

# Honiara City Council

## Solomon Islands

---

### PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Provincial Education Management  
Honiara, Solomon Islands  
August, 2007

# PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Honiara City Council

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

# ACKNOWLEDGMENTS

The Honiara City Councils Education Action Plan was formulated with the support and commitment of many groups and individuals.

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

We acknowledge the contribution of the following people:

Alfred Maeta	Lord Mayor	James Sumi	Law Enforcement Officer
Jim Sevesi	Deputy Mayor	Tom Nanau	Chief Health Inspector
Tom Lolemae	Councilor	Alice Malkimus	Headmistress/Malkimus Kindy
Lawrence Makili	Councilor	Alice Kaua	Headmistress/Tamlan Primary
Jimmy Tafoa	Councilor	Johny R Mekaboti	Principal Honiara High School
David Eloga	Councilor	Constance Na'asi	Principal Mbokona CHS
Charles Kira	Councilor	Samson Faisi	Principal Mbua Vale CHS
Zachariah Tuzukana	Councilor	Mostyn Kutai	Mbokonavera CHS
Andrew Mua	Councilor	Sam Fangata	Koloale CHS
Jezreel Taloa	Councilor	Tom Waihere	Vura CHS
Dwane Tigulu	Councilor	Patrick Tuaranga	Naha CHS
Lazarus Kauhiona	Councilor	Benedict Esibaea	St.John's CHS
Robert Fa'arodo	Clerk	Charlie Tango	Panatina CHS
Johnson Alabae	Chief Education Officer	Shannel Kako	Principal Whiteriver CHS
Moses Kaukui	Treasurer	Margaret Aihunu	Headteacher Lau Valley Primary
Dr.Karen Sanga	Director Health & Medical Services	Nancy Mahiki	Mt.Horeb Primary School
Arlene Lingo	Chief Physical Planner	Jesse Hou	Tuvaruhu Primary
Jimmy Ramo	Senior Works Officer	Gad Saonuku	Principal Education Officer
Abraham Tahia	Regional School Inspector	Agartha Siota	Early Childhood Education Coordinator

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

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

## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS</b> .....	2
<b>FORWARD</b> .....	5
<b>CHAPTER 1: INTRODUCTION</b> .....	7
1.1. The Genesis of the Plan .....	7
1.2. The design of the Provincial Education Action Plan .....	7
<b>CHAPTER 2: BACKGROUND</b> .....	9
2.1. Introduction .....	9
2.2. Demography .....	9
2.3. Honiara City Council .....	10
<b>CHAPTER 3: VISION, GOALS, STRATEGIES, OUTCOMES AND OBJECTIVES</b> .....	13
3.1. Vision .....	13
3.2. Goals .....	13
3.3. Strategies .....	13
3.4. Outcomes and Objectives .....	14
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility. ....	16
3.6. Design of the Provincial Education Action Plan .....	17
<b>CHAPTER 4: BASIC EDUCATION</b> .....	18
4.1. Definition .....	18
4.2. Principles of Basic Education .....	18
<b>CHAPTER 5: INDICATORS, TARGETS, MINIMUM STANDARDS, PERFORMANCE ASSESSMENT FRAMEWORK , SIEMIS</b> .....	19
5.1. Performance Assessment System .....	19
5.2. Indicators, Targets, Minimum Standards .....	20
5.3. Status of Honiara City Council .....	22
<b>CHAPTER 6: EARLY CHILDHOOD EDUCATION</b> .....	23
6.1. Definition .....	23
6.2. Current Situation .....	23
6.3. Future Directions .....	27
<b>CHAPTER 7: PRIMARY EDUCATION</b> .....	35
7.1. Definition .....	35
7.2. Current Situation .....	35
7.3. Future Directions .....	39
<b>CHAPTER 8: JUNIOR SECONDARY EDUCATION</b> .....	48
8.1. Definition .....	48
8.2. Current Situation .....	48
8.3. Future Directions .....	53
<b>CHAPTER 9: SENIOR SECONDARY EDUCATION</b> .....	63
9.1. Definition .....	63
9.2. Current Situation .....	63
9.3. Future Directions .....	67
<b>CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING</b> .....	73
10.1. Definition .....	73
10.2. Current Situation .....	73
10.3. Future Directions .....	76

<b>CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES</b> .....	80
11.1. Introduction .....	80
11.2. Role of Stakeholders.....	80
11.3. Conclusion .....	83
<b>CHAPTER 12: SCHEDULE OF ACTIVITIES</b> .....	84
12.1. Schedule of Activities: Early Childhood Education.....	84
12.2. Schedule of Activities: Primary Education.....	90
12.3. Schedule of Activities: Secondary Education .....	101
12.4. Schedule of Activities: Technical and Vocational Education and Training .....	113
<b>ABBREVIATIONS</b> .....	117

## LIST OF TABLES

Table 1: Honiara City Population Projections 2007 – 2010 .....	9
Table 2: Honiara School Age Population Projections for 2007, By Level and Gender .....	10
Table 3: Status of Honiara against national minimum standards .....	22
Table 4: Total Teaching Staff, Early Childhood Education Centres and Enrolments by Constituency, 2006 .....	24
Table 5: Total Enrolments by Gender & by Constituency, 2006 .....	25
Table 6: Total Establishment, Trained and Untrained Early Childhood Education Teachers, 2006 .....	27
Table 7: Honiara Early Childhood Education Potential Growth, 2007 to 2010.....	28
Table 8: Total Teaching Staff, Primary Schools, and Enrolments by Constituency, 2006.....	36
Table 9: Total Primary School Enrolments by Gender & by Constituency, 2006 .....	36
Table 10: Total Establishment, Trained and Untrained Primary School Teachers, 2006.....	38
Table 11: Honiara Primary School Growth Projections, 2007 to 2010.....	40
Table 12: Projected Primary School Buildings to be Constructed, 2007 and 2009 .....	42
Table 13: Primary Education projected indicative grant for 2007 to 2009. ....	46
Table 14: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency, 2006.....	48
Table 15: Total Enrolments by Gender and by Constituency, 2006 .....	50
Table 16: Quality of Junior Secondary School (Community High School) Buildings .....	50
Table 17: Total Establishment, Trained and Untrained Junior Secondary Teachers, 2006.....	52
Table 18: Growth Potential for Honiara Junior Secondary Schools, 2007 to 2010.....	53
Table 19: Form 1 Projections, Honiara, By Constituency, 2007-2010 .....	53
Table 20: Junior Secondary School 100% Progression, Honiara Students, to 2010.....	54
Table 21: Projected Buildings to be Constructed, 2007 to 2009 .....	57
Table 22: Junior Secondary Projected indicative grants, 2007 - 2009.....	60
Table 23: Total Teaching Staff, Senior Secondary Schools and Enrolments by Constituency, 2006 .....	64
Table 24: Total Senior Secondary Enrolments by Gender and by Constituency, 2006 .....	65
Table 25: Total Establishment, Trained and Untrained Senior Secondary Teachers, 2006.....	67
Table 26: Growth Projections, Honiara Senior Secondary Schools, 2007 to 2010 .....	68
Table 27: Senior Secondary Projected indicative SIG Grant, 2007 – 2009.....	71

## LIST OF FIGURES

Figure 1 Education Action Plan Framework .....	17
--	----

## FORWARD

It is a pleasure for me to introduce to our people this Provincial Education Action Plan for Honiara City Councils. 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 Honiara City Councils 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 Honiara City Councils 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 Honiara City Council, 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 Honiara City Councils Education Action Plan.

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

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

I therefore commend this Education Action Plan for the Honiara City Council to you.

.....  
**Cr. Jim Sevesi**  
Deputy Mayor/Chairman  
Education & Human Resources Development  
Honiara City Council

## CHAPTER 1: INTRODUCTION

### 1.1. The Genesis of the Plan

This Education Action Plan for Honiara City Council 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 City's 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 city. The process involved workshops with participants from Members of City Council, the education offices of the Honiara City Councils 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 Honiara City Council's Education Authority and of the Church education authorities have now been incorporated into this Education Action Plan for Honiara City Councils.

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 workshops later in 2006, and further modifications were made to the draft in the light of the feedback received from participants at these workshops.

The City's 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 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. Introduction

Honiara is the national capital of Solomon Islands. It is situated on Guadalcanal, the largest island in the Solomon's archipelago.

The existing boundary of Honiara commences from the refueling depot near Tanagai village in the West and runs along the shoreline to a point at the sea end of Burnscreek, running inland along the creek and turning west to the limestone quarry east of King George VI School and then travelling further inland to the back of the city.

The furthest inland protrusion of the boundary is at Tuvaruhu housing estate. A straight boundary line from the Tuvaruhu protrusion puts lower Mount Austin within the city boundary (including the Japanese War Memorial), but this excludes the forestry plantation at Mt. Austin. All the Temporary Occupied License settlements at the back of Honiara are within the city boundary.

It is understood that all land within the town boundary was acquired by the Government either from customary land-owning groups or from Levers Company. Most land has been acquired through compulsion. These acquisitions were deliberately made to facilitate the expansion of the town.

### 2.2. Demography

The population of Honiara, as reported in the 1999 Census, was 48,513 (27,050 were reported as male and 21,462 were female). The population growth rate was estimated at 2.8%. Table 1 sets out population projections for the period 2007 to 2010, although the projection for 2009 appears to be anomalous.

Table 1: Honiara City Population Projections 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	32,710	26,350	59,060
2008	33,499	26,989	60,488
2009	44,142	34,048	78,190
2010	35,054	28,257	63,311

Source: Statistics Office 1999 Census Provincial Population Projections.

According to the 1999 Census, the school age population in Honiara was 12,816 people. Of this number, 6,671 were males and 6,056 were females. The school age population in this context refers to those who might be expected to attend primary and secondary schools (the school age population is assumed to include all people of ages 6 to 18 inclusive).

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

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

Age	Level	M	F	Total
6	Preparatory	719	636	1,355
7	Standard 1	692	630	1,322
8	Standard 2	617	567	1,184
9	Standard 3	592	557	1,149
10	Standard 4	567	546	1,113
11	Standard 5	541	535	1,076
12	Standard 6	526	526	1,052
13	Form 1	461	452	913
14	Form 2	476	450	926
15	Form 3	493	449	943
16	Form 4	514	447	962
17	Form 5	545	459	1,004
18	Form 6	556	466	1,022
<b>Total</b>		<b>7,300</b>	<b>6,721</b>	<b>14,022</b>

## 2.3. Honiara City Council

### 2.3.1. Governance

Honiara City Council is governed under the Honiara City Act of 1999. The council at present is an elected council headed by a Mayor and assisted by an Executive Committee. The City is divided into 12 wards, each of which is represented by an elected representative who is voted in by registered voters from the ward.

The head of the Council's administration is the City Clerk. This officer is supported by all other employees of the council.

The Ministry of Home Affairs has the power to sanction or approve many acts and decisions made by the council. Any by-law made by the council must be approved by the Minister before it can take effect. The Minister has the power to refuse to approve a by-law. The Minister also has the power to dissolve the Council.

### 2.3.2. Social Services

In the discharge of the functions of the council, it is the duty of the City Council to generally promote the health, welfare and convenience of the inhabitants of the area of its authority, and to maintain order and good government in such area; within the limits of the functions so conferred, and, by its own officers or by duly appointed agents, do all such things as are necessary or desirable for the discharge of such functions.

These include health services, services for youth, sports services, and provision of other services such as the markets, public sanitation facilities, cemetery services, and law enforcement.

### 2.3.3. Commerce and Employment

Honiara, as the country's capital, is also the centre for most business activities. It provides a significant basis for local and foreign investment. This investment of capital has led to the high rise in inward

migration from the provinces as people seek employment opportunities. Most commercial operations have their headquarters in Honiara, and set up branches in the urban areas of the provinces.

The Honiara City Council may charge fees for any service or facility provided by the City Council, or for any license or permit issued by the City Council under the provisions of the City Council Act 1999 or any regulations or ordinances made. Forty four (44%) of the Honiara population between the age range of 14 and over are employed. Eight (8%) of the same age range is seeking some sort of paid employment.

#### **2.3.4. Youth and Sports**

Honiara City Council owns sporting facilities, and these have been neglected for so long that plans are under way for these facilities to be leased to credible sporting organisations to be used and maintained. The City Council works closely with the National Youth Congress, the National Sports Council and the National Women's Council to plan activities for our youth and women.

#### **2.3.5. Health**

There are 11 clinics provided in Honiara, with an expectation that another one will be constructed soon in the Panatina Ward. These clinics provide all health care services to Honiara residents. Only specific cases requiring specialist treatment are referred to the National Referral Hospital, which is also located in Honiara. Private health practices are also encouraged, but controlled. Malaria is still the number one disease that is prevalent in the country, and there are ongoing mass drug administration programmes being implemented, plus other programmes, to ensure that the rates of this disease are kept to a reasonable level. Sexually transmitted diseases and the incidence of HIV appear to be increasing. In response, awareness programmes are in place. It is also intended that health reproduction will be introduced into the school curriculum to an earlier age group.

#### **2.3.6. Education**

Education in Honiara City is administered by the Honiara City Council Education Authority. While there are other Church education authorities and private education authorities that own schools in Honiara, the majority of schools in Honiara City are administered by the Honiara City Council.

Early childhood education is new to Honiara, but is growing in popularity. There were 25 early childhood education centres operating in Honiara in 2006. Many in the working population regard early childhood education centres as child minding facilities, but research has shown that participation in early childhood education fosters child development, and provides a sound way of introducing children to regular schooling. The Honiara City Council Education Authority has only three centres providing early childhood education, as most early childhood education centres are privately owned.

There are 11 primary schools and 14 community high schools in Honiara in 2006. The community high schools are primary schools that have extended their enrolment into the secondary school sector in order to absorb the increasing number of students who have completed grade six (standard six). There is one provincial secondary school (Honiara High School) and one national secondary school (King George VI High School) in Honiara. Honiara High School, which offers education up to form 7, has recently adopted a policy to concentrate only on providing education for the senior secondary school sector (forms 4 to 7 inclusive).

Technical and Vocational Education and Training is offered by the Solomon Islands College of Higher Education and by other church organizations. The Honiara City Council Education Authority sees that there is a need for the development of practical skills, and would like to develop this area of education further developed.

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

### 3.1. Vision

The Honiara City Council recognises the central role of the education sector in achieving overall development goal of improving the quality of life of every citizen of the city. Within this context this is our vision.

*Our vision is to see that the Honiara Education Authority provides an education and training system that is fair and equitable to both local and international clients and stakeholders, and to take an active role in research and planning to be in line with global educational issues, and to set a standard that should act as a role model for other education authorities in the country to achieve quality education.*

### 3.2. Goals

Consistent with the City's vision for education the three overarching strategic goals of the 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 Honiara City Council 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 Education Action Plan 2007-2009, will be developed by the Honiara 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 Honiara City Council 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 Honiara City Council regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

##### **3.4.1.1. Objectives**

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

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

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

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

#### **3.4.2.1. Objectives**

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

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

#### **3.4.3. Outcome 3 (Quality):**

All levels and dimensions of the Honiara City Council 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 for all education staff;
- 3.6. To improve quality for all levels of education by Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects;
- 3.7. To improve quality for all levels of education by Improvement of efficiency and effectiveness of sub sector education systems, in particular tertiary education by giving it a more (labour) demand oriented direction;

#### **3.4.4. Outcome 4 (Management):**

The management of the Honiara City Council 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.

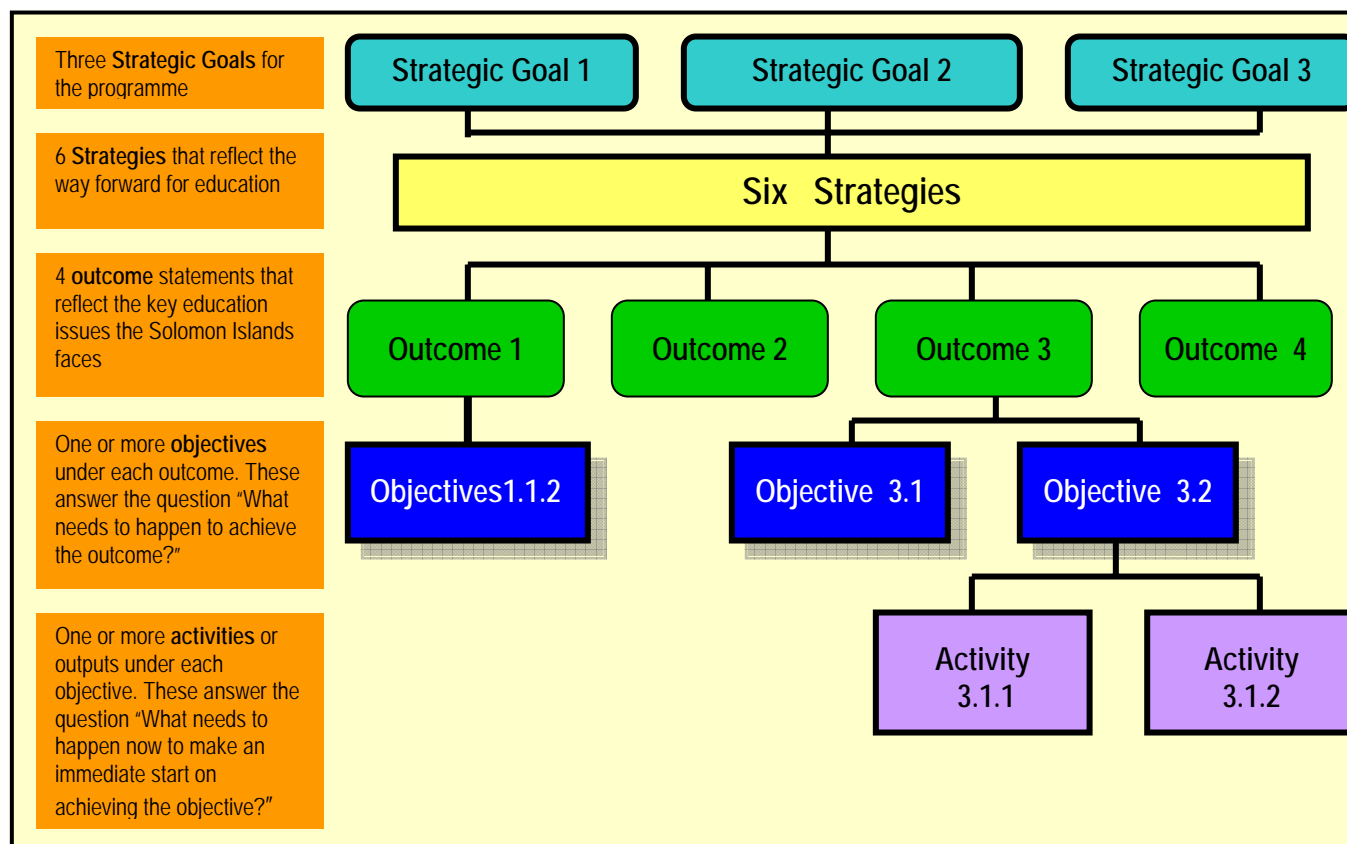
#### **3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.**

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, which starts on page 22 . 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 Education 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 (Honiara City Council) and to the nation (Solomon Islands).

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

The key priority of the Honiara City Council will be to achieve universal access to nine years of basic education for all children from standard 1 to form 3 by 2015. This Education Action Plan for Honiara City Council 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.

Honiara City Council will support to collect and provide data in the following:

#### 5.1.1. Access

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

#### 5.1.2. Infrastructure

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

#### 5.1.3. Quality

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

- Number of libraries;
- Percentage of schools with libraries;
- Number of storage;
- Percentage of schools with storage;
- Completion rates;
- Examination rates (SISE and SISC); and
- Examination rates (SIF3 and PSSC).

