staff and Enrolments, Senior Secondary Schools

Constituency	Teaching Staff	No. SS Schools	Enrolment
North West Choiseul	17	1	250
<b>Total</b>	<b>17</b>	<b>1</b>	<b>250</b>

Source: SIEMIS 2006 Survey Report

#### 9.2.1. Access and Equity

Choiseul Bay Provincial Secondary School is providing access to students at both form 1 and form 6 levels. In 2006, Choiseul Bay Provincial Secondary School had a total intake of 250, including the following

enrolments at the senior levels. Sasamunga Community High School enrolled the following in the senior secondary school.

Table 22: Total Senior Secondary Enrolments by School and Constituency, 2006

Constituency	School Name	Level	Female	Male	Total
N/W Choiseul	Choiseul Bay Provincial Secondary School	Form 4	26	36	62
		Form 5	22	25	47
		Form 6	5	7	12
	<i>Choiseul Bay Provincial Secondary School Total</i>		<i>53</i>	<i>68</i>	<i>121</i>
South Choiseul	Sasamunga CHS	Form 4	17	22	39
		Form 5	10	15	25
	<i>Sasamunga CHS Total</i>		<i>27</i>	<i>37</i>	<i>64</i>
<b>Grand Total</b>			<b>80</b>	<b>105</b>	<b>185</b>

The transition into senior secondary schooling in the province is still relatively low.

The intention is that the current community high schools in Choiseul Province in the future will accommodate all junior secondary students (those enrolling in forms 1 to 3), and the provincial secondary school will cater only for forms 4, 5, 6 and 7. The transition into senior secondary school will be controlled. The expectation is that 80% of the form 3 cohort will gain access to form 4, while the remaining 20% will gain access to technical and vocational training. 90% of the form 5 cohort is expected to gain access to form 6, and 10% would go to colleges and other technical institutes. 95% of the form 6 cohort would gain access to access to form 7.

To improve access, Choiseul Province believes it needs three senior secondary schools that offer education at forms 4 & 5 levels (Wagina, Sasamunga, and Pangoe), and one senior secondary school that offers education at forms 4, 5, 6 and 7.

Of the total senior secondary enrolment of 185 students in 2006, 80 were girls (45.5%) and 105 were boys (54.5%). There is a small gender imbalance in these enrolments. There are two important factors that lead to this gender imbalance:

- There are more boys' dormitories than girls' dormitories;
- There are more subjects in the school curriculum oriented to the interests of boys rather than to the interests of girls.

The Education Authorities recognise the need to open up academic schools for females in order to address gender equity.



Table 23 sets out detail of senior secondary enrolments by gender by constituency.

Table 23: Total Senior Secondary Enrolments by Gender by Constituency, 2006

Constituencies	Enrolments			
	Male	Female	Total	% Female
North West Choiseul	68	53	121	43.8%
South Choiseul	37	27	64	42.2%
<b>Total</b>	<b>105</b>	<b>80</b>	<b>185</b>	<b>43.2%</b>

Source: SIEMIS 2006 Survey Report

### 9.2.2. Facilities

The facilities at the two senior secondary schools (Choiseul Bay Provincial Secondary School and Sasamunga Community High School) need to be improved. A programme needs to be initiated to renovate the existing facilities, and properly equip the schools, after a full audit of the state of facilities of the schools is needed.

### 9.2.3. Curriculum

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

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

- the gap between form five and form six curricula (between the Solomon Islands School Certificate curriculum and the South Pacific Board for Educational Assessment recommended curriculum for form 6);
- the existence of more than two examinations at the senior secondary level, which is costly for both government and parents; and
- the non-availability of curriculum materials and equipment in the schools.

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

### 9.2.4. Teacher Supply and Demand

In 2006 there were 17 teachers at Choiseul Bay Provincial Secondary School, 10 of whom were male and 7 of whom were female. These teachers also teach the junior secondary classes as well as the senior secondary classes. Senior secondary teachers at Sasamunga Community High School are not included as they have been counted in the Junior Secondary section. Four teachers are untrained, and therefore need to upgrade their qualifications.

There is a shortage of trained and qualified senior secondary school teachers at Choiseul Bay Provincial Secondary School and at Sasamunga Community High School. Information is not available to analyse in

which particular curriculum areas the province is having difficulty recruiting secondary teachers. Although most of the senior secondary teachers are categorised as trained teachers, it is desirable that teachers at the senior secondary level should have degree qualifications. The number of teachers with degrees is not known. While Solomon Islands College of Higher Education can produce teachers for junior secondary schools, it is expensive to produce teachers with degrees, because they have to be trained overseas or through degree programmes offered by University of South Pacific.

Table 24 sets out details of the trained and untrained senior secondary teachers by constituency.

Table 24: Total Establishment, Trained and Untrained Senior Secondary Teachers, 2006

Constituency	Total Trained	Total Untrained	Total	% Untrained
North West Choiseul	13	4	17	76.5%
South Choiseul				
<b>Total</b>	<b>13</b>	<b>4</b>	<b>17</b>	<b>76.5%</b>

Source: SIEMIS 2006 Survey Report

### 9.2.5. Financing

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

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

Because fewer students reach the senior secondary school levels, parents find they are making a more significant contribution in supporting the school.

Financial Management Training for the Principal and school Bursars is perceived as essential.

### 9.2.6. Management

Senior secondary schools in the Province are managed by the School Principal, subject to the oversight of the School Board. Many school principals have moved into administrative roles with limited or no management training. Appropriate training is essential as good management contributes to quality education.

## 9.3. Future Directions

### 9.3.1. Access and Equity

Two scenarios for enrolment growth in senior secondary schooling in Choiseul Province are set out in Table 25. Scenario 1 is the population projection for the 16 -18 age group in Choiseul Province, based on

the 1999 census. This scenario sets out the potential population which could be enrolled in senior secondary schooling if 100% of the relevant school age cohort was enrolled. Achieving enrolments at this level will be a long term goal. Scenario 2 is a straight line increase of the actual 2006 enrolments, increased by 3% a year. Scenario 2 is likely to be closer to the actual enrolments achieved, unless significant interventions are undertaken to increase access, such as an increased number of trained teachers, and extension and improvement to school facilities.

Table 25: Enrolment Growth Projections, Senior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population Projections, age 16-18 (Scenario 1)	1,609	1,652	1,581	1,679
Projected enrolments (Scenario 2) based on 3% increase	191	196	202	208
Gross Enrolment ratio	12%	12%	13%	12%

Source: Scenario 1, 1999 Census Provincial Population Projections

The first scenario particularly indicates that there is considerable potential for growth in senior secondary education. Projected growth under scenario 2 is slow. The gross enrolment ratio based on Scenario 2 will be around 12%, unless some intervention is initiated to boost the projected enrolment. The net enrolment rate could be lower.

The following strategies are suggested to improve the access to senior secondary education in Choiseul Province. The Province will:

- Increase participation of girls by building an additional girls' dormitory or by considering the provision of schools for girls only;
- Aim to achieve enrolment on a basis of 50% girls and 50% boys;
- Improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses; and
- Consider converting Choiseul Bay provincial secondary school to a senior secondary school to accommodate only forms 4 to forms 6 or 7, associated with a phase out of the junior secondary school component (forms 1-3), starting in 2009, but noting that a significant reduction in the school roll and in consequent provision of services might be a consequence of this decision.
- Consider the establishment of four senior secondary schools, by upgrading 3 community high schools (Wagina, Sasamunga, and Pangoe) to include access to senior secondary schooling, and one provincial secondary school to be upgraded to a senior secondary school (forms 4, 5 and 6) but offering access to form 7 during the 2007 – 2009 period.

### 9.3.2. Facilities

The introduction of form 7 into Choiseul Bay Provincial Secondary School and the upgrading of 3 schools to offer forms 4 and 5 classes will require new buildings. In order to achieve these objectives, the following needs have been identified, and hence the Province will:

- Improve and renovate the existing facilities of the two existing senior schools: (Choiseul Bay Provincial Secondary School and Sasamunga Community High School);

- Standardise the size of the school library, and equip it with the resources expected in a library;
- Establish a resource centre of an adequate size ;
- Source funding to build specialised classrooms such as science laboratories for biology and chemistry, a gymnasium for physical education, specialised computer rooms with access to e-mail and standard computers, and a home economics room equipped to a reasonable standard;
- Improve sanitation systems by the introduction of flush toilets;
- Improve the supply of fresh water;
- Improve the electricity supply by repairing or replacing the generator;
- Improve the facilities for outdoor sport, and to establish and equip the school for indoor sports;
- Province fencing for the dormitories;
- Renovate staff quarters;
- Improve and properly equip the clinic;
- Seek funding to purchase a reliable outboard motor for sea transport to enable attendance at other services on Taro; and
- Relocate the junior secondary school to allow for expansion.

Table 26 sets out a programme to begin the renovations and new buildings required, with a provisional timetable, in order to upgrade senior secondary education in Choiseul Province.

Table 26: Projected Building Requirements, 2007 to 2009

Year	2007	2008	2009
Classrooms		3	3
Dormitories	1	1	1
Library	1	1	1
Laboratories	2	2	2
Staff Quarters	0	2	2
<b>Total</b>	<b>4</b>	<b>9</b>	<b>9</b>

### 9.3.3. Curriculum

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

- Review the senior secondary curriculum and ensure the strengthening of the linkage between form 5 and form 6 curricula;
- Provide in-service training on new curriculum materials produced;
- Provide production of materials to achieve an improved pupil: textbook ratio;
- Support forms 6 and 7 students to study the SPBEA curriculum for reasons of cost, and in the long term the province will consider the possibility of developing its own local curriculum for forms 6 & 7.

### 9.3.4. Teacher Supply and Demand

Further work is required to determine the number of senior secondary teachers that may be required in the province in future. Accurate data to determine the number of new senior secondary teachers that may need to be recruited is not available. More information is also needed about the subject specialisations in which current teachers are qualified to teach. There is also a need to separate the data between junior

secondary schools and senior secondary schools in order to determine the number of teachers required for each sector. Most teachers teach across form levels in a secondary school, so disaggregation of teacher data between the levels is difficult. The province is aware, however, that there is a need to recruit trained and qualified senior secondary teachers, and to upgrade the skills and qualifications of those teachers currently in the service.

