



Temotu Province

Solomon Islands

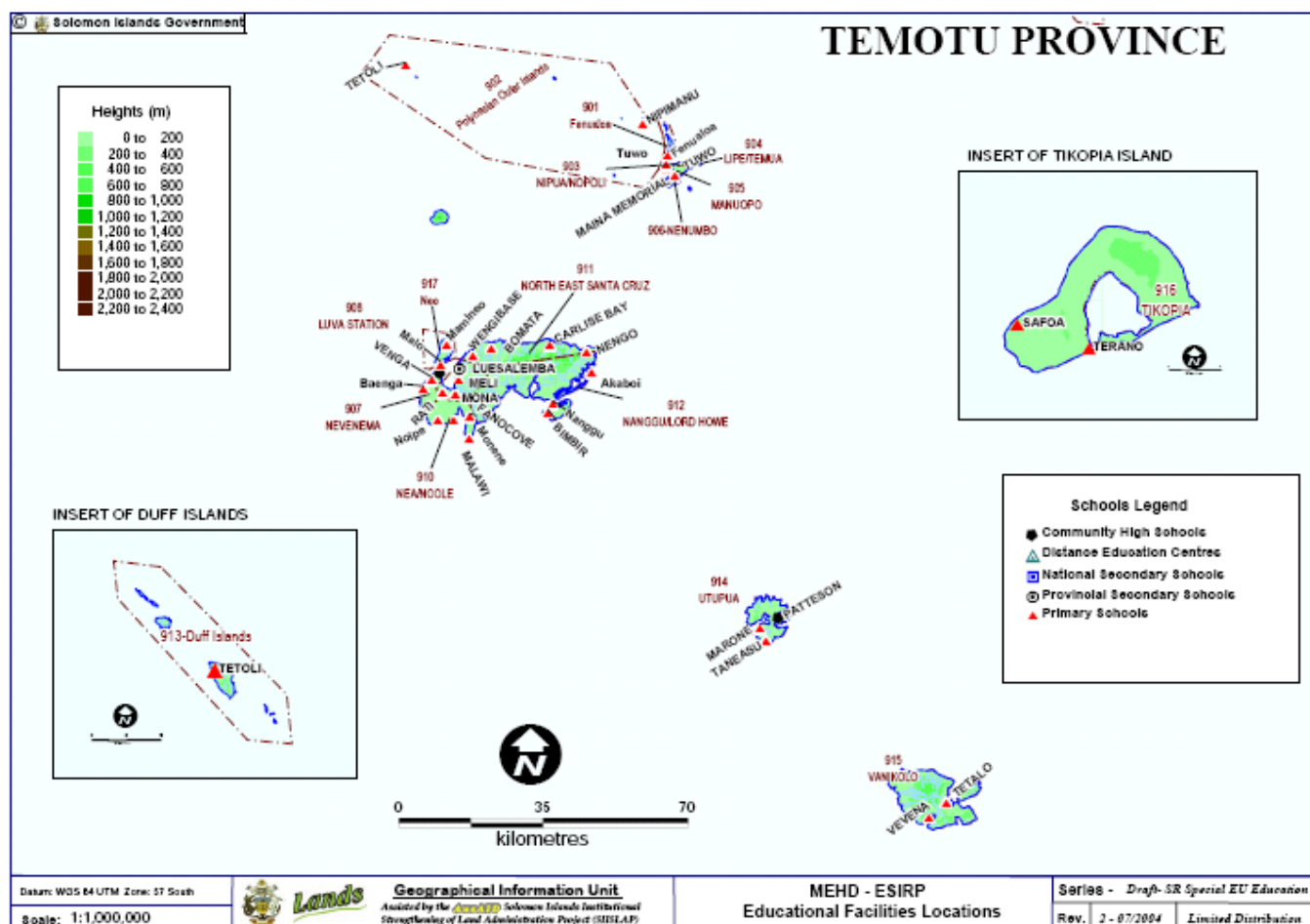
PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009



Provincial Education Office
Lata, Solomon Islands
August, 2007

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Temotu Province



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

ACKNOWLEDGMENTS

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

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

We acknowledge the contribution of the following people:

Hon. Noel Keniano	Deputy Premier and Minister for Education.
Hon. Eddie Meibu	MPA.
Hon. Francis Badenogo	MPA.
Hon. Gabriel Teao	MPA.
Mr. Commins Mewa	Principal Education Officer.
Mr. Freddy Me'esa	Senior Education Officer
Mr. John Mwelo	Early Childhood Education Coordinator
Mr. John Metavlyi	Senior School Inspectorate
Mr. John Nabu	Non-Formal Education Officer
Mr. Martin Osaek	Principal, Luesalemba Secondary School.
Mr. Joseph Yalebe	Principal, Lata Community High School.
Mr. Daniel Waiwori	D/Principal Primary, Lata Community High School.
Mr. Titus Tenu	Principal Luesalo Rural Training Centre
Mr. Levi Dobu	Deputy Head Teacher Venga Primary School.
Mr. Lionel Vaonelva	Head Teacher Kati Primary
Mr. Nelson Ameo	Head Teacher Mona Primary.
Mrs. Ellen Salopuka	Provincial Librarian.
Mr. Jack Kaota	Medical Officer
Mr. Richard Teao	Works Officer
Mrs Rhossie Menanopo	Women's Representative.
Mrs Betty Oti	Community Sector Programme – Coordinator.

Ministry of Education and Human Resources Development Team

George Saemane	Team Leader and Secretary to Team
Roland Sikua	Director Primary
Bernard Rapasia	CEO NFE/Technical and Vocational Education and Training
Charles Matanani	Secretary – National Education Board

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

ACKNOWLEDGMENTS	2
FORWARD	5
CHAPTER 1: INTRODUCTION	7
1.1. The Genesis of the Plan	7
1.2. The design of the Provincial Education Action Plan	7
CHAPTER 2: BACKGROUND	9
2.1. Background	9
2.2. Population	9
2.3. Economic Development in Temotu Province	9
2.4. Infrastructure/Transport, Communication.....	10
2.5. Social Services	11
CHAPTER 3: VISION, GOALS, STRATEGIES, OUTCOMES AND OBJECTIVES.....	13
3.1. Vision.....	13
3.2. Goals	13
3.3. Strategies.....	13
3.4. Outcomes and Objectives	14
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility	16
3.6. Design of the Provincial Education Action Plan	16
CHAPTER 4: BASIC EDUCATION.....	18
4.1. Definition	18
4.2. Principles of Basic Education	18
CHAPTER 5: INDICATORS, TARGETS, MINIMUM STANDARDS,.....	19
PERFORMANCE ASSESSMENT FRAMEWORK , SIEMIS	19
5.1. Performance Assessment System	19
5.2. Indicators, Targets, Minimum Standards	20
5.3. Status of Temotu Province	22
CHAPTER 6: EARLY CHILDHOOD EDUCATION	23
6.1. Definition	23
6.2. Current Situation	23
6.3. Future Directions.....	27
CHAPTER 7: PRIMARY EDUCATION	32
7.1. Definition	32
7.2. Current Situation	32
7.3. Future Directions.....	35
CHAPTER 8: JUNIOR SECONDARY EDUCATION	41
8.1. Definition	41
8.2. Current Situation	41
8.3. Future Directions.....	45
CHAPTER 9: SENIOR SECONDARY EDUCATION.....	52
9.1. Definition	52
9.2. Current Situation	52
9.3. Future Directions.....	54
CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND.....	59
TRAINING	59
10.1. Definition	59
10.2. Current Situation	59

10.3. Future Directions	62
CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES	65
11.1. Introduction.....	65
11.2. Role of Stakeholders	65
11.3. Conclusion.....	68
CHAPTER 12: SCHEDULE OF ACTIVITIES	69
12.1. Schedule of Activities: Early Childhood Education	69
12.2. Schedule of Activities: Primary Education	75
12.3. Schedule of Activities: Secondary Education.....	85
12.4. Schedule of Activities: Technical and Vocational Education and Training	95
ABBREVIATIONS.....	99

LIST OF TABLES

Table 1: Temotu Population Projections 2007 to 2010	9
Table 2: Status of Temotu Province against national minimum standards	22
Table 3: Total Teaching Staff, Early Childhood Education Centres and Enrolments by Constituency, 2006	24
Table 4: Total Enrolments by Gender by Constituency, 2006.....	25
Table 5: Total Establishment, Trained and Untrained Early Childhood Education Teachers, 2006.....	26
Table 6: Temotu Early Childhood Education Potential Growth, 2007 to 2010.....	27
Table 7: Total Teaching Staff, Primary Schools and Enrolments by Constituency, 2006	33
Table 8: Total Primary School Enrolment by Gender by Constituency	34
Table 9: Total Establishment, Trained and Untrained Primary Teachers, 2006	35
Table 10: Temotu Primary School Growth Projections, 2007 to 2010.....	36
Table 11: Primary Education grant projected indicative of selected costs 2007 - 2009	39
Table 12: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency	42
Table 13: Total Junior Secondary School Enrolments by Gender by Constituency, 2006.....	43
Table 14: Total teaching staff and enrolments by Constituency, 2006.....	44
Table 15: Growth Potential for Junior Secondary Schools, 2007 to 2010	45
Table 16: Form 1 Projections, Temotu, By Constituency, 2007-2010.....	46
Table 17: Junior Secondary School 100% Progression, Temotu Students, to 2009.....	46
Table 18: Projected Number of Buildings to be constructed, 2007 to 2009	47
Table 19: Junior Secondary Projected indicative grants, 2007 - 2009	50
Table 20: Total Teaching Staff, Senior Secondary Schools, and Enrolments by Constituency, 2006	52
Table 21: Total Enrolments by Gender by Constituency, 2006	53
Table 22: Growth Projections, Senior Secondary Schools, 2007 to 2010	55
Table 23: Projected Number of Buildings to be Constructed, 2007- 2010.	56
Table 24: Senior Secondary Projected indicative SIG Grant, 2007 – 2009	57
Table 25: Total Teaching Staff at Technical and Vocational Education and Training Centres and Enrolments by Constituency, 2004.....	60
Table 26: Total Technical and Vocational Education and Training Enrolments by Gender & by Constituency, 2004.....	60
Table 27: Total Establishment, Trained and Untrained Technical and Vocational Education and Training Teachers	61

LIST OF FIGURES

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

FORWARD

It is a pleasure for me to introduce to our people this Provincial Education Action Plan for Temotu. 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 Temotu 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 Temotu 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 Temotu Province, but especially for the young people of school age, and to improve the quality of the education that they receive. The constructive and helpful suggestions from all the participants have now been incorporated into this Temotu Provincial Education Action Plan.

This Plan is intended as a blueprint for the future development of education in Temotu. 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 Temotu Provincial Education Authority, and adjusted if necessary.

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

for the extensive financial support provided to date, and for their ongoing commitment to support of education in Temotu. 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 Temotu requires cooperation and funding from the Temotu Provincial Education Authority. It also requires the full support of each school community, either in cash or in kind.

There is much to be done to improve access and to lift the quality of achievement in our schools in Temotu. Bringing about real improvement in education in Temotu, 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 Temotu if it is to achieve its ends.

The extent of the improvements needed in education in Temotu 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 that 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 Temotu Province to you.

.....
Hon. Patrick Bwakolo
Provincial Minister of Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

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

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

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

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

1.2. The design of the Provincial Education Action Plan

1.2.1. The Strategic Plan Framework

The diagram shown in page 16 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. Background

Temotu Province is one of the ten provinces (including Honiara City Council) in the country. It consists of the islands of the Santa Cruz, the Reef Islands which also include Tinakula and Nukapu, Duff Islands, Utupua, Vanikoro, Anuta and Tikopia. Temotu Province is one of the small provinces in the country in terms of land mass, population, and human and natural resources.

2.2. Population

According to the 1999 Solomon Islands National Population Census, the population of the Temotu Province was 18,912 with a population growth rate of 1.9% per year, a rate much lower than the national annual growth rate of 2.8% per annum.

Temotu Province's population projection for the four years from 2007 to 2010 is estimated to be steadily progressing, as shown in Table 1.

Table 1: Temotu Population Projections 2007 to 2010

Year	Projections		
	Male	Female	Total
2007	10,916	11,855	22,771
2008	11,179	12,143	23,322
2009	9,829	11,361	21,190
2010	11,699	12,713	24,412

Source: Statistics Office 1999 Census Provincial Population Projections

Records from the 1999 National Census showed that the Santa Cruz Island had a population of 11,923. Reef Islands and Duff Islands (Tinakula, Nukapu) recorded a population of 5,484. Vanikoro and Utupua including Tikopia and Anuta Islands collectively have a total population of 3,078. This population distribution in the province reflects the size and land mass of the three groups of islands in the province. In other words, the population of each group is proportional to the total size (geographically) of each island group. Santa Cruz, the largest island in the province, has the largest population.

The statistics for the school age population provide indicators for planning purposes. The school age population refers to the total age cohort (those aged 6 to 18 inclusive) who might be expected to attend primary and secondary schools. According to the 1999 Census, the school age population in Temotu Province was 6,400 (of whom 3,275 were males and 3,125 were females). The 1999 census also recorded 1,375 school age children who were recorded as having "no education" at the time.

2.3. Economic Development in Temotu Province

The overall economic development in Temotu Province is slower than other provinces in the country. Reasons for this slow economic development are not clear. Possible reasons might include a lack of capital, the passivity of the people, and the effects of the wantok system (extended family/cultural obligations).

2.3.1. Current Economic Activities (Individuals/Domestic)

Rural individuals and families (mainly farmers) have to engage in small business economic activities in order to generate an income. Current economic activities in which the rural farmers participate include production and selling of copra, harvesting and selling of marine resources such as fish, bech-de-mer, and trochus shell. Farmers also produce and sell root crops and other garden products. In order to generate revenue, some tribal groups (landowners), especially in Santa Cruz and Vanikoro, allowed logging companies to log their trees, but this activity occurred during the colonial era. Currently, no logging operations are occurring in Temotu Province.

2.3.2. Current Economic Activities (Commercial)

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

The tourism industry is still at an early stage, and is yet to be fully developed. However, there is great potential for this industry to be re-developed in future. It is still in its early stage. Currently, there are four accommodation facilities at Santa Cruz Island and one in the Reef Islands. These include the Temotu Provincial Rest House, Fresh Point Rest House, Wakura Transit and Luelta Resort at the provincial capital, Lata, and Pigeon Island Resort in the Reef Islands.

Unlike other provinces, currently, there are no major logging operations in Temotu Province. Negotiations have been initiated about the possibility of timber milling at Vanikoro and Santa Cruz in the near future. Licensing issues have already been discussed among concerned parties. On Santa Cruz, small holder teak plantations have been established. Two cattle ranches are also located on Santa Cruz Island.

The only common commercial activity that takes place in Temotu Province, and particularly at the Provincial Capital, Lata, is the operation of shops and canteens. Interestingly, the Provincial Government has constructed a shopping centre where locals run their small shops. According to reliable sources, there are plans to improve and expand these current activities.

