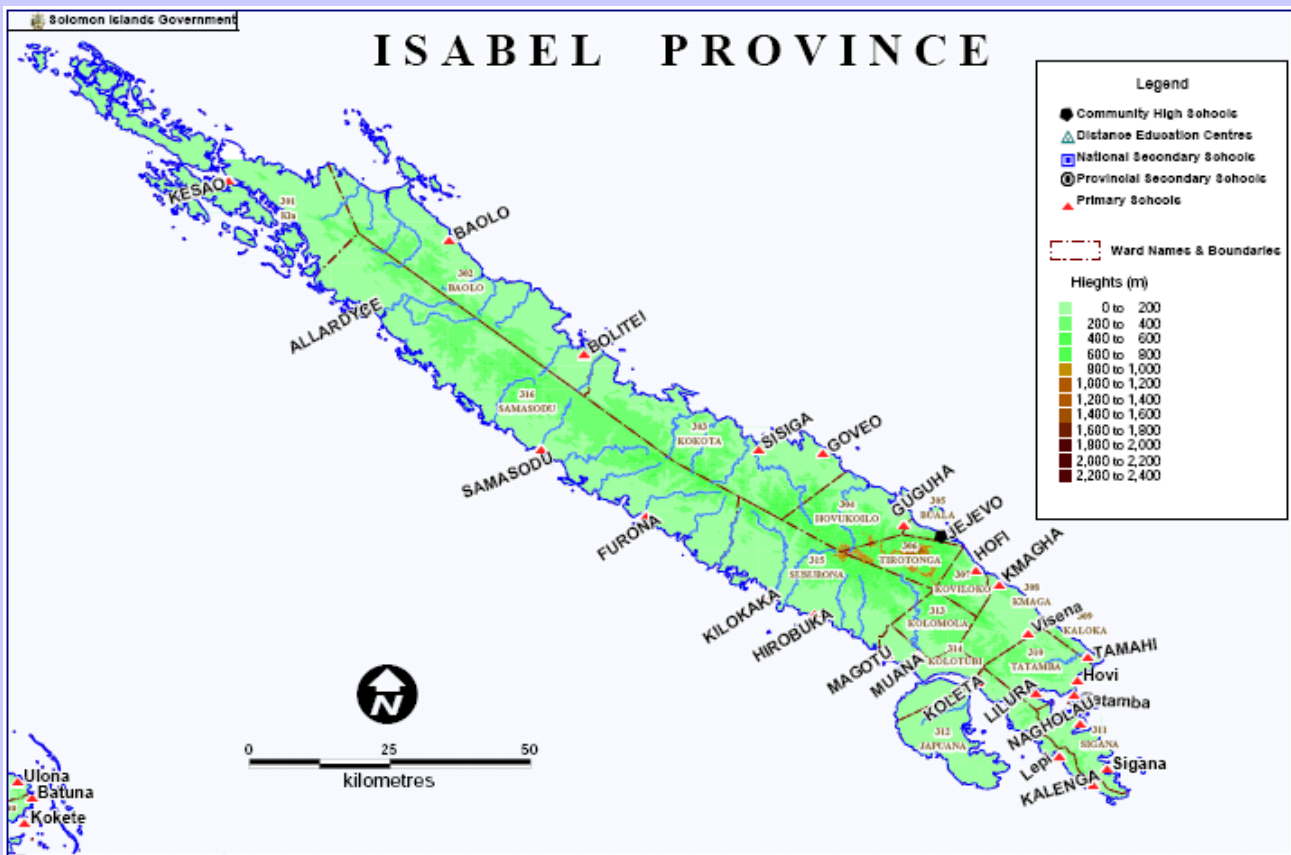


Isabel Province

Solomon Islands

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009



Provincial Education Office
Buala, Solomon Islands
August, 2007

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Isabel Province

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

ACKNOWLEDGMENTS

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

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

We acknowledge the contribution of the following people:

Honourable Cecil Evo	Minister for Education, Isabel Province Executive
Thomas Ena	Chief Education Officer, Isabel Education Authority
Wryne Bennett	UNICEF Officer – Child Friendly School
Comminus Lealea	Early Childhood Education Coordinator, Isabel Education Authority
Genda Simbe	Principal, Allardyce Secondary School
John Gedi	Headteacher Kesao Primary School
Eric Havimana	Principal, Guguha Secondary School
Susan Pule	Guguha Kindy
Richard Sopamana	Headmaster, Muana Primary School
Moses Mahika	Principal, Sir Dudley Tuti Secondary School, Kamaosi
Augustine Olibuma	Principal, Muana Community High School
Jason Coxy	Health Environment Officer, Ministry of Health, Isabel Province
Jacob Pitu	Chief, Maringe House of Chiefs
Zachariah Tebano	Principal, Visena Community High School
Albert Pogo (Jnr)	Senior Teacher, Garanga Vocational Training Centre
John Hiro	Headmaster, Jejevo Primary School

Ministry of Education and Human Resources Development Team

Charles Matanani	Secretary – National Education Board and Team Leader
Bernadine Ha'amori	Chief Education Officer – Early Childhood Education
Silas Bako	Chief Education Officer, Primary Division
George Saemane	Resource Person, and Secretary to team

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

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

TABLE OF CONTENTS

ACKNOWLEDGMENTS	2
FORWARD	6
CHAPTER 1: INTRODUCTION	8
1.1. The Genesis of the Plan	8
1.2. The design of the Provincial Education Action Plan	8
CHAPTER 2: BACKGROUND	10
2.1. Background	10
2.2. Population	11
2.3. Economic Development in Isabel Province	11
2.4. Social Services	12
2.5. Rural Water Supply and Sanitation	13
2.6. Infrastructure /Transportation/Communication.....	14
2.7. Church, Sports and Youth Activities	14
CHAPTER 3: VISION, GOALS, STRATEGIES, OUTCOMES AND OBJECTIVES	15
3.1. Vision.....	15
3.2. Goals	15
3.3. Strategies	15
3.4. Outcomes and Objectives	16
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.....	18
3.6. Design of the Provincial Education Action Plan	19
CHAPTER 4: BASIC EDUCATION	20
4.1. Definition	20
4.2. Principles of Basic Education	20
CHAPTER 5: INDICATORS, TARGETS, MINIMUM STANDARDS,	21
PERFORMANCE ASSESSMENT FRAMEWORK , SIEMIS	21
5.1. Performance Assessment System	21
5.2. Indicators, Targets, Minimum Standards	22
5.3. Status of Isabel Province	24
CHAPTER 6: EARLY CHILDHOOD EDUCATION	25
6.1. Definition	25
6.2. Current Situation	25
6.3. Future Directions.....	28
CHAPTER 7: PRIMARY EDUCATION	34
7.1. Definition	34
7.2. Current Situation	34
9.3. Future Directions.....	36
CHAPTER 8: JUNIOR SECONDARY EDUCATION	44
8.1. Definition	44
8.2. Current Situation	44
8.3. Future Directions.....	48
CHAPTER 9: SENIOR SECONDARY EDUCATION	57
9.1. Definition	57
9.2. Current Situation	57
9.3. Future Directions.....	60
CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND	65
TRAINING	65

10.1. Definition	65
10.2. Current Situation	65
10.3. Future Directions.....	67
CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF	72
RESOURCES	72
11.1. Introduction.....	72
11.2. Role of Stakeholders	72
11.3. Conclusion.....	75
CHAPTER 12: SCHEDULE OF ACTIVITIES	76
12.1. Schedule of Activities: Early Childhood Education	76
12.2. Schedule of Activities: Primary Education	83
12.3. Schedule of Activities: Secondary Education.....	93
12.4. Schedule of Activities: Technical and Vocational Education and Training	103
ABBREVIATIONS	108