#### 5.1.4. Finance And Management

##### 5.1.4.1. Financial Management

###### 5.1.4.1.1. Human Resource Development

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

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

A minimum standard was also identified in 2004:

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

---

<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 Honiara City Council

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

Table 3: Status of Honiara against national minimum standards

	Standard	Achievement	Result <sup>2</sup>
1	Net enrolment ratio, Early Childhood Education (20%)	26.5% ↘	Standard met
2	Net enrolment ratio, primary (100%)	98.0% ↘	Standard not met
3	Net enrolment ratio, secondary (20%)	82.6% ↗	Standard met
4	Teachers, certified (70%)	69.6% ↘	Standard not met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	15.2% ↘	Standard not met
6	Teacher: pupil ratio, primary (1:30)	1:25 ↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:28 ↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:31 ↘	Standard not met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	1:15 ↗	Standard met
10	Literacy, Std 4 (60%)	45.0% ↘	Standard not met
11	Numeracy, Std 4 (60%)	52% ↘	Standard not met
12	Average number of pupils/class in primary (1:30)	46.1 ↗	Standard not met
13	Average number of pupils/class in secondary (1:30)	44.79 ↘	Standard not met
14	Toilet/pupil ratio in all schools is 1:50	1:60.61 ↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	na	Nil data
16	Clean water (primary schools only) is 100%	57% ↘	Standard not met
17	Teachers qualified is 70%	73.2% ↗	Standard 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 being fully funded by central government. While Early Childhood Education Centres do not get full financial assistance, they are subsidised to some extent. Solomon Islands College of Higher Education trained Early Childhood Education teachers are paid by the government, and the Ministry of Education and Human Resources Development employs officers who monitor the provision of Early Childhood Education.

Some early childhood education was introduced to the Solomon Islands prior to the 1980s by individuals, groups or voluntary organisations, mainly in urban centres such as Honiara, Gizo and Auki. During those days missionaries and wives of employed expatriates opened early childhood centres to cater for their own needs as well as those of others. These centres were in operation until the expatriates left, and Solomon Islands women took over on a commercial basis. A commission then recommended that an additional year of primary education be established, which was called the “preparatory year”. In 1981, the Honiara Pre-School Association was established to cater for six preschools. Its aim was to ensure proper use of teaching materials, and to maintain the training of trainers. By 1984, the Government initiated preparatory classes on a pilot basis with the assistance of UNICEF. During the same year, the “Preparatory Year” was incorporated into the general structure of the primary education system as part of the national policy guidelines. With this development, more and more parents realised that beginning the education of children at an early stage appears to assist a child’s development later on in the formal education system. As a result of this realisation, many kindergartens were organised by various individuals and interested groups. It is because of the establishment of these kindergartens that Honiara Pre-School Association was able to be formed.

Although more and more kindergartens were set up, there was concern that most of those who operated the Early Childhood Education centres were not trained for their roles in education. A project was therefore put together to address the issue of training for early childhood education. The report of this project commented that “this project was initiated at the request of the Solomon Islands Government, which was conscious of the need to improve the skills of the teachers in the rapidly growing number of kindergartens.” (Taylor and Foote, 1997). As a result of this project, one of the country’s training programmes, field-based training was developed to train the kindergarten teachers who were working in the Early Childhood Education centres up until 1996. By 1998, another training programme was developed and commenced in the Solomon Islands College of Higher Education for the formal training of the early childhood education teachers. The first Solomon Islands College of Higher Education intakes for the Certificate in Teaching were from the first cohort of teachers who had undergone field-based training.



Of the 25 Early Childhood Education teacher trainees who began their formal training at Solomon Islands College of Higher Education in 1998, 10 were from the Honiara-based kindergartens, including Solomon Islands Plantation Limited. Since that time there had been many more field-based training courses that have taken place. To date there are now 98 teachers who have completed field-based training in Honiara alone. However, not all these teachers have returned to Honiara kindergartens because many of them went on to do the Certificate in Teaching. After they completed their teacher training at Solomon Islands College of Higher Education, some were posted outside Honiara.

Honiara had 25 kindergartens established in 2006 in various settings throughout the city, which enrolled 1,528 children. Ninety eight (98) Early Childhood Education teachers were reported in Honiara in the *Digest of Education Statistics 2005*. According to the latest data collected by the office of the National Early Childhood Education coordinator, there were 25 kindergartens with an enrolment of about 1,531 children in Honiara alone in 2006. Of the 25 kindergartens, 17 kindergartens were operating a field-based training programme, the others were privately operated and administered. Table 4 sets out further detail of total teaching staff, numbers of Early Childhood Education centres, and enrolments by constituency.

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

Constituency	Teaching Staff	No. of Centres	Total enrolment
East Honiara	26	5	259
Central Honiara	38	13	745
West Honiara	26	4	402
Blank	8	3	125
<b>Total</b>	<b>98</b>	<b>25</b>	<b>1,531</b>

Source: SIEMIS 2006 Survey Report

Honiara needs more Early Childhood Education teachers to meet the demand. Many of the Honiara teachers who undertook field-based training went to the provinces after they completed their additional training at Solomon Islands College of Higher Education. In addition there have been more kindergartens developed in Honiara. This interest in opening more kindergartens is growing, and the growth of the sector continues to require more trained Early Childhood Education teachers.

### 6.2.1. Access and Equity

The number of kindergartens in Honiara has increased dramatically since the 1990s owing to demand and to the increasing awareness by parents of the benefits of educating their children at an early age, as well as from a need to cater for the children of working parents. These factors have driven increased access to early childhood education. There is still a need to provide additional early childhood education places to cater for a population that is growing at an annual growth rate of 2.8% (1999 National Census).

The 2006 enrolment of 1,531 children in Early Childhood Education represents approximately 36.4% of the estimated 3-5 year age cohort in Honiara (4,201). Some children older than 5 will be enrolled in Early Childhood Education centres, so this percentage participation figure needs to be treated with caution. Nevertheless, it appears that a significant proportion of the target population is getting access to Early Childhood Education.

Of the 1,531 enrolments in 2006, 769 (50.2%) were female and 764 (49.8%) were male. Gender equity does not appear to be an issue in relation to access to early childhood education in Honiara, since enrolments by gender is equally distributed. Table 5 sets out more detail about enrolments by gender and by location (constituency).

Table 5: Total Enrolments by Gender & by Constituency, 2006

Constituency	Male	Female	Total	% Female
Central Honiara	133	126	259	48.6%
East Honiara	377	368	745	49.4%
West Honiara	186	216	402	53.7%
Blank	66	59	125	47.2%
<b>Grand Total</b>	<b>762</b>	<b>769</b>	<b>1,531</b>	<b>50.2%</b>

Source: SIEMIS 2006 Survey Report

### 6.2.2. Facilities

The 28 early childhood education centres (normally called kindergartens) that are operating are mostly built with permanent building materials. However, the furnishings and resources available at the kindergartens vary. There is no database with robust information about the condition of present Early Childhood Education facilities. Kindergartens can be very expensive to set up, and good quality resources used at the Early Childhood Education level tend to be equally expensive. In order to provide a quality environment that is fully resourced to enhance children's learning and development, the management of the Early Childhood Education centres has to be prepared to meet running costs.

Current arrangements for Early Childhood Education facilities are not ideal, since there is a need for specially designed and developed early childhood learning spaces, and not all the current spaces being used for early childhood education meet this criterion. From the latest information that has been collected, it appears that some kindergartens are not providing appropriate water and sanitation facilities, nor an outdoor play area for the young children. Water, sanitation and an outdoor play area are integral components of a quality early childhood education centre, and essential requirements in meeting young children's needs.

A few individuals have operated home-based early childhood care in their private residences. There are no regulations that govern this situation.

### 6.2.3. Curriculum

The early years of a child's life are crucial because of the rapid nature of learning and development. Teachers must provide opportunities which will establish a foundation for later learning through quality Early Childhood Education programmes. It is desirable that all Early Childhood Education teachers provide quality education for young children through an appropriate curriculum and a learning programme geared to their needs.

No formal Early Childhood Education curriculum has currently been approved for the Solomon Islands by the Government or by the Honiara Education Authority, although a draft recommended curriculum exists. In general the early childhood education curriculum in Honiara is not structured, but is based on learning

areas organised around free play. The aim is to develop the whole child, physically, socially, emotionally, cognitively, and morally, and also to develop each child's language. The recommended Early Childhood Education curriculum based on specified learning areas includes manipulative activities, use of blocks, sand and water, collage, dramatic activity, books and storytelling, art and craft, science, games and puzzles, and outdoor play. Children at this age are encouraged to interact in an environment where they can explore, learn and discover through play. Communities are encouraged to equip the centres well with educational resources and equipment that will enhance children's learning and development, and that reflect the child's culture.

The current situation in Honiara is that 17 kindergartens are making every effort to use the recommended Early Childhood Education curriculum. Two private kindergartens - Woodford International and Chung Wah School - are using a private curriculum, while other kindergartens are either using the Accelerated Christian Education curriculum or the preparatory curriculum for children aged 3 to 5 years.

#### 6.2.4. Teacher Supply and Demand

There is a need to maintain a supply of trained Early Childhood Education teachers in Honiara. The total number of Early Childhood Education teachers in Honiara in 2006 was 98 (88 women and 10 men). While the number of Early Childhood Education teachers trained through the Solomon Islands College of Higher Education Certificate programme is reasonably high in Honiara, there is still a need to train more Early Childhood Education teachers to cater for the increasing population. Another factor that will drive a demand for more teacher training in the early childhood sector is the teacher: pupil ratio which is 1:15. This policy has been adopted because children in the 3 to 5 age range need more close supervision and individualised attention compared with older children. The teacher: pupil ratio in Honiara in 2006 was 1:15.2. A teacher-pupil ratio greater than 1:15 in Early Childhood Education is counterproductive to educational effectiveness, and indicates there is some evidence of a teacher shortage.

Since the development of the two types of training, field-based training and the Certificate in Teaching (Early Childhood Education) offered at Solomon Islands College of Higher Education, practising teachers in kindergarten centres had the opportunity to receive training to enable them to develop their knowledge and skills of working with young children between the ages of 3 and 5 years. Before that, the University of the South Pacific Centre offered a course known as the Pre School Certificate, which assisted teachers to cater for their responsibility as preschool teachers.

The majority of kindergarten centres in Honiara are now staffed by teachers who have completed field-based training and a Certificate in Teaching (Early Childhood Education), as well as by teachers who hold a Pre-School Certificate. In 2005, a total 24 Early Childhood Education teachers have graduated from Solomon Islands College of Higher Education and were teaching in 6 kindergartens. The 69 teachers who have completed field-based training were teaching in kindergartens in Honiara and in other parts of the country that are under the supervision of a field-based training programme. Of the 24 who have graduated from Solomon Islands College of Higher Education, 3 are males. While more women tend to have an interest in developing the skills, competencies and characteristics important for a successful Early Childhood Education teacher, men who are interested are encouraged to take up Early Childhood Education teaching.

Technically teachers who have participated only in field-based training are categorised as "untrained". About 50% of Early Childhood Education teachers are in this category. There is a need to provide further opportunities for these untrained teachers to upgrade their skills. Table 6 sets out further detail about the trained and untrained Early Childhood Education teachers by constituency.

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

Constituency	Number of Teachers			
	Untrained	Trained	Grand Total	% Trained
Central Honiara	11	15	26	57.7%
East Honiara	21	17	38	44.7%
West Honiara	13	13	26	50.0%
Blank	4	4	8	50.0%
<b>Grand Total</b>	<b>49</b>	<b>49</b>	<b>98</b>	<b>50.0%</b>

Source: SIEMIS 2006 Survey Report

### 6.2.5. Financing

Communities must raise funds to support the running costs of each Early Childhood Education Centre. Current financing is provided by parents, who pay fees and raise funds, by organisations, by the Solomon Islands Government (which pays the salaries of trained Early Childhood Education teachers), by the Honiara Education Authority (which provides support), and by donors. The 25 kindergartens that are currently operating in Honiara are funded either by individuals, by organisations, or by the churches (the Church of Melanesia, the South Seas Evangelical Church, the Seventh Day Adventist Church, the Roman Catholic Church or the United Church) that own them. The Government has made a commitment to pay the salaries of Early Childhood Education teachers who have graduated with a Certificate in Teaching (Early Childhood Education) from Solomon Islands College of Higher Education. Graduates of field-based training programmes, however, are being paid as teacher aides by the organisations or communities which own the kindergartens. It is the responsibility of communities to build the facilities and to meet the wages of the teachers who have received field-based training.

### 6.2.6. Management

Early Childhood Education centres in Honiara are managed directly by communities. Some assistance is provided from education authorities and the Ministry of Education. The early childhood education programme in Honiara is coordinated by the Honiara Early Childhood Education coordinator based at the Honiara Town Council Education Division. The Early Childhood Education coordinator works very closely with the Chief Education Officer to provide advice in setting up kindergartens and to provide in-service training for Early Childhood Education teachers in Honiara. The Early Childhood Education coordinator also conducts awareness programmes for parents, teachers and communities and makes professional visits to kindergartens.

## 6.3. Future Directions

A plan for the development of early childhood education in Honiara is needed. This provincial education action plan provides a good start. The Honiara Town Council 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 catchment area, as the

development of local support and initiatives would avoid creating an additional burden on the Honiara Town Council'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. Experience in Honiara indicates that children who participate in an Early Childhood Education programme perform better in primary schooling than those going directly into Standard 1. It is therefore desirable that all children in Honiara have access to early childhood education.

Table 7 sets out the population projections for the 3-5 age group for the four years 2007 to 2010 for Honiara. The actual enrolments in Early Childhood Education in 2006 in Honiara (1,531) represented about 36% of the total estimated cohort in the 3-5 age group (an estimated 4,201 children in 2006). However, while enrolment of just over a third of the available age cohort represents a significant access rate, typically the enrolments in early childhood education in Honiara will include a number of children who are older than 5. The percentage Early Childhood Education access figure of approximately 36% therefore needs to be treated with some caution.

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

Year	2007	2008	2009	2010
Population projections, 3-5 age group	4,215	4,337	5,421	4,560
Projected Enrolment Growth at 2.8%	1,574	1,618	1,663	1,710

Source: 1999 Census Provincial Projections

These figures indicate that there is potential for further growth in projected enrolments in Early Childhood Education between 2007 and 2010, since 2006 enrolments came to a total of 1,531. Honiara needs to explore available options to encourage increased enrolments and to meet the potential demand in provision of early childhood education over the planning period (2007 to 2009). Data, however, is not available to show the capacity of each early childhood education centre in Honiara, and how many are operating double streams (more than 15 children).

In order to improve access to and equity in early childhood education in Honiara, the following strategies and activities will be implemented. The Honiara City council will:

- consider including early childhood education within the scope of universal basic education;
- consider establishing additional Early Childhood Education centres in Honiara;
- enrol double streams in existing Early Childhood Education centres where demand warrants it;
- undertake a survey of existing Early Childhood Education centres to assess current enrolment capacity, whether any overcrowding is occurring, and whether there is unsatisfied demand for additional Early Childhood Education places;
- direct the Honiara Town Council Education Authority (and other education authorities in Honiara) to develop a system of registering or licensing Early Childhood Education Centres operating under their authority in order to protect children's safety;

- maintain a teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety, and communities therefore need to maintain field-based training initiatives to provide staff in order to achieve this objective;
- encourage 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 in Honiara, and potential for growth in enrolments, if resources were available. This potential for growth is illustrated in Table 7. It will not be realistic for Honiara to plan in either the short or medium term to build and/or staff a large number of additional Early Childhood Education centres, since existing constraints such as lack of trained teachers, lack of facilities, lack of other material and financial resources, 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 Honiara a much longer term goal. Nevertheless, Table 7 shows the challenge facing Honiara 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: Honiara will:

- Assess the 25 active Early Childhood Education facilities, by conducting a survey to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; and will identify those that need facility upgrading, and will request funding from donors;
- Put in place guidelines that ensures communities that wish to establish new Early Childhood Education Centres to be responsible for building the centres, but the Honiara City Council and central government as well as donors may assist with funding;
- Assist the Ministry of Education to develop a standard classroom design for Early Childhood Education to set a standard for all centres;
- support upgrading and improvement of the existing Early Childhood Education centres in the light of the Ministry of Education and Human Resources Development standard classroom design;
- establish criteria for registration of Early Childhood Education Centres, in conjunction with the Ministry of Education and register only those Centres that meet minimum quality standards;
- Honiara City Council will develop and implement a plan to build additional spaces for Early Childhood Education over the medium term; and
- Limit the number of Early Childhood Education Centres to be established or extended within the next 3 years to a manageable number (a maximum of 5 a year, and 15 by the end of 2009).

Since the establishment of Early Childhood Education centres is the responsibility of communities, Honiara Town Council 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 or extend existing ones. A target of establishing five new or extended Early Childhood

Education centres a year may be realistic. It may be possible to plan to accommodate some double streams by extending existing Early Childhood Education Centres, and to plan for the building of additional Early Childhood Education centres in each year, and to aim at building 15 additional Early Childhood Education centres (or extending existing ones) by the end of 2009 (5 Early Childhood Education centres in 2007, 5 in 2008 and 5 in 2009).

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

- communities will be responsible for building facilities;
- there should be a standardised design for an Early Childhood Education space or classroom; and
- proper facilities (including water & sanitation) will be provided.

A recommendation was put forward by a previous workshop for a team to conduct a feasibility study to assess the Early Childhood Education facilities available at the community-based kindergartens, in order to respond to a proposal that the “preparatory year” should merge with the early childhood sector. Any kindergartens that have to be developed would be required to use a standard Early Childhood Education centre building plan. Minimum facility requirements would be a condition of registration or licensing of an Early Childhood Education centre. Refusal to comply with safety aspects such as sanitation facilities or educational requirements such as provision of play areas could result in a kindergarten being deregistered.

### **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 Honiara.

The Early Childhood Education curriculum is not structured. Learning should continue to be encouraged in an appropriate unstructured environment at the Early Childhood Education level in order to allow the child to develop. Any new Early Childhood Education curriculum would need to be approved by the Permanent Secretary. Until a formal early childhood curriculum is developed and approved, Early Childhood Education teachers in Honiara 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, words, 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. This teachers' resource book will be used once it is developed.

### **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 is 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 Honiara was to plan for gradual expansion in Early Childhood Education by the end of 2009, it would be necessary to train a minimum of 10 additional Early Childhood Education teachers a year in 2007, 2008 and 2009. This number would not meet all the need for trained Early Childhood Education teachers, but 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 10 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 Honiara City Council will:

- Develop a three-year training plan, in which the need for Early Childhood Education teachers to be specially trained will be recognised, and consequently teachers who have undergone field-based training will be a priority for further training at Solomon Islands College of Higher Education;
- Ask the Solomon Islands College of Higher Education to improve its capacity to increase intakes into Early Childhood Education teacher training programmes;
- Ask Solomon Islands College of Higher Education-SOE to ensure that Early Childhood Education lecturers have the relevant qualifications for Early Childhood Education training;
- Ask Solomon Islands College of Higher Education to run short Early Childhood Education training courses or run summer schools during the June and Christmas breaks;
- Negotiate for training packages for Early Childhood Education teachers is developed at a centre in Honiara, in liaison with Solomon Islands College of Higher Education, including at least 12 teachers trained each year (2007, 2008 and 2009) using field-based training;
- Establish 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;
- Negotiate with Solomon Islands College of Higher Education to consider in its teacher training scholarships for Early Childhood Education teachers a fixed quota based on population;
- Enrol a minimum of 10 Early Childhood Education teachers from the province in each Early Childhood Education teacher certificate intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009;
- 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. In addition, criteria for entry to formal Early Childhood Education training should be based on prior Early Childhood Education experience, previous field-based training, and hard work in the field;
  - ensure 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 an equivalent qualification.
- Develop a staff development plan for Early Childhood education teachers.

