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**PACIFIC ISLANDS FORUM SECRETARIAT**

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**EDUCATION MINISTERS MEETING**

*Auckland, New Zealand  
26-28 November 2007*

**SESSION SIX**

**SECTOR WIDE APPROACHES IN PACIFIC EDUCATION**

This paper has been developed by the New Zealand Agency for International Development (NZAID), the Ministry of Education and Human Resource Development in the Solomon Islands, and the Ministry of Education, Women's Affairs and Culture, Tonga



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**SECTOR WIDE APPROACHES IN PACIFIC EDUCATION**

*Summary brief*

**Background Paper**

This paper provides background to the presentation by the Ministry of Education, Women and Culture (MEWAC), Tonga, Ministry of Education and Human Resource Development (MEHRD), Solomon Islands, and Education Team, New Zealand Agency for International Development (NZAID).

**Sector Wide Approaches (SWAp)**

2. The Sector Wide Approach (SWAp) is support based on a comprehensive education sector strategy that is:
  - (a) owned, coordinated and led by the partner government;
  - (b) aligned with a sound national macro economic framework;
  - (c) linked to a well-managed sector expenditure programme;
  - (d) supported by significant donor funding to the sector;
  - (e) managed through existing partner government systems; and
  - (f) backed with strong participation of key stakeholders.
  
3. The promised benefits of SWAp include:
  - (a) local/National ownership and management;
  - (b) capacity building;
  - (c) predictability of funding for longer term planning;
  - (d) eventual reduction in compliance costs;
  - (e) reform in education; and
  - (f) educational gains especially for the poor, women and rural communities.
  
4. Since 2003, NZAID has worked with other development partners (government and donors), using a sector wide approach in Solomon Islands and Tonga in the Pacific. In Asia – Timor Leste and Vietnam also use different forms of SWAp. Vanuatu,

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Samoa, Papua New Guinea (PNG), Cook Islands and Tuvalu are also pursuing SWAp in a variety of ways. The overall aim with SWAp is the improvement of aid effectiveness, as identified in the Paris Declaration.

5. This paper will focus on the Education SWAps in the Solomon Islands and Tonga as case studies to highlight the issues, challenges and impact of a sector wide approach on education development. The paper will also highlight lessons emerging from the SWAp.

### **Conclusions**

6. With SWAps there is no obvious blueprint or short cut - SWAps are about long term commitment and hard work. The experiences in Tonga and the Solomon Islands demonstrate that relationships between key partners and capacity to implement/management SWAps are critical issues for success. Strong national leadership and sound capacity facilitate effective educational reforms.

7. The SWAp approach to education sector development is providing a useful framework for partnership between donors and education stakeholders. While many issues and challenges remain, there is emerging evidence of some of the benefits especially in relation to local capacity building and national leadership and ownership of education development.

8. Increased funding and predictability of funds are helping to improve planning and decision-making. Further attention on monitoring and evaluation systems will be required to determine the long term impacts on education access and quality. The collection, management and reporting of education information will also need further development to demonstrate achievement of education goals, especially in relation to equity and the MDG/EFA drivers.

### **Recommendation**

9. Ministers are invited to:

- (a) note the presentation on Sector Wide Approaches, in particular the benefits and challenges to recipient countries.

## SECTOR WIDE APPROACHES (SWAp) IN PACIFIC EDUCATION

### BACKGROUND PAPER

#### Purpose

This paper provides background to the presentation by the Ministry of Education, Women and Culture (MEWAC), Tonga, Ministry of Education and Human Resource Development (MEHRD), Solomon Islands, and Education Team, New Zealand Agency for International Development (NZAID).

#### Background

2. Education is a prominent part of NZAID's work, across most programmes. In the 2005/06 financial year, NZAID allocated NZD\$68.3 million to education activities around the world. This represented 20 percent of NZAID's total programme budget. Of this amount, \$24.2 million was directed to basic education, and \$29 million to post-basic and tertiary education.

3. In the Pacific region, NZAID supports the work of regional organisations such as the University of the South Pacific<sup>1</sup> (USP) and the South Pacific Board for Educational Assessment (SPBEA). NZAID also provides scholarships for Pacific students to study the region. In 2006, there were 363 NZAID-funded scholarships studying at institutions in the Pacific region (NZ\$18.45 million).