LIST OF TABLES

Table 1: Isabel Population Projections 2007 – 2010.....	11
Table 2: Status of Isabel against national minimum standards	24
Table 3: Early Childhood Education Teaching Staff, Early Childhood Education Centres and Enrolments by Constituency, 2006.....	26
Table 4: Early Childhood Education Enrolments by Gender & by Constituency, 2006	26
Table 5: Total Establishment, Trained and Untrained Early Childhood Education Teachers, 2006.....	27
Table 6: Isabel Early Childhood Education Potential Growth, 2007 to 2010.....	28
Table 7: Total Primary School Teaching Staff, and Enrolments by Constituency, 2006.....	34
Table 8: Primary School Enrolments by Gender & by Constituency, 2006.....	35
Table 9: Total Establishment, Trained and Untrained Primary School Teachers, 2006	36
Table 10: Isabel Primary School Growth Projections, 2007 to 2010.....	37
Table 11: Projected Primary School Buildings to be Constructed, 2007 to 2010	39
Table 12: Primary Education grant projected indicative of selected costs 2007 - 2009	42
Table 13: Total Teaching Staff, Junior Secondary Schools and Enrolments by Constituency, 2006.....	45
Table 14: Junior Secondary School Enrolment by Gender & by Constituency, 2006	46
Table 15: Total Junior Secondary Establishment, Trained and Untrained Teachers, 2006	47
Table 16: Growth Potential for Isabel Junior Secondary Schools, 2007 to 2010.....	49
Table 17: Form 1 Projections, Isabel, By Constituency, 2007-2010	49
Table 18: Junior Secondary School 100% Progression, Isabel Students, to 2009	49
Table 19: Projected Buildings to be constructed, 2007 and 2009.....	52
Table 20: Junior Secondary Projected indicative grants, 2007 - 2009	54
Table 21: Total Teaching staff, Senior Secondary Schools, and Enrolments by Constituency, 2006.....	57
Table 22: Total Senior Secondary School Enrolments by Gender and by Constituency, 2006.....	58
Table 23: Total Senior Secondary School Establishment, Trained and Untrained Teachers, 2004.....	59
Table 24: Growth Projections, Isabel Senior Secondary Schools, 2007 to 2010.....	60
Table 25: Projected Buildings to be Constructed, 2007- 2009	61
Table 26: Senior Secondary Projected indicative SIG Grant, 2007 - 2009	63
Table 27: Total TVET Teaching Staff, Centres and Enrolments by Constituency, 2004	65
Table 28: Total TVET Enrolments by Gender & by Constituency.....	66
Table 29: Total TVET Establishment, Trained and Untrained Teachers.	67

LIST OF FIGURES

Figure 1: Map of Isabel Province.....	10
Figure 2: Provincial Action Plan Framework	19

FORWARD

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

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

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

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

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

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

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

Implementation of this plan will also require effective partnerships to deliver financial resources and support. The Government of the Solomon Islands intends to continue to devote a significant proportion of its annual budget to support education, but the resources that the 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 the support of education in Isabel. The new policy on Community School Funding will provide operational grant funding for schools on an annual basis. The successful implementation of this policy in Isabel requires cooperation and funding from the Isabel Provincial Education Authority. It also requires the full support of each school community, either in cash or in kind.

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

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

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

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

.....
Hon. Michael Meredi
Provincial Minister of Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

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

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

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

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

1.2. The design of the Provincial Education Action Plan

1.2.1. The Strategic Plan Framework

The diagram shown in page 19 sets out the relationship between the high level strategic goals and statements of outcomes, the key strategies, the more specific objectives, and the particular activities and outputs that have emerged as priorities from the workshops the Ministry of Education and Human Resources Development.

1.2.2. Sections of the Plan

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

1. The Definition:

This section gives a brief definition of the sector

2. The Current Situation:

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

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

3. Future Directions:

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

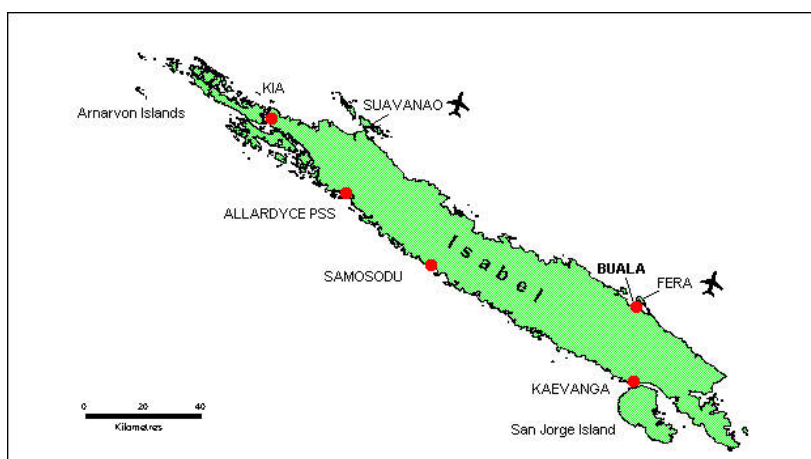
- Access and Equity
- Facilities
- Curriculum
- Teachers Supply and Demand
- Financing
- Management

CHAPTER 2: BACKGROUND

2.1. Background

Isabel Province is one of the 10 Provinces (including Honiara City Council) that make up the Solomon Islands. The Province consists of the Santa Isabel main land, San Jorge and the surrounding islands. The Province occupies a total land area of 4 136 km². Politically the Provincial Government is elected by the people of the province, and it is also responsible for the province's economic, educational, environmental and social development.

Figure 1: Map of Isabel Province



The Solomon Islands Government United Nations Development Programme Development Administration and Participatory Planning Programme has produced Constituency Development Profiles and Action Plans for the Gao/Bugotu, Hograno/Kia/Havulei, and Maringe/Kokota constituencies. These profiles identify constituency needs by community members and set out action plans to achieve them. In September 2003, the Santa Isabel Development Plan 2003 – 2007 was produced with the assistance from the Solomon Islands Government-UNDP. This document highlights some of the development aspirations of the Province. The Province's 2003 to 2007 development plan states 6 clear objectives for the education sector, which are important for this project.

- The province envisions that it will provide, for as many children as possible, a basic formal education suited to the environment in which they live and work as adults.
- It plans to develop the knowledge and skills needed for their social and economic wellbeing and advancement.
- It plans to assist in further education and training of people who do not complete formal schooling to help them to establish useful roles in society.
- It seeks to encourage and assist rural community education in matters of custom and in basic literacy, mathematics and management skills.
- It will promote rural training in the farming, fishing and mechanical skills needed to sustain and improve rural life.
- It seeks to achieve a sustained interest in and support for education.

2.2. Population

According to the 1999 Solomon Islands National Population Census, the population of Isabel Province was 20,421. The annual population growth rate was 2.6%. This growth rate is a reduction from 3.2% at the time of the 1986 National Population Census. Another important indicator is that this growth rate is below the 1999 national population growth rate of 2.8%. According to the 1999 National Population Census, about 5 persons occupy a square kilometre of land. The estimated population for the province for 2003 is 22,000, increasing to 25,000 by 2007. Table 1 sets out the population projections for Isabel Province from 2007 to 2009.

Table 1: Isabel Population Projections 2007 – 2010

Year	Projections		
	Male	Female	Total
2007	12,403	12,139	24,542
2008	12,703	12,433	25,136
2009	11,957	11,252	23,209
2010	13,293	13,017	26,310

Source: Statistics Office 1999 Census Provincial Population Projections

2.3. Economic Development in Isabel Province

2.3.1. Current Economic Activities (Domestic)

At the domestic level, the people of Isabel engage in many activities to satisfy their family needs. The value of the domestic economic activities cannot be quantified, but this activity is a fundamental aspect of rural development. The main constraints inhibiting participation in mainstream economic activity in the Province are:

- the inaccessibility to and unavailability of markets for local products;
- the lack of technical know how in the processing and preparation of value added products;
- a lack of management training; and
- inaccessibility to financial assistance.

The Isabel Province domestic market is characterised by trading of imported goods by small canteens and shops, marketing of local products like copra, cocoa, coffee, kava, bech-de-mer, and trochus shell, and, in the village and the local markets, marketing of root crops like kumara and taro, vegetables like slippery cabbage, fruits such as oranges and betel nuts, and reef and pelagic fish.