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

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

- Support a total of 5 teachers to be provided with training annually through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 15 teachers to have been thoroughly trained by 2009;
- Support current teacher to upgrade their qualifications by encouraging teachers to do studies through University of South Pacific using distance and flexible learning, in order to cater for teaching forms 4, 5, 6 and 7; and
- Lure citizens of Choiseul Province who are currently teaching in other provinces and Education Authorities to return and teach in Choiseul senior schools.

### 9.3.5. Financing

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

- the Solomon Islands Government will pay 40% of the total cost;
- Choiseul Province will pay 30% of the total cost;
- Parents and the community will pay 30% of the total cost.

Table 27 gives an indicative cost of the Community Standard Funding Grant.

Table 27: Senior Secondary Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	191	196	202	589
Scenario 1: Grant at SBD750 per student	142,913	147,200	151,616	441,728
Scenario 2: Grant at SBD625 per student	119,094	122,667	126,347	368,107

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

*Disbursement of Grants*

- Solomon Islands Government grants will be disbursed to the Provincial accountant appointed by Ministry of Education and Human Resources Development , who should further disburse the grants to the schools;
- the Provincial Education Authority grant will be disbursed directly by the Province to the schools;
- School fees and parent/community contributions will be collected at school and deposited in the parents/community account.
- the grants account should be separate from the school fund account; and
- school fees and parent/community contributions will be collected at school and deposited in the school fund account.

*Training*

- Workshops will be conducted for the provincial accountant by Ministry of Education and Human Resources Development on how to keep proper accounts of the grants
- Workshops will be conducted for Principals and bursars on the monitoring, management and administration of government grants, and on how to keep proper records of funds received;
- an accounting manual should be produced and distributed to schools to guide them in school-based accounting

*Monitoring of accounts*

- Ministry of Education and Human Resources Development will monitor the Solomon Islands Government grants to Provincial Accountants;
- the Provincial Accountant will monitor the Solomon Islands Government grants to schools;
- the Provincial Accountant will monitor the Choiseul Education Authority grant to schools, under delegation from the Provincial Treasurer;
- the school fees, and contributions from parents and communities, will be monitored by both the Provincial Accountant and the Provincial Treasurer;
- each school board will monitor all grants and school fees received by the school;
- copies of accounts should be held in the school, by the Choiseul Education Authority, and by Ministry of Education and Human Resources Development ; and
- the Principal will provide quarterly reports on all grants/fees to Ministry of Education and Human Resources Development , and to the Choiseul Provincial Education Authority.

**9.3.6. Management**

Good management also contributes to quality education. Generally speaking, there is a great need to strengthen school management. To achieve this objective, the following will be carried out. The Province will in the next three years:

- Encourage all responsible officers to work together more constructively;
- Appoint Principals in community high schools through established procedures such as advertisement of the vacant post, shortlisting, and interviews;
- Appoint Principals of a school for a duration of at least 3 years;
- Provide management training for Principals of senior secondary schools;
- Provide training for teachers in management, guidance and counselling to assist the career paths and character building of students;

- Reinststate a careers adviser, and career guidance must be provided in all senior secondary schools to help students in their choice of career;
- Staff senior secondary schools with qualified teachers, and in particular by teachers with degrees;
- Put in place systems to strengthen discipline in schools;
- Support boards of management by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; and
- State clearly the roles and responsibilities of Provincial Education Authorities, and subject to review every two years.

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## CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

### 10.1. Definition

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

### 10.2. Current Situation

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

Technical and Vocational Education and Training is a relatively undeveloped area in Choiseul Province. The development of this alternative pathway in the education system of the Solomon Islands will provide avenues for those young people who do not gain access to a place in the formal secondary school system.

The only Rural Training Centre in Choiseul Province is Lauru Rural Training Centre, which is owned by the Lauru Landowners Association.

The constraints and issues in establishing Technical and Vocational Education and Training in the province arise from the fact that little technical or vocational education and training has been delivered previously. There are few trained and qualified Technical and Vocational Education and Training instructors, and limited resources, equipment or facilities. The province therefore faces major challenges in getting Technical and Vocational Education and Training established.

Table 28 sets out total numbers of Technical and Vocational Education and Training teaching staff, and enrolments by constituency.

Table 28: Total Technical and Vocational Education and Training Teaching Staff, Centres and Enrolments by Constituency, 2004

Constituency	Teaching Staff	No. of Centres	Total enrolment
South Choiseul	9	1	30
<b>Total</b>	<b>9</b>	<b>1</b>	<b>30</b>

Source: Technical and Vocational Education and Training 2004 Survey Report



### 10.2.1. Access and Equity

Currently there is very limited access to Technical and Vocational Education and Training in Choiseul Province. Those leaving school either at the end of primary school, at the end of junior secondary school, or at the end of form 5 do not have access to technical or vocational education and training. Technical and Vocational Education and Training should be developed as an alternate pathway for these school leavers. At the senior secondary level, it is planned that 50% of the total form 3 students will progress into form 4, and 50% will leave the secondary school system. The Choiseul Province should work urgently on establishing Technical and Vocational Education and Training institutions and rural training centres as alternative pathways for these young school leavers in the province.

There is also a need for many of the working age population in Choiseul to develop skills that may lead to employment, or skills that may assist in establishing viable local businesses. The scope for developing and increasing access to Technical and Vocational Education and Training in Choiseul to offer further education and training for the adult population is therefore huge.

In addressing access issues, gender equity will also need to be considered. The present access to Technical and Vocational Education and Training favours males over females by a ratio of 2 males to every one female. Table 29 provides detail about access to Technical and Vocational Education and Training by gender.

Table 29: Total Technical and Vocational Education and Training Enrolments by Gender by Constituency.

Constituency	Enrolments	
	Male	Female
South Choiseul	21	9
<b>Total</b>	<b>21</b>	<b>9</b>

Source Technical and Vocational Education and Training 2004 Survey Report

### 10.2.2. Facilities

The only Rural Training Centre in the province is Lauru Rural Training Centre. It has the following facilities: one classroom, two dormitories, four staff houses, one soccer field, one netball court, water tanks & river, one radio, one canoe, and one 30 hp outboard motor boat.

### 10.2.3. Curriculum

The current Technical and Vocational Education and Training curriculum in the country is not centralised. Rural Training Centres in the Solomon Islands follow their own curriculum. The Lauru Rural Training Centre develops its own curriculum and has courses to suit the needs of its clients in the following subjects: agriculture, mechanics, building and carpentry, and life skills.

### 10.2.4. Teacher Supply and Demand

There is only one Rural Training Centre in the province with 9 teachers. Teacher supply is therefore critical in the further development of Technical and Vocational Education and Training in the province.

The two key teacher supply issues in the province are finding an adequate supply of trained and competent Technical and Vocational Education and Training teachers in the first place, and, second,

upgrading the skills and competencies of the small number of existing Technical and Vocational Education and Training tutors who are not trained. Table 30 sets out detail about the numbers of trained and untrained Technical and Vocational Education and Training teachers in 2004.

Table 30: Total Establishment, Trained and Untrained Technical and Vocational Education and Training Teachers.

Constituency	Total Trained	Total Untrained	Total
South Choiseul	4	5	9
<b>Total</b>	<b>4</b>	<b>5</b>	<b>9</b>

Source: Technical and Vocational Education and Training 2004 Survey Report

### 10.2.5. Financing

Current financing is provided by the Choiseul Education Authority and the rural training centre through school fees and through some enterprises. The Government and European Union - Rural Training Centre Project Office also offer grants on an imprest basis.

### 10.2.6. Management

Rural training centres are autonomous, and are usually governed by a Board. Day to day management is the responsibility of the Principal.

## 10.3. Future Directions

A comprehensive plan needs to be developed for the establishment and development of Technical and Vocational Education and Training in Choiseul Province.

### 10.3.1. Access and Equity

The Choiseul Provincial Education Authority recognises that it needs to support the establishment of rural training centres and possibly other avenues as a way of increasing access to technical and vocational education provision in the province. The province needs to provide access to alternative education opportunities for four groups:

- first, those students who exit the formal education system after Standard 6;
- second, for the significant percentage of school leavers at the end of form 3 who will not get access to a form 4 place in a senior secondary school;
- third, for school leavers at the end of form 5; and
- fourth, those in the adult population who wish to return to education and training to develop skills and competencies that will assist in finding employment, establishing new businesses, making a contribution to village life, or extending life chances.

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

Table 31 sets out some preliminary projections of numbers of enrolments in Technical and Vocational Education and Training courses. These numbers have been calculated by taking the province's 2005 form 3 actual enrolment number (209) and increasing it by 3% a year (the "Projected Form 3 enrolments"), and by taking the actual form 4 number of enrolments in 2005 (76) and increasing it by 3% a year (the "Projected Form 4 enrolments"), and then subtracting the number of form 4 enrolments from the form 3 enrolments to find the number of students who did not gain access to a senior secondary place (the "Projected Technical and Vocational Education and Training enrolment").

Table 31: Enrolment Projections and Potential Access to TVET, 2007 to 2009

Year	2007	2008	2009
Projected Form 3 enrolments	221	228	235
Projected Form 4 enrolments	80	83	85
Projected Technical and Vocational Education and Training enrolment	141	145	150
Potential Technical and Vocational Education and Training enrolment	high	high	high

The projected Technical and Vocational Education and Training enrolment figures presented in Table 31 present a very conservative estimate of the potential demand for Technical and Vocational Education and Training, since there is a potentially a big number of other people in the population, in addition to the identified school leavers in Table 31, who need access to courses that develop practical, vocational and technical skills. The projected enrolment presented in Table 31 ("Projected Technical and Vocational Education and Training enrolment") would suggest that the establishment of only one more rural training centre in the Province is needed. However, because of extensive unmet demand for Technical and Vocational Education and Training, the Provincial Education Action Plan workshop suggested two more rural training centres should be established, located in the two constituencies that do not currently have a rural training centre.

