

# **Solomon Islands**



## **National Education Action Plan 2007 - 2009**

**The Ministry of Education  
and Human Resources Development**

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## **Abbreviations**

|        |   |
|--------|---|
| AJR    | Annual Joint Review   |
| CDC    | Curriculum Development Centre                               |
| CHS    | Community High School                                       |
| COM    | Church of Melanesia   |
| CPD    | Continuous Professional Development                         |
| CSF    | Community Standard Funding                                  |
| CT     | Co-ordination Team  |
| DFL    | Distance and Flexible Learning                              |
| DP's   | Development Partners  |
| EA     | Education Authority   |
| ECCD   | Early Childhood Care and Development                        |
| ECE    | Early Childhood Education                                   |
| EFA    | Education for All   |
| ERU    | Education Resource Unit                                     |
| ESF    | Education Strategic Framework (2007-2015)                   |
| ESIRP  | Education Sector Investment and Reform Programme            |
| ESP    | Education Strategic Plan                                    |
| ESSC   | Education Sector Co-ordination Committee                    |
| EU     | European Union  |
| FBT    | Field Based Training  |
| FIT    | Fiji Institute of Technology                                |
| IOA    | Institutional and Organisational Assessment                 |
| JSS    | Junior Secondary School                                     |
| MEHRD  | Ministry of Education and Human Resources Development       |
| MoF    | Ministry of Finance   |
| MoPAC  | Ministry of Planning and Aid Co-ordination                  |
| MPS    | Ministry of Public Service                                  |
| NSS    | National Secondary School                                   |
| NSTP   | National Skills Training Plan                               |
| NTTDP  | National Teacher Training and Development Plan              |
| NZAID  | New Zealand Agency for International Development            |
| PAF    | Performance Assessment Framework                            |
| PCRU   | Planning, Coordination and Research Unit                    |
| PE     | Primary Education   |
| PEAP   | Provincial Education Action Plan                            |
| PIU    | Project Implementation Unit (for Stabex 99/EU-project)      |
| PMT    | Programme Management Team                                   |
| PRIDE  | Pacific Regional Initiative for Delivery of Basic Education |
| PSS    | Provincial Secondary School                                 |
| PSSC   | Pacific Secondary School Certificate                        |
| PTID   | Policy Translation and Implementation Document              |
| RTC    | Rural Training Centre                                       |
| SE     | Secondary Education   |
| SIARTC | Solomon Islands Association for Rural Training Centres      |
| SICHE  | Solomon Islands College of Higher Education                 |
| SIEMIS | Solomon Islands Education Management Information System     |

|        |  |
|--------|--|
| SIF3   | Solomon Islands Form 3-(exam)                                    |
| SIG    | Solomon Islands Government                                       |
| SISC   | Solomon Islands Secondary Certificate                            |
| SISEE  | Solomon Islands Secondary Entrance Examination                   |
| SISTA  | Solomon Islands Standardized Test of Achievement                 |
| SOE    | School of Education  |
| SPBEA  | South Pacific Board for Educational Assessment                   |
| SSEC   | South Seas Evangelical Church                                    |
| SSS    | Senior Secondary Schools   |
| SWAp   | Sector Wide Approach   |
| TSD    | Teaching Service Division  |
| TTDO   | Teacher Training Development Officer                             |
| TVET   | Technical and Vocational Education and Training                  |
| TWG    | Technical Working Groups   |
| UBE    | Universal Basic Education  |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| USP    | University of the South Pacific                                  |
| VTC    | Vanga Teachers' College  |

## **Foreword**

The future of our country depends upon the education of our greatest resource: our people. It is therefore a pleasure for me to introduce to our people this *National Education Action Plan 2007-2009* for the Solomon Islands.

Three years ago, the Government of the Solomon Islands formally adopted the *Education Sector Investment and Reform Programme (ESIRP), phase I*, which is a Sector-Wide Programme (SWAp) developed by the Ministry of Education and Human Resource Development (MEHRD) Solomon Islands Government, New Zealand Agency for International Development (NZAID) and the European Commission in 2003, as a mechanism for donor support to MEHRD to achieve its education sector goals. ESIRP provides the framework for the governance, implementation, monitoring and review of the sector-wide approach, and describes the broad nature of Solomon Island government, EC and NZAID inputs into the sector. The first phase of ESIRP was from 2004-2006, and was guided by the Education Strategic Plan 2004-06.

The *Education Strategic Plan 2004-2006* set out to provide equitable access to quality basic education for all children in the Solomon Islands. It also sought 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 aimed to ensure that resources were managed in an efficient, effective and transparent manner.

One of the key objectives of the *Education Strategic Plan 2004-2006* was the development of provincial education plans. 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 to elicit feedback on the direction of our education system. Ten Provincial Education Action Plans have now been developed, one for each of our ten provinces: Central Islands, Choiseul, Guadalcanal, Honiara, Isabel, Makira-Ulawa, Malaita, Renbel, Temotu, and Western. These plans outline the specific actions that need to be taken in each province to meet the broad goals specified in the *Education Strategic Plan 2004-2006*. They also identify the key priorities for action in each province in order to improve access to education for all, but especially for the young people of school age, and to improve the quality of the education that they receive.

This *National Education Action Plan 2007-2009* is the next step in establishing a firm initial foundation to work towards the goal of access to universal basic education. It is a synthesis of the provincial plans developed for each of the provinces in the Solomon Islands. It incorporates the outcomes of the series of provincial workshops that have been undertaken to date. This plan, as its name suggests, is now focused on action.

The challenges of ensuring every child in the Solomon Islands gets access to a basic education are considerable, given the history and geography of our country. We need

to overcome the challenges of isolation and difficult access to schooling in parts of our country and the difficulty of providing adequate resources to support education in every one of our provinces.

Other key challenges are

- Ensuring there are enough well trained teachers to deliver a quality education,
- Provision of adequate facilities and relevant learning materials for all young people in the age range from the beginning of primary schooling to form three.
- Provision of relevant, demand oriented vocational and technical training for a quickly growing young group of students who drop out from the formal basic education system or don't continue after form three and are urgently looking for jobs in the urban and rural areas.
- Provision of a more effective and efficiently organised tertiary education

These challenges are intensified by our current Solomon Islands context of high population growth rate, high enrolment rate to basic education and limited opportunities to find formal employment.

I see this *National Education Action Plan, 2007-2009* therefore as an important tool to overcome these challenges. It provides focus for specific prioritised activities in which our country needs to immediately invest. It also serves as a springboard for our parallel consideration of appropriate longer term education policy development set out in the *Education Strategic Framework (ESF), 2007-2015*. The NEAP corresponds clearly with the longer term planning of the Grand Coalition for Change Government and its *Policy Translation and Implementation Document (2006-2008)* in which our Ministry's plans are clearly featuring as part of the social service sector.

Our Government will soon sign the Arrangement for ESIRP, phase II (2007-2009) with our main development partners, NZAID and EU. The Arrangement is explicitly based on the national planning documents mentioned above.

The *National Education Action Plan 2007-2009* is intended to be a dynamic, living document, since 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 our Ministry 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 the Solomon Islands. We also acknowledge the generous support from other Development Partners like Republic of China, Embassy of Japan, AusAid in infrastructure and UNICEF and UNESCO for their continuous investments in improving the quality of education. In

the longer run, we hope these partners could join our new Arrangement to the ESIRP II, 2007-2009 in order to create a bigger development partners group which agrees on principles of donor harmonisation, alignment with government processes and achievement of common goals in the education sector.

There is much to be done to improve access and to lift the quality of achievement in our schools, and in pre-school, basic- and post-school education provision. All those involved in education (students, their parents, teachers, administrators and other stakeholders) have an important part to play. The extent of the improvements needed in education in the Solomon Islands is such that not all changes we wish to bring about can realistically be achieved in the short span of three years.

The earthquake and tsunami of 2<sup>nd</sup> of April 2007 in the West of our country has also again made us aware that some factors in our lives are beyond our control and that we need to be flexible and responsive to unexpected changes. Our Ministry therefore will develop in close co-ordination with the National Disaster Council (NDC) a specific plan to assist and encourage the local people, in particular our students, teachers and education staff in the affected areas and to get our education services back to normal as soon as possible and when financial resources will allow us.

We are all going through a difficult period now. Our thoughts are with the victims and people affected by the events in the beginning of April. We need a special, strong and joint effort this year. Nevertheless, this *National Education Action Plan* provides practical steps that must be taken immediately to improve both access to education and the quality of the education delivered for our young people. Our future depends upon the education of the young. We must accept this challenge and meet it. I commend this *National Education Action Plan 2007-2009* to you as a step along the way

Finally I want to thank all those people – individuals, organisations and stakeholders – who have contributed to the development of this plan. We are grateful to our consultant, Vince Catherwood, for this assistance to the workshops and production of the drafts. But, I am also happy to have seen active and intensive involvement by our own staff and the co-ordination team in the finalisation of this document. This plan can therefore be fully our own. Let us start implementing it now.

Hon Dr Derek Sikua  
Minister of Education

## **1. Introduction**

This *National Education Action Plan 2007-2009* for the Solomon Islands 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.

Development of the Provincial Education Action Plans started in 2004, with funding support from EU/STABEX 99. The first drafts were developed by teams of officers from the Ministry of Education and Human Resources Development who consulted extensively with people throughout the provinces. The process involved provincial workshops with participants from Provincial Assemblies, the education offices of the Provincial Education Authorities, 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 provinces through their Church schools were closely involved in the development of the plans, and contributed fully at the workshops.

A further revision of the plans (Draft 2) was undertaken with technical assistance and support funded by the New Zealand Agency for International Development (NZAID) during July and August 2006. These further revisions were discussed during a series of provincial workshops in July, August and September 2006. By September 2006, each of the ten provinces of the Solomon Islands (Central Islands, Choiseul, Guadalcanal, Honiara, Isabel, Makira-Ulawa, Malaita, Renbel, Temotu, and Western) had been consulted on a second draft of their Provincial Education Action Plan.

The needs and recommendations of the Provincial Education Action Plans, a first draft of this *National Education Action Plan 2007-2009*, and a preliminary working draft of the *Education Strategic Framework 2007-2015* were discussed at a National Workshop held in Honiara on 11 and 12 October 2006. Representatives from provincial assemblies, from education authorities, from Church authorities, from the Solomon Islands College of Higher Education, from interested community groups, and from the Ministry of Education and Human Resources Development attended. This workshop reviewed the *Education Strategic Plan 2004-2006*, and provided advice on the development of the two draft planning documents referred to above.

A further workshop was convened on 15 and 16 February 2007 in Honiara to consider the revised drafts of the planning documents. The objectives for this national workshop were:

- To revitalise attention on the *Education Strategic Framework 2007-2015* and the *National Education Action Plan 2007-2009* as important strategic and action planning documents of the Ministry of Education and Human

Resources Development, and to encourage full and active participation by MEHRD staff and some other stakeholders in the review of these documents.

- To provide the MEHRD with considered advice on the appropriate strategic direction for the country's education system;
- To assist the MEHRD in its task of establishing priorities for the country's education system over the medium and longer term and in reviewing, where necessary, the *Education Strategic Framework 2007-2015* and the *National Education Action Plan 2007-2009*;
- To consider an endorsement process for the two planning documents (amended as necessary) as the basis for the future development of the country's education system.

Following this workshop, further amendments were made to the organisation and presentation of the planning documents.

The *National Education Action Plan 2007-2009* is a national planning document that reflects the general needs of all provinces and needs specific to individual provinces. It has been compiled from the recommendations and agreements that emerged in the development of the ten provincial education action plans, and from the considered advice of participants at two national workshops. It synthesises the outcomes of the ten provincial education action plans by incorporating them into this planning document. This *National Education Action Plan 2007-2009* has a three-year focus, from 2007 to 2009. It has been designed as a complementary document to the *Education Strategic Framework 2007-2015*.

Because the broad aims of the original education strategic plan are educationally sound, and because of the need for continuity with the strategic direction of the previous three years, the vision and broad strategic goals of the *Education Strategic Plan 2004-2006* have been adopted without substantial change in this *National Education Action Plan 2007-2009* and in the *Education Strategic Framework 2007-2015*.

The Solomon Islands National Education Action Plan:

- is based on three education sector-wide strategic goals (derived from the *Education Strategic Plan 2004-2006*);
- includes outcomes and objectives designed to guide collective action and frame key challenges and potential projects;
- builds on past successes and on the progress made in developing ten provincial education action plans;
- includes a preliminary set of minimum standards to serve as a baseline for measuring progress and achievement in the education sector;
- includes proposed activities as priorities for action; and
- provides a mandate for leadership.

The national education action plan builds on the achievements of the past three years. It differs from the previous *Education Strategic Plan 2004-2006*, however, in the following ways:

- it has been designed on the basis of explicit feedback from people in the provinces;
- it has a practical focus on implementation;
- it is selective in the choice of priority actions for implementation;
- it targets the immediate priorities of the next three years;
- it is strongly action-oriented by specifying what actions are required, and by when;
- it allocates specific responsibility for action to assigned groups or individuals (identifying who will undertake the tasks or activities).

The three year focus (2007 to 2009) of the National Education Action Plan is linked to the *Education Strategic Framework 2007-2015*, which is more strategically focused and takes a longer term view, out to the Year 2015. The Framework document provides an overarching education policy framework for the education system in the Solomon Islands, and is a complementary planning document to, and should be read in conjunction with, this national education action plan.

In 2007 there are therefore 10 provincial education action plans and two national planning documents in existence that provide a focused future direction for the Solomon Islands education system. The two complementary national education planning documents are:

- this *National Education Action Plan 2007-2009* (with a shorter term focus on specific actions); and
- the *Education Strategic Framework 2007-2015* (with a strategic focus on longer term education policies).

It is the intention of the Ministry of Education and Human Resources Development to use the *National Education Action Plan 2007-2009* as the basis of development of its more specific annual work plans for each of the years 2007, 2008 and 2009.

Towards the end of the 2007-2009 triennium, the national education action plan will be reviewed in order to plan ahead for the period 2010 to 2012.

## **2. Vision**

Our vision is that all Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and 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 envision an education and training system responsive to its clients and efficiently managed by its stakeholders and clients.

### **3. Goals, Management, Strategies, Outcomes and Objectives**

#### **Goals**

The three strategic goals proposed for the National Education Action Plan are:

- **Strategic Goal 1:** to provide equitable access to quality basic education for all children in the Solomon Islands;
- **Strategic Goal 2:** to provide access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people; and
- **Strategic Goal 3:** to manage resources in an efficient, effective and transparent manner.

#### **Management, Organisation, Co-ordination**

The overarching goal is to provide universal access to quality basic education for all children by 2015, and improved access to relevant and demand oriented community, technical, vocational, tertiary education and training. The government has therefore developed a Sector Wide Approach (SWAp) in which all levels of education and many actors are involved. The development, implementation, monitoring and revision of selected strategies (see below) and their related activities are based on a consultative process with all stakeholders (National and Provincial government, education staff at all levels, students, children and communities, Development Partners and NGO's). This sector dialogue is managed by a co-ordination team (CT), a programme management team (PMT) and supported by Technical Working Groups (TWG's), an Education Sector Co-ordination Committee (ESSC) and the mechanisms of an Annual Joint Review (AJR), Performance Assessment Framework (PAF) and Monitoring and Information System (SIEMIS).

#### **Strategies**

Six immediate key strategies have therefore been developed as a focus for the period 2007 to 2009.

These six key strategies for development are the following:

- To strengthen planning, management, co-ordination and monitoring of the SWAp, in particular of NEAP (2007-2009)
- To develop (like for Secondary and Tertiary education), revise (like the Education Act) or finalise (like for Early Childhood) policies for the different sub sectors or cross cutting areas (like Teacher Training and Development, decentralisation processes)
- 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)

- To develop and implement a programme of Human Resource Development and capacity building
- To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in TVET.
- To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET.

Annual work plans and associated budgets, based on this *National Education Action Plan 2007-2009*, will be developed by the Ministry of Education and Human Resources Development for each of 2007, 2008 and 2009 to give effect to these strategies.

### **Outcomes**

The following outcomes will be achieved:

#### **I. For Basic Education:**

- **Outcome 1** (*Access and Equity*): 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

#### **II. For other levels and types of education:**

- **Outcome 2** (*Access and Equity*): 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

#### **III. In relation to quality of education**

- **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.

**IV. In relation to management:**

- **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.

**Objectives**

The following objectives are derived from the strategic goals and outcomes:

**1. To increase access to all levels of education by provision of**

- 1.1. An adequate number of schools, classrooms, desks, dormitories and other infrastructure
- 1.2. (Financial) Support from government and other stakeholders

**2. To improve equal access to all levels of education for**

- 2.1 Children, students and people with special needs
- 2.2 Girls and boys, in particular in isolated locations

**3. To improve quality for all levels of education by:**

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

**4 To improve the management of Sector Wide Education Programme by implementing the 6 Strategies** (see also page 12,13) which includes:

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

- To timely produce more outcome oriented and cohesive annual budgeting, planning and reporting based on SIEMIS and a Performance Assessment Framework (PAF)
- Revitalise TWG's on planning/budgeting and monitoring
- To develop a 3-year, outcome oriented Mid Term Expenditure Framework (MTEF)
- To develop a strong sector secretariat and sector co-ordination team
- To develop a PAF and strengthen utilisation of SIEMIS.
- To strengthen the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP

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

- To revitalise the TWG's for policy
- Make an inventory of all policies to be developed, revised and finalised
- Organise inputs and participation from all kinds of actors (Government, Development Partners, Civil Society, Private sector, NGO's, international agencies)

*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)*

- To finalise and to sign the Arrangement between Development Partners and SIG and to make amendments as necessary.

*4.4. To develop and implement a programme of Human Resource Development and capacity building*

- 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

*4.5 To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in TVET*

- To assess the grants system to support school operations in primary, secondary education and in TVET to support for the development of a harmonised grant system.

*4.6 To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET.*

- To assess the school infrastructure programme for primary, secondary education and TVET to support for the development of a harmonised infrastructure system.

The specific tasks, activities and/or outputs that will be undertaken over the period 2007-2009 in relation to each of these key objectives as part of this *National Education Action Plan 2007-2009* are set out in the Schedule of Activities that follows in Section 14.

#### **Design of the National 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.



## **5. Basic Education**

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 and to the nation.

It is the level of education that constitutes the foundation stage offered to all children. In the Solomon Islands, basic education refers to the first ten years of formal education from the preparatory year, through Standards 1 to 6 in the primary school, and including forms 1 to 3 in the junior secondary school. It may also include similar programmes offered elsewhere at similar levels for out-of-school youth and adults.

The key priority for the Solomon Islands will be to achieve universal access to ten years of basic education for all children from the preparatory year to form 3 by 2015. This National Education Action Plan for the Solomon Islands will establish a firm initial foundation to work towards that goal.

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.

## **6. Indicators, Targets, Minimum standards, PAF and SIEMIS**

The identified targets below were based on the education sector monitoring and evaluation indicators reported in the *Digest of Education Statistics 2005*. 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 (ESIRP) in June 2004. The targets and related indicators served as the sector level monitoring and evaluation framework, to assist MEHRD officers, education authorities, development partners and other education sector stakeholders in evaluating progress towards the goals and objectives of the ESIRP and the Education Strategic Plan.

In order to facilitate the monitoring of the general progress in the SWAp/National Education Action Plan, NEAP (2007-2009), a *Performance Assessment System (PAF)* 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 and capture all sub sector levels. PAF also includes a monitoring and evaluation system, which determines and clearly explains the responsibilities for collection, processing, analysis, presentation and distribution of data. The PAF will be presented at the *Annual Joint Review (AJR)*, discussed, reviewed and agreed upon. The agreed indicators will be added to the logical framework of the NEAP (see Chapter 14) and progress will be measured against data available in the *Solomon Islands Education and Management Information System, SIEMIS*. During the AJR's 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 NEAP and Education Strategic Framework, ESF (2007-2015).

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

1. The net enrolment ratio<sup>1</sup> for the early childhood sector (ECE) in the Solomon Islands will be 20% or better;

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

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

A minimum standard was also identified in 2004:

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

The achievement of the Solomon Islands against these targets and indicators as reported in the *Digest of Education Statistics 2005* is as follows:

| Standard                               | Achievement          | Result <sup>2</sup> |
|--|----------------------|---------------------|
| 1. Net enrolment ratio, ECE            | 22.04% <sup>3</sup>  | Standard met        |
| 2. Net enrolment ratio, primary        | 94.08% <sup>4</sup>  | Standard not met    |
| 3. Net enrolment ratio, secondary      | 23.3% <sup>5</sup>   | Standard met        |
| 4. Teachers, certified                 | 60.34% <sup>6</sup>  | Standard not met    |
| 5. Teacher: pupil ratio, ECE           | 15.2 <sup>7</sup>    | Standard not met    |
| 6. Teacher: pupil ratio, primary       | 26.6 <sup>8</sup>    | Standard met        |
| 7. Teacher: pupil ratio, CHS           | 25.3 <sup>9</sup>    | Standard met        |
| 8. Teacher: pupil ratio, PSS           | 22.5 <sup>10</sup>   | Standard met        |
| 9. Teacher: pupil ratio, NSS           | 17.7 <sup>11</sup>   | Standard met        |
| 10. Literacy, Std 4                    | 43.9% <sup>12</sup>  | Standard not met    |
| 11. Numeracy, Std 4                    | 54.3% <sup>13</sup>  | Standard not met    |
| 12. Ave No of pupils/classroom (P)     | 27.4 <sup>14</sup>   | Standard met        |
| 13. Ave No of pupils/classroom (S)     | 34.13 <sup>15</sup>  | Standard not met    |
| 14. Toilet/pupil ratio                 | 60.63 <sup>16</sup>  | Standard not met    |
| 15. Pupil: dormitory ratio             | 49.15 <sup>17</sup>  | Standard met        |
| 16. Clean water (primary schools only) | 50.9% <sup>18</sup>  | Standard not met    |
| 17. Teachers, qualified                | 62.91% <sup>19</sup> | Standard not met    |

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

<sup>3</sup> *Digest of Education Statistics, 2005*, page 15

<sup>4</sup> *Digest of Education Statistics, 2005*, page 15

<sup>5</sup> *Digest of Education Statistics, 2005*, page 15

<sup>6</sup> Source: *Digest of Education Statistics 2005*, page 18

<sup>7</sup> Source: *Digest of Education Statistics 2005*, page 19

<sup>8</sup> Source: *Digest of Education Statistics 2005*, page 19

<sup>9</sup> Source: *Digest of Education Statistics 2005*, page 19

<sup>10</sup> Source: *Digest of Education Statistics 2005*, page 19

<sup>11</sup> Source: *Digest of Education Statistics 2005*, pages 19

<sup>12</sup> Source: *Digest of Education Statistics 2005*, page 21

<sup>13</sup> Source: *Digest of Education Statistics 2005*, page 21

<sup>14</sup> Source: *Digest of Education Statistics 2005*, page 22

<sup>15</sup> Source: *Digest of Education Statistics 2005*, page 22. The pupil to classroom ratios are given for the CHS (38.9), NSS (36.02) and PSS (34.13). The lowest ratio is used (i.e. that for the PSS)

<sup>16</sup> Source: *Digest of Education Statistics 2005*, page 22

<sup>16</sup> Source: *Digest of Education Statistics 2005*, page 24

<sup>17</sup> Source: *Digest of Education Statistics 2005*, page 25

<sup>18</sup> Source: *Digest of Education Statistics 2005*, page 26

<sup>19</sup> Source: *Digest of Education Statistics 2005*, page 18

## **7. Early Childhood Education**

### **7.1 Current Situation**

Early childhood education (ECE) in the Solomon Islands is viewed as a parental rather than a state responsibility. Most ECE programmes are therefore supported by the voluntary sector, and are not fully funded by central government. While ECE Centres do not get full financial assistance, they are subsidised to some extent. Salaries of ECE teachers trained at the Solomon Islands College of Higher Education to teacher's certificate level are paid by the government, and the Ministry of Education and Human Resources Development (MEHRD) employs officers who monitor the provision of ECE.

International experience and research highlights the importance of early childhood learning in establishing the social values and attitudes and achievement of children in the formal education environment. Despite this, early childhood education has, until recently, not received focused attention from the national or provincial governments. In the main, early childhood education has remained the domain of the churches and community groups, and has received little attention or support from the national or provincial governments.