2.4. Infrastructure/Transport, Communication

In terms of infrastructure, there are three wharves in the Province. All the other islands in the province do not have this particular infrastructure.

The other infrastructure development in Temotu Province is the airstrip at Lata. Additionally, there is a road connecting the Provincial Capital Lata to about a quarter of the villages around Santa Cruz Island.

Currently, Solomon Airlines provides a weekly service to Lata on Santa Cruz Island. Apart from the air service, a boat/ship service goes to the province once a month. Most of these ships are privately owned, or on chartered services. Shipping is the main means of transport to the islands. Sometimes fishing vessels also provide a shipping service, especially from the islands to Honiara. Inter island transport is either by ship or out board motor boat.

Telekom services through the telephone are only accessible at Lata. There are also two way radio services in the province, which connect the health and medical centres with the provincial capital Lata.

People in the province still use mail as a means of communication. Fax machines are also available at Lata. Another means of communication to the province is through the PFNet email station situated at Kati Primary School in the Graciosa Bay.

2.5. Social Services

2.5.1. Education

In 2004 Temotu Province launched its Education Policy Document. The document addresses five key areas:

- Access: the aim is to provide greater opportunity for access at all devolved levels of education so that in time the longer-term goal of education for the majority, if not all, can be achieved.
- Quantitative Dimension: the aim is to provide for a speedy increase in the provision of education services at all levels, and in all existing areas of education, in the province.
- Qualitative Dimension: the aim is to provide for continuous improvement in the standard of education services.
- Equity: the aim is to remove progressively differences in education access and provision in the province.
- Efficiency: the aim is to review and improve management, organisation and monitoring procedures to achieve greater efficiency within the education sector in the province.

Temotu Province has a total of 23 established Early Childhood Education centres. These centres are distributed throughout the province.

There are 37 primary schools in Temotu Province. These include the primary strands attached to the community high schools. The primary schools are distributed throughout the province. All the primary schools are operated under the Temotu Provincial Assembly Education Authority. The combined enrolment for the primary level in 2005 is 4590 children.

The Temotu Provincial Education Authority has a total of four community high schools (CHS). Lata CHS is located on Santa Cruz Island at the provincial capital Lata, Balipa'a CHS is situated on Reef islands. Patterson CHS is in Utupua Island. Monene CHS is located on Santa Cruz Island. All these CHS have primary strands attached to them, except for Patterson CHS.

Luesalemba, the only provincial secondary school (PSS) in Temotu Province is located in Santa Cruz Island, with a total enrolment of 87 students (2005 enrolment). Luesalemba PSS caters for forms 1 to 5 students, but plans to introduce form 6 are being worked out to enable the students to complete their form 6 secondary education there, without having to move to Honiara or provincial secondary schools in other provinces. However, the school is at the moment experiencing problems owing to a falling roll and the inability of the provincial government to provide adequate financial support to carry on with the proposed expansion.

In another development, the Church of Melanesia Education Authority is currently negotiating to take over the administration of Luesalemba Provincial Secondary School from the Temotu Provincial Education Authority.

The Temotu Provincial Assembly has not yet set up rural, vocational and technical training. However, the Anglican Church of Melanesia has a rural training centre on Santa Cruz Island called Luesalo Rural Training Centre.

2.5.2. Health and Medical Services

The Temotu Provincial Hospital is located in the Provincial Capital Lata. There is a mini-hospital at Manuopo on the Reef Islands. Apart from these main health facilities, there are clinics throughout the province, with at least one on each island.

The equipment of the health facilities is adequate to address the basic health needs of the people. There is, however, a need to upgrade the equipment to improve the capacity of the health service to deal with emergency situations.

2.5.3. Housing

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

2.5.4. Water Supply and Sanitation

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

Permanent buildings at the Provincial Capital Lata have proper toilet systems, at least to a certain extent. However, not all citizens in the province have access to proper toilet facilities. In the villages, very few people have pit latrines. Most villages use the beaches as sanitation facilities.

2.5.5. Church, Sports and Youth Activities

Temotu Province people are predominantly followers of the Anglican Church. Members of other denominations reside in the Provincial Capital Lata, as well as throughout the entire province. These denominations include the Seventh Day Adventist Church, the Jehovah's Witnesses, the Roman Catholic Church, the Christian Outreach Centre, and other Solomon Islands Full Gospel Associations.

Church and religious activities are common in the province. There is a commitment to Christianity throughout the province.

The two main sports played in the province are soccer and netball. Tournaments are held annually especially on Santa Cruz and Reef Islands. These sports tournaments are usually organised along with the Temotu Province's Second Appointed Day, and the Solomon Islands National Independence Anniversary.

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

3.1. Vision

Temotu Province has adopted the following philosophical statement as a mission statement which sets out the underlying basis for its education system:

“Education for Productive Living”

Our vision statement for education is as follows:

“Our Vision is that all Temotuans will develop as individuals and possess the knowledge, skills and attitudes needed for a productive life. The people of Temotu wish to live in harmony with others and with their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. We envisage an education and training system responsive to the needs of Temotuans, and efficiently managed by the stakeholders and clients.”

3.2. Goals

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

Strategic Goal 1:

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

Strategic Goal 2:

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

Strategic Goal 3:

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

3.3. Strategies

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

- a. To contribute to strengthen planning, management, co-ordination and monitoring of the Sector

Wide Approach, in particular those components that affect this Plan.

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

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

3.4. Outcomes and Objectives

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

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

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

3.4.1.1. Objectives

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

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

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

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

3.4.2.1. Objectives

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

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

3.4.3. Outcome 3 (Quality):

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

3.4.3.1. Objectives

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

- 3.1. To improve quality for all levels of education by Provision of an adequate number of qualified teachers and other workers, in the education sector;
- 3.2. To improve quality for all levels of education by Development and maintenance of a high quality process of teaching and learning;
- 3.3. To improve quality for all levels of education by Development, distribution and use of a relevant, high quality and modern national and local school curricula;
- 3.4. To improve quality for all levels of education by Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials;
- 3.5. To improve quality for all levels of education by Continuous Professional Development 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 Temotu Province education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.

3.4.4.1. Objectives

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

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

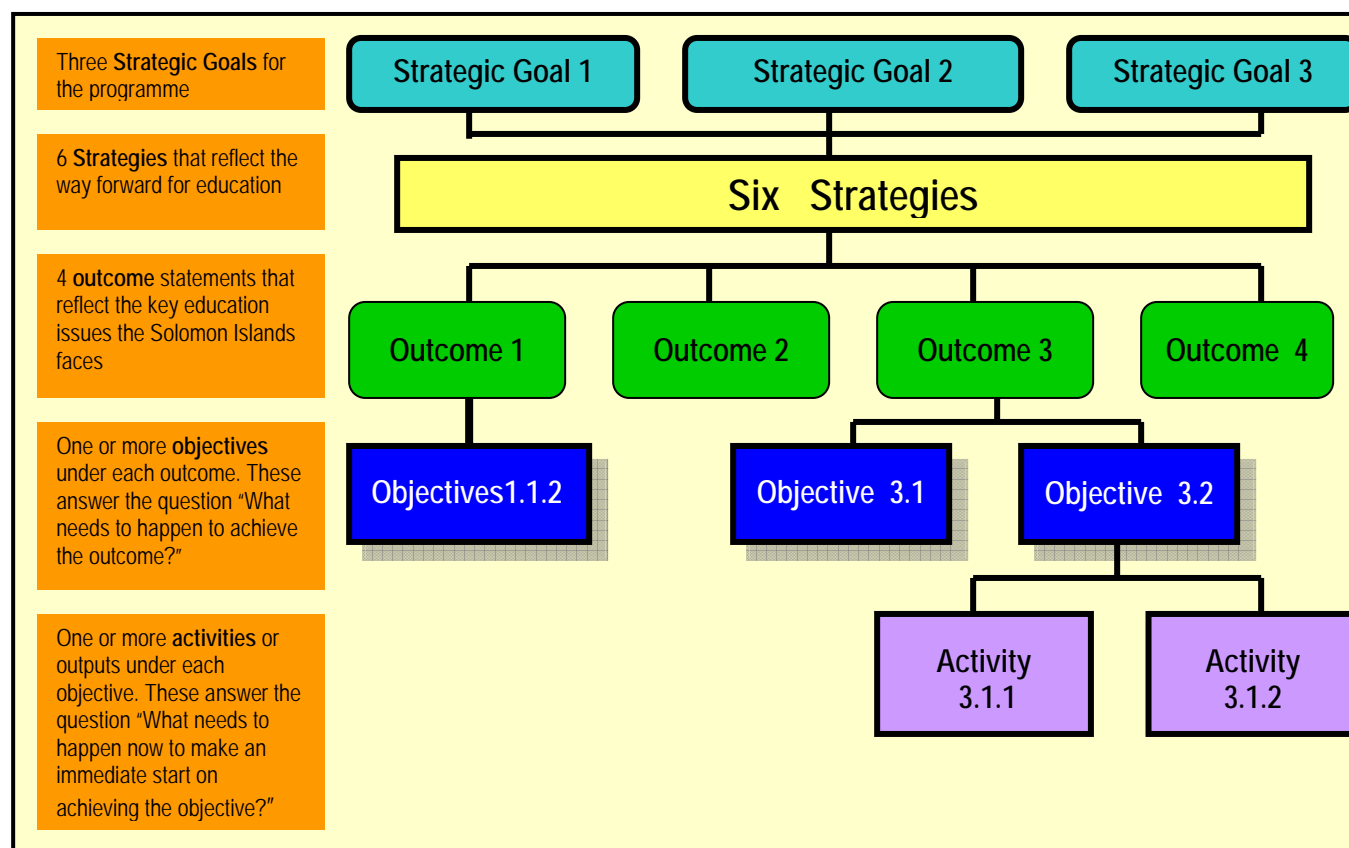
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.

The specific tasks, activities and/or outputs that will be undertaken over the period 2007-2009 in relation to each of these key objectives and who will be responsible for implementing each activity is part of this Plan. This Schedule of Activities is in Chapter 12, pages 70 to 99. 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 on the next page, sets out the relationship between the high level strategic goals and statements of outcomes, the key strategies, the more specific objectives, and the particular activities and outputs that have emerged as priorities from the workshops the Ministry of Education and Human Resources Development has been conducting on the national education action plan.

Figure 1: Provincial Action Plan Framework



CHAPTER 4: BASIC EDUCATION

4.1. Definition

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

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

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

4.2. Principles of Basic Education

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

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

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

5.1. Performance Assessment System

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

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

5.1.1. Access

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

5.1.2. Infrastructure

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

5.1.3. Quality

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

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

5.1.4. Finance And Management

5.1.4.1. Financial Management

5.1.4.1.1. Human Resource Development

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

•

5.1.4.1.2. Process Indicators

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

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.

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

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

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

A minimum standard was also identified in 2004:

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

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

5.3. Status of Temotu Province

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

Table 2: Status of Temotu Province against national minimum standards

	Standard	Achievement	Result ²
1	Net enrolment ratio, Early Childhood Education (20%)	35.9%↗	Standard met
2	Net enrolment ratio, primary (100%)	94.8%↘	Standard not met
3	Net enrolment ratio, secondary (20%)	21.0↗	Standard met
4	Teachers, certified (70%)	74.1%↗	Standard met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	23.5↘	Standard not met
6	Teacher: pupil ratio, primary (1:30)	1:22.5↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:26.5↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:9.5↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	n/a	Not applicable
10	Literacy, Std 4 (60%)	38.0%↘	Standard not met
11	Numeracy, Std 4 (60%)	46.0%↘	Standard not met
12	Average number of pupils/class in primary (1:30)	26.09↗	Standard met
13	Average number of pupils/class in secondary (1:30)	19.68 ↗	Standard met
14	Toilet/pupil ratio in all schools is 1:50	1:201.65↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	12.08↗	Standard met (2005)
16	Clean water (primary schools only) is 100%	55.0%↘	Standard not met
17	Teachers qualified is 70%	72.9%↗	Standard met

Source: Digest of Education Statistics, 2006

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

CHAPTER 6: EARLY CHILDHOOD EDUCATION

6.1. Definition

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

6.2. Current Situation

Early childhood education in the Solomon Islands is seen as a parental rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than by the central government, although the Ministry of Education and Human Resources Development employs officers who monitor the provision of Early Childhood Education. The provincial government will focus its attention mainly on the education priorities in early childhood education in the areas described below.

The provincial government will:

- continue to carry out an early childhood education field-based training programme in the province, which will continue to provide support to practising kindergarten teachers;
- continue to nominate kindergarten teachers for formal training to the Solomon Islands College of Higher Education;
- provide quality child-centred education programmes for children up to the age of 6 years;
- provide Early Childhood Education programmes relevant to the children of Temotu Province;
- increase and upgrade the existing Early Childhood Education programme and facilities; and
- conduct more education and community awareness programmes concerning early childhood education.

Early childhood education in Temotu Province started in 1992. Early Childhood Education development in the Solomon Islands was influenced by New Zealand's Dunedin College of Education which encouraged field-based training as a pre-requisite to Solomon Islands College of Higher Education training. Field-based training allows untrained teachers to have field experience in teaching at early childhood centres prior to formal teacher training. In Temotu Province, early childhood education is generally attached to primary schools.

In 2006 there were 25 Early Childhood Education centres in Temotu which enrolled 828 children has increased from its current enrolment of 760 children.

Table 3 sets out detail about numbers of teaching staff, numbers of centres, and enrolments by constituency.

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

Regions	Teaching Staff	No. of Centres	Enrolment
Temotu Nende	30	22	730
Temotu Pele	1	1	47
Blank	3	2	51
Total	34	25	828

Source: SIEMIS 2006 Survey Report

There are several issues and constraints facing Early Childhood Education in Temotu Province. These include:

- unavailability of access to up-to-date information, owing to transport and financial difficulties faced by the province;
- the difficulty communities have in affording support for Early Childhood Education teachers;
- lack of inspection of Solomon Islands College of Higher Education graduates to confirm their appointment;
- the geographical location of the province (especially its distance from Honiara) and the number of islands, as these factors are the main barriers to the administration and management of the early childhood education programme in the province; and
- a lack of awareness of the benefits of early childhood education in the province.

The expected outcome is improvement of access to a quality and sustainable early childhood education programme for children in the Temotu Province. Much of the learning which establishes the basic knowledge, skills and behaviour of an adult is acquired during the formative first few years of life. An implication is that early childhood education is a vital component of education in the province.

6.2.1. Access and Equity

Access to early childhood education is an issue in Temotu, but gender equity does not appear to be a major concern. The concern is that commitment to early childhood education may be regressing in the province, with the potential for the gains that have been made in the past to be lost.

Access in the province is increasing, but very slowly. While a total of 770 Early Childhood Education enrolments were recorded in 2005, Early Childhood Education enrolments had increased in 2006 to a total of 828 enrolments only.

Early childhood education centres in the province are usually attached to existing primary schools. This attachment centralises the administration of the centre with the primary school. Enrolment is therefore limited to young children living nearby. Access is more difficult for landlocked and disadvantaged villages that have a smaller population. As a consequence, children in areas that are distant from existing primary schools in the province are deprived of access to early childhood education.