The fact there are numbers of students do not gain access to places in the formal secondary school education system indicates the need for the immediate establishment of community-based training centres and vocationally-based education provision in the province. The initial Technical and Vocational Education and Training courses should provide training in agriculture, building and carpentry skills, life skills, business studies, home economics, computer skills, and possibly mechanical engineering. Further courses could be introduced over time to meet demand.

To establish access to Technical and Vocational Education and Training, the following strategies and activities will be promoted to meet the skill development needs of the population. The Province will:

- Identify locations for the development of three rural training centres in the province (one for each constituency, i.e. two more rural training centres in addition to Lauru Rural Training Centre);
- Expand Lauru Rural Training Centre to meet unmet demand for Technical and Vocational Education and Training;
- Plan and systematically develop the two new additional Rural Training Centres;
- Give equal Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.

### 10.3.2. Facilities

It is proposed that current facilities at Lauru Rural Training Centre be improved, expanded and properly equipped.

The following basic facilities would be required for each of the proposed two new Technical and Vocational Education and Training centres:

- one woodwork and carpentry workshop/classroom;
- two general classrooms for English, mathematics, business studies and life skills;
- one classroom/facility for agriculture, including farm land;
- a specialist home economics room, with appropriate facilities for cooking and sewing;
- a workshop for mechanical engineering;
- a well equipped and functioning computer laboratory;
- provision of trade, mechanical, and electrical tools, and appropriate equipment for other specialist courses;
- one girls' dormitory;
- one boys' dormitory;
- ablution block;
- one dining hall/kitchen;
- accommodation for staff;
- appropriate storage facilities;
- an efficient and safe water supply;
- hygienic sanitation facilities;
- an effective and reliable electricity system;
- appropriate fencing where required;
- recreational facilities, including facilities for both men and women;
- health and first aid facilities; and
- a reliable system of sea transport.

Table 32: Projected Timetable for Construction of Buildings, 2007 to 2009

Year	2007	2008	2009
Classrooms	2	2	2
Workshops	1	1	1
Dormitories	2	-	2
Dining/Kitchen	1	-	1
Ablution Block	1	-	1
Staff Houses	2	2	4
<b>Total</b>	<b>9</b>	<b>5</b>	<b>11</b>

### 10.3.3. Curriculum

The Technical and Vocational Education and Training draft policy clearly states that the curriculum for rural training centres will not be standardised, but modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. The initial courses to be offered would focus on the following areas:

- life skills;
- woodwork/carpentry;
- agriculture;
- applied mathematics;
- applied English;
- business studies;
- computer skills;
- home economics; and
- mechanical engineering.

#### 10.3.4. Teacher Supply and Demand

The key issue is the provision of sufficient competent high quality tutors with an appropriate level of knowledge and skills sets.

The first step is to ensure that four Choiseul trainees are enrolled at Vanga Teachers' College to ensure a future supply of trained tutors. Vanga Teachers' College may need to expand its provision to cater for more students. Current practice is that Rural Training Centre instructors are trained at Vanga Teachers' College. This establishment should be used until such time as a need for a new training establishment for instructors in Choiseul could be demonstrated. Solomon Islands College of Higher Education – SECS could also assist in training Rural Training Centre/Technical and Vocational Education and Training teachers. In future, one of the province's proposed three rural training centres could possibly cater for some tutor training.

Instructors would need to be recruited (possibly from Vanga Teachers' College) for the initial programmes to be offered at the proposed new Technical and Vocational Education and Training centres. Alternatively, a number of individuals from Choiseul Province with the necessary skills could be identified to act as tutors. These people would need to be qualified in practical subjects or trades, and would need to undertake the Adult Learner Training Programme course offered by Solomon Islands College of Higher Education.

There would be merit in considering exchanging teachers between schools and Rural Training Centres and Technical and Vocational Education and Training sites for mutual benefit.

Table 33: Projected Technical and Vocational Education and Training Teacher Requirement, 2007 - 2009

Year	2007	2008	2009
New Teachers	0	4	4
Establishment	9	13	17

#### 10.3.5. Financing

Any new rural training centre to be established will need assistance with upgrading of facilities and construction of additional buildings where required, and for the supply of equipment and tools. Establishment of a new rural training centre will therefore require financial support. Further preliminary work needs to be undertaken, and a business case prepared and submitted to a potential sponsor or sponsors.

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

- Central Government will pay 30% of the total cost;
- Choiseul Education Authority will pay 30% of the total cost;
- Parents will pay for 40% of the cost.

First of all, the province would have to either provide an undertaking to pay the salaries of qualified staff, or broker a suitable arrangement with an organisation that would pay the salaries of staff. The expectation is that initial financial support would be provided from an external source such as the Solomon Islands Government or from an aid donor. The funding should be provided as a direct grant to rural training centres. The European Union grant system for secondary schools provides a good model that could be followed.

Table 34 gives an indicative cost of the Community Standard Funding Grant from 2007 to 2010.

Table 34: Technical and Vocational Education and Training Projected indicative grants, 2007 – 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	141	145	150	436
Scenario 1: Grant at SBD440 per student	62,040	63,800	66,000	191,840
Scenario 2: Grant at SBD385 per student	54,285	55,825	57,750	167,860

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

Financial management training for Principals and the bursars is essential.

### 10.3.6. Management

For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken. The Province will:

- Establish a Choiseul Technical and Vocational Education and Training Management and Planning Committee;
- Ensure the Management and Planning Committee provide oversight of Technical and Vocational Education and Training policy as it develops in the province, would establish operational policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds for development of facilities and payment of teacher salaries, would appoint the initial Principals, and would provide ongoing support for the Technical and Vocational Education and Training Centres;
- Make sure that selected members of this Management and Planning Committee who form the nucleus of the two Boards of Management for the two proposed new rural training centres when they are operational;
- Establish the roles and responsibilities of the Boards of Management, and would ensure members of the Boards of Management understand their roles and responsibilities;
- Provide flexibility for Technical and Vocational Education and Training centres to be autonomous, with each Board of Management being responsible for governance of its Technical

- and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management; and
- Provide management training for the Principals, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance.

## CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES

### 11.1. Introduction

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

### 11.2. Role of Stakeholders

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

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

##### 11.2.1.1. Policy Implementation and Planning

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

##### 11.2.1.2. Administration and Coordination

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

##### 11.2.1.3. Regulatory functions

- Approval of establishment of new schools;
- Approval of registration of Education Authorities;



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

### **11.2.2. Role of Provincial Government**

The roles of the Provincial Government are set out below.

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

### **11.2.3. Role of Provincial, Church and Private Education Authority**

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

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

#### 11.2.4. Role of School Committees or School Boards

The role of School Committees is set out below.

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

#### 11.2.5. Role of Parents and Communities

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

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

#### 11.2.6. Role of Principals and Head Teachers

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

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

### 11.3. Summary

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

# SCHEDULE OF ACTIVITIES

## CHAPTER 12: SCHEDULE OF ACTIVITIES

### 12.1. Schedule of Activities: Early Childhood Education

Strategic Goal 1:		To provide equitable access to quality basic education for all children in the Solomon Islands		
Outcome 1 (ACCESS and EQUITY):		All children in Choiseul Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders.		
Objective 1.1:		Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure.		
No	Output/ Milestone	Activity { See also pp. 27 to 29}	Time frame	Responsibility
E1	Survey for all schools	Carry out a survey of existing Early Childhood Education facilities in the province to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; This will support develop an ECE information system to support planning for development of new ECE centres and the maintenance or strengthening of existing ECE centres.	June 2008	Inspectorate with PE and SE- division, PCRU, Provincial Education Authorities, ECE
E2	Feasibility studies of proposed new schools carried out	Assess geographical factors, and will provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools.	2007 - 2008	Provincial Education Authority, PCRU, ECE
E3	All schools mapped	Carry out School mapping to achieve a planned and coordinated transition of students from Early Childhood centered to preparatory grade in primary schools.	End of 2007	Provincial Education Authority, PCRU, ECE
E4	Expand provision of early childhood education – Establish 15 new centres	Consider expanding provision of early childhood education by establishing Early Childhood Education centres attached to existing primary schools, or as stand alone centres (5 Early Childhood Education centres in 2007, 5 in 2008 and 5 in 2009).	2009	Communities & EA
E5	Provide a safe learning environment for children	Upgrading and improve the 27 existing Early Childhood Education centres, in the light of the Ministry of Education and Human Resources Development standard design	Ongoing, 2007-2009	Communities

No	Output/ Milestone	Activity <i>{See also pp. 30 – 31}</i>	Time frame	Responsibility
E6	Guidelines for ECE establishment published and applied	<p>The province envisages the following guidelines would be used when considering the establishment of additional Early Childhood Education centres:</p> <ul style="list-style-type: none"> <li>• communities will be responsible for building facilities;</li> <li>• kindergartens will be attached to a primary school;</li> <li>• there should be a standardised design for an Early Childhood Education space or classroom;</li> <li>• proper facilities (including water &amp; sanitation) will be provided; and</li> <li>• an office and transport will be provided for the coordinator's travel.</li> </ul>	2007	ECE Division, Education Authorities, Schools
E7	Children attend schools	Conduct community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.	2007 – 2009 and on going	Provincial Education Authority, PCRU
E8	ECE facility plan developed Standard classroom design is available and used	Ensure that the standard classroom design for Early Childhood Education developed by the Ministry of Education is the set standard for all centres to use.	Completed by 31 December 2007	ECE and PE-division, PCRU, Infrastructure team, Provincial Education Authorities
E9	School Infrastructure Plan	Develop and implement a plan to either build additional classrooms for Early Childhood Education over the medium term, or to reactivate centres that previously offered Early Childhood Education. i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	Completed by the end of 2008	Provincial Education Authorities and Infrastructure team with Communities, ECE
E10	Increased number of ECE-centres	Expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres.	By the end of 2009	Primary and ECE-division, Provincial Education Authorities