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

Although more and more kindergartens were set up, there was concern that most of those who operated the ECE centres were not trained for their roles in education. A community based early childhood programme delivered outside of the school system was initiated with New Zealand assistance in the mid-90's. This project addressed the issue of training for early childhood education. The report of this project commented

that “this project was initiated at the request of the Solomon Islands Government, which was conscious of the need to improve the skills of the teachers in the rapidly growing number of kindergartens.” (Taylor and Foote, 1997). As a result of this project, one of the country’s training programmes, field-based training (FBT) was developed to train the kindergarten teachers who were working in the ECE centres up until 1996. By 1998, another training programme was developed and commenced in the Solomon Islands College of Higher Education (SICHE) for the formal training of the early childhood education (ECE) teachers. The first SICHE intakes for the Certificate in Teaching (ECE) were from the first cohort of teachers who had undergone field-based training.

The *Education Strategic Plan 2004 – 2006* has proposed that the “Preparatory Year” should be phased out from the primary education sector, and merged into the ECE sector. It observed that preparatory classes were offered in primary schools, often delivered by inadequately trained teachers, and that recent experience indicated that these classes may in fact undo the benefits of community-based learning.

The Minister of Education is currently consulting stakeholders on whether this proposal should be supported, or whether the “Preparatory Year” should be regarded as the first year of primary education. An associated issue on which the Minister is consulting with communities is whether the appropriate age for starting primary school should be age 6 or age 7, and whether attendance at school at that age should be compulsory for Solomon Islands children.

Issues and constraints affecting ECE in the Solomon Islands include:

- the difficulty communities have in affording financial support for ECE;
- a lack of trained ECE teachers;
- a lack of quality learning resources and equipment;
- poor facilities in existing ECE centres, and very few ECE spaces specifically designed with the needs of young children in mind; and
- a general lack of awareness of the benefits of early childhood education.

Table 1 sets out a breakdown by province of the number of ECE teaching staff in the Solomon Islands, the number of ECE Centres, and the number of enrolments by gender. The source of these statistics is the provincial tables from the *Digest of Education Statistics 2005*.

**Table 1: ECE Teaching Staff, Number of Centres, Enrolments by Gender, by Province, 2005**

| Province          | Teaching Staff | No. of Centres | Males       | Females     | Total enrolment |
|-------------------|----------------|----------------|-------------|-------------|-----------------|
| Central           | 22             | 8              | 193         | 181         | 374             |
| Choiseul          | 55             | 27             | 405         | 340         | 745             |
| Guadalcanal       | 90             | 41             | 630         | 590         | 1220            |
| Honiara           | 114            | 26             | 764         | 764         | 1528            |
| Isabel            | 107            | 45             | 654         | 640         | 1294            |
| Makira & Ulawa    | 88             | 40             | 570         | 532         | 1102            |
| Malaita           | 112            | 57             | 1046        | 1100        | 2146            |
| Rennell & Bellona | 20             | 12             | 133         | 120         | 253             |
| Temotu            | 33             | 23             | 407         | 363         | 770             |
| Western           | 98             | 51             | 904         | 858         | 1762            |
| <b>Total</b>      | <b>739</b>     | <b>330</b>     | <b>5706</b> | <b>5488</b> | <b>11194</b>    |

### 7.1.1 Access and Equity

Early childhood education is not currently accessible to all children in the Solomon Islands. There is also inequality of access in some constituencies. The difficulty faced by some parents is that access to early childhood education by very young children is difficult if the ECE Centre is not close to the home, since young children cannot travel long distances. There is easier access to early childhood education in the urban centres where enrolment numbers are larger and where it is therefore more efficient to operate a centre because the numbers attending make it financially viable. Access is more difficult in remote rural areas.

The actual ECE enrolment number in 2005 (11,194) represents 27.5% of the estimated population in 2005 of the 3 to 5 age group in the Solomon Islands (40,639), estimated from the 1999 census figures. However, this calculation should be treated with some caution, since, while ECE centres are designed for children aged 3 to 5 years, in practice many children remain in kindergarten beyond 5 years of age, before going on to start primary school. Other children start ECE when they are older than 5. The presence of children older than 5 in the 2005 ECE count suggests that about 70% of ECE enrolments fall within the 3 to 5 age group.

There are no significant gender issues with respect to ECE enrolments since the proportion of boys to girls is broadly equivalent to the gender distribution in the relevant population age group. Table 2<sup>20</sup> sets out detail of 2005 ECE enrolments by age and by gender.

<sup>20</sup> The total number of 2005 ECE enrolments in Table 1 (11,194) and Table 2 (11,251) differ, since the relevant enrolment numbers are extracted from different sections of the *Digest of Educational Statistics 2005*, and these different sources have not been reconciled. However, the differences are not significant.

**Table 2: ECE Enrolments by Age and Gender, 2005**

| <b>Age</b>   | <b>Female</b> | <b>Male</b> | <b>Total</b> |
|--------------|---------------|-------------|--------------|
| 3            | 1148          | 1074        | 2222         |
| 4            | 1317          | 1367        | 2684         |
| 5            | 1462          | 1519        | 2981         |
| 6            | 1111          | 1211        | 2322         |
| 7            | 348           | 389         | 737          |
| 8            | 94            | 128         | 222          |
| 9            | 43            | 40          | 83           |
| <b>Total</b> | <b>5523</b>   | <b>5728</b> | <b>11251</b> |

Information is not available to determine if there are equity issues with respect to access to early childhood education for the disabled (e.g. children who are physically disabled, visually impaired, hearing impaired, intellectually disabled, or who have other types of disability).

### **3.2.1 Facilities**

There is a need to improve existing facilities at most ECE Centres currently in operation throughout the country. There is also pressure to expand capacity in order to improve access and to accommodate projected increases in demand.

Current arrangements for ECE facilities are not ideal, since there is a need for specially designed and developed early childhood learning spaces, and not all the current spaces being used for early childhood education meet this criterion. Government policy for the communities in the catchment area to be responsible for the construction and maintenance of ECE facilities is also becoming burdensome.

### **7.1.3 Curriculum**

No formal ECE curriculum has been approved for the Solomon Islands by the Government. In general the early childhood education curriculum in the Solomon Islands is not structured. Children at this age are encouraged to interact in an environment where they can explore, learn and discover through play. Communities are encouraged to equip the centres with educational resources and equipment that will enhance children's learning and development. While there are some learning materials available to support ECE programmes, supply of these materials is limited.

It is desirable that all ECE teachers in the Solomon Islands provide quality education for young children through an appropriate curriculum and a learning programme geared to the needs of young children. ECE teachers acquire knowledge and skills about the ECE curriculum through the field-based training which is conducted by the provincial ECE coordinators, and through pre-service teacher training at the School Of Education at the Solomon Islands College of Higher Education (SICHE).

### 7.1.4 Teacher Supply and Demand

The total number of ECE teachers in the Solomon Islands in 2005 was 739 (652 women and 87 men). Over 80% of these teachers were unqualified, although many of these unqualified teachers may have had some field-based training. Teachers who have completed field-based training are technically classified as “untrained” and need to go on and complete the ECE teacher training programme at SICHE in order to qualify as a trained ECE teacher. The key need is to provide training to upgrade the skills of the ECE teachers who are unqualified. Table 3 below sets out further detail.

**Table 3: Total ECE Teachers, By Gender and Percentage Qualified, 2005**

| Province          | Female     | Male      | Total      | % Qualified  |
|-------------------|------------|-----------|------------|--------------|
| Central           | 16         | 6         | 22         | 13.6%        |
| Choiseul          | 54         | 1         | 55         | 16.4%        |
| Guadalcanal       | 81         | 9         | 90         | 6.7%         |
| Honiara           | 104        | 10        | 114        | 51.8%        |
| Isabel            | 98         | 9         | 107        | 6.5%         |
| Makira & Ulawa    | 76         | 12        | 88         | 13.6%        |
| Malaita           | 86         | 26        | 112        | 11.6%        |
| Rennell & Bellona | 18         | 2         | 20         | 0%           |
| Temotu            | 26         | 7         | 33         | 30.3%        |
| Western           | 93         | 5         | 98         | 16.3%        |
| <b>Total</b>      | <b>652</b> | <b>87</b> | <b>739</b> | <b>18.3%</b> |

The teacher pupil ratio for ECE in 2005 was 1:15.2<sup>21</sup>. This ratio is close to the recommended 1:15 teacher pupil guidelines, and suggests that teacher supply is adequate, although there may be a slight overall shortage of ECE teachers in parts of the country. There is certainly a shortage of well-trained and qualified ECE teachers.

### 7.1.5 Financing

Communities must raise funds to support the running costs of each ECE Centre. Both community-owned centres and private-owned ECE centres charge a fee for service in order to maintain financial viability. Current financing is provided by parents, who pay fees and raise funds, by the Solomon Islands Government (which pays the salaries of trained ECE teachers), by the provinces (which provide support), and by donors. The early childhood education centres are generally community based, and are given various forms of community support such as use of buildings by the communities that own the centres. It is the responsibility of communities to build the facilities and to meet the wages of the teachers who have received field-based training.

### 7.1.6 Management

ECE centres in the province are generally managed directly by communities. Some assistance is provided from the provincial education authorities and the Ministry of Education. Privately owned ECE centres are managed by their owners.

<sup>21</sup> 11251 ECE enrolments in 2005 divided by 739 ECE teachers.

## **7.2 Future Directions**

This section of the *National Education Action Plan* builds on previous work and proposes future directions for the development of ECE in the country. The anticipated future outcome is to improve access to a quality and sustainable early childhood education programme for children in the Solomon Islands.

A National Workshop was held in Honiara on 11 & 12 October 2006 to consider a draft of this National Education Action Plan. The workshop endorsed four key priority areas for the development of the Early Childhood Sector. The following needs were endorsed:

- Need for provision of well-trained teachers in the ECE sector, including Head Teachers;
- Need for provision of institutional arrangements to train ECE teachers;
- Need for an increased number of early childhood education spaces;
- Need for provision of finance from Government to assist in managing ECE Centres, with particular attention being given to payment teacher salaries.

Participants at the workshop wished the Government to strengthen its role in ECE (in areas such as finance, payment of salaries of all teachers, provision of supplies, and for the Government to take action to build institutions to train teachers).

The continuation, maintenance and monitoring of the Field-Based Training Programme remains an important objective. The possibility of recruiting teachers for the sector from forms 5, 6, or 7 was seen as a realistic pathway into early childhood education for a potential teacher.

A decision is needed on whether the “Preparatory Year” should be phased out from the primary education sector, or merged into the ECE sector. There are mixed views on this issue. There are good reasons for continuing to include the “Preparatory Year” as part of the compulsory primary education sector, such as provision of qualified staff and payment of the full salaries of teachers who teach in the primary school sector. However, it will be important to ensure that the approach to learning that is adopted in the “Preparatory Year” classrooms is more consistent with the developmental philosophy of early childhood education, and that a rigid and structured approach to teaching is not adopted at this level.

A National ECE Development Committee could be established to undertake national coordination of an overall development plan for the ECE sector. To ensure that the proposed National ECE Committee was well informed, each province could consider setting up an ECE Development Committee. The functions of these provincial committees would include drawing up a yearly provincial plan, providing advice to the National Committee, planning fund raising, and applying for donor funding. Ideally each ECE centre should also establish its own ECE committee to plan for ECE development in its area, as the development of local support and initiatives would avoid creating an additional burden on the country’s limited financial resources.

The following sections provide directions for the future development of ECE under the headings “Access and Equity”, “Facilities”, “Curriculum”, “Teacher Supply and Demand”, “Financing” and “Management”.

### **7.2.1 Access and Equity**

Research has shown that children who participate in early childhood education learn effectively and perform better than those children who have not had this advantage. Experience in the Solomon Islands indicates that children who participate in an ECE programme perform better than those going directly into Standard 1. It is therefore desirable that all children in the Solomon Islands have access to early childhood education.

The actual enrolments in ECE in 2005 in Solomon Islands (11,251) represented 27.7% of the total estimated cohort in the 3-5 age group (an estimated 40,639 children in 2005). However, while enrolment of just over a quarter of the available age cohort represents a significant access rate, typically the enrolments in early childhood education in the Solomon Islands include a number of children who are older than 5. The current estimated ECE access figure of approximately 28% therefore needs to be treated with some caution.

Table 4 sets out the population projections for the 3-5 age group for the four years 2007 to 2010 for the Solomon Islands.

**Table 4: Solomon Islands ECE Potential Growth, 2007 to 2010**

| <b>Year</b>                           | <b>2007</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> |
|---------------------------------------|-------------|-------------|-------------|-------------|
| Population projections, 3-5 age group | 40568       | 41360       | 42050       | 43157       |

*Source: 1999 Census Provincial Projections*

These figures indicate that there is still potential for further growth in enrolments in ECE between 2007 and 2010. The Solomon Islands needs to explore available options to encourage increased enrolments and to meet the potential demand in provision of early childhood education over the planning period (2007 to 2009). The main barriers to increasing access include a lack of availability of trained ECE teachers, and lack of access to ECE facilities.

The Solomon Islands will need to balance the need for increased access in ECE with the need to ensure quality service delivery, a manageable rate of construction of facilities, and realistic timeframes for training sufficient teachers to an appropriate standard. Planning a modest and manageable annual increase, while ensuring that measures are taken to enhance quality, is a preferred alternative to accelerated and unconstrained growth.

In order to improve access to and equity in early childhood education in Solomon Islands, the following strategies and activities will be implemented:

- the Solomon Islands College of Higher Education will consider increasing the annual intake of trainees into the pre-service ECE Certificate in Teaching programme;
- teachers who have completed field-based training will be encouraged to enrol in the SICHE pre-service programme or in the USP early childhood education programmes;
- USP ECE trainees should be permitted to undertake one year of practical training through the SICHE programme;
- the existing field-based training programmes will be continued in order to generate a continuing supply of teachers;
- consideration will be given to establishing additional ECE centres attached to existing primary schools;
- consideration will be given to enrolling double streams in existing ECE centres where demand warrants it;
- consideration will be given to reactivating some ECE centres that were previously operational in the provinces;
- those communities which are far from existing primary schools should consider establishing ECE centres within their immediate environment;
- the teacher: pupil ratio will be maintained at 1:15 in order to provide a quality learning environment and to protect children's safety, with a consequence that some communities need to identify and train teachers (through the field-based training programme) in order to achieve this objective; and
- community awareness programmes will be mounted for parents and communities in order to publicise the importance of ECE, so that parents will encourage their children to attend ECE centres.

### **7.2.2 Facilities**

There is potential for growth in provision of ECE in the Solomon Islands, and potential for growth in enrolments, if resources were available. This potential for growth is illustrated in Table 4. It will not be realistic for the Solomon Islands to plan in either the short or medium term to build and/or staff a large number of additional ECE centres, since existing constraints such as lack of trained teachers, lack of facilities, lack of other material and financial resources, difficult access because of geography, and the need for extended time to build capacity and parental support, all make an objective of providing access to ECE for every child in the country a much longer term goal. Nevertheless, Table 4 shows the challenge facing the Solomon Islands in providing in the future for early childhood education, and the potential need for development of the ECE sector.

In order to gradually improve access to ECE over time, and to improve the quality of ECE facilities and teachers, the following strategies and activities will be carried out:

- Each province will assess its active ECE facilities, by conducting a survey to assess the condition of current facilities and the current occupancy rates

- of existing ECE spaces, will identify those that need facility upgrading, and will request funding from donors;
- communities that wish to establish new ECE Centres will be responsible for building the centres, but the provincial and central governments as well as donors will consider provision of assistance with funding;
- the Ministry of Education and Human Resources Development will develop a standard classroom design for ECE to set a standard for all centres;
- the provinces will aim to support upgrading and improvement of the existing ECE centres in the light of the Ministry of Education and Human Resources Development standard classroom design;
- the Ministry of Education and Human Resources Development, in conjunction with education authorities, will establish criteria for registration of ECE Centres, and will license or register only those Centres that meet minimum quality standards;
- the Ministry of Education and Human Resources Development, in collaboration with the provinces and communities, will develop and implement a plan to build additional centres for ECE over the medium term;
- the Solomon Islands will limit the number of ECE Centres to be established within the next 3 years to a manageable number;
- geographical factors should be considered when considering the establishment of any new community-based ECE centres for communities which have viable numbers of children in the ECE age range, and which are far from the nearest primary schools.

Since the establishment of ECE centres is the responsibility of communities, each province should undertake a preliminary survey to assess current provision and future needs and/or interest in establishing ECE centres, and begin a process of negotiation to set up new centres, if demand warrants a new centre. Some demand may be accommodated by allowing double streams at existing ECE centres, or by attaching ECE centres to existing primary schools.

The following guidelines would apply when considering the establishment or revival of additional ECE centres:

- communities will be responsible for building facilities;
- early childhood centres would be attached to a primary school where possible;
- a standardised design for an ECE space or classroom would be followed in constructing ECE facilities; and
- minimum standards for facilities (including appropriate water supply & sanitation facilities) will apply.

### **7.2.3 Curriculum**

An effective early childhood curriculum will assist in shaping and developing each child's future. A future goal is the development of appropriate curriculum guidelines and suitable learning materials for early childhood education in the Solomon Islands.

The ECE curriculum should not be tightly structured and flexible. Learning should continue to be encouraged in an appropriate unstructured environment at the ECE level in order to allow the child to develop. Until a formal early childhood curriculum is developed and approved, ECE teachers in the Solomon Islands should encourage developing all aspects of children's development, physically, socially, cognitively, emotional and morally. Language, culture and creativity are essential components in children's learning. The ECE curriculum should utilise play as a medium of learning. Learning through play must be stimulated in an appropriate and flexible environment to enhance children's learning and development. Listening to stories about local customs and to stories from books are also supportive to children's learning. ECE teachers will be encouraged to use local materials for children's learning in the centres..

The Curriculum Development Centre could contribute to effective teaching and children's learning by developing a standard teachers' resource book for ECE.

#### **7.2.4 Teacher Supply and Demand**

A policy framework for training ECE teachers is required. The immediate key needs are to train and recruit more ECE teachers, and to provide training for the existing ECE teachers who are currently categorised as unqualified or untrained. Too few of the existing ECE staff are fully qualified as ECE teachers with a teacher's certificate. If more ECE teachers are not trained, the shortage of trained ECE teachers will become acute. It may be necessary to build the teacher training capacity of the provinces so that ECE coordinators and other skilled or experienced personnel can assist with the training of ECE teachers.

In planning for gradual expansion in ECE by the end of 2009, it will be necessary to train the maximum possible number of additional ECE teachers each year in 2007, 2008 and 2009. The provincial plans seek enrolments of between 70 and 75 ECE teacher trainees in the pre-service teacher training courses at SICHE in each year. Discussion will be needed with SICHE to ascertain whether and/or how it could plan to increase its ECE intake to accommodate more ECE trainees. Field-based training and other initiatives such as enrolment in USP programmes using distance and flexible learning will need to continue in order to supplement the number of ECE teachers required in each year.

In order to upgrade the skills and competencies of existing ECE teachers, and to meet the requirement for trained ECE teachers in future, the following strategies and activities will be implemented:

- the Solomon Islands will develop a teacher training plan for the period 2007 to 2009, in which the need for ECE teachers to be specially trained will be recognised, and consequently teachers who have undergone field-based training will be a priority for further training at SICHE;

- SICHE will be asked to improve its capacity to increase intakes into ECE teacher training programmes;
- the maximum possible number of ECE teacher trainees from the provinces, consistent with the available capacity of SICHE to respond, will be enrolled as ECE trainees in each ECE teacher certificate intake at SICHE in 2007, 2008 and 2009;
- entry standards for any intake for ECE field-based training and for SICHE training programmes will require a minimum of completion of Form 3, and in addition criteria for entry to formal ECE training should be based on prior ECE experience, previous field-based training, and hard work in the field;
- SICHE will ensure that ECE lecturers have the relevant qualifications for ECE training;
- SICHE will be asked to increase its capacity to train ECE teachers by running short ECE training courses or summer schools during the June and Christmas breaks;
- training packages for ECE teachers through field-based training will be developed at provincial centres, in liaison with SICHE, to ensure there are sufficient ECE teachers trained in each year (2007, 2008 and 2009);
- each province will establish “lighthouse” or “model centres” where field-based training can take place, and where teachers can learn to set up spaces for ECE requirements;
- SICHE teacher training scholarships for ECE teachers will be made available to each province on an equitable population basis (based on a quota system); and
- it is desirable that there be at least 2 ECE teachers per ECE centre;

### **7.2.5 Financing**

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

- central Government will meet 50% of total costs (including meeting the cost of salaries of ECE trained teachers, and the salary of ECE provincial coordinators, as well as providing training);
- education authorities will meet 30% of total costs (including provision of an operational grant for the ECE provincial office and salaries of any regional coordinators); and
- communities will meet 20% of total costs (including maintenance of buildings, provision of learning materials, resources and equipment, staff houses, water supply, toilets and playgrounds)

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

- parents will continue paying fees, and communities will assist with construction of facilities and with fund-raising;
- communities will continue to pay untrained ECE teachers;
- central and provincial government will subsidise the ECE programme; and

- the Ministry of Education and Human Resources Development will pay the salaries of ECE graduates who have been trained to Certificate level at SICHE.

Early childhood education potentially encompasses two broad sectors, ECE community centres (often associated with primary schools), and privately-owned centres. Although potentially privately owned centres could be developed, there are at present few in operation in the Solomon Islands. There is potential for the development of privately owned ECE Centres. There need to be clear policies in place in order to plan for the future development of the ECE sector, and to ensure financial arrangements are clearly understood. Guidelines are set out below.

#### *ECE Community Centres*

- the Government will meet the salaries of ECE trained teachers and ECE provincial coordinators, as well as providing and funding the cost of training teachers;
- Provincial education authorities will consider providing an operational subsidy by way of a grant for ECE learning materials, equipment, and teaching resources;
- communities will meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, provision of water, toilets and playgrounds; and
- parents will make a contribution, in cash or in kind.

#### *Private ECE Centres*

- owners of private ECE centres will 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.

### **7.2.6 Management**

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

#### *Ministry of Education roles*

- To establish policy for ECE;
- To provide seconded staff for training, inspection and assessment of field-based staff and probationers;
- To secure appropriate funding for resources and support of ECE;
- To support SICHE so that training is provided for ECE teachers;

- To meet the cost of salaries of trained ECE teachers;
- To support curriculum development and production of learning materials;
- To assist in seeking sponsors to fund buildings.

*Provincial Education Authority roles*

- To assist in providing in-service training for teachers;
- To ensure that ECE teachers are properly trained;
- To support field-based training for ECE teachers (provided by ECE coordinators) before selection for further training takes place;
- To manage monitoring and evaluation of ECE centres;
- To appoint an ECE coordinator, and regional ECE coordinators if necessary for the regions of the province;
- To support the role of the ECE co-coordinator and to encourage the development of ECE (and if demand for ECE increases, to consider the appointment of additional ECE co-coordinators);
- To provide office space and an operating subsidy (by way of a grant) for ECE;
- To carry out awareness programmes for communities; and
- To facilitate trained government teachers to act as mentors or senior teachers to assist the provincial coordinator.

*Communities/Parents' roles*

- To provide land and local building materials;
- To build and maintain ECE learning spaces, and to ensure that a supply of fresh drinkable water is accessible, and that there is proper sanitation;
- To look after teachers' welfare;
- To set up ECE Committees for administration and governance of ECE centres (The committee would be responsible for liaising with donors and the province regarding funds);
- To select and appoint ECE teachers with assistance from coordinators and members of the community; and
- To provide housing for teachers.

*Churches' roles*

- To provide support similar to that provided by the provincial education authorities, including the provision of financial support where appropriate;
- To provide religious instruction.

## 8 Primary Education

### 8.1 Current Situation

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. These other skills and understandings include skills in science, social sciences, community studies, agriculture, art, music, and physical education.

According to the *Digest of Education Statistics 2005*, the Solomon Islands has a total of 533 primary schools, as well as 117 community high schools, all of which have a primary school attached, church schools included, making a total of 650 schools offering primary schooling. There is a total student enrolment of 100,356 primary school children in the country. This figure includes 21,082 pupils enrolled in the preparatory year. There were 3,964 primary school teachers teaching in the province’s primary schools in 2005. The teacher pupil ratio is therefore 1:25.3. Table 5 below provides data on teaching staff and total enrolments in primary education by provinces.