The distribution of Early Childhood Education enrolments by gender is broadly in line with gender distribution in the target population. In 2006, of the 828 enrolments, 436 (52.7%) were male and 392

(47.3%) were female. Details of enrolments by gender and by constituency are set out in Table 4. Gender equity for this age group does not appear to be a major issue.

Table 4: Total Enrolments by Gender by Constituency, 2006

Constituency	Male	Female	Total	% Female
Temotu Nende	389	341	730	46.7%
Temotu Pele	32	15	47	31.9%
Blank	15	36	51	70.6%
Total	436	392	828	47.3%

Source: SIEMIS 2006 Survey Report

A constraint that the province faces is that the lack of finance, which has caused delays in the field-based training program. On occasion there has also been abuse and diversion of funds too. There have also been problems with the non-payment of salaries of trained Early Childhood Education teachers. These factors have contributed to the closure of some Early Childhood Education centres, thus affecting access. Access is also affected by a lack of Early Childhood Education facilities. The scattered location of villages, their geographical isolation, religious intolerance, and cultural attitudes to the education of girls are all factors affecting access and equity.

6.2.2. Facilities

There were 25 Early Childhood Education centres operating in 2006. According to the 1999 census, Temotu Province had 54 Early Childhood Education centres at that point. This number had decreased to 38 by 2002, and declined to 23 by the 2003 and 2004 reports. The implication of these statistics is that Early Childhood Education centres are closing, while the population in the target Early Childhood Education age group may be growing.

Almost all Early Childhood Education centres in Temotu Province are attached to a primary school. Early Childhood Education centres attached to primary schools are allocated a classroom. Some Early Childhood Education centres are located in community halls, while some have recently been built under the CPRF programme.

There is no comprehensive database available about the condition of Early Childhood Education facilities in Temotu. It is not known whether the facilities used by the existing Early Childhood Education centres in Temotu meet perceived requirements of an Early Childhood Education classroom with respect to basic standards and amenities such as access to clean water, access to toilets, and access to safe play areas. A survey of existing Early Childhood Education centres is required, to gather information about the condition of the facilities and about occupancy rates.

There is a need to improve existing Early Childhood Education facilities and expand them in order to accommodate the potential increase in numbers of children seeking access to Early Childhood Education.

6.2.3. Curriculum

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

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

6.2.4. Teacher Supply and Demand

There are 34 Early Childhood Education teachers in 2006 in Temotu province. This number is a reduction by one in the number of Early Childhood Education teachers in 2004.

The current provincial Early Childhood Education Coordinator attended a Training of Trainers workshop in 1998, and took on the responsibility of coordinating Early Childhood Education activities in the province from then on. By 1999, 22 people had completed Early Childhood Education field-based training. 19 were females and 3 were males. To date, field-based training has been conducted for Early Childhood Education teachers in the Temotu Nende and Temotu Pele constituencies. This training is continuing. Training sessions will be conducted for Early Childhood Education teachers in the Temotu Vatud constituency when funding is available.

Five Temotu province Early Childhood Education trainee teachers were admitted to Solomon Islands College of Higher Education in 2000, two followed in 2001, and one was enrolled in 2003. There are nine certificate graduates from Solomon Islands College of Higher Education (defined as trained teachers, since they hold Certificates in Teaching Early Childhood.) in the province. The remaining Early Childhood Education teachers have been through a field-based training programme.

The priority for the province is to provide training for those Early Childhood Education teachers who are listed as untrained, that is, to upgrade the skills of those Early Childhood Education teachers who have undertaken field-based training only. Table 5 shows detail about the proportion of trained and untrained Early Childhood Education teachers in the province.

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

Constituency	Not trained	Trained	Total	% Trained
Temotu Nende	22	8	30	26.7%
Temotu Pele	1		1	0.0%
(blank)	3		3	0.0%
Grand Total	26	8	34	23.5%

Source: SIEMIS 2006 Survey Report

6.2.5. Financing

Current financing of early childhood education centres is largely borne by communities, although central government pays the salaries of trained Early Childhood Education teachers. Field-based training is supported by aid donors.

6.2.6. Management

Early Childhood Education centres are managed by the community or by primary school boards. The province has an Early Childhood Education coordinator who facilitates teacher training and runs community awareness programmes.

6.3. Future Directions

6.3.1. Access and Equity

All children in Temotu need to have access to early childhood education. 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.

Table 6 sets out the population projections for the 3-5 age group for the four years 2007 to 2010 for Temotu province. Typically, the enrolments in early childhood education will not include 3-year old children, but will include a number of children who are older than 5, so these forecasts need to be treated with some caution. However, these figures give some indication of the potential for growth in early childhood education in the province.

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

Year	2007	2008	2009	2010
Provincial Population Projections	1,841	1,942	1,802	2,097
Potential Scenario with a 1.9% annual growth	844	860	876	893

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

According to the *Education Strategic Plan 2004-2006*, the Preparatory Year (for children aged 6 on average) will be phased out from the primary school sector and combined with early childhood education. This means that the province will need to develop strategies to facilitate any policy decision on the Preparatory Year and its relationship to early childhood education that is made by the Central Government. The Minister of Education is consulting further with communities about these issues before making any decision about the future status of the Preparatory Year.

In order to improve access to Early Childhood Education in Temotu Province, the following strategies and activities will be implemented. The Province will:

- Consider establishing additional Early Childhood Education centres in the province, attached to existing primary schools;
- Support those communities which are far from existing primary schools to establish Early Childhood Education centres within their immediate environment;
- Develop a system of registering or licensing Early Childhood Education Centres operating under their authority;
- Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.
- Support teachers who have completed field-based training to enrol in the Solomon Islands College of Higher Education pre-service programme or in the University of South Pacific early childhood education programmes;
- 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

The province currently has 25 Early Childhood Education centres, and there is a need to establish more. There is potential for growth in provision of Early Childhood Education centres in Temotu, and potential for growth in enrolments, if resources were available. This potential for growth is illustrated in Table 6. It will not be realistic for Temotu Province to plan in either the short or medium term to build and/or staff a large number of Early Childhood Education centres, since existing constraints such as lack of teachers, lack of facilities, lack of other material and financial resources, difficult access because of geography, and the need for extended time to build capacity and parental support, all make an objective of providing access to Early Childhood Education for every child in the province a much longer term goal. Nevertheless, Table 6 shows the challenge facing Temotu in providing early childhood education population, 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:

- Survey existing Early Childhood Education facilities in the province will be carried out, to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces;
- Develop a Ministry of Education standard classroom design for Early Childhood Education to set a standard for all centres;
- 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. Each Early Childhood Education space will be associated with existing primary schools or with an existing centre;
- Ensure that communities are aware and responsible for building Early Childhood Education classrooms, and where possible the province assists with funding;
- Support where feasible the 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;
- 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. Each Early Childhood Education space will be associated with existing primary schools or with an existing centre;
- Consider establishing a “lighthouse” or “model centre” in the zones where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements; and
- Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.

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 Temotu.

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

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

6.3.4. Teacher Supply and Demand

The population projections in Table 6 suggest that over 100 trained Early Childhood Education teachers could be required in the longer term to serve the needs of children in the Early Childhood Education sector in Temotu. Preparations to train more teachers need to be initiated, or a shortage of trained Early Childhood Education teachers could develop.

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

- Ensure early Childhood Education teachers should have at least two years field-based training before enrolling in the early childhood pre-service teacher education programme at Solomon Islands College of Higher Education;
- aim at training at least 2 Early Childhood Education teachers per centre;
- Ask Solomon Islands College of Higher Education to increase its intake into Early Childhood Education teacher training;
- Mount community awareness programmes to encourage the development of Early Childhood Education Centres (these centres could be either state supported or privately run Early Childhood Education centres), or to revive the Early Childhood Education centres that have closed;
- Encourage primary schools without Early Childhood Education Centres to consider establishing Early Childhood Education Centres;
- Put additional Early Childhood Education streams in major institutions where there is a demonstrated need for Early Childhood Education provision, such as Lata Community High School, Balipa'a Community High School, and other bigger schools;
- Enrol 5 Early Childhood Education teachers a year from Temotu at the Solomon Islands College of Higher Education pre-service Early Childhood Education teacher training programme;
- Solomon Islands College of Higher Education should upgrade its capacity to increase intakes into Early Childhood Education teacher training programmes;
- Liaise with Solomon Islands College of Higher Education with a view to developing training packages for Early Childhood Education teachers at provincial centres in Temotu, in order to

deliver additional training programmes to those already provided by Solomon Islands College of Higher Education;

- 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; and
- Develop a staff development plan for Early Childhood education teachers.

6.3.5. Financing

Early Childhood Education in Temotu potentially encompasses two broad sectors, community centres (usually associated with primary schools), and privately-owned centres. Although potentially privately owned centres could be developed, there are at present none in operation in the province. There need to be clear policies in place in order to plan for the future development of the Early Childhood Education sector, and to ensure financial arrangements are clearly understood.

Community Centres

- The Government will meet the salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers;
- The Temotu Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education stationery and teaching resources;
- Communities will meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds; 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 Temotu will be developed, using realistic assumptions about growth projections.

6.3.6. Management

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

Ministry of Education roles

- To provide seconded staff for training, inspection and assessment of field-based staff and probationers;
- To meet the cost of salaries of trained Early Childhood Education teachers;
- To support curriculum development and production of learning materials;

- To assist in seeking sponsors to fund buildings.

Temotu Provincial Education Authority roles

- To provide office space and an operating subsidy (by way of a grant) for Early Childhood Education;
- To carry out awareness programmes for communities;
- To assist in providing in-service training for teachers;
- To manage monitoring and evaluation of Early Childhood Education centres;
- To support the role of the Early Childhood Education co-ordinator (and if demand for Early Childhood Education increases, to consider the appointment of an additional Early Childhood Education co-ordinator).

Communities/Parents' roles

- To provide land and local building materials;
- To build and maintain Early Childhood Education learning spaces, and to ensure that water is accessible and that there is proper sanitation;
- To set up Early Childhood Education Committees for administration and governance;
- To provide housing for teachers.

Churches' roles

- To provide support similar to that provided by the Guadalcanal Provincial 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

Temotu Province Education Development Objectives

- To continue to develop and expand primary education in order to increase intakes, and to rehabilitate Tikopia and Anuta primary schools destroyed by Cyclone Zoe.
- To encourage and promote the establishment of private schools.
- To continue the progressive phasing out of untrained teachers, and to improve the quality of trained teachers.
- To improve the performance of inspectors and other personnel in the management division.

The desired outcome for primary education in the province is that all primary school age children have access to a primary school and remain in school until standard 6.

Overview

Primary education covers a span of six years, starting at standard 1 and ending at standard 6 with a terminal examination. 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.

According to the *Digest of Education Statistics 2006*, Temotu Provincial Government is the only Education Authority operating schools in the province. There is a total of 36 primary schools in the province, and 5 community high schools that include primary schools. This number of schools includes eight extension schools. The total primary school enrolment in the province in 2006 was 4,666 students. There were 207 teachers teaching in the province’s primary schools in 2006.

Table 7 below provides data on primary education in the province.

Table 7: Total Teaching Staff, Primary Schools and Enrolments by Constituency, 2006

Constituencies	Teaching Staff	No. Primary Schools	Enrolment
Temotu Nende	111	19	2,372
Temotu Pele	60	8	1,499
Temotu Vatu	36	9	795
Total	207	36	4,666

Source: SIEMIS 2006 Survey Report

The constraints and issues in primary education in the Temotu Province are:

- Teachers have been in acting positions for a long time, and this factor is discouraging the teachers and affects morale (for example, the Head Teacher in the Level 5 - 7 school was in an acting position in 2004/2005);
- Accommodation facilities for teachers are not available in schools.
- There is a lack of community support; and
- The Balipa'a and Gaua Schools have been without a Head Teacher for an extended period.

7.2.1. Access and Equity

Access to primary education in Temotu province is generally available to all children. However, it is common in all schools in the province that the enrolment trend decreases at the upper primary levels.

Access is limited by three key factors:

- geographical location, especially isolation and distance from other centres of population;
- weather conditions; and
- transport difficulties.

Other factors contribute to a high attrition rate, and these include the social and cultural influence of local communities, especially the activities and habits of people. There appears to be some lack of support for individual children at home, and more generally a lack of parental and community support for primary schools.

There appears to be no major issue with respect to gender equity at the primary school level, although further analysis may be needed to ascertain if attrition in the upper levels of primary schooling affects girls more than boys. Of the 4,666 primary school enrolments in 2006, 2,414 (51.7 %) were boys and 2,252 were (48.3 %) girls. This proportion is broadly in line with the proportion by gender in the primary school age population cohort.

Table 8: Total Primary School Enrolment by Gender by Constituency

Constituency	Enrolment			
	Male	Female	Grand Total	% Female
Temotu Nende	1,258	1,114	2,372	47.0%
Temotu Pele	754	745	1,499	49.7%
Temotu Vatud	402	393	795	49.4%
Total	2,414	2,252	4,666	48.3%

Source: SIEMIS 2006 Survey Report

7.2.2. Facilities

The province has assessed that there are currently an estimated 230 classrooms in the existing 36 primary schools. The accuracy of this number, however, is not certain. The current eight extension schools in the province may need to develop into full primary schools. This potential development means that the province may need to plan the construction of additional classrooms if the extension schools are to become full primary schools.

The province does not, however, have an accurate database that records the location, ownership status, and condition of all school facilities, including whether a school has staff houses available, and whether the condition of water and sanitation facilities at each primary school is satisfactory.

In addition, school land in Temotu has not been registered, and must be registered to avoid future land disputes. Determining the legal status of school property and resolving any disputes that may be associated with the property is a matter for local communities to determine in the first instance. Once the land has been formally registered, the Temotu Provincial Government could undertake responsibility for school land matters.

7.2.3. Curriculum

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

7.2.4. Teacher Supply and Demand

A key issue is the shortage of trained primary school teachers available in the province. The total number of primary teachers in the province in 2006 was 207. This figure does not include teachers teaching primary levels in community high schools due to difficulties in separating them from those teaching junior secondary levels.

Table 9: Total Establishment, Trained and Untrained Primary Teachers, 2006

Constituency	Number of teachers			
	Not trained	Trained	Total	% Trained
Temotu Nende	19	92	111	
Temotu Pele	17	43	60	71.7%
Temotu Vatud	5	31	36	86.1%
Grand Total	41	166	207	80.2%

Source: SIEMIS 2006 Survey Report

7.2.5. Financing

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

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

The proposed Community Standard Funding model suggests that the Solomon Islands Government provides 60%, the Temotu Education Authority provides 30%, and the parents and the community provide 10% of the funding required for primary education.

7.2.6. Management

There is a need to strengthen management skills within schools in the province. The province considers many teachers holding responsible posts in primary schools lack management skills, because they come from a teaching background with no management training. Over many years, accusations have been made that Head Teachers have misappropriated or abused public money such as school fees and government grants. These accusations may not be surprising, since Head Teachers have not been trained to manage large amounts of money.