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

No	Output/ Milestone	Activity <i>{See also pp. 30 – 31}</i>	Time frame	Responsibility
E11	Central government meets cost in teacher training and trained teachers salary	Carry out applicable tasks to facilitate the Government to meet the cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers.	2008	ECE-division, Provincial Education Authorities, TTDO,TSD.
E12	Propose and negotiate the Community standard funding for ECE children	<p>The following financing arrangements are proposed:</p> <ul style="list-style-type: none"> <li>○ The Solomon Islands Government will subsidise Early Childhood Education, and will provide 60% of total costs;</li> <li>○ Choiseul Province will make an allocation to Early Childhood Education in its budget, and will provide 30% of total costs;</li> <li>○ Parents will continue paying fees, up to 10% of total costs.</li> </ul> <p>Communities will assist with construction of facilities and with fund-raising.</p>	2007/2008	ECE-division, Provincial Education Authorities, TTDO,TSD, PRCU
E13	Clear policy on financial arrangement is clearly understood.	Clear policies in place in order to plan for the future development of the Early Childhood Education sector, and to ensure financial arrangements are clearly understood.	2007 - 2009	ECE and PE-division, Provincial education authorities, PRCU
E14	The Province provides 30% of cost through teaching and learning resources.	The Choiseul Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education learning materials, equipment, and teaching resources that approximately 30% of the total cost.	2008	PEA, ECED
E15	The community meets cost facilities	Communities meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds.	2008	PEA, Community
E16	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	ECE and PE-division, Provincial education authorities

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

**Objective 1.3: Children, students and people with special needs**

No	Output/ Milestone	Activity <i>{See also pp. 27 – 29}</i>	Time frame	Responsibility
E17	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	Support review organised on education for pupils, students with special needs	By end of 2008	CT, PMT with Technical Assistance, ECED

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

No	Output/ Milestone	Activity <i>{See also pp. 27 – 29}</i>	Time frame	Responsibility
E18	Assistance given to geographically difficult Communities that need ECE centres	Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.	2008	ECED, PEA
E19	Communities far from existing primary schools establish ECE centres	Advise communities which are far from existing primary schools to consider establishing Early Childhood Education centres within their immediate environment.	End of 2008	ECED, PEA



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

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

No	Output/ Milestone	Activity { See also pp 29 – 30}	Time frame	Responsibility
E20	Train more Early Childhood Education teachers	Developing training packages for Early Childhood Education teachers at provincial centres in Choiseul for at least 5 Early Childhood Education teachers a year, including the establishment of “lighthouse” or “model centres” to provide field-based Early Childhood Education teacher training	Ongoing, 2007-2009	Solomon Islands College of Higher Education & EA
E21	Specialist training given to ECE teachers	Ensure early Childhood Education teachers will be specially trained and consequently teachers who have undergone field-based training will be a priority for further training at Solomon Islands College of Higher Education, after an assessment carried out by the Early Childhood Education coordinator.	Ongoing, 2007-2009	SOE_Provincial Education Authorities, ECED
E22	Increased intake at USP	Advocate for Solomon Islands College of Higher Education to increase its intake into Early Childhood Education teacher training;	2007/2008	SOE_Provincial Education Authorities, ECED, TTDO SICHE, TTDO
E23	Teachers trained at SICHE,	Aim to enrol 5 Choiseul Province Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009; and eventually train at least 2 Early Childhood Education teachers per centre.	Ongoing, 2007-2009	SOE_Provincial Education Authorities, ECED, TTDO SICHE, TTDO
E24	Teacher selected for SICHE have a minimum of 2 years field experience.	Ensure Early Childhood Education teachers have at least 2 years field-based training before enrolling at the Solomon Islands College of Higher Education.	Ongoing, 2007- 2009	TTDO ,SOE_Provincial Education Authorities,
E25	Teacher selected for field based training attained form 5 or equivalent education.	Support entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes is a minimum completion of Form 5 or equivalent education qualification.	By end of 2007	SOE_Provincial Education Authorities, TTDO
E26	Teachers are inspected and	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA,

	registered.			TSD
E27	Teacher supply and staff development model and plan developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Education Authority

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

No	Output/ Milestone	Activity { See also pp. 29 – 30}	Time frame	Responsibility
E28	To improve the quality of the ECE teaching work force	Establish a “lighthouse” or “model centre” in selected zones where field-based training can be introduced.	Initial centres by end of 2007, & subsequent centres by end of 2008	ECE-and PE-division, Provincial Education Authorities, Communities
E29	Achieve the target of 1:15 teacher to pupil ratio.	Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.	By 2009	Teaching Services Division, PEAs, ECED

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

No	Output/ Milestone	Activity { See also p. 29}	Time frame	Responsibility
E30	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2007 - 2009	ESE, PEA, Communities
E31	Quality curriculum for ECE developed Teacher resource books are used	Participate with the Curriculum Development Centre to develop a standard teachers' resource book for Early Childhood Education.	End of 2008	Curriculum Development Centre, ECE-division

### Objective 3.5: Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp. 29 – 30}	Time frame	Responsibility
E32	Increased number of quality in-service training to ECE-teachers and increased participation of ECE-teachers in in-service training	Develop plans and training packages for ECE teachers at provincial centres, including strategies on how to upgrade the skills and competencies of ECE teachers who have undertaken some field-based training.	Implemented in 2008 & 2009	SICHE CDC, ECE-division, Provincial & Private Education Authorities

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of the Solomon Islands education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		
Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also pp. 31 - 32}	Time frame	Responsibility
E33	Provincial Early Childhood Education Committee established	Setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising, and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.	Mid 2008	Communities, Provincial Education Authority
E34	ECE Education Officer and regional ECE coordinator appointed	Appoint an educational officer and a regional coordinator is appointed. Plans are also made for possible appointment of regional co- ordinators in the regions.	End of 2009	MEHRD, Education Authority
Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	Output/ Milestone	Activity { See also pp. 26 - 32}	Time frame	Responsibility
E35	Finalisation of ECE- policy	Finalise Early Childhood Education policy, setting out the policy on access to ECE, teacher training, facilities development, the relationships between MEHRD, Provincial and Private Education Authorities and communities, the Early Childhood Education curriculum, and how funding of teacher salaries and Early Childhood Education participation will be managed.	By 31 December 2007	ECE- Division, Provincial Education Authorities, Provincial ECE officers, TA
E36	Consultations done with communities to increase ECE entry to age 4.	Consult with communities to increase the age of entry to Early Childhood Education to age 4. Consider restricting the age of entry to Early Childhood Education to age 4, in order to ease the already overstretched resources in terms of teachers, finance and classroom materials.	Early 2008	Education Authorities, MEHRD
E37	Standards developed for classroom design in ECE is used	Communities encouraged to use Standard classroom design for Early Childhood Education centres by all centers.	By 31 Dec 2007	Primary and ECE- division,
E38	Registration criteria for ECE- centres is developed and used	Establish policy and criteria for registration of Early Childhood Education Centres, that meet minimum quality standards, in conjunction with the Ministry of Education.	2008	Primary and ECE- division Provincial Education Authorities

## 12.2. Schedule of Activities: Primary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in Choicel Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 36 – 38 }	Time frame	Responsibility
P1	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stock take of all primary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Province, to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms (both under-use and over-crowding)	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009.	By end of 2007	Inspectorate with PE and SE-division, PCRU, PEAs
P3	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for primary schools in Choiseul province, including mapping and provincial planning, and a list in priority order of primary where facilities require development or maintenance based on need (according to three categories: urgent priority, high priority, medium priority), and identifying the specific facilities required to cope with expansion.	Completed by the end of 2008	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P4	Full cost analysis and feasibility done before new schools built or schools moved	Conduct a proper cost analysis and feasibility study before any new schools are built or relocated.	2007	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P5	School Infrastructure Plan implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	Provincial Education Authorities (Provincial teams) and Infrastructure team with Communities

No	Output/ Milestone	Activity { See also pp. 36 – 38 }	Time frame	Responsibility
P6	Eight (8) primary schools are upgraded to community high schools	Establish eight additional community high schools with an inspection and proper survey carried out in these proposed areas to ensure the required criteria and standards are met before any construction starts, including the determination of an appropriate location for each new proposed school at Varisi, Katazi, Batava, Babatana, Papara, Konamana, Pangobirua and Soranamola.	Commence end of 2007 till 2009	Infrastructure team Primary Division, Provincial Education Authorities
P7	Minimum school standard established and used by Province	Establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist the Province with the education action plans.	By end of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P8	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	PEAs and communities
P9	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees
P10	Staff housing based on standards used	Standardised staff housing, based on a set of minimum standards.	2008 and onwards	Education Authority, School Committees
P11	All school land registered	Resolve land issues before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands.	End of 2009	Education Authority, School Committees
P12	Schools relocations programme /plan.	Consider the possibility of possible relocation of current schools if they are not up to the required standard and if the land the school is on is not registered.	2007	Infrastructure team Primary Division, PEAs
P13	Improve educational facilities	Improve any existing sub-standard facilities in schools and/or construct new facilities where expansion is required.	Ongoing, 2007-2009	Primary Division, PEA Communities
P14	Communities own schools and contribute in infrastructure development	Conduct awareness programme for communities on ownership of schools will be conducted. Encourage communities to build additional facilities where expansion is required.	Ongoing, 2007-2009	Primary Division, PEA, Communities
P15	Improved boarding facilities	The programme for renovation will consider the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities.	2007	Infrastructure team Primary Division, PEAs, Communities
P16	Identified schools storage and library facilities improved	Identify schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	PCRU, Infrastructure team, Division Primary Provincial Education Authorities

P17	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Choiseul Province will be explored, including creating classroom environments that are conducive to learning.	2007 and 2008	Education Authorities, Inspectorate
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### Objective 1.2: Provision of (financial) support from government and other stakeholders

No	Output/ Milestone	Activity { <i>See also pp. 40 - 41</i> }	Time frame	Responsibility
P18	Central Government contributes 60% of Primary school cost	Provide necessary support to facilitate the central Government contribution of 60% of total costs (central Government will fund teacher salaries, will provide grants, and will provide training and curriculum materials, and may assist with the development of facilities).	2007 and Ongoing	Central Government
P19	Provincial Government contributes 30% of Primary school cost	Meet 30% of total costs (possibly shared between provincial education authorities and other church education authorities) in funding materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities.	2007 and Ongoing	Provincial Education Authorities
P20	Parents and Communities contribute 10% of Primary school cost	Get parents and communities to contribute 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects).	2007 and Ongoing	Parents, Communities
P21	Grants paid to schools on enrolment	Provide necessary data and facilitate grants paid to schools are on a per capita basis and is based on the total enrolment in each primary school.	2007 and onwards	MEHRD, Provincial Education Authority
P22	Awareness on ownership of school mounted.	Mount an awareness programme for communities on ownership of schools. The Choiseul Provincial Education Authority will provide materials and stationery, will carry out community awareness programmes, and will offer in-service training.	Commence 2008	Education Authority, School Committees
P23	Schools communities provide lands and raise funds to support schools	Promote awareness on schools, parents and communities responsibilities to provide land and buildings, and participate in fund raising and to raise extra funds if required.	2007 and Ongoing	Parents, Communities, NGOs.