### 6.3.5. Financing

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



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

It is resolved that in future the following should be considered:

- parents will continue paying fees, and communities will assist with construction of facilities and fund-raising;
- communities will continue to pay untrained Early Childhood Education teachers (although representations were made that the salaries of those teachers who have successfully completed a field-based training programme should be paid by the Government, on the basis that these teachers can be regarded as trained or at least partly trained, and that at the rate trained Early Childhood Education teachers are graduating from Solomon Islands College of Higher Education, communities will not be able to access enough trained Early Childhood Education teachers to meet demand for some time to come);
- central and provincial government will subsidise the Early Childhood Education programme;
- the Teaching Service Commission will pay the salaries of Early Childhood Education graduates who have been trained to Certificate level at Solomon Islands College of Higher Education; and
- Honiara City Council may wish to consider in future the payment of a minimum monthly salary (say, \$100.00) for Early Childhood Education teachers in training.

Early Childhood Education in Honiara potentially encompasses two broad sectors, community centres (often associated with primary schools), and privately-owned centres. 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;
- Honiara Town Council 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, provision of water, 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 Honiara will be developed, using realistic assumptions about growth projections. While the Government has made a commitment to pay the salaries of trained Early Childhood Education teachers, it is noted that it will be burdensome for the Government to continue do so.

### 6.3.6. Management

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

#### *Ministry of Education roles*

- To establish policy for Early Childhood Education;
- To determine criteria for registration and/or licensing of Early Childhood Education centres;
- To provide seconded staff for training, inspection and assessment of field-based staff and probationers;
- To monitor the training that is provided to Early Childhood Education teachers;
- To support Solomon Islands College of Higher Education so that training is provided for Early Childhood Education teachers;
- To secure appropriate funding for resources and support of Early Childhood Education;
- To meet the cost of salaries of trained Early Childhood Education teachers;
- To support curriculum development and production of learning materials; and
- To assist in seeking sponsors to fund buildings; and
- To support Solomon Islands College of Higher Education, so that training is provided for Early Childhood Education teachers.

#### *Honiara Town Council Education Authority roles*

- To appoint an Early Childhood Education coordinator for Honiara;
- To provide training for the Early Childhood Education coordinator and the supervisors of Early Childhood Education centres on managing finance and overall management;
- 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 to encourage the development of Early Childhood Education (and if demand for Early Childhood Education increases, to consider the appointment of additional Early Childhood Education co-coordinators);
- To support field-based training for Early Childhood Education teachers (provided by Early Childhood Education coordinators) before selection for further training takes place;
- To ensure that Early Childhood Education teachers are properly trained; and
- To facilitate trained teachers to act as senior teachers to assist the Early Childhood Education Coordinator.

*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 look after teachers' welfare;
- To set up Early Childhood Education Committees for administration and governance of Early Childhood Education centres (the committee would be responsible for liaising with donors and the Honiara Town Council regarding funds); and
- To select and appoint Early Childhood Education teachers with assistance from the coordinator and members of the community.

*Churches' roles*

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

## CHAPTER 7: PRIMARY EDUCATION

### 7.1. Definition

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

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

### 7.2. Current Situation

There are 25 schools which deliver primary schooling and are operating within the Honiara Town Council area (11 primary schools and 14 community high schools). Twelve (12) of these schools are directly administered by the Honiara Town Council Education Authority, while the remaining 13 schools are administered by private authorities. There were 9,278 students enrolled in Honiara primary schools in 2006, taught by 315 primary school teachers.

Primary school rolls are increasing. Honiara Town Council schools have generally better and more attractive facilities that meet appropriate standards, by comparison with schools in the provinces. Honiara schools therefore attract good teachers. In addition, parents, who migrate to Honiara for a number of reasons such as employment opportunities, also settle in Honiara because they want their children to receive a good standard of education. As a consequence, schools in Honiara have become overcrowded.

It is anticipated that Honiara Town Council schools in future will have to build more classrooms to accommodate more children (including the children of those migrating from the provinces), since Honiara, as the capital and as a central location, acts as a magnet to attract people.

Honiara Town Council has adopted objectives for the primary education sector. It wishes to ensure that:

- quality education is delivered to all students in Honiara;
- the environment (including classrooms) is conducive to effective learning;
- all schools in the Honiara Town Council catchment area have trained and qualified teachers;
- all current primary school teachers should have the opportunity to upgrade their qualifications to diploma and degree levels respectively;
- all school committee members have a sense of belonging and ownership of their schools; and
- the community is a real partner in developing schools to an appropriate standard.

Table 8 sets out further detail about numbers of teachers in Honiara primary schools and enrolments by constituency.

Table 8: Total Teaching Staff, Primary Schools, and Enrolments by Constituency, 2006

Constituencies	Teaching Staff	No. Primary School	Enrolment
East Honiara	53	4	1762
Central Honiara	192	15	4815
West Honiara	70	6	2701
<b>Total</b>	<b>315</b>	<b>25</b>	<b>9,278</b>

Source: SIEMIS 2006 Survey Report. Note 14, of the 25 schools are also enrolling post level 6 classes.

### 7.2.1. Access and Equity

The 2006 data reported a total enrolment of 9,278 children in primary schools in Honiara, a figure which represents approximately 8.8% of the national total enrolment. The average teacher pupil ratio is 1: 25%. However, this figure masks some wide discrepancies in class sizes. In some schools overcrowding has reached a stage where class sizes go up to 50. Effective teaching is not possible in such an environment.

There is some imbalance in the number of schools established for each ward. Vavaya, Mbumburu and Tandai wards have one school each, while Kola'a, Naha, Panatina, Rove, Lengakiki, Vura and Ngossi wards have two schools each, yet Kukum ward has five schools. Further data is not available to assess whether the geographic location of primary schools affects access of children in Honiara to education.

Of the total primary school enrolments in 2006, 4,482 (51.7%) were male, and 4,295 (48.3%) were female. Gender equity does not appear to be a major problem as these figures generally reflect the distribution by gender in the Honiara primary school target age groups (51% male and 49% female). Table 9 sets out detail of gender distribution by constituency.

Table 9: Total Primary School Enrolments by Gender &amp; by Constituency, 2006

Constituency	Enrolments			
	Male	Female	Total	% Female
Central Honiara	867	895	1,762	50.8%
East Honiara	2,545	2,270	4,815	47.1%
West Honiara	1,384	1,317	2,701	48.8%
<b>Total</b>	<b>4,796</b>	<b>4,482</b>	<b>9,278</b>	<b>48.3%</b>

Source: SIEMIS 2006 Survey Report

Data is not available to assess whether students with special learning needs such as the physically or intellectually handicapped, the visually impaired, the hearing impaired, or those with specific language difficulties, get appropriate access to education.

### 7.2.2. Facilities

There is variety in the nature and quality of school buildings in the Honiara Town Council area. The primary school building stock can be categorised under three different categories: critical, sub-standard, and up to standard. The critical group of schools has buildings which need immediate attention and maintenance, or there will be severe risks to children's health and well being. The second group of schools has facilities

which are not up to standard, and which need attention in the short term. The third group of schools has buildings which meet requisite standards. A preliminary assessment of school buildings has been undertaken, although the placement of schools in the categories listed below needs to be verified with further information.

#### **7.2.2.1. Critical Group – Need Immediate Attention**

The first group of schools, the “Critical Group” includes the following schools where buildings need most attention. These schools are the ones which need most improvement. They are:

- Tuvaruhu Community High School;
- Mbokonavera Community High School;
- Florence Young Primary School;
- Lau Valley Primary School.

#### **7.2.2.2. Sub-Standard Group – Need Attention**

The second group of schools is the “Sub-Standard Group”. These schools need some improvements. They are:

- Chung Wah Primary School
- Coronation Primary School
- Koloale Community High School
- Mount Horeb Primary School
- Kukum Primary School (SDA)
- Mbuavale Community High School
- St. Nicholas Primary School
- Naha Community High School
- Panatina Community High School
- Christ the King Primary School
- Bishop Epalle Primary School
- Vura Community High School
- Mbokona Community High School
- Keyln Primary School
- White River Community High School
- St. John’s Community High School

#### **7.2.2.3. Up to Standard Group - Satisfactory**

The third group of schools which are “Up to Standard” are:

- Woodford Primary School
- Zion Academy
- Tamlan Primary School

No formal inventory of the state of school buildings in Honiara appears to be available, although officers who know the schools can give an accurate account of what state the school buildings are in from their personal knowledge. Nor does Honiara Town Council appear to have an accurate database that records whether the condition of water and sanitation facilities at each primary school is satisfactory.

A Honiara primary school facility development plan setting out priorities and detailed buildings at each school for maintenance and refurbishment does not yet exist, although the outline above is a good beginning.

By the Year 2007 Honiara Town Council estimates that there will be 1,866 pupils in standard 1. There is therefore a need to provide an estimated 10 additional classrooms (and 10 additional teachers) in Honiara by the beginning of the 2007 school year, or overcrowding will intensify. As these increased numbers of pupils work their way through the primary school “pipeline” in subsequent years, the need for more primary school facilities to be constructed in Honiara in each succeeding year will become acute. There will also be a need for more trained teachers.

### 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 essential skills of reading, writing, speaking and listening are developed. There is a particular need to include Solomon Islands knowledge, skills and learning materials across all the dimensions of the primary school curriculum, so that school learning is relevant to children's values, customs and cultures.

### 7.2.4. Teacher Supply and Demand

There were 315 primary teachers in 2006 in the Honiara education system, 106 of them men and 209 women. The teacher: pupil ratio in Honiara's primary schools in 2006 was 1:25, a figure which indicates that there were sufficient teachers in the system to manage the number of enrolments. Overcrowding, however, has been identified as an issue in urban schools in some localities where it appears that there may be a shortage of teachers. The presence of large numbers of pupils in these classes compromises student learning. The reason that the supply of teachers for Honiara Town Council Schools is adequate overall is largely as a result of the influx of teachers from the provinces.

One issue that will need to be monitored carefully is the number of untrained and unqualified primary school teachers. In 2006, 13.6% of primary teachers in the province were untrained. Of the 315 primary teachers in 2006, 79.7% were trained. About 20.3% of primary school teachers in Honiara therefore appear to lack the necessary qualifications for teaching. This figure is too high, and strategies need to be developed to address how the unqualified teachers will be upskilled.

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

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

Constituency	Number of teachers			
	Untrained	Trained	Total	% Trained
Central Honiara	2	51	53	96.2%
East Honiara	49	143	192	74.5%
West Honiara	13	57	70	81.4%
<b>Grand Total</b>	<b>64</b>	<b>251</b>	<b>315</b>	<b>79.7%</b>

Source: SIEMIS 2006 Survey Report

### 7.2.5. Financing

The Government's policy is that schools do not charge parents fees for primary schooling. 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. Honiara Town Council supplements the government grants. With its limited sources of revenue, Honiara Town Council is not able to make extensive provision in its own budget to cater for education services.

In order to provide quality education and to manage the increasing costs, partnerships must be encouraged so that all stakeholders share the cost of educating children. To enhance partnership in funding education services by all stakeholders, the concept of Community Standard Funding will be introduced in Honiara's primary schools,

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

### 7.2.6. Management

General oversight of primary schools is the responsibility of the Ministry of Education through the Honiara Town Council education authority or private education authorities. The day to day operational management of each school is the responsibility of the Head Teacher, subject to the oversight of the School Committee. Management of school finance is the responsibility of the Head Teacher and the School Committee.

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

## 7.3. Future Directions

### 7.3.1. Access and Equity

The 1999 census figures show that the annual growth rate of Honiara is estimated at 2.8%. There has been a steady increase in primary school enrolments from 2003 (7,516 enrolments) to 2006 (9,278 enrolments) in Honiara primary schools (a 23.4% increase in two years, a much more rapid growth rate than for Honiara Town Council's population as a whole). It is anticipated that this steady increase will continue. Planning to increase access to primary schools in Honiara needs 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 Honiara 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 Honiara 6-12 age group (Scenario 1) set out in Table 11. These population projections are derived from the 1999 census data. However, actual primary school enrolments in 2006 (9,278) are larger than these projected numbers, mainly because a number of students older than 12 are enrolled in Honiara primary schools. (The 2009 projected figure can be discounted as it appears to be anomalous.) Scenario 2 is based on actual Honiara primary school enrolments in 2006, calculated on a straight line



increase of 2.8% growth a year. Scenario 2 probably gives a closer more realistic forecast of future primary school enrolments in Honiara.

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

Year	2007	2008	2009	2010
Projected population, ages 6-12 (Scenario 1)	8,252	8,433	11,376	8,880
Enrolment projections based on a 2.8% growth (Scenario 2)	9,538	9,805	10,079	10,362

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

It is important to note that Honiara Town Council will have to make some policy decisions in order to decide on the future of primary education. The 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. Decisions on these matters will determine the projected number of classrooms, infrastructure and teachers required to meet Honiara's needs between 2007 and 2009. The primary school enrolment was 9,278 in the Year 2006, and it is projected (Scenario 2) to increase over the next four years, to give an estimated total of 10,079 enrolments by 2009. Honiara Town Council will need to plan now to ensure that another 801 places for primary school age children are available by 2009 (with an increase of a further additional 283 places projected for 2010). The key need appears to be the need to identify the locations where primary school roll growth pressures are strongest.

Honiara Town Council's assessment is that in 2006 it had 11 primary schools which catered for the pupils in the preparatory year and standards 1 – 6, as well as 14 community high schools which offered primary education. 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. While at this stage Honiara's assessment is there are enough primary schools to cater for the projected increased enrolments for 2007 to 2009, there will be a need to consider the findings of any further investigation, and there will be a need to upgrade facilities and create more classrooms at existing schools. Further investigation, accompanied by documentation and analysis of findings, is required, as described in the next section "Facilities".

The following strategies and activities have been suggested to help increase access and manage the anticipated increase in primary school enrolments in Honiara:

**Strategy 1:** To encourage pupils to attend primary school, to ascertain any reasons for non attendance at school, and to identify where any overcrowding may be occurring in primary schools in Honiara.

The following activities will be undertaken:

- regular visits to schools will be undertaken by Honiara Education Officers and school inspectors, to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, to identify at which schools any overcrowding is occurring, to ascertain how schools are managing any increases in enrolments, and to report to the Chief Education Officer;
- Identify families where children are not attending school (if any), and will interview parents to ascertain any reasons for their children's non attendance at school;

- Consider whether the present geographic distribution of schools is fair, and whether pupils have access to a primary school within, say, a walk of 30 minutes or a distance of three kilometres, when decisions are being considered as to locations of any new schools;
- Monitor school costs and will ensure that these are determined according to the agreed community standard funding arrangements;
- Consider establishing a trust fund to assist under-privileged families;
- Consider establishing a teacher housing scheme; and
- Maintain facilities and improve under-resourced schools.

**Strategy 2:** To encourage girls to go to school and to remain in school.

The following activities will be undertaken:

- Support the Government's plans to make universal basic education free and compulsory;
- Make every effort to educate parents concerning the importance of educating their children, especially girls;
- Promote a community awareness programme on importance of education, especially education for girls;
- Consider building more facilities for girls in boarding schools;
- Consider the establishment of separate classes for girls in both day and boarding schools; and
- Consider establishing more boarding facilities at community high schools.

There are equity issues that relate to educational provision for the disadvantaged, but there is a lack of information available. This category of student includes those students who have special learning needs such as the physically disadvantaged, those who are visually impaired or whose hearing is impaired, those with specific language difficulties, and those who have intellectual disabilities. Further investigation is needed to assess the extent of student disabilities in the primary schools in Honiara, and to determine appropriate strategies to respond to any problems.

### 7.3.2. Facilities

The priority in Honiara is for existing schools to be renovated and furnished, rather than for new schools to be built. There will, however, be a need for additional accommodation (classrooms) to be constructed at existing schools in order to cope with roll growth.

As a first step, the province needs to develop an accurate detailed database of all existing school facilities, including teacher housing, with an assessment of the condition of the school building stock, an assessment of current occupancy rates, and an assessment of whether minimum standards are met. A national methodology for this purpose should be developed by the Ministry of Education and Human Resources Development. This proposed survey would provide data that should assist the province with its planning. The preliminary work outlined in *Current Situation Section 7.2.2. Facilities* earlier in this Plan are a good beginning, but more detailed information is required. This more detailed information would allow Honiara Town Council to assess how many school buildings there are in the catchment area, whether the specific classrooms at each school are in a good or poor state of repair, whether the existing classrooms were adequate to house the numbers of students in each classroom or whether overcrowding was occurring, the state of sanitation facilities and whether the school was able to supply pupils with clean drinkable water. The proposed survey would provide documented data to assist in identifying where growth was occurring, and would help in identifying priorities for maintenance of existing school buildings or for the development of new facilities.

The following immediate actions are needed:

- Undertake a stocktake to assess the needs of primary schools in Honiara, to identify classrooms that need improvement at schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Honiara Town Council Education Authority and the Ministry of Education and Human Resources Development;
- Put together a primary school development plan of primary schools in the Honiara Town Council catchment area 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 the determination of a priority order for refurbishment of existing facilities;
- Encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- Improve any extension schools;
- Provide appropriate furniture needs for classrooms;
- Improve sanitation in Honiara'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 in order to avoid future land disputes;
- Mount an awareness programme for communities on ownership of schools; and
- Cost the infrastructure programme for primary schools in Honiara, a source of funding identified, and the programme implemented.

Some additional school buildings (classrooms, staff houses and possibly dormitories, kitchens, dining halls and ablution blocks) will be required to cater for the anticipated growth of 801 places for primary school age children by 2009. The need for these facilities, and a proposed programme of action, will need to be signalled in Honiara's development plan for primary education.

It is estimated that at least 27 additional school buildings (mainly classrooms) will be needed over the planning period (9 in 2007, 9 in 2008 and 9 in 2009). It will be a matter for decision by Honiara Town Council whether these 27 school buildings are constructed at existing schools or whether new schools are established. These decisions should be made when information from the proposed stocktake is available and when the Honiara Primary School Development Plan is being finalised. Table 12 (detail yet to be confirmed) sets out a tentative assessment of buildings required and a preliminary timetable for the proposed capital development.

Table 12: Projected Primary School Buildings to be Constructed, 2007 and 2009

Year	2007	2008	2009
Classrooms	7	7	7
Additional (dormitories, kitchen blocks, dining halls, possibly staff houses, ablution blocks, sanitation facilities)	3	3	3
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>

### 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.

- Strengthen 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;
- Encourage the teaching of reading in the first three years (the preparatory year and standards 1 and 2) of primary schooling;
- Support more in-service training on Nguzu Nguzu materials;
- 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 “home grown curriculum”;
- Continuation of trialling of all new learning materials, and delivery of ongoing in-service training on learning materials;
- Provide regular in-service training for Head Teachers/ senior teachers/ class teachers on any curriculum innovations;
- Base written materials, especially story books, around Honiara’s folklore;
- Incorporate basic health education at an appropriate level in the primary school curriculum;
- provide in-service training for existing teachers to acquire and develop new teaching skills and teaching methodologies (possible through block studies);
- provide training for Head Teachers/ senior teachers/class teachers on basic computing;
- Facilitate Principals of community high schools with primary schools attached attend in-service training on curriculum materials for primary teachers, to enable those Principals to hold school-based workshops;
- provide adequate curriculum resource materials in Honiara, 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

The Honiara Town Council Education Authority needs a clear teacher training and development policy. In this policy, further work is required both on improvement of the quality of teaching, and on teacher supply.

Well trained teachers are the backbone of a quality education system. There are currently 315 primary teachers serving in Honiara, as recorded in the 2006 Ministry of Education and Human Resources Development statistical digest, although about a quarter of these teachers (approximately 80) are listed as unqualified (slightly more are uncertified). This situation has implications for the quality of teaching delivered to some students and directly affects the standard of student achievement.

A range of strategies needs to be developed to train these 64 teachers to an acceptable standard, and also to upgrade the skills of teachers currently in the teaching service. These strategies include an extension to numbers of trainees at the Solomon Islands College of Higher Education, enrolment in University of South Pacific programmes, mentoring of existing untrained teachers by experienced professionals, and provision of professional development opportunities through in-service training.