**Table 5: Total Primary School Teaching Staff and Enrolments, by Province, 2005**

| Province          | Teaching Staff | Males        | Females      | Total Enrolments |
|-------------------|----------------|--------------|--------------|------------------|
| Central           | 200            | 2772         | 2532         | 5304             |
| Choiseul          | 215            | 2525         | 2368         | 4893             |
| Guadalcanal       | 655            | 9018         | 8146         | 17164            |
| Honiara           | 341            | 4640         | 4295         | 8935             |
| Isabel            | 181            | 2361         | 2152         | 4513             |
| Makira & Ulawa    | 363            | 4042         | 3455         | 7497             |
| Malaita           | 1186           | 17539        | 14807        | 32346            |
| Rennell & Bellona | 65             | 353          | 343          | 696              |
| Temotu            | 201            | 2406         | 2184         | 4590             |
| Western           | 557            | 7490         | 6928         | 14418            |
| <b>Total</b>      | <b>3964</b>    | <b>53146</b> | <b>47210</b> | <b>100356</b>    |

Source: *Digest of Education Statistics 2005*

The main constraints and issues in primary education in the Solomon Islands are:

- a shortage of trained teachers;
- a lack of good quality curriculum resources; and
- poor facilities (including inadequate water supply and poor sanitation at many schools)
- lack of teaching resources

### **8.1.1 Access and Equity**

Generally, primary education appears to be available to the majority of children in the Solomon Islands. The *Digest of Education Statistics 2005* reports a primary school net enrolment ratio of 94.08% in 2005, a considerable improvement on the primary school net enrolment ratio of just under 86% reported for 2004. Considerable progress has been made. Nevertheless, a net enrolment ratio of 94% means that 6% of the school-age population do not attend school, so there is no room for complacency. Efforts to ensure 100% enrolment of school-age children in primary school need to be continued.

It is worth noting that geographical and settlement patterns in the Solomon Islands greatly affect the question of access. The islands are rugged and divided by huge stretches of sea and people live in small rural or coastal settlements. Many pupils have to walk or paddle long distances to attend school. Transport systems too are not very good, especially in rural areas. The weather too is intolerable at times. These are unavoidable factors, which hinder access to primary education in Solomon Islands. However, the government and other authorities are doing all they can to minimise these factors, which have caused negative impact on access to primary education.

There are some concerns about apparent attrition (particularly among girls) in the later years of primary schooling, although the evidence to support this apparent phenomenon is largely anecdotal. There are various factors that may contribute to a significant attrition rate at the primary school level. These include geographical factors such as how children get to schools, the locations of schools far from the catchment areas, with the consequence that travel time is longer, relocation of villages to smaller remote communities, and the frequent movement of families. All these factors sometimes make it difficult for children to be placed in the appropriate class. The cultural and social influence of parents and local communities are also sometimes hindrances to access and equity. The view was expressed in the provincial planning workshops that there is, in some quarters, a lack of parental and community support for individual children at home, and for the primary school as a whole.

Of the total enrolments in 2005, 53% were boys and 47% were girls. Gender equity does not appear to be a major problem, although there is a slight gender imbalance in favour of boys. The reason for this imbalance may be attributable to some slight attrition of girls towards the end of primary schooling. The breakdown of enrolment figures by gender, however, is generally consistent with the distribution by gender in the primary school target age groups, as reflected in the census estimates for the 2005 primary school-age population (52.2% male and 47.8% female).

Information was not available to determine if there are equity issues with respect to access to primary education for the disabled (e.g. children who are physically disabled, visually impaired, hearing impaired, intellectually disabled, or who have other types of disability). Further investigation is needed to assess the extent of disabilities in the primary schools and to determine appropriate strategies to respond to any problems.

### **8.1.2 Facilities**

Participants at the workshops held to discuss the provincial action plans reported that the physical condition of primary school buildings (classrooms, staff houses, and other buildings) in the majority of primary schools is generally poor. Workshop participants identified a need for improvement to existing facilities, both temporary and permanent. There is also a need to ensure that responsibility for improving and maintaining existing facilities is clearly assigned, and that regular maintenance is carried out. Where expansion to accommodate roll growth is required, the respective responsibilities for funding and constructing additional primary school facilities need to be clear.

No formal nationwide inventory of the state of school buildings is available. Nor is there an accurate database that records the location, ownership status, and condition of all school facilities, including whether a school has staff houses available, and details of the nature of the water and sanitation facilities at each primary school. Good progress has been made with reporting on the state of water supply and sanitation facilities in the *Digest of Education Statistics 2005*. However, a more comprehensive and detailed inventory of primary school property is required.

Facilities that are required in schools include classrooms in permanent materials, storage facilities, libraries, recreation facilities, an adequate supply of water in all schools, and improved sanitation facilities. Schools should also cater for teacher housing. Other facilities which some schools lacked, and for which they identified a need, included school furniture (especially desks), communications equipment (radio or wireless), solar power, duplicating machines, typewriters or computers, and a supply of stationery.

In addition, all primary school land in the Solomon Islands needs to be registered to avoid future land disputes. Currently the land on which a number of schools are built is either customary land, leased land, or land given by good will. Determining the legal status of school property and resolving any disputes that may be associated with the property is a matter for local communities in the first instance. Once school land has been formally registered, the relevant province can take responsibility for school land matters.

### **8.1.3 Curriculum**

Curriculum development will remain centralised within the Ministry of Education. The primary school curriculum is currently being reviewed, with work on primary

mathematics and English for standards 1 to 6 under way. Development of other subjects will follow with financial assistance provided by NZAID.

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

#### **8.1.4 Teacher Supply and Demand**

What does need to be monitored carefully, however, and improved, is the quality of the primary school teaching staff. A key issue is the number of unqualified primary school teachers in the Solomon Islands. Table 6 provides details of primary school teachers in the Solomon Islands by province, by gender, and sets out the percentage of teachers who are qualified.

**Table 6: Total Primary School Teachers by Gender and Percentage Qualified, 2005**

| <b>Province</b>   | <b>Female</b> | <b>Male</b> | <b>Total</b> | <b>% Qualified</b> |
|-------------------|---------------|-------------|--------------|--------------------|
| Central           | 65            | 135         | 200          | 79.0%              |
| Choiseul          | 120           | 95          | 215          | 62.3%              |
| Guadalcanal       | 252           | 403         | 655          | 64.6%              |
| Honiara           | 228           | 113         | 341          | 75.1%              |
| Isabel            | 68            | 113         | 181          | 92.8%              |
| Makira & Ulawa    | 108           | 255         | 363          | 66.1%              |
| Malaita           | 383           | 803         | 1186         | 59.8%              |
| Rennell & Bellona | 15            | 50          | 65           | 64.6%              |
| Temotu            | 74            | 127         | 201          | 76.6%              |
| Western           | 282           | 275         | 557          | 68.9%              |
| <b>Total</b>      | <b>1595</b>   | <b>2369</b> | <b>3964</b>  | <b>67.3%</b>       |

Approximately one third of primary teachers in the country in 2005 were unqualified. This figure is too high, and strategies need to be developed to address how the untrained teachers will be upskilled. This issue requires immediate attention to improve the quality of education in the Solomon Islands primary schools.

#### **8.1.5 Financing**

The Government's policy is that schools do not charge parents fees for primary schooling. Central government currently pays the salaries of teachers and provides an operating grant to schools. The operating grant pays for the provision of basic school materials and equipment. The total amount of the grant allocation per school depends on the number of students enrolled at the school. The province supplements government grants. With limited sources of revenue, most provinces are not able to make extensive provision in their own budgets to cater for education services.

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

- Central Government will meet 60% of the total cost of primary education;
- each Provincial Government and other education authorities will meet 30% of the total costs;
- parents and communities will meet 10% of the total costs;
- schools will be encouraged to raise extra funds if required.

Grants paid to schools will be on a per capita basis and based on total enrolment in schools. The unit cost per child in primary schools is SBD150.00.

Management of finance at the school level is the responsibility of the Principal (Head Teacher) and the School Committee. As a matter of transparency and accountability, funds need to be properly accounted for.

#### **8.1.6 Management**

General oversight of primary schools is the responsibility of the Ministry of Education through the relevant provincial education authority. The day to day operational management of each school is the responsibility of the Principal (Head Teacher), subject to the oversight of the School Committee.

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

## **8.2 Future Directions**

The National Workshop held in Honiara on 11 and 12 October 2006 endorsed four key areas as priorities for the future development of the primary school sector. These were:

- Infrastructure
- Teacher training
- Financing
- Management

Participants at the workshop raised a number of issues that impacted upon priorities for the future direction of the primary school sector. The MEHRD was urged to continue with the plans to develop school infrastructure, and to continue its support for training teachers. There was a general desire to devolve more decision-making powers to the provinces, and to decentralise decision-making where possible. It was recognised that school administrators such as Principals and senior staff need

management training. There was discussion about whether the Solomon Islands needs another teacher training institution to increase the output of trained teachers. Language and mother tongue issues were also discussed, and the value of an education in a vernacular language (at least for children entering primary school) was endorsed, in the context of considering effective strategies to improve literacy.

### **8.2.1 Access and Equity**

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

Extension schools may be needed in some localities to ensure that those students who do not currently have access to a primary school do gain access to education by 2009.

There does appear to have been a steady increase in primary school enrolments from 2003 (85,958 enrolments) to 2005 (100,356 enrolments) in Solomon Islands primary schools (a 16.7% increase in two years, a much more rapid growth rate than for the country's population as a whole). It is anticipated that this steady increase will continue. Planning to increase access in Solomon Islands primary schools does need to be based on a realistic assessment of future roll growth, and on an assessment of where growth will occur.

If it was assumed that the average age of entry to the preparatory level in the province occurred at age 6, and that there was 100% progression throughout the primary school system up to standard 6, the primary school enrolment projections for the years 2007 to 2010 should roughly correspond with the population projections for the Solomon Islands 6-12 year-old age groups (Scenario 1) set out in Table 10. These population projections are derived from the 1999 census data. However, actual primary school enrolments in 2005 (100,356) are larger than these projected numbers, mainly because a number of students older than 12 are enrolled in Solomon Islands primary schools. Scenario 2 is based on actual Solomon Islands primary school enrolments in 2005, calculated on a straight line increase of 2.8% growth a year (the projected population increase based on 1999 census data). Scenario 2 probably gives a closer realistic forecast of future primary school enrolments in the country.

**Table 7: Solomon Islands Primary School Growth Projections, 2007 to 2010**

| Year   | 2007    | 2008    | 2009    | 2010    |
|--|---------|---------|---------|---------|
| Projected population, ages 6-12 (Scenario 1) | 88,789  | 89,793  | 91,737  | 91,751  |
| Enrolment projections (Scenario 2)           | 106,054 | 109,024 | 112,076 | 115,214 |

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

It is important to note that the Solomon Islands will have to make some policy decisions in order to decide on the future of primary education. The enrolment forecasts suggest that the country will need to develop plans to manage a steady increase in primary school enrolments. This planning will need to ensure there are sufficient trained teachers and enough classrooms and ancillary buildings. Decisions on these matters will determine the projected number of classrooms, infrastructure and teachers required to meet the needs of the Solomon Islands between 2007 and 2010. The primary school enrolment was 100,356 in the Year 2005, and it is projected (Scenario 2) to increase over the next four years, to give an estimated total of 115,214 enrolments by 2009. The Government, the Provinces and local communities will need to plan now to ensure that another 9,160 places for primary school aged children are available by 2009. The key need appears to be the need to identify the locations where primary school roll growth pressures are strongest.

More data about the number of classrooms available is required, and about the condition of the existing buildings, before plans are initiated to build more classrooms or establish new schools. While at this stage the assessment is there are enough primary schools in the Solomon Islands to cater for the projected increased enrolments for 2007 to 2010, there will be a need to consider the findings of any further investigation, and almost certainly there will be a need to upgrade facilities. Further investigation, accompanied by documentation and analysis of findings, is required, as described in the next section "Facilities".

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

- regular visits to schools will be undertaken by Provincial Education Officers and School Inspectors, to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, and whether there is overcrowding, and to ascertain how schools are managing any increases in enrolments;

- where necessary and appropriate, the creation of extension schools will be considered in order to ensure that access is available for students living in remote parts of relevant provinces; and
- the Solomon Islands Government should make every effort to educate parents concerning the importance of educating their children, especially girls.

Further investigation is needed to assess the extent of student disabilities in the primary schools in the Solomon Islands, and to determine appropriate strategies to respond to any problems.

### **8.2.2 Facilities**

The priority in the Solomon Islands is for existing primary schools to be renovated and furnished, rather than for new schools to be built. 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 current occupancy rates, and an assessment of whether minimum standards are met. A national methodology for this purpose should be developed by the MEHRD.

This proposed survey would provide data that should assist each province with its planning. The information would allow each 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 drinkable water. The proposed survey would provide documented data to assist in identifying where growth was occurring, and would help in identifying priorities for maintenance of existing school buildings or for the development of new facilities.

The following immediate actions are needed:

- undertake a stocktake to assess the needs of primary schools in the Solomon Islands, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the relevant provincial education authority and the Ministry of Education and Human Resources Development;
- a comprehensive primary school development plan for the Solomon Islands needs to be put together in order to establish key locations and priorities for construction of any new facilities (classrooms, storage facilities, dormitories, ablution blocks, staff houses) that may be required to cope with expansion;
- communities are encouraged to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- while Phase I of the Primary Infrastructure Programme has made some good progress, it would be timely for a review of this programme to be carried out;
- the current programmes (e.g. Primary Infrastructure Programme /Minor Capital Works/Grass Roots/Community Sector Programme/Micro Projects

Programme) need to be better coordinated, but still allow for different approaches by donors and communities;

- selection of schools must be better coordinated, and a priority order should be determined of primary schools for the provision of storage and libraries, to be funded under the NZAID Work Programme Phase 1;
- water and sanitation are regarded as high priorities, as generally standards are very poor, and as a consequence, the Primary Infrastructure Programme must include improvements to water and sanitation as part of the building programme (sanitation generally needs to be improved, and clean and safe water needs to be available in all primary schools);
- a minimum school standard (infrastructure/ water and sanitation /management /learning resources) has to be established and adopted to assist provinces with their education action plans;
- extension schools should be improved;
- appropriate furniture needs to be provided for classrooms;
- staff housing should be standardised, based on a set of minimum standards;
- land where schools are located needs to be registered in order to avoid future land disputes; and
- an awareness programme for communities on ownership of schools should be promoted by the Ministry through provincial education offices.

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

### **8.2.3 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:

- 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;
- encouraging the teaching of reading in the first three years (the preparatory year and standards 1 and 2) of primary schooling;
- encouraging the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing, in order to develop a “home grown curriculum”;
- more in-service training on Nguzu Nguzu materials, and opportunities to deliver similar, more effective, decentralised training programmes;
- the creation of a Curriculum Officer post at appropriate provincial education offices to run in-service courses and to monitor the implementation of curriculum materials in primary schools;

- approval and dissemination of new outcomes-based syllabi (for example, primary science, community studies & health education);
- incorporation of basic health education at an appropriate level in the primary school curriculum;
- continuation of trialling of all new learning materials, and delivery of ongoing in-service training on learning materials;
- provision of adequate curriculum resource materials (text books and teacher guides) and effective distribution of these learning materials to schools, in order to achieve a pupil/textbook ratio of 1:1;
- reprinting of primary curriculum materials where appropriate;
- ensuring the integration of Curriculum Development Centre materials with SoE/SICHE pre-service teacher training programmes;
- basing written materials, especially story books, around the folklore of the Solomon Islands;
- attendance by Principals of community high schools with primary schools attached at in-service training on curriculum materials for primary teachers, to enable those Principals to hold school-based workshops; and
- carrying 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.

#### **8.2.4 Teacher Supply and Demand**

The Solomon Islands needs a clear teacher training and development policy. In this policy, further work is required both on improvement of the quality of teaching, and on teacher supply.

Well trained teachers are the backbone of a quality education system. There are currently 3,964 primary teachers serving in the Solomon Islands, as recorded in the 2005 MEHRD statistical digest, although about 33% of these teachers (approximately 1300) are categorised as unqualified. This situation has serious implications for the quality of teaching delivered to some students, and directly affects the standard of student achievement.

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

It appears there are sufficient teachers in the country at a system level to meet current requirements for the immediate future, although there may be supply requirements in particular isolated localities. However, the Solomon Islands 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. The provincial education action

plans have identified a supply need for more than 100 teacher trainees to be trained each year in 2007, 2008 and 2009. It is necessary to plan to train new teachers now to avoid any future teacher shortages.

So that the Solomon Islands develops a fully trained primary teaching force, the following strategies and activities will be carried out:

- a comprehensive policy framework for the education and training of primary school teachers will be developed;
- untrained teachers will be encouraged to undertake training, and their attendance at suitable programmes will be facilitated;
- the launching of a field-based training programme, including the establishment of a network of tutors and mentors, for the estimated 1300 untrained teachers is a high priority in order to improve standards in the primary school classrooms;
- additional teacher trainees need to be recruited and enrolled with SICHE to gain appropriate teaching qualifications;
- as many teachers as can be accommodated within the existing capacity limits of SICHE will be trained each year, for the next 3 years, through the pre-service teacher training programme (including some of the untrained teachers);
- multi class teaching modules will be included in the SICHE School of Education curriculum, with appropriate training for the teachers to manage composite classes including children at different levels;
- the School of Education at SICHE must review & re-structure its teacher education programmes;
- as many primary school teachers in each year as possible will be assisted to gain access to in-service training programmes (the workshops on provincial education action plans have estimated a collective demand for in-service training to upgrade skills for more than 500 primary school teachers each year);
- a priority will be the strengthening of in-service training capacity (supported by the Curriculum Development Centre and others) so that Nguzu Nguzu resources and other learning materials can be used more effectively in classrooms;
- opportunities for training must be advertised and applications should be screened by each provincial education authority, and each province should consider setting up a screening committee for this purpose;
- the Inspectorate Division must be strengthened so it can play its important role in improving quality standards;
- consideration should be given to an increase in the staffing establishment of the Teacher Training and Development Office so that it has the capacity to plan and implement the proposed range of teacher training and development courses;
- certificate teachers will be encouraged to upgrade to diplomas;
- teachers with diplomas will be encouraged to upgrade their diplomas to degrees;

- teacher pre-service and in-service education need to focus on all aspects of the primary school curriculum, although science training was mentioned as a particular curriculum area that required emphasis;
- existing teachers (including Head Teachers and long-serving teachers) will be offered professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through USP Distance and Flexible Learning (DFL) and summer school modes, and through the University of Goroka's teacher training programme (the Lahara Programme);
- a fair intake from each province must get access to SICHE pre-service teacher training through scholarships, perhaps based on a quota system;
- accommodation for teachers will be addressed as a means of recruiting and retaining qualified staff;
- current teaching posts that are vacant will be advertised in order to attract trained teachers;
- administration and management short courses need to be arranged for Principals (Head Teachers) in order to improve their performance and accountability; and
- programmes such as SITUP must be continued to assist with teacher training.

There appear to be sufficient teachers in the country's teaching force, but what is required is liaison with appropriate authorities to facilitate the above recommendations, to plan training for the unqualified and/or untrained teachers, and to upgrade the skills and qualifications of those currently in the teaching service.

### **8.2.5 Financing**

The Government has announced that primary education will be free for all children in the Solomon Islands, however in particular the private and church authorities are still charging school fees. In reality, financing an education system from Early Childhood till Form 3 is expensive. The Government therefore wants to enhance partnership in funding and supporting education services by all stakeholders, parents and communities included. The concept of Community Standard Funding will be introduced in Basic Education based on the following contribution levels:

- 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 SBD220 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 provincial education authorities will provide materials and stationery, will carry out community awareness programmes, and will offer in-service training;
- schools, parents and communities will provide land and buildings, and will be encouraged to participate in fund raising and to raise extra funds if required.

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

- consideration will be given to the creation of the post of an accountant, who is to be paid under Public Service payroll, within the Education Division of each larger province (where appropriate). This officer will have the following specific roles:
  - (a) administration of cash grants to primary schools;
  - (b) monitoring of the use of cash grants and school fees in primary schools;
  - (c) provision of quarterly and annual reports to the relevant Provincial Assembly and Ministry of Education;
  - (d) coordination of training workshops for Principals (Head Teachers) and School Committee treasurers on financial management; and
  - (e) development of an accounting manual for Principals (Head Teachers) on the management of the grants and school fees.
- the Ministry of Education will disburse grants directly to a trust account held within the Education Division in each province, and the Education Division will disburse grants to schools on a quarterly basis;
- the Ministry of Education will disburse a proportion of the SIG grants for maintenance of school buildings directly to this trust account held within the Education Division in the province;
- the Ministry of Education will use a proportion of the SIG grants to procure school supplies and distribute these directly to schools;
- the Education Division of the Province will disburse grants to schools;
- signatories to individual school accounts for the grants should include the Principal (Head Teacher), and the School Committee Chairperson, and/or the School Committee Treasurer. The system used by the current EU funded Secondary Schools Grants Project (SSGP) should be adopted for the management of school grants;
- the Principal (Head Teacher) of each school should be the accountable officer, and will report to the Provincial Accountant;
- the School Committee Chairman and Treasurer should be included in the management of school finances. This approach will ensure accountability by the Principal (Head Teacher);

- Principals (Head Teachers) and School Chairpersons and Treasurers will be trained in the financial management of these funds (financial procedures);
- Principals (Head Teachers) and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the relevant Provincial Education Authority, which will monitor expenditure; and
- each Province should encourage schools to conduct awareness programmes on Community Standard Funding and on the role of school management in their catchment areas.

### **8.2.6 Management**

Policy and guidelines for the management of schools is set out in the approved document Ministry of Education and Training Solomon Islands Teaching Service Hand Book 2006. To improve the management of primary education in each Province, the following practices will be implemented:

- a Principal (Head Teacher) should remain in one school for at least three years. The welfare of the Principal (Head Teacher) and his/her staff must be given priority by the School Committee;
- the Principal (Head Teacher) and the School Committee must make sure that school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds;
- Principal (Head Teacher) training will be re-introduced, and all Principals (Head Teachers) will undertake management training (including staff management and resource management) and financial management training (including budgeting);
- the Province or central government will immediately organise short courses in administration and financial management training for Principals (Head Teachers), and Chairpersons and treasurers of school committees;
- weekly or fortnightly meetings are to be held for staff, and regular meetings for School Committees;
- the SOE/SICHE will include a management component in its teacher training programmes;
- each school will develop a staff professional development plan, which should include inspection of teachers by the Inspectorate Division and Education Authorities for purposes such as teacher registration, assessment of teacher performance, assessment of suitability for promotion, confirmation of teaching status, and approval of a housing allowance;
- communication links between stakeholders (headquarters, provincial authorities and schools) will be improved; and
- each Provincial Education Authority will be more active in organising education tours and school visits, in providing updates for schools, and in arranging school inspections.

School management committees and provincial and church education authorities will continue playing a major role in the running of primary schools. The roles of these

organisations are set out in the later section of this national education action plan “Roles of Stakeholders”.

## 9 Junior Secondary Education

### 9.1 Current Situation

Junior secondary schools provide education for students in forms 1, 2 and 3. This level of schooling is offered by the existing category of secondary schools: National Secondary Schools (NSS) which were the original secondary schools operated by the Government and the Churches, and enrol students nationally; Provincial Secondary Schools (PSS), run by the provinces thus should restrict enrolments to the province only; and Community High Schools (CHS) where secondary section added on to an existing primary school.. These schools are built and managed by communities, and are assisted by church or provincial authorities. The 2005 *Annual Report* of the Ministry of Education and Human Resources Development noted a substantial increase in the growth of such schools and so require monitoring. There are risks to the quality of delivery of secondary education in this development, given that there is a national shortage of trained secondary school teachers.

Data about the number of secondary schools is available for 2005 only. Table 8 sets out the number of secondary schools in the Solomon Islands

**Table 8: Number of Secondary Schools By Type, 2003-2005**

| School Type  | 2003       | 2004       | 2005       |
|--------------|------------|------------|------------|
| NSS          | 9          | 9          | 9          |
| PSS          | 16         | 16         | 16         |
| CHS          | 105        | 109        | 115        |
| <b>Total</b> | <b>130</b> | <b>134</b> | <b>140</b> |

There were 17,215 students in total enrolled in forms 1, 2 and 3 in the Solomon Islands in 2005. Table 9 sets out details of enrolments by gender.

**Table 9: Junior Secondary School Enrolments By Gender, 2005**

| Form 1 |        | Form 2 |        | Form 3 |        |
|--------|--------|--------|--------|--------|--------|
| Male   | Female | Male   | Female | Male   | Female |
| 3,576  | 2,946  | 3,226  | 2,613  | 2,726  | 2,128  |
| Total  |        | Total  |        | Total  |        |
| 6,522  |        | 5,839  |        | 4,854  |        |

*Source: Digest of Education Statistics, 2005*

Secondary teachers will typically teach at both junior and senior levels in a school that enrolls students from form 1 up to forms 5, 6 or 7 therefore difficult to disaggregate who teaches at both levels.

Table 10 sets out the number of secondary teachers by province, and the percentage that are qualified. Note that some of these teachers will teach at both junior and senior secondary levels.