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Choiseul Province			
Outcome 1 (ACCESS and EQUITY):	All children in Choiseul regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.3: Children, students and people with special needs				
No	Output/ Milestone	Activity { See also p. 36 - 38}	Time frame	Responsibility
P24	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	By end of 2008	CT, PMT with Technical Assistance
P25	Survey results of students with disability	Investigate the extent of student with disabilities in primary schools.	By end of 2008	CT, PMT with Technical Assistance
Objective 1.4: Improved equal access for girls and boys, in particular in isolated locations				
No	Output/ Milestone	Activity { See also pp. 36 - 38}	Time frame	Responsibility
P26	Survey on net-enrolment to PE (see also 1, 2) Policy developed to aim at EFA-goals (Revision of Education Policy) Every child enrolled in PE	Organise survey on school enrolment, out of school children to support for a policy that ensures a place is available for every child of primary school age.	Survey analysed by mid of 2008 Policy developed by end of 2008	Primary Division Provincial Education Authorities
P27	Awareness carried out through out the Province on value of schooling	Conduct awareness programmes for children, communities and parents on the value of education, and in particular on the value of educating girls.	2007 and onwards	Teachers, Education Authorities
P28	Communities far from existing primary schools established.	Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province.	End of 2007	Teachers, Education Authorities, Primary Division PEA
P29	Achieve universal basic education for every child in Choiseul	Ensure a place is available for every primary school child	2007	Ministry of Education and Human Resources Development , EA



Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people.			
Outcome 3 QUALITY:	All levels and dimensions of Choiseul education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.			
Objective 3.1: Provision of an adequate number of qualified teachers and other workers in the education sector.				
No	Output/ Milestone	Activity { See also pp. 39 – 40 }	Time frame	Responsibility
P30	Untrained teachers trained using field based model	Encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated through a field-based training programmes.	Ongoing, 2007-2009	SOE, TTDO, Provincial Education
P31	Train at least 5 trainee teachers each year for the next 3 years	Train at least 5 trainee teachers each year for the next 3 years through the pre-service teacher training programme at SICHE, with appropriate training for teachers to manage composite classes including children at different levels.	2007 to 2009	SOE, TTDO, Provincial Education Authority
P32	Established proper and transparent screening process for training selections	Put in place a Screening Committee process where opportunities for training are advertised and applications are screened by the Provincial Education Authority, and the Province.	2007 or 2008	SOE, TTDO, PE, Provincial Education
P33	Appointment of a provincial teacher training officer	Consider appointing a teacher training officer, who could assist in developing field-based training programmes for untrained primary teachers.	2008	TTDO, PEA, Provincial Government
P34	Untrained teachers have a years experience before teacher training entry exam	Provide a year's teaching experience for untrained teachers before they sit the Solomon Islands College of Higher Education entrance examination assists their training.	2007 and ongoing	SOE, TTDO, Provincial Education Authority
P35	Suitable accommodation available in the province for teachers	Address accommodation for teachers as a means of recruiting and retaining qualified staff.	2007 to 2009	EA, Provincial Government, PIU PRCU
P36	Teacher training emphasises teacher discipline	Negotiate with Solomon Islands College of Higher Education to give emphasis in its training programmes teacher discipline and conduct in accordance with the province's culture, religious values, and practices.	2008	SOE, TTDO, TSD Provincial Education
P37	Teachers upgrade qualifications with Diploma and degrees	Encourage teachers with diplomas to upgrade their diplomas to degrees and certificate Teachers to upgrade to diplomas.	2007 to 2009	SOE, TTDO, Provincial Education



P38	Teachers upgrade qualifications and training through a number of options.	Offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme, commonly called the LAHARA Programme;	2007 to 2009	SOE, TTDO, Provincial Education Authority
P39	Fill vacancies with trained teachers	Advertise current teaching posts that are vacant in order to attract trained teachers to the province.	2007 to 2009	SOE, TTDO, Provincial Education
P40	Policy on transfer and posting of teachers reviewed.	Reassess its policy on transfer and posting of teachers, will consider whether a system of incentives is needed, and will allow teachers more choice in future in relation to transfers.	2007	TSD, PEA, EAs. PE

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

No	Output/ Milestone	Activity { See also pp. 38 – 40 }	Time frame	Responsibility
P41 1	Improved and timely assessment of teachers of appropriate implementation of curricula	Assist inspectors to decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments Education officers trained and specialised in monitoring curriculum implementation Head teachers and principals will play a supportive role in teacher assessment	2007	Inspectorate, Provincial Authorities, CDC
P42	Every schools visited in a year	Undertake regular visits to schools by Provincial Education Officers, and School Inspectors to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, and whether there is overcrowding, and to ascertain how schools are managing any increases in enrolments	Ongoing each year	Provincial Education Officers and School Inspectors
P43	Monitoring report on teacher performance after recent salary increase	Monitor the recent increase in salaries for teachers to determine if this decision results in an improvement in teacher quality.	2008	Inspectorate, PE, TSD, PMT, EAs

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

No	Output/ Milestone	Activity { See also pp. 38 }	Time frame	Responsibility
P44	Local curriculum used in schools	Encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing in order to develop a 'homegrown curriculum'.	2008	CDC, in cooperation with schools
P45	Policy on vernacular use in schools	Improve language development, including considering use of the vernacular in primary schooling as a medium of instruction, and improving student performance in English	Ongoing, 2007-2009	CDC & schools

P46	Creation of a Curriculum Officer post	Negotiate for the creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools.	End of 2009	CDC, Provincial Education Office
P47	Inservice training on Nguzu Nguzu materials delivered	Provide more in-service training on Nguzu Nguzu materials through more decentralised training modes.	2007 and ongoing	TTD, PEA, Inspectorate
P48	Students read given number of books each term	Encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school;	2007 and ongoing	Inspectorate, Schools
P49	Principals of PE and CHS hold joint curriculum inservice training	Provide opportunities to Principals of Community High Schools with primary schools to attend and be attached at in-service training on curriculum materials for primary teachers, and enable those Principals to hold school-based workshops;	2007 and ongoing	CDC, TTD, PEA, Inspectorate
P50	Achieve one child to one text book ratio	Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and	By 2009	CDC, Education Authority
P51	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.	2008	CDC, Education Authority

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

No	Output/ Milestone	Activity { See also pp. 38}	Time frame	Responsibility
P52	Development of relevant Teachers' guides and student texts books	Continue development and production of teachers' guides and student text- books to support the national curriculum, with a focus on learning materials to support the learning of English, Maths , 3 primary subjects (Science, Social Studies, Health Education)	Ongoing, 2007-2009	CDC, and in cooperation with international publisher
P53	Increased number well functioning libraries	Promote libraries and readership Support to establishment and expansion of libraries and provision of reading materials	Ongoing, 2007-2009	NLS, Provincial Authorities
P54	A functioning library in provinces	- Revive provincial libraries - Connect provincial libraries to Internet - Expand School Library Association with provincial representatives	From 2008 onwards	NLS, Provincial Authorities

#### Objective 3.5. Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp. 39 – 40}	Time frame	Responsibility
P55	Increased access for quality in-service training to teachers and education officers	Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & PEA

P56	Increased annual access for 20 teachers to quality in-service training to teachers and increased participation of teachers in in-service training	Offer existing teachers (including Head Teachers and long-serving teachers) professional development opportunities and encourage them to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning (DFL) and summer school modes, and through the University of Goroka's teacher training programme (the Lahara Programme).	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
P57	PE teacher development plans prepared and Increased enrolment	Assist at least 20 primary school teachers in each year (as above) to gain access to in-service training programmes with an emphasis in science and weaker subject areas;	2007 to 2009	SOE, TTDO, Provincial Education
P58	Special In service training for PE- and SE- teachers organised	Provide in service training for teachers in revised syllabus areas <ul style="list-style-type: none"> <li>Follow up for year 5, 6 NguzuNguzu English and Maths-materials</li> <li>Repeat for NguzuNguzu English and Maths, year 1-6</li> <li>Dissemination, follow up and in-service training for 3 primary subjects (Science, Social Studies, Health) and 9 secondary subjects (English, Maths, Science, Social Studies, Agriculture, Business studies, Home Economics, Technology, Physical Education)</li> </ul>	Ongoing, 2007-2009	CDC, TTDO, PE-division, graduates assistance programme
P59	Induction training and capacity building for head teachers and principals developed and organized through models.	Provide capacity building programmes to improve management skills of Head Teachers/ Principals, and induction training for new Head Teachers/ Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants  Develop modules, organise try outs, review, printing and distribution	Development of modules by mid of 2008  Implementation of training programme from mid of 2008 & 2009	Primary and Secondary Division, Teaching Service Division, TTDO, Provincial and Private education authorities, Accounts and Administration Division

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

No	Output/ Milestone	Activity { See also pp. 38 – 39 }	Time frame	Responsibility
P60	- Pilot scheme introduced for use of vernacular - Improved performance of PE-pupils in literacy and numeracy - Policy development for vernacular in PE	Improve student language development, including establishment of a pilot scheme for use of the vernacular in primary schooling as a medium of instruction, and improve student performance in literacy (English and reading) and numeracy (mathematics)	Ongoing, 2007-2009 Pilot starts in 2007 Policy developed in 2008	Curriculum Development Centre, NESU and PE-division