In general, the management of education services to primary schools in the Temotu Province has been inadequate. This situation has arisen as a direct result of lack of trained personnel, and lack of administrative skills and capacity within the education division of the province. Only one out of four current staff of the Division have been confirmed in their positions. In addition, many Head Teachers have been acting in their positions for years on end without being confirmed.

7.3. Future Directions

7.3.1. Access and Equity

There are still a significant number of primary school age children who do not attend schools, owing to the scattered islands and the lack of developed road and sea transportation systems. These transportation issues make it very difficult for the province to meet the aspirations of its population. However, there has been a steady increase in enrolments from 2003 (3,999 enrolments) to 2005 (4,590) and 4666 in 2006 in Temotu primary schools, and it is anticipated that this increase will continue. Planning to increase access in Temotu should therefore be based on a realistic assessment of future roll growth.

If it was assumed that the average age of entry to the preparatory level in the province occurred at age 6, and that there was 100% progression throughout the primary school system up to standard 6, the primary school enrolment projections for the years 2007 to 2010 should roughly correspond with the population projections for the Temotu 6-12 age group (Scenario 1) set out in Table 10. These population projections are derived from the 1999 census data. However, actual primary school enrolments in 2006 (4,666) are larger than these projected numbers, largely because many students older than 12 are enrolled in Temotu primary schools. Scenario 2 is based on actual Temotu primary school enrolments in 2006, calculated on a straight line increase of 1.9% growth a year. Of the two scenarios, Scenario 2 probably gives the closest realistic forecast of future primary school enrolments.

Table 10: Temotu Primary School Growth Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected population, ages 6-12 (Scenario 1)	3885	3983	3622	4195
Enrolment projections (Scenario 2)	4755	4845	4937	5031

Source: 1999 Population Projections

There is anecdotal evidence that 100% progression from year to year in the primary schools in Temotu is not achieved, especially in the upper primary school levels. Further work is needed to establish the actual attrition rate in primary schools.

Plans are required to manage effectively the already significant expansion of primary school enrolments in Temotu Province that is currently occurring. The apparent primary school enrolment increase between 2003 and 2004 was 7.8% (from 3,999 to 4,311), and between 2004 and 2005 was 6.4% (from 4,311 to 4,590). While some of this apparent increase reflects better data collection, it does appear it will be necessary to plan for further expansion. This planning need to investigate whether overcrowding is currently occurring in Temotu primary schools, and if so, where it is occurring and how it might be alleviated. Of particular importance will be where the necessary trained teachers will be found for an expanding primary school population, and how and where adequate (and additional) primary school facilities will be made available.

To improve the access and equity in the province the following is proposed:

- Assess all current extension schools, and if necessary converted to full primary schools;
- Create where necessary and appropriate, further extension schools to make access available for students living in remote parts of the province;
- investigate the extent of student with disabilities in primary schools;
- Consider a reduced teacher pupil ratio for land locked communities to improve access (e.g. reduce the teacher pupil ratio from 1:30 to 1:15);
- Conduct awareness programmes for communities and parents on the value of education, and in particular on the value of educating girls;
- Find ways of reducing the attrition rate in Temotu by:
 - creating classroom environments that are conducive to learning;
 - building more extension schools if these are justified;
 - encouraging teachers to improve their behaviour so they can be seen in the community as role models;
 - introducing a sex education component focusing on reproduction and health into the curriculum in standards 4, 5 and 6.

7.3.2. Facilities

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

School land in Temotu must be registered to avoid future land disputes.

The following immediate actions are needed:

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

7.3.3. Curriculum

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

- encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing in order to develop a '*homegrown curriculum*';
- 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;
- consider the creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools;
- provide more in-service training on Nguzu Nguzu materials through more decentralised training modes;

- encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school;
- 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;
- provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1;
- carry out of an annual school inventory by Head Teachers at the end of each academic year, 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;
- Revive provincial libraries; and
- Expand School Library Association with provincial representatives and provincial libraries and if feasible connect them to the internet

7.3.4. Teacher Supply and Demand

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

Well trained teachers are the backbone of a quality education system. While 207 primary teachers have been recorded in Temotu province in the 2006 Ministry of Education and Human Resources Development statistical digest, the 20% of those teachers being untrained (See Table 9) is unacceptable. This situation has implications for the quality of teaching delivered to students and directly affects the standard of student achievement.

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

In order for the province to develop a fully trained primary teaching force, the following strategies and activities will be carried out:

- Encourage and facilitate the training of untrained teachers;
- Ensure 3 to 5 preservice training is including each year for Temotu;
- Develop field-based training programmes for untrained primary teachers;
- Encourage certificate teachers to upgrade to diplomas;
- Encourage teachers with diplomas to upgrade their diplomas to degrees; and
- Offer professional development opportunities to existing teachers to improve teaching skills and qualifications, including through University of South Pacific Distance and Flexible Learning and summer schools.

There are currently 207 primary teachers serving in the province. The number of teachers in the province has been static recently, with no growth in numbers of teachers between 2004 and 2005, in spite of some roll growth. It appears there are sufficient teachers in the province at a system level to meet current requirements for the immediate future, although there may be supply requirements in particular isolated localities. However, the province may wish to review its supply of teachers and assess attrition rates and future retirements in the existing teacher work force in order to plan for the future. It may be necessary to

plan to train new teachers now to avoid any future teacher shortages. It is suggested that between 3 to 5 pre-service teachers need to be trained annually for the Temotu Province each year for the next 3 years.

7.3.5. Financing

Government has announced that primary education will be free for all children in the Solomon Islands. To enhance partnership in funding education services by all stakeholders, the concept of Community Standard Funding will be introduced in primary schools based on the following:

- a central Government contribution of 60% of total costs (central Government will fund teacher salaries, will provide grants, and will provide training and curriculum materials, and may assist with the development of facilities);
- an education authority contribution of 30% of total costs (possibly shared between provincial education authorities and other church education authorities). This funding will provide materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities;
- a contribution by parents and communities of 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects);
- Central Government will pay 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 Temotu Provincial Education Authority will provide materials and stationery, will carry out community awareness programmes, and will offer in-service training;
- Schools, parents and communities will provide land and buildings, and will be encouraged to participate in fund raising to raise extra funds if required.

To assist in the implementation of these financial management policies, the following strategies will be adopted:

- Primary school grants will be paid directly to the school;
- the Temotu Education Authority will provide oversight;
- Head Teachers and School Chairpersons will be trained in the management of these funds; and
- Head Teachers and School Chairpersons must provide quarterly reports to the Ministry of Education and copy these reports to the Temotu Education Authority, which will monitor expenditure.

Table 11 gives an indicative cost of the central government's grant per child. The province 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 11: Primary Education grant projected indicative of selected costs 2007 - 2009

Description	2007	2008	2009	Total
Enrolment	4755	4845	4937	5031
SIG Grants at SBD200 per student	950,931	968,998	987,409	1,006,170

7.3.6. Management

To improve the management of primary education in Temotu the following practices will be implemented:

- Ensure all current acting positions must be confirmed;
- Initiate strategies for the community and the School Committee work in harmony with the Head Teacher and staff;
- Consider the possibly to have a Head Teacher should remain in one school for at least three years.
- Ensure and advise that the welfare of the Head Teacher and his staff must be given priority by the school committee;
- Make sure that the Head Teacher and the School Committee ensure school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds;
- Re-introduce the Head Teacher training, and all Head Teachers are required to undertake management and financial training;
- Make sure that the Head Teacher will be accountable for all school finances;
Promote weekly or fortnightly meetings are held for staff and school committees;
- Ensure the SOE/Solomon Islands College of Higher Education include a management component in its teacher training programmes;
- Encourage further training of teachers through University of South Pacific summer school & Distance and Flexible Learning, or Solomon Islands College of Higher Education, or other overseas institutions;
- Improve communication links between stakeholders (headquarters, provincial authorities and schools); and
- Reassess 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.

CHAPTER 8: JUNIOR SECONDARY EDUCATION

8.1. Definition

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

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

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

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

8.2. Current Situation

The government will expand and upgrade its programme to effect both qualitative as well as quantitative improvement in secondary education through the following strategies:

- to upgrade Luesalemba National Secondary School to include Form 6;
- to improve the existing community high schools and to evaluate the need to have additional community high schools to accommodate all students from form 1 to form 5;
- to improve the physical development of all the existing schools, taking Luesalemba as the first priority;
- to ensure all schools are fully staffed with teachers;
- to increase the intake into all schools, and to take on double streams in all forms where necessary;
- to establish science laboratories for all secondary schools;
- to encourage Churches to establish secondary schools; and
- to establish a firm joint effort with Makira Ulawa Province to take over Waimapuru Secondary School.

There were 578 students enrolled at junior secondary schools in Temotu in 2006.

Luesalemba Provincial Secondary School enrolled 52 students in 2006 in forms 1, 2 & 3. The other secondary schools in the province which offered education to students in 2006 at some or all of the junior secondary school levels include Balipa'a Community High School and Lata Community High School (offering all levels from forms 1-3), Patterson Community High School at Utupua Island (forms 1-3 only), and Monene Community High School (form 1 to 3).

Total enrolments at the Luesalemba Provincial Secondary School in all forms have been decreasing between 2003 (316 enrolments) and 2006 (87 enrolments) as a result of the establishment of community high schools to give students better access to junior secondary education. The increase in enrolments in forms 1, 2 & 3 in community high schools compensates for the decline in numbers at the provincial secondary school.

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

- inadequate supply of curriculum resources and equipment;
- lack of or inadequacy of boarding facilities in existing community high schools;
- a shortage of trained teachers in all subject areas;
- poor facilities;
- a lack of specialised classrooms e.g. home economics, science, industrial arts
- some gender imbalance; and
- the geographical location of current community high schools prevents day schooling for many children.

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

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

Table 12 sets out detail of teaching staff and enrolments in junior secondary schools by constituency.

Table 12: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency

Constituency	Teaching Staff	No. Junior Secondary School	Enrolment
Temotu Nende	28	2	415
Temotu Pele	29	2	40
Temotu Vatud	4	1	123
Total	61	5	578

Source: SIEMIS 2006 Survey Report.

8.2.1. Access and Equity

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

The Ministry of Education and Human Resources Development *Annual Report* for 2005 reported an enrolment of 455 in the Solomon Islands Secondary Entrance Examination. 389 progressed into Form 1,

and 66 were required to repeat. Approximately 85% of the 2005 standard six cohort made the transition to junior secondary school.

In 2005, 133 students entered the Solomon Islands National Form 3 examination, a 16% decrease on 2004 numbers. This decline is a worrying trend, and suggests access to junior secondary schooling may actually be declining.

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

It is important to note that the number of current places for form 1 students in 2006 in the province is estimated at 295 (form 1 enrolments in 2005 were 337). If this figure of 295 is taken as an accurate figure, then it is estimated that the number of places needed to provide for every potential junior secondary enrolment in the province over the three years 2007-2009 will need, as a minimum, to be doubled over the period.

Of the 578 enrolments in junior secondary schools in 2006, 295 were male (51%) and 283 were female (49%). Gender balance is not a significant issue.

Further detail about the gender distribution in junior secondary schools by constituency is set out in Table 13.

Table 13: Total Junior Secondary School Enrolments by Gender by Constituency, 2006

Constituency	Enrolment			
	Male	Female	Total	% Female
Temotu Nende	202	213	415	51.3%
Temotu Pele	23	17	40	42.5%
Temotu Vatud	70	53	123	43.1%
Total	295	283	578	49.0%

Source: SIEMIS 2006 Survey Report

8.2.2. Facilities

The current junior secondary schools in the province have very limited facilities. In particular, there are no specialised rooms for science and other practical subjects (home economics and industrial arts). Furthermore, the existing facilities need to be improved and expanded. No central provincial database exists with detail about the current state of facilities in junior secondary schools in the province.

8.2.3. Curriculum

Control of the junior secondary curriculum will remain centralised under the Ministry of Education. Curriculum review of all secondary subjects is currently undertaken by the Curriculum Development Centre of the Ministry of Education. There is evidence that practical subjects are given very little attention in junior

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

8.2.4. Teacher Supply and Demand

The data available in 2006 indicates that 85.2% of the total teachers in Community High schools were trained. The other 14.8% need proper training. The currently available data about teachers at community high schools does not distinguish between those teaching at primary school level only, and those teaching at junior secondary school levels (forms 1, 2 and 3), hence the figure given here includes the total of teachers teaching in Community High Schools. This data needs to be treated with some caution.

Table 14: Total teaching staff and enrolments by Constituency, 2006

Constituency	Number of teachers			
	Untrained	Trained	Total	% Trained
Temotu Nende	2	26	28	92.9%
Temotu Pele	6	23	29	79.3%
Temotu Vatud	1	3	4	75.0%
Grand Total	9	52	61	85.2%

Source: SIEMIS 2006 Survey Report

It is nevertheless evident from informed professional opinion that there is a shortage of adequately qualified teachers at the junior secondary level, and that in 2006 vacant positions are being filled either by primary teachers who are not appropriately qualified, or by untrained teachers. 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.

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

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

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

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

Temotu Province accepts the concept of Community Standard Funding, whilst noting that the recommended unit costs for the junior secondary level are: SBD1200 for a day School and SBD1,800 for a boarding school.

8.2.6. Management

The current management of community high schools is vested in the School Board, but the daily running of the school is the responsibility of the School Principal and his staff. The School Principal is answerable to the community, parents and the Ministry of Education through the Provincial Education Authority. The Temotu Provincial Education Authority steps in if the roles of either the board or the principal are compromised. Financial responsibility is normally left to the School Principal and in many cases appropriate reports on school expenditure are not provided.

8.3. Future Directions

8.3.1. Access and Equity

In order for all the children of Temotu Province to have access to junior secondary education, the following strategies and activities will be carried out:

- Increase the intake into form 1 at all junior secondary schools in the province to existing full capacity in order to meet existing demand for places;
- Increase intakes to existing junior secondary schools by creating double streams (or up to three streams if appropriate) at forms 1, 2 & 3, provided numbers of enrolments justify the increase and provided qualified staff and suitable facilities are available; and
- Consider the establishment of more junior secondary schools over the next three years, in the light of the Ministry of Education and Human Resources Development school establishment policy, where demand justifies it.

Table 15 summarises the population projections for the 13-15 age cohort from 2007 to 2010. This 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 (578), increased by a straight line increase of 1.9% a year.

Table 15: Growth Potential for Junior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population projections, 13-15 age group (Scenario 1)	1480	1518	1361	1627
Enrolment Projections (Scenario 2)	589	600	612	623

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

The Ministry of Education has developed a series of provincial projections for junior secondary schools, based on actual current enrolments 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 16 provides the anticipated numbers in form 1 classes for Temotu junior secondary schools from 2007 to 2010.