**Table 10: Numbers of Secondary Teachers by Province, and Percentage Qualified, 2005**

| Province          | Number of Secondary Teachers |            |            | % Qualified  |
|-------------------|------------------------------|------------|------------|--------------|
|                   | Male                         | Female     | Total      |              |
| Central           | 31                           | 7          | 38         | 76.3%        |
| Choiseul          | 15                           | 11         | 26         | 61.5%        |
| Guadalcanal       | 100                          | 34         | 134        | 91%          |
| Honiara           | 109                          | 51         | 160        | 75.6%        |
| Isabel            | 59                           | 5          | 64         | 84.4%        |
| Makira & Ulawa    | 51                           | 18         | 69         | 76.8%        |
| Malaita           | 188                          | 58         | 246        | 77.6%        |
| Rennell & Bellona | 6                            | 1          | 7          | 85.7%        |
| Temotu            | 26                           | 8          | 34         | 61.8%        |
| Western           | 113                          | 47         | 160        | 83.1%        |
| <b>Total</b>      | <b>698</b>                   | <b>240</b> | <b>938</b> | <b>79.5%</b> |

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

- a lack of classroom spaces at existing junior secondary schools;
- a lack of curriculum resources and equipment;
- a lack of boarding facilities in the existing community high schools;
- a shortage of trained teachers in all subject areas;
- the deteriorating state of school buildings;
- a lack of specialised classrooms e.g. for home economics, science, and industrial arts;
- gender imbalance in enrolments; and
- the geographical location of current community high schools hinders day schooling for many children.

The 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 (SISEE) at standard 6 will be phased out, and that all pupils will progress automatically into form 1.

The expected outcome therefore, is to provide access for all children in the Solomon Islands to a quality basic education at the junior secondary school level. The demand to meet this expectation will be high; however there are considerable challenges to achieve this goal.

### **9.1.1 Access and Equity**

Access to junior secondary schools is a major issue in the Solomon Islands. The lack of sufficient junior secondary school places, trained teachers and adequate facilities, is a major barrier to access. The lack of transportation limits access for students, especially those living in isolated communities. The lack of dormitory facilities for girls is a further factor causing a disproportionate lower representation of girls in the country's junior secondary schools.

The MEHRD *Annual Report* for 2005 reported an enrolment of 8,441 in the Solomon Islands Secondary Entrance Examination at Standard 6. 7,538 (89%) were placed in a junior secondary school in form 1. The percentage gaining access in 2005 was a commendable increase from the 73% who gained a place in 2004, although there is still not 100% progression into form 1. 4,513 students entered the Solomon Islands National Form 3 examination in 2005, a 5.6% decrease on 2004 numbers (4,779 enrolled in 2004).

It is difficult to estimate the number of 5 to 14 year-old young people in the Solomon Islands who are not currently attending school. It is anticipated that the demand for junior secondary school places will increase as the school-age population grows, and as the existing cohorts of students in primary schools reach form 1 levels. The Solomon Islands needs to plan to provide a considerable number of additional junior secondary school places to cater for entrants to form 1, as roll growth at the junior secondary level increases. This planning will require the provision of more trained teachers and additional facilities.

The 2005 total enrolment in Standard 6 was 9,319 children. By contrast, the current 2005 enrolment in the junior secondary schools in form 1 was a total of 6,522 students. Although enrolment data is not available for 2006, it is likely that a number of the 2005 standard six cohort, as in previous years, would not have gained access to form 1 in 2006. Any forward planning to improve access in the Solomon Islands also needs to take into account the proposal to phase out the Standard 6 examinations as soon as it is practically possible in the future.

A scrutiny of enrolment patterns by class level, as set out in Table 11, indicates that attrition appears to be a feature of school rolls as students get older.

**Table 11: Enrolments By Class Level, 2005**

| School Level     | Total Enrolled |
|------------------|----------------|
| Kindergarten     | 11,251         |
| Preparatory Year | 21,082         |
| Standard 1       | 17,389         |
| Standard 2       | 15,220         |
| Standard 3       | 13,941         |
| Standard 4       | 12,352         |
| Standard 5       | 11,053         |
| Standard 6       | 9,319          |
| Form 1           | 6,522          |
| Form 2           | 5,839          |
| Form 3           | 4,854          |
| Form 4           | 3,703          |
| Form 5           | 3,029          |
| Form 6           | 881            |
| Form 7           | 189            |
| <b>Total</b>     | <b>136,624</b> |

The objective of ensuring access to universal basic education for all students from standard 1 to form 3 means the apparent cycle of gradual attrition demonstrated in the enrolment figures above will need to be broken. One of the critical points at which onward progression is interrupted is at the transition between standard six and form 1.

Gender equity is also a more significant issue at the junior secondary level than at primary school level. The statistics shown in Table 9 demonstrate that 44.4% of junior secondary enrolments are female, whereas 55.6% are male. By the junior secondary education stage, gender imbalance in enrolments is marked.

### 9.1.2 Facilities

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

In particular, there are no specialised laboratories designed for science at any of the community high schools, specialist rooms (including proper libraries) or tools and equipment for practical subjects, such as agriculture, home economics and industrial arts.

### **9.1.3 Curriculum**

Control of the junior secondary curriculum is centralised under the Ministry of Education. Curriculum review of all secondary subjects is currently undertaken by the Curriculum Development Centre. Syllabuses, teachers' handbooks, and textbooks for students are developed by curriculum panels. Learning resources are revised by subject teachers when funds are available.

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

The key requirement with respect to the junior secondary curriculum is that it remains relevant and up-to-date, and supporting learning materials and resources (including trained teachers) are adequately supplied to schools. The rapid expansion of community high schools is throwing into sharp focus the adequacy of the training and specialist subject knowledge of the teachers in these junior secondary schools.

### **9.1.4 Teacher Supply and Demand**

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

Just over 20% of secondary teachers, were estimated to be unqualified in 2005 is too high (See Table 10). Anecdotal reports indicated that vacant secondary positions, particularly in community high schools, are being filled either by primary teachers who are not appropriately qualified, or by untrained teachers.

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

### **9.1.5 Financing**

The Solomon Islands Government provides funding for the salaries of junior secondary teachers and a school operating grant. The allocation of secondary school

grants is based on SBD500 per day school student and SBD750 per boarding school student.

The recommended unit costs for the junior secondary level are: SBD1,200 for a day student and SBD1,800 for a boarding student.

The concept of Community Standard Funding was developed to encourage partnership in education which clearly states the contribution levels of the various stakeholders. The accepted basis of Community Standard Funding for junior secondary schools is as follows:

- Solomon Islands Government: contribution to 60% total costs;
- Provincial Education Authorities: contribution to 30% of total costs;
- Parents and community: contribution to 10% of total costs.

Additional income is also generated through school fees, and fundraising activities.

#### **9.1.6 Management**

The governance of junior secondary schools is vested in the School Board, but the daily management and running of the school is the responsibility of the School Principal and the staff. School policy is developed and supervised by the School Board. The School Principal is answerable to the community, to parents and to the Ministry of Education through the Provincial/Church Education Authority. The appropriate Provincial/Church Education Authority steps in if the roles of either the board or the principal are compromised. Both the Principal and the School Boards are accountable to Provincial/Church Education Authority and to the Ministry of Education.

## **9.2 Future Directions**

The 2006 National Workshop discussed priorities for junior secondary education. It recommended that 2006 was a time for consolidation in secondary education, given the focus on rehabilitation in last 5 years following the period of ethnic tension.

The community high schools are mostly day schools but recommended that some schools may need to be granted boarding school status in order to ensure that access to secondary education was protected for those geographically distant from secondary schools. Secondary schools needed some essential facilities and equipment, such as specialised classrooms (for example, science laboratories, libraries, and facilities for practically based programmes in home economics and industrial arts). There was also a general lack of storage facilities in secondary schools. These infrastructure issues needed to be addressed.

The policy issue of selection and transfer of students from provinces to urban schools were discussed. There was a need to determine policy on this issue since urban schools (especially in Honiara) were under pressure as a result of internal migration.

A strong recommendation was made to strengthen the Inspectorate Division through a programme of capacity building in order to improve monitoring and evaluation.

Teacher training was required for untrained teachers in order to upgrade the skills of these people.

Finally, a need was recognised for a coherent development plan to be designed for the future education of students in forms 1, 2 & 3 in the Solomon Islands. The basic elements of this plan are outlined below.

### 9.2.1 Access and Equity

Table 12 summarises the population projections for the 13-15 age cohort in the Solomon Islands from 2007 to 2010. The data in Scenario 1 is derived from the 1999 census population projections. No enrolment projections based on the recent SIEMIS 2005 enrolment data are available. The enrolment projections based on 2004 data are available, but since they are based on outdated information, they are flawed and have not been considered here. The data in Scenario 2 is derived from the actual 2005 junior secondary school enrolment figure (17, 215), increased by a straight line increase of 2.8% a year.

**Table 12: Growth Potential for Solomon Islands Junior Secondary Schools, 2007 to 2010**

| Year   | 2007   | 2008   | 2009   | 2010   |
|--|--------|--------|--------|--------|
| Population projections, 13-15 age group (Scenario 1) | 32,176 | 33,773 | 34,977 | 56,964 |
| Enrolment projections, 13-15 age group (Scenario 2)  | 18,298 | 18,810 | 19,337 | 19,878 |

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

The enrolment increase could potentially be greater than indicated by the numbers in Scenario 2 if the Government makes a decision to phase out the Solomon Islands Secondary Entrance Examination, as suggested in the *Education Strategic Plan 2004-2006*. If all Solomon Islands 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 therefore developed a series of provincial projections for junior secondary schools, based on actual current enrolments for the relevant cohorts already in the system in the country's primary schools. These forecasts are likely to be considerably more accurate than the enrolment projections based on census data (Scenario 1), or enrolment projections based on past performance increased by a percentage population increase factor (Scenario 2). Table 13 sets out the anticipated numbers in form 1 classes for the Solomon Islands junior secondary schools from 2007 to 2010.

**Table 13: Form 1 Projections, Solomon Islands, By Province, 2007-2010**

| Year<br>Province     | 2007             |                  |                   | 2008             |                  |                   | 2009             |                  |                   | 2010             |                  |                   |
|----------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|------------------|------------------|-------------------|
|                      | M                | F                | Tot               |
| Central              | 362              | 287              | 649               | 344              | 316              | 660               | 407              | 416              | 823               | 478              | 418              | 896               |
| Choiseul             | 295              | 293              | 588               | 373              | 374              | 747               | 396              | 363              | 759               | 407              | 338              | 745               |
| Guadalca<br>nal      | 120<br>7         | 104<br>3         | 2250              | 127<br>9         | 116<br>9         | 2448              | 137<br>9         | 131<br>6         | 2695              | 163<br>3         | 147<br>4         | 3107              |
| Honiara              | 664              | 588              | 1252              | 648              | 626              | 1274              | 733              | 674              | 1407              | 777              | 679              | 1456              |
| Isabel               | 272              | 259              | 531               | 341              | 331              | 672               | 312              | 279              | 591               | 436              | 375              | 811               |
| Makira &<br>Ulawa    | 500              | 382              | 882               | 585              | 508              | 1093              | 573              | 527              | 1100              | 686              | 598              | 1284              |
| Malaita              | 187<br>3         | 151<br>5         | 3388              | 199<br>9         | 170<br>9         | 3708              | 227<br>1         | 184<br>6         | 4117              | 266<br>0         | 231<br>2         | 4972              |
| Rennell &<br>Bellona | 55               | 45               | 100               | 57               | 52               | 109               | 64               | 63               | 127               | 47               | 61               | 108               |
| Temotu               | 356              | 275              | 631               | 365              | 287              | 652               | 363              | 414              | 777               | 436              | 385              | 821               |
| Western              | 102<br>9         | 921              | 1950              | 103<br>1         | 936              | 1967              | 110<br>2         | 106<br>6         | 2168              | 122<br>6         | 110<br>9         | 2335              |
| <b>Total</b>         | <b>661<br/>3</b> | <b>560<br/>8</b> | <b>1222<br/>1</b> | <b>702<br/>2</b> | <b>630<br/>8</b> | <b>1333<br/>0</b> | <b>760<br/>0</b> | <b>696<br/>4</b> | <b>1456<br/>4</b> | <b>878<br/>6</b> | <b>774<br/>9</b> | <b>1653<br/>5</b> |

Source: Ministry of Education and Human Resource Development,  
*Junior Secondary Projections: Form 1 Classes Required 2006 to 2010.*  
M=males; F=females, Tot= Total.

The indication in Table 13 is that if all students currently enrolled in the relevant primary class level cohorts progressed into junior secondary schools, by 2009 there would potentially be a total enrolment of 40,115 students in the province's junior secondary schools. This number has been calculated as set out in Table 14:

**Table 14: Junior Secondary School 100% Progression, Solomon Islands Students, to 2009**

| Identified Class       | Level in 2009 | Nrs Enrolled (100%) |
|------------------------|---------------|---------------------|
| Form 1 2009 (Table 13) | Form 1 2009   | 14,564              |
| Form 1 2008 (Table 15) | Form 2 2009   | 13,330              |
| Form 1 2007 (Table 15) | Form 3 2009   | 12,221              |
| <b>Total</b>           |               | <b>40,115</b>       |

With 100% progression, this number of enrolments would increase to 44,429 in junior secondary schools in the year 2010. By comparison, there were 17,215 students enrolled in the Solomon Islands junior secondary schools in 2005.

The Government's objective is to achieve universal basic education (that is, education for all junior secondary students) 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 needed in

junior secondary schools in 2009 (40,115) would need to be approximately two and a third times the number of forms 1-3 places available in 2005 in the Solomon Islands junior secondary school system (17,215).

There is an urgent need to develop detailed plans to provide as many additional teachers and facilities as possible. Based on a teacher: pupil ratio of 1:30, it is estimated that, say, doubling present capacity by 2009 to 34,430 students would require 1148 teachers and 1148 classrooms in total to cope with the anticipated student numbers. On the basis of a current junior secondary enrolment of 17,215 it is assumed that there may be approximately 574 teachers currently available in the education system (using a teacher pupil ratio of 1:30), and possibly about the same number (574) of classrooms available. Potentially therefore another 574 teachers and 574 classrooms are needed by 2009, and possibly more by 2015. The Solomon Islands therefore has to assess the maximum number of additional teachers it can train in the time available, and the number of additional classrooms (or new junior secondary schools) that can be constructed.

Realistically, it is not likely to be possible to double present capacity in the time frame of three years, given the existing constraints of the SICHE (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. Expansion will be necessary in the planning period 2007 to 2009 to achieve the goal of universal basic education by 2015. The Solomon Islands needs to begin planning immediately to ensure it has both the necessary facilities and sufficient teachers by 2015, or, alternatively, modify its objectives with respect to universal basic education.

In order to have universal access to basic education up to form 3, it is anticipated that most community high schools, and all the provincial and national secondary schools in the provinces, might need to accommodate double streams by 2009/2010. The plan to make double streams available in 140 junior secondary schools will provide additional places initially in form 1 (theoretically 30 places in each of the schools). These form 1 students would then move on into forms 2 and 3 in subsequent years (the "pipeline"), thus increasing the need for additional facilities and additional trained teachers. The actual form 1 enrolment in 2005 was 6,522, and by 2007 it is projected that form 1 enrolments could increase on that figure (potentially to 12,221 – see Table 13). If an additional stream was to be established in all the existing junior secondary schools by 2009, it is estimated there would be 4,200 additional places available (140 x 30), or approximately one third of the spaces available that are needed. Achieving the objective of catering for a significantly increased intake in 2007, however, will probably not be possible, as neither the trained teachers nor the spaces are currently available.

The Solomon Islands needs to formulate a detailed plan to cater for potentially explosive growth in junior secondary schools over the planning period 2007 to 2009. It is suggested that the country plans a phased expansion programme. It may not be possible to double junior secondary enrolments in the planning period of three years,

but the country will need to aim at achieving this objective if it wishes to achieve universal basic education up to form 3 by the end of 2015.

Specific localities in each of the provinces where expansion is anticipated will need to be identified. In some areas there will be accelerated growth, while in other more sparsely populated areas there may be very little or even negative growth. As well as constructing new facilities, it will be necessary to train the teachers that are needed. The proposals with respect to facilities are outlined in the next section of this planning document. The proposals for training teachers are outlined in the following section “Teacher Supply and Demand”.

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

### **9.2.2 Facilities**

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

- putting together a national facilities development plan for junior secondary schools in the Solomon Islands, including consideration of the proposed school building programmes set out in the provincial education action plans, so that growth occurs in a carefully planned and systematic way;
- rehabilitating existing junior secondary schools. Rehabilitation will include improving existing facilities as well as expanding where necessary, to accommodate additional streams;
- identifying appropriate locations, and constructing additional junior secondary buildings/ classrooms (including dormitories and staff houses) in each year (2007, 2008 and 2009).

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

So that all children of the Solomon Islands will have access to junior secondary schooling, the following strategies and activities will be carried out:

- schools with poor facilities will be identified and communities will be encouraged to improve and renovate them. There is a need to improve existing facilities in all junior secondary schools;

- facilities in existing community high schools will be improved and expanded, and additional streams will be introduced if required;
- a detailed programme for renovation of existing facilities and construction of new facilities will be developed, and communities will be encouraged to build additional facilities where expansion is required;
- plans will be developed (based on the provincial education action plans) for the construction of additional school buildings/classrooms in each year where demand for junior secondary enrolments is greatest;
- new community high schools will be built if demand warrants it and resources are available;
- the programme for renovation will consider the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities;
- the addition of an extra stream in junior secondary schools in the next three years and the establishment of any more junior secondary schools will require additional boarding facilities;
- the Ministry of Education will assist provinces to determine an order of priority for new facility developments;
- the proposal to convert provincial secondary schools into senior secondary schools may need to be deferred;
- an area that requires immediate intervention is the construction of science, wood work, home economics, creative arts and other specialised classrooms;
- appropriate tools and equipment for practical subjects will need to be supplied by the Solomon Islands Government and/or the Provincial Education Authorities;
- consideration will be given to possible relocation of current schools if they are not up to the required standard and if the land the school is on is not registered;
- a proper cost analysis and feasibility study will be conducted before any new schools are built or relocated;
- donors will be approached for assistance;
- land issues will be resolved before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands; and
- an awareness programme for communities on ownership of schools will be conducted.

### **9.2.3 Curriculum**

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

- complete the review of the junior secondary school 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;
- teachers will participate in the writing of modules for practical subjects;
- tools will be provided for practical subjects (based on the TVET policy);
- ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that SICHE and CDC put procedures in place to let teachers know about curriculum materials that are sent to schools;
- curriculum resources will be delivered directly to schools, and not through education authorities;
- in-service training on new materials will be undertaken to ensure that the materials are used as intended; and
- regular and continuous in-service training will be conducted for untrained teachers, and for long-serving teachers.

#### **9.2.4 Teacher Supply and Demand**

Given the anticipated expansion at the junior secondary level, the demand for teachers will increase. Up-to-date data is not available to enable an accurate estimation of number of junior secondary teachers in the community high schools in 2005. The number of secondary teachers in total in 2005 was 938. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system.

The potential growth for the junior secondary schools outlined in Table 12, and the form 1 projections set out in Tables 13 and 14 indicate that more junior secondary teachers will be required over the period 2007 to 2009. However, it is problematic to forecast exactly the number of teachers required over the period 2007 to 2009 and even more difficult at the secondary level to predict the exact disciplines in which specialist teachers will be needed. In addition, the numbers of teachers required will also be affected by any policy decisions being considered by the Government. For instance, a decision to extend the curriculum to include subjects not currently offered would require the training of staff skilled in those disciplines. 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. The Government does need to make a decision on the timing of its plans to phase out the Solomon Islands Secondary Entrance Examination.

Further work is 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 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 between the start of training and when the teacher completes training as a competent practitioner (whether the training is pre-service training, field-based training, or some other model).

It appears that, given the potential expansion in the period 2007 to 2009 where a number of the community high schools plan to have double streams, between 400 and 500 additional teachers could be required for the Solomon Islands junior secondary schools by 2009. It would not be a realistic or achievable proposition to try and train 500 additional junior secondary teachers through pre-service training to an acceptable standard by 2009.

The Solomon Islands needs to identify how many junior secondary teachers it can realistically expect to train to an acceptable standard by 2009. The provincial education action plans in total seek training for approximately 120 to 130 secondary teachers in each year of 2007, 2008, & 2009 (360 to 390 trained teachers by the end of 2009). This number of teachers and classrooms would not meet all the potential demand for junior secondary education in the province, but would meet most of the demand. Whether this target is actually achievable, given the limitations on resources in teacher training, however, is uncertain.

Given the limited capacity of SOE/SICHE, the goal of training more junior secondary teachers to an acceptable standard will be shared among the various options available for training. These include the following:

- the School of Education at SICHE will continue to provide pre-service teacher training, and will increase its intake if possible, and will also consider providing summer school courses to upgrade the skills of untrained teachers;
- junior secondary teachers should be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects);
- USP will provide in-service training through Distance and Flexible Learning and through summer schools;
- Goroka will provide training for untrained teachers; and

- consideration could be given to establishing another Teachers' Training College similar to Vanga Teachers' College (or SICHE could be restructured) to train teachers in the skills needed to teach practical subjects in secondary schools and TVET establishments;
- more incentives will be provided to recruit teachers (including some who may have left the profession) through the review of teachers' terms and conditions (the Teachers Scheme of Service), and approaches will be adopted such as the revival of an annual increment (subject to policy review), improvement of non-cash benefits, and provision of incentives to attract teachers to isolated schools;
- on-going in-service training will be provided e.g. workshops, and summer schools;
- more use will be made of existing training providers e.g. USP Sub-Centre in Gizo;
- trainee teachers will be used to relieve teachers on study-leave;
- teacher training and exchange schemes with other similar countries could be explored;
- Vanga Teachers College should be used to provide additional or supplementary teacher training; and
- a firm commitment and support from the Ministry of Education and all its partners is needed, in order to train teachers to meet current and future demand.

### **9.2.5 Financing**

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

- the Solomon Islands Government will pay 60% of the total cost;
- the Provincial Education authorities and/or other education authorities will pay 30% of the total cost;
- parents & communities will pay 10% of the total cost;
- schools, parents and communities will be encouraged to raise extra funds.

The recommended unit costs for junior secondary level are: SBD1,200 for a day School and, SBD1,800 for a boarding school.

#### *Management and disbursement 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 account must be the Principal and Chairperson of the School Board;
- SIG grants will be disbursed via the Provincial Accountant appointed by MEHRD who should further disburse the grants directly to the schools;

- the Provincial Education Authority grant will be disbursed directly by the Province to the schools;
- communities will assist schools with raising finance and determining priorities for expenditure;

#### *Training*

- workshops will be conducted for the provincial accountant by MEHRD on accountability for the grants and on how to keep proper accounts;
- the Provinces will provide financial management training to both principals and bursars. Workshops will be conducted for Principals on accountability for the grants from SIG and EA and for community funds, and on how to keep proper accounts;

#### *Financial Management*

- the Principal and the Bursar should produce annual school budgets, which they should 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 will be collected at school, will be recorded properly, and deposited in the parents/community account, and will be accounted for;.
- it is desirable that bursars have finance or business qualifications and experience;

#### *Monitoring of Accounts*

- SIG grants dispatched to the Provincial Accountants will be monitored by MEHRD;
- SIG grants dispatched to schools will be monitored by the Provincial Accountant;
- EA grants to schools will be monitored by the Provincial Treasurer;
- school fees, and funds raised by parents and communities will be monitored by both the Provincial Accountant and the Provincial Treasurer;

#### *Record storage*

- copies of accounts should be kept in the school, by the Provincial Treasurer, by the Provincial Accountant's office, and by MEHRD.

### **9.2.6 Management**

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

management of schools at the junior secondary level, the following strategies will be adopted:

- the appointment of Principals to community high schools should be carried out by the Education Authority, and should follow proper procedures such as advertising of vacant posts, short listing and interviews;
- junior secondary schools should have non-teaching Principals;
- Principals should remain in the position in their schools for at least 3 years;
- management training should be provided for Principals of junior secondary schools;
- it is desirable that junior secondary school Principals should have a qualification in administration and management;
- the roles and responsibilities of School Boards of Management should be set out clearly by the Ministry of Education;
- Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years;
- the roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years; and
- school Boards should monitor and keep proper records of school finances.
- School Boards should draw up their own constitutions.