The province is blessed with a vast variety of agricultural and fish products which currently constitute the resource capital of the province. What is needed are strategies to ensure these resources are produced sustainably, and to add value to the products so that producers can enter the commercial market.

2.3.2. Current Economic Activities (Commercial)

Communities are currently engaged in the copra and cocoa industries as their main economic activities. These products are sold to buyers who export them to international markets. The island has considerable potential to develop its agriculture and fisheries sectors, but the main constraints are:

- accessibility to both local and international markets, and transport;

- the lack of technical know how to add value to their products; and
- the extreme difficulty faced by Solomon Islanders in obtaining financial assistance from financial institutions;

There is considerable potential in the fisheries sector. The 1999 census showed that the people of Isabel are heavily involved in the harnessing of their marine resources. However, the problems identified above do not allow them to participate commercially. The extraction of round logs from the rain forests of Isabel started in the 70s and still continues today in some parts of the Island. The potential of mining nickel from San Jorge and from the mainland is currently under negotiation. If this industry develops, the Province's internal economy is expected to improve significantly. The Island's natural environment and its cultures have yet to be exploited to enable the province to participate in the global tourism market.

2.4. Social Services

2.4.1. Education

The Province regards education as a basic need, and sees access to education as the right of every individual. This principle is clearly stated in the Santa Isabel Development Plan 2003-2007 which states that its focus is for every child on Isabel to have access to a basic education. The Province has a history of a cordial partnership with communities and the Diocese of Isabel in facilitating the education of its young population. The devolution of the education sector to the province has given it the mandate to administer early childhood education, primary and secondary education, and technical and vocational education and training schools. In its endeavour to encourage a holistic education, the province has identified the following pillars to support its education system. Education must be

- a process of acquisition of knowledge and skills;
- focused on teaching and learning both western and local traditional culture.

2.4.1.1. Early Childhood Education

The Ministry of Education *Digest of Education Statistics 2005* revealed that there were a total of 45 active Early Childhood Education centres in the Isabel Province, enrolling a total of 1,294 children, 640 of whom were females and 654 were males. The Province is divided into eight Early Childhood Education administration zones.

2.4.1.2. Primary Education

Primary education in the Province ranges from the preparatory year to standard 6. In 2005 there was a total of 25 primary schools (including extension schools) that catered for the education of 6 to 14 year olds. 4,513 students in the province were enrolled in primary education in 2005 (including the primary components of community high schools). The 2003-2007 Isabel Development Plan notes that an estimated 25 of every 100 children will not even start primary school, because of a shortage of schools and finance. The highland villages are usually marginalised, because they do not have large school age populations. They are isolated from other communities, and the small populations fail to reach pupil numbers sufficient to generate a viable school. The province addresses this issue by setting up extension schools in disadvantaged areas where numbers meet a minimum requirement, and also goes as far as offering alternative intakes in areas which do not qualify for an extension school.

2.4.1.3. Community High Schools

At the moment the Province is investing in three junior secondary schools (community high schools) at Guguha, Muana and Visena. These colleges (Guguha Community High School, Muana Community High School and Visena Community High School) now also intend to offer senior secondary classes. Liliika Junior Secondary School started classes in June 2005. Muana Community High School has recently introduced Form 4. Guguha Community High School has already reached Form 5, and is hoping to introduce Form 6 in the future. All these community high schools are located inland. There are plans to begin construction of another community high school in the Gao/Bugotu Constituency in 2006. The schools are in dire need of curriculum and resource materials to facilitate effective learning.

2.4.1.4. Senior Secondary Schools

The Province is currently investing in two senior secondary schools, Sir Dudley Tuti College and Allardyce Senior Secondary School. Sir Dudley Tuti College and Allardyce Senior Secondary School currently have the capacity to enrol up to about 600 students from forms 1 – 6. As mentioned earlier, Visena Community High School, Muana Community High School and Guguha Community High School are following suit, and thus if the three junior secondary schools allow their students to progress into Form 6 there will be a total of five senior secondary schools in the Province.

2.4.1.5. Technical and Vocational Education and Training

Technical and vocational training is provided jointly by the Diocese of Isabel (Church of Melanesia) and Isabel Province at Garanga Rural Training Centre. The Diocese of Isabel runs another Rural Training Centre at Kolaero in the Hograno District, but it is yet to register with the Solomon Islands Association of Rural Training Centres. It is also running a catechist-training centre at Tasia near Buala. The following communities run Community Based Rural Training Centres: Nareabu, Kolotubi and the Isabel Mothers' Union.

2.4.2. Health and Medical Services

The people of Isabel have been well served for centuries by their traditional medical practitioners, drawing on an impressive understanding of sickness and curative remedies. Often traditional medicine men and women are the first to attend to illness, even before patients visit Aid Posts. The province has a 40 bed hospital located at Buala and five Area Health Clinics at Tatamba, Konide, Kia and Bolotei. Twelve Rural Health Clinics and fourteen Nurse Aid Posts are also distributed around the Province to provide health and medical services. The effectiveness of these facilities and human resources is challenged by the eating habits and social behaviour of the people. The increase in diabetes and heart problems, the incidence of mouth cancer owing to eating habits, and the health effects of some social behaviour are of great concern to the Province.

2.5. Rural Water Supply and Sanitation

The 2003 – 2007 Isabel Province Development Plan identified water supply as a major project area. The development plan highlights clean drinking water as an essential factor in development and as an important ingredient for human health. Logging and agricultural activities are main contributors to a decline in the quality of water in some areas. The Constituency Development Profiles and Action Plans for Gao-Bugotu, Hograno-Kia-Havulei and Buala-Kokota constituency highlighted water supply and sanitation as

issues in the respective constituencies. Rural water supply in the province is generally well developed. In the Gao- Bugotu constituency, about 50% of the villages have access to a good water supply, compared with 68.3% in Hograno-Kia-Havulei and 91% in the Marine-Kokota constituencies. A current concern is the quality of drinking water. In the same plan, the province also identified sanitation as a problem. Most of the villages still use the coastline and mangrove forests as toilet facilities.

2.6. Infrastructure /Transportation/Communication

The infrastructure of the Province has yet to be fully developed. There are three main wharves in the Province, at Kaevanga, Buala, and Gojoruru respectively. The wharf at Kaevanga is currently being re-constructed by the Solomon Islands Government through the European Union Marine Infrastructure Development Project.

There is one domestic airport at Fera, and currently Solomon Airlines provides a bi-weekly service to Fera. Apart from Solomon Airlines, the Isabel Development Company services the communities with its vessel the MV Isabella via the main ports. The Isabel Development Company took delivery of its second vessel in 2005, and the service provided alleviated some of the pressure being placed on the MV Isabella. The main means of transport linking the major centres in the Province is by bush paths and outboard motor boats.

Telekom provides a direct link between Buala and the rest of the world, and provides services within the Buala area. Two-way HF radio service connects clinics and aid posts to Buala. Pfnet hosts two email stations at Sigana in the Sigana ward, and at Bahana in the Kia ward. The Province is planning to negotiate with PFnet to set up one or two more stations in the province.

2.7. Church, Sports and Youth Activities

The Church of Melanesia plays a very important part in the life of Isabel Province. It is estimated that over 90% of the total population are members of the Church of Melanesia, while the remaining members of the church-going population are members of other churches such as the Seventh Day Adventist Church and the South Seas Evangelical Church. The Province encourages and sponsors annual primary and secondary school carnivals through its Education Division. The province has a youth office under the Department of Community Affairs. It is envisaged that this office will establish a Youth Forum which will liaise with churches and Non-Government Organisations to develop a Provincial Youth Policy and a Youth Development Plan, and establish a Youth Council between 2003 and 2007. Most villages have youth leaders who organise both social, sports and religious activities.

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

3.1. Vision

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

'We, the people of Isabel, will develop as individuals to harness knowledge, skills, traditional values and attitudes to enhance harmonious living with others, as well as harmony with the environment. We envision a loving, peaceful united, healthy and God-fearing people with equal opportunities in a progressive society.'