Most schools in the city offer double stream classes, and as a consequence two teachers are required for each year group. It appears that 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 localities. However, Honiara 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.

To have a fully trained primary teaching force, the following strategies and activities will be carried out:

- Encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated;
- Recruit additional teacher trainees (on merit) who will then be sent to Solomon Islands College of Higher Education to gain appropriate teaching qualifications;
- Train at least 10 teachers from Honiara each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education (including some of the untrained teachers);
- Negotiate to introduce multi class teaching modules should be included in the Solomon Islands College of Higher Education-SOE curriculum, with appropriate training for the teachers to manage composite classes including children at different levels;
- Assist at least 30 primary school teachers in each year to gain access to in-service training programmes;
- Advertise opportunities for training and applications should be screened by the Honiara Town Council Education Authority, and Honiara Town Council Education Authority should consider setting up a screening committee for this purpose;
- Encourage certificate teachers will be encouraged to upgrade to diplomas;
- Encourage teachers with diplomas to upgrade their diplomas to degrees;
- Ensure science training is included in teacher pre-service and teacher in-service education;
- Offer to existing teachers (including Head Teachers and long-serving teachers) professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through avenues such as University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme (the Lahara Programme);
- Arrange administration and management short courses for Head Teachers in order to improve their performance and accountability;
- Monitor the recent increase in salaries for teachers to determine if this decision results in an improvement in teacher quality; and
- Continue with programmes such as SITUP to assist with teacher training.

What is required as a priority is for the Honiara Town Council Education Authority to liaise with appropriate authorities to facilitate the above recommendations, to plan training for the untrained teachers, and to upgrade the skills and qualifications of those currently in the teaching service. An in-service training programme appears to be required to upskill those teachers who are not sufficiently qualified, although in-service training needs to be supplemented by other strategies such as access to University of South Pacific distance and flexible learning and summer schools to enable teachers to acquire improved formal qualifications.

#### **7.3.5. Financing**

Government has announced that primary education will be free for all children in the Solomon Islands. A common issue raised by all schools when talking about accountability and transparency is the management of finance for schooling. The main issue is lack of proper accounting of school funds. The need is to establish a standardised policy for the management of finance.

The concept of Community Standard Funding is acceptable to the Honiara Town Council, since it is a community-based approach. To enhance partnership in funding education services by all stakeholders, parents and communities are still required to contribute to primary education. The proposed 10% to be provided by parents and communities is manageable.

The concept of Community Standard Funding will be introduced in primary schools based on the following contributions:

- a Solomon Islands 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);
- a contribution from the Honiara Town Council Education Authority (and from other education authorities) 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 contributions and other activities necessary for running of school);
- schools will be encouraged to raise extra funds if required;
- Solomon Islands 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 Honiara Town Council 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.

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 Honiara:

- consideration will be given to the creation of the post of an accountant, who is to be paid under Public Service payroll, within the Honiara Town Council Education Division. This officer will have the following specific roles:
  - (a) administration of cash grants to primary schools;
  - (b) monitoring of the use of cash grants and school fees in primary schools;
  - (c) provision of quarterly and annual reports to the Honiara Town Council and Ministry of Education;
  - (d) auditing of school accounts where required (income and expenditure);
  - (e) coordination of training workshops for Head Teachers and School Committee chairpersons and treasurers on financial management; and
  - (f) development of an accounting manual for Head Teachers on the management of the grants and school fees.
- the Ministry of Education will disburse grants directly to a trust account held within the Honiara Town Council Education Division, and the Education Division will disburse grants to schools on a quarterly basis;
- the Ministry of Education will disburse 40% of the SIG grants for maintenance of school buildings directly to this trust account held within the Honiara Town Council Education Division;

- the Ministry of Education will use 60% of the SIG grants to procure school supplies and distribute these directly to schools;
- the Honiara Town Council Education Division will disburse grants to schools;
- grants given to schools will be managed by Principals and Head Teachers (reporting to School Committees), and not by education authorities;
- signatories to individual school accounts for the grants should include the Head Teacher, the School Committee Chairperson, and the School Committee Treasurer. The system used by the current EU funded Secondary Schools Grants Project (SSGP) 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 Honiara Town Council Education Accountant;
- the School Committee Chairman and Treasurer should be included in the management of school finances. This approach will ensure accountability by the Head Teacher;
- Head Teachers and School Chairpersons and Treasurers will be trained in the financial management of these funds (financial procedures);
- where appropriate according to its size, the post of bursar in a school will be established to assist in managing the school's income and expenditure;
- Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Honiara Town Council Education Authority, which will monitor expenditure; and
- Honiara Town Council should encourage schools in its catchment area to conduct awareness programmes for their communities on Community Standard Funding and on the role of school management.

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

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

Description	2007	2008	2009	Total
Enrolment	9,278	9,538	9,805	28,621
SIG Grants at SBD200 per student	1,855,600	1,907,557	1,960,968	5,724,125

### 7.3.6. Management

Policy and guidelines for the management of schools are set out in the approved document *Ministry of Education and Training Solomon Islands Teaching Service Hand Book 2006*. School managers, and those who have roles and responsibilities in education administration for oversight of the operation of schools, need "management know how". Honiara Town Council Education Authority will introduce initiatives aimed at upgrading all primary school senior teachers to higher levels of management competence.

To improve the management of primary education in Honiara schools, the following practices will be implemented.

- Encourage the community and School Committees to work in harmony with the Head Teacher and staff;

- Put in place a system to allow a Head Teacher to remain in one school for at least three years. The welfare of the Head Teacher and his staff must be given priority by the School Committee;
- Ensure the Head Teacher and the School Committee make sure that school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds;
- Reintroduce Head Teacher training, and all Head Teachers will undertake management training (including staff management and resource management) and financial management training (including budgeting);
- Organise short courses in administration and financial management training for Head Teachers, and Chairpersons and treasurers of school committees;
- Encourage weekly or fortnightly meetings are to be held for staff, and regular meetings for School Committees;
- Ask the SOE/Solomon Islands College of Higher Education to include a management component in its teacher training programmes;
- consider increasing the number of school inspectors, so that advice and guidance could be given to private education authorities as well as the Honiara Town Council schools;
- Develop a staff professional development plan, which should include inspection of teachers by the Inspectorate Division and Education Authorities for purposes such as teacher registration, assessment of teacher performance, assessment of suitability for promotion, confirmation of teaching status, and approval of a housing allowance;
- Communicate links between stakeholders (headquarters, provincial authorities and schools) will be improved;
- Train more teachers through in-service training initiatives to address current and future needs of Honiara Town Council schools; and
- Be more active in organising education tours and school visits, in providing updates for schools, and in arranging school inspections.

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 (Form 1 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

Sixteen (16) schools in Honiara offer junior secondary education. There are 14 Community High Schools in Honiara which cater for junior secondary education, of which ten are administered by the Honiara Town Council Education Authority, while four are administered by Church authorities. The Provincial Secondary School (Honiara High School) and the National Secondary School in Honiara, King George VI enrol students in forms 1, 2 and 3. The total enrolment in junior secondary schools in 2006 in Honiara was 2,859 students. This figure includes the forms 1 to 3 students enrolled at the senior secondary schools in the province.

Table 14 sets out details about teaching staff and enrolments by constituency.

Table 14: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency, 2006

Constituency	Teaching Staff	No. JS School	Enrolment
Central Honiara	35	2	228
East Honiara	168	8	1,704
West Honiara	130	4	927
<b>Total</b>	<b>333</b>	<b>14</b>	<b>2,859</b>

Source: SIEMIS 2006 Survey Report.

Note: The teaching staff has been counted in Primary. Teachers teaching form 1 to 3 could not be separated from those in the primary as it is not provided in the SIEMIS survey report.

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.

### 8.2.1. Access and Equity

Access to junior secondary schools is still an issue in Honiara. The lack of sufficient junior secondary school places, as a result of a lack of trained teachers and a lack of adequate facilities, compounds difficulties with access.

The Ministry of Education and Human Resources Development *Annual Report* for 2005 reported a Honiara enrolment of 987 in the Solomon Islands Secondary Entrance Examination at Standard 6. 933 (95%) progressed into form 1. 54 students were unplaced and did not gain access to a junior secondary school, and were required either to repeat the standard six year, or to find a place elsewhere. The report indicates that 995 Honiara students entered the Solomon Islands National Form 3 examination in 2005, an 11 % decrease from the 2004 numbers (1,114 enrolled in 2004). This decreasing trend in the numbers of entrants in the national form 3 examination is worrying.

Factors that are affecting access to junior secondary schools in Honiara include the distance the students have to travel to school, the status of the school (whether it is properly resourced or not), and competition for places in junior secondary schools as a result of an influx of students from the provinces.

The 2005 total of enrolments in Standard 6 was 1,003 children. The 2006 enrolment in the junior secondary schools in form 1 was a total of 976 students. This situation meant the Honiara Town Council would have had to create an additional 27 places (by comparison with the intake in the previous year) if all these standard six students were to be offered places in form 1 in 2006 in Honiara schools. Any forward planning to improve access in Honiara also needs to take into account the proposal to phase out the Standard 6 examinations at the end of 2006 and beyond.

It is anticipated that the demand for junior secondary school places will increase if the population growth rate of Honiara is maintained. If an assumption is made that all junior secondary school age young people in Honiara were to attend school, the Honiara Town Council would need to plan to provide a considerable number of additional junior secondary school places to cater for entrants to form 1, as roll growth at the junior secondary level increases. This planning will require the provision of more trained teachers and additional facilities.

Of the 2,859 enrolments in 2006 in Honiara junior secondary schools, 1,555 were male (54.4%) and 1,304 were female (45.6%). There may be some gender discrimination in favour of males in Honiara junior secondary schools, as these proportions differ by about two and a half percentage points from the estimated male/female balance in the relevant provincial population 13-15 age group (52.7% male and 47.3% female).

Further detail about the gender distribution in junior secondary schools by constituency is set out in Table 15.

Table 15: Total Enrolments by Gender and by Constituency, 2006

Constituencies	Enrolments			
	Male	Female	Total	% female
Central Honiara	143	85	228	37.3%
East Honiara	934	770	1,704	45.2%
West Honiara	478	449	927	48.4%
<b>Grand Total</b>	<b>1,555</b>	<b>1,304</b>	<b>2,859</b>	<b>45.6%</b>

Source: SIEMIS 2006 Survey Report

Data is not available to assess whether students with special learning needs such as the physically or intellectually handicapped, the visually impaired, the hearing impaired, or those with specific language difficulties, get appropriate access to education.

### 8.2.2. Facilities

The community high schools in Honiara generally have limited facilities. No Honiara database exists with detail about the current state of facilities in junior secondary schools. 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.

In particular, there are no specialised laboratories designed for science at any of the community high schools, or specialist rooms for other practical subjects, such as home economics and industrial arts. Tools are needed for subjects such as for industrial arts, woodworking and agriculture. Equipment is needed for science classes and for home economics. Library facilities also need improvement.

The junior secondary school building stock can be categorised under three different categories: critical, sub-standard, and up to standard. The critical group of schools has buildings which need immediate attention and maintenance, or there will be severe risks to students' health and well being. The second group of schools has facilities which are not up to standard, and which need attention in the short term. The third group of schools has buildings which meet requisite standards. A preliminary assessment of school buildings has been undertaken, although the placement of schools in the categories listed below needs to be verified with further information. Table 16 below sets out a summary of preliminary findings about the quality of some junior secondary school buildings. The table is not comprehensive as not all schools enrolling students in forms 1, 2 & 3 have been included.

Table 16: Quality of Junior Secondary School (Community High School) Buildings

Critical	Sub-Standard	Up to Standard
Mbokonavera	Koloale	St. Nicholas
	Florence Young	Bishop Epalle
	Mbua Vale	
	Mbokona C	
	Naha	
	White River	
	Panatina	
	Vura	
	St. John's	

Note: Mbua Vale Community High School and White River Community High School did not report enrolments in forms 1, 2 or 3 in 2005.

### 8.2.3. Curriculum

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

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

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

### 8.2.4. Teacher Supply and Demand

The current supply of teachers is not sufficient to meet the projected requirements of the junior secondary schools. Additional teachers will be required for the anticipated expansion in roll numbers over the planning period.

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.

There were 49 teachers at the provincial secondary school and (Honiara High School) King George VI High School in 2006, although these teachers may also have taught at both junior and senior secondary school levels. There were 333 teachers in 2006 teaching in the community high schools in the Province. The available data about these 333 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). In 2006, 76.9% of all the secondary teachers were trained.

Accurate up-to-date data is not therefore available about the numbers of trained and untrained junior secondary teachers, although 23.1% of junior secondary teachers were estimated to be untrained in 2006. This percentage is too high. The province estimates that vacant positions are being filled either by primary teachers who are not appropriately qualified, or by untrained teachers. The 2006 distribution of trained and untrained teachers in the province by constituency is given in Table 17 below.

Table 17: Total Establishment, Trained and Untrained Junior Secondary Teachers, 2006

Constituency	Number of Teachers			
	Untrained	Trained	Total	% Trained
Central Honiara	3	32	35	91.4%
East Honiara	40	128	168	76.2%
West Honiara	34	96	130	73.8%
<b>Grand Total</b>	<b>77</b>	<b>256</b>	<b>333</b>	<b>76.9%</b>

Source: SIEMIS 2006 Survey Report. Note that the data above is not accurate and should be treated with caution as teachers teach across the school.

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

### 8.2.5. Financing

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

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 concept of Community Standard School Funding is accepted by the Honiara Town Council.

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

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

Income is also generated through school fees, and some schools generate income through fundraising activities.

### 8.2.6. Management

The governance of junior secondary schools is vested in the School Board, but the daily management and running of the school is the responsibility of the School Principal and the staff. School policy is developed and supervised by the School Board. The Honiara Town Council Education Authority steps in (for those schools for which it is responsible) if the roles of either the board or the Principal are compromised. Both

the Principal and the School Boards are accountable to the Honiara Town Council Education Authority (or to a relevant private education authority) and to the Ministry of Education.

### 8.3. Future Directions

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

#### 8.3.1. Access and Equity

Table 18 summarises the population projections for the 13-15 age cohort in Honiara from 2007 to 2010. 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 (2,859), increased by a straight line increase of 2.8% a year.

Table 18: Growth Potential for Honiara Junior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population projections, 13-15 age group (Scenario 1)	2,782	2,930	4,194	3,307
Enrolment projection based on 2.8% increase – Scenario 2	2,939	3,021	3,106	3,193

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*.

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 19 sets out the anticipated numbers in form 1 classes for Honiara junior secondary schools from 2007 to 2010.

Table 19: Form 1 Projections, Honiara, By Constituency, 2007-2010

Year Constituency	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Central Honiara	153	141	294	157	177	334	175	174	349	190	169	359
East Honiara	334	279	613	316	291	607	340	272	612	373	313	686
West Honiara	177	188	345	175	158	333	218	228	446	214	197	411
<b>Total</b>	<b>664</b>	<b>608</b>	<b>1252</b>	<b>648</b>	<b>626</b>	<b>1274</b>	<b>733</b>	<b>674</b>	<b>1407</b>	<b>777</b>	<b>679</b>	<b>1456</b>

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

The indication in Table 20 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 3,933 students in Honiara's junior secondary schools. This number has been calculated as set out in Table 18:

Table 20: Junior Secondary School 100% Progression, Honiara Students, to 2010

Form	2007	2008	2009	2010	Total
Form 1	1252	1274	1407	1456	5,389
Form 2	976	1252	1274	1407	4,909
Form 3	924	976	1252	1274	4,426
<b>Total</b>	<b>3152</b>	<b>3502</b>	<b>3933</b>	<b>4137</b>	<b>14,724</b>

With 100% progression, this number of enrolments would increase to 4,137 in junior secondary schools in the year 2010. By comparison, there were 2859 students enrolled in Honiara's junior secondary schools in 2006.

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, another 1,074 places in Honiara junior secondary schools in 2009 would need to be provided, in addition to the number of form 1- 3 places enrolled in 2006 (2,859) in the Honiara 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, say, enrolling another 1074 students would require 36 additional teachers and 36 additional classrooms in total to cope with the anticipated student numbers, and possibly more by 2015. Honiara 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 or developed.

Realistically, it may not be possible to increase present capacity by such a significant amount 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 most community high schools, and all the provincial and national secondary schools in the city, will need to accommodate double streams by 2009/2010. The plan to make double streams available in 15 junior secondary schools would provide an additional 450 places in form 1 (30 places in each of the 15 schools). These form 1 students would then move on into forms 2 and 3 in subsequent years (the "pipeline"), thus increasing the need for additional facilities and additional trained teachers. The actual form 1 enrolment in 2005 was 976, and by 2007 it is projected that form 1 enrolments will increase on that figure (potentially to 1,252 – see Table 19). If additional streams are established in most of the existing junior secondary schools by 2009, Honiara estimates it would have the spaces available that are needed to enrol the additional form 1 students in 2007. Achieving the objective of catering for a significantly increased intake in 2007, however,

will probably not be possible, as neither the teachers nor the classrooms 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 2006, then additional schools or classrooms will need to be established elsewhere.

Honiara is considering a plan to cater for growth in its catchment area over the planning period 2007 to 2009. It is suggested that Honiara plans a phased expansion programme.

The specific localities where new facilities will be required are set out in the next section “Facilities”. It may not be possible to achieve all these objectives in the planning period of three years, but Honiara aims to achieve them all by the end of 2015. As well as constructing new facilities, it will be necessary to train the teachers that are needed. The proposal for training teachers are outlined in the following section “Teacher Supply and Demand”.

To improve access and equity in the future in the junior secondary sector, the proposals outlined in Honiara’s vision for development will need to be placed in priority order. Honiara Town Council will need to determine what its specific objectives are for junior secondary education over the period 2007 to 2009, and how it is going to achieve them.

The consultation which considered these issues in 2005 made the following recommendations to improve access and equity in Honiara:

- Monitor the transfer of students from provincial secondary schools to Honiara Town Council junior secondary schools very closely;
- Re-introduce students’ personal cards, to avoid taking in students from provincial secondary schools who could have been terminated or suspended from their previous school;
- Be strict on the approved enrolment numbers catered for in each junior secondary school;
- Ensure that gender equity is catered for as well as the provincial quota in enrolment of students;
- Conduct an awareness programme to educate parents on the importance of having access to education; and
- Provide incentives to teachers in junior secondary schools in the provinces to attract them to remain in provincial secondary schools.

### **8.3.2. Facilities**

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

- rehabilitating existing junior secondary schools in Honiara. Rehabilitation will include improving existing facilities as well as expanding where necessary, to accommodate additional streams;
- identifying appropriate locations, and constructing 10 junior secondary buildings/ classrooms (including dormitories and staff houses) in each year (2007, 2008 and 2009).

In the next three years Honiara will need to build new classrooms in the community high schools where double streams are envisaged. The approach will be to rehabilitate the existing community high schools and build additional facilities for additional streams before embarking on wholesale construction of any further community high schools. As far as possible, available local skilled contractors, as well as community labour, will be used for constructing the school facilities. Over the planning period, three new community high schools to meet the future projected enrolment in forms 1 to 3 will be needed.



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

- Identify schools with poor facilities and communities will be encouraged to improve and renovate them. Honiara Town Council recognises that there is a need to improve existing facilities in many junior secondary schools;
- Improve and expand facilities in existing community high schools, and additional streams will be introduced if required;
- Develop a detailed programme for renovation of existing facilities and construction of new facilities, and communities will be encouraged to build additional facilities where expansion is required;
- Propose expansion (over time) in new community high schools in Honiara, at locations to be determined;
- Plan to construct 10 more school buildings/classrooms in each year where demand for junior secondary enrolments is greatest (10 in 2007, 10 in 2008 and 10 in 2009, to construct 30 in all by the end of 2009);
- Consider in the programme for renovation (if necessary) 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;
- Determine an order of priority for new developments and will consider converting the provincial secondary school (Honiara High School) into a senior secondary school;
- Consider immediate construction of science, wood work, home economics, creative arts and other specialised classrooms;
- Supply appropriate tools and equipment for practical subjects by the Solomon Islands Government and/or the Honiara Town Council;
- Consider 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; and
- Conduct an awareness programme for communities on ownership of schools.