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of Choiseul’s education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		
Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also pp. 41 - 42}	Time frame	Responsibility
P61	Proper and transparent management of school funds	Make sure that the Head Teacher and the School Committee ensure school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds.	2007 and ongoing	School Committees and Staff , EAs
P62	Headteachers account all funds	Make sure that every Head Teacher is accountable for all school finances.	Ongoing	School Committees , EAs, Inspectorate
P63	Policy developed for 3-year tenure for head teachers and principals	Implement policy developed for minimum three year tenure for Head Teachers, Principals. The welfare of the Head Teacher and his staff must be given priority by the School Committee.	By end of 2007	TWG on Policy, NEB, PS, PMT, PEA Commission
P64	A management training package developed by SICHE	Negotiate with the MEHRD and the SOE/SICHE to include a management component in its teacher training programmes.	2009	MEHRD, SICHE, PEAs
P65	Educational Tours and school visits	Organise education tours and school visits, in providing updates for schools, and in arranging school inspections.	2007 and ongoing	Western Province Education Authority
P66	Headteachers participate in re-introduced training	Re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training.	2007 and ongoing	TTDO , EAs
P67	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate
P68	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, MEHRD
P69	Increased role of Provincial actors in national and provincial education planning, budgeting and monitoring	Promote and sustain the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP and PEAP.	2007 onwards	PS, CT, PMT, PCRU, Provincial Authorities

Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	Output/ Milestone	Activity { See also pp. 36 – 42}	Time frame	Responsibility
P70	Policy produced on establishment of new schools	Communicate policy on establishment of new schools to communities and other authorities	By 31 December 2007	Primary and Secondary division, PEA
P71	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Participate in development of policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools or primary schools.	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT, PEA
P72	Policy developed for 3-year tenure for head teachers and principals	Implement policy developed for minimum three year tenure for Head Teachers, Principals.	By end of 2007	TWG on Policy, NEB, PS, PMT, PEA Commission
P73	Phasing out of SISEE	Develop a plan and timetable to phase out the Solomon Islands Secondary Entrance Examination.	By end of 2009	NESU, Primary and Secondary Division, PEAs
P74	Introduction of school based assessment at primary school	Develop a plan and timetable to introduce school-based assessment into the primary school after phasing out SISEE.	By end of 2009	NESU, Primary and Secondary Division, PEAs
P75	Policy review on transfer of teachers to allow for choice	Reassess and develop the provincial policy on transfer of teachers, to consider if a system of incentives is needed, and will allow teachers more choice in future in relation to transfers.	2007	TTD, TSD, PEA
P76	Policy on vernacular in primary education	Consider ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English.	By 2007	TWG on Policy, NEB, PS, PMT, NEC, CDO

Objective 4.5: Develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and TVET				
No	Output/ Milestone	Activity { See also pp. 36 – 42}	Time frame	Responsibility
P77	Review of school operational grants done and improved harmonised grants system in place for different levels	Consult in an independent review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement.  Implement findings of review.	2008 and beyond	PCRUI, PE, SE, PIU, Accounts, Provincial Authorities
P78	Cordial working relations at the school/community level.	Embark awareness and strategy to the community and the School Committee to work in harmony with the Head Teacher and staff; This includes advising communities that the welfare of the Head Teacher and his staff must be given priority by the school committee.	2007 and ongoing	School Committees and Staff , EAs
P79	Manage school finances effectively	All stakeholders (Government, EA, and parents) will contribute to the Community Standard School Funding arrangement.	2007-2009	MEHRD , EA, Parents
P80	Appointment of an accountant	Consider the creation of the post of an accountant, who is to be paid under the Public Service payroll, within the Education Division of the province. The role of the accountant will be to administer school grants, to monitor the use of the grants, to provide quarterly and annual reports on the grants, to organise training workshops for Head Teachers and School Committee treasurers on finance, and to develop an accounting manual for the management of the grants.	2008	MEHRD, Provincial Authority, School committees
P81	Guidelines produced for grants management by provinces Grants managed under decentralisation system	The Ministry of Education will disburse grants directly to a trust account held within the Education Division in the province, and the Education Division will disburse grants to schools on a quarterly basis. The system used by the current European Union funded Secondary Schools Grants Project should be adopted for the management of school grants.	By end of 2007  From 2008 onwards	PCRUI, PE, PIU, Accounts and Provincial Authorities
P82	Schools provide quarterly expenditure reports to MEHRD and the education authority	Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Choiseul Education Authority, which will monitor expenditure, noting that the grant for each quarter should be accounted for before the next payment can be made.	2007 and ongoing	PIU, Accounts and Provincial Authorities
P83	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds.	Beginning of 2008	PE, PCRUI, PIU, Accounts and PEA

P84	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, PE, , and Provincial Authorities
P85	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, <u>PCRU</u> , PIU, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 40 - 42}	Time frame	Responsibility
P86	Improved monitoring of school infrastructure programmes for PE and SE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme	From 2008 onwards	<u>PCRU</u> , PE, PIU and provincial authorities
P87	Improved co-ordination and harmonisation of all infrastructure programmes	Implementation of agreed findings by review team on primary education infrastructure programme	From 2 <sup>nd</sup> quarter 2007 onwards	<u>PCRU</u> , PE, PIU and provincial authorities
P88	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme	From mid 2007 onwards	<u>PCRU</u> , PE, PIU and provincial authorities



## 12.3. Schedule of Activities: Secondary Education

Strategic Goal 1:		To provide equitable access to quality basic education for all children in the Solomon Islands		
Outcome 1 (ACCESS and EQUITY):		All children in Choiseul Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders		
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 47, 50, 58 -60}	Time frame	Responsibility
S1	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009 to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms, including proper and complete cost analysis.	By end of 2008	Inspectorate with PE and SE-division, , Provincial Education Authorities
S2	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stock take of all secondary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Province, to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms (both under-use and over-crowding)	By mid of 2008	Infrastructure team Secondary Division, Provincial Education Authorities, PCRU
S3	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for secondary schools in Choiseul province, including mapping and provincial planning, and a list in priority order of primary where facilities require development or maintenance based on need (according to three categories: urgent priority, high priority, medium priority), and identifying the specific facilities required to cope with expansion.	Completed by the end of 2008	PCRU, Infrastructure team, SE Division, Provincial Education Authorities
S4	Full cost analysis and feasibility done before new schools built or relocated	Conduct a proper cost analysis and feasibility study before any new schools are built or relocated.	2007	PCRU, Infrastructure team, Secondary Division, PEAs
S5	Eight (8) primary schools are upgraded to community high schools	Establish eight additional community high schools with an inspection and proper survey carried out in these proposed areas to ensure the required criteria and standards are met before any construction starts, including the determination of an appropriate location for each new proposed school at Varisi, Katazi, Batava, Babatana, Papara, Konamana, Pangobirua and Soranamola.	2007 to 2009	PCRU, Infrastructure team, Secondary Division, Provincial Education Authorities
S6	Upgrade four community	Consider the establishment of four senior secondary schools, by upgrading 3	2008 , 2009	SE, PIU, Provincial



	high schools to include senior secondary levels 4 to 7	community high schools (Wagina, Sasamunga, and Pangoe) to include access to senior secondary schooling, and one provincial secondary school to be upgraded to a senior secondary school (forms 4, 5 and 6) but offering access to form 7 during the 2007 – 2009 period.		Education Authority, Communities
S7	Current senior secondary school facilities renovated	Improve and renovate the existing facilities of the two existing senior schools: (Choiseul Bay Provincial Secondary School and Sasamunga Community High School).	From 2008 onwards	PCRU, Infrastructure team, Division Secondary, PEAs (provincial teams)
S8	Library using standard size and equipped	Standardise the size of the school library, and equip it with the resources expected in a library.	2008 and onwards	PCRU, Infrastructure team, Division Secondary, PEAs
S9	National School Infrastructure Plan of Choiseul Province component implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S10	Extend access to secondary schooling through new infrastructure and facilities at selected schools.	Plan to build up to 8 extra buildings (classrooms, dormitories, staff houses) in each year in community high schools.	24 buildings completed by the end of 2009,	Communities, Provincial Education Authorities, PCRU - PIU
S11	Funding sourced and specialist facilities built	Source funding to build specialised classrooms such as science laboratories for biology and chemistry, a gymnasium for physical education, specialised computer rooms with access to e-mail and standard computers, and a home economics room equipped to a reasonable standard, resource centre.	Buildings completed by the end of 2009,	Communities, Provincial Education Authorities, PCRU - PIU
S12	Improvements in boarding facilities	The programme for renovation will consider the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, facilities, and appropriate sanitation facilities.	2007 to 2009	PCRU-PIU, Provincial Government, Education Authorities
S13	All school land registered	Resolve land issues before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands.	2007 to 2009	PCRU-PIU, Provincial Government, SE Division, Education Authorities, School Board
S14	Improved conditions at Secondary schools in :	Improve the condition of Provincial Secondary School the following will be implemented:	2007 - 2009	

	<ul style="list-style-type: none"> <li>• access to reliable water supply</li> <li>• registration of land</li> <li>• and other facilities</li> </ul>	<ul style="list-style-type: none"> <li>○ Negotiate with land owners to have access to a better water source to improve the water supply to the school;</li> <li>○ Improve sanitation systems by the introduction of flush toilets;</li> <li>○ Improve the electricity supply by repairing or replacing the generator.</li> <li>○ Improve the facilities for outdoor sport, and to establish and equip the school for indoor sports.</li> <li>○ Province fencing for the dormitories.</li> <li>○ Renovate staff quarters.</li> <li>○ Improve and properly equip the clinic.</li> </ul>		Provincial Education Authority , MEHRD
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### Objective 1.2: Provision of (financial) support from government and other stakeholders