3.2. Goals

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

Strategic Goal 1:

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

Strategic Goal 2:

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

Strategic Goal 3:

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

3.3. Strategies

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

- a. To contribute to strengthen planning, management, co-ordination and monitoring of the Sector Wide Approach , in particular those components that affect this Plan.
- b. To initiate or contribute towards the development, revision and finalisation of provincial and national policies for both the sub sectors and cross sectoral areas.
- c. On the basis of a national demand, to ensure longer term interest, technical assistance (including the development of a national TA-pool) and funding from Development Partners for the SWAp, ESIRPII, NEAP (2007-2009), ESF (2007-2015)

- d. To contribute in the development and implementation of a programme of Human Resource Development and capacity building
- e. To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in Technical and Vocational Education and Training.
- f. To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and Technical and Vocational Education and Training.

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

3.4. Outcomes and Objectives

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

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

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

3.4.1.1. Objectives

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

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

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

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

3.4.2.1. Objectives

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

- 2.1. To increase access to all levels of education by provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure;

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

3.4.3. Outcome 3 (Quality):

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

3.4.3.1. Objectives

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

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

3.4.4. Outcome 4 (Management):

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

3.4.4.1. Objectives

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

- 4.1. Strengthening planning, budgeting, management, co-ordination and monitoring;
- 4.2. To develop, revise or finalise policies for the different sub sectors or cross cutting areas;

- 4.3. On the basis of a national demand, to ensure longer term interest, technical assistance (including the development of a national TA-pool) and funding from Development Partners for the SWAp, ESIRPII, NEAP (2007-2009), ESF (2007-2015.);
- 4.4. To develop and implement a programme of Human Resource Development and capacity building;
- 4.5. To develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and in Technical and Vocational Education and Training;
- 4.6. To develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and Technical and Vocational Education and Training.

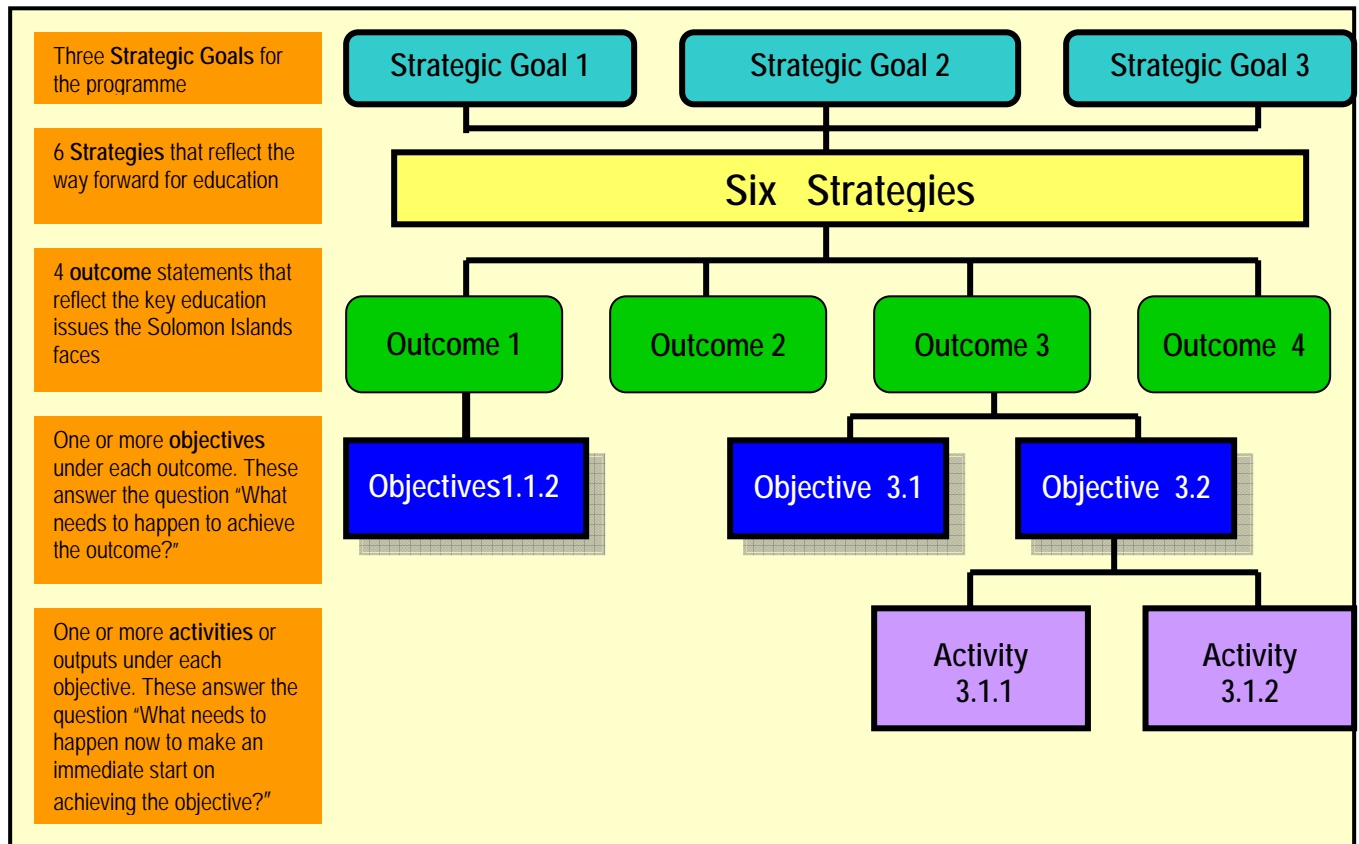
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.

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

3.6. Design of the Provincial Education Action Plan

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

Figure 2: Provincial Action Plan Framework



CHAPTER 4: BASIC EDUCATION

4.1. Definition

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

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

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

4.2. Principles of Basic Education

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

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

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

5.1. Performance Assessment System

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

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

5.1.1. Access

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

5.1.2. Infrastructure

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

5.1.3. Quality

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

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

5.1.4. Finance And Management

5.1.4.1. Financial Management

5.1.4.1.1. Human Resource Development

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

5.1.4.1.2. Process Indicators

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

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

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

5.2. Indicators, Targets, Minimum Standards

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

Education officers, education authorities, development partners and other education sector stakeholders in evaluating progress towards the goals and objectives of the Education Sector Investment and Reform Programme and the Education Strategic Plan.

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

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

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

A minimum standard was also identified in 2004:

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

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

5.3. Status of Isabel Province

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

Table 2: Status of Isabel against national minimum standards

	Standard	Achievement	Result ²
1	Net enrolment ratio, Early Childhood Education (20%)	66.9%↗	Standard met
2	Net enrolment ratio, primary (100%)	106.8%↗	Standard met(See note)
3	Net enrolment ratio, secondary (20%)	41.8↗	Standard met
4	Teachers, certified (70%)	64.4%↗	Standard met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:12.5↗	Standard met
6	Teacher: pupil ratio, primary (1:30)	1:25↗	Standard met
7	Teacher: pupil ratio, Community High Schools (1:30)	1:21.5↗	Standard met
8	Teacher: pupil ratio, Provincial Secondary Schools (1:30)	1:20.1↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	n/a	Not applicable
10	Literacy, Std 4 (60%)	38.0%↘	Standard not met (2005)
11	Numeracy, Std 4 (60%)	54.0%↘	Standard not met (2005)
12	Average number of pupils/class in primary (1:30)	25.65↗	Standard met
13	Average number of pupils/class in secondary (1:30)	31.74↘	Standard not met
14	Toilet/pupil ratio in all schools is 1:50	n/a	n/a – nil data
15	Pupil: dormitory ratio is 1:50	60.8:1↘	Standard met (2005)
16	Clean water (primary schools only) is 100%	71%↘	Standard not met
17	Teachers qualified is 70%	65.2%↘	Standard met

Source: Digest of Education Statistics, 2006 Note: NER Primary has abnormally exceeded the 100% mark. This could be the results of miscount in population census or the projected population or over count in the SIEMIS survey data.