If the plan to phase out forms 1 – 3 is implemented within this period (in 2009) at Honiara High School, King George VI High School and White River Community High School, then up to three additional community high schools could need to be constructed. If the plan proceeds, one of these schools should be sited in the Central Honiara Constituency as there are no existing junior secondary schools in this constituency. Any new junior secondary school would need a total of nine new classrooms as a minimum establishment, with an additional need for staff houses and other ancillary buildings such as sanitation facilities, and possibly dormitories, dining halls, kitchens, ablution blocks, and provision for a supply of water. The extent of the significant capital investment required for the establishment of new community high schools suggests the timing of the plan to phase out forms 1 to 3 in the three senior secondary schools listed above may need to be reconsidered.

As part of the planning process, the following actions need to be taken:

- Honiara Town Council needs to investigate potential sites for the necessary land required to cater for expansion, including land for classrooms and staff accommodation;
- Honiara Town Council needs to identify possible new school locations and/or relocation sites of some schools;
- Honiara Town Council and the relevant Education Authorities need to be responsible for the acquisition and registration of land;
- schools and education authorities in partnership need to develop detailed plans for expansion; and
- the costs of these proposals need to be identified, and a full business plan including a cost analysis and a feasibility plan needs to be prepared for each proposal.

Table 21 sets out a preliminary assessment of the junior secondary school buildings that may be required.

Table 21: Projected Buildings to be Constructed, 2007 to 2009

Year	2007	2008	2009
Classrooms	3	3	3
Staff houses	5	5	5
Ablution blocks	2	2	2
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>

### 8.3.3. Curriculum

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

- Complete the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- Ensure the review of practical subjects such as home economics, agriculture, technology and design, and business studies caters for both males and females;
- Ensure that practical subjects are adequately catered for, and that teachers participate in the writing of modules for practical subjects;
- Provide tools for practical subjects (based on the Technical and Vocational Education and Training policy);
- Introduce health education and reproductive health into the school curriculum;
- Provide curriculum materials, textbooks and equipment to community high schools;
- proper storage facilities should be provided for curriculum materials for remote schools;
- Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools;
- Deliver learning materials directly to schools, and not through education authorities;
- Provide quality curriculum materials to schools to ensure uniformity in all schools and to enhance the quality of education;
- Procure books and equipment under STABEX is supported. The text book requirements for all junior secondary schools is currently being reviewed by Curriculum Development Centre and the sum of SBD 16million, to be funded by the European Union, will go towards the procurement of basic textbooks and equipment for all secondary schools in the country;

- Undertake in-service training on new materials to ensure that the materials are used as intended. In- service training is a vital aspect of quality learning, and teachers must be given the required training prior to the use of the new materials;
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers;
- Advocate to formalise character building and personal development in the curriculum;
- Mount a community awareness programme on traditional values, such as respect for others and upholding our identity as good citizens of the Solomon Islands. More emphasis is needed on instilling cultural values that are being overlooked owing to western influences. Peace, harmony and tolerance for individual citizens of the Solomon Islands can be promoted through mutual understanding of basic social and cultural values;
- Advocate that Ministry of Education emphasise non-core subjects in form 4 examinations, so that there is a balance of skills and knowledge being assessed;
- Train more teachers to take elective/optional subjects (home economics, technology and design, agriculture, business studies);
- Introduce computer classes in schools, and a computer laboratory established for the students to use;
- Revive music, arts and craft and physical education; and
- Hold workshops or seminars with stakeholders so that members of the community understand, support and uphold the schools' approaches through the curriculum to foster
  - a. intellectual development;
  - b. social development; and
  - c. spiritual development.

#### 8.3.4. Teacher Supply and Demand

Given the expansion at the junior secondary level, the demand for teachers will increase. Up-to-date data is not available to enable an accurate estimation of number of junior secondary teachers in the community high schools in 2006. The number of secondary teachers in total in 2005 was 333. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system, with detail about how many are trained to a suitable standard.

The potential growth for the junior secondary schools outlined in Tables 18, and the form 1 projections set out in Tables 19 and 20 indicate that more junior secondary teachers will be required over the period 2007 to 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 potential expansion in the period 2007 to 2009 where a number of the community high schools plan to have double streams, another 40 additional trained teachers could be required over the planning period. It will be a challenge to train another 40 additional junior secondary teachers for Honiara to an acceptable standard by the end of 2009.

Honiara needs to plan to train up to another 13 teachers in each year of 2007, 2008 and 2009 (up to 40 additional junior secondary teachers by the end of 2009). This number of teachers (and classrooms) would not meet all the potential demand for junior secondary education in the province, but would meet most of the demand, and may be an achievable target if action begins immediately.

However, given the limited capacity of SOE/Solomon Islands College of Higher Education, this number will be divided between the various options available for training. These include the following:

- 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;
- junior secondary teachers be trained through double or triple majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects). Consultation or liaison with Solomon Islands College of Higher Education will be needed to review the secondary programme so that teachers can take a double major instead of one major and one minor subject;
- University of South Pacific will provide in-service training through Distance and Flexible Learning and through summer schools;
- Goroka will provide training for untrained teachers;
- consideration will need to be given to how to train teachers in the skills needed to teach practical subjects in secondary schools and Technical and Vocational Education and Training establishments;
- provision of on-going in-service training will be needed e.g. workshops, summer schools, AEPAD;
- targeted in-service training could allow teachers to take up additional subjects;
- more use should be made of existing training providers e.g. University of South Pacific campuses, using summer schools, and distance and flexible learning;
- Vanga Teachers College could be used to provide additional or supplementary teacher training; and
- a firm commitment and support from the Ministry of Education and all its partners is needed, in order to train teachers to meet current and future demand.

### 8.3.5. Financing

The concept of community funding is new, but it provides a clear understanding of the kind of funding available to schools, and a clear statement of the distribution of a percentage contribution among the three parties in educating a child. There is also value in identifying the unit cost in educating an individual. The percentage distribution among the three parties will ensure a partnership in the education of children and the sustainability of schools. Currently there is a general concern that the education authorities have not been playing their part in this partnership, whereas the Solomon Islands Government, and parents, communities and schools have been major players.

The concept of Community Standard Funding is therefore accepted by the Honiara Town Council. The following strategies and activities will be carried out to implement this funding arrangement:

- the Solomon Islands Government will pay 60% of the total cost;
- Honiara Town Council (and the other education authorities) will pay 30% of the total cost;
- parents & communities will pay 10% of the total cost;
- schools, parents and communities will be encouraged to raise extra funds.

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

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

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

Description	2007	2008	2009	Total
Student enrolment	2,939	3,021	3,106	9,066
Scenario 1: Grant at SBD700 per student	2,057,336	2,114,942	2,174,160	6,346,438
Scenario 2: Grant at SBD600 per student	1,763,431	1,812,807	1,863,566	5,439,804

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 and disbursement of School Grants*

- the grant should be delivered directly to schools based on student enrolments;
- SIG grants will be disbursed via the Provincial Accountant appointed by Ministry of Education and Human Resources Development who should further disburse the grants directly to the schools;
- the Honiara Town Council Education Authority grant will be disbursed directly to the schools;
- schools should have 3 separate accounts, for parents and communities, for Solomon Islands Government Grants, and for Education Authority grants;
- signatories to the account must be the Principal and Chairperson of the School Board;
- communities will assist schools with raising finance and determining priorities for expenditure;

### *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;
- Honiara Town Council will provide financial management training to both Principals and bursars. Workshops will be conducted for Principals and bursars on accountability for the grants from SIG and Education Authority and for community funds, and on how to keep proper accounts;

### *Financial Management*

- a post will be established for a school bursar;
- it is desirable that bursars have finance or business qualifications and experience;
- the Principal and the Bursar should produce annual school budgets, which they submit to the School Board and the Education Authority;
- funds will be managed by the bursar of the school, although accountability rests with the Principal, subject to the oversight of the school board;
- 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 will be collected at school, will be recorded properly, and deposited in the parents/community account, and will be accounted for; and
- a cost projection of the Community Standard School Funding will be developed to cover a 5 year time frame.

### *Monitoring of Accounts*

- SIG grants dispatched to the Provincial Accountants will be monitored by Ministry of Education and Human Resources Development;
- SIG grants dispatched to schools will be monitored by the Provincial Accountant;
- EA 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, the following actions will be taken.

- Carry out the appointment of Principals to community high schools by the Education Authority, and should follow proper procedures such as advertising of vacant posts, short listing and interviews, and the appointment of Principals should be made strictly on the basis of academic and management experience;
- Make arrangement for junior secondary schools to have non-teaching Principals;

- Put in place guidelines and processes to make Principals remain in the position in their schools for at least 3 years;
- Provide management training for Principals of junior secondary schools;
- it is desirable that junior secondary school Principals should have a Diploma in School Administration and Management;
- Get the Ministry of Education to set out clearly the roles and responsibilities of School Boards of Management;
- Support Boards of management, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years;
- State clearly the roles and responsibilities of Provincial Education Authorities, and subject to review every two years;
- Strengthen the disciplinary powers of school Boards;
- Develop a policy to ensure equity in terms of curriculum materials, tools and equipment, and specialised class rooms and facilities;
- Monitor school Boards to keep proper records of school finances; and
- Provide adequate funds for teachers.

## 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

King George VI High School, the national secondary school in Honiara which offers senior secondary education, is administered by the Ministry of Education and Human Resources Development.

The first secondary school administered by the Honiara City Council to enrol students in forms four and five was Honiara High School in 1995. Honiara High School now enrolls students in form six, and is the only secondary school enrolling students in form seven under the Honiara City Council Education Authority.

The other community high schools, which are administered by the Honiara City Council and which offer a senior secondary education, are Vancouver Community High School (Panatina Community High School), which also has a form six, White River Community High School, Koloale Community High School and St John's Community High School. Some other Honiara City Council junior secondary schools, namely Mbua Valley Community High School, Mbokona Community High School, and Naha Community High School, also intend to expand and enrol students in form five.

The senior secondary schools administered by other education authorities (excluding King George IV High School) within the Honiara City Council boundary, which offer a senior secondary education, are Bishop Epalle Community High School (Catholic), St Nicholas Community High School (Church of Melanesia), Florence Young Community High School (South Seas Evangelical Church) and the Zion Christian Academy (Church of the Nazarene).

The total enrolment in senior secondary schools in the catchment area of Honiara City Council in 2006 was 2,857 students. This figure includes enrolments from schools administered by all education authorities.

It is the Government's intention to increase access into all levels of education, including senior secondary forms, with an emphasis on access to universal basic education up to and including form three. Owing to financial constraints, the intention is to provide limited access for about 50% of the form 3 cohort into form 4, and similarly limited access for about 50% of the form 5 cohort into form six. The rationale for the increase in the progression of students into forms four, five, six and seven is the growing conviction by parents and other stakeholders that education is the foundation to all development and the key to an improved standard of living and to a better quality of life.

Table 23 shows total senior secondary school enrolments in community high schools, and in the provincial secondary school and the national secondary school in Honiara.



Table 23: Total Teaching Staff, Senior Secondary Schools and Enrolments by Constituency, 2006

Constituencies	Teaching Staff	No. Schools	Enrolment
East Honiara	22	6	1295
Central Honiara	27	1	783
West Honiara		4	779
<b>Total</b>	<b>49</b>	<b>11</b>	<b>2857</b>

Source: SIEMIS 2006 Survey Report. This table does not include data from King George VI High School. \* The number of teachers in serving the senior secondary division is not accurate as some teachers teach across the school.

## 9.2.1. Access and Equity

### 9.2.1.1. Access into form four

In 2005, there were a total of 911 form three students in the Honiara City Council catchment area (i.e. within the Honiara town boundary) including church schools and King George VI High School, which is a national secondary school. In 2006 there were 1,1143 form four students enrolled in the secondary schools within Honiara. The number of enrolments in form four implies that almost 100% of the form three cohort in Honiara is able to progress into form four. There may not be a particular need to provide additional form four places at the present time. Naha Community High School, Mbua Valley Community High School, and Mbokona Community High School intend to expand into form four and five, and this provision should mean that there still should be sufficient places available in form four in the short term.

### 9.2.1.2. Access into form six

The Government's policy is to provide access into form six for about 50% of the form five cohorts. In practice schools endeavour to allow those students who wish to proceed the opportunity to do so. There were a total of 927 form five students enrolled in the senior secondary schools in Honiara in 2005, and 526 students enrolled in form six in 2006. To enable 50% of the 2005 form five students to have access into form six, in theory only an additional two or three classrooms would be required (on the basis of a 1:30 teacher: pupil ratio). However, not all the students would necessarily be enrolling at the same schools, and whether access was available would depend on which school the students attended, what expertise the staff could offer, and what course or courses the student was seeking. Since Honiara High School has a total of thirteen classrooms, and with two more Honiara City Council junior secondary schools intending to offer students the opportunity to enrol in form six, there is a good likelihood that students seeking entry to form six will be able to be accommodated, at least in the short term.

### 9.2.1.3. Access into form seven

It is the intention of the Government that targeted progression from form six to form seven would be available to 50% of the form six cohort. In 2006, Honiara High School and King George VI High School had a form 7 enrolment of 125. In 2006, Panatina Community High School and White River Community High School are planning to offer opportunities to students to enrol in form seven. It is likely that those students who wish to progress to form seven will be able to do so, although, because the demand for a form seven education appears to be still relatively low, the schools that offer a form 7 opportunity will be limited, and the range of subject choice that is available to students may also be restricted.

#### 9.2.1.4. Gender equity

Of the 2,857 enrolments in 2006 in senior secondary education, 1,736 were male (60.8%) and 1,121 were female (39.2%). The imbalance in the representation of girls and boys at senior secondary school needs positive action to address the problem. Cultural attitudes seem to be a dominant factor in the lower representation of girls in senior secondary education. One way of increasing the number of girls in senior classes is through an awareness programme to encourage parents to send their daughters to school, and to encourage young women to participate. Another approach is to adopt a policy of encouraging an equal number of boys and girls in all levels of education. Separate classes for girls and boys at certain levels, or in certain subjects, or even single sex schools could be explored as options to improve the situation. Table 24 sets out data about senior secondary enrolments by gender and by constituency.

Table 24: Total Senior Secondary Enrolments by Gender and by Constituency, 2006

Constituency	Enrolment			
	Male	Female	Total	% Female
Central Honiara	507	276	783	35.2%
East Honiara	845	450	1,295	34.7%
West Honiara	384	395	779	50.7%
Grand Total	1,736	1,121	2,857	39.2%

Source: SIEMIS 2006 Survey Report

#### 9.2.1.5. Technical and vocational education

Honiara is an urban centre, and needs to provide technical and vocational education as an alternative form of education at all levels of the education system. There is a particular need to provide appropriate courses for those students who are “pushed out” of the formal education system at various critical exit points (forms three, five, six and seven). It is likely that technical and vocational education will cater mainly for the upper secondary range (students who leave after forms 5, 6 & 7)

The Kukum Campus is intended to accommodate students who seek technical and vocational education and training. This facility should be referred to as the Honiara Technical and Vocational Centre.

#### 9.2.2. Facilities

The highest priority is to plan for rehabilitation of current facilities, since the need for major repairs and maintenance is greater than the need to plan for expansion in the senior secondary schools. Renovation of the academic buildings is required to meet the anticipated standard for senior secondary education. There is also a need to upgrade accommodation facilities both for students who are boarding, and for teachers. There are particular needs at community high schools for specialist rooms such as science laboratories or workshops for practical subjects.

A survey of senior secondary facilities at community high schools is required to provide information about the state of their facilities. In general it appears that the recent expansion of senior secondary schooling at the community high schools is occurring without the provision of specialist facilities or specialist staff. Naha Community High School, Mbua Valley Community High School and Mbokona Community High School, for instance, intend to expand in future to enrol students in form 5. The current proposed expansion does not

appear to be controlled, and while access needs may be met, the quality of education that can be offered may not be up to the required standard, and students' needs may actually be compromised. Delivery of senior secondary education requires specialist rooms and specialist teaching staff, and, without these pre-requisites, the quality of education offered to students may suffer.

### 9.2.3. Curriculum

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

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

- the gap between form five and form six curricula (between the Solomon Islands School Certificate curriculum and the South Pacific Board for Educational Assessment recommended curriculum for form 6). There is a general concern that the form 4 and form 5 curricula do not fully prepare students to undertake the South Pacific Board for Educational Assessment form 6 programme;
- the existence of more than two examinations at the senior secondary level, is costly for both government and parents;
- the students who sat the South Pacific Board for Educational Assessment form 7 programme were not very successful in 2004; 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, and because a lack of coordination between examining authorities at the senior secondary levels makes it difficult for teachers to offer a coherent teaching programme.

Anecdotal and empirical evidences confirm that there is a need to bridge the gap between the Solomon Islands form four/five and the form six curricula. As a result of this curriculum gap, many Solomon Island students are finding the form six and seven work very challenging. To bridge the gap, some of the concepts and contents taught in form six should be introduced in form four and five.

### 9.2.4. Teacher Supply and Demand

The number of teachers in 2006 in the provincial secondary school was 49. Data was not available about the number of teachers at King George VI High School (the national secondary school within the Honiara boundary). These 30 teachers at Honiara High School include teachers who were also teaching junior secondary classes. There are teachers in the community high schools who also teach at senior secondary school levels, but there is no definitive data about how many could be regarded as predominantly senior secondary teachers.

What is known is that there is a shortage of adequately trained teachers at the senior secondary levels in Honiara. While Solomon Islands College of Higher Education can produce teachers for junior secondary schools, that institution does not deliver graduates with degree qualifications. It is expensive to produce teachers with degree qualifications because they have to be trained overseas or through degree programmes offered by University of South Pacific.

Information is not available to analyse in which particular curriculum areas Honiara 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.

Table 25 sets out details of the trained and untrained senior secondary teachers by constituency. An estimated 32.7% of senior secondary teachers are categorised as untrained, although the data on which this conclusion is based is partial and unreliable and should be treated with some caution, as the numbers of untrained teachers may be underestimated. A more reliable survey is required to give better data.

Table 25: Total Establishment, Trained and Untrained Senior Secondary Teachers, 2006

Constituency	Untrained	Trained	Total	% trained
Central Honiara	11	11	22	50.0%
East Honiara	5	22	27	81.5%
<b>Total</b>	<b>16</b>	<b>33</b>	<b>49</b>	<b>67.3%</b>

Source: SIEMIS 2006 Survey Report

### 9.2.5. Financing

The Solomon Islands Government supports the payment of salaries of secondary school teachers. A school grant is also currently paid jointly by the Solomon Islands Government and the European Union. It is disbursed directly to schools. Boarding schools receive SBD750 per student, while day schools receive SBD500 per student. There is an increasing cost in sustaining the education system, and therefore all stakeholders are encouraged to share this cost. Senior secondary school financing is a partnership between the government, the province and the parents through school fees and the schools which often organise fundraising activities. Honiara City Council 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;
- Western Province Education Authority – 30% of total costs; and
- Parents and communities – 30% of total costs.

### 9.2.6. Management

Good management contributes to quality education. Senior secondary schools in Honiara are managed by the School Principals, subject to the oversight of the School Board. Principals are appointed by the Education Authorities, usually without any formal training in management. They are advised by a School Board comprising parents who develop school policies. The City Council and the Ministry of Education and Human Resources Development are involved in providing expert advice. Generally speaking, there is room to strengthen management in schools.