## **10 Senior Secondary Education**

### **10.1 Current Situation**

Senior secondary schools provide education for students in forms 4, 5, 6 and 7. There are three categories of secondary school that enrol students at these form levels: National Secondary Schools (NSS); Provincial Secondary Schools (PSS); and some Community High Schools (CHS). These categories of schools were described more fully in the introduction to the previous section on junior secondary education. The introduction to the section on junior secondary education also noted that it is difficult to separate junior secondary from senior secondary teachers, since most secondary teachers in a school will teach classes at both junior and senior form levels.

The section on junior secondary education also included Table 8, which set out the number of secondary schools by type, and Table 10, which set out the number of secondary teachers by province, and the percentage who are qualified. This information is not repeated here.

There were 7,802 students in total in 2005 enrolled in forms 4, 5, 6 and 7 in the senior secondary schools in the Solomon Islands. Enrolment numbers at the various levels are set out in Table 15 below.

Issues and constraints affecting senior secondary education in the Solomon Islands include the following:

- some gender imbalance in enrolments, and unequitable access for girls;
- very poor facilities, both academic and boarding;
- a lack of curriculum resources and equipment;
- a shortage of qualified trained teachers; and
- limited space at the senior secondary level.

#### **10.1.1 Access and Equity**

Access to senior secondary education is restricted by space and by a shortage of trained teachers, as well as resources. Alongside efforts to improve access at junior secondary levels, access to senior secondary education also needs to improve.

A proposal that junior secondary forms be phased out from the provincial secondary schools and national secondary schools, if adopted, would enable access to senior secondary education to improve. The proposal is that all provincial secondary schools and national secondary schools in the Solomon Islands would be converted into senior secondary schools to accommodate only students in forms 4 to 7 inclusive. The current community high schools in the province would accommodate all junior secondary forms (forms 1-3). Transition into senior secondary classes would be controlled. However, since it is a higher priority to ensure that continuing access is

available for all students in forms 1, 2 and 3, it is desirable to defer implementation of this policy. The provincial and national secondary schools will need to continue to enrol students in forms 1, 2 and 3 to help ensure that all students in the country at these levels gain access to secondary schooling. It is likely to be some years before the Solomon Islands is in a position to implement a policy to close off access to forms 1, 2 and 3 in the way proposed at provincial secondary schools and national secondary schools.

Table 15 sets out details of senior secondary school enrolments by gender for the 2005 year.

**Table 15: Senior Secondary School Enrolments by Gender, 2005**

| <b>Year Level</b> | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|-------------------|-------------|---------------|--------------|
| Form 4            | 2180        | 1523          | 3703         |
| Form 5            | 1823        | 1206          | 3029         |
| Form 6            | 563         | 318           | 881          |
| Form 7            | 135         | 54            | 189          |
| <b>Total</b>      | <b>4701</b> | <b>3101</b>   | <b>7802</b>  |

*Source: Digest of Education Statistics, 2005*

The gender distribution in the senior secondary schools shows an imbalance towards boys. Of the total enrolment of 7,802 senior secondary students, 4701 (60.3%) are boys and 3,101 (39.7%) are girls. It is clear that girls in the Solomon Islands are disadvantaged in gaining access to senior secondary education.

Several issues make achieving equitable access difficult for girls in senior secondary schools. These include:

- the current infrastructure favours boys, since there are more boys' dormitories than girls' dormitories; and
- girls drop out of the education system because of cultural attitudes and lack of support by parents.

### **10.1.2 Facilities**

The conditions of facilities in the provincial secondary schools and national secondary schools are very poor, and overcrowding is common. The highest priority is to plan for rehabilitation of current facilities, since the need for major repairs and maintenance is greater than the need to plan for expansion in the senior secondary schools. Renovation of the academic buildings is required to meet the anticipated standard for senior secondary education. There is also a need to upgrade accommodation facilities both for students who are boarding, and for teachers. A survey of senior secondary facilities at community high schools is required to provide information about the state of their facilities. In general it appears that the recent expansion of senior secondary schooling at the community high schools is occurring without the provision of specialist facilities.

### 10.1.3 Curriculum

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

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

- the gap between form five and form six curricula (between the Solomon Islands School Certificate curriculum and the South Pacific Board for Educational Assessment (SPBEA) recommended curriculum for form 6). There is a general concern that the form 4 and form 5 curricula do not fully prepare students to undertake the SPBEA form 6 programme;
- the existence of more than two examinations at the senior secondary level, which is costly for both government and parents;
- those students who sat the SPBEA form 7 programme were not very successful in 2004; and
- the non-availability of curriculum materials and equipment in the schools.

The variety of curricula offered at the senior level (for example, the national curriculum, curricula examined by the South Pacific Board for Educational Assessment, and the University of the South Pacific curricula) poses a concern for the Solomon Islands, since there is a desire to develop local curricula to meet the needs of local students, and because a lack of coordination between examining authorities at the senior secondary levels makes it difficult for teachers to offer a coherent teaching programme.

### 10.1.4 Teacher Supply and Demand

There is no definitive data available about how many teachers could be regarded as predominantly senior secondary teachers. In 2005 there were 239 teachers in provincial secondary schools and 195 teachers in national secondary schools, but these teachers may teach junior secondary students as well as senior secondary students. While most secondary teachers at community high schools teach at forms 1, 2 and 3 levels, there are an increasing number of students enrolling in forms 4 and 5 in these schools. Some teachers at community high schools are also therefore teaching some classes at senior secondary school levels.

What is known from professional assessments is that there is a shortage of adequately trained teachers at the senior secondary levels in the Solomon Islands. The *Digest of Education Statistics 2005* reported that 20.5% of secondary teachers were categorised as unqualified (see Table 10). It is not known what proportion of those unqualified secondary teachers would be categorised as senior secondary teachers. While SICHE can produce teachers for junior secondary schools, that institution does not deliver graduates with degree qualifications. It is expensive to produce teachers with degree

qualifications because they have to be trained overseas or through degree programmes offered by the University of the South Pacific.

Information is not available to analyse in which particular curriculum areas there may be difficulty in recruiting secondary teachers. Although most of the senior secondary teachers are categorised as trained teachers, it is desirable that teachers at the senior secondary level should also have degree qualifications. The number of teachers with degrees was not readily available.

### **10.1.5 Financing**

The Solomon Islands Government pays the salaries of secondary school teachers. A school grant for operational purposes is also currently paid jointly by the Solomon Islands Government and the European Union. It is disbursed directly to schools. Boarding schools receive SBD750 per student, while day schools receive SBD500 per student. Because there is an increasing cost in sustaining the education system, all stakeholders are encouraged to share this cost. The provinces have generally accepted the concept of Community Standard School Funding, and encourage its implementation in schools. Several provinces, however, have urged adjustments to contribution levels as stakeholders are finding it difficult to meet their share.

The proposed contribution levels are:

- Solomon Islands Government – 40% of total costs;
- Provincial Education and Other Education Authorities – 30% of total costs; and
- Parents and communities – 30% of total costs.

### **10.1.6 Management**

Good management contributes to quality education. Senior secondary schools in the Solomon Islands are managed by the School Principal, subject to the oversight of the School Board. Generally speaking, there is room to strengthen management in schools. There is also a need to deal with discipline issues. To strengthen management in schools, the following strategies need to be carried out:

- training should be provided for teachers in areas of management, guidance and counselling, in order to assist students in choosing their career paths and building character;
- senior secondary schools should be staffed by qualified teachers, and in particular by teachers with specialist degrees;
- discipline should be strengthened in schools both for teachers and for students, by strengthening the disciplinary power of school Boards;
- senior secondary schools should have non-teaching Principals;
- the Principal should remain in a school for at least 3 years;
- the post of Principal, as well as all other teaching vacancies, should be advertised and candidates should be interviewed before being appointed;

- Principals should be trained teachers and should have had management training; and
- negotiations should be initiated with banks or with local commercial firms to re-establish bank agencies or suitable teacher payroll payment arrangements close to schools.

## **10.2 Future Directions**

There is a need to consider the policy on senior secondary education in the Solomon Islands and to determine how senior secondary education should be delivered in future. There is a case to be made for reform of the three different categories of senior secondary schools, and for integration of delivery of senior secondary schooling on a more consistent basis. The community high schools advocate that their status should be redefined on the basis that they are offering senior secondary education, and they argue that they should be given recognition for what they are doing.

The issues for secondary education raised by the National Workshop held in Honiara on 11 and 12 October and discussed under Section 9.2: Future Directions for Junior Secondary Education also apply to senior secondary education.

### **10.2.1 Access and Equity**

Table 16 sets out two scenarios for growth in senior secondary schooling in the Solomon Islands. Scenario 1 is the population projection for the 16-18 age group in the Solomon Islands, based on the 1999 census. (The 19-year-old age group has been omitted). This scenario sets out the potential population which could be enrolled in forms 4, 5 and 6 if 100% of the relevant school age cohort was enrolled. Achieving enrolments at this level will be a long term goal. Scenario 2 is a straight line increase of the actual 2005 enrolments, increased by 2.8% a year. Scenario 2 is likely to be closer to the actual enrolments achieved, unless significant interventions are undertaken to increase access, such as an increased number of trained teachers, and extension and improvement to school facilities.

**Table 16: Growth Projections, Solomon Islands Senior Secondary Schools, 2007 to 2010**

| <b>Year</b>                                    | <b>2007</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> |
|--|-------------|-------------|-------------|-------------|
| Population Projections, age 16-18 (Scenario 1) | 31358       | 32076       | 31793       | 32050       |
| Projected enrolments (Scenario 2)              | 8245        | 8475        | 8713        | 8957        |

*Source: Scenario 1 1999 Census Provincial Population Projections*

The first scenario particularly indicates that there is considerable potential for growth in senior secondary education. Projected growth under scenario 2 is relatively slow, and it would be desirable to increase the participation in senior secondary education at a faster rate.

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

- increase participation of girls by building additional girls' dormitories, or by considering the provision of schools or streams for girls only;
- introduce more subjects in the school curriculum oriented to the interests of girls;
- aim to achieve enrolment on a basis of 50% girls and 50% boys;
- provide awareness programmes to encourage participation by female students;
- improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses; and
- upgrade the community high schools offering senior secondary education; and
- plan for a transition into form 6 of approximately 50% of the total form 5 intake in the province, and provision for access to TVET for the remaining form 5 students who do not get access to form 6.

There appears to be no immediate need to build new senior secondary schools, since the existing senior secondary schools should be able to increase access by offering double streams if necessary. Community high schools are already enrolling students in senior forms, and these actions appear to be meeting the existing demand for increased access. The more important question may be whether these initiatives are delivering a sufficiently good quality of senior secondary schooling.

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

### **10.2.2 Facilities**

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

- putting together a national facilities development plan for senior secondary schools in the Solomon Islands, including consideration of the proposed school building programmes set out in the provincial education action plans;
- providing proper equipment and facilities to schools, by improving and renovating existing facilities of the provincial and national secondary schools and the community high schools offering senior secondary education, where necessary;
- constructing additional girls' dormitories if required;
- improving library facilities, and equipping school libraries with appropriate resources;
- improving water supply in senior secondary schools and improving sanitation systems by the introduction of flush toilets;
- making available standardised sports facilities and equipment to schools, by improving the facilities for outdoor sport, and by establishing and equipping the school for indoor sports; and
- providing specialised classrooms where necessary, such as science laboratories for biology and chemistry, a gymnasium for physical education, specialised computer rooms with access to e-mail and standard computers, and a home economics room equipped to a reasonable standard; and
- encouraging the use of solar or hydro power in schools.

### **10.2.3 Curriculum**

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

- a review of the senior secondary curriculum will ensure the strengthening of the linkage between form 5 and form 6 curricula;
- subject specialisation will start in form 4;
- in-service training will be provided on new curriculum materials produced;
- production of curriculum materials and equipment to schools will be improved to achieve an improved pupil: textbook ratio; and
- the Curriculum Development Centre will be properly resourced so that schools have access to quality learning materials produced.

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

Owing to the shortage of well-qualified senior secondary teachers, the current trend employed by almost all Education Authorities is to recruit graduates with expertise in teaching subject areas and then put them through the Advanced Standing Course at SICHE. This method of training is appropriate, but is a slow process.

SICHE and/or other providers will be invited to explore the possibility the possibility of:

- offering the Certificate or Diploma in Education programmes in a summer school mode;

- offering the Certificate or Diploma in Education programmes through a distance and flexible learning mode.

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

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

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

- teachers will be provided with training annually through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable an increased number of senior secondary teachers to have been thoroughly trained by 2009;
- the possibility of allocating a quota of “reverse scholarships” each year for training secondary teachers at overseas institutions in specific disciplines where there are teacher shortages will be explored, noting that a reverse scholarship requires the recipient to return to the Solomon Islands and teach, in return for support while studying; and
- qualifications of current teachers will be upgraded by encouraging teachers to do studies through USP using distance and flexible learning, in order to cater for teaching students in forms 4, 5, 6 and 7.

### **10.2.5 Financing**

In order to sustain senior secondary education in the Solomon Islands, the Community Standard Funding will be implemented based on the following contribution levels:

- Solomon Islands Government to pay 40% of the total cost;

- Provincial and other education authorities to pay 30% of the total cost; and
- parents and communities to pay 30% of the total cost.

The detailed arrangements outlined for junior secondary education in Section 9.2.5 Financing would also apply to senior secondary education.

#### **10.2.5.1**      *Disbursement of grants*

- Solomon Islands Government grants will be disbursed directly to schools;
- Provincial Education Authority grants will be disbursed directly by the Education Authority Treasurer to the schools;
- school fees and parent/community contributions will be collected at school and deposited in the school account;

#### **10.2.5.2**      *Training of accountants*

- Workshops will be conducted for the provincial accountant by MEHRD on how to keep proper accounts for the grants and school fees, and on how to prepare financial reports;
- an Accounting manual should be produced and distributed to schools to guide them in school-based accounting;

#### **10.2.5.3**      *Monitoring of accounts*

- MEHRD will monitor Solomon Islands Government grants to schools;
- provincial Education Authority grants will be distributed to schools by the EA Treasurer;
- school Boards will monitor all grants and school fees received by the school;
- copies of accounts should be lodged in the school, with the Provincial Treasurer and Provincial Accountant's office, and with MEHRD; and
- the Principal will provide a quarterly report on all grants/fees to MEHRD, and the Provincial Education Authority.

#### **10.2.6 Management**

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

- senior secondary schools will be staffed with qualified teachers, and in particular by teachers with degrees;
- training will be provided for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students;
- appointments of Principals in community high schools should be made through established procedures such as advertisement of the vacant post, shortlisting, and interviews;

- the term of appointment for a Principal of a school should be for a duration of at least 3 years;
- senior secondary schools should have non-teaching Principals;
- Principals of senior secondary schools should be trained teachers, and management training should be provided for them on appointment;
- a careers adviser should be re-instated, and career guidance must be provided in all senior secondary schools to help students in their choice of career;
- discipline will be strengthened in schools by strengthening the disciplinary power of school Boards;
- Boards of management should be supported, by being briefed on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; and
- the roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years. The Provincial Education Authority is responsible for these functions:
  - appointment of Principals;
  - advertising of vacancies;
  - posting of teachers;
  - recruitment of teachers;
  - discipline of teachers; and
  - general administration of the province's education system.

## **11 Tertiary Education**

### **11.1 Current Situation**

Tertiary (or post-secondary) education in the Solomon Islands is provided by the University of the South Pacific (USP) Campus here in Honiara, the Solomon Islands College of Higher Education (SICHE), and overseas universities and colleges. Other tertiary education providers that provide tertiary education courses in the Solomon Islands include several church funded or private education providers that focus specifically on technical and vocational education and training (including the rural training centres and the community-based training centres that deliver post-secondary education). These other providers are effectively delivering tertiary (post-secondary) education, although often at a relatively low level of achievement. Their programmes have been analysed in the next section (on Technical and Vocational Education and Training), and are not discussed further in this section. The focus in this section is on higher level tertiary education and training that leads to a formal qualification such as a certificate, diploma or degree.

The Solomon Islands Centre of the University of the South Pacific (USP) provides an extension of the University's programmes and courses. It offers courses at the preliminary and foundation and degree levels, through distance and flexible modes of learning. In order to increase tertiary education opportunities, the Government invited the University of the South Pacific to carry out a joint feasibility study on the establishment of a full USP campus in Honiara. This study, which was completed in October 2004, recommended that such a campus be developed as soon as practicable. Recently a follow up visit in February 2007 by USP, amounted to a Letter of Intent where the two parties, Solomon Islands Government and University of South Pacific agreed on the expansion of the University's education activities in the country and the need to increase the face-to-face-teaching of first degree courses. The Solomon Islands Government would therefore make land available and provide financial support towards the design and in the near future the construction of the new facilities.

The Solomon Islands College of Higher Education (SICHE) is a statutory body established by an Act of Parliament, and is the main state supported tertiary institution in the Solomon Islands. It was established under the College of Higher Education Act 1984 by amalgamating the Solomon Islands Teachers College, Honiara Technical Institute and the Solomon Islands School of Nursing. It has expanded considerably since, with facilities, equipment and resources provided under donor projects funded by development agencies such as the World Bank, AusAID, NZAID, the United Kingdom Department for International Development (DFID) and the European Union. As the largest tertiary institution in the Solomon Islands, SICHE has a key role to play in the economic and social development of the country.

SICHE offers courses in both academic and technical and vocational areas, leading to formal awards from certificate to advanced diploma levels. The broad areas of study

include teacher education, nursing and health education, finance and administration/secretarial skills, natural resources including agriculture and forestry, basic trades and marine engineering, and courses that develop skills for the maritime and fisheries industries.

The Solomon Islands relies on overseas universities and colleges to meet its degree-qualified human resources needs. Most of the Solomon Islanders studying for a degree enrol with the University of the South Pacific, or attend universities and colleges in Papua New Guinea. A significant number also attend universities and colleges in Australia and New Zealand.

In 2006, over 800 students were studying in universities and colleges abroad, supported by the Solomon Islands Government as well as foreign governments through Third Country Scholarship Awards. The average annual cost of each scholarship is well in excess of SBD52, 000. Overseas scholarship training opportunities (opportunity lists) are determined by the availability of scholarships rather than by any predetermined needs of the economy of the country and this is being addressed by the Ministry OF Education and Human Resources Development (MEHRD).

Full-time student enrolment at SICHE averages 1800 each year. In addition to these opportunities, programmes for part-time students are also offered by some of the schools of the College, on a day release and evening class basis. Depending on the programmes and courses, tuition fees at SICHE range from SBD2, 000 to SBD7, 000 per academic year. The academic year consists of two semesters of 18 weeks each.

In 2004, the MEHRD, with its donor partners the European Union and New Zealand, launched the Education Sector Investment and Reform Programme (ESIRP) with the intention of implementing an education reform programme for the Solomon Islands over a period of twelve years or more. Among the priority areas for the first three years of the planning cycle (2004 – 2006) was the restructuring of SICHE and an investigation of the feasibility of an expanded USP campus in Solomon Islands. The SICHE was last reviewed in 2005<sup>22</sup>. This review concluded that a major restructuring is essential, but this review needs to be undertaken in the context of a forward-looking strategic plan which is owned by SICHE's Council and Senior Staff and actively supported by major stakeholders, particularly the Solomon Islands Government and significant aid donors.

SICHE enrolments by gender, school and year of study for 2005 are set out in Table 17: Enrolment data was not available for the School of Humanities and Science, nor for the Distance Education Centre, so any enrolment information from these faculties has not been included in the table below.

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<sup>22</sup>Dr Martin Grinsted, Mr Johnston Fangalasuu, *Short-Term Assistance for the Solomon Islands College of Higher Education: Institutional Development and Planning*, 2005

**Table 17: SICHE Enrolments by Gender, School and Year of Study, 2005**

| School                                 | Year 1      |     | Year 2     |     | Year 3     |    | Year 4    |    | Total       |     |
|--|-------------|-----|------------|-----|------------|----|-----------|----|-------------|-----|
|  | F           | M   | F          | M   | F          | M  | F         | M  | F           | M   |
| Education                              | 238         | 248 | 94         | 105 | 33         | 53 | 0         | 0  | 365         | 406 |
| Finance and Administration             | 168         | 146 | 83         | 99  | 0          | 0  | 0         | 0  | 251         | 245 |
| Industrial Development                 | 1           | 89  | 7          | 47  | 0          | 19 | 1         | 24 | 9           | 179 |
| Marine Resources and Fisheries Studies | 0           | 40  | 0          | 0   | 0          | 0  | 0         | 0  | 0           | 40  |
| Nursing and Health Studies             | 71          | 14  | 41         | 17  | 0          | 0  | 0         | 0  | 112         | 31  |
| Natural Resources                      | 28          | 36  | 19         | 35  | 0          | 0  | 0         | 0  | 47          | 71  |
| Totals by Gender                       | 506         | 573 | 244        | 303 | 33         | 72 | 1         | 24 | 784         | 972 |
| <b>Grand Total</b>                     | <b>1079</b> |     | <b>547</b> |     | <b>105</b> |    | <b>25</b> |    | <b>1756</b> |     |

Generally the “flagship” courses at SICHE are of two years full-time duration, such as the business studies diploma and the business studies certificate, the nursing diploma, and the certificates in forestry and tropical agriculture. The teacher training diploma courses are three years full-time in length, while teaching certificate courses are two years in length and the Advanced Standing Courses for degree graduates who wish to enter the teaching profession are one year in length. Other shorter courses are offered.

Of interest is the increased number of enrolments in 2005 at SICHE in Year One in courses across the board (a significant increase on the numbers in the cohort enrolled in 2004, now in their second year at SICHE).

### 11.1.1 Access and Equity

45% of the 1756 enrolments at SICHE in 2005 were female, while 55% were male. There is therefore a slight gender imbalance in favour of males.

Enrolments at SICHE by province of origin and by school in 2005 are set out in Table 18. The numbers of enrolments are broadly in line with the overall population of the provinces, although the number of enrolments from Honiara seems low by comparison in every school, except for the teacher education courses.

**Table 18: SICHE Enrolments by Province of Origin and by School, 2005**

| Province             | Education | Finance | Indust<br>Devpt | Marine<br>Res'ces | Nursing | Natural<br>Res'ces | Totals      |
|----------------------|-----------|---------|-----------------|-------------------|---------|--------------------|-------------|
| Blank                | 26        | 8       | 0               | 0                 | 0       | 0                  | <b>34</b>   |
| Central              | 35        | 21      | 6               | 3                 | 5       | 4                  | <b>74</b>   |
| Choiseul             | 56        | 37      | 15              | 6                 | 4       | 7                  | <b>125</b>  |
| Guadalcanal          | 83        | 35      | 20              | 3                 | 14      | 17                 | <b>172</b>  |
| Honiara              | 32        | 0       | 0               | 1                 | 0       | 0                  | <b>33</b>   |
| Isabel               | 70        | 61      | 24              | 4                 | 33      | 12                 | <b>204</b>  |
| Makira &<br>Ulawa    | 64        | 21      | 7               | 4                 | 12      | 5                  | <b>113</b>  |
| Malaita              | 246       | 172     | 75              | 7                 | 48      | 46                 | <b>594</b>  |
| Rennell &<br>Bellona | 15        | 12      | 4               | 0                 | 3       | 0                  | <b>34</b>   |
| Temotu               | 67        | 30      | 8               | 8                 | 5       | 2                  | <b>120</b>  |
| Vanuatu              | 0         | 0       | 1               | 0                 | 0       | 0                  | <b>1</b>    |
| Western              | 77        | 99      | 28              | 3                 | 19      | 25                 | <b>251</b>  |
| Fiji                 | 0         | 0       | 0               | 1                 | 0       | 0                  | <b>1</b>    |
| Total                | 771       | 496     | 188             | 40                | 143     | 118                | <b>1756</b> |

### 11.1.2 Facilities

Most of the student accommodation, the library, some classrooms, equipment, books and resources have been provided under donor projects. Some of the facilities have not been fully repaired or renovated after the 2000-2003 conflict. The buildings, physical plant and equipment at SICHE have deteriorated, not only as a result of the ethnic tension, but also through lack of maintenance, to the point where considerable re-investment in infrastructure is required.

The current state of student facilities (dining halls, halls of residences, classrooms, etc) and the learning resources and equipment (books, tools, etc) is of the minimum standards required. The School of Finance and Administration offer computer courses, and is equipped with computer laboratories. The library and some Schools have internet facilities for student and staff access. Under the ongoing restructuring programme, conditions conducive to effective student learning and research have been created and maintained.

### 11.1.3 Curriculum

In common with other tertiary education institutions, the curriculum for courses at SICHE and the University of the South Pacific is developed by the institution itself to meet local needs and conditions. The SICHE Council, however, has academic approval procedures that must be adhered to. The College courses and programmes are self-standing and do not need regular external accreditation from any other Institution. Efforts at making the curriculum relevant to the workplace are vigorously pursued.