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

CHAPTER 6: EARLY CHILDHOOD EDUCATION

6.1. Definition

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

6.2. Current Situation

Early Childhood Education was introduced to Isabel Province by the Mothers' Union. When the programme was introduced in the Solomon Islands in the early 1990s, Isabel Province was one of the five provinces that supported it.

Early childhood education in the Solomon Islands is seen as a parental rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than fully funded by central government. While Early Childhood Education Centres do not get full financial assistance, they are subsidised to some extent. Solomon Islands College of Higher Education trained Early Childhood Education teachers are paid by the government, and the Ministry of Education and Human Resources Development employs officers who monitor the provision of Early Childhood Education.

The Ministry of Education *Digest of Education Statistics 2006* reported that there were 57 Early Childhood Education active centres in the Province, enrolling a total of 1,534 children. Early Childhood Education development in Isabel Province is progressing well and in fact is ahead of other Provinces. Since the Province is well ahead, it could be used as a model for Early Childhood Education development. The *Education Strategic Plan 2004 – 2006* has proposed that the "Preparatory Year" will be phased out from the primary education sector, and merged into the Early Childhood Education sector.

The following outcomes were expected from early childhood education in Isabel Province. The child should develop the following skills and abilities:

- the ability to reason;
- independence in learning to do things;
- exploration of the child's environment, and survival skills;
- early development of the child's whole being i.e. development of physical, mental, and social skills and an appreciation of the spiritual world;
- understanding and appreciation of participation with others, interaction with people, and acceptance of other viewpoints;
- creative skills and abilities, and an experience of success; and
- preparation for the next stage of learning.

Isabel Province originally had a total of 72 Centres. However, in 2006, only 57 were fully operational and over 15 had been closed, either because there was a lack of support from communities to fund the centres and pay teachers' salaries, because of a shortage of trained teachers, or because parents could not afford to pay fees.

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

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

Constituencies	Teaching Staff	No. of Centres	Total Enrolment
Gao/Bugotu	28	13	344
Hograno/Kia/Havulei	41	20	478
Maringe/Kokota	62	24	712
Total	131	57	1,534

Source: SIEMIS 2006 Survey Report

6.2.1. Access and Equity

Isabel Province enrolled 1,534 children in Early Childhood Education programmes in 2006. This figure represents a commendable Early Childhood Education access rate of 67% of the total 3–5 year old age cohort in the province. The figure is still a high rate of access to early childhood education, even if corrected for the presence of six-year-old students enrolled in early childhood education.

Of the 1,534 children enrolled in 2006, 738 (51%) were male and 751 (49%) were female. Gender equity is not an issue, as access to Early Childhood Education appears to be available equally to both genders.

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

Constituencies	Enrolments			
	Male	Female	Total	% Female
Gao/Bugotu	162	182	344	52.9%
Hograno/Kia	254	224	478	46.9%
Maringe/Kokota	367	345	712	48.5%
Total	783	751	1,534	49.0%

Source: SIEMIS 2006 Survey Report

6.2.2. Facilities

There is a need to upgrade the 57 Early Childhood Education Centres currently in operation. It would also be appropriate to review the more than 15 Early Childhood Educations that have been closed for various reasons, in order to ascertain if their facilities are suitable, and if they could be revived. Current arrangements for Early Childhood Education facilities are not ideal, since there is a need for specially designed and developed early childhood learning spaces, and not all the current spaces being used for early childhood education meet this criterion. The current government policy for the communities in the catchment area to be responsible for the construction and maintenance of Early Childhood Education facilities is also becoming burdensome.

6.2.3. Curriculum

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

curriculum in Isabel Province is not structured. Children at this age are encouraged to interact in an environment where they can explore, learn and discover through play. The curriculum used in Early Childhood Education centres in Isabel Province is based on ten learning areas that focus on free play. Communities are encouraged to equip the centres well with educational resources and equipment that will enhance children’s learning and development.

Early Childhood Education teachers in the province acquire knowledge and skills about the Early Childhood Education curriculum through the field-based training which is conducted by the Isabel Provincial Early Childhood Education Coordinator, and through pre-service teacher training at the School Of Education – Solomon Islands College of Higher Education. It is desirable that all kindergarten centres in Isabel Province provide quality education for the young children through this recognised curriculum.

6.2.4. Teacher Supply and Demand

The total number of Early Childhood Education teachers in the Province in 2006 was 131. Most of the them are females. This number is equivalent to just over two teachers per centre, at an average teacher/student ratio of just under 1:12.

Table 5 sets out the numbers of trained and untrained Early Childhood Education teachers by constituency. The key issue is upgrading the skills and competencies of the relatively large percentage (92.4%) of Early Childhood Education teachers who are classified as “untrained”.

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

Constituency	Teachers			
	Untrained	Trained	Grand Total	% Trained
Gao/ Bugotu	27	1	28	3.6%
Hograno/ Kia/ Havulei	38	3	41	7.3%
Maringe/ Kokota	56	6	62	9.7%
Grand Total	121	10	131	7.6%

Source: SIEMIS 2006 Survey Report

Candidates who wish to be considered for recruitment into the Early Childhood Education division in the province must have completed a form 5 year as a minimum. Every Early Childhood Education teacher also needs to undertake field-based training, in order to ensure that all Early Childhood Education teachers in the province have some preliminary training. Teachers who have completed field-based training are still classified as “untrained” and need to go on and complete the Early Childhood Education teacher training programme at Solomon Islands College of Higher Education in order to qualify as a trained Early Childhood Education teacher.

6.2.5. Financing

Communities must raise funds to support the recurrent budget of each Early Childhood Education Centre. Current financing is provided by parents, who pay fees and raise funds, by the Solomon Islands Government (which pays the salaries of trained Early Childhood Education teachers), by the Province (which funds the salary of a coordinator and provides other support such as an annual grant of \$400.00), and by various donors. The early childhood centres are community based, and are given various forms of community support such as use of buildings by the communities that own the centres, and by the Isabel

Mothers' Union which provides personnel to some centres. A clear policy guidelines need to be developed to guide all early childhood education providers.

6.2.6. Management

Early Childhood Education centres in the province are subject to the direct management of communities. Some assistance is provided from the Province and the Ministry of Education.

6.3. Future Directions

A plan for the development of Early Childhood Education in the province is needed. The Province should consider setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising, and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.

6.3.1. Access and Equity

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

Table 6 sets out the population projections for the 3-5 age group for the four years 2007 to 2010 for Isabel Province. The actual enrolments in Early Childhood Education in 2006 in Isabel Province (1,534) represented 67 % of the total estimated cohort in the 3-5 age group (an estimated 1,760 children in 2006). This apparent access rate is relatively high. However, while enrolment of two-thirds of the available age cohort would represent a high percentage, typically, the enrolments in early childhood education in Isabel Province do not include many 3-year-old children, but will include a number of children who are older than 5, so these figures need to be treated with some caution.

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

Year	2007	2008	2009	2010
Provincial Population Projections 3 – 5 year olds	1,881	1,885	1,760	1,933

Source: 1999 Census Population Projections

The above figures indicate that there is still potential for further growth in projected enrolments in Early Childhood Education between 2007 and 2010. Reactivation of the 20 centres that were previously operational between 2005 and 2006 could be considered to cater for additional enrolments. Another option is to develop double steams in some centres where demand for Early Childhood Education warrants it, and where teachers and facilities could be provided.

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

- Consider reactivating Early Childhood Education centres that were previously operational in the province;
- Consider establishing additional Early Childhood Education centres in the province, attached to existing primary schools;
- Consider enrolling double streams in existing Early Childhood Education centres where demand warrants it;
- Support those communities which are far from existing primary schools should consider establishing Early Childhood Education centres within their immediate environment;
- Develop a system of registering or licensing Early Childhood Education Centres operating under its authority;
- Pursue with the Ministry of Education and Human Resources Development to consider restricting the age of entry to Early Childhood Education to age 4, in order to ease the already overstretched resources in terms of teachers, finance and classroom materials;
- Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety;
- Mount community awareness programmes will be mounted for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.