4. NZAID Education policy released in 2003 signalled a new approach to working with development partners in the education sector. NZAID is committed to using a sector wide approach (SWAp), wherever possible, to support countries with education, especially the achievement of Millennium Development Goals (MDG) and Education for All (EFA) Goals on the access and completion of universal primary (basic) education. NZAID prioritises its education support for countries most unlikely to achieve the MDG/EFA goals.

#### Sector Wide Approaches (SWAp)

5. The Sector Wide Approach (SWAp) is support based on a comprehensive education sector strategy that is:

- (a) owned, coordinated and led by the partner government;
- (b) aligned with a sound national macro economic framework;
- (c) linked to a well-managed sector expenditure programme;
- (d) supported by significant donor funding to the sector;
- (e) managed through existing partner government systems; and

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<sup>1</sup> Includes NZ\$5m to PRIDE (Pacific Regional Initiatives for the Delivery of [Basic] Education)

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(f) backed with strong participation of key stakeholders.

6. The promised benefits of SWAp include:

- (a) local/National ownership and management;
- (b) capacity building;
- (c) predictability of funding for longer term planning;
- (d) eventual reduction in compliance costs;
- (e) reform in education; and
- (f) educational gains especially for the poor, women and rural communities.

7. Since 2003, NZAID has worked with other development partners (government and donors), using a sector wide approach in Solomon Islands and Tonga in the Pacific. In Asia – Timor Leste and Vietnam also use different forms of SWAp. Vanuatu, Samoa, Papua New Guinea (PNG), Cook Islands and Tuvalu are also pursuing SWAp in a variety of ways. The overall aim with SWAp is the improvement of aid effectiveness, as identified in the Paris Declaration.

8. This paper will focus on the Education SWAps in the Solomon Islands and Tonga as case studies to highlight the issues, challenges and impact of a sector wide approach on education development. The paper will also highlight lessons emerging from the SWAp.

### Case Studies

#### **Solomon Islands: Education Sector Investment and Reform Programme (ESIRP): 2004-2006, 2007-2009 (ESIRP 2)**

#### **Introduction**

9. The education support programme in the Solomon Islands was agreed in 2004. It is a partnership between the Government (MEHRD), NZAID and the European Union (EU). The first three-year agreement for education sector investment and reform ended in 2006 and a new three year cycle is now underway. Phase II ESIRP: 2007-2009 focuses on implementing the *National Education Action Plan 2007-2009* which is linked to the longer term *Education Strategic Framework 2007-2015*.

10. The Solomon Islands Formal Education System consists of Early Childhood Education, Preparatory Classes, Primary, Secondary, Technical, Vocational Training and Education and Tertiary Education. There are also non-formal education providers like in the Private Sector, in Community and Adult Education (partly supported by the government) and through Distance Learning Centres (10) in every province.

11. See Annex I: Education data Solomon Islands

**Main Components of ESIRP**

12. ESIRP II aims at 3 main goals in the education sector:
  - (a) Improved and equitable access
  - (b) Improved quality
  - (c) Improved management of educational resources
13. See Annex II: Logical Framework National Education Action Plan (NEAP)

**Issues**

14. Education reform (including developing and revising policies, improving processes like planning, budgeting, managing, monitoring and review and starting decentralization towards communities, schools, provincial authorities)
15. Adequate number, quality and distribution of teachers and education staff.
16. Improved co-ordination and harmonization of different processes, projects and development support

**Challenges**

17. Policies are not in place yet or in initial phase of development.
18. To get provinces, provincial education staff, schools and communities more aware about, more actively involved in school and provincial education planning, implementation and monitoring (Performance Assessment Framework) and their active contribution towards all NEAP-goals
19. To strengthen the performance of the MEHRD by:
  - (i) giving a leading role to the National Admin Division in the current Institutional and Organisational Assessment (IOA),
  - (ii) improving the selection, recruitment and HRD-processes which must lead to an adequate number of professional staff, the production and practical follow up of an organization/HRD-plan
20. For MEHRD to attract more development partners and other stakeholders (from different departments and also from non-state actors) to the implementation of the ESIRP II and NEAP in order to establish a real SWAp with more financial support and technical advice which is:
  - (i) matching MEHRD's specific demands, experience, staff, timing
  - (ii) which is harmonized
    - a. and which is aligned with preferred government processes