Part and parcel of the ongoing restructuring programme, has been the reviews of all the Schools of SICHE. This involved broad consultations with stake holders, on the basis of which, new directions were set especially in curriculum content, and teaching and learning experiences. The reviews led to certain Schools establishing new Institutional linkages, as well as examining existing ones for possible improvement. The School of Education is now benefiting from linkages with the University of Waikato, and the School of Finance and Administration had the opportunity, to examine its degree programmes with its USP counterpart. The reviews also led to huge improvements in the management of SICHE, as the necessary structures and processes were created and managers can now apply these in their work. Senior officers underwent a series of in-house staff development activities designed and delivered by international Technical Advisers. Also much emphasized, are activities focussing on customer satisfaction, and general improvement of student services.

#### **11.1.4 Teacher Supply and Demand**

There has generally been at times, severe lecturer shortages in the technical/professional areas of teaching as Accounting and Marine engineering. But this reflects the national trend of shortage of trained manpower in these areas, rather than any peculiarity only to SICHE. Present reviews will lead to the establishment of a staff work-load model for determining SICHE staffing. Once this is established, staffing at SICHE would be better controlled with improved accountability.

It is SICHE policy to employ only qualified staff. It does this either through the development of its own staff or recruitment of qualified people. Demand for qualified staff varied from School to School and is reflective of the fact that SICHE is a multi-faced, academic/practical split Institution. Just as the School of Education, the most academically regarded School of SICHE, boasts some of the most highly qualified academic staff within SICHE, so is the School of Industrial Development boasting some of the most highly qualified practical staff of the College, in the areas of Basic Trades. The number of staff with Masters Degrees has increased substantively across the College, with the first PhD graduated staff, already serving at the School of Education.

The review of the School of Education in 2005<sup>23</sup> noted that a key strength of the School of Education was the academic qualifications of its staff. Some 87% of the SoE staff hold a Bachelors degree or higher from a recognised international university; 21% hold a Masters degree or Doctorate, making it a very well qualified school.

#### **11.1.5 Financing**

Annually, SICHE is financed jointly by the Solomon Islands Government, donor funding from foreign Governments, and fees from students and sponsors. The level of revenues from these sources in 2006 was, Solomon Islands Government SI\$11.5 million; NZAid SI\$13.07 million; and Fees SI\$5.9 million. Funds from the Solomon Islands Government are a form of grant, and is in addition to the fees and allowances

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<sup>23</sup> Lester Taylor and Bob Pollard, *School of Education: Review Report and Development Plan*, March 2005

it pays for students it sponsors each year. The SICHE has the potential to increase its revenues from fees and income generation activities. SICHE fees are in the categories for tuition, boarding and, meals.

The improvement and strengthening of SICHE's financial management and control systems, are major areas of focus under the ongoing restructuring and reorganization of the Corporate Services of the College. These systems collapsed to a certain extent in the height of the '99/'2000, ethnic tensions. New and better systems have been established and management is quickly getting used to these through application and a series of in-house staff development and training activities. Already, there is significant improvement in the management and control of finances as transparency and need for efficient use of scarce finances and resources are increasingly valued college wide. All of these achievements are possible through the input of an international Technical Adviser through European Union assistance. It won't be long before regular Financial Statements are produced and audited.

#### **11.1.6 Management**

SICHE is governed, managed, and administered according to the Act of Parliament which established it in 1984. It has a Council which governs it. Members of Council are appointed by the Governor General on the recommendations of the Ministers of the Crown responsible for certain Fields of Studies under the mandates of SICHE. Members appointed by the Governor General included the representative of the Solomon Islands Christian Association. There are also members elected by certain organizations within SICHE, as well as those who are ex-officio, by virtue of the offices they hold at SICHE and USP. The Council has an Executive which comprises of all the Chair Persons of the Council's Standing Committees. The College has an Academic Board, with each School having a School's Board of Studies. There is a Senior Officers Committee, which assists in the day to day administration and management of the College. All these organs served the College well, until the social problems of 2000. The recovery process under the restructuring program is progressing well. A number of appraisal systems are now in place including formal and informal, and based on such things as pre-set objectives, and key performance indicators

### **11.2 Future Directions**

Tertiary education is an important sub sector in the national education system, just as the Early Childhood, Primary, and Secondary education sub sectors are. As such, it must also be featured prominently in the national education system structure. A national set of policies to guide expansion/investment, provision, equity, and access, is needed. These should at least pose the question of how long can the country continue to afford the present scheme of things. Strategies to implement the policies should then be drawn up. Should the country start investing in creating more opportunities at home rather than relying on the expensive scholarships abroad? The basis for addressing the issues of provision, access and equity, need to be clearly researched and established. Considerations must be given to making government

investments in this sub sector proportionate to the needs of the other sub sectors. The principle that education provided in-country is generally cheaper than that provided abroad is worth considering. The ongoing structural reform of SICHE will hopefully lead to the rationalization of programs of TVET nature between SICHE and other tertiary providers. Guidelines towards this are already in the national TVET policies to be adapted by the Government.

The principle of rationalization is also to be observed in the relationship between USP and SICHE with regards to the plans for establishment of the USP Campus in Honiara. This is to avoid duplication, and competition, but instead encourages the ongoing co-operation and complementary approaches to meeting the country's manpower needs. USP Campus and other tertiary providers co-existing with SICHE in this manner could lead to the efficient provision of tertiary education within the Solomon Islands in the short and longer term. The 2004 feasibility differs from the Irvine-report (1999) in when to develop close ties between USP and SICHE. The former recommends development of USP firstly as SICHE is yet to change into a more conducive learning environment, the latter recommends close ties from the beginning. There are clear benefits however to develop a Solomon Islands-USP-campus. Fewer students have to leave the country, lower costs therefore to be expected in the longer term, the opportunity of adapting the courses to the needs in Solomon Islands, increased local research opportunities. But on the other hand there is also need for caution: to establish a small-sized campus that is yet financially viable, the limited ability of students to pay for courses and the limited ability of the government to fund this sub-sector within its sector wide approach which needs attention for all sub-sectors, in particular basic education. Furthermore encouraging of face-to-face-teaching requires facilities, student accommodation at low rates of rent and more staffing. In other words, USP-campus development needs an increased contribution from SI, in particular during the initial phases of new construction.

The World Bank/NZAID study to assist in the development of a National Skills Training Plan will be important for the future direction of tertiary education in the Solomon Islands. The report of this study is expected to be available in the beginning of 2007. This proposed plan is intended to provide a basis for the Government to plan for its future investment in the skills training and education of the nation's work force. The intention is that this plan will be linked to the future skilled manpower needs (both formal and informal) of the economy.

### **11.2.1 Access and Equity**

Access to tertiary education opportunities in the Solomon Islands needs to improve significantly. Current participation levels are relatively low (1.1% participation rate in higher education<sup>24</sup>), but are strongly growing. As an indication, USP had 2634 students in 2002 and had 3484 in 2006. Increasing participation in higher level tertiary education courses will therefore be necessary to lift the level of productivity and the performance of the work force.

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<sup>24</sup> USP, Planning Office, Regional Centres Development Plan 2004

### **11.2.2 Facilities**

Facilities at the School of Education at SICHE are being upgraded with support from NZAID. This refurbishment programme is recognised as a priority. Facilities in other schools are also being upgraded.

### **11.2.3 Curriculum**

The academic reviews of SICHE will lead to revised curriculum across all Schools. This will ensure that the right balance is maintained between international quality and standards and needs of the workplace.

### **11.2.4 Teacher Supply and Demand**

The key need is to implement the proposed restructuring programme at SICHE in order to ensure effective and efficient use of staff. The review and restructure will also lead to improved systems to attract and retain staff at SICHE, being established

### **11.2.5 Financing**

As more opportunities become available locally, there is a need to encourage people to get access to tertiary education through company sponsorship & other external funding arrangements. Strategies need to be developed to ensure a fairer distribution of the costs of tertiary education, shifting from nearly 100% total reliance on the Government, to a more proportionate bearing of the costs by all beneficiaries. SICHE review and restructure will make it a more effective and efficient educational and training Institution to be able to sustain itself in the long term.

### **11.2.6 Management**

SICHE is being strengthened in terms of its governance, and financial, personal and administrative management. Academic planning, administration and management are also emphasized in the ongoing restructuring exercise. Two international Technical Advisers from the European Union are assisting SICHE in these tasks.

## **12 Technical and Vocational Education and Training**

### **12.1 Current Situation**

The commentary in this section of the NEAP also needs to be considered in the light of the wider comments about the development of appropriate tertiary education policy outlined in the previous section (“Tertiary Education”). The Solomon Islands approved policy on technical and vocational education and training (TVET) is set out in *Education for Living* (March 2005) and provides the basis for the development of technical and vocational education and training in the Solomon Islands. The development of this alternative pathway in the education system of the Solomon Islands will provide avenues for those young people who do not gain access to a place in the formal secondary school system. 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 report from the Joint Study to support the *National Skills Training Plan*<sup>25</sup> has just been published (March 2007) and this, together with the *Education for Living*-policy will surely assist the sub sector of technical, vocational education to create more demand oriented planning for the formal private and public sectors as well as for the informal sector.

Technical and Vocational Education and Training (TVET) is available in the provinces through rural training centres (RTCs) controlled by the Churches. The general pattern is that provincial education authorities do not have Government rural training centres which they administer. The TVET policy encourages establishment of more rural training centres and emphasises the inclusion of practical subjects in the formal education system.

There are major constraints and issues in the TVET area. These include:

- Limited spaces available at TVET centres.
- Limitations on the range, diversity and quality of courses offered.
- Lack of curriculum materials and syllabus.
- A shortage of training TVET-instructors; and
- Non-availability of resources, equipment, tools and proper facilities.
- General disconnection with labour demand in formal and non-formal sectors

Table 19 sets out detail of numbers of TVET teaching staff, numbers of TVET centres and enrolments by province. The data for the number of centres and enrolments was supplied by SIARTC.

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<sup>25</sup>*Solomon Islands Study to support the National Skills Training Plan, sponsored by SIG, AusAid, EU, NZAid and WB, March 2007*

**Table 19: Total TVET Teaching staff, TVET Centres and Enrolments by Province, 2006**

| Province          | Teaching staff | No. of centres | Enrolment   |            |
|-------------------|----------------|----------------|-------------|------------|
|                   |                |                | Male        | Female     |
| Central           | -              | -              | 0           | 0          |
| Choiseul          | 6              | 1              | 30          | 15         |
| Guadalcanal       | 62             | 8              | 445         | 149        |
| Honiara           | -              | 0              | 0           | 0          |
| Isabel            | 13             | 2              | 86          | 56         |
| Makira & Ulawa    | 38             | 4              | 151         | 110        |
| Malaita           | 54             | 7              | 490         | 164        |
| Rennell & bellona | 6              | 1              | 18          | 8          |
| Temotu            | 6              | 1              | 50          | 12         |
| Western           | 55             | 5              | 477         | 146        |
| <b>Total</b>      | <b>240</b>     | <b>30</b>      | <b>1747</b> | <b>669</b> |

### 12.1.1. Access and equity

There are clearly issues relating to equitable access to TVET on the basis of gender. Currently enrolments in TVET courses are dominated by males, at the expense of females. An estimated 38% of total enrolments are female, who therefore constitute only slightly more than a quarter of total enrolments.

Reasons identified for the low number of female enrolments include;

- TVET courses offered are directed at men and may not appeal particularly to the interests of women;
- Women do not feel encouraged to enrol in further education and training since there are culture barrier to the further education of women;
- Many women have child-rearing responsibilities that inhibit participation in TVET; and
- The benefits of vocational education and training may not be clear to women.

The table above indicates enrolment by provinces and where the RTCs are located, but it doesn't indicate where are students coming from. In many cases students do enrol in other provinces than where they are living or coming from. The table indicates that there is unfair distribution of RTC's among the different provinces. Current RTCs need to be upgraded to required standards as well as a plan needs to be developed where other new RTC's could assist the meet the existing demand for skills training.

There are few opportunities for the physically disadvantaged to access TVET. Both gender equity and equity for the disadvantaged will need to be considered.

What is also clear from these figures, and from the comments provided in the discussions around the provincial education action plans, is that within the current

provision of TVET in the Solomon Islands there is room for improved development in this area, as the current enrolments meet only a small proportion of the potential demand for technical and vocational education and training. It is essential for the future development of the country's economy that a range of skilled workers is trained and connected with the demands of the labour market.

### **12.1.2. Facilities**

Existing rural training centres need assistance with upgrading of facilities, with supply of equipment and tools, and with construction of additional buildings where these are required.

### **12.1.3. Curriculum**

The current TVET curriculum in the country is not centralised. Each rural training centre develops its own curriculum, subject to the oversight of the relevant education authority and each centre's management policies.

The intention is that modules will be produced to enable the centres to choose those programmes which are relevant for the needs of their communities. It is also intended that centres will be able to introduce a variety of subjects into their curriculum which are suited to the communities and to the province. Current programmes such as life skills, woodwork/carpentry, agriculture, applied mathematics, applied English, business studies should continue to be offered. Any new programmes such as computing studies for which there is a clear demand must be developed. The recent study on the support for the National Skills Training Plan is giving already some clear indications and directions. In addition, links between CDC and TVET on practical subjects should be strengthened. It would be appropriate if CDC was to recruit TVET staff to assist with curriculum development.

### **12.1.4. Teacher Supply and Demand**

The key teacher supply issue in the Solomon Islands is finding an adequate supply of trained and competent TVET tutors or instructors with high level skills in the particular speciality in which training is desired.

Vanga Teachers College (VTC) is located in the Western Province, but its intake is from throughout the country. The total intake in 2004 was 20 trainees. Increasing the supply of trained TVET tutors is essential in order to increase the number of trainees who can enrol in TVET courses.

*Data in TVET 2004 Survey Report the Table 21 revealed that about 43% of TVET instructors appeared to be untrained. Strategies are urgently needed to address how these untrained tutors can be up skilled.*

To summarise, the two key teacher supply issues that need to be addressed are increasing the supply of qualified TVET instructors (i.e. the number of trained tutors),

and providing (in-service) training to enhance the skills of those tutors who didn't get appropriate training or qualifications yet.

#### **12.1.5. Financing**

The main source of revenue for rural training centres is from tuition fees. The rural training centres also currently have access to grants from the European Union Stabex 99 funding and from Central Government. The Church Controlling Authorities also support their respective rural training centres. In addition, the rural training centres are encouraged to raise income through entrepreneurial activity.

#### **12.1.6. Management**

The governance of rural training centres is undertaken by a Board of Directors whose membership represents all stakeholders. Principals are responsible for the day-to-day management of the centres. Principals are accountable to the respective Church Authority and to the European Union Rural Training Centre Project. They are also supported by the Solomon Islands Association of Rural Training Centres.

## 12.2. Future Directions

A comprehensive plan needs to be developed for the establishment and development of TVET in the Solomon Islands, to supplement the outline of future directions for TVET set out below. This plan needs to provide alternative education opportunities for two diverse target groups. The first group is those early school leavers who do not gain a place in the formal secondary education system, or who, for whatever reason, leave school early. These early school leavers include some who may leave school at the end of standard six, some who leave at the end of form 3, and school leavers at the end of form 5. TVET could offer alternative pathways for these young people. The second group is those in the adult population who wish to return to education and training to develop skills and competencies that will assist in finding employment, establishing new businesses, making a contribution to village life, or extending life chances. The priority for these adults is to develop technical and vocational skills that are in demand in the work force, so that they may make a contribution to the economy of the country. *Education for Living* and the *Study to support the National Skills Training Plan* set out some useful policies and directions, but considerably more work is needed to implement successfully the guidance and general directions outlined there.

The National Workshop held in Honiara on 11 and 12 October 2006 made a number of suggestions for strengthening TVET.

- It believed that that the Education Act needed to be amended to give a mandate for TVET.
- It advocated that a National Qualifications Framework be established to monitor standards (and that the Labour Division should be involved in this process.).
- There was a perceived need for a curriculum development framework (to include shorter courses).
- A strengthened teacher training programme for vocational training instructors is needed.
- A link with Vanga Teachers' College and SICHE is essential here.
- There was a general point that provision of improved infrastructure and equipment was required (at least for certain TVET Centres).
- The management of TVET in provincial offices needed to be strengthened.
- The workshop supported the need for formulation of a TVET action plan.
- It would be useful to ensure that a source of up-to-date TVET data was available, as accurate information is essential for the development of sound policy. A way of addressing this issue was the proposal to include TVET data in the MEHRD annual Digest of Statistics in future (using SIEMIS).
- The workshop discussed issues around the age of entry to TVET (should entry to TVET be permitted by school leavers at form 3, by school leavers at form 5, or should entry be restricted only to older age cohorts?)
- Finally, it was recognised that the future development of TVET policies and courses needed to be linked with industry standards and labour demand for

formal and informal sectors. The most effective TVET is employment driven, and courses would be most useful in developing skills which are in demand and up to the required standards.

- Full and continuous consultation with private sector/industry-, public and informal sector representatives is therefore needed.

### **12.2.1. Access and Equity**

TVET should be developed as an alternative pathway, particularly for those school leavers who do not gain access to a place at a senior secondary school. While there is a need for development of the TVET sector, 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.

It is clear that the current enrolment of about 2000 annually in TVET programmes in the country does not meet anything like the potential demand. There is considerable potential for expansion. There is a potentially a large number of other people in the population, in addition to school leavers, who need access to courses that develop practical, vocational and technical skills.

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

The development of a comprehensive plan for the future of TVET in the Solomon Islands should include a survey of the skill needs of the population, as such research would indicate where demand is greatest and might indicate the type of courses the population would be likely to enrol in.

To increase access to TVET, the following strategies and activities will be carried out:

- intakes will be increased at existing rural training centres;
- provincial education authorities and church education authorities will investigate ways of collaborating to foster the development of TVET;
- enough additional centres will be established throughout the country to cater for demand from the population;
- there will an equal emphasis in schools on both academic and practical subjects;
- women will be encouraged to attend rural training centres; and
- more subjects will be offered at TVET centres that develop skills which females need, or in which they have an interest, or at which they can excel.

### **12.2.2. Facilities**

The following strategies will be adopted in order to improve or develop facilities for TVET:

- proper equipment and facilities will be made available to centres;
- water supply will be improved and sanitation facilities will be constructed at existing centres;
- specialised classrooms and workshops need to be constructed;
- standardised sports facilities and equipment need to be made available; and
- consideration will be given to establishing new centres where demand warrants their establishment, with the following basic facilities:
  - girls' dormitory;
  - boys' dormitory;
  - dining hall/kitchen;
  - woodwork workshop;
  - general classrooms for English, maths and business studies;
  - agriculture classrooms and facilities (garden plots, etc);
  - life skills (home economics);
  - an efficient water supply and sanitation facilities, and access to a reliable supply of electricity; and
  - the basic specialist equipment needed for delivery of good quality technical and vocational education and training, especially for the development of trade skills.

An issue that has been raised in the provincial workshops is whether a separate technical institute should be developed in the Solomon Islands. The suggestion was that such an institution could logically be located either in Guadalcanal or Honiara, or alternatively on one of the islands with a larger population. Discussion would be needed with the School of Industrial Development, administered by SICHE, and with the private institutes like Don Bosco, that operate TVET in Guadalcanal, as establishing a new technical institute on Guadalcanal might be viewed as inefficient since it could be seen as duplicating existing facilities. Institutional strengthening of SICHE might be an alternative solution. Nevertheless, there are economies of scale and synergies that could be realised through consolidation of facilities and teachers at one central site, rather than the current system of proliferation of small (and inefficient) centres.

Before any construction work is initiated, a sound business case should be developed for any proposal to establish a technical institute in a central location, with a considered cost benefit analysis of the various options. This issue should be considered in the wider development of appropriate tertiary education policy in the Solomon Islands.

### **12.2.3. Curriculum**

The TVET policy clearly states that the curriculum for rural training centres will not be standardised, but modules, which are relevant for the needs of communities, 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 provinces.

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

### **12.2.4. Teacher Supply and Demand**

The current supply of teachers/ instructors from Vanga Teachers College is higher than the demand at the Rural Training Centres (RTC) and the approved national establishment. There is, however, an urgent need to upgrade the quality of teaching/ instructing and the technical skills to meet the standards at the community high schools and the demands in rural and urban areas for professional training. The Vanga Teachers College must link with SICHE or a recognized regional institution (like FIT, Fiji Institute of Technology<sup>26</sup>) in this process.

The following strategies will be carried out in order to meet the demand for trained TVET instructors in the Solomon Islands:

- additional TVET instructors/tutors will be trained for each province;
- consideration will be given to increasing the intake of Vanga Teachers' College to 40 trainees each year;
- people with a first qualification will be identified to train at Vanga Teachers' College as instructors;
- Vanga Teachers' College will be used to train untrained teachers in schools who are teaching practical subjects;
- additional TVET instructors/tutors will be trained for each province;
- if the supply of trained TVET instructors for the provinces cannot be increased under the present arrangements, consideration may need to be given to the establishment of another training establishment similar to Vanga Teachers' College to supply tutors for rural training centres and teachers for the community high schools.

### **12.2.5. Financing**

Financing is required both for capital development and expansion, and for the ongoing operation of TVET Centres, including both the salaries of tutors and the cost of

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<sup>26</sup> One of the managers of the Fiji Institute of Technology, Mr. Viliame Rabici, gave a presentation at the MEHRD (3<sup>rd</sup> of April 2007) about the Learning Centre of FIT and the possibilities for franchising courses, doing consultancies etc.

regular operations. There are public benefits from high quality technical and vocational education and training which justify public investment in this training. There are also personal benefits that accrue to the students, in terms of an ability to generate a higher personal income, which suggest students (and their parents) also need to make a contribution.

The funding of TVET should therefore be based on the Community Standard School funding. This concept was accepted, based on the following contribution level:

- Central Government will pay 40% of the total cost;
- Provincial Education Authorities and/or Church education authorities will pay 30% of the total cost;
- parents, the centre and the students will pay for 30% of the cost (the Centre will pay a proportion of the costs, since in RTCs the enterprises are looked after by the students, and thus their labour and time should be included in the running cost of the Centre).

Since 2004 Government support for TVET was in the form of instructors' salaries and grants. Study is required to determine the costs for an individual student to register and to follow a technical course. By this study the Government would be assisted in providing a more tailor made system of financial grants to the centres similar to the systems already developed for the primary and secondary education sectors. The study can also help to find out the precise level of the financial assistance organised by the different education authorities to their centres.

The expectation is that initial financial support would be provided from a combination of a national source such as the Solomon Islands Government and from Development Partners. Funding would need to be provided as a direct grant to rural training centres. The EU grant system for secondary schools provides a good model that could be followed.

Any new rural training centre to be established will need assistance with upgrading of facilities and construction of additional buildings where required, and for the supply of equipment and tools. Establishment of any new rural training centre will therefore require financial support. The Government will also need to determine its policy on whether the establishment of a single larger technical institute at a central location is desirable, and if so, how that proposal would be funded. The Study on the support for development of a *National Skills Training Plan* deserves professional and practical follow up. The specific roles for MEHRD-TVET-division, SICHE and all other vocational, technical education and training providers under the responsibilities of different Ministries need to be assessed and related to a cohesive development and implementation of this plan. A business case need to be developed, before decisions are taken to expand the number of TVET Centres. The business case would need to undertake a market survey or surveys, and examine the costs and benefits of various locations for siting new TVET rural training centres. Only after this prior investigation and analysis has been undertaken should proposals be submitted to a potential sponsor or sponsors for funding support.

Financial management training for Principals and the bursars at TVET Centres is essential. Training in financial management for Principals and Bursars should be organized by the EU-RTC Project Office or by provincial authorities

#### **12.2.6. Management**

For effective management of TVET in the Solomon Islands, the following will be undertaken:

- TVET centres will be autonomous, with each Board of Management being responsible for governance of its TVET centre, and the Principal and staff responsible for day-to-day operational management; and
- provision will be made for management training for the Principals, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance;
- it is desirable that the Principal (as the chief administrator) should have a professional qualification in education administration; and
- the Bursar should have an accounting qualification.

Since the churches have had experience with the running of technical and vocational education and training centres, they should be encouraged to provide advice on effective governance and management. The Principals and teachers at the rural training centres should also be given opportunities to attend education management courses to enable them to run rural training centres effectively.

## **13. Roles of Stakeholders and Management of Resources**

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 SWAp and implementation of NEAP, 2007-2009.