6.3.2. Facilities

There is potential for growth in provision of Early Childhood Education centres in Isabel Province, and potential for growth in enrolments, if resources were available. This potential for growth is illustrated in Table 5. It will not be realistic for Isabel Province to plan in either the short or medium term to build and/or staff a large number of additional Early Childhood Education centres, since existing constraints such as lack of trained teachers, lack of facilities, lack of other material and financial resources, difficult access because of geography, and the need for extended time to build capacity and parental support, all make an objective of providing access to Early Childhood Education for every child in the province a much longer term goal. Nevertheless, Table 5 shows the challenge facing Isabel in providing in the future for early childhood education, and the potential need for development of the Early Childhood Education sector.

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

- Assess the 57 active Early Childhood Education facilities, by conducting a survey to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; and will identify those that need facility upgrading, and will request funding from donors;
- Liaise with Early Childhood Education Centres that were previously operational, and will encourage their revival;
- Liaise with communities that wish to establish new Early Childhood Education Centres with the provincial coordinator;
- Promote communities to be responsible for building Early Childhood Education classrooms, and the province assists with funding;
- Support upgrading and improvement of the existing Early Childhood Education centres in the light of the Ministry of Education and Human Resources Development standard classroom design;

- the province will establish criteria for registration of Early Childhood Education Centres, and license only those Centres that meet minimum quality standards;
- the province will develop and implement a plan to build additional classrooms for Early Childhood Education over the medium term;
- Establish a "lighthouse" or "model centre" where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements;
- Limit the number of Early Childhood Educations to be established within the next 5 years to 5 each year; and
- Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools.

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

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

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

6.3.3. Curriculum

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

The Early Childhood Education curriculum is not structured. Learning should continue to be encouraged in an appropriate unstructured environment at the Early Childhood Education level in order to allow the child to develop. Until a formal early childhood curriculum is developed and approved, Early Childhood Education teachers in Isabel Province should continue to encourage the following activities: sound language development, good coordination, recognition of different colors, how to hold a pencil, the painting of pictures, recognition of pictures and numbers, play and interaction with other children, free expression through movement, music or other creative media (e.g. sand or clay), and story telling. Listening to stories about local customs and to stories from books should be encouraged. Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.

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

6.3.4. Teacher Supply and Demand

The immediate key needs are to train and recruit more Early Childhood Education teachers, and to provide training for the existing Early Childhood Education teachers who are currently listed as untrained. Too few of the existing Early Childhood Education staff is fully qualified as Early Childhood Education teachers with a teacher's certificate. If more Early Childhood Education teachers are not trained, a greater shortage of trained Early Childhood Education teachers could develop.

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

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

- Establish teachers to be trained, and give priority to teachers who have undergone field-based training to enrol for further training at Solomon Islands College of Higher Education;
- Pursue with the Solomon Islands College of Higher Education to increase its intake into Early Childhood Education teacher training;
- Ask Solomon Islands College of Higher Education to run short Early Childhood Education training courses or run summer schools during the June and Christmas breaks;
- Enrol 5 Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009;
- Develop training packages for Early Childhood Education teachers at provincial centres in Isabel, in liaison with Solomon Islands College of Higher Education, including 5 teachers trained each year (2007, 2008 and 2009) using field-based training;
- In this context, consider establishing its own Early Childhood Education training college campus in future, in order to offer Solomon Islands College of Higher Education courses;
- Train at least 2 Early Childhood Education teachers per centre;
- Require entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes have a minimum of completion of Form 5 or an equivalent qualification; and
- Develop a staff development plan for Early Childhood education teachers.

6.3.5. Financing

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

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

- the Teaching Service Commission will pay the salaries of Early Childhood Education graduates who have been trained to Certificate level at Solomon Islands College of Higher Education; and
- the Province may wish to consider in future the payment of a minimum monthly salary of \$100.00 for Early Childhood Education teachers.

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

Community Centres

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

Private Early Childhood Education Centres

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

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

6.3.6. Management

Each Early Childhood Education centre is responsible for managing provision of early childhood education at its own location. In order to assist the effective management of Early Childhood Education in the province, the roles of key stakeholders have been outlined below.

Ministry of Education roles

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

Isabel Provincial Education Authority roles

- To provide office space and an operating subsidy (by way of a grant) for Early Childhood Education;
- To carry out awareness programmes for communities;
- To assist in providing in-service training for teachers;
- To manage monitoring and evaluation of Early Childhood Education centres;
- To support the role of the Early Childhood Education co-coordinator (and if demand for Early Childhood Education increases, to consider the appointment of additional Early Childhood Education co-coordinators); and
- To facilitate trained government teachers to act as Zone Senior Teachers to assist the Provincial Coordinator.

Communities/Parents' roles

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

Churches' roles

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

CHAPTER 7: PRIMARY EDUCATION

7.1. Definition

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

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

7.2. Current Situation

According to the *Digest of Education Statistics 2006*, Isabel Province has a total of 26 primary schools, as well as four community high schools, making a total of 30 institutions offering primary schooling. There is a total student enrolment of 4,730 primary school children in the province, which represents about 4.5% of the national total primary school enrolment. There were 186 primary school teachers teaching in the province’s primary schools in 2006. This number may include some teachers who could be teaching form 1 to 3 in community high schools. Table 7 below provides data on primary education in the province, by constituency.

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

Constituency	Teaching Staff	No. Primary Schools	Enrolment
Gao/Bugotu	58	10	1,495
Hograno/Kia	58	9	1,521
Maringe/Kokota	70	7	1,714
Total	186	26	4,730

Source: SIEMIS 2006 Survey Report

7.2.1. Access and Equity

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

- the isolation of some villages, which are located too far from schools for children to attend (that is, schools are not accessible to everyone);
- the inability of some parents to pay school fees;
- a lack of facilities to cater for disabled students; and
- a reluctance by some families to send girls to school.

Of the total enrolment in 2006 of 4,730 students in primary schooling, 2,464 (52.1%) were male and 2,266 (47.9%) were female. This distribution by gender is broadly in line with the gender distribution in the relevant age groups. There does not appear to be a major gender equity issue in primary schooling, although figures about any attrition in the upper levels of the primary school (which may affect girls more than boys) in the province are not available. Table 8 sets out details of primary school enrolments by gender and by constituency.

Table 8: Primary School Enrolments by Gender & by Constituency, 2006

Constituency	Enrolment			
	Male	Female	Total	% Female
Gao/Bugotu	778	717	1,495	48.0%
Hograno/Kia	776	745	1,521	49.0%
Maringe/Kokota	910	804	1,714	46.9%
Total	2,464	2,266	4,730	47.9%

Source: SIEMIS 2006 Survey Report

7.2.2. Facilities

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

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

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

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

7.2.3. Curriculum

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

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

7.2.4. Teacher Supply and Demand

The teacher: pupil ratio in the province's primary schools is 1:25.4, a figure which indicates that there are sufficient teachers in the system to manage the current number of enrolments.

One issue that will need to be monitored carefully is the number of untrained primary school teachers in the province. The total number of primary teachers in the province in 2006 was 186, of whom 89.2% were certified and qualified. About 10.8% of primary school teachers in the province are therefore untrained.

Table 9 provides details of trained and untrained primary school teachers by constituency.

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

Constituency	Total Teachers Trained	Total Teachers Untrained	Teachers Total	% Trained
Gao/Bugotu	49	9	58	84.5%
Hograno/Kia	51	7	58	87.9%
Maringe/Kokota	66	4	70	94.3%
Total	166	20	186	89.2%

Source: SIEMIS 2006 Survey Report

7.2.5. Financing

The Government's policy is that schools do not charge parents fees for primary schooling. The 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 its limited sources of revenue, Isabel Province is not able to make extensive provision in its own budget to cater for education services.

To manage the increasing costs of education and the need to provide quality education, partnerships must be encouraged so that all stakeholders share the cost of educating children.