## Lessons

21. SWAp is a **participatory process** and it is not a static plan. The **active involvement from all actors in a dynamic sector wide dialogue** is crucially important.
22. SWAp needs to be **strongly co-ordinated**, because different government sectors are involved (finance/planning, public service, infrastructure, provincial/local government, commerce, labour, health, environment etc.) and also all sub sectors (from ECE to Tertiary Education) and different levels (international-national-provincial-community) are involved.
23. SWAp is based on **clear planning**, with identified roles for different actors and expected outcomes to be measured by a **clear and simple monitoring system of indicators** to be used as tools for the way forward and to keep all the actors focused.
24. SWAp needs to be **adequately financed and technically supported** by government firstly and also by other development partners based on **strong ownership and management from the leading sector ministry**. All support needs to be managed and coordinated on a demand oriented basis.
25. However, there is **no blue print for a SWAp**. Every country has to find its own way in developing the most ideal SWAp. When there is sufficient consultation with all stakeholders, the SWAp will be effectively supported and implemented.

## Conclusion

26. The SWAp has made a strong contribution to the goals of the NEAP, see e.g. our (semi- and) annual reporting 2006 and reporting system or process.
27. The SWAp has positively changed the way the MEHRD is performing in 2007.
  - MEHRD has produced:
    - 2 national planning documents, NEAP to 2007 and ESF to 2015
    - National Work Programme 2007
    - A Performance Assessment System (PAF) to measure progress in the SWAP
    - Teacher-in-training course for 250 teachers
    - A recovery action plan for the Earthquake and Tsunami in the Western and Choiseul Provinces
    - An annual report 2006
    - Semi-annual report 2007
    - 3 field reports (Renbel, Isabel and Malaita Provinces)
  - MEHRD has improved its processes of
    - Co-ordination
    - Planning and budgeting

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- Internal communication (every division is connected to email/internet and there are more frequent meetings by the various committees and working groups coordinated by a co-ordination team)
- MEHRD has improved its involvement in the SWAp
  - 5 Technical Working Groups are now having regular meetings on planning/budgeting, monitoring, language, policy, and DFL and e-learning
  - A participatory Institutional and Organizational assessment has been started to produce an organization/HRD-plan
  - Policies are in development under the co-ordination of a Policy Technical Committee
- TA is now based on demand rather than on initiatives from Development Partners. MEHRD has identified and requested Technical Assistance and produced ToRs for the areas of:
  - National and provincial planning
  - Policy development (ECE, teacher training, procurement, storage and distribution of education materials/textbook policy)
  - Accounts
  - Teacher training and development
  - Inspectorate

28. SWAp has positively influenced the involvement of a wide range of actors in the NEAP and increased the number of interested actors/visitors to the Ministry. In many meetings other departments/Ministries, NGO's, development partners etc. are represented which leads to an open, participatory consultation process which facilitates approval and decision making processes because they are not happening in isolation within the education Ministry only.

### **Tonga: Tonga Education Support Programme (TESP) 2005-2010**

#### **Introduction**

29. In 2004, the Government of Tonga (GoT), the World Bank (WB) and New Zealand Agency for International Development (NZAID) signed a partnership agreement for the Tonga Education Support Programme (TESP). The funding agreement was for a five year period (2005 - 2010) and based on the Tonga Education Policy Framework (EPF). The total funding to TESP provided by donor partners is NZD\$14million by NZAID and USD\$5.1 million through a Trust Fund managed by the World Bank.

30. TESP is fully consistent with the Government's strategic approach to aligning the education sector with the demands of the 21<sup>st</sup> century and emphasizing education's critical role in promoting economic growth and reducing poverty. The first five year phase of TESP implementation focuses on:

- (a.) improving the quality of primary and secondary education;
- (b.) equitable delivery of services and resources;

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- (c.) strengthening of management, policy making;
- (d.) monitoring and evaluation within the sector

31. The education system in Tonga covers early childhood education through to tertiary. Early childhood education is primarily the responsibility of parents – there is limited government funding to this sector. Primary education is predominately provided by the government while secondary education is mainly provided by the churches and other non-government providers. Over 60% of tertiary services (with 12 institutions) are provided by the government; the rest is delivered by non-government providers.