### **13.1 Role of Central Government (Ministry of Education and Human Resources Development)**

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

#### **13.1.1 Research, Policy Formulation, Planning, Co-ordination and Implementation**

- Doing research on urgent matters to inform policy making and planning
- Formulate and develop national education policy and other sub sector policies (as on Early Childhood, Secondary, Tertiary Education);
- Review of current policies (as on Teacher Training and Development, TVET) and practices (e.g. grants- and infrastructure programmes, teacher payments; examination, assessments)
- Submission of policy proposals to the Minister for approval; and
- Implementation and monitoring of adherence to current government policies in Education;
- Preparation of annual and longer term, planning, budgeting (3-years MTEF), negotiation and acquisition of financial and other resources for recurrent costs and development expenditures in the sector;
- Developing strategies for the improvement and extension of education services in the Solomon Islands generally.
- Developing a sector dialogue in which many stakeholders are involved
- Developing, utilising SIEMIS and PAF and link monitoring of progress in the sector with new planning
- Developing a Human Resource Development Strategy, in particular for teachers and other education staff at all levels

#### **13.1.2 Administration**

- Calculation, budgeting, payment and accounting of education grants;
- Development of curriculum materials and examinations;
- Facilitating the supply of equipment and materials to schools;
- Collecting, processing, analysing and dissemination of data;
- Pre-service and in-service training of teachers and education administrators;

- Liaising and meeting with Education Authorities;
- Confirmation of appointment, promotion and transfer of teachers;
- Recruitment and posting of Provincial Education Officers and School Inspectors;
- Contribution to and provision of human resources development 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 and school calendars.

### **13.1.3 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;
- Inspection and monitoring of schools and education authorities;
- Discipline of teachers;
- Inspection of teachers;
- Closure of schools;
- Approval of curriculum and examinations;
- Prescribing the language of teaching, etc.

### **13.2 Role of Provincial Government**

The roles of the Provincial Government are set out below.

- Production of annual provincial development plans
- Overall management and coordination of education development in the province
- Provision of a budget for education services in the province;
- Provision of accommodation and office facilities for Education Officers and Inspectors;
- Provision of terms and conditions for ancillary staff (bursars, typists);
- Coordination and Monitoring of Government grants;

### **13.3 Role of Provincial, Church and Private Education Authorities**

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

- Planning, establishment, management and supervision of school(s) in close consultation with other Authorities and in communication with National Government;
- Provision of annual reports and statements of accounts to MEHRD;
- 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 MEHRD;
- Contracting, posting and transfer of teachers;
- Approval of teacher travel;
- Coordinating and facilitating 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 termination/expulsion;
- Support for Provincial Officers;
- Assist Provincial Inspectors to conduct inspections of teachers;
- Recommendation of teachers for further studies (locally and overseas);
- Oversight of disciplinary policy for teachers, as stipulated in the Teaching Service Handbook;
- Appointment of Board members;
- Establishment of Memoranda of Agreement with landowners; and
- Seeking outside support for scholarships, rather than through NTU.

#### **13.4 Role of School Committees**

The roles of School Committees are set out below.

- Formulating and establishing school policy;
- Responsibility for overall governance of the school;
- Provision of a good clear area for the school, and a large open playing area for the children;
- Contribution to the development of a school development plan and budget which includes planning for improved infrastructure, quality and management,
- Formulate advice to school principals, head masters in all matters which are of importance to the community
- Ensuring that any wishes and concerns of the local community in respect of the teaching staff, students, fees etc. are communicated to the Education Authority;
- Provision of sets of guidelines/rules for students; and
- Carrying out awareness programmes for communities and staff;
- Promotion of a sense of ownership of the school;
- Initiation of community support for raising finance to support the school.
- Ensuring that all children of the right age are enrolled;
- Formulation and establishment of a school health and safety policy;
- 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;
- Assistance in the physical development and other needs 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;

### **13.5 Role of Parents**

Parental involvement is a critical component in the educational success of students. There is evidence which indicates that parental involvement in a child's learning contributes greatly to the student's achievement, attitude and aspirations. By including parents as partners, schools recognise the important role that parents and families can play in school. The more parents are involved in the school and in promoting learning, the greater the resources and expertise schools have.

Parents' roles include:

- becoming aware of school goals and supporting those goals;
- support at home for children's learning – i.e. undertaking literacy and numeracy activities at home;
- encouraging their children to complete their homework;
- talking about school projects and assignments;
- discussing school plans;
- assisting in educating children about cultural/traditional beliefs, practices and values;
- resolving conflict or differences that may occur between teachers or any members of the community; and
- payment of contributions to the school as per the community standard funding.

### **13.6 Role of Communities**

Communities assist schools to prepare students as future citizens. Community members serve as school board members, providing leadership in the education of students. They can also work as advisors providing expertise in curriculum and programme development. One example is the participation of Village Chiefs and Elders on development committees. Community members can also act as trainers and mentors providing a cultural arts perspective, or mentorship opportunities for students in the appropriate culture.

The role of the community includes:

- provision of land and other resources for school activities and development.
- securing appropriate land for the school (Note that land issues have been major hindrances in education developments, and that the acquisition and registration of school land should include education authority involvement as well as the involvement of communities);
- maintenance of school facilities and assistance in fundraising activities;
- provision of support to teachers, possibly based on a Memorandum of Understanding; and
- overseeing the safety and security of staff, students and school facilities

### **13.7 Institutional and Organisational Analysis**

The Ministry of Education and Human Resource Development will start an Institutional and Organisational Analysis (IOA) in the second quarter of 2007 to get an overview about the strengths, weaknesses, opportunities and threats in the development and reform of all divisions, education institutions, provincial authorities and Schools. The IOA will be resulting in a Human Resource Development Strategic Plan, which includes a strategy and action plan for capacity building, improved recruitment and selection of demanded staff, communication and decision making processes. The analysis will also capture the interrelationship between the different actors and organisations at different levels and involved in the planning, implementation and monitoring of the SWAp and NEAP (2007-2009).

## 14. Basis for logical framework of National Education Action Plan (2007-2009)

| 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</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 staff</p> <p>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> |

| 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> |

| 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> |

## 15 Schedule of Activities

### National Education Action Plan

| <b>Strategic Goal 1: To provide equitable access to quality basic education for all children in the Solomon Islands</b>   |   |  |                              |   |
|---|---|--|------------------------------|---|
| <b>Outcome 1 (ACCESS and EQUITY):</b> 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 |   |  |                              |   |
| <b>Objective 1.1:</b> Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure   |   |  |                              |   |
| <b>No</b>   | <b>Expected Output (per level)</b>  | <b>Activity</b>  | <b>Time frame</b>            | <b>Responsibility</b>   |
| 1.  | 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, <u>PCR</u> , Provincial Education Authorities   |
| 2.  | Stock taking for all schools and data base in place (SIEMIS capturing these data) | Undertake a stock take of all ECD-, primary and secondary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Solomon Islands education system, 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               | <u>Infrastructure team</u> with Inspectorate, Primary & Secondary Division, Provincial Education Authorities (Provincial Teams) |
| 3.  | Guidelines for improved school infrastructure development for all schools         | Formulate guidelines for school infrastructure development   | By end of 2007               | <u>PCR</u> , <u>Infrastructure Team</u> , Division Primary & Secondary, Provincial Authorities                                  |
| 4.  | National School Infrastructure Plan   | Prepare a National School Infrastructure Development Plan (a school facilities development plan) for the Solomon Islands, including mapping and provincial planning, and a list in priority order of primary and secondary schools 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 | <u>PCR</u> , <u>Infrastructure team</u> , Division Primary and Secondary, Provincial Education Authorities (provincial teams)   |

| <b>Strategic Goal 1: To provide equitable access to quality basic education for all children in the Solomon Islands</b>   |   |  |   |   |
|---|---|--|---|---|
| <b>Outcome 1 (ACCESS and EQUITY): 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</b> |   |  |   |   |
| <b>Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure</b>   |   |  |   |   |
| <b>N</b>  | <b>Expected Output (per level)</b>  | <b>Activity</b>  | <b>Time frame</b>   | <b>Responsibility</b>   |
| 5.  | National 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   | <u>Provincial Education Authorities</u> (Provincial teams) and Infrastructure team with Communities |
| 6.  | Housing and transport plan for inspectors produced                                  | Develop a plan for housing and means of transport for inspectors   | Mid of 2008   | <u>Inspectorate</u>   |
| 7.  | Survey on ECE (see also 1 and 2)  | Conduct baseline survey of all communities in the Solomon Islands to ascertain the current uptake of ECE, the unmet demand for ECE, and the state of current ECE facilities, and develop an ECE information system to support planning for development of new ECE centres and the maintenance or strengthening of existing ECE centres.  | By 31 December 2007   | <u>ECE</u> -and PE-division, Provincial Education Authorities, Provincial ECE officers, SIEMIS      |
| 8.  | ECE facility plan developed<br><br>Upgrading of ECE-facilities                      | Prepare an early child education facilities development plan for the Solomon Islands, including priorities for the establishment of new facilities and the maintenance of existing facilities.<br>Upgrade and improve ECE facilities in the light of the MEHRD standard design   | Completed by 31 December 2008<br><br>From 2009 onwards                | <u>ECE</u> and PE-division, PCRU, Infrastructure team, Provincial Education Authorities             |
| 9.  | 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, as specified in Provincial Education Action Plans | Primary and <u>ECE</u> -division, Provincial Education Authorities                                  |
| 10.   | Report with recommendations on improved school infrastructure project for PE        | Completion of Primary Infrastructure Project Phase 1 Independent Review  | Completed by 30 March 2007  | PCRU, <u>Review Team</u> , PE-Division  |
| 11.   | Model developed to predict SE-enrolments at junior and senior level (see also 1, 2) | Develop and/or refine a model to forecast numbers of students likely to enter junior and senior secondary schools at each class level over the period 2007-2015  | By end of 2008  | <u>PCRU</u> , SIEMIS  |

| <b>Strategic Goal 1: To provide equitable access to quality basic education for all children in the Solomon Islands</b>   |  |   |                                      |   |
|---|--|---|--------------------------------------|---|
| <b>Outcome 1 (ACCESS and EQUITY):</b> 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 |  |   |                                      |   |
| <b>Objective 1.2: Provision of (financial) support from government and other stakeholders</b>   |  |   |                                      |   |
| <b>No</b>   | <b>Expected outputs (per level)</b>  | <b>Activity</b>   | <b>Time frame</b>                    | <b>Responsibility</b>   |
| 12.   | Financial support by SIG maintained with 22% share of total recurrent budget               | SIG maintains 22% share of the total recurrent budget for education sector  | 2007-2009                            | <u>MoF, MEHRD, Cabinet</u>                                    |
| 13.   | Increased development budget support by different Development Partners                     | Development Partners continue and increase support to education sector Government, MEHRD ensure open and transparent communication to DP's on progress, successes and challenges in the SWAp/NEAP and formulate clear and timely request for TA or financial support. | 2007-2009                            | <u>SIG, MEHRD, Development Partners</u>                       |
| 14.   | Increased involvement from NGO's, communities in planning and implementation of SWAp, NEAP | MEHRD encourage open, transparent dialogue with NGO's and communities on progress, successes and challenges in SWAp/NEAP  | 2007-2009                            | <u>MEHRD, NGO's, Communities</u>                              |
| 15.   | Community awareness programmes developed for ECE   | Launch community awareness programmes to publicise the importance of ECE  | By 31 Dec 2008                       | <u>ECE and PE-division, Provincial education authorities</u>  |
| 16.   | Consultations done with communities for ECE/PE   | Consult with communities on age of school entry   | Report to Minister by end of 2008    | <u>Primary Division, PS, Provincial Education Authorities</u> |
| 17.   | Double stream implemented at SE/CHS  | Existing community high schools will operate double streams where necessary with the aim of achieving a gender balance in enrolments that reflects the same proportion of girls to girls as exists in the appropriate age group cohort in the population              | As from 2007, where resources permit | <u>SE-Division, Provincial education authorities</u>          |

| <b>Strategic Goal 1: To provide equitable access to quality basic education for all children in the Solomon Islands</b>   |   |  |                   |                                   |
|---|---|--|-------------------|-----------------------------------|
| <b>Outcome 1 (ACCESS and EQUITY):</b> 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 |   |  |                   |                                   |
| <b>Objective 2.1: Children, students and people with special needs</b>  |   |  |                   |                                   |
| <b>No</b>   | <b>Expected output (per level)</b>                                    | <b>Activity</b>  | <b>Time frame</b> | <b>Responsibility</b>             |
| 18.   | 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    | CT, PMT with Technical Assistance |

| <b>Strategic Goal 1: To provide equitable access to quality basic education for all children in the Solomon Islands</b>   |  |   |                   |   |
|---|--|---|-------------------|---|
| <b>Outcome 1 (ACCESS and EQUITY):</b> 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 |  |   |                   |   |
| <b>Objective 2.1: Children, students and people with special needs</b>  |  |   |                   |   |
| <b>No</b>   | <b>Expected output (per level)</b>                       | <b>Activity</b>   | <b>Time frame</b> | <b>Responsibility</b>                             |
| 19.   | 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 |
| 20.   | 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 SOE & USP       |

| <b>Strategic Goal 1: To provide equitable access to quality basic education for all children in the Solomon Islands</b>   |  |  |  |   |
|---|--|--|--|---|
| <b>Outcome 1 (ACCESS and EQUITY):</b> 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 |  |  |  |   |
| <b>Objective 2.2: Improved equal access for girls and boys, in particular in isolated locations</b>   |  |  |  |   |
| <b>No</b>   | <b>Expected out put (per level)</b>  | <b>Activity</b>  | <b>Time frame</b>  | <b>Responsibility</b>   |
| 21  | Survey on net-enrolment to PE (see also 1, 2)<br>Policy developed to aim at EFA-goals (Revision of Education Policy)<br>Every child enrolled in PE | Organise survey on school enrolment, out of school children to support for a policy that ensures a place is available for every child of primary school age  | Survey analysed by mid of 2008<br>Policy developed by end of 2008<br>Every eligible child in primary school by end of 2009 | Primary and Secondary Division & Provincial Education Authorities       |
| 22  | Policy and plans developed for SE<br>Progress reports on achievement of objectives   | Plan to enrol all students at forms 1 to 3 in either 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<br>Ongoing 2007 to 2009  | Secondary Division, & Provincial & Church/Private Education Authorities |

| <b>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</b>  |  |  |                    |   |
|---|--|--|--------------------|---|
| <b>Outcome 2 (ACCESS and EQUITY):</b> 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 |  |  |                    |   |
| <b>Objective 1.1. Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure</b>  |  |  |                    |   |
| <b>No</b>   | <b>Expected output (per level)</b>                                     | <b>Activity</b>  | <b>Timeframe</b>   | <b>Responsibility</b>   |
| 23.   | To improve access to post-secondary education                          | Prepare a forecast of unsatisfied demand for TVET over the period 2007-2015  | By end of 2008     | TVET-division, Provincial Education Authorities (with TA)                           |
| 24.   | Market research and student-tracking done for Senior Secondary Schools | Undertake a market research exercise to collect data on a sample of students of senior secondary school age (approximate ages 16-19) to track where they go, and to interview students (both those at school and those who have left school, and adults in the community) to find out in which tertiary or TVET courses they would be interested in enrolling, and why | By end of 2009     | PCRUI, SIEMIS, TVET-division, SICHE, Provincial Education Authorities               |
| 25.   | National Post-secondary Facilities Development plan                    | Develop a national post-secondary education facilities development plan for the Solomon Islands, including TVET Centre facilities development, and consider expanding facilities at TVET Centres and post-secondary institutions as resources permit   | By the end of 2008 | TVET –division and <u>National Committee for Skills Training</u> , Communities. PMT |
| 26.   | SICHE Facilities Development Plan                                      | Prepare a SICHE facilities development plan, that links with the national post-secondary facilities development plan, and includes provision to meet national priorities for tertiary education and TVET, and upgrading of existing facilities where appropriate   | By the end of 2009 | <u>SICHE</u> , National Committee for Skills Training, PMT                          |
| 27.   | USP extension in SI  | Make land and funds available for proposed expansion of USP campus in SI<br>Construction of new facilities   | From 2007 onwards  | <u>MoF, PS, USP</u>   |

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| <b>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</b> |  |   |   |   |
| <b>Objective 3.1 Provision of an adequate number of qualified teachers and other workers in the education sector</b>   |  |   |   |   |
| <b>No</b>  | <b>Expected output (per level)</b>   | <b>Activity</b>   | <b>Time frame</b>                                   | <b>Responsibility</b>   |
| 28.  | Teacher and instructor supply forecast model developed   | Develop a teacher supply model to forecast ECE, primary and secondary school teacher supply needs (with a particular focus on junior secondary teacher supply requirements) and TVET-instructor needs with a particular focus on trades skills and key skills needed in the economy   | By end of 2008                                      | <u>Teaching Services Division</u> with TA   |
| 29.  | ECE-, PE- and SE-teacher development plans prepared<br>Increased enrolment for ECE-,PE-and SE-teachers in SoE (360-390 per year) | Prepare ECE, primary school and secondary school teacher development plans to address ECE, primary and secondary teacher training capacity and teacher supply issues, and enter into an agreement with the School of Education (SICHE) to achieve an increased number of annual enrolments in pre-service teacher education programmes in 2008 to 2009 (by comparison with numbers enrolled in 2006); | By end of 2007                                      | <u>Teaching Service Division</u> , SOE  |
| 30.  | Untrained teachers trained for ECE, PE and SE  | Ensure untrained teacher trainees each year are selected from each province and are enrolled in pre-service teacher training programmes at SoE and develop different options (in service- and/or distance learning mode etc.)   | Ongoing, 2007-2009                                  | SOE, TTDO, Provincial Education Authorities with TA (Waikato University)                      |
| 31.  | Improved access to Vanga TTC   | Strengthen Vanga Teachers Training College, and provide access for TVET tutors to upgrade their skills by enrolling at the Vanga Teachers' College  | Begin in 2007<br>Ongoing through 2007, 2008 & 2009. | <u>TVET-division</u> , SICHE, Vanga Teachers College, TTDO, Provincial Education Authorities. |
| 32.  | Training of TVET-instructors   | 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                       | <u>TVET-division</u> , Vanga Teachers' College, TTDO  |
| 33.  | Appointment of inspectors in particular for secondary education  | Appointment of inspectors secondary education for Makira, Western, Honiara, Malaita, For Choiseul, Isabel and Temotu  | By end of 2007<br><br>By end of 2008                | <u>Inspectorate Division</u>  |

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| <b>Objective 3.2. Development and maintenance of a high quality process of teaching and learning</b>  |  |  |  |   |
| <b>No</b>   | <b>Expected output (per level)</b>                                       | <b>Activity</b>  | <b>Time frame</b>  | <b>Responsibility</b>   |
| 34.   | NTTDP reviewed and finalised   | Review the National Teacher Training and Development Plan (NTTDP), including clarification of its status, and revision and redevelopment if necessary, and implement the plan  | Review completed by 30 June 2007<br>NTTD Plan published by 30 September 2007<br>Implementation from 2008 | Teaching Services Division, <u>TTDO</u> , SOE, Development Partners                                       |
| 35.   | Improved teacher education and training programme for untrained teachers | SICHE(SOE) review and development of Teacher Education programmes  | Begin in 2007<br>Progress report by end of 2007  | <u>SICHE(SOE)</u> , TTDO, with University of Waikato assistance   |
| 36.   | Training reform at SOE for certificate and diploma courses               | Agree on the improvements to the programme and/or structure of the three-year Diploma in Teaching to replace existing two and three-year teacher education courses, and provide the resources required to deliver this course. | By end of 2007   | <u>SICHE(SOE)</u> , TTDO, with University of Waikato  |
| 37.   | To improve the quality of the ECE teaching work force                    | Establish ECE "demonstration centres" as ECE Pilot Projects in each province to provide models for field-based training.   | Initial centres by end of 2007, & subsequent centres by end of 2008                                      | ECE-and PE-division, Provincial Education Authorities   |
| 38.   | TVET instructors development plan produced                               | Prepare a TVET tutor/instructor development plan in order to train additional instructors with specialist technical qualifications at a high level<br>Implement the plan   | Plan prepared by the mid of 2008<br>Implementation begins in second part of 2008, ongoing in 2009        | TVET-division, <u>SICHE</u> , Vanga Teachers' College, Provincial & Private Education Authorities, SIARTC |
| 39.   | Study on quality assurance for TVET and tertiary education               | Conduct study on how qualifications development and quality assurance of tertiary education qualifications for TVET and tertiary education can be ensured in the Solomon Islands   | By end of 2009   | <u>SICHE</u> , TVET-division, Vanga Teachers' College, USP and TA   |

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| <b>Objective 3.2. Development and maintenance of a high quality process of teaching and learning</b>  |  |  |  |   |
| <b>No</b>   | <b>Expected output (per level)</b>   | <b>Activity</b>  | <b>Time frame</b>  | <b>Responsibility</b>   |
| 40.   | Improved and timely assessment of teachers, instructors 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<br>Education officers trained and specialised in monitoring curriculum implementation<br>Head teachers and principals will play a supportive role in teacher assessment | By end of 2008<br><br>By end of 2008<br><br>By end of 2008 | <u>Inspectorate</u> , Provincial Authorities<br><br><u>Inspectorate</u> , Provincial Authorities<br><u>Inspectorate</u> , <u>SOE</u> , TTDO |
| 41.   | Review of assessment instruments and process<br>Handbook on supervision produced                       | Instruments for teachers' assessment and the assessment process itself will be reviewed.<br>Developing a handbook on supervision of teachers, instructors at schools and centres   | By end of 2007<br><br>By end of 2007                       | <u>Inspectorate</u> , TA<br><br><u>Inspectorate</u> , TTDO, TA  |
| 42.   | Review of SICHE  | Review and develop the programmes of all schools at SICHE, through a process of external audit, and strengthen SICHE by developing a quality management system that is institution-wide and an internal audit programme  | By end of 2008   | <u>SICHE</u> , with external TA   |
| 43.   | Twinning arrangement with SICHE organised  | Establish appropriate "twinning arrangements" between suitable overseas partner tertiary education institutions and each of the schools at SICHE, along the lines of the partnership established between the School of Education at SICHE and the University of Waikato  | By end of 2008   | <u>SICHE</u>  |

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| <b>Objective 3.3. Development, distribution and use of a relevant, high quality and modern national and local school curricula</b>  |   |  |  |   |
| <b>No</b>   | <b>Expected output (per level)</b>                    | <b>Activity</b>  | <b>Time frame</b>  | <b>Responsibility</b>   |
| 44.   | Quality curriculum for ECE developed                  | Develop national curriculum guidelines, resources & equipment for ECE  | Draft Guidelines by the end of 2008  | <u>Curriculum Development Centre</u> , ECE-division   |
| 45.   | Quality curriculum for PE developed                   | Continue review of the English and mathematics primary school curriculum (standards 1 to 6), and include a review of the science primary school curriculum   | Ongoing, 2007 to 2009  | <u>Curriculum Development Centre</u> , with TA, PE-division   |
| 46.   | Review of junior secondary school curriculum          | Review the junior secondary curriculum, with a view to giving equal emphasis to both academic and practical subjects at the junior secondary level, including the introduction of subjects such as home economics, technology, and agriculture, and including identification of costs of introducing practical subjects into the junior secondary curriculum | Progress report by end of 2007   | <u>Curriculum Development Centre</u> , SE-division  |
| 47.   | Development and review of senior secondary curriculum | Begin Year 10 -11 (Forms 4 – 5) curriculum and syllabus development and review, with the aim of broadening and strengthening the curriculum by developing and extending the range of practically-based subjects, and of including a review of the interface between Form 5 and Form 6 curricula  | Progress report by end of 2007<br>Implementation by the end of 2009  | <u>Curriculum Development Centre</u> , TVET-division, <u>SICHE(SOE)</u> and <u>SICHE (School of Industrial Development)</u> |
| 48.   | Curriculum development for TVET in specific subjects  | Develop curriculum guidelines for TVET in specific selected subjects, such as trades (e.g. carpentry, plumbing, electrical skills, refrigeration, engineering, agriculture, dress-making) or key skill areas (e.g. business studies, computer skills, home economics, tourism and hospitality skills)  | Guidelines ready for at least 3 selected subjects by the end of 2008<br>Further guidelines for 3 more selected subjects by the end of 2009 | <u>CDC</u> , Vanga Teachers' College, TVET-division   |