Table 16: Form 1 Projections, Temotu, By Constituency, 2007-2010

Year	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Temotu Vatud	72	55	127	67	54	121	66	78	144	105	104	209
Temotu Pele	111	68	179	111	109	220	121	151	272	104	118	222
Temotu Nende	173	152	325	187	124	311	176	185	361	227	163	390
Total	356	275	631	365	287	652	363	414	777	436	385	821

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

The indication in Table 17 is that if all students currently enrolled in the class level cohorts progressed into junior secondary schools, by 2009 there would potentially be a total enrolment of 2060 students in the province's junior secondary schools. This number has been calculated as follows:

Table 17: Junior Secondary School 100% Progression, Temotu Students, to 2009

Form	2007	2008	2009	2010	Total
Form 1	631	652	777	821	2,881
Form 2	295	631	652	777	2,355
Form 3	179	295	631	652	1,757
Total	1,105	1,578	2,060	2,250	6,993

With 100% progression, this number of enrolments would increase to 2250 in the year 2010.

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

The consequence of pursuing this policy is that, if all students currently in the relevant levels coming through the primary schools were to be enrolled in a junior secondary school, the number of places in junior secondary schools in 2009 would need to be approximately three times the number currently available in the Temotu education system.

There will be a need to develop detailed plans to provide as many additional teachers and the facilities as possible. Based on a teacher: pupil ratio of 1:30, it is estimated that tripling present capacity by 2009 would require 68 teachers and 68 classrooms. On the basis of a current junior secondary enrolment of 578, there may be approximately 19 to 25 teachers available in the provincial education system (using a teacher

pupil ratio of 1:30), and about the same number (25) of classrooms available. Potentially another 43 teachers and 43 classrooms could be needed by 2009, and possibly more by 2015. The province therefore has to assess the maximum number of additional teachers it can train in the time available, and the number of additional classrooms (or new junior secondary schools) that can be constructed.

Realistically, it is not possible to triple present capacity 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.

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

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

8.3.2. Facilities

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

- rehabilitating existing junior secondary schools in the province. Rehabilitation will include improving existing facilities as well as expanding where necessary, to accommodate additional streams;
- identifying and constructing 8 more new junior secondary classrooms or buildings (including dormitories and staff houses) each year, including those being planned for Maina Memorial Junior Secondary School (community high school) and Fenualoa Junior Secondary School (community high school) in the Reef Islands.

The proposed expansion will include 8 new junior secondary classrooms or buildings each year (including dormitories and staff houses) in the province. The development of one community high school is already incorporated in the provincial education plans, and that is at Fenualoa. A community in the Reef Islands is already planning to upgrade the Maina Memorial Primary School to junior secondary school level in 2007.

To achieve its objectives, the province needs to rehabilitate the existing junior secondary schools and build additional facilities for additional streams before constructing any new junior secondary schools. As far as possible, available local skilled contractors will be used for constructing the school facilities, as well as the help and support of communities. Tools and equipment are a major requirement for practically based courses (based on the Technical and Vocational Education and Training policy) and these facilities must also be supplied.

Table 18: Projected Number of Buildings to be constructed, 2007 to 2009

Year	2007	2008	2009
Total Classrooms required	5	5	5
Staff houses required	3	3	3
Total Buildings	8	8	8

8.3.3. Curriculum

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

- Complete the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- Provide curriculum materials, textbooks and equipment to community high schools;
- Ensure teachers participate in the writing of modules for practical subjects
- Provide tools for practical subjects (based on the Technical and Vocational Education and Training policy).
- Ensure that Solomon Islands College of Higher Education and Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools; and
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers.

8.3.4. Teacher Supply and Demand

Given the expansion at the junior secondary level, the demand for teachers will increase. Data is not available to enable an accurate estimation of number of junior secondary teachers in the community high schools in 2006. There are nine teachers in the provincial secondary school, although some of these teachers will teach at senior secondary level as well. One estimate is that there are about 25 teachers currently available in junior secondary schools. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system, with detail about how many are trained to a suitable standard.

The potential growth for the junior secondary schools outlined in Table 15, and the form 1 projections set out in Tables 16 and 17 indicate that more junior secondary teachers will be required over the period 2007 to 2010. However, it is problematic to forecast exactly the number of teachers required over the period 2007 to 2010 and even more difficult at the secondary level to predict the exact disciplines in which specialist teachers will be needed. In addition, the numbers of teachers required will also be affected by any policy decisions being considered by the Government. For instance, a decision to phase out the Solomon Islands Secondary Entrance Examination as part of a move to support universal basic education in the junior secondary school would require the training of considerably more junior secondary teachers. A decision to extend the curriculum to include subjects not currently offered would also require the training of staff skilled in those disciplines.

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

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

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

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

It is proposed that 8 teachers for the junior secondary sector will be trained each year for the next 3 years. These teachers should be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects). 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:

- Negotiate for the School of Education at Solomon Islands College of Higher Education to provide pre-service teacher training;
- Negotiate for the University of South Pacific will provide in-service training through Distance and Flexible Learning;
- Provide support to untrained teachers to study in Goroka;
- Consider training through University of South Pacific Summer programmes;
- Consider refresher courses should be on-going for teachers; and
- Support a study of the teacher supply and demand in the province that is lead by the Ministry of Education and Human Resources Development.

8.3.5. Financing

The concept of Community Standard Funding is supported in principle. Given the recommended unit cost of junior secondary schools at an appropriate level for a day school and a boarding school the following strategies and activities will be carried out to implement the Community Standard School funding arrangement:

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

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

Table 19 gives an indicative cost of the Community Standard Funding Grant.

Table 19: Junior Secondary Projected indicative grants, 2007 - 2009

Description	2007	2008	2009	Total
Student enrolment	589	600	612	1801
Scenario 1: Grant at SBD700 per student	490,000	490,000	490,000	1,470,000
Scenario 2: Grant at SBD600 per student	353,389	360,104	366,946	1,080,438

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

Management of School Grants

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

Disbursement of Grants

- Solomon Islands Government grants will be disbursed to the Provincial Accountant appointed by Ministry of Education and Human Resource Development (to be based in Lata) who should further disburse the grants to the schools;
- the Provincial Education Authority grant will be disbursed directly by the Provincial Treasurer to the schools;
- School fees and parent/community contributions are to be collected at school and deposited in the parents/community account.
- 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 Resource Development on accountability for the grants and on how to keep proper accounts.
- Workshops will be conducted for Principals on accountability for the grants from SIG and Education Authority, and for community funds, and on how to keep proper accounts.
- an accounting manual should be produced and distributed to schools to guide them in school-based accounting.

Financial Management

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

Monitoring of Accounts

- Solomon Islands Government grants dispatched to the Provincial Accountants will be monitored by Ministry of Education and Human Resource Development.

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

Record storage

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

8.3.6. Management

Responsibility for operational management of junior secondary schools rest with the Principal, subject to the overall governance of the School Board. For better management of schools at the junior secondary level, it is recommended that:

- All responsible officers should work together co-operatively;
- Junior secondary schools should have non-teaching Principals;
- Principals should remain in the position in their schools for at least 3 years;
- Management training should be provided for Principals of junior secondary schools.

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

Temotu Province has one provincial secondary school, Luesalemba, with a total enrolment of 87 students in 2006. It enrolls students from forms 1 to 5, of which 35 students were in forms 4 and 5 in 2006. Belipa'a and Lata Community High Schools have already been upgraded to form 5 levels. In forms 4 and 5 in 2006 they have enrolled 54 students (at Belipa'a) and 103 students (at Lata) respectively. There were therefore 192 students in 2006 enrolled in senior secondary education in Temotu province.

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

- very poor facilities, both academic and boarding;
- a lack of curriculum resources and equipment;
- a shortage of trained teachers.

Table 20 sets out the total number of teaching staff and enrolments in the senior secondary schools by constituency.

Table 20: Total Teaching Staff, Senior Secondary Schools, and Enrolments by Constituency, 2006

Constituencies	Teaching Staff	No. of Centres	Enrolment
Temotu Nende	9	1	138
Temotu Pele			54
Total	9	1	192

Source: SIEMIS 2004 Survey Report.

Note: The CHS school count and Teacher numbers have been included in Junior Secondary statistics.

9.2.1. Access and Equity

Three schools currently operate single stream senior secondary classes in the Province. The 2005 form 3 cohort in Temotu numbered 145 students. Of these, 89 (61%) were enrolled in form 4 in 2006. In real terms, the access rate based on the secondary school age cohort of students aged 16 to 18 is only 9% (145 students out of a projected population of 998 in the 2006 16-18 age cohort). The province must therefore plan to improve access.

The other issue of contention is the access of girls to senior secondary schools. Of the 192 students enrolled in 2006 in senior secondary schools, 101 (52.6%) are male and 91 (47.4%) are female. There are two important factors that lead to this slight gender imbalance:

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

Table 21: Total Enrolments by Gender by Constituency, 2006

Constituency	Male	Female	Grand Total	% Female
Temotu Nende	68	70	138	50.7%
Temotu Pele	33	21	54	38.9%
Total	101	91	192	47.4%

Source: SIEMIS 2006 Survey Report

9.2.2. Facilities

The physical conditions at Luesalemba, the only provincial secondary school in Temotu Province, are deteriorating. Almost all the school buildings either need repair or replacement. Its water supply requires rehabilitation, and its sanitation needs to be repaired. Balipa'a and Lata community high schools, which are currently offering senior classes, also have their own needs for facility maintenance and development.

9.2.3. Curriculum

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

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

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

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

9.2.4. Teacher Supply and Demand

The approved teacher establishment for Luesalemba Provincial Secondary School for 2005 was 16 teachers, of which 9 posts are filled and 7 remained vacant. The situation in 2006 is not known, but is suspected to be the same. It must be noted, however, that these teachers also teach the junior secondary classes. There is, therefore, a shortage of trained and qualified senior secondary school teachers. Information is not available to analyse in which particular curriculum areas the province is having difficulty recruiting secondary teachers. Although the senior secondary teachers are categorised as trained teachers, it is desirable that teachers at the senior secondary level should have degree qualifications. The number of teachers with degrees is not known. While Solomon Islands College of Higher Education can produce

teachers for junior secondary schools, it is expensive to produce teachers with degrees, because they have to be trained overseas.

9.2.5. Financing

A school grant is currently paid by the European Union and the Solomon Islands Government. It is disbursed directly to schools. Boarding Schools receive SBD750 per student, while day schools receive SBD500 per student. There is an increasing cost in sustaining the education system, and therefore all stakeholders are encouraged to share this cost. The Province accepts the concept of Community Standard School Funding, and encourages its implementation in schools, but is concerned that adjustments to contribution levels may be necessary, since some stakeholders have difficulty in meeting their contribution.

9.2.6. Management

Senior secondary schools in the Province are managed by the School Principal, subject to the oversight of the School Board. Many of the Principals are class teachers who have moved into administration, with little or no management training.

9.3. Future Directions

The province's objectives are to improve the quality of senior secondary education, as well as increasing access at a controlled rate, by adopting the following strategies:

- Introduce form 6 at Luesalemba Provincial Secondary School in 2006;
- establish community high schools in 2006 on Utupua (Patterson High School), and on Nea/Nole (Monene and Fenualoa);
- Introduce form 4 and form 5 in all community high schools in the Province;
- Increase intakes to enrol double streams in all forms, and ensure that all schools are fully staffed with qualified teachers;
- Establish a firm joint effort with Makira/Ulawa Province to take over Waimapuru Secondary School in 2006/2007; and
- Encourage the Churches to establish secondary schools or run schools in partnership with the Province.

9.3.1. Access and Equity

Table 22 sets out two scenarios for growth in senior secondary schooling in Temotu province. Scenario 1 is the population projection for the 16-18 age group in Temotu province, based on the 1999 census. This scenario sets out the potential population which could be enrolled if 100% of the relevant school age cohort was enrolled in senior secondary education. Achieving enrolments at this level will be a long term goal. Scenario 2 is a straight line increase of the actual 2006 enrolments, increased by 1.9% 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 22: Growth Projections, Senior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population Projections, age 16-18 (Scenario 1)	1521	1544	1351	1479
Projected enrolments at 1.9% annual growth (Scenario 2)	196	199	203	207

The first scenario particularly indicates that there is considerable potential for growth in senior secondary education.

The following strategies are suggested to improve the current situation:

- increase access to senior secondary schools by upgrading Luesalemba, Lata and Balipa'a to senior secondary schools, provided facilities can be prepared and trained teachers recruited, with the possibility of all these schools enrolling up to three streams, according to the following timetable: Luesalo to provide access by 2006, Lata and Balipa'a to provide access by 2009;
- provide vocational and technical training through village-based or community-based programmes, and build two more rural training centres to cater for this population;
- increase participation of girls by building additional girls' dormitories in boarding schools;
- continue the current system whereby the cut off marks for girls are lower than those of boys;
- aim to achieve enrolment on a basis of 50% girls and 50% boys; and
- consider the provision of schools for girls only.

There is no need to build new schools, but there is need to expand provision at Balipa'a, Lata and Luesalemba to cater for enrolments in forms 4, 5 & 6. Meeting these objectives between 2007 and 2009 would require the construction of an estimated three school buildings a year, including classrooms, dormitories, and staff houses.

9.3.2. Facilities

In order to improve the conditions of facilities at Luesalemba the following will be implemented:

- rehabilitate the existing source and line to provide a regular water supply to the school as soon as possible;
- renovate existing buildings or build more permanent buildings at the school as soon as possible;
- rehabilitate existing sanitation facilities as soon as possible, and install flush toilets in staff houses;
- build boarding facilities (a building for boys and a building for girls) at Balipa'a by 2008, with capacity for 40 students in each dormitory;
- build dining and kitchen facilities at Balip'a, to coincide with the building of dormitories;
- build permanent classrooms at Lata Community High School as soon as possible and at Balipa'a Community High School by 2009;
- improve the water source and supply of water to Lata Community High School by 2008;
- construct sanitation facilities at Lata Community High School by 2009.

Table 23 sets out the buildings required for this development programme over the planning period.

Table 23: Projected Number of Buildings to be Constructed, 2007- 2010.

Year	2007	2008	2009
Classrooms (Lata & Balipa'a)	2	1	1
Dining Hall/Kitchen (Balip'a)		1	
Dormitories (Balipa'a)	1	1	
Sanitation (Luesalemba & Lata)	1		1
Total	4	3	2

9.3.3. Curriculum

In order to address issues in the senior secondary curriculum, the following strategies and activities are recommended. The Province will:

- Ensure that the review of the senior secondary school curriculum strengthens linkages between the form 5 and form 6 curriculum;
- Provide in-service training on new curriculum materials produced;
- Increase production of materials to achieve a pupil: textbook ratio of 1:1;
- Review the form 6 and 7 South Pacific Bureau of Examination and Assessment curricula to incorporate a local perspective and to make the curricula affordable and user friendly.

9.3.4. Teacher Supply and Demand

Further work is required to determine the number of senior secondary teachers that may be required in the province in future. Accurate data to determine the number of new senior secondary teachers that may need to be recruited is not available. The number of senior secondary teachers at Balipa'a is not known. More information is also needed about the subject specialisations in which current teachers are qualified to teach. There is also a need to separate the data between junior secondary schools and senior secondary schools in order to determine the number of teachers required for each sector. Most teachers teach across form levels in a secondary school, so disaggregation of teacher data between the levels is difficult. The province is aware, however, that there is a need to recruit trained and qualified senior secondary teachers, and to upgrade the skills and qualifications of those teachers currently in the service.