### Issues/Challenges

32. Since TESP was signed up, development partners continue to grow in their knowledge and understanding of a sector wide approach. The three biggest issues to date are: Relationships, Management of technical assistance and Capacity. Managing the expectations of stakeholders has also been challenging.

33. Relationships : the three main relationships are: 1) Development Partners 2) Inter-departmental - line Ministries: Ministry of Education, Women Affairs & Culture and Ministry of Finance and National Planning & Ministry of Training and 3) Internal – within divisions of MEWAC and with teachers and principals.

34. The relationship with the wider education sector stakeholders (non-government) is still developing and could be strengthened. The School Grants Programme which involves funding to non-government schools is providing a good opportunity for stakeholders to participate in TESP.

35. There are several mechanisms for engaging with the key partners. Development Partners are engaged in 4 missions a year – which includes joint technical reviews and annual work planning. There is an inter-department Finance Committee to deal with funding issues. The senior management team make up the TESP TMT (TESP Management Team) and this group meets monthly to monitor activities. Currently stakeholders engage through the Annual Joint Review and quarterly meeting of the Education Stakeholder Committee.

36. The meetings and reviews take a lot of time and resources to organise – and puts pressure on key staff, that also have to do their “day job”. It is only through constant dialogue with development partners and in addressing the capacity issues that the “relationship” issues are resolved. For example, at the technical review mission in September 2007, it was agreed that instead of 4 missions a year, there would be two missions.

37. Technical Assistance is a key part of SWAp implementation. It is a reality that outside assistance will be needed, especially in the first few years to help with review or design work. Managing international advisors is a big part of the TESP. One of the

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challenges is the presence of international consultants who have had some Pacific experiences and who have worked in other donor funded programs. Because they already have a relationship with donors in addition to their Pacific experience, they can push their own views and methods of operation making it difficult for local staff to develop the right capacity and leadership to lead the changes, as intended by the SWAp.

38. This challenge can be avoided if everyone is professional, keep to policy and comply with legal covenant. This requires clearly agreed Terms of Reference, clear accountability lines and strong monitoring of consultant outputs.

39. Capacity Building is essential to successful implementation. It is now obvious that capacity of the Ministry of Education was grossly underestimated. The situation in the ministry capacity was made worse by the public sector strike and subsequent redundancies in the education sector in 2006. At least one third on voluntary redundancies were from teaching and education posts many critical positions were lost, especially from senior levels.

40. The Ministry is now in the process of re-building its staff numbers and capacity in areas that are necessary for TESP implementation – such as financial/procurement management, policy and planning, information management and monitoring and evaluation. This has also meant a review of the TESP priorities, a re-scheduling and re-scoping of activities and changes in timeframes.

41. Monitoring and Evaluation is another key challenge. It has been difficult to come up with framework due to the need to align with both the government of Tonga and Development partners. There are different templates, different emphases and different timeframes. It is the intention of the SWAp, that the M&E framework is aligned as far as possible to the government system. However, there will still be some gaps so there is involvement of donors to ensure that accountabilities to the TESP partnership are adequately addressed.

42. Expectation from Government & general public (stakeholders) around the TESP is high. The Ministry has a Communications Strategy that provides for television and other media coverage of TESP. In particular, there is great interest in the Tonga School Grants Programme (TSGP) and the resources it provides to schools for teachers and students. The government on the other hand, is keen to ensure that funding to schools is delivered in a sustainable manner and that any future implications on its budgets are carefully considered.

43. While it is good to see the interest of the Tonga community in TESP, the Ministry faces challenges in managing realistic expectations. TESP is part of a 15-year Education Policy Framework and it is only in the first five years of delivery. There is a limit to what can be done and how quickly it can be done.

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### Lessons

44. Although TESP was signed up in 2004, events in Tonga during 2005/06, delayed the full implementation of the programme. The first complete year of implementation will be 2007. It is intended that in mid 2008, a mid-term review of TESP will be undertaken. However, several lessons have already emerged.

45. Technical Assistance: Using Tongan nationals for the TSGP team rather than expatriate firm, eliminates the challenges of cultural barriers. There are quality people in Tonga with the skills and expertise to take up the leadership positions making it possible to reduce the number of international consultants. As an example, the School Grants Programme is made of a national team (local consultants) and international advisors. The local team works with clusters of schools and principals. Anecdotal evidence suggests that the knowledge and experience of local education consultants are highly valued.