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 61 – 62}	Time frame	Responsibility
S15	Sustain junior secondary education in Choiseul Province, the Community Standard Funding	Sustain senior junior education in the Choiseul Province, the Community Standard Funding is implemented based on the following contribution levels: <ul style="list-style-type: none"> <li>• the Solomon Islands Government will pay 60% of the total cost;</li> <li>• Choiseul Province will pay 30% of the total cost;</li> <li>• parents &amp; communities will pay 10% of the total cost;</li> <li>• schools, parents and communities will be encouraged to raise extra funds.</li> </ul>	2007 - 2009	SIG, MEHRD, Provincial Government, PEA/EA,Communities/ Parents
S16	Sustain senior secondary education in Choiseul Province, the Community Standard Funding	In order to sustain senior secondary education in Choiseul Province, the Community Standard Funding will be implemented based on the various contribution levels: <ul style="list-style-type: none"> <li>• the Solomon Islands Government will pay 40% of the total cost;</li> <li>• Choiseul Province will pay 30% of the total cost;</li> <li>• Parents and the community will pay 30% of the total cost.</li> </ul>	2007 - 2009	SIG, MEHRD, Provincial Government, PEA/EA,Communities/ Parents
S17	Communities build facilities in identified schools	Encourage communities to build additional facilities renovate current buildings and facilities where expansion is required;	2009	EA / schools Communities parents
S18	Awareness conducted.	Conduct awareness programme for communities on ownership of schools will be conducted.	2007	PEA, SE Division

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

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

No	Output/ Milestone	Activity { See also pp. 47 – 50 and 58 – 60 }	Time frame	Responsibility
S19	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Solomon Islands.	By end of 2008	MEHRD, (CT, PMT)
S20	Training of teachers on special needs education	Train teachers who have specialist skills to assist students with special learning needs, either through dedicated programmes at SICHE(SOE) or USP, or at overseas institutions.	By end of 2009	Primary, Secondary Division, with TTDO, SOE & USP

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

No	Output/ Milestone	Activity { See also pp. 47 – 49 and 58 – 59 }	Time frame	Responsibility
S21	A gender balanced enrolment is achieved and sustained	Plan to enrol all students at forms 1 to 3 in community high schools, provincial high schools or national secondary schools, and to achieve a gender balance in enrolments that reflects the same proportion of girls to boys as exists in the appropriate age group cohort in the population.	Policy and plans developed by end of 2008 Ongoing 2007 to 2009	Secondary Division, & Education Authorities
S22	Double stream implemented at SE/CHS	Increase participation of girls by building an additional girls' dormitory at a suitable Provincial Secondary School, or by considering the provision of schools or streams for girls only with an aim to achieve a balanced enrolment.	2007 - 2009	SE-Division, Provincial education authorities
S23	Provide awareness materials and program	Provide awareness programmes to encourage participation by female students;	2008	PEA. SE Division

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

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

No	Output/ Milestone	Activity { See also pp. 51 – 52 and 60}	Time frame	Responsibility
S24	Fifteen pre-service teachers trained	Support a total of 5 pre service teachers to be provided with training annually through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 15 teachers to have been thoroughly trained by 2009.	2007 - 2009	SICHE, TTDO, PEA
S25	Current teachers supported to upgrade qualifications	Support current teacher to upgrade their qualifications by encouraging teachers to do studies through University of South Pacific using distance and flexible learning, in order to cater for teaching forms 4, 5, 6 and 7.	2007 - 2009	SICHE, TTDO, PEA
S26	Incentives and strategies developed and implemented to attract local teachers to Choiseul	Lure citizens of Choiseul Province who are currently teaching in other provinces and Education Authorities to return and teach in Choiseul senior schools.	2007 - 2009	PEA, Provincial Government TSD
S27	Required number of junior secondary teachers in specialised subjects trained.	Train up to 8 additional junior secondary teachers each year, focusing on double majors and specialised subjects (e.g. science, mathematics, practical subjects)	Start in 2007	Solomon Islands College of Higher Education
S28	24 Untrained teachers currently teaching trained	Train 8 teachers from the province for the secondary sector, focusing on double majors, each year for the next 3 years. However, given the limited capacity of School of Education/Solomon Islands College of Higher Education, this number will be divided between the various options available for training, and these are: <ul style="list-style-type: none"> <li>○ Consider possibility of University of Goroka to provide training for untrained teachers.</li> <li>○ Support training through USP Summer programmes; and</li> <li>○ Assist in facilitating refresher courses on an on-going basis for teachers.</li> </ul>	2007 - 2009	MEHRD/TTDO, SICHE, PEAs,
S29	Bonding of teachers	Consider the introduction of bonding of teachers so that they serve the province for a	By 2009	TSD, Provincial

	introduced	reasonable period.		Education Authority
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**Objective 3.2: Development and maintenance of a high quality process of teaching and learning**

No	Output/ Milestone	Activity { See also pp. 51 – 52, 60 - 61}	Time frame	Responsibility
S30	Improved and timely assessment of teachers, and of appropriate implementation of curricula	Inspectors decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments. Head teachers and principals will play a supportive role in teacher assessment.	By end of 2008	Inspectorate, Provincial Authorities Inspectorate, <u>SOE</u> ,

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

No	Output/ Milestone	Activity { See also pp. 51 and 60}	Time frame	Responsibility
S31	Contribution made to the junior secondary curriculum review	Contribute to the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level and review of the senior secondary curriculum to ensure the strengthening of the linkage between form 5 and form 6 curricula.	Progress report by end of 2007	Curriculum Development Centre, SE- division
S32	Support teachers in writing curriculum	Allow and support teachers to participate in the writing of modules for practical subjects.	2007 to 2009	PEA, CDC Division
S33	Teachers trained on new curriculum materials	Provision of in-service training on new curriculum materials produced.	By 2009	CDO,TTDO
S34	Contribution made to the junior secondary curriculum review	Review the senior secondary curriculum and ensure the strengthening of the linkage between form 5 and form 6 curricula.	Progress report by end of 2007	Curriculum Development Centre, SE- division
S35	Inservice on new curriculum conducted	Support in-service training on new curriculum materials produced.	Progress report by 2008	CDC, SE- division
S36	Support students in studying	Support forms 6 and 7 students to study the SPBEA curriculum for reasons of cost, and in the long term the province will consider the possibility of developing its own local curriculum for forms 6 & 7.	2007 to 2009	CDC, SE Secondary, PEA, schools
S37	Balanced TVET and academic biased courses offered	Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.	2007 and onwards	SE Division, CDO, Schools

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

No	Output/ Milestone	Activity { See also pp. 51 and 60}	Time frame	Responsibility
S38	An improved pupil: textbook ratio;	Supply curriculum materials, textbooks and equipment to junior secondary schools; Production and supplying of materials will be improved to achieve.  Provide curriculum materials, textbooks and equipment to community high schools, with support under STABEX.	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools, STABEX
S39	Tools provided for practical subjects	Provide tools for practical subjects (based on the technical and vocational education and training policy)	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools, STABEX
S40	Curriculum distribution system set up and teachers informed	Ensure that Solomon Islands college of higher education and curriculum development centre put procedures in place to let teachers know about curriculum materials that are sent to schools.	2008	SICHE, CDC

**Objective 3.5. Continuous Professional Development for all education staff**

No	Output/ Milestone	Activity { See also pp. 51 – 52 and 60 - 63}	Time frame	Responsibility
S41	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning (DFL) and summer schools.	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & PEAs
S42	In-service training for SE-school teachers	Provide inservice training for senior secondary teachers each year, focusing on specialised subjects (e.g. science, mathematics, practical subjects).	Ongoing, 2007, 2008 & 2009	Secondary School Division, TTDO, SICHE(SOE) & USP
S43	Induction training and capacity building for Principals developed and organised	Improve management skills of Principals, and induction training for new Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants.	Modules by mid of 2008  Implementation from mid of 2008 & 2009	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division

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

No	Output/ Milestone	Activity { See also pp. 51 – 52 and 60 - 61}	Time frame	Responsibility
S44	Adequate and good quality tools and equipment provided for Forms 1-3	Supply an adequate number of tools and equipment for junior secondary schools (Forms 1-3) in particular for the practical skill subjects and science in order to enable teachers to teach the new syllabus and practical skill subjects	From 2007 onwards	DC, Development Partner(s)
S45	Increased number of SE-schools with well functioning libraries	Promotion of libraries and readership Support to establishment and expansion of libraries and provision of reading materials	Ongoing, 2007-2009	NLS, Provincial Authorities

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

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

No	Output/ Milestone	Activity { See also pp. 52 - 54, 62 - 63}	Time frame	Responsibility
S46	Improved school management and governance	For better management of schools at the junior secondary level, the province will: <ul style="list-style-type: none"> <li>• set out clearly the roles and responsibilities of School Boards of Management;</li> <li>• support Boards of management by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years;</li> <li>• monitor school Boards in the keeping proper records of school finances; and</li> <li>• Guide School Boards to draw up their own constitutions</li> </ul>	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S47	Principals appointed on merit and appropriate training provided to them	Authorities and boards will ensure that: <ul style="list-style-type: none"> <li>○ The appointment of Principals to schools should go through proper procedures such as advertising of vacant posts, short listing and interviews;</li> <li>○ appointed Principals a qualification and experience in teaching and administration and management;</li> <li>○ secondary schools should have non-teaching Principals;</li> <li>○ principals should remain in the position in their schools for at least 3 years; and</li> <li>○ Management training should be provided for Principals of junior secondary schools.</li> </ul>	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy, TTDO, EAS

S48	Improved provincial management and governance	The roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years.	2007	Teaching Service Division, , TWG on Policy, TTDO, EAs
S49	Training provided on management, guidance, counselling.	Province training for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students.	2008	TTDO, EAs,
S50	Reinstate career advisors	Reinstate a careers adviser, and career guidance must be provided in all senior secondary schools to help students in their choice of career	2008	SE, TSD, PEAs, EAs
S51	Discipline systems improved	Put in place systems to strengthen discipline in schools.	2008	Education authorities, SE
S52	Purchase of outboard motor to support services	Seek funding to purchase a reliable outboard motor for sea transport to enable attendance at other services on Taro.	By 2009	Provincial Government, Communities