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

In order to meet the senior secondary teacher demand, the following strategies and activities will:

- Ensure a total of 5 teachers are trained 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 trained by 2009;

- Support qualifications of current teachers are 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;
- Give consideration to bonding of teachers to require teachers to serve the province for a reasonable period;
- Encourage citizens of Temotu Province who are currently teaching in other provinces and Education Authorities to return and teach in Temotu provincial schools.

9.3.5. Financing

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

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

Table 24 gives the projected Solomon Islands Government Grant as a part of its Community Standard Funding program to students attending senior secondary schools.

Table 24: Senior Secondary Projected indicative SIG Grant, 2007 – 2009

Description	2007	2008	2009	Total
Student enrolment	196	199	203	598
Scenario 1: Grants at SBD750 per student	146,736	149,524	152,365	448,625
Scenario 2: Grants at SBD625 per student	122,280	124,603	126,971	373,854

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

Disbursement of Grants

- Solomon Islands Government grants will be disbursed directly to the school, and for accountability purposes the Temotu Provincial Education Office should be notified;
- the Temotu Provincial Education Authority grant to schools will be delivered by the provincial treasurer;
- the grants account should be separate from the school fund account; and
- school fees and parent/community contributions will be collected at school and deposited in the school fund account.

Training

The school bursar and the principal should be trained on the monitoring, management and administration of government grants.

Monitoring of accounts

- Ministry of Education and Human Resources Development will monitor the Solomon Islands Government grants to schools;
- Each school board will monitor all grants and school fees received by the school;
- Copies of accounts should be held in the school, by the Temotu Education Authority, and by Ministry of Education and Human Resources Development.
- The Principal will provide quarterly reports on all grants/fees to Ministry of Education and Human Resources Development, and the Temotu Provincial Education Authority.

9.3.6. Management

Good management contributes to quality education. Generally speaking, there is a great need to strengthen school management. School managers (that is, Principals and their Deputies) must be trained and experienced. The roles of the School Boards must be clearly spelt out, and they too must be given appropriate training.

To achieve these objectives, the following practices need to be adopted:

- Provide training for all school managers and school board members;
- Provide training for all teachers in management, guidance and counselling;
- Ensure senior secondary schools are staffed by qualified teachers, and if possible by teachers with degrees;
- Strengthen discipline in schools through co-operation between the Temotu Education Authority and teachers; and
- Take appropriate action to get the Temotu Education Authority to work closely with staff and the Boards of Management of senior secondary schools in order to operate schools effectively and successfully.

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.

Temotu Province Education Development Objectives

- To encourage Churches to establish vocational rural training centres, and to assist supporting the existing ones.
- To establish literacy and numeracy programmes for people who do not meet minimum literacy levels.
- To pay special attention to the development of community or adult education.
- To recruit an education officer to be responsible for community non-formal education, including responsibility for library services, research and adult learning programmes.

10.2. Current Situation

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

There is one Rural Training Centre that has been established in the Province for the past 23 years. Another Rural Training Centre at Utupua was closed during the social unrest because it failed to reach the SIARTC requirement. The Centre was set up and managed by the Church of Melanesia. There is also a typing school located at Lata. There are currently 7 technical and vocational education and training (Technical and Vocational Education and Training) teachers or tutors serving the province.

Apart from the above establishments, the province has been slow to respond to the needs of the students who do not gain access to further education (the “push-outs”) after Standard 6, Form 3 and Form 5.

Issues and constraints facing Technical and Vocational Education and Training development in the province are summarised as follows:

- the geographical location of the province, and the remoteness and scattered nature of Temotu communities, and, as a consequence, inaccessibility to Technical and Vocational Education and Training, has been a problem in the development of provision of Technical and Vocational Education and Training in the province;

- there is a lack of finance to support establishment of centres, salaries of staff and delivery of suitable programmes;
- transportation to and from venues that might provide training is an issue; and
- there is a general lack of awareness about the value of and opportunities for Technical and Vocational Education and Training.

The expected outcome of Technical and Vocational Education and Training provided at Luesalo is to equip and skill young Temotuans who are not able to acquire places into form 1, form 3, or form 6 to go back to their villages to help develop their communities.

Table 25: Total Teaching Staff at Technical and Vocational Education and Training Centres and Enrolments by Constituency, 2004

Constituencies	Teaching Staff	No. of Centres	Enrolment
Temotu Nendo	6	1	52
Total	6	1	52

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

10.2.1. Access and Equity

Luesalo currently enrolls 65 students from within the province, of whom 12 are female while 53 are male. This number represents approximately 2% of the total potential enrolment. There are plans to increase the intake to 120, but achieving that objective requires construction of new infrastructure and recruitment of additional skilled staff in order to cater for the increased numbers.

Table 26 sets out Technical and Vocational Education and Training enrolments by gender and by constituency.

Table 26: Total Technical and Vocational Education and Training Enrolments by Gender & by Constituency, 2004

Constituency	Enrolments			
	Male	Female	Total	% Female
Temotu Nende	29	23	52	44.2%
Total	29	23	52	44.2%

Source: Technical and Vocational Education and Training 2004 Survey Report

10.2.2. Facilities

Luesalo has 3 dormitories, 2 for boys and 1 for girls, and a two story building which accommodates four classroom facilities. It has a 28 KVA generator, an 090 chainsaw, a Yamaha 25 outboard motor, and a 21 foot fibre canoe.

10.2.3. Curriculum

The current situation is that all controlling authorities and rural training centres are using their own curriculum. A set curriculum was produced in the early 1980s, but Luesalo rural training centre has not used it. Instructors are using whatever material they can lay their hands on as resources for the courses.

Luesalo is currently offering the following skill courses:

- Life skills;
- Woodwork/Carpentry;
- Agriculture;
- Religious Studies.

A strengthened curriculum and a cadre of trained and competent instructors are needed improve the quality of delivery of Technical and Vocational Education and Training.

10.2.4. Teacher Supply and Demand

Table 27 sets out the numbers of trained and untrained technical teachers. The key issue is the provision of skilled and competent tutors. There is a need to upgrade the skills and competencies of the technical tutors in the province who are untrained.

Table 27: Total Establishment, Trained and Untrained Technical and Vocational Education and Training Teachers

Constituency	Total Trained	Total Untrained	Total	% Trained
Temotu Nende	2	4	6	33.3%
Total	2	4	6	33.3%

Source: Technical and Vocational Education and Training 2004 Survey Report

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

- increase the intake of trainees at Vanga Teachers' College (which trains technical teachers) to cater for an increase in all provinces;
- identify people with a first qualification to train at Vanga Teachers' College as instructors; and
- use Vanga Teachers' College to train untrained teachers in schools who are teaching practical subjects.

10.2.5. Financing

The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. The following contribution levels are proposed:

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

The overall authority for Technical and Vocational Education and Training has changed, and the Solomon Islands Government now has taken over responsibility for payment of the total cost of salaries of teachers serving in rural training centres. The following financial assistance is available for Luesalo:

a) Through the European Rural Training Centre Project:

- training resources and materials for training components;
- support for activities promoting enterprise skills;
- support for workshops and courses;

- development of sanitation facilities;
- purchase and supply of tools and equipment.

b) Through the Solomon Islands Government and Technical and Vocational Education and Training/NFE

- direct grants;
- enterprise grants;
- CBTC;
- VBEP; and
- support for teachers (payment of salaries)

10.2.6. Management

Management of Technical and Vocational Education and Training in the province to date has been undertaken by the Church of Melanesia. Day to day operational management is the responsibility of the Principal of the rural training centre. The province is expected to play its role as a partner in this activity in future with the appointment of a Technical and Vocational Education and Training officer.

10.3. Future Directions

A comprehensive plan needs to be developed for Technical and Vocational Education and Training in the province.

10.3.1. Access and Equity

The Temotu Provincial Education Authority recognises that it needs to support the establishment of rural training centres and possibly other avenues as a way of increasing access to technical and vocational education provision in the province. The province needs to provide alternative education opportunities for those students who exit the formal education system after Standard 6, for the significant percentage of school leavers at the end of form 3 who will not get access to a form 4 place in a senior secondary school, and for school leavers at the end of form 5. Technical and Vocational Education and Training should be developed as an alternate path for those school leavers who do not gain access to a place at a senior secondary school. There is a need for development of the Technical and Vocational Education and Training sector, but there is also a need to address the underlying capacity issues at an earlier stage in the education system. The development of more practically based courses in the junior secondary school may be part of the solution.

The fact that numbers of students do not gain access to places in the formal education system clearly calls for the immediate establishment of community-based training centres and vocationally-based education provision in each ward, and a rural training centre in each constituency. As a minimum, the province needs to plan to develop at least one more Technical and Vocational Education and Training centre in the next three years to meet the skill development needs of its population.

The potential for growth in technical and vocational education in Temotu is extensive. Current provision (65 enrolments, of whom over 80% are male) only begins to meet the needs of the population. The scope to extend access to Technical and Vocational Education and Training is huge.

Access to technical and vocational education must emphasise equality of opportunity to both genders. Institutions should aim at an equal balance of men and women in their courses. There are significant

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

10.3.2. Facilities

The current facilities will need to be assessed, and if necessary upgraded and extended. All construction work needs to be durable i.e. made of concrete. A further dormitory and facilities for women will be needed at Luesalo, once increased demand for technical and vocational training for women is well established. Ongoing help with supply of equipment and tools will also be needed.

External support will be needed if the establishment of new rural training centres is contemplated.

10.3.3. Curriculum

The Technical and Vocational Education and Training draft policy clearly states that the curriculum for rural training centres will not be standardised, but modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the communities and the province. Current programmes such as life skills, woodwork/carpentry, agriculture, applied mathematics, applied English, and business studies should continue to be offered, as well as revised. In addition, links between Curriculum Development Centre and Technical and Vocational Education and Training on practical subjects should be strengthened, and Curriculum Development Centre should recruit appropriately qualified Technical and Vocational Education and Training staff.

10.3.4. Teacher Supply and Demand

Because there are too many of the current instructors who are untrained (see Table 27) strategies need to be put in place urgently to train these people and to enable them to upgrade their skills.

The key issue is the provision of sufficient competent high quality tutors with an appropriate level of skill. It appears that the existing Technical and Vocational Education and Training teachers do not possess the required qualifications and skills to a level that will enable students to meet minimum standards for trade qualifications. The skills of teachers thus need to be upgraded through a programme of training. There will also be a need to recruit more staff with the appropriate high levels of specialist skill as demand for Technical and Vocational Education and Training provision increases in the province.

10.3.5. Financing

The existing rural training centre will need assistance with upgrading of facilities and construction of additional buildings where required, and for supply of equipment and tools. Establishment of any new rural centres will also require financial support. Further preliminary work needs to be undertaken, and a business case prepared, before any assessment of the finance required can be calculated.

10.3.6. Management

Rural training centres have a large measure of autonomy in managing their own establishments. The following strategies will be pursued.

- opportunities will be provided for the rural training centre Principal to access training in management (including financial management), and for the Principal and staff to be trained in guidance and counselling; and
- the rural training centre needs to be staffed by qualified instructors; and
- the rural training centre will initiate a Development Plan.

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 Temotu Provincial Education Action Plan, 2007-2009 and the National Education Action Plan

11.2. Role of Stakeholders

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

11.2.1. 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 Temotu Provincial Government provides a budget for education services in the Province. The roles of the Provincial Government are set out below:

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

11.2.3. Role of Provincial, Church and Private Education Authority

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

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

- Development and implementation of provincial education action plans;
- Planning, establishment, management and supervision of school(s) in close consultation with other Authorities;
- Provision of annual reports and statements of accounts to Ministry of Education and Human Resource Development;

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

11.2.4. Role of School Committees or School Boards

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

The role of School Committees is set out below.

- Ensuring that all children of the right age are enrolled;
- Provision of a good clear area for the school, and a large open playing area for the children;
- Supervision of the health needs of the school children;
- Ensuring that the school has a good supply of clean, pure water for drinking, washing and cooking;
- Responsibility for overall governance of the school;
- Assistance in the physical development and other needs of the school, while leaving all professional management matters to the head teacher and his/her staff;
- Promotion of a sense of ownership of the school;
- Provision of additional school equipment and other things that may not be supplied by the 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

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

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

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

11.2.6. Role of Principals and Head Teachers

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

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

11.3. Conclusion

In conclusion it is important to note that:

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

CHAPTER 12: SCHEDULE OF ACTIVITIES

12.1. Schedule of Activities: Early Childhood Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in the Temotu Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders.			
Objective 1.1:	Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure.			
No	Output/ Milestone	Activity { See also pp. 28 to 29}	Time frame	Responsibility
E1	All schools mapped	Carry out School mapping to achieve a planned and coordinated transition of students from Early Childhood centered to preparatory grade in primary schools.	End of 2007	Provincial Education Authority, PCRU, ECED
E2	Children attend schools	Mount community awareness programmes to encourage the development of Early Childhood Education Centres (these centres could be either state supported or privately run Early Childhood Education centres), or to revive the Early Childhood Education centres that have closed.	2007 – 2009 and on going	Provincial Education Authority, PCRU
E3	Additional ECE streams at selected big schools	Put additional Early Childhood Education streams in major institutions where there is a demonstrated need for Early Childhood Education provision, such as Lata Community High School, Balipa'a Community High School, and other bigger schools.	2007 - 2009	Provincial Education Authority, PCRU, ECED
E4	Survey for all schools	Carry out a survey of existing Early Childhood Education facilities in the province to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces. This will support develop an ECE information system to support planning for development of new ECE centres and the maintenance or strengthening of existing ECE centres.	June 2008	Inspectorate with PE and SE- division, PCRU, PEA, 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 division, PCRU, PEA, Infrastructure team

E6	School Infrastructure Plan	Develop and implement a plan to either build additional classrooms for Early Childhood Education over the medium term, or to reactivate centres that previously offered Early Childhood Education. i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	Completed by the end of 2008	Provincial Education Authorities and Infrastructure team with Communities, ECE
E7	Increased number of ECE-centres	Expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres.	By the end of 2009	Primary and ECE-division, PEA
E8	Schools upgraded based on standard classroom design	Support where feasible the 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.	2007 - 2009	PEA and Infrastructure team with Communities, ECE
E9	ECE school registration system established and used	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.	2008	ECED, TWG, EAs, PCRU

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

No	Output/ Milestone	Activity <i>{See also p.31}</i>	Time frame	Responsibility
E10	Central government meets cost in teacher training and trained teachers salary	Carry out applicable tasks to facilitate the Government to meet the cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers.	2008	ECE-division, Provincial Education Authorities, TTDO, TSD.
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	Clear policy guidelines on future financing of ECE in place	Put clear policies in place in order to plan for the future development of the Early Childhood Education sector, and to ensure financial arrangements are clearly understood.	2007	ECED, TWG, EAs, PCRU, Accounts
E13	Increased community participation	Ensure that communities are aware and responsible for building Early Childhood Education classrooms, and where possible the province assists with funding;	By Dec 2008	ECE and PE-division, Provincial education authorities