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

7.2.6. Management

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

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

9.3. Future Directions

9.3.1. Access and Equity

There is no definitive data available about the number of primary school age children in Isabel Province who do not attend school. It is likely that there are still some children who do not attend school, owing to the isolated nature of some villages in rural areas, the lack of developed road systems, and irregular and

unreliable sea transportation systems. These transportation issues make it very difficult for the province to meet the aspirations of its population.

The remoteness of some villages and their scattered nature requires some flexibility in qualifying for the establishment of an extension school. Some flexibility in establishing extension schools would ensure that those students who do not currently have access to a primary school do gain access to education by 2009. The areas in question in the province where consideration may need to be given to setting up extension schools are locations such as Hirolegu, Talise, Midoru, Siligodu, Hurepelo, Kolopakisa, Hageulu, Koge, Kolokofa and Babahaero.

There does appear to have been a steady increase in primary school enrolments from 2003 (4,166 enrolments) to 2006 (4,730 enrolments) in Isabel primary schools (an 11.9% increase in two years). It is anticipated that this steady increase will continue. Planning to increase access in Isabel 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 Isabel 6-12 age group (Scenario 1) set out in Table 10. These population projections are derived from the 1999 census data. However, actual primary school enrolments in 2006 (4,730) are larger than these projected numbers, mainly because a number of students older than 12 are enrolled in Isabel primary schools. Scenario 2 is based on actual Isabel primary school enrolments in 2006, calculated on a straight line increase of 2.6% growth a year. Scenario 2 probably gives a closer realistic forecast of future primary school enrolments in the province.

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

Year	2007	2008	2009	2010
Projected population, ages 6-12 (Scenario 1)	4,430	4,450	4,086	4,458
Enrolment projections (Scenario 2)	4,853	4,979	5,109	5,241

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

It is important to note that the province will have to make some policy decisions in order to decide on the future of primary education in the Province. The enrolment forecasts suggest that the province will need to develop plans to manage a steady increase in primary school enrolments. This planning will need to ensure there are sufficient trained teachers and enough classrooms and ancillary buildings. Decisions on these matters will determine the projected number of classrooms, infrastructure and teachers required to meet the needs of the province between 2007 and 2010. The primary school enrolment was 4,730 in the Year 2006, and it is projected to increase over the next four years, to give an estimated total of 5,109 enrolments by 2009. The Province and local communities will need to plan now to ensure that another 379 places for primary school age children are available by 2009. The two key needs appear to be the need to identify the locations where primary school roll growth pressures are strongest, and the need to give consideration to the establishment of extension schools.

The province's assessment is that it currently has 25 primary schools which cater for standards 1 – 6, as well as 4 community high schools which offer primary education. On an estimated basis of 6 primary school classrooms per school, there is a probable number of at least 176 primary school classrooms in the

province. More data about the number of classrooms available is required, and about the condition of the existing buildings, before plans are initiated to build more classrooms or establish new schools. Further investigation, accompanied by documentation and analysis of findings, is required, as suggested above and as described in the next section “Facilities”.

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

- Undertake regular visits to schools by Provincial Education Officers and School Inspectors, to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, and whether there is overcrowding, and to ascertain how schools are managing any increase in enrolments;
- Put together a primary school development plan for the province in order to establish key locations and priorities for construction of any new facilities (classrooms, dormitories, ablution blocks, staff houses) that may be required to cope with expansion;
- Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province. Consideration should be given to the establishment of extension schools in locations like Hirolegu, Talise, Midoru, Siligodu, Hurepelo, Kolopakisa, Hageulu, Koge, Kolokofa and Babahaero in order to provide better access for students to attend primary school;
- Make every effort to educate parents concerning the importance of educating their children, especially girls who currently appear to be penalised;
- Encourage primary school age children to attend school; and
- Pursue with the Ministry of Education to speed up its implementation of the School Broadcasting Programme over SIBC or other radio stations.

9.3.2. Facilities

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

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

The following immediate actions are needed:

- Undertake a stocktake to assess the needs of primary schools in Isabel, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Isabel Provincial Education Authority and the Ministry of Education and Human Resources Development;

- Encourage communities to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- Provide appropriate furniture for classrooms;
- Improve sanitation in the province's schools needs to be improved;
- Ensure clean and safe water is available in all primary schools;
- Standardise staff housing, based on a set of minimum standards;
- Register land where schools are located needs to be registered;
- Mount an awareness programme for communities on ownership of schools; and
- Cost the infrastructure programme for primary schools in Isabel province .
- Register land where schools are located;
- Mount an awareness programme for communities on ownership of schools; and
- the infrastructure programme for primary schools in Choiseul province.

While it is the province's assessment that there is a need for some new classrooms to cater for the projected enrolments from 2007 to 2009, that judgement is by no means certain. The results of the proposed survey will assist in clarifying current classroom occupancy rates, and will indicate how many current classrooms need improvement and whether new classrooms are required, and if so, in what locations. On the basis of available anecdotal information and professional judgments, it does appear that many existing classrooms will need some upgrading.

Table 11 is based on a conservative assumption about how many additional classrooms and staff houses will be required to cater for the anticipated growth of 487 additional primary school students by 2009.

Table 11: Projected Primary School Buildings to be Constructed, 2007 to 2010

Year	2007	2008	2009
Classrooms	4	4	4
Staff Houses	4	4	4
Total	8	8	8

Source: Isabel PEAP Workshop

9.3.3. Curriculum

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

- Encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing, in order to develop a "home grown curriculum";
- Strengthen 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;
- Negotiate creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools;
- Conduct more in-service training on Nguzu Nguzu materials;
- Continue trialling of all new learning materials, and delivery of ongoing in-service training on learning materials;

- encouraging the teaching of reading in the first three years (the preparatory year and standards 1 and 2) of primary schooling;
- base written materials, especially story books, around the province's folklore;
- Suggest the incorporation of basic health education at an appropriate level in the primary school curriculum;
- Encourage 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;
- Push for the provision of adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and
- carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers that they should not remove textbooks and other resource materials from the school when they leave at the end of the year.

9.3.4. Teacher Supply and Demand

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

Well trained teachers are the backbone of a quality education system. There are currently 186 primary teachers serving in the province, as recorded in the 2006 Ministry of Education and Human Resources Development statistical digest, although 10.8% of these teachers are untrained. This situation has implications for the quality of teaching delivered to some students and directly affects the standard of student achievement.

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

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

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

- Interview and encourage untrained teachers and, encourage to undertake training, and their attendance at suitable programmes will be facilitated
- Recruit additional teacher trainees on merit who will then be sent to Solomon Islands College of Higher Education to gain appropriate teaching qualifications;
- Support training of at least 5 trainee teachers from the Isabel Province each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education, with appropriate training for teachers to manage composite classes including children at different levels;
- Encourage certificate teachers to upgrade to diplomas;
- teachers with diplomas will be encouraged to upgrade their diplomas to degrees;

- Offer existing teachers (including Head Teachers and long-serving teachers) professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's teacher training programme (the Lahara Programme);
- Assist at least 20 primary school teachers each year to gain access to in-service training programmes;
- Ensure a fair intake from Isabel Province get access to training through scholarships;
- Address accommodation for teachers as a means of recruiting and retaining qualified staff;
- Advertise current teaching posts that are vacant in order to attract trained teachers to the province;
- administration and management short courses need to be arranged for Head Teachers in order to improve their performance and accountability; and
- Monitor and determine if the recent decision to increase salaries for teachers is resulting in an improvement in teaching.

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

9.3.5. Financing

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

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

Table 12 gives an indicative cost of the governments grant to schools.