46. School Grants Programme is proving to be a highly effective intervention. Through the provision of small grants, schools and communities are able to address needs that impact on student learning. So far the impacts of grants include:

- Boost in morale at schools for both teachers and students
- Learning resources for isolated schools
- Leadership and management opportunities for principals and boards

47. Three months after disbursement, schools are enjoying the benefits – including increased book supplies, photocopier and teaching resources.

### Conclusions

48. What difference has SWAp made to the education sector?

- (a) Opportunity for meaningful dialogue with Development Partners regarding Tonga's Education Policy Framework. In terms of best practice, the most effective way to achieve the expected outcome when financial and personal resources are at MEWAC's disposal.
- (b) The need for stringent adherence to best practice in terms of continuous reviews and monitoring and reporting where all parties are involved
- (c) When resources in terms of personnel are readily available it, gives attention and interest to sector wide leading to more cooperation and participation for both government and non-government.
- (d) Experience of SWAp is likened to a marriage, where two different cultures merge (Implementing agency – Ministry of Education and Development Partners), there will be inevitably a period of strain, pain, negotiation before full benefit can be achievable. And when we discover that stage, there is a wonderful feeling of collaborative effort leading to true partnership. Therefore, it is important to be honest and willing to

articulate principles because it will lead to better understanding and full cooperation.

### **Overall Conclusions**

49. The history of the Sector Wide Approach (SWAp) began in the African context, in countries with large populations, similarly large Ministries, and large numbers of development partners. SWAps proved to work well in that context. In the Pacific context, the approach has needed adaptation to suit the smaller populations and capacities of Pacific countries and their development partners, and has proved itself again, as shown by the Solomon Islands and Tonga.

50. With SWAps there is no obvious blueprint or short cut - SWAps are about long term commitment and hard work. The experiences in Tonga and the Solomon Islands demonstrate that relationships between key partners and capacity to implement/management SWAps are critical issues for success. Strong national leadership and sound capacity facilitate effective educational reforms.

51. The SWAp approach to education sector development is providing a useful framework for partnership between donors and education stakeholders. While many issues and challenges remain, there is emerging evidence of some of the benefits especially in relation to local capacity building and national leadership and ownership of education development.

52. Increased funding and predictability of funds are helping to improve planning and decision-making. Further attention on monitoring and evaluation systems will be required to determine the long term impacts on education access and quality. The collection, management and reporting of education information will also need further development to demonstrate achievement of education goals, especially in relation to equity and the MDG/EFA drivers.

53. SWAp is a wind of change – will you build shelters or will you build windmills?

***“When strong winds blow changes, some people build shelters and some people build windmills”***

Chinese proverb

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**Annex I: Education data Solomon Islands**

	ECE	PE	SE-junior	SE-senior
Nr. of students	12.519 – 14.668	89.973 – 100.743	15.796 – 17.916	7.459 – 8.218
NER	24.3% - 29.7%	85.29% - 91.08%	26.1% - 29.7.7%	18.15%-19.67%
Nr. of teachers	794 - 956	3863 - 3848	For secondary schools total in general and including all CHS-teachers): 1927 - 2433 Estimated total secondary school teachers: 562 - 1284	
Examination rate		SISE 77%-95%	SIF3 63%-73%	SISC 28%-38% PSSC 20%
	SIG	EU	NZAID	Others
Total recurrent budget in SBD	90.2 mill.- 227,9 mill (2007).		43.8 mill.- 40 million (2007) 120 mill. for period 2007-2009	
Total development budget in SBD		85,7 mill (2004) - 42 mill for 1.5 years till end 2008, project support will continue till end 2009 20 million for Earthquake and Tsunami response (till end 2008)	25 million for Earthquake and Tsunami response (till end 2008)	34.9 mill. – 65.6 mill. (2007)

\* All data in black refer to 2004, in red to 2006 or 2007. All data are from the Solomon Islands Education Management Information System (SIEMIS)

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**1 Annex II: Logical framework of National Education Action Plan (2007-2009) - Solomon Islands**