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

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity {See also pp. 28 - 29}	Time frame	Responsibility
E14	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	Support review organised on education for pupils, students with special needs	By end of 2008	CT, PMT with Technical Assistance, ECED

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

No	Output/ Milestone	Activity { See also pp. 28 - 29}	Time frame	Responsibility
E15	Assistance given to geographically difficult Communities that need ECE centres	Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.	2008	ECED, PEA
E16	Communities far from existing primary schools establish ECE centres	Support those communities which are far from existing primary schools to establish Early Childhood Education centres within their immediate environment.	End of 2008	ECED, PEA

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

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

No	Output/ Milestone	Activity { See also pp. 30 - 31}	Time frame	Responsibility
E17	Specialist training given to ECE teachers	Early Childhood Education teachers are specially trained, with current quarterly workshops and training continued.	Ongoing, 2007-2009	SOE, PEA, ECED
E18	Teachers trained at SICHE,	Aim to enrol 5 Temotu Province Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009; and eventually train at least 2 Early Childhood Education teachers per centre.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED, TTDO
E19	Teacher selected for SICHE have a minimum of 2 years field experience.	Support teachers who have completed field-based training to enrol in the Solomon Islands College of Higher Education pre-service programme or in the University of South Pacific early childhood education programmes;	Ongoing, 2007- 2009	TTDO ,SOE, Provincial Education Authorities,
E20	Understanding reached to increase intake	Ask Solomon Islands College of Higher Education to should upgrade its capacity to increase intakes into Early Childhood Education teacher training programmes.	2007	TTDO ,SOE, PEA,
E21	ECE teachers trained at provincial level using Field Based Package	Liaise with Solomon Islands College of Higher Education with a view to developing training packages for Early Childhood Education teachers at provincial centres in Temotu, in order to deliver additional training programmes to those already provided by Solomon Islands College of Higher Education.	Ongoing, 2007- 2009	ECED, PEA
E22	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
E23	Achieve the target of 1:15 teacher to pupil ratio.	Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.	By 2009	Teaching Services Division, PEA, ECED
E24	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA, TSD

E25	Teacher supply model developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Education Authority
-----	--------------------------------	---	----------------	--------------------------------

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

No	Output/ Milestone	Activity { See also pp. 30 - 31}	Time frame	Responsibility
E26	To improve the quality of the ECE teaching work force	Consider establishing a "lighthouse" or "model centre" in the 3 zones where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements.	2007, & subsequent centres by end of 2008	ECE and PE-division, Provincial Education Authorities, Communities
E27	Maintain a maximum teacher: pupil ratio of 1:15	Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.	Ongoing	EAs, TSC, 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 pp. 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	Teacher resource books are developed and used	Participate with the Curriculum Development Centre to develop a standard teachers' resource book for Early Childhood Education.	End of 2008	Curriculum Development Centre, ECE-division

Objective 3.5: Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp. 30 - 31}	Time frame	Responsibility
E30	Increased number of quality in-service training to ECE-teachers and increased participation of ECE-teachers in in-service training	Develop plans and training packages for ECE teachers at provincial centres, including strategies on how to upgrade the skills and competencies of ECE teachers who have undertaken some field-based training.	Implemented in 2008 & 2009	SICHE CDC, ECE-division, Provincial & Private Education Authorities

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of the Solomon Islands education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, a sound system of monitoring and evaluation, and effective development of appropriate skills and competencies in the education work force.		
Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	Output/ Milestone	Activity { See also pp. 31 - 32}	Time frame	Responsibility
E31	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
E32	Handbook on roles and responsibilities of stakeholders developed and used	In order to assist the effective management of Early Childhood Education, the roles of key stakeholders have been outlined as of page 30 of this Plan. A handbook will be developed to outline the roles and responsibilities of stakeholders.	Mid 2008	ECED, EAs, 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 - 32}	Time frame	Responsibility
E33	Finalisation of ECE- policy	Finalise Early Childhood Education policy, setting out the policy on access to ECE, teacher training, facilities development, the relationships between MEHRD, Provincial and Private Education Authorities and communities, the Early Childhood Education curriculum, and how funding of teacher salaries and Early Childhood Education participation will be managed.	By 31 December 2007	ECE- Division, Provincial Education Authorities, Provincial ECE officers, TA
E34	Standards developed for classroom design in ECE is used	Communities encouraged to use Standard classroom design for Early Childhood Education centres by all centers.	By 31 Dec 2007	Primary and ECE-division,
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 the Temotu Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 36 – 38 }	Time frame	Responsibility
P1	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stock take of all primary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Province, to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms (both under-use and over-crowding)	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009.	By end of 2007	Inspectorate with PE and SE-division, PCRUI, Provincial Education Authorities
P3	Minimum school standard established and used by Province	Establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist the Province with the education action plans.	By end of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P4	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	Provincial Education Authorities and communities
P5	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees
P6	Staff housing based on standards used	Standardised staff housing, based on a set of minimum standards.	2008 and onwards	Education Authority, School Committees
P7	All school land registered	Register land where schools are located.	End of 2009	Education Authority, School Committees

P8	Identified schools storage and library facilities improved	Identify 20 schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P9	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for primary schools in Temotu province, including mapping and provincial planning, and a list in priority order of primary where facilities require development or maintenance based on need (according to three categories: urgent priority, high priority, medium priority), and identifying the specific facilities required.	Completed by the end of 2008	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P10	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Temotu Province will be explored, including creating classroom environments that are conducive to learning.	2007 and 2008	Education Authorities, Inspectorate
P11	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 p. 40 }	Time frame	Responsibility
P12	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
P13	Provincial Central Government contributes 30% of Primary school cost	Meet 30% of total costs (possibly shared between provincial education authorities and other church education authorities) in funding materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities.	2007 and Ongoing	Education Authorities
P14	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
P15	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
P16	Awareness on ownership of school mounted	Mount an awareness programme for communities on ownership of schools. The Temotu Provincial Education Authority will provide materials and stationery, will carry out community awareness programmes, and will offer in-service training.	Commence 2008	Education Authority, School Committees

P17	Schools communities provide lands and raise funds to support schools	Schools, parents and communities will provide land will be encouraged to participate in fund raising and to raise extra funds if required 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.
-----	--	--	------------------	-----------------------------

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Temotu Province
Outcome 1 (ACCESS and EQUITY):	All children in the Temotu 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.36 - 38}	Time frame	Responsibility
P18	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
P19	Survey results of students with disability	Investigate the extent of student with disabilities in primary schools.	By end of 2008	CT, PMT with Technical Assistance

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

No	Output/ Milestone	Activity { See also pp. 36 - 38}	Time frame	Responsibility
P20	Survey on net-enrolment to PE	Organise survey on school enrolment, out of school children to support for a policy that ensures a place is available for every child of primary school age.	Analysis mid of 2008	Primary Division, PEA
P21	Reduced teacher: pupil ratio of landlocked schools of 1:15	Consider a reduced teacher pupil ratio for land locked communities to improve access (e.g. reduce the teacher pupil ratio from 1:30 to 1:15).	2008 - 2009	TSD, PE Division, PEA
P22	Awareness carried out through out the Province	Conduct awareness programmes for children, communities and parents on the value of education, and in particular on the value of educating girls.	2007 and onwards	Teachers, Education Authorities
P23	Reduced attrition	Find ways of reducing the attrition rate in Temotu by: <ul style="list-style-type: none"> o creating classroom environments that are conducive to learning; o building more extension schools if these are justified; o encouraging teachers to improve their behaviour so they can be seen in the community as role models; o introducing a sex education component focusing on reproduction and health into the curriculum in standards 4, 5 and 6. 	2007 – 2009	CDC, Schools, Teachers, EAs

P24	Communities far from existing primary schools established.	Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province.	End of 2007	Teachers, Education Authorities, Primary Division PEA
-----	--	--	-------------	---

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

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

No	Output/ Milestone	Activity { See also pp. 39 – 40 }	Time frame	Responsibility
P25	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, PEA
P26	Five teachers trained each year	Train at least 5 trainee teachers from the Temotu Province 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 Authority
P27	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 Authority
P28	Teachers upgrade qualifications and training through a number of options.	Offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme, commonly called the LAHARA Programme.	2007 to 2009	SOE, TTDO, Provincial Education Authority
P29	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 Authority
P30	Review of teacher transfer policy	Reassess 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.	2008	TSC, EAs

Objective 3.2. Development and maintenance of a high quality process of teaching and learning				
No	Output/ Milestone	Activity { See also pp. 38 – 40 }	Time frame	Responsibility
P31	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
P32	All schools visited in a year	Undertake regular visits to schools by inspectors and education officers.	Ongoing each year	Provincial Education Officers and School Inspectors
Objective 3.3: Development, distribution and use of a relevant, high quality and modern national and local school curricula				
No	Output/ Milestone	Activity { See also pp. 38 – 39 }	Time frame	Responsibility
P33	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> '.	2008	CDC, in cooperation with schools
P34	Creation of a Curriculum Officer post	Consider the creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools.	End of 2009	CDC, Provincial Education Office
P35	Inservice training on Nguzu Nguzu materials delivered	Provide more in-service training on Nguzu Nguzu materials through more decentralised training modes.	2007 and ongoing	TTD, PEA, Inspectorate
P36	Students read given number of books each term	Encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school.	2007 and ongoing	Inspectorate, Schools
P37	Principals of PE and CHS hold joint curriculum inservice training	Provide opportunities to Principals of Community High Schools with primary schools to attend and be attached at in-service training on curriculum materials for primary teachers, and enable those Principals to hold school-based workshops.	2007 and ongoing	CDC, TTD, PEA, Inspectorate
P38	Achieve one child to one text book ratio	Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and	By 2009	CDC, Education Authority
P40	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.	2008	CDC, Education Authority

Objective 3.4: Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials				
No	Output/ Milestone	Activity { See also pp. 38 - 39}	Time frame	Responsibility
P41	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
P42	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
P43	A functioning library in provinces	- Revive provincial libraries. - Connect provincial libraries to Internet. - Expand School Library Association with provincial representatives.	From 2008 onwards	NLS, Provincial Authorities
Objective 3.5. Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity { See also pp. 39 – 40}	Time frame	Responsibility
P44	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools. Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff.	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
P45	Special In service training for PE- and SE- teachers organised	Provide in service training for teachers in revised syllabus areas <ul style="list-style-type: none"> Follow up for year 5, 6 NguzuNguzu English and Maths-materials Repeat for NguzuNguzu English and Maths, year 1-6 Dissemination, follow up and in-service training for 3 primary subjects (Science, Social Studies, and Health) and 9 secondary subjects (English, Maths, Science, Social Studies, Agriculture, Business studies, Home Economics, Technology, Physical Education). 	Ongoing, 2007-2009	CDC,TTDO, PE-division, graduates assistance programme
P46	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.	2008 - 2009	Primary and Secondary Division, TSD, TTDO, Provincial and Private education authorities, Accounts and Administration Division

P47	Management included in teacher training	Ensure the SOE/Solomon Islands College of Higher Education include a management component in its teacher training programmes.	2009	SICHE, TTDO, PE
-----	---	---	------	-----------------

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

No	Output/ Milestone	Activity { See also pp. 38 – 40 }	Time frame	Responsibility
P48	- Pilot scheme introduced for use of vernacular - Improved performance of PE-pupils in literacy and numeracy	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	Curriculum Development Centre, NESU and PE-division
P49	Language policy to improve English performance	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.	2009	TWG Policy, EAs, CDC

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

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

No	Output/ Milestone	Activity { See also p. 41 }	Time frame	Responsibility
P50	Cordial working relations at the school/community level.	Embark awareness and strategy to the community and the School Committee to work in harmony with the Head Teacher and staff; This includes advising communities that the welfare of the Head Teacher and his staff must be given priority by the school committee.	2007 and ongoing	School Committees and Staff , EAs
P51	Proper and transparent management of school funds	Make sure that the Head Teacher and the School Committee ensure school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds.	2007 and ongoing	School Committees and Staff , EAs
P52	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
P53	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate

P54	Policy to have 3 year term for head teachers	Consider the possibly to have a Head Teacher should remain in one school for at least three years.	2008	TSD, Policy TWG, EAs
P55	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, PIU
P56	Increased role of Provincial actors in national and provincial education planning, budgeting and monitoring.	Promote and sustain the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP and PEAP.	2007 onwards	PS, CT, PMT, PCRU, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 36 – 41}	Time frame	Responsibility
P57	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
P58	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
P59	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
P60	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
P61	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
P62	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

P63	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 p. 40}	Time frame	Responsibility
P64	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
P65	Accountants and bursars appointed Guidelines produced for grants management by provinces Grants managed under decentralisation system	Education Accountants appointed to each Provincial Authority, to support administration of both Primary School Grants Decentralisation of administration of grants to provincial level Development and implementation of standard process/guidelines	By end of 2007 From 2008 onwards	PCRU, PE, , PIU, Accounts and Provincial Authorities
P66	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds	beginning of 2008	PE, PCRU, PIU, Accounts and PEA
P67	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, PE, , and Provincial Authorities
P68	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
P69	Improved accountability and transparency of funds	To assist in the implementation of these financial management policies, the following strategies will be adopted: <ul style="list-style-type: none"> • Primary school grants will be paid directly to the school; • the Temotu Education Authority will provide oversight; • Head Teachers and School Chairpersons will be trained in the management of these funds; and • Head Teachers and School Chairpersons must provide quarterly reports to 	2007 - 2009	PE, PCRU, PIU, Provincial Authorities

		the Ministry of Education and copy these reports to the Temotu Education Authority, which will monitor expenditure.		
--	--	---	--	--

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. 38}	Time frame	Responsibility
P70	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	PCRUI, PE, SE, PIU and provincial authorities
P71	Improved co-ordination and harmonisation of all infrastructure programmes	Implementation of agreed findings by review team on primary education infrastructure programme	From 2 nd quarter 2007 onwards	PCRUI, PE, SE, PIU and provincial authorities
P72	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

12.3. Schedule of Activities: Secondary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in the Temotu Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 46 – 48 and 55 - 57}	Time frame	Responsibility
S1	A Plan and implement for double stream basic education to form 3	Increase access to senior secondary schools by upgrading Luesalemba, Lata and Balipa'a to senior secondary schools, provided facilities can be prepared and trained teachers recruited, with the possibility of all these schools enrolling up to three streams, according to the following timetable: Luesalo to provide access by 2006, Lata and Balipa'a to provide access by 2009.	2007 to 2009	PCRU, PE, SE, PIU, Education authorities and provincial authorities
S2	Eight new junior secondary schools built	Identifying and constructing 8 more new junior secondary classrooms or buildings (including dormitories and staff houses) each year, including those being planned for Maina Memorial Junior Secondary School (community high school) and Fenualoa Junior Secondary School (community high school) in the Reef Islands.	2007 - 2009	PCRU, PE, SE, PIU, Education authorities
S3	National School Infrastructure Plan of Temotu Province component implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	PCRU, Infrastructure team, Secondary Division, Provincial Education Authorities (provincial teams)
S4	Improved conditions at Secondary schools	In order to improve the condition of Secondary Schools the following will be implemented: <ul style="list-style-type: none">rehabilitate the existing source and line to provide a regular water supply to the schools as soon as possible;renovate existing buildings or build more permanent buildings at the school as soon as possible;rehabilitate existing sanitation facilities as soon as possible, and install flush toilets in staff houses;build boarding facilities (a building for boys and a building for girls) at	2007 - 2009	Provincial Education Authority, PIU, School Boards, Communities, Secondary Division