## 9.3. Future Directions

### 9.3.1. Access and Equity

Two scenarios for growth in senior secondary schooling in Honiara are given in Table 26. Scenario 1 is the population projection for the 16-18 age group in Honiara, 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 2005 enrolments, increased by 2.8% 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 26: Growth Projections, Honiara Senior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population Projections, age 16-18 (Scenario 1)	2,988	3,034	3,878	3,040
Projected enrolments at 2.8% growth (Scenario 2)	2,937	3,019	3,104	3,191

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 slower, and it would be desirable to increase the participation in senior secondary education at a faster rate.

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

- Increase participation of girls by building an additional girls' dormitory or dormitories, or by considering the provision of schools or streams for girls only;
- Introduce more subjects in the school curriculum oriented to the interests of girls;
- Aim to achieve enrolment on a basis of 50% girls and 50% boys;
- Provide awareness programmes to encourage participation by female students;
- 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;
- Upgrade the community high schools offering senior secondary education; and
- Plan for provision for access to Technical and Vocational Education and Training for the form 5 students who do not get access to form 6.

Honiara's assessment is that there is no immediate need to build new senior secondary schools, since the existing senior secondary schools should be able to offer double streams if necessary, and community high schools are already enrolling students in senior forms. In 2006 there were several schools in the province offering forms 4 and 5 classes, and a proportion of schools were offering form 6 classes. If all those schools were to offer double stream year groups, the needs of the city will be adequately met.

There is a need to consider the policy on senior secondary education in Honiara and determine how senior secondary education should be delivered in future. The issue of provision of sufficient senior secondary school places could be accommodated without too much difficulty if the proposal to phase out the junior secondary forms in provincial secondary schools and national secondary schools is proceeded with. However, it will be important to consider the implications and timing of such a proposal carefully, and ensure any transition is made on the basis of sound planning, since the negative impact of such a decision on access to junior secondary education may outweigh any positive benefits in providing better access to senior secondary education.

### 9.3.2. Facilities

Honiara City Council will take the following actions:

- Provide proper equipment and facilities to schools, by improving and renovating existing facilities of the senior secondary schools and the community high schools offering senior secondary education, where necessary;
- Construct an additional girls' dormitory if required;
- Improve library facilities, and equip school libraries with appropriate resources;
- Improve water supply in senior secondary schools and improve sanitation systems by the introduction of flush toilets;
- Make available standardised sports facilities and equipment to schools, by improving the facilities for outdoor sport, and by establishing and equipping the school for indoor sports; and
- Provide specialised classrooms where necessary, such as science laboratories for biology and chemistry, and science consumables, for the three secondary schools that will be offering form six and seven science, 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;
- Provide the specialised classrooms and the necessary equipment for practical subjects such as industrial arts, and agriculture and workshops, tools and materials need to be provided for the technical and vocational centre; and
- Encourage the use of solar or hydro power in schools.

Honiara City Council will put together a facilities development plan to begin the renovations and new buildings required in order to upgrade senior secondary education in Honiara. The province will need to determine a priority order for rehabilitation and reconstruction of facilities, and will need to consider if other facilities (e.g. staff houses) need to be included in the building programme. Further work is required to complete the development of the programme.

### 9.3.3. Curriculum

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

- Recommend that the Solomon Islands Ministry of Education adopt the form six and seven curriculum of the South Pacific Board of Educational Assessment, as these curricula are more affordable and familiar;
- Make sure the form four and five curricula is culturally relevant. Students should be taught the culture and customs of the Solomon Islands and in particular, core customs and values such as respect, helpfulness, honesty, kindness, and tolerance;
- Ensure that the curriculum also caters for good character development where the student develops the right mentality, attitude, values and behaviour; and
- Provide resources for students to acquire basic computer skills. Computers are modern tools and schools should have computers for students to learn and use in accessing and disseminating information. They should also learn the use of basic programmes such as word processing and spreadsheets (Excel).

### 9.3.4. Teacher Supply and Demand

Further work is required to determine the number of senior secondary teachers that may be required in Honiara in future. Accurate data to help in determining 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. Honiara City Council 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. Some 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.

- Provide a total of 5 teachers 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 qualifications of current teachers to be upgraded by encouraging teachers to do studies through University of South Pacific using distance and flexible learning, in order to cater for teaching forms 4, 5, 6 and 7;
- Ensure teachers in forms four to seven should be appropriately trained to teach the South Pacific Board of Educational Assessment curriculum;
- Ensure that teachers are trained in at least two subject areas, so that the whole curriculum could be taught in secondary schools; and
- Undertake a survey to ascertain how many teachers need to be trained and in what subject areas, based on the current and future supply and demand.

### 9.3.5. Financing

The Community Standard Funding concept for the operational cost of senior secondary is accepted, where by the Solomon Islands Government and the Honiara City Council pay 30% each towards the total cost, and the parents and the community pay the remaining 40%. The grants are to be paid directly to schools, as is the present practice with the grant from the European Union.

While the City Council is looking forward to adopting the community standard funding formula, the following should be considered:

- Financial training (based on basic bookkeeping and basic budgeting) needs to be provided for Principals and Chairmen of senior secondary schools. Principals and school Bursars must attend financial management courses organised by either the Province or the Ministry of Education;
- All financial assistance will be paid directly to the school;
- A full report of how funds were used must be submitted to the Ministry of Education and Human Resources Development and/or donors; and
- Financial assistance may also be needed to enable the province to carry out infrastructure development in senior secondary schools (e.g. provision of specialist classrooms to accommodate new developments such as computers and technology).

Table 27 gives the projected Solomon Islands Government Grant as a part of its Community Standard Funding program to students attending senior secondary schools.

Table 27: Senior Secondary Projected indicative SIG Grant, 2007 – 2009

Description	2007	2008	2009	Total
Student enrolment	2,937	3,019	3,104	9,060
Scenario 1: Grant at SBD750 per student	2,202,747	2,264,424	2,327,828	6,794,999
Scenario 2: Grant at SBD625 per student	1,835,623	1,887,020	1,939,856	5,662,499

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

### 9.3.6. Management

Good management also contributes to quality education. Generally speaking, there is a need to strengthen school management. To achieve this objective, the following will be carried out.

- For the staff:
  - senior secondary schools will be staffed with qualified teachers, and in particular by teachers with degrees;
  - Heads of Department should obtain degrees in their subject of specialisation so as to be effective as professional leaders in their department;
  - a careers adviser should be re-instated, and career guidance must be provided in all senior secondary schools to help students in their choice of career;
  - a teacher in each school should be trained in counselling. This teacher could be the careers teacher, the Chaplain, Principal or Deputy Principal;
- For the Principal
  - training will be provided for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students, and specifically, Principals and bursars need training in appropriate book keeping and financial management;
  - appointments of Principals in community high schools should be made through established procedures such as advertisement of the vacant post, shortlisting, and interviews;
  - the term of appointment for a Principal of a school should be for a duration of at least 3 years;
  - senior secondary schools should have non-teaching Principals;



- Principals of senior secondary schools should be trained teachers, and management training should be provided for them on appointment.
- Principals with a diploma need to obtain a degree in education, as it is a requirement stipulated in the Teaching Service Handbook that principals should have a degree in education to be confirmed in their position. Principals in senior secondary schools should obtain a Masters degree in any educational field so as to be professionally prepared to provide professional leadership in their schools;
- For the schools Boards:
  - discipline will be strengthened in schools by strengthening the disciplinary power of school Boards;
  - Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; and
  - For the Provincial Education Authority
  - the roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years. The Honiara Education Authority is responsible for these functions:
    - appointment of Principals;
    - advertising of vacancies;
    - posting of teachers;
    - recruitment of teachers;
    - discipline of teachers; and
    - general administration of the province's education system.

## CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

### 10.1. Definition

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

### 10.2. Current Situation

Honiara is the capital city of the Solomon Islands. Honiara is where most of the industries, exports, imports, and employment in the Solomon Islands are found. There is a requirement for skilled manpower in all industries and in all sectors of society.

Don Bosco and Solomon Islands College Higher Education (Solomon Islands College of Higher Education) are the only institutes which offer technical or practical programmes for young students and mature persons who wish to acquire technical or vocational skills. Solomon Islands College of Higher Education and Don Bosco cannot meet the demand from the students who seek technical training. Both these institutes are close to Honiara.

Fifty percent (50%) of the population in Honiara is below 15 years of age. There is a need for a technical and vocational education and training centre for students who are “pushed out” from the formal education system at standard six, form 3, form 5 and forms 6 and form 7. These young people who do not proceed with formal education are the key target group for technical and vocational education and training. It is important for Honiara to have an appropriate technical and vocational education and training institution to train people and to provide the economy of the Solomon Islands with skilled workers.

#### 10.2.1. Access and Equity

Although there are many education authorities which provide formal education at early childhood, primary, and secondary education levels, few of them provide technical and vocational training for the students who have left the formal education system.

Some church education authorities do provide technical and vocational training in the Solomon Islands, but all of them provide these services in the provinces. In 2003 these providers catered for only 10% of the total “push outs” from the formal education system.

Rural training centres, other technical and vocational establishments such as community-based centres, and Solomon Islands College of Higher Education, are important institutions, which not only cater for the “push outs” of the formal education system, but also for those who have completed their formal education.

Data concerning numbers of students who leave the formal education system at standard 6, form 3, and form 5 levels gives a clear picture of the number of placements for which a technical institution could cater. Prior to 2003, an average of 3000 students were unplaced and could not enter into the next educational level. However, the introduction of new community high schools has helped to reduce the number of “push outs” to an average of 2000 in 2003. The number of students who were unplaced for entry into form one in 2005 was 903. There are also numbers of students who do not gain access from form five into form six.

It is important to examine the data on primary and secondary enrolments in Honiara to throw light on issues of access. Form 5 enrolments in Honiara in 2005 were 927. Form 6 enrolments were 394. The difference of 533 students suggests that it is at the end of form 5 that large numbers of students leave the education system. It is these students particularly who could benefit from technical and vocational education and training. These students who are “pushed out” at the end of the fifth form are the ones that planners of technical and vocational training centres should be focusing on.

An institution which caters for these students who have not succeeded in the formal education system is needed in Honiara, and could serve the needs of people throughout the country.

Rural training centres in 2003 provided access to 1,534 students who enrolled with them.

As the country puts more emphasis on providing basic education for all students and possibly phasing out standard six exams, more students will be “pushed out” at the end of form three.

It will be very difficult to build and provide technical and vocational training centres to cater for all those students who leave the formal education system early. It would therefore be wise for the formal education system to put resources and emphasis on practical subjects such as woodwork, agriculture and home economics, arts and music.

The recent Technical and Vocational Education and Training Policy Team Tours highlighted the fact that that practical subjects were hardly taught at community high schools, owing to a lack of qualified teachers and insufficient relevant tools and equipment to provide a suitable teaching environment.

The emphasis on core subjects such as mathematics, English, science and social science puts the optional subjects at a disadvantage. Equal emphasis is needed on all subjects, since some students learn better from a more practical approach based on a different learning style.

#### **10.2.2. Facilities**

Currently Honiara does not have technical and vocational centres that are operated by state education authorities.

Some private individuals have attempted to provide some technical and practical training in areas like electrical skills and computing. The private providers mostly are interested in areas that are in high demand, so that customers would be motivated to pay fees and meet other costs.

Owing to a lack of technical and vocational training facilities, it has been recommended that a Honiara Technical Institution should be established. Another option is for the Solomon Islands Government, or another authority, to acquire land for such an institute, register the land for educational purposes, and build new facilities.

### **10.2.3. Curriculum**

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

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

### **10.2.4. Teacher Supply and Demand**

The key teacher supply issue in the province is finding an adequate supply of trained and competent Technical and Vocational Education and Training teachers with high level skills in the particular speciality in which training is desired. There are not enough skilled Technical and Vocational Education and Training instructors available in the Solomon Islands.

The instructors must acquire the necessary training, skills and experience before they are recruited. They should either be graduates from Solomon Islands College of Higher Education or from the Metropolitan Institutions such as Unitec (PNG) or FIT (Fiji) or from technical colleges from Australia or New Zealand.

### **10.2.5. Financing**

Honiara City Council does not have any Technical and Vocational Education and Training Centre within its City Boundary and thus is not directly involved in financing Technical and Vocational Education and Training. The School of Industrial Development is administered by Solomon Islands College of Higher Education.

A large source of the revenue of rural training centres is from school fees. They also currently have access to grants from the European Union Rural Training Centre Project Office and from Central Government. The Church Controlling Authorities also support their respective rural training centres. In addition, the rural training centres are encouraged to raise income through entrepreneurial activity.

### **10.2.6. Management**

The School of Industrial Development is managed by Solomon Islands College of Higher Education. The governance of rural training centres is undertaken by a Board of Directors whose membership represents all stakeholders. Principals are responsible for the day-to-day management of the centres. Principals are accountable to the respective Church Authority and to the European Union Rural Training Centre Project.

### 10.3. Future Directions

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

#### 10.3.1. Access and Equity

Honiara Town Council recognises that it needs to support the establishment of a technical and vocational training centre or centres, and possibly other avenues, as a way of increasing access to technical and vocational education provision in city. Honiara needs to provide access to alternative education opportunities for four groups:

- first, those students who exit the formal education system after Standard 6;
- second, a 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, school leavers at the end of form 5;
- 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.

Honiara should also try to provide a balance in access to technical and vocational education and training between males and females.

One suggestion was that Kukum campus could be converted to an Urban Training Vocational Centre. Kukum campus is offering practical programmes, but it caters for the needs of the country, and not specifically for Honiara. Another recommendation was to acquire land for a new institution that would definitely increase access to technical and vocational education for the population of Honiara.

#### 10.3.2. Facilities

The initial number of students in Honiara who could be targeted for delivery of technical and vocational training is estimated at around 350 per year. If students continued on a programme for a second year, then the institution would grow to a total of about 700 in that second year.

A technical and vocational institute of a size similar to that of Don Bosco should be able to accommodate all the students. The institution should not operate as a boarding school, but should provide day classes only. The facilities will be mostly workshops, classrooms, staff houses, project buildings. Dormitories would not be necessary. The facilities should be built to cater for the following courses or programmes: tourism and hospitality, catering, computing, mechanics, carpentry and furniture making, arts and music, small business enterprises, urban agriculture (specific for Honiara), and electrical skills.

One suggestions was that three Technical and Vocational Education and Training centres should be built in Honiara, one for each of the constituencies; east, central and west. However, they should focus only on specific subjects. For example, one Technical and Vocational Education and Training institution would focus only on catering, tourism/hospitality and computing. The other two could offer the rest of the programme. This proposal has the disadvantage that the three institutions would be too small to operate

efficiently. There are synergies in concentrating Technical and Vocational Education and Training facilities and personnel in one larger institution. Specialist Technical and Vocational Education and Training rooms and facilities are expensive to set up initially, and duplication would be both inefficient and costly.

Facilities, tools and equipment are the most important requirement if Technical and Vocational Education and Training programmes are to be taught successfully in Honiara. These are the most expensive things which are needed for the proper establishment of an urban technical and vocational training centre.

Honiara's development of a comprehensive plan for the future of Technical and Vocational Education and Training in the city should include a survey of the skill needs of the population, as such research would indicate where demand is greatest and might indicate the type of courses the population would be likely to enrol in.

Before any construction work is initiated, a sound business case should be developed for any proposal to establish technical institutes in Honiara, with a considered cost benefit analysis of the various options.

### **10.3.3. Curriculum**

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

There is a need to establish links between the Curriculum Development Centre and the Technical and Vocational Education and Training Centres in the development of a Technical and Vocational Education and Training curriculum. In addition Technical and Vocational Education and Training instructors need to be trained to use new curriculum materials.

It was suggested that 80% of the programme would be practical and 20% would be theory. There should also be a link with key stakeholders such as the industrial and employment sectors. It is important that the industrial, employment and other sectors have an input into the design of the curriculum. Part of the practical training should be done in the appropriate workplaces such as the industries, the production and employment sectors.

The technical vocational centres should also try to have links with TAFE institutions in Australia or polytechnic or institutes of technology in New Zealand. Such an association would mean the curriculum could be recognised and be quality assured. The government should take a leading role in consultation with other TAFE institutions in Australia or New Zealand to establish such arrangements.

The Technical and Vocational Education and Training curriculum is currently developed by EU/SIARTC to be used in the training centres. It is strongly recommended that this group should associate with the Curriculum Development Centre (Curriculum Development Centre). The link with Curriculum Development Centre is important in order to develop appropriate standards and to ensure continuity when funding assistance from donor partners comes to an end.

It is recommended that English and mathematics should continue to be taught at technical and vocational centres for functional purposes.

Special attention should be given to a curriculum focused on self employment. Skills that assist in promoting the production of export commodities should also be taught in the curriculum. Commodities that could be sold to assist the growth of the economy include seaweed, vanilla, pearl, honey, beche-de-mer, furniture, and carved works. , Students who could develop skills in producing or creating these products should be able to undertake their own projects for a sustainable future.

The curriculum should cater for the following programmes: hospitality; computing; secretarial work; carpentry; plumbing; eco tourism; agriculture; catering; electrical skills; sewing' mechanics; landscape design.

#### **10.3.4. Teacher Supply and Demand**

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

- Negotiate for the intake of Vanga Teachers' College to be increased to 40 trainees each year;
- Identify people with a first qualification to be trained at Vanga Teachers' College as instructors;
- Use Vanga Teachers' College to train untrained teachers in schools who are teaching practical subjects;
- Identify and support four instructors a year to be trained for the Honiara City ;
- Consider the supply of trained Technical and Vocational Education and Training instructors for the Province if this cannot be increased under the present arrangements. Honiara City may need to consider the establishment of a Teachers College similar to Vanga Teachers' College to supply teachers for its rural training centres and the community high schools;
- Negotiate for Technical and Vocational Education and Training instructors to be given a year at Solomon Islands College of Higher Education School of Education to get a teaching qualification to teach if they have not acquired any teaching qualifications; and
- Encourage a gender balance teacher staff. Females with qualifications in Mechanics, Electrical, Carpentry, Plumbing and other areas should be encouraged to teach, as this will encourage female participation in the Technical and Vocational Education and Training Centres, as well as in the work force which is traditionally male dominated.

#### **10.3.5. Financing**

Any new technical or vocational training centre to be established will need assistance with upgrading of facilities and construction of additional buildings where required, and with the supply of equipment and tools. Establishment of a new training centre will therefore require financial support. The bulk of finance required will occur in the early stages when infrastructure is being developed. Further preliminary work needs to be undertaken, and a business case prepared and submitted to a potential sponsor or sponsors. The Solomon Island Government and donor partners would assist in the development of such a business case.

The recurrent budget will need to follow the policy on community standard funding. Government would provide 30% of the costs, the education authority would provide 30% of the costs, and the students, parents and community 40% of the costs. Because of the personal benefit that accrues to the individual, students would be expected to pay for a proportion of the costs of their education and training.

The policy on salaries for technical and vocational training instructors in Honiara should also be considered. as part of the establishment of any new Technical and Vocational Education and Training

centre. There is a need for the salary policy for Technical and Vocational Education and Training instructors to be consistent with the salary policies adopted for Solomon Islands College of Higher Education.

#### 10.3.6. Management

For effective management of Technical and Vocational Education and Training in Honiara, the following will be undertaken.

- Consider possibilities to make the proposed Technical and Vocational Education and Training centre to be autonomous, with a Board of Management being responsible for governance of the Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management;
- Ensure the Principal is answerable to the Board of Management, which in turn reports to the education authorities or the Ministry of Education;
- Facilitate all education authorities in Honiara to own the technical and vocational centre, and this arrangement would be formalised through a Memorandum of Understanding signed by SIG and other Education Authorities;
- Provide management training for the Principal, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance;
- Require that the Principal (as the chief administrator) should have as a minimum qualification a Diploma in Education Administration; and
- Require that the Bursar should have an accounting qualification.
- Consider setting up the Technical and Vocational Centre internal management structure to be similar to that of a formal academic strand;
- Ensure that the Principal is in control of the finance and general management of the centre, and be responsible for the welfare of the teachers and students. The Principal would also supervise the admission of students to ensure equal access on the basis of gender.
- Ensure strict management control is required for equipment and tools; and
- Consider the possibility of the centre allowing its facilities to be used by junior secondary schools, and a suitable timetable would be drawn up to address this need.