Strategic Goals	Strategies	Outcomes	Objectives
<p>1. To provide equitable access to quality basic education for all children in the Solomon Islands;</p>	<p>To develop a National Education Policies like for School Establishment, Secondary Education, to revise Education Act, finalise policy for Teacher Training and Development, and Early Childhood</p> <p>To develop, implement an improved and harmonised grants system to support school operations in primary, secondary education</p> <p>To develop and implement an improved and harmonised school infrastructure programme for senior secondary education and TVET</p>	<p>All children in the Solomon Islands regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders</p> <p>Basic education demonstrate standards of excellence and delivers 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</p>	<p>Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure</p> <p>Provision of adequate financial support from government and other stakeholders</p> <p>Provide opportunities for inclusive, complete enrolment and attendance in basic education for children, students and people with special needs</p> <p>Maintain gender balance in primary education and develop complete gender balance at primary schools in isolated locations and at junior secondary level</p> <p>Provision of an adequate number of qualified teachers and other workers, in the education sector Development and maintenance of high quality process of teaching and learning Development, distribution and use of a relevant, high quality and modern national and local school curricula Provision of adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials Continuous Professional Development (CPD) for all education staff Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects</p> <p>To assess the grants system to support school operations in primary, secondary education to support for the development of a harmonised grant system.</p> <p>To assess the school infrastructure programme for primary, secondary education to support for the development of a harmonised infrastructure system</p>

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Strategic Goals	Strategies	Outcomes	Objectives
<p>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</p>	<p>To develop a policy for tertiary education, assess the policy for TVET</p> <p>To develop, implement an improved and harmonised grants system to support school operations in senior secondary education and in TVET.</p> <p>To develop and implement an improved and harmonised school infrastructure programme for senior secondary education and TVET.</p>	<p>People in the Solomon Islands 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</p> <p>Senior Secondary, Community, Technical, Vocational, Tertiary Education demonstrates standards of excellence and delivers 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</p>	<p>Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure</p> <p>Provision of adequate financial support from government and other stakeholders</p> <p>Provide opportunities for inclusive, complete enrolment and attendance in community, technical, vocational and tertiary education for students and people with special needs</p> <p>Develop gender balance in community technical, vocational and tertiary education</p> <p>Provision of an adequate number of qualified teachers, instructors, facilitators, workers in the education sector</p> <p>Development and maintenance of high quality process of teaching and learning</p> <p>Development, distribution and use of a relevant, high quality and modern national and local school curricula</p> <p>Provision of adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials</p> <p>Continuous Professional Development (CPD) for all education, training staff</p> <p>Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects</p> <p>Improvement of efficiency and effectiveness of sub sector education systems, in particular tertiary education by giving it a more (labour) demand oriented direction</p> <p>To assess the grants system to support school operations in senior SE, TVET to support for the development of a harmonised grant system.</p> <p>To assess the school infrastructure programme for senior SE,TVET to support for the development of a harmonised infrastructure system</p>

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Strategic Goals	Strategies	Outcomes	Objectives
<p>3. To manage resources in an efficient, effective and transparent manner.</p>	<p>To strengthen planning, management, co-ordination and monitoring of the SWAp, in particular of NEAP</p> <p>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 and ESF</p> <p>To develop and implement a programme of Human Resource Development and capacity building</p>	<p>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</p>	<p>To produce a logical framework for the SWAp which creates interlinkages and increased cohesion between ESIRP II, NEAP (2007-2009) and ESF (2007-2015) as well as among the different sub sectors and stakeholders involved</p> <p>To timely produce more outcome oriented and cohesive annual budgeting, planning and reporting based on SIEMIS and a Performance Assessment Framework (PAF)</p> <p>To develop a 3-year, outcome oriented Mid Term Expenditure Framework (MTEF)</p> <p>To develop a strong sector secretariat and sector co-ordination team</p> <p>To develop a PAF and strengthen utilisation of SIEMIS.</p> <p>To strengthen the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP</p> <p>To develop, revise or finalise policies for the different sub sectors or cross cutting areas</p> <p>To revitalise the TWG's for policy, finance and planning, and monitoring and develop new TWG's for any other necessary area</p> <p>To finalise and to sign the Arrangement between Development Partners and SIG and to make amendments as necessary.</p> <p>To start an Institutional and Organisational Analysis (IOA) including a HR-needs analysis to support for the development of a programme for Human Resource Development and capacity building</p>

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