		Balipa'a by 2008, with capacity for 40 students in each dormitory; <ul style="list-style-type: none"> • build dining and kitchen facilities at Balip'a, to coincide with the building of dormitories; • build permanent classrooms at Lata Community High School as soon as possible and at Balipa'a Community High School by 2009; • improve the water source and supply of water to Lata Community High School by 2008; • construct sanitation facilities at Lata Community High School by 2009. 		
S5	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
S6	Guidelines for improved school infrastructure development for all schools	Formulate guidelines for school infrastructure development.	By end of 2008	PCRU, Infrastructure Team, Division Secondary, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 50 – 52 and 58 - 59}	Time frame	Responsibility
S7	Sustain junior secondary education in the Temotu Province, the Community Standard Funding	Sustain senior junior education in the Temotu Province, the Community Standard Funding is implemented based on the following contribution levels: <ul style="list-style-type: none"> • the Solomon Islands Government will pay 60% of the total cost; • Temotu Province will pay 30% of the total cost; • parents & communities will pay 10% of the total cost; • schools, parents and communities will be encouraged to raise extra funds. 	2007 - 2009	SIG, MEHRD, Provincial Government, PEA/EA, Communities/Parents
S8	Communities build facilities in identified schools	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 the Temotu Province
Outcome 1 (ACCESS and EQUITY):	All children in the Temotu 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. 46 – 48 and 55 – 57}	Time frame	Responsibility
S9	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)
S10	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. 46 – 48 and 55 – 57}	Time frame	Responsibility
S11	Policy and plans developed for SE	Plan to enrol all students at forms 1 to 3 in community high schools, provincial high schools or national secondary schools, and to achieve a gender balance in enrolments that reflects the same proportion of girls to boys as exists in the appropriate age group cohort in the population.	Policy and plans developed by end of 2008 Ongoing 2007 to 2009	Secondary Division, & Education Authorities
S12	Double streams created t increase enrolment	Increase intakes to existing junior secondary schools by creating double streams (or up to three streams if appropriate) at forms 1, 2 & 3, provided numbers of enrolments justify the increase and provided qualified staff and suitable facilities are available.	2007 - 2009	Education Authority, Schools
S13	Establish new junior secondary schools based on demand	Consider the establishment of more junior secondary schools over the next three years, in the light of the Ministry of Education and Human Resources Development school establishment policy, where demand justifies it.	2007 - 2009	PCRU, Infrastructure Team, Division Secondary, Education Authorities
S14	Improve access for females at secondary levels	Increase participation of girls by: <ul style="list-style-type: none"> increase participation of girls by building additional girls' dormitories in 	2007 - 2009	SE-Division, Provincial education authorities,

		boarding schools; • continue the current system whereby the cut off marks for girls are lower than those of boys; • aim to achieve enrolment on a basis of 50% girls and 50% boys; and • consider the provision of schools for girls only.		PCRU, Infrastructure Team
--	--	---	--	---------------------------

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 Temotu 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. 49 – 50 and 57 - 58}	Time frame	Responsibility
S15	Teacher supply and demand study	Support a study of the teacher supply and demand in the province by the Ministry of Education and Human Resources Development.	2008	TTDO, TSD, EAs, SE Division
S16	Untrained teachers trained for junior secondary schools	Plan to have by to provide by 2015 pre-service training for 15 junior secondary teachers with the following subject combinations up to diploma or degree level.	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities, USP
S17	Untrained teachers trained for and senior secondary schools	Plan to have by to provide by 2015 pre-service training for 5 teachers with the following subject combinations up to diploma or degree level.	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities, USP
S18	Distance education to upgrade qualification	Encourage current teachers to upgrade qualifications through University of South Pacific', SICHE, and Goroka to offer distance and flexible learning programme, in order to cater for teaching forms 4, 5, 6 and 7.	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities USP, Gororka University
S19	Teachers trained in two major subjects	Ask that senior secondary teachers be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects).	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities
S20	Temotul teachers return to the province	Encourage citizens of Temotu Province who are currently teaching in other provinces and Education Authorities to return and teach in Temotu provincial secondary schools.	2009	PEA, TSC
S21	Bonding system in place	Consider the introduction of bonding of teachers so that they serve the province for a reasonable period.	2008	PEA, TSC

S22	Vanga to take teacher training	Discuss with the authorities for the feasibility of Vanga Teachers College to provide additional or supplementary teacher training.	2009	PIU, PS, SIG, EAs, TTDO
-----	--------------------------------	---	------	-------------------------

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

No	Output/ Milestone	Activity { See also pp. 49 – 50 and 57 - 58}	Time frame	Responsibility
S23	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. Teacher appraisal policy reviewed and implemented.	By end of 2008 2008	Inspectorate, Provincial Authorities Inspectorate, SOE

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

No	Output/ Milestone	Activity { See also pp. 49 and 57}	Time frame	Responsibility
S24	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
S25	Teachers trained on new curriculum materials	Provision of in-service training on new curriculum materials produced.	By 2009	CDO, TTDO
S26	Balanced TVET and academic biased courses offered	Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.	2007 and onwards	SE Division, CDO, Schools
S27	Curriculum materials distribution system improved with easy access	Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools, and that curriculum materials are delivered directly to schools, not through education authorities.	2009	SE Division, CDC, SOE, EA

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

No	Output/ Milestone	Activity { See also pp. 49 and 57}	Time frame	Responsibility
S28	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
S29	Tools for TVET provided	Provide tools for practical subjects (based on the Technical and Vocational Education and Training policy)	2007 - 2008	SE Division, CDO, Schools

Objective 3.5: Continuous Professional Development for all education staff

No	Output/ Milestone	Activity { See also pp. 49 – 52 and 57 – 59}	Time frame	Responsibility
S30	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning (DFL) and summer schools	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S31	In-service training for SE-school teachers	Train senior secondary teachers each year, focusing on specialised subjects (e.g. science, mathematics, practical subjects)	Ongoing, 2007, 2008 & 2009	Secondary School Division, TTDO, SICHE(SOE) & USP
S32	Induction training and capacity building for Principals developed and organised	Improve management skills of Principals, and induction training for new Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants	2008 - 2009	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division

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

No	Output/ Milestone	Activity { See also pp. 49 – 50 and 57 - 58}	Time frame	Responsibility
S33	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)

S34	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
S35	Review of SPBEA	Review the form 6 and 7 South Pacific Bureau of Examination and Assessment curricula to incorporate a local perspective and to make the curricula affordable and user friendly.	2008	Examinations, CDC

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

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

No	Output/ Milestone	Activity { See also pp. 50 – 52 and 58 - 59}	Time frame	Responsibility
S36	Improved school management quality school principal recruitment and management processes	For better management of schools at the secondary level, the province will: <ul style="list-style-type: none"> • appointments of Principals should be made through established procedures such as advertisement of the vacant post, shortlisting, and interviews; • the term of appointment for a Principal of a school should be for a duration of at least 3 years; • senior secondary schools should have non-teaching Principals; and • Principals with a diploma need to obtain a degree in education, as it is a requirement stipulated in the Teaching Service Handbook that principals should have a degree in education to be confirmed in their position. Principals in senior secondary schools should obtain a Masters degree in any educational field so as to be professionally prepared to provide professional leadership in their school 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S37	Improved school management quality school boards management processes	This will be done by: <ul style="list-style-type: none"> • discipline will be strengthened in schools by strengthening the disciplinary power of school Boards; and • Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years. • Guide School Boards to draw up their own constitutions 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy

S38	Improved school management quality provincial education authority management policies and processes	<ul style="list-style-type: none"> Provincial Education Authorities will be improved by: The roles and responsibilities subject to review every two years of should be clearly stated, and. Strengthen discipline in schools through co-operation between the Temotu Education Authority and teachers; Take appropriate action to get the Temotu Education Authority to work closely with staff and the Boards of Management of senior secondary schools in order to operate schools effectively and successfully. 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
-----	---	---	------------	---

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

No	Output/ Milestone	Activity { See also pp. 46 – 52 and 55 - 59}	Time frame	Responsibility
S39	A policy developed for special (and inclusive) education	Define special education in the Solomon Islands context, following the independent review, and develop national policy for special education (to include inclusive education)	By end of 2009	TWG-Policy, PMT, Provincial Education Authorities
S40	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools	By 31 December 2007	Secondary division
S41	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Communicate and implement policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT
S42	Phasing out of SISEE and introduction of school based assessment at primary school	Implement plan and timetable to phase out the Solomon Islands Secondary Entrance Examination and pupils progress in to form 1	By end of 2009	NESU, Primary and Secondary Division, EAs.

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

No	Expected outputs	Activity {See also pp. 49 – 52 and 57 - 59}	Time frame	Responsibility
S43	IOA implemented also for actors in the provinces	Audit the existing education staff in provinces using the IOA process: Provincial Officers, Education Authorities, and school managers and educational institutions to identify competencies and skill gaps.	By end of 2007	CT, with support from PIU, and development partners
S44	HRD strategic plan designed for education	Participate in the Human Resources Development Strategic Plan which will include capacity building and Provincial and Private Education Authorities, and school	First quarter of 2008	CT, with support from PIU, and development

	sector	managers, with a view to decentralising decision-making and strengthening all Provincial and Private Education Authorities.		partners
--	--------	---	--	----------

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

No	Output/ Milestone	Activity { See also pp. 50 – 52 and 58 - 59}	Time frame	Responsibility
S45	Participated in the review of school operational grants	Participate in the review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement Implementation of review findings	Completed by March 2007 From 30 June 2007 onwards	PCRU, Review Team (TA) PCRU, PE, SE, PIU, Accounts, Provincial Authorities
S46	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	<ul style="list-style-type: none"> - Education Accountants appointed by the Provincial Authority, and bursars appointed at the provincial secondary school, to support administration of both Primary School Grants & Secondary School Grants (harmonised system) - Development of standard process/guidelines - Decentralisation of administration of grants to provincial level 	By end of 2007 From 2008 onwards	PCRU, PE, SE, PIU, Accounts and Provincial Authorities
S47	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds	2008	PE, SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S48	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
S49	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding	By end of 2007	PE, SE, PCRU, PIU, Provincial Authorities, EAs

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

No	Output/ Milestone	Activity { See also pp. 50 – 52 and 56 - 57}	Time frame	Responsibility
S50	Improved monitoring of school infrastructure programmes for secondary schools	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme Capture data into SIEMIS	From 2008 onwards	PCRUI, PE, SE, PIU, provincial authorities, EAs
S51	Improved co-ordination and harmonisation of all infrastructure programmes	Coordination and harmonisation of all infrastructure programmes supported by SIG and different Development Partners, based on the recommendations of the internal reviews by 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
S52	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme	From mid 2007 onwards	PCRUI, PE, SE, PIU and provincial authorities, EAs

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

Strategic Goal 2:		To provide equitable access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people		
Outcome 2 (ACCESS and EQUITY):		People in the Temotu regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
Objective 2.1:		Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure		
No	Output/ Milestone	Activity { See also p. 64 }	Time frame	Responsibility
T1	Comprehensive TVET Plan developed	A comprehensive plan needs to be developed for the establishment of Technical and Vocational Education and Training in the Temotu Province.	2008 and beyond	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU
T2	Luesalo RTC fully established	The completion or upgrading of will be encouraged, so that they can become a fully fledged Rural Training Centres	End of 2008	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division, PCRU
T3	Church and Government partnership arrangements established on TVET development	Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training.	By end of 2008	EAs, Church Education Authorities, Provincial Government, TSD, PCRU
T4	To improve access to post-secondary education	Prepare a forecast of unsatisfied demand for TVET over the period 2007-2015	By end of 2008	TVET-division, PE Authorities

T5	Additional centre established	Provide vocational and technical training through village-based or community-based programmes, and build one more rural training centres to cater for this population.	2009	TVET-division, PE Authorities, PIU
Strategic Goal 1:		To provide equitable access to quality basic education for all children in the Temotu		
Outcome 2 (ACCESS and EQUITY):		People in the Temotu regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
Objective 2.2:		Provision of (financial) support from government and other stakeholders		
	Output/ Milestone	Activity { See also p. 64 }	Time frame	Responsibility
T6	Sustained junior secondary education in the Temotu Province, the 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"> • Central Government will pay 30% of the total cost; • Temotu Education Authority or Church Education Authorities will pay 30% of the total cost; • Parents will pay for 40% of the cost. 	2008 - 2010	SIG, Provincial Government, Church Education Authorities, Communities/Parents
T7	Understanding on responsibility for teacher salaries brokered.	The province would have to either provide an undertaking to pay the salaries of qualified staff, or broker a suitable arrangement with an organisation that would pay the salaries of staff.	End of 2007	Education Authorities, SIG, Church Education Authorities, Provincial Government, Teaching Service Division

Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people			
Outcome 3 QUALITY:	All levels and dimensions of the Temotu education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.			
Objective 3.1:	Provision of an adequate number of qualified teachers and other workers in the education sector.			
No	Output/ Milestone	Activity { See also p. 64 }	Time frame	Responsibility
T8	Four TVET Teachers trained	The next step would be to ensure that appropriate number of Temotu 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	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.
T10	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. 64 }	Time frame	Responsibility
T11	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 RTCs would use the same modules currently used in existing centres elsewhere in the Solomon Islands. The initial courses to be offered in the RTCs would focus on: Life skills; Woodwork/Carpentry; Agriculture; Applied Mathematics; Applied English; Business Studies; Home Economics; and Mechanical Engineering.	2008	TVET Division, CDO,

Strategic Goal 3:		To manage resources in an efficient, effective and transparent manner.		
Outcome 4 (MANAGEMENT):		The management of the Temotu 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. 64 - 65 }	Time frame	Responsibility
T12	A Management and Planning Committee is established and manages its functions.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken: <ul style="list-style-type: none">• a Management and Planning Committee will be established;• this Management and Planning Committee would become the Board of Management for the new rural training centre when it becomes operational;• the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre, would appoint the initial Principal, and would provide governance and ongoing support for the Centre.	By end of 2007 and then onwards operates.	TVET division, Provincial ad 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		
PCRUI	Planning, Coordination and Research Unit		
PE	Primary Education		
PEA	Provincial Education Authority		
PEAP	Provincial Education Action Plan		
PIU	Project Implementation Unit (for Stabex 99/EU-project)		
PMT	Programme Management Team		