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

### 11.1. Introduction

This section outlines the roles of key stakeholders at all levels in the education system in the Solomon Islands. It focuses on the roles of the central, provincial agencies and actors at community, school level. In the end a short explanation is given how the different levels, agencies and actors could work together in the framework of the Sector Wide Approach and implementation of Honiara City Education Action Plan, 2007-2009 and the Solomon Islands National Education Action Plan

### 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;
- Confirm appointment, promotion and transfer of teachers;
- Recruitment and posting of Provincial Education Officers and School Inspectors;
- Human Resources and teacher training;
- Provision of the Government maintenance portion of the grants to Education Authorities;
- Provision of school supplies (chalks, exercise books, stationeries, etc);
- Provision of grants direct to secondary schools;
- Payment of teachers' salaries on behalf of Education Authorities;
- Approval of school fee levels.

### 11.2.1.3. Regulatory functions

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

### 11.2.2. Role of Provincial Government

The 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. Conclusion**

In conclusion it is important to note that:

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

## CHAPTER 12: SCHEDULE OF ACTIVITIES

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

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in Honiara City Council regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders.			
Objective 1.1:	Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure.			
No	Output/ Milestone	Activity { See also pp. 28 to 30}	Time frame	Responsibility
E1	All schools mapped	Consider including early childhood education within the scope of universal basic education. In this context, 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	Education Authority, PCRU , ECE
E2	Five ECE centres each year	Limit the number of Early Childhood Education Centres to be established or extended within the next 3 years to a manageable number (a maximum of 5 a year, and 15 by the end of 2009).	2007 to 2009	EA, Communities
E3	Children attend schools	Conduct community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.	2007 – 2009 and on going	Education Authority, PCRU
E4	Survey for all schools	Assess the 25 active Early Childhood Education facilities, by conducting a survey to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; and will identify those that need facility upgrading, and will request funding from donors.	June 2008	Inspectorate with PE and SE- division, PCRU, Education Authorities, ECE
E5	ECE facility plan developed Standard classroom design is available and used	Ensure that the standard classroom design for Early Childhood Education developed by the Ministry of Education is the set standard for all centres to use.	Completed by 31 December 2007	ECE and PE- division, PCRU, Infrastructure team, EAs

E6	School Infrastructure Plan	Develop and implement a plan to either build additional classrooms for Early Childhood Education over the medium term, or to reactivate centres that previously offered Early Childhood Education. i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	Completed by the end of 2008	<u>Education Authorities</u> and Infrastructure team with Communities, ECE
E7	Increased number of ECE-centres	Expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres, with double stream classes where demand warrants it.	By the end of 2009	Primary and <u>ECE-division</u> , Education Authorities

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

No	Output/ Milestone	Activity {See also pp. 31 – 33}	Time frame	Responsibility
E8	Central government meets cost in teacher training and trained teachers salary	Carry out applicable tasks to facilitate the Government to meet the cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers.	2008	<u>ECE-division</u> , Provincial Education Authorities, TTDO, TSD.
E9	The Province provides cost of teaching and learning resources.	Honiara City Council may wish to consider in future the payment of a minimum monthly salary (say, \$100.00) for Early Childhood Education teachers in training.	2009	PEA, ECED
E10	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	<u>ECE</u> and PE-division, EA
E11	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
E12	Guidelines for communities in building ECE centres	Put in place guidelines that ensures communities that wish to establish new Early Childhood Education Centres to be responsible for building the centres, but the Honiara City Council and central government as well as donors may assist with funding.	2007	<u>ECE</u> and PE-division, Education authorities
E13	Parents pay fees to support schools to operate	Parents will continue paying fees, and communities will assist with construction of facilities and with fund-raising.	2007 - 2009	Parents and Communities
E14	Untrained teachers are paid by Communities.	Communities will continue to pay untrained Early Childhood Education teachers (although representations were made that the salaries of those teachers who have successfully completed a field-based training programme should be paid by the Government	2007 - 2009	Parents and Communities

Strategic Goal 1		To provide equitable access to quality basic education for all children in the Solomon Islands		
Outcome 1 (ACCESS and EQUITY):		All children in the 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		
Objective 1.3: Children, students and people with special needs				
No	Output/ Milestone	Activity {See also pp. 28 - 30}	Time frame	Responsibility
E15	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	Investigate to assess the extent of student disabilities in the Early Childhood Education centres in Honiara, and to determine appropriate strategies to respond to any problems.	By end of 2009	CT, PMT with Technical Assistance, ECED
Objective 1.4: Improved equal access for girls and boys, in particular in isolated locations				
No	Output/ Milestone	Activity { See also pp. 28 - 30}	Time frame	Responsibility
E16	Assistance given to difficult Communities that need ECE centres	Assess geographical and other 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.	2008	ECED, PEA
E17	Awareness on educating gender issues	Make every effort to educate parents concerning the importance of educating their children, especially girls.	2008	ECED, EAs, Schools

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. 30 - 31}	Time frame	Responsibility
E18	30 Teachers trained at SICHE,	Aim to enrol 10 Honiara City Early Childhood Education teachers from the Council in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009; and eventually train at least 2 Early Childhood Education teachers per centre.	Ongoing, 2007-2009	SOE_Provincial Education Authorities, ECED, TTDO
E19	36 ECE teachers trained in the city council level using Field Based Package	Negotiate for training packages for Early Childhood Education teachers is developed at a centre in Honiara, in liaison with Solomon Islands College of Higher Education, including at least 12 teachers trained each year (2007, 2008 and 2009) using field-based training.	Ongoing, 2007- 2009	ECED, PEA
E20	SICHE provides a ECE teacher training quota	Negotiate with Solomon Islands College of Higher Education to consider in its teacher training scholarships for Early Childhood Education teachers a fixed quota based on population.	2008	ECED, EAs
E21	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
E22	Achieve the target of 1:15 teacher to pupil ratio.	Maintain a teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety, and communities therefore need to maintain field-based training initiatives to provide staff in order to achieve this objective;	By 2009	Teaching Services Division, Provincial Education Authorities, ECED
E23	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA, TSD
E24	Teacher supply model developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Education Authority



E25	Field based trained teachers undertake pre-service training	Encourage 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.	2007 - 2009	EA, TTDO
E26	Negotiated with SICHE on : - improved capacity - lecturers having appropriate qualification; and short summer courses run	Ask the Solomon Islands College of Higher Education to a) improve its capacity to increase intakes into Early Childhood Education teacher training programmes; b) ensure that Early Childhood Education lecturers have the relevant qualifications for Early Childhood Education training; c) run short Early Childhood Education training courses or run summer schools during the June and Christmas breaks.	By 2007	SICHE, ECED, TTDO, MEHRD, EAS

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

No	Output/ Milestone	Activity { See also pp. 30 - 31}	Time frame	Responsibility
E27	To improve the quality of the ECE teaching work force	Establish a "lighthouse" or "model centre" in selected zones where field-based training can be introduced.	Initial centres by end of 2007, & subsequent centres by end of 2008	ECE-and PE-division, Provincial Education Authorities, Communities

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

No	Output/ Milestone	Activity { See also p. 30}	Time frame	Responsibility
E28	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2007 - 2009	ESE, PEA, Communities
E29	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
E30	Development of guidelines with suitable learning materials	Consider development of curriculum guidelines and suitable learning materials for early childhood education in Honiara. An effective early childhood curriculum will assist in shaping and developing each child's future.	2008 - 2009	Curriculum Development Centre, ECE-division

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

No	Output/ Milestone	Activity { See also pp. 30 – 31 and 33 - 34 }	Time frame	Responsibility
E31	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, <u>ECE</u> -division, Education 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 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.</b>			

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

No	Output/ Milestone	Activity { See also pp. 33 – 34 }	Time frame	Responsibility
E32	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
E33	Guidelines on responsibilities of stakeholders produced and distributed	Clearly outline the roles of each stakeholder. The roles of key stakeholders have been outlined from page 33 to 35 of this Plan.	2007	ECED, EA, Schools

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

No	Output/ Milestone	Activity { See also pp. 28 - 34 }	Time frame	Responsibility
E34	Finalisation of ECE- policy and awareness	Finalise ECE 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 ECE curriculum, and how funding of teacher salaries and Early Childhood Education participation will be managed.	By 31 December 2007	ECE- Division, Provincial Education Authorities, Provincial ECE officers, TA
E35	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 Honiara City 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. 39 - 42 }	Time frame	Responsibility
P1	Stocktake on the infrastructure and facilities need undertaken.	Undertake a stocktake to assess the needs of primary schools in Honiara, to identify classrooms that need improvement at schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Honiara Town Council Education Authority and the Ministry of Education and Human Resources Development.	By end of 2007	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
P2	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009.	By end of 2007	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
P3	Minimum school standard established and used by Province	Establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist the Province with the education action plans.	By end of 2008	Infrastructure team Primary Division, EAs
P4	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	EAs and communities
P5	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees, PIU
P6	Staff housing based on standards used	Standardised staff housing, based on a set of minimum standards.	2008 and onwards	Education Authority, School Committees
P7	All school land registered	Register land where schools are located.	End of 2009	Education Authority, School Committees, Land authorities

P8	Project Proposal for housing scheme	Consider establishing a teacher housing scheme.	2009	PCRU, Infrastructure team, Division Primary, PEAs
P9	Identified schools storage and library facilities improved	Identify 20 schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	PCRU, Infrastructure team, Division Primary, PEAs
P10	Provincial school infrastructure plan including cost	Put together a primary school development plan of primary schools in the Honiara Town Council catchment area 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 the determination of a priority order for refurbishment of existing facilities.	Completed by the end of 2008	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P11	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Honiara City will be explored, including creating classroom environments that are conducive to learning.	2007 and 2008	Education Authorities, Inspectorate
P12	School Infrastructure Plan implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	Provincial Education Authorities (Provincial teams) and Infrastructure team with Communities

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

No	Output/ Milestone	Activity { See also pp. 44 – 46 }	Time frame	Responsibility
P13	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
P14	Honiara City Council Government contributes 30% of Primary school cost	Meet 30% of total costs (possibly shared between provincial education authorities and other church education authorities) in funding materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities.	2007 and Ongoing	Education Authorities
P15	Parents and Communities contribute 10% of Primary school cost	Get parents and communities to contribute 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects).	2007 and Ongoing	Parents, Communities
P16	Grants paid to schools on enrolment	Provide necessary data and facilitate grants paid to schools are on a per capita basis and is based on the total enrolment in each primary school.	2007 and onwards	MEHRD, Provincial Education Authority

P17	Awareness on ownership of school mounted	Mount an awareness programme for communities on ownership of schools. the Honiara Town Council 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
P18	Schools communities provide lands and raise funds to support schools	Promote awareness on schools, parents and communities responsibilities to provide land and buildings, and participate in fund raising and to raise extra funds if required. Encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;	2007 and Ongoing	Parents, Communities, NGOs.
P19	Grant paid per capita by SIG	Provide information and support to Solomon Islands Government to pay SBD200 as a grant per child per year.	2007 to 2009	SIG, Accounts, EAs
P20	Monitor school costs	Monitor school costs and will ensure that these are determined according to the agreed community standard funding arrangements.	2007 to 2009	ECED, Accounts, EAs

<b>Strategic Goal 1</b>	<b>To provide equitable access to quality basic education for all children in Honiara City.</b>
<b>Outcome 1 (ACCESS and EQUITY):</b>	<b>All children in Honiara City 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: Children, students and people with special needs

No	Output/ Milestone	Activity { See also pp. 39 – 42 }	Time frame	Responsibility
P21	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
P22	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
P23	Trust Fund established	Consider establishing a trust fund to assist under-privileged families.	2009	EA, MEHRD, MoF

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

No	Output/ Milestone	Activity { See also pp. 39 – 42 }	Time frame	Responsibility
P24	Stock take all schools and data base in place (SIEMIS capturing these data)	Regular visits to schools will be undertaken by Honiara Education Officers and school inspectors, to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, to identify at which schools any overcrowding is occurring, to ascertain how schools are managing any increases in enrolments, and to report to the Chief Education Officer.	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities

P25	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
P26	Awareness carried out through out the Province	Conduct awareness programmes for children, communities and parents on the value of education, and in particular on the value of educating girls.	2007 and onwards	Teachers, Education Authorities
P27	Communities far from existing primary schools established.	Consider whether the present geographic distribution of schools is fair, and whether pupils have access to a primary school within, say, a walk of 30 minutes or a distance of three kilometres, when decisions are being considered as to locations of any new schools.	End of 2007	Teachers, Education Authorities, Primary Division PEA

<b>Strategic Goal 1 &amp; 2:</b>	<b>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.</b>
<b>Outcome 3 QUALITY:</b>	<b>All levels and dimensions of Honiara City 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.</b>

### 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. 43 - 44 }	Time frame	Responsibility
P28	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
P29	Ten (10) teachers trained each year	Train at least 30 trainee teachers from Honiara City each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education.	2007 to 2009	SOE, TTDO, Provincial Education
P30	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

P31	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
P32	PE teacher development plans prepared and Increased enrolment	Assist at least 20 primary school teachers in each year to gain access to in-service training programmes with an emphasis in science and weaker subject areas;	2007 to 2009	SOE, TTDO, Provincial Education
P33	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
P34	Screening process for applicants for training	Advertise opportunities for training and applications should be screened by the Honiara Town Council Education Authority, and Honiara Town Council Education Authority should consider setting up a screening committee for this purpose	2007	EA, TTDO
P35	Recruit additional teachers for training at SICHE	Recruit additional teacher trainees (on merit) who will then be sent to Solomon Islands College of Higher Education to gain appropriate teaching qualifications.	2007 - 2009	EA, TTDO,
P36	Multigrade teaching module developed and included in training at SICHE	Negotiate to introduce multi class teaching modules should be included in the Solomon Islands College of Higher Education-SOE curriculum, with appropriate training for the teachers to manage composite classes including children at different levels.	2009	TTDO, EA, CDC, SOE SICHE
P37	SITUP programme maintained	Continue with programmes such as SITUP to assist with teacher training.	2007 - 2009	TTDO, EA, SOE SICHE

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

No	Output/ Milestone	Activity { See also pp. 42 - 44 }	Time frame	Responsibility
P38	Improved and timely assessment of teachers of appropriate implementation of curricula	Assist inspectors to decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments Education officers trained and specialised in monitoring curriculum implementation Head teachers and principals will play a supportive role in teacher assessment	2007	Inspectorate, Provincial Authorities, CDC
P39	All schools visited in a year	Undertake regular visits to schools by inspectors and education officers.	2007 - 2009	Provincial Education Officers and School Inspectors;
P40	Impact study and report to PMT on salary increase	Monitor the recent increase in salaries for teachers to determine if this decision results in an improvement in teacher quality.	2008	PCRU, Inspectors, EA, PMT



**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. 42 - 43}	Time frame	Responsibility
P41	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 ' <i>homegrown curriculum</i> '. Base written materials, especially story books, around Honiara's folklore;	2008	CDC, in cooperation with schools
P42	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
P43	Students read given number of books each term	Encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school;	2007 and ongoing	Inspectorate, Schools
P44	Principals of PE and CHS hold joint curriculum inservice training	Provide opportunities to Principals of Community High Schools with primary schools to attend and be attached at in-service training on curriculum materials for primary teachers, and enable those Principals to hold school-based workshops;	2007 and ongoing	CDC, TTD, PEA, Inspectorate
P45	Achieve one child to one text book ratio	Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and	By 2009	CDC, Education Authority
P46	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year. Incorporate basic health education at an appropriate level in the primary school curriculum.	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. 42 - 43}	Time frame	Responsibility
P47	Teachers' guides and student texts books developed	Continue development and production of teachers' guides and student text- books to support the national curriculum, with a focus on learning materials to support the learning of English, Maths , 3 primary subjects (Science, Social Studies, Health Education)	Ongoing, 2007-2009	CDC, in cooperation with international publisher
P48	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
P49	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



P50	Trialing on new materials and delivery of ongoing in-service training.	Continuation of trialling of all new learning materials, and delivery of ongoing in-service training on learning materials for existing teachers to acquire and develop new teaching skills and teaching methodologies (possible through block studies).	2008, 2009 as new materials produced	CDC, TTDO, Schools,
<b>Objective 3.5. Continuous Professional Development for all education staff</b>				
No	Output/ Milestone	Activity { See also pp. 43 – 44 , 46 - 47 }	Time frame	Responsibility
P51	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 (say 30 per year) to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
P52	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
P53	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  Implementati on 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
54	Staff development plan developed	Develop a staff professional development plan, which should include inspection of teachers by the Inspectorate Division and Education Authorities for purposes such as teacher registration, assessment of teacher performance, assessment of suitability for promotion, confirmation of teaching status, and approval of a housing allowance.	2007	Inspectors, EAs, TTDO, Principals

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. 42 - 44 }	Time frame	Responsibility
P55	- 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
P56	Increase in number of inspectors	Consider increasing the number of school inspectors, so that advice and guidance could be given to private education authorities as well as the Honiara Town Council schools.	2009	Inspectorate, PMT, EAs

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of Honiara City 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. 46 - 47 }	Time frame	Responsibility
P57	Harmonised 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
P58	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
P59	Headteachers participate in re-introduced training	Re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training.	2007 and ongoing	TTDO , EAs, PE Division
P60	Policy to have headmasters to remain in a school for three years	Put in place a system to allow a Head Teacher to remain in one school for at least three years.	2008	TSC, EAs, PEDivision

P61	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate
P62	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, MEHRD
P63	Increased role of Provincial actors in national and provincial education planning, budgeting and monitoring	Promote and sustain the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP, and PEAP.	2007 onwards	PS, CT, PMT, PCRU, Provincial Authorities
P64	Management component in teacher training modules	Ask the SOE/Solomon Islands College of Higher Education to include a management component in its teacher training programmes.	2009	TTDO , EAs, PE Division

#### 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. 39 - 47}	Time frame	Responsibility
P65	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
P66	Free and compulsory basic education policy	Support the Government's plans to make universal basic education free and compulsory.	2008	PS, CT, PMT, PCRU, Provincial Authorities
P67	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
P68	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
P69	Phasing out of SISEE and	Develop a plan and timetable to phase out the Solomon Islands Secondary Entrance Examination.	By end of 2009	NESU, Primary and Secondary Division, Provincial Education Authorities

P70	Introduction of school based assessment at primary school	Develop a plan and timetable to introduce school-based assessment into the primary school after phasing out SISEE.	By end of 2009	NESU, Primary and Secondary Division, Provincial Education Authorities
P71	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
P72	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. 44 - 46}	Time frame	Responsibility
P73	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	PCRU, PE, SE, PIU, Accounts, Provincial Authorities
P74	Accountants and bursars appointed Guidelines produced for grants management by provinces Grants managed under decentralisation system	Education Accountants appointed to support administration of both Primary School Grants . Roles are listed in this Plan.  Decentralisation of administration of grants to provincial level  Development and implementation of standard process/guidelines	By end of 2007   From 2008 onwards	PCRU, PE, , PIU, Accounts and Provincial Authorities
P75	Efficient system of use of SIG grants disbursement established	SIG grants will be disbursed as follows: <ul style="list-style-type: none"> <li>the Ministry of Education will disburse 40% of the SIG grants for maintenance of school buildings directly to this trust account held within the Honiara Town Council Education Division;</li> <li>the Ministry of Education will use 60% of the SIG grants to procure school supplies and distribute these directly to schools on a quarterly basis; and</li> <li>the Honiara Town Council Education Division will disburse grants to schools.</li> </ul>	2008	PCRU, PE, SE, PIU, Accounts, Provincial Authorities, PMT