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| <b>Objective 3.4. Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials</b>  |  |  |   |   |
| <b>No</b>   | <b>Expected output (per level)</b>   | <b>Activity</b>  | <b>Time frame</b>   | <b>Responsibility</b>   |
| 49.   | Quality of teacher training facilities improved  | Develop improved teacher training facilities   | Progress report at end of 2007  | <u>SICHE(SOE)</u> with PCRU, Infrastructure team  |
| 50.   | Teachers' guides and student texts books developed, produced and distributed to schools<br><br>Adequate and good quality tools and equipment provided for Forms 1-3<br><br>Pilot started for Form 1-3 ICT-equipment provided | 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) and 9 secondary subjects (English, Maths, Science, Social Studies, Agriculture, Business, Home Economics, Technology, Physical Education)<br>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<br>Piloting Form 1-3 new syllabus and teaching materials in practical subjects<br>Provision of ICT-equipment for 100 schools | Ongoing, 2007-2009<br><br>From 2007 onwards<br><br>From 2007 onwards<br>From 2007 onwards | <u>CDC</u> , in cooperation with international publisher (Pearson Longman)<br><br><u>CDC</u> , Development Partner(s)<br><br><u>CDC</u> , Development Partner(s)<br><u>CDC</u> , Development Partner(s) |
| 51.   | Improved facilities for printing and storage of teaching and learning materials and CDC-staff housing  | Renovation/extension of CDC-building, CDC-printery, installation of generator and water tank, improvement of CDC-staff housing and ERU-facilities  | From 2007 onwards   | <u>CDC</u> , <u>ERU</u> , Development Partner(s)  |
| 52.   | Increased number of PE and SE-schools with well functioning libraries  | Promotion of libraries and readership<br>Support to establishment and expansion of libraries and provision of reading materials  | Ongoing, 2007-2009  | <u>NLS</u> , Provincial Authorities   |
| 53.   | Increased number of functioning libraries in provinces   | Revive provincial libraries<br>Connect provincial libraries to Internet<br>Expand School Library Association with provincial representatives   | From 2008 onwards   | <u>NLS</u> , Provincial Authorities   |
| 54.   | National post-secondary institutions and RTC's strengthened<br>Increased financial support to these institutions   | Strengthen national post-secondary institutions, vocational training centres (VTCs) and rural training centres (RTCs), and invest in their development.<br>Expenditure issues to be addressed in MEHRD budget process and Budget support   | By end of 2008<br><br>Resources to be identified in time for 2009 budget                  | <u>SICHE</u> , <u>NTU</u> , <u>TVET-division</u> , <u>USP</u> and <u>VTC's</u> and <u>RTC's</u> , with TA   |

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| <b>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.</b> |  |   |   |   |
| <b>Objective 3.5. Continuous Professional Development for all education staff</b>   |  |   |   |   |
| <b>No</b>   | <b>Expected output (per level)</b>   | <b>Activity</b>   | <b>Time frame</b>                                       | <b>Responsibility</b>   |
| 55.   | 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<br>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    |
| 56.   | 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(SOE), CDC, ECE-division, Provincial & Private Education Authorities |
| 57.   | Special In service training for PE- and SE- teachers organised   | Provision of in service training for teachers in revised syllabus areas <ul style="list-style-type: none"> <li>Follow up for year 5, 6 NguzuNguzu English and Maths-materials</li> <li>Repeat for NguzuNguzu English and Maths, year 1-6</li> </ul> Dissemination, follow up and in-service training for 3 primary subjects (Science, Social Studies, Health) and 9 secondary subjects (English, Maths, Science, Social Studies, Agriculture, Business studies, Home Economics, Technology, Physical Education) | Ongoing, 2007-2009                                      | CDC, TTDO, PE-division, graduates assistance programme                    |
| 58.   | 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                         |
| 59.   | Capacity building for CDC and ERU organised  | Develop an ongoing in-house capacity building programme (fitting in the overall HRD-strategic plan) for the Curriculum Development Centre<br>Organise training courses for CDC-printery and ERU   | Begin in 2007, and ongoing from 2008 to 2009            | CDC with the available TA   |
| 60.   | Capacity building plan for inspectors developed and implemented  | Within the HRD-strategic plan, strengthen the inspectorate division at all levels to ensure staff are appropriately skilled and resourced to undertake efficient and effective monitoring and evaluation of the performance of the Solomon Islands education system   | By 31 December 2007<br>Implementation from 2008 onwards | Inspectorate and TA   |

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| <b>Objective 3.5. Continuous Professional Development for all education staff</b>   |   |  |   |   |
| <b>No</b>   | <b>Expected output (per level)</b>  | <b>Activity</b>  | <b>Time frame</b>   | <b>Responsibility</b>   |
| 61.   | Induction training and capacity building for head teachers and principals developed and organised | Within the HRD-strategic plan, 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<br>Develop modules, organise try outs, review, printing and distribution | Development of modules by mid of 2008<br><br>Implementation of training programme from mid of 2008 & 2009 | Primary and Secondary Division, Teaching Service Division, <u>TTDO</u> , Provincial and Private education authorities, Accounts and Administration Division |

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| <b>Objective 3.6. Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects</b>  |   |   |  |   |
| <b>No</b>   | <b>Expected output (per level)</b>  | <b>Activity</b>   | <b>Time frame</b>  | <b>Responsibility</b>   |
| 62.   | Pilot scheme introduced for use of vernacular<br>Improved performance of PE-pupils in literacy and numeracy<br>Policy development for vernacular in PE  | Improve student language development, including establishment of a pilot scheme for use of the vernacular in primary schooling as a medium of instruction, and improve student performance in literacy (English and reading) and numeracy (mathematics)   | Ongoing, 2007-2009<br>Pilot starts in 2007<br>Policy developed in 2008   | Curriculum Development Centre, NESU and <u>PE-division</u>  |
| 63.   | Assessment resources tool for teaching and learning (ARTTLe) developed and implemented<br>SISTA and SBA implemented<br>Improved standards of numeracy and literacy<br>Exams for different levels timely and orderly organised | Development of Assessment Resources Tool for Teaching and Learning (ARTTLe)<br>Organisation of SISTA-2 (grade 6)<br>Organisation of Secondary School based Assessment (SBA)<br>On request of Provincial Authorities and Schools<br>Revise Form 3 and 5 examinations prescriptions<br><br>Annual and timely organisation of SISEE, SIF3, SISC and PSSC | From 2007 onwards<br><br>3 <sup>rd</sup> quarter of 2007<br>2 <sup>nd</sup> quarter of 2007<br>Continuously<br>2 <sup>nd</sup> quarter of 2007<br><br>On going from 2007 till 2009 | <u>NESU</u> , PRIDE<br><br><u>NESU</u> , SPBEA<br><br><u>NESU</u><br><br><u>NESU</u> , Provincial Education Authorities |
| 64.   | In-service training on ARTTLe organised<br>SBA introduced in other SBA subjects   | Organise In-service training for ARTTLe for teachers<br><br>Introduce SBA for other SISC-subjects   | From 2008 onwards<br><br>From 2008 onwards   | <u>NESU</u> , PRIDE<br><br><u>NESU</u>  |
| 65.   | In-service training for examiners, moderators organised<br>Development of SBA<br>Pacific Vocational Interest Analysis (PVIA) organised  | In- service training for examiners, moderators and moderation of SBA<br>Devise new school based assessment (SBA) instruments<br><br>Renorming and administration of Form 3 in order to measure interest for vocational education and training through a Pacific Vocational Interest Analysis  | From 2009 onwards<br>From 2009 onwards<br><br>From 2009 onwards  | <u>NESU</u> , SPBAE<br><u>NESU</u><br><br><u>NESU</u> and Development Partner(s)  |

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| <b>Objective 3.7. Improvement of efficiency and effectiveness of sub sector education systems in particular tertiary education by giving it a more (labour) demand oriented direction</b>   |  |  |   |   |
| <b>No</b>   | <b>Expected output (per level)</b>   | <b>Activity</b>  | <b>Time frame</b>   | <b>Responsibility</b>   |
| 66.   | Improved quality of and access to post-secondary education                         | Develop a strategic plan for tertiary education and skills training (a National Skills Training Plan), having regard to the 2006/2007 World Bank/NZAID report on skills development, and develop and approve policy on Government assistance for delivery of TVET services and support for TVET providers<br>Implementation and expenditure issues to be addressed in MEHRD budget process and Budget support<br>Implement the National Skills Training Plan | National Skills Training Plan developed by the end of 2008<br><br>Resource requirements to be identified in time for consideration in 2009 budget<br><br>By the end of 2009 | PMT, PS, <u>SICHE</u> , NTU, <u>TVET-division</u> , with support of local or international TA |
| 67.   | Feasibility study done for technical, tertiary education and training              | Conduct a feasibility study on options for delivery of higher-level institution-based and work-based skill development, including whether a single centrally-located technical institute in the Solomon Islands is viable  | Study completed mid 2008  | <u>SICHE</u> , TVET-division, with TA   |
| 68.   | Follow up study on USP-campus developments and links with other tertiary education | Undertake a follow-up study to assess progress on the establishment of a campus of USP in the Solomon Islands, including whether and how provision of tertiary education at such a campus could complement tertiary education offered through <u>SICHE</u>   | Study completed, report analysed, costs identified, and recommendations made to Minister by end of 2008   | <u>PS</u> , PMT, USP  |

| <b>Strategic Goal 3: to manage resources in an efficient, effective and transparent manner.</b>   |  |  |  |  |
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| <b>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.</b> |  |  |  |  |
| <b>Objective 4.1 Strengthening planning, budgeting, management, co-ordination and monitoring</b>  |  |  |  |  |
| <b>No</b>   | <b>Expected outputs</b>  | <b>Activity</b>  | <b>Time frame</b>  | <b>Responsibility</b>  |
| 69.   | Improved cohesion between main national planning documents and clear aims, expected outputs etc. of ESIRP II, NEAP and ESF   | Development of a logical framework for the SWAp which creates interlinkages and increased cohesion between ESIRP II, NEAP (2007-2009) and ESF (2007-2015)  | By end of 2007   | <u>CT</u> , PIU and DP's   |
| 70.   | Improved annual planning, budgeting and (fin.) reporting process based on informed decision making<br>TWG-Planning/Budgeting established<br>Increased role of Provincial actors in national and provincial education planning, budgeting | To timely produce more outcome oriented and cohesive annual budgeting and planning based on semi-annual reporting system by utilisation of SIEMIS, a Performance Assessment Framework (PAF) and recommendations at the Annual Joint Review, Accounting reports and TA Technical Working Group (TWG) on Planning/Budgeting established to assist in more comprehensive planning and development of Mid Term Expenditure Framework<br><br>To strengthen the role of Provincial Government and Authorities in planning, implementing and monitoring <b>NEAP</b> | From 3 <sup>rd</sup> quarter 2007 onwards<br><br>From 2 <sup>nd</sup> quarter 2007<br><br>From 3 <sup>rd</sup> quarter 2007 onwards        | PS, <u>CT</u> , PMT, Accounts, TA and Development Partners<br><br>PS, <u>CT</u> , PMT, PCRU, Accounts<br><br><u>PS</u> , <u>CT</u> , PMT, PCRU, Provincial Authorities |
| 71.   | Development of MTEF  | To develop a 3-year, outcome oriented Mid Term Expenditure Framework (MTEF)  | From 2 <sup>nd</sup> quarter 2007 onwards  | <u>TWG on Planning/Budgeting</u> , PS, Accounts, MoF, MoPAC, MPS   |
| 72.   | Improved access to funds<br>Improved responsiveness from MoF and Accounts section  | Directors facilitated by having easier and quicker access to funding for their different activities<br>Directors do timely prepare their requests and timely retire imprest funding  | From 2 <sup>nd</sup> quarter of 2007 onwards   | <u>Accounts</u> , MoF, TA  |
| 73.   | Sector co-ordination team and secretariat installed and operational<br>Improved sector co-ordination, organisation of meetings, customers' relationship<br>Improved cohesion and quality of activities in SWAp/NEAP                      | To develop a strong sector co-ordination team and secretariat<br>Advertise 2 positions in the sector secretariat and select personnel<br>Guarantee skills transfer by existing secretariat staff   | Co-ordination team established in 1 <sup>st</sup> quarter 2007<br>Sector secretariat established from 2 <sup>nd</sup> quarter 2007 onwards | <u>CT</u><br><br><u>CT</u> , Sector secretariat  |

| <b>Strategic Goal 3: to manage resources in an efficient, effective and transparent manner.</b>   |   |  |  |                                    |
|---|---|--|--|------------------------------------|
| <b>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.</b> |   |  |  |                                    |
| <b>Objective 4.1 Strengthening planning, budgeting, management, co-ordination and monitoring</b>  |   |  |  |                                    |
| <b>No</b>   | <b>Expected outputs</b>   | <b>Activity</b>  | <b>Time frame</b>  | <b>Responsibility</b>              |
| 74.   | Technical Working Group on Monitoring established<br><br>PAF developed and agreed upon<br><br>Monitoring and evaluation system in place | Establish a Task Force on Monitoring to develop an output-based Monitoring and Evaluation System (including a Performance Assessment Framework), which provides for measuring and reporting of progress in the SWAp against the expected outcomes of NEAP and which is based on data available in SIEMIS   | From 2 <sup>nd</sup> quarter 2007<br><br>PAF developed and agreed upon at AJR (July 2007)<br>From 3 <sup>rd</sup> quarter 2007 onwards | CT, PCRU and TWG-Monitoring        |
| 75.   | Integration of data for TVET/tertiary education sector in SIEMIS  | Modify the Education Management Information System to track participation in tertiary education, including TVET (or include a tertiary education component in SIEMIS)  | By end of 2007   | PCRU, TVET, SICHE. Uniquet (TA)    |
| 76.   | Improved SIEMIS and improved utilisation of SIEMIS for purposes of planning   | Develop in co-operation with TA a transition plan which reflects areas for improvement<br>Implement plan<br><br>Enhance the Solomon Islands Education Management Information System to support planning for school development   | By 2 <sup>nd</sup> quarter 2007<br><br>From 2 <sup>nd</sup> quarter 2007 onwards<br>From 2008 onwards                                  | PCRU, CT, PMT, Uniquet (TA)        |
| 77.   | Review of scholarships done<br>Improved procedure in place for selection, monitoring progress and expenditures for scholarships         | Strengthen the management of scholarships in the Solomon Islands by ensuring equitable and transparent policies for allocation and monitoring of tertiary scholarships are developed, approved and implemented, and effective procedures for forecasting and control of any downstream financial implications of scholarship awards are in place | By 30 June 2007  | PS, NTU, CT with support from DP's |

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| <b>Objective 4.2 To develop, revise or finalise policies for the different sub-sectors or cross cutting areas</b>   |   |  |  |   |
| <b>No</b>   | <b>Expected outputs</b>   | <b>Activity</b>  | <b>Time frame</b>  | <b>Responsibility</b>   |
| 78.   | TWG-policy re-established   | Re-establish Technical Working Group on Policies   | 2 <sup>nd</sup> quarter 2007   | CT  |
| 79.   | Inventory done on all policies and list them according to needs for new development, revision, finalisation | Inventory of all education policies for all sectors in the light of the goals in the <i>Education Strategic Framework</i> and the programme set out in this <i>National Education Action Plan</i> , identify areas where existing policies need to be modified or where new policies are required, and consider whether structures in MEHRD are appropriate to ensure Solomon Islands education policy development and dissemination is coherent, effective and consistent | Completed by 31 December 2007<br>Ongoing monitoring and evaluation of policy development, 2007 to 2009 | TWG on Policies, NEB, PS, CT, PMT   |
| 80.   | Finalisation of ECE-policy  | Finalise Early Childhood Education (ECE) policy, setting out the policy on access to ECE, teacher training, facilities development, the relationships between MEHRD, Provincial and Private Education Authorities and communities, the ECE curriculum, and how funding of teacher salaries and ECE participation will be managed.  | By 31 December 2007  | Primary and <u>ECE-division</u> , Provincial Education Authorities, Provincial ECE officers, TA                       |
| 81.   | Standards developed for classroom design in ECE   | Develop a standard classroom design for ECE to set a standard for all centres  | By 31 Dec 2007   | Primary and <u>ECE-division</u> , PRIDE/TA  |
| 82.   | Registration and licensing criteria for ECE-centres produced  | Establish policy and criteria for registration and/or licensing of ECE Centres, and license only those Centres that meet minimum quality standards   | By end of 2007   | Primary and <u>ECE-division</u> Provincial Education Authorities  |
| 83.   | Policy produced on establishment of new schools   | Develop, formalise and communicate policy on establishment of new schools  | By 31 December 2007  | Primary and Secondary <u>division</u>   |
| 84.   | Policy produced on MEHRD-provincial education authorities relationship and decentralisation process         | Develop 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   |
| 85.   | Policy developed for 3-year tenure for head teachers and principals   | Policy developed, and minimum three year tenure for Head Teachers, Principals in place   | By end of 2007   | TWG on Policy, NEB, PS, PMT<br>Director Teaching Service, Primary, & Secondary Division & Teaching Service Commission |

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| <b>Objective 4.2 To develop, revise or finalise policies for the different sub-sectors or cross cutting areas</b>   |  |  |   |  |
| <b>No</b>   | <b>Expected outputs</b>  | <b>Activity</b>  | <b>Time frame</b>   | <b>Responsibility</b>  |
| 86.   | Efficient procedures in place for appointing, transferring teachers<br>Equitable deployment of teachers  | Develop and apply revised procedures for appointing and transferring teachers within and between Authorities   | By end of 2007  | <u>Teaching Service Division</u>   |
| 87.   | Improved management of teachers<br>Reliable and up-to-date teacher information available                 | Implement teacher validation exercise, and implement the recommendations, including reconciling the teacher payroll with posting lists in order to eliminate "ghosts" (teachers who are on the payroll but not actually teaching in schools), and achieve savings  | 2 <sup>nd</sup> and 3 <sup>rd</sup> quarter 2007  | <u>Teaching Service Division</u>   |
| 88.   | Phasing out of SISEE and introduction of school based assessment at primary school                       | Develop a plan and timetable to phase out the Solomon Islands Secondary Entrance Examination, including the introduction of school-based assessment into the primary school, and commence phasing out the SISEE.   | By end of 2009  | NESU, Primary and <u>Secondary Division</u> , Provincial Education Authorities                                   |
| 89.   | Development of a policy for tertiary education<br><br>National Committee for Skills Training established | Review existing tertiary education practice, and develop a tertiary education policy (including revision of the policy on TVET) to address the social, economic and development needs of the Solomon Islands, including consideration of the establishment of a Tertiary Education Commission or National Skills and Training Committee, in order to guide MEHRD decision-making<br>Establish National Committee for Skills Training | By end of 2008<br>1 <sup>st</sup> Draft tertiary education policy developed by 31 December 2007<br><br>By end of 2007 | TWG-Policy, NEB, <u>Tertiary Education Working Group</u> (established by PS), TVET-division, NTU, SICHE, with TA |
| 90.   | Appropriate registration of post secondary providers   | Establish register of post secondary providers   | By mid 2008   | SICHE, <u>NTU</u>  |
| 91.   | Review of post secondary institutions done   | Review post-secondary institutions in the Solomon Islands<br>Expenditure issues to be addressed in MEHRD budget process and Budget support   | By end of 2008  | PMT/PS, SICHE, <u>NTU</u> , TVET-division (with TA)  |

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| <b>Objective 4.3 On the basis of a national demand, to ensure longer term interest, technical assistance (including development of a national TA-pool) and funding from Development Partners for the SWAp, ESIRPII, NEAP (2007-2009) and ESF (2007-2015)</b>  |   |   |  |  |
| <b>No</b>   | <b>Expected outputs</b>   | <b>Activity</b>   | <b>Time frame</b>                                  | <b>Responsibility</b>  |
| 92.   | Arrangement for ESIRP II, NEAP (2007-2009) signed between SIG and main development partners (NZ AID, EU)                | Develop an Arrangement accepted by main development partners and government which is clearly reflecting roles, duties, expectations, modalities of TA and financial support to ESIRP II and NEAP (2007-2009)  | 1 <sup>st</sup> quarter 2007                       | Minister, <u>PS</u> , CT, PMT, Development Partners  |
| 93.   | Modify ESF (2007-2015)  | Modify the Education Strategic Framework (ESF), 2007-2015, according to changed policies, outcomes of the AJR's, annual reporting and data in SIEMIS  | From 2008 onwards                                  | <u>CT</u> , PMT, Development Partners  |
| 94.   | Increased Development Partners' support to ESIRP II and period after 2009<br>Demand oriented TA<br>Increase of local TA | Develop a communication strategy to get more Development Partners interested in joining and long term supporting the SWAp, NEAP (2007-2009) and ESF (2007-2015)<br>Within the framework of a Human Resource Development Plan, ensure tailor made and demand oriented Technical Assistance from different sources<br>Encourage TA provided from national financial and human resources | From mid 2007 onwards<br><br>From mid 2007 onwards | PS, <u>CT</u> , PMT, Development Partners<br><br>PS, <u>CT</u> , PMT, Development Partners |

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| <b>Objective 4.4 Develop and implement a programme of Human Resource Development and capacity building</b>  |  |   |  |                                      |
| <b>No</b>   | <b>Expected outputs</b>                          | <b>Activity</b>   | <b>Time frame</b>                            | <b>Responsibility</b>                |
| 95.   | IOA and Training needs analysis done in MEHRD    | 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. Include the merging of PIU/Stabex 99-project activities and related skills into the MEHRD and provinces  | By mid 2007                                  | CT, with support from PIU, NZAid, WB |
| 96.   | IOA implemented also for actors in the provinces | Expand IAO to provinces and audit the existing education staff in provinces: 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, NZAid, WB |
| 97.   | HRD strategic plan designed for education sector | Design a Human Resources Development Strategic Plan for capacity building for MEHRD staff, and Provincial and Private Education Authorities, and school managers, with a view to decentralising decision-making and strengthening all Provincial and Private Education Authorities. As part of the plan, agree on revised roles and functions for the MEHRD, Education Authorities, school heads and boards of management and implement any consequent restructuring. | First quarter of 2008                        | CT, with support from PIU, NZAid, WB |
| 98.   | Implementation of the HRD-strategic plan         | Develop an appropriate, pragmatic delivery model to deliver a HRD-programme that can lead to certification and also to clear changes and improved performance on the work floor and different divisions<br>Identify an institutional partner to deliver a programme   | From 2 <sup>nd</sup> quarter of 2008 onwards | CT, with support from PIU, NZAid, WB |

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| <b>Objective 4.5 Develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and TVET</b>   |  |  |   |  |
| <b>No</b>   | <b>Expected outputs</b>  | <b>Activity</b>  | <b>Time frame</b>   | <b>Responsibility</b>  |
| 99.   | Review of school operational grants done and improved harmonised grants system in place for different levels   | Undertake an independent review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement<br>Implementation of review findings  | Completed by 30 March 2007<br><br>From 30 June 2007 onwards | PCRU, <u>Review Team</u> (TA)<br><br>PCRU, PE, SE, PIU, Accounts, Provincial Authorities |
| 100   | Accountants and bursars appointed<br>Guidelines produced for grants management by provinces<br>Decentralisation by transferring responsibilities in grants management to provinces | Education Accountants appointed to each Provincial Authority, and bursars appointed at selected secondary schools, to support administration of both Primary School Grants & Secondary School Grants (harmonised system)<br>Decentralisation of administration of grants to provincial level<br>Development of standard process/guidelines | By end of 2007<br><br>From 2008 onwards                     | PCRU, PE, SE, PIU, Accounts and Provincial Authorities                                   |
| 101   | Improved financial reporting (on grants) by schools  | Develop a simple reporting process for schools to be able to regularly report on funds   | Full implementation by beginning of 2008                    | PE, SE, PCRU, PIU, Accounts and Provincial Authorities                                   |
| 102   | 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, <u>TTDO</u> , PCRU, PIU and Provincial Authorities                     |
| 103   | 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  |

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| <b>Objective 4.6 Develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET</b>   |   |  |   |  |
| <b>No</b>   | <b>Expected outputs</b>   | <b>Activity</b>  | <b>Time frame</b>                         | <b>Responsibility</b>                        |
| 104   | Improved monitoring of school infrastructure programmes for PE and SE   | Undertake regular and systematic monitoring and evaluation of the school infrastructure programme<br>Capture data into SIEMIS  | From 2008 onwards                         | PCRU, PE, SE, PIU and provincial authorities |
| 105   | 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 review on primary education infrastructure programme and internal reviews by PIU on the infrastructure for secondary schools<br>Implementation of agreed findings by review team on primary education infrastructure programme<br>Strengthening of infrastructure team in MEHRD | From 2 <sup>nd</sup> quarter 2007 onwards | PCRU, PE, SE, PIU and provincial authorities |
| 106   | Provincial education authorities and communities trained in management and operation of school infrastructure programme | Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme  | From mid 2007 onwards                     | PCRU, PE, SE, PIU and provincial authorities |