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

No	Output/ Milestone	Activity { See also pp. 47 – 54, 58 – 63}	Time frame	Responsibility
S53	A policy developed for special (and inclusive) education	Define special education in the Solomon Islands context, following the independent review, and develop national policy for special education (to include inclusive education)	By end of 2009	TWG-Policy, PMT, Provincial Education Authorities
S54	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools	By 31 December 2007	Secondary division
S55	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Communicate and implement policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT
S56	Phasing out of SISEE and introduction of school based assessment at primary school	Implement plan and timetable to phase out the Solomon Islands Secondary Entrance Examination and pupils progress to form 1	By end of 2009	NESU, Primary and Secondary Division, EAs.
S57	Teacher appraisal policy reviewed	Contribute to the review of Teacher appraisal policy and implement recommendations	2008	MHRD, EAs, PEAS, Inspectorate

**Objective 4.4: Develop and implement a programme of Human Resource Development and capacity building**



No	Expected outputs	Activity {See also pp. 53 - 54 and 51 - 52}	Time frame	Responsibility
S58	IOA implemented also for actors in the provinces	Audit the existing education staff in provinces using the IOA process: Provincial Officers, Education Authorities, and school managers and educational institutions to identify competencies and skill gaps.	By end of 2007	CT, with support from PIU, and development partners
S59	HRD strategic plan designed for education sector	Participate in the Human Resources Development Strategic Plan which will include capacity building and Provincial and Private Education Authorities, and school managers, with a view to decentralising decision-making and strengthening all Provincial and Private Education Authorities.	First quarter of 2008	CT, with support from PIU, and development partners

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

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 61 – 62}	Time frame	Responsibility
S60	Participated in the review of school operational grants	Participate in the review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement	Completed by March 2007	PCRU, Review Team (TA)
		Implementation of review findings	From 30 June 2007 onwards	PCRU, PE, SE, PIU, Accounts, Provincial Authorities
S61	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	<ul style="list-style-type: none"> <li>- Education Accountants appointed by the Provincial Authority, and bursars appointed at the provincial secondary school, to support administration of both Primary School Grants &amp; Secondary School Grants (harmonised system)</li> <li>- Decentralisation of administration of grants to provincial level</li> <li>- Development of standard process/guidelines</li> </ul>	By end of 2007  From 2008 onwards	PCRU, PE, SE, PIU, Accounts and Provincial Authorities
S62	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds	Full implementation by beginning of 2008	PE, SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S63	Financial management training for staff in	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education	From 2007 onwards	Accounts, SE, TTDO, PCRU, PIU and PEAs,

	provinces	Authorities, on the grants system.		and EAs
S64	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding	By end of 2007	SE, PCRU, PIU, Provincial Authorities, EAs

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

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 59 – 60}	Time frame	Responsibility
S65	Improved monitoring of school infrastructure programmes for secondary schools	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme Capture data into SIEMIS	From 2008 onwards	PCRU, SE, PIU, provincial authorities, EAs
S66	Improved co-ordination and harmonisation of all infrastructure programmes	Coordination and harmonisation of all infrastructure programmes supported by SIG and different Development Partners, based on the recommendations of the internal reviews by Stabex 99/PIU on the infrastructure for secondary schools  Strengthening of infrastructure team in MEHRD	2007 onwards	PCRU, SE, PIU and provincial authorities, EAs
S67	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme	From mid 2007 onwards	PCRU, PE, SE, PIU and provincial authorities, EAs

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

<b>Strategic Goal 2:</b>		To provide equitable access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people		
<b>Outcome 2 (ACCESS and EQUITY):</b>		People in Choiseul Province regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
<b>Objective 2.1:</b>		Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure		
No	Output/ Milestone	Activity { See also pp. 66 – 69 }	Time frame	Responsibility
T1	Comprehensive TVET Plan developed	A comprehensive plan needs to be developed for the establishment of Technical and Vocational Education and Training in the Choiseul Province.	2008 and beyond	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU
T2	Plan and systematic development of two new additional Rural Training Centres.	Identify locations for the development of three rural training centres in the province (one for each constituency, i.e. two more rural training centres in addition to Lauru Rural Training Centre).	2007 - 2009	PEA, PIU – PCRU, Communities, Provincial Government, Churches
T3	Extend provision of Technical and Vocational Education and Training	Consider expanding facilities at rural training centres as resources permit	2007	PEA, PIU – PCRU, Communities, Provincial Government, Churches
T4	Lauru RTC fully established	It is proposed that current facilities at Lauru Rural Training Centre be improved, expanded and properly equipped to meet unmet demand for Technical and Vocational Education and Training.  The following basic facilities would be required for each of the proposed two new Technical and Vocational Education and Training centres.	End of 2008	Education Authorities, SIG, Church EAs, Provincial Government, Teaching Service Division, PCRU

T5	Church and Government partnership arrangements established on TVET development	Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training.	By end of 2008	Education Authorities, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU
T6	To improve access to post-secondary education	Prepare a forecast of unsatisfied demand for TVET over the period 2007-2015	By end of 2008	TVET-division, Provincial Education Authorities (with TA)

**Strategic Goal 1:** To provide equitable access to quality basic education for all children in Choiseul Province.

**Outcome 2 (ACCESS and EQUITY):** People in Choiseul Province regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.

**Objective 2.2:** Provision of (financial) support from government and other stakeholders

	Output/ Milestone	Activity { See also pp. 69 – 70 }	Time frame	Responsibility
T7	Sustained junior secondary education in the Choiseul Province, the Community Standard Funding	The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. This concept is accepted and based on the following contribution level: <ul style="list-style-type: none"> <li>Central Government will pay 30% of the total cost;</li> <li>Choiseul Province Education Authority or Church Education Authorities will pay 30% of the total cost;</li> <li>Parents will pay for 40% of the cost.</li> </ul>	2008 - 2010	SIG, Provincial Government, Church Education Authorities, Communities/Parents
T8	Detail cost of establishment and operation of TVET centres available	The management and Planning Committee will detail the potential projected cost of establishing and operating the Technical and Vocational Education and Training centres consistent with the Ministry of Education policy guidelines and in consultation with Church Education Authorities.	End of 2007 to 2008	PCRU, Infrastructure Team, TVET Division, Provincial Authorities
T9	Understanding on responsibility for teacher salaries brokered.	The province would have to either provide an undertaking to pay the salaries of qualified staff, or broker a suitable arrangement with an organisation that would pay the salaries of staff.	End of 2007	Education Authorities, SIG, Church EAs, Provincial Government, TSD

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people			
Outcome 3 QUALITY:	All levels and dimensions of the Choiseul Province education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.			
Objective 3.1:	Provision of an adequate number of qualified teachers and other workers in the education sector.			
No	Output/ Milestone	Activity { See also pp. 65 – 69 }	Time frame	Responsibility
T10	Suitable people with TVET skills undertaker special training to be tutors of TVET centres	Instructors would need to be recruited (possibly from Vanga Teachers' College) for the initial programmes to be offered at the proposed new Technical and Vocational Education and Training centres. Alternatively, a number of individuals from Choiseul Province with the necessary skills could be identified to act as tutors. These people would need to be qualified in practical subjects or trades, and would need to undertake the Adult Learner Training Programme course offered by Solomon Islands College of Higher Education.	2007 – 2009 and as required	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T11	Four TVET Teachers trained	Ensure that four Choiseul trainees are enrolled at Vanga Teachers' College to ensure a future supply of trained tutors.	By 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T12	Training of TVET-instructors	Selectively nominate and train additional TVET tutors/instructors each year, focusing on specialised subjects (e.g. trade subjects where skilled workers are in short supply, or key skills needed in the economy)	By end of 2007, 2008 and 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T13	TVET Centres monitoring reports	Each TVET centre is monitored and a report on all aspects of each center's operations is made to the PEA and EA and TVET Division.	2007 and ongoing	TVET-division, Provincial Education Authorities., EA
Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				

No	Output/ Milestone	Activity { See also p. 68 - 69}	Time frame	Responsibility
T14	Modules chosen and used in existing and new TVET centres	Modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. Tutors at Luru would use the same modules currently used in existing centres elsewhere in the Solomon Islands. The initial courses to be offered in the Luru centre would focus on: Life skills; Woodwork/Carpentry; Agriculture; Applied Mathematics; Applied English; Business Studies; Home Economics; and Mechanical Engineering.	2008	TVET Division, CDO,
T15	Equal emphasis is given to academic and technical courses	Give equal Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.	2008	TVET Division, CDO, VTC

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

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

No	Output/ Milestone	Activity { See also p. 69 - 71}	Time frame	Responsibility
T16	A Management and Planning Committee is established and manages its functions.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken by a Choiseul Technical and Vocational Education and Training: <ul style="list-style-type: none"> <li>• a Management and Planning Committee will be established;</li> <li>• this Management and Planning Committee would become the Board of Management for the new rural training centres when they become operational;</li> <li>• the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre,</li> <li>• would appoint the initial Principal, and</li> </ul>	By end of 2007 and then onwards operates.	TVET division, Provincial and church education authorities

		<ul style="list-style-type: none"> <li>would provide governance and ongoing support for the Centres.</li> </ul>		
No	Output/ Milestone	Activity { See also p. 69 - 71 }	Time frame	Responsibility
T17	Selected members form the nucleus of Boards of management	Make sure that selected members of this Management and Planning Committee who form the nucleus of the two Boards of Management for the proposed new rural training centres when they are operational;	2008	Prov Education Authority, TVET Management and Planning Committee
T18	Members of the Boards of Management understand their roles and responsibilities	Establish the roles and responsibilities of the Boards of Management, and would ensure members of the Boards of Management understand their roles and responsibilities	2007	TVET Division, PEAs, NEB.
T19	TVET centres more autonomous in its operations.	Provide flexibility for Technical and Vocational Education and Training centres to be autonomous, with each Board of Management being responsible for governance of its Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management.	2008 , 2009	TVET Division, PEAs, NEB.
T20	Management training including financial management and counselling are provided	Provide management training for the Principals, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance.	2007 - 2009	TVET Division, PEAs, NEB., TSD, TTDO

## ABBREVIATIONS

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