P76	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds where head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Honiara Town Council Education Authority, which will monitor expenditure.	beginning of 2008	PE, PCRU, PIU, Accounts and PEA
P77	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, and school committee members on the grants system.	From 2007 onwards	Accounts, PE, and Provincial Authorities
P78	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, PCRU, PIU, Provincial Authorities
P79	Improved financial accountability and transparency systems	Institute appropriate financial management systems (see page 45 - 46) that will improve accountability and transparency in the management of school funds including grants.	Mid of 2008	Accounts, PE, and Provincial Authorities
P80	Bursars employed in selected schools	Where appropriate according to its size, the post of bursar in a school will be established to assist in managing the school's income and expenditure.	2009	EAs, PE, Schools

**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. 41 - 42}	Time frame	Responsibility
P81	Improved monitoring of school infrastructure programmes for PE and SE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme	From 2008 onwards	PCRU, PE, SE, PIU and provincial authorities
P82	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	PCRU, PE, SE, PIU and provincial authorities
P83	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme	From mid 2007 onwards	PCRU, PE, SE, PIU and provincial authorities

## 12.3. Schedule of Activities: Secondary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in Honiara City Council 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. 53 – 58 and 67 - 69}	Time frame	Responsibility
S1	Expansion of secondary access to education.	Establish and build necessary infrastructure to cater expansion. i. Provide support for the additional extra stream in all junior secondary schools in the next three years and the establishment of any more junior secondary schools will require additional boarding facilities; ii. Determine an order of priority for new developments and will consider converting the provincial secondary school (Honiara High School) into a senior secondary school; iii. Propose expansion (over time) in new community high schools in Honiara, at locations to be determined; iv. Provide specialised classrooms where necessary, 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.	By End of 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S2	10 new school buildings each year	Plan to construct 10 more school buildings/classrooms in each year where demand for junior secondary enrolments is greatest (10 in 2007, 10 in 2008 and 10 in 2009, to construct 30 in all by the end of 2009).	2007 to 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities
S3	Detail program for renovations/maintenance/ and new infrastructure	Develop a detailed programme for renovation of existing facilities and construction of new facilities and communities will be encouraged to build additional facilities where expansion is required.	2007	PCRU, Infrastructure team, Division Secondary, Education Authorities

S4	National School Infrastructure Plan of Honiara City component implemented	Implementation of National School Infrastructure Plan which will consider a) 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; b) Identify schools with poor facilities and communities will be encouraged to improve and renovate them. Honiara Town Council recognises that there is a need to improve existing facilities in many junior secondary schools.	From 2009 onwards  End of 2007	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S5	Address land related issues	Give priority to resolving land related matters with stakeholders, and in particular: • Consider the 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; • 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 2007	Land authorities, communities and Chiefs, PEAs, PRCU-PIU,
S6	Cost analysis of feasibilities studies done	Conduct proper cost analysis and feasibility study before any new schools are built or relocated.	2008 - 2009	PCRU, Infrastructure Team, SE Division, EA
S7	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009 to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms.	By end of 2008	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
S8	Guidelines for improved school infrastructure development for all schools	Formulate guidelines for school infrastructure development.	By end of 2008	PCRU, Infrastructure Team, Division Secondary, EA
S9	Fully resources school libraries	Improve library facilities, and equip school libraries with appropriate resources.	2007 to 2009	PCRU, Infrastructure Team, Division Secondary, EA
S10	Improved water supply and sanitation systems	Improve water supply in senior secondary schools and improve sanitation systems by the introduction of flush toilets.	2007 - 2009	PCRU, Infrastructure Team, Division Secondary, EA
S11	Standardized sporting facilities and equipped	Make available standardised sports facilities and equipment to schools, by improving the facilities for outdoor sport, and by establishing and equipping the school for indoor sports.	By 2009	PCRU, Infrastructure Team, Division Secondary, EA

Objective 1.2: Provision of (financial) support from government and other stakeholders				
No	Output/ Milestone	Activity { See also pp. 60 – 61 and 70 - 71}	Time frame	Responsibility
S12	Sustain junior secondary education in Honiara City, the Community Standard Funding	Sustain senior junior education in Honiara City, 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>Honiara City will pay 30% of the total cost;</li> <li>parents &amp; communities will pay 10% of the total cost; and</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
S13	CSF confirmed and met by stakeholders.	Community Standard Funding be confirmed as follows for senior secondary schools. <ul style="list-style-type: none"> <li>Solomon Islands Government 40% of costs;</li> <li>Education Authority 30% of costs;</li> <li>parents and community 30% of costs.</li> </ul>	2007 to 2009	SIG, Accounts, PIU, PEAs, Schools, Parents,
S14	Communities build facilities in identified schools	Conduct an awareness programme for communities on ownership of schools and encourage communities to build additional facilities where expansion is required.  Identify schools with poor facilities and communities will be encouraged to improve and renovate them.	2009	EA / schools Communities parents

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

Objective 1.3: Improved equal access to education for children, students and people with special needs.				
No	Output/ Milestone	Activity { See also pp. 53 – 58 and 67 - 69}	Time frame	Responsibility
S15	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)
S16	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. 53 – 58 and 67 - 69}	Time frame	Responsibility
S17	Improved monitoring of enrolment process	Consider the following to improve access: <ul style="list-style-type: none"> <li>• Monitor the transfer of students from provincial secondary schools to Honiara Town Council junior secondary schools very closely;</li> <li>• Re-introduce students' personal cards, to avoid taking in students from provincial secondary schools who could have been terminated or suspended from their previous school; and</li> <li>• Be strict on the approved enrolment numbers catered for in each junior secondary school.</li> </ul>	2007 to 2009	SE, Honiara City Council EA, Inspectorate, schools
S18	Gender equity through enrolment by quota system	Ensure that gender equity is catered for as well as the provincial quota in enrolment of students.	2009	SE-Division, Provincial education authorities
S19	Awareness programme on importance of education	Conduct an awareness programme to educate parents on the importance of having access to education.	2007 - 2009	Schools, EAs
S20	Improved gender balance.	To improve gender balance AT Senior secondary levels the Council will: <ul style="list-style-type: none"> <li>• Increase participation of girls by building an additional girls' dormitory or dormitories, or by considering the provision of schools or streams for girls only; and</li> <li>• Introduce more subjects in the school curriculum oriented to the interests of girls and boys;</li> <li>• Aim to achieve enrolment on a basis of 50% girls and 50% boys; and</li> <li>• Provide awareness programmes to encourage participation by female students.</li> </ul>	2007 - 2009	SE-Division, Provincial education authorities

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people
Outcome 3 QUALITY:	All levels and dimensions of Honiara City 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. 58 – 59 and 70}	Time frame	Responsibility
S21	Proposal for TVET teacher training college	Pursue with the Ministry of Education and Human Resources Development to consider establishing a Teachers' Training College similar to Vanga Teachers' College (or Solomon Islands College of Higher Education could be restructured) to train teachers in the skills needed to teach practical subjects in secondary schools and Technical and Vocational Education and Training establishments.	2008/2009	PEA, TTDO
S22	Untrained teachers trained	Support untrained teachers to be trained at University of Goroka.	2007 - 2009	TTDO, PAO, SIG
S23	Untrained teachers trained for junior and senior secondary schools	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: <ul style="list-style-type: none"> <li>provide for a total of 5 teachers, annually, with training 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; and</li> <li>encourage current teachers to upgrade qualifications through University of South Pacific's distance and flexible learning programme, in order to cater for teaching forms 4, 5, 6 and 7.</li> </ul>	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities with TA (Waikato University)
S24	Teachers attracted through incentives	Provide incentives to teachers in junior secondary schools in the provinces to attract them to remain in provincial secondary schools.	2008	TTDO, EAs, TSC
S25	Teachers trained take more electives	Train more teachers to take elective/optional subjects (home economics, technology and design, agriculture, business studies)	By 2009	TTDO, SE Division,
S26	Teacher supply and demand study	Undertake a survey to ascertain how many teachers need to be trained and in what subject areas, based on the current and future supply and demand.	2008	TTDO, EAs, SE, PCRU

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

No	Output/ Milestone	Activity { See also pp. 57 – 59 and 69 - 70 }	Time frame	Responsibility
S27	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, SOE,
S28	Improved academic performance	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.	2009	Inspectorate, TTDO, CDC, Schools
S29	Adoption of SPBEA recommended and adopted	Recommend that the Solomon Islands Ministry of Education to adopt the form six and seven curriculum of the South Pacific Board of Educational Assessment, as these curricula is more affordable and familiar.	2009	EA, Examinations,

**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. 57 – 58 and 69 }	Time frame	Responsibility
S30	Contribution made to the curriculum review	Contribute to the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level and Review of the senior secondary curriculum to ensure the strengthening of the linkage between form 5 and form 6 curricula.	Progress report by end of 2007	Curriculum Development Centre, SE-division
S31	Teachers trained on new curriculum materials	Undertake in-service training on new materials to ensure that the materials are used as intended. In- service training is a vital aspect of quality learning, and teachers must be given the required training prior to the use of the new materials.	By 2009	CDC, TTDO
S32	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, CDC, Schools
S33	Teachers contribute in curriculum development	Allow teachers to participate in the writing of modules for practical subjects.	2007	SE, CDC, Schools
S34	Introduction of new subjects considered	Introduce health education and reproductive health, character building and personal development into the school curriculum, music, arts and craft.	2008	SE, CDC, EA
S35	Policy on equitable distribution of curriculum materials	Develop a policy to ensure equity in terms of curriculum materials, tools and equipment, and specialised class rooms and facilities.	2008	SE, CDC, EA

S36	Teachers trained to SPBEA level	Ensure teachers in forms four to seven should be appropriately trained to teach the South Pacific Board of Educational Assessment curriculum.	2008 - 2009	SE, CDC, EA
-----	---------------------------------	---	-------------	-------------

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

No	Output/Milestone	Activity { See also pp. 57 – 58 and 69 - 70 }	Time frame	Responsibility
S37	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.	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools
S38	Tools and equipment supplied to schools	Supply appropriate tools and equipment for practical subjects by the Solomon Islands Government and/or the Honiara Town Council.	2007 – 2009	CDC, PEAs
S39	Teachers are informed of CDC produced materials, and these materials are accessible	Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and CDC put procedures in place to let teachers know about curriculum materials that are sent to schools.	2008 and ongoing	CDC, SICHE, Schools
S40	Storage facilities for curriculum materials	Proper storage facilities should be provided for curriculum materials for remote schools.	2007	CDC, Schools
S41	Direct distribution to schools	Deliver learning materials directly to schools, and not through education authorities.	2008	CDC, EA, Schools
S42	Awareness on values and good citizenship	Mount a community awareness programme on traditional values, such as respect for others and upholding our identity as good citizens of the Solomon Islands. More emphasis is needed on instilling cultural values that are being overlooked owing to western influences. Peace, harmony and tolerance for individual citizens of the Solomon Islands can be promoted through mutual understanding of basic social and cultural values.	2007 - 2009	CDC, SE Division, schools, EA
S43	Communities support school curriculum innovations.	Hold workshops or seminars with stakeholders so that members of the community understand, support and uphold the schools' approaches through the curriculum to foster <ul style="list-style-type: none"> <li>• intellectual development;</li> <li>• social development; and</li> <li>• spiritual development.</li> </ul>	2007 - 2009	CDC, SE Division, schools, EA

Objective 3.5.		Continuous Professional Development for all education staff		
No	Output/ Milestone	Activity { See also pp. 58 – 59 and 70 - 72}	Time frame	Responsibility
S44	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S45	In-service training for SE-school teachers	Train senior secondary teachers each year, focusing on specialised subjects (e.g. science, mathematics, practical subjects)	2007, 2008 & 2009	SE Division, TTDO, SICHE(SOE) & USP
S46	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 2008  Training from mid of 2008 & 2009	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division
S47	SOE provide summer school courses for untrained teachers	Negotiate with the School of Education at Solomon Islands College of Higher Education to provide pre-service teacher training, and will consider providing summer school courses to upgrade the skills of untrained teachers.	2008	TTDO, PEAs, SICHE
S48	Regular inservice training	Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers.	2007	TTDO, EAs, Schools
S49	Teachers trained in more than one subject	Junior secondary teachers be trained through double or triple majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects). Consultation or liaison with SICHE will be needed to review the secondary programme so that teachers can take a double major instead of one major and one minor subject;	2007	TTDO, PEAs, SICHE
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. 57 – 59 and 69 - 70}	Time frame	Responsibility
S50	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)
S51	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

S52	Training provided to Principals on Careers	Provide training for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students.	2008 - 2009	TTDO, SE Division
S53	Careers Advisor position reinstated	Re-instate a careers adviser and career guidance must be provided in all senior secondary schools to help students in their choice of career.	2008	PEA, TSD, Inspectorate, PMT

<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 Honiara City 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. 60 – 62 and 67 - 72}	Time frame	Responsibility
S54	Improved school management with strategies undertaken	<p>Improve school administration by ensuring that:</p> <ul style="list-style-type: none"> <li>• All responsible officers should work together co-operatively.</li> <li>• Carry out the appointment of Principals to community high schools by the Education Authority, and should follow proper procedures such as advertising of vacant posts, short listing and interviews, and the appointment of Principals should be made strictly on the basis of academic and management experience;</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.</li> <li>• Management training should be provided for Principals.</li> </ul>	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S55	Principals have a first degree or post graduate degree	It is desirable that Principals with a diploma need to obtain a degree in education, as it is a requirement stipulated in the Teaching Service Handbook that principals should have a degree in education to be confirmed in their position. Principals in senior secondary schools should obtain a Masters degree in any educational field so as to be professionally prepared to provide professional leadership in their schools.	2007 to 2009	TTDO, SE, EAs
S56	Drop in discipline cases	Discipline will be strengthened in schools by strengthening the disciplinary power of school Boards.	2008	SE, EA, TWG on Policy

S57	Improved school management with strategies undertaken	Improve school boards of managements by ensuring that: <ul style="list-style-type: none"> <li>The roles and responsibilities of School Boards of Management should be set out clearly by the Ministry of Education.</li> <li>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.</li> <li>Guide School Boards to draw up their own constitutions.</li> </ul>	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S58	PEAs roles and responsibilities reviewed	The roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years.	2007 and 2009	PMT, NEB, PEAs,

**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. 53 – 62 and 67 - 72}	Time frame	Responsibility
S59	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
S60	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools.	By 31 December 2007	Secondary division
S61	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

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

No	Expected outputs	Activity {See also pp. 58 – 59, 61 – 62 and 70 - 72}	Time frame	Responsibility
S62	Audit staff using IOA process	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
S63	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. 70 - 71}	Time frame	Responsibility
S64	Participated in the review of school operational grants	Participate in the review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement  Implementation of review findings	Completed by March 2007  From 30 June 2007 onwards	PCRU, Review Team (TA)  PCRU, PE, SE, PIU, Accounts, PEAs
S65	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	Education Accountants appointed by the Provincial Authority, and bursars appointed at the provincial secondary school, to support administration of both Primary School Grants & Secondary School Grants (harmonised system);  Decentralisation of administration of grants to provincial level;  Development of standard process/guidelines.	By end of 2007  From 2008 onwards	PCRU, PE, SE, PIU, Accounts and Provincial Authorities
S66	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds to the Ministry and donors on a quarterly basis.	Full implementation by start of 2008	PE, SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S67	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, SE, TTDO, PCRU, PIU and Provincial Authorities, and EAs
S68	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, SE, PCRU, PIU, Provincial Authorities, EAs



Objective 4.6: Develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET				
No	Output/ Milestone	Activity { See also pp. 55 – 57 and 69}	Time frame	Responsibility
S69	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	PCRUI, PE, SE, PIU, provincial authorities, EAs
S70	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	PCRUI, PE, SE, PIU and provincial authorities, EAs
S71	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	PCRUI, PE, SE, PIU and provincial authorities, EAs

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

<b>Strategic Goal 2:</b>		<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>		
<b>Outcome 2 (ACCESS and EQUITY):</b>		<b>People in Honiara City 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>		
<b>Objective 2.1:</b>		<b>Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure</b>		
<b>No</b>	<b>Output/ Milestone</b>	<b>Activity { See also pp. 76 - 77 }</b>	<b>Time frame</b>	<b>Responsibility</b>
T1	Comprehensive TVET Plan developed	Honiara's development of a comprehensive plan for the future of Technical and Vocational Education and Training in the city should include a survey of the skill needs of the population, as such research would indicate where demand is greatest and might indicate the type of courses the population would be likely to enrol in. Options are to: <ul style="list-style-type: none"> <li>• convert Kukum campus to an Urban Training Vocational Centre;</li> <li>• acquire land for three new specialist focus institution that would definitely increase access to technical and vocational education for the population of Honiara; and</li> <li>• Consider a technical and vocational institute of a size similar to that of Don Bosco;</li> </ul>	2008 and beyond	EAs, SIG, Church Education Authorities, Provincial Government, TSD, PCRU
T2	Appropriate facilities for effective delivery of curriculum	Acquire or build appropriate facilities, tools and equipment which are the most important requirement if Technical and Vocational Education and Training programmes are to be taught successfully in Honiara	2008	2008 to 2009
T3	Cost benefit analysis done before construction projects are developed	Ensure before any construction work is initiated, a sound business case should be developed for any proposal to establish a technical institute in Honiara, with a considered cost benefits analysis of the various options.	2007 to 2009	Education Authorities, , City Council TVETD, PCRU
T4	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	EA, Church Education Authorities, Provincial Government, TSD, PCRU

<b>Strategic Goal 1:</b>		<b>To provide equitable access to quality basic education for all children in Honiara City</b>		
<b>Outcome 2 (ACCESS and EQUITY):</b>		<b>People in Honiara City 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>		
<b>Objective 2.2:</b>		<b>Provision of (financial) support from government and other stakeholders</b>		
	<b>Output/ Milestone</b>	<b>Activity { See also pp. 78 - 79 }</b>	<b>Time frame</b>	<b>Responsibility</b>
T5	Sustained Community Standard Funding	<p>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:</p> <ul style="list-style-type: none"> <li>• Central Government will pay 30% of the total cost;</li> <li>• Honiara City's 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
T6	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	PCR, Infrastructure Team, TVET Division, Provincial Authorities
T7	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, , 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 Honiara City 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. 78 }	Time frame	Responsibility
T8	Four TVET Teachers trained	The next step would be to ensure that four (4) 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.
T9	Other 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. Alternatively, a number of individuals from Honiara City 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.	By 2009	Education Authority, VTC
T10	Training of TVET-instructors	Selectively nominate and train additional TVET tutors/instructors each year, focusing on specialised subjects (e.g. trade subjects where skilled workers are in short supply, or key skills needed in the economy)	By end of 2007, 2008 and 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T11	TVET Centres monitoring reports	Each TVET centre is monitored and a report on all aspects of each centre's operations is made to the PEA and EA and TVET Division.	2007 and ongoing	TVET-division, 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. 77 - 78}	Time frame	Responsibility
T12	Modules chosen and used in existing and new TVET centres	Modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province. Tutors at the TVET Centres would use the same modules currently used in existing centres elsewhere in the Solomon Islands. The initial courses to be offered in the centre would focus on: Life skills; Woodwork/Carpentry; Agriculture; Applied Mathematics; Applied English; Business Studies; Home Economics; and Mechanical Engineering.	2008	TVET Division, CDO,

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

Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also p. 79}	Time frame	Responsibility
T13	A Management and Planning Committee is established and manages its functions.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken: <ul style="list-style-type: none"> <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 centre when it becomes 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, would appoint the initial Principal, and would provide governance and ongoing support for the Centre.</li> </ul>	By end of 2007 and then onwards operates.	TVET division, Provincial and church education authorities

## ABBREVIATIONS

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