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

Description	2007	2008	2009	Total
Enrolment	4,430	4,450	4,086	12,966
Solomon Islands Government Grants at SBD200 per student	886,000	890,000	817,200	2,593,200

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

- Consideration will be given to the creation of the post of an accountant, who is to be paid under the Public Service payroll, within the Education Division of the province. The role of the accountant will be to administer school grants, to monitor the use of the grants, to provide quarterly and annual reports on the grants, to organise training workshops for Head Teachers and School Committee Chairmen and treasurers on finance, and to develop an accounting manual for the management of the grants.
- The Ministry of Education will disburse grants directly to a trust account held within the Education Division in the province, and the Education Division will disburse grants to schools on a quarterly basis;
- Signatories to individual schools accounts for the grants should include the Head Teacher. The School Committee Chairperson, and the School Committee Treasurer. The system used by the current European Union funded Secondary Schools Grants Project should be adopted for the management of school grants;
- The Head Teacher of each school should be the accountable officer, and will report to the Provincial Accountant;
- The School Committee Chairman and Treasurer should be included in the management of school finances. This approach will ensure accountability by the Head Teacher.
- Head Teachers and School Chairpersons and Treasurers will be trained in the financial management of these funds (financial procedures);
- Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Isabel Education Authority, which will monitor expenditure; and
- The Province should encourage schools to conduct awareness programmes on Community Standard Funding and on the role of school management in their catchment areas.

9.3.6. Management

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

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

- Promote strategies to get the community and School Committees to work in harmony with the Head Teacher and staff;
- Ensure a Head Teacher remain in one school for at least three years and that the welfare of the Head Teacher and his staff must be given priority by the School Committee;
- Put in place systems to ensure that the Head Teacher and the School Committee follow school policies and financial instructions, and that arrangements are in place for proper and transparent management of school funds;
- Reintroduce Head Teacher training, and all Head Teachers will undertake management training (including staff management and resource management) and financial management training (including budgeting);
- Organise short courses in administration and financial management training for Head Teachers, and Chairpersons and treasurers of school committees;
- Make sure that the Head Teacher are accountable for all school finances;
- Encourage weekly or fortnightly meetings are to be held for staff, and regular meetings for School Committees;
- Pursue with the SOE/Solomon Islands College of Higher Education to include a management component in its teacher training programmes;
- Encourage each school to 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;
- Improve communication links between stakeholders (headquarters, provincial authorities and schools);
- Organise education tours and school visits, in providing updates for schools, and in arranging school inspections; and
- Increase and promote the Child Friendly School Project, since this initiative is a project piloted by UNICEF in Isabel. This will also look at sustaining the program by:
 - Increase the light house model;
 - Appoint a permanent officer to coordinate the program;
 - Provide appropriate logistical support ; and
 - Build a house for the officer.

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

CHAPTER 8: JUNIOR SECONDARY EDUCATION

8.1. Definition

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

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

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

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

8.2. Current Situation

Isabel province currently has four junior secondary schools (community high schools) offering junior secondary education from form 1 to form 3, and two provincial secondary school also offering education to these junior forms. The community high schools administered by the Isabel Provincial Education Authority are Guguha Community High School (Community High School), Muana Community High School, Visena Community High School and Lilika Community High School. Two provincial secondary schools are also administered by the Isabel Provincial Education Authority. They are Allardyce Provincial Secondary School and Sir Dudley Tuti College.

The current catchment areas of Muana Community High School are Japuana, Kolomola, Kolotubi, Susubona and Katova. The current catchment areas of Guguha Community High School are Buala, Tirotonga, Kokota and Kia Havulei wards, and the current catchment areas of Visena Community High School are Koviloko, Kmaga, Kaloka, Tataba and Sigana wards.

There is a need to establish new junior secondary schools in the Gao/Bugotu and Hogarano/Havulie/Kia constituencies to alleviate the current enrolment pressures. There are plans to build another community high school in the Gao/Bugotu Constituency.

The junior secondary school enrolment total in the province in 2006 was 1053 students. The numbers of teaching staff and enrolments are distributed within the constituencies as shown in Table 13.

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

Constituency	Teaching Staff	No. of Junior Secondary School	Enrolment
Gao/Bugotu			215
Hograno/Kia	23	2	435
Maringe/Kokota	47	2	403
Total	70	4	1,053

Source: SIEMIS 2006 Survey Report. Note: Teaching staff numbers may include primary levels.

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

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

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

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

8.2.1. Access and Equity

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

The Ministry of Education and Human Resources Development *Annual Report* for 2005 reported an Isabel enrolment of 437 in the Solomon Islands Secondary Entrance Examination. 431 (99%) progressed into Form 1. Only 6 students did not gain access to a junior secondary school, and were required to repeat the Standard Six year. 239 students entered the Solomon Islands National Form 3 examination in 2005, a surprising 4% decrease on 2004 numbers (249 enrolled in 2004).

It is anticipated that the demand for junior secondary school places will increase if the population growth rate of the province is maintained. If an assumption is made that no Isabel students will be enrolled in junior secondary schools in Honiara or other provinces, and that all junior secondary school age young people in the province were to attend school, the Province would need to plan to provide additional junior

secondary school places to cater for entrants to form 1 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 of enrolments in Form 1 was 387 children. By contrast, the current 2006 enrolment capacity of the form 1 junior secondary schools was a total of 417. This situation meant the province had to create an additional 30 places in 2006 if all these students were to be offered places in form 1 in Isabel schools. Any forward planning also needs to take into account the proposal to phase out the Standard 6 examinations at the end of 2006 and beyond.

Of the 1053 enrolments in 2006 in junior secondary schools, 552 were male (52.4%) and 501 were female (46.9%). While there is a slight gender discrimination in favour of males that is evident, gender equity does not appear to be a major concern with respect to access, as these proportions do not significantly differ from the estimated male/female balance in the relevant provincial population 13-15 age group (51.7% male and 48.3% female).

Further detail about the gender distribution in junior secondary schools by constituency is set out in Table 14. The current gender ratio reflects the youth population of the province where there are more males than females in the province in all age brackets. Table 14 sets out detail of enrolments by gender and by constituency.

Table 14: Junior Secondary School Enrolment by Gender & by Constituency, 2006

Constituency	Enrolment			
	Male	Female	Total	% Female
Gao/ Bugotu	120	95	215	44.2%
Hograno/ Kia/ Havulei	221	214	435	49.2%
Maringe/ Kokota	211	192	403	47.6%
Grand Total	552	501	1,053	47.6%

Source: SIEMIS 2006 Survey Report

8.2.2. Facilities

The community high schools in Isabel Province have limited facilities. No provincial database exists with detail about the current state of facilities in junior secondary schools in the province. However, it is known that rehabilitation of existing facilities is necessary. This process will include improving existing facilities as well as expanding where necessary, in order to accommodate additional streams. The facilities in all junior secondary schools are still made of local and semi-permanent materials. Guguha Community High School and Muana Community High School are currently embarking on building more permanent facilities.

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

Guguha Community High School has a reliable water supply, and Visena Community High School has a water supply and has access to a river. Muana Community High School has a water supply, but it is not reliable. The sanitation facilities in all schools are not well developed, as most are using dry pit latrines.

8.2.3. Curriculum

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

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

8.2.4. Teacher Supply and Demand

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

Accurate data is not available about the numbers of trained and untrained junior secondary teachers. There are 33 teachers at the two provincial secondary schools, although these teachers may teach at both junior and senior secondary school levels. The currently available data about teachers at community high schools does not distinguish between those teaching at primary school level only, and those teaching at junior secondary school levels (forms 1, 2 and 3).

The present situation in the province which is of concern is that junior secondary teachers are not appropriately trained. The total number of junior secondary established teaching positions for 2006 is tabulated in Table 15 below. About 17.1% could be untrained. It will be necessary to provide training for the untrained teachers in the junior secondary schools, and to lift the overall qualifications of teachers in the secondary teaching service. The province estimates that vacant positions are being filled either by primary teachers who are not appropriately qualified, or by untrained teachers.

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

Constituency	Total Trained	Total Untrained	Total	% Trained
Hograno/Kia	22	1	23	95.7%
Maringe/Kokota	36	11	47	76.6%
Total	58	12	70	82.9%

Source: SIEMIS 2006 Survey Report. Note: The total number of teachers may include teachers teaching primary levels.

While there is trained staff serving in the 4 community high schools, more teachers will be required at Visena Community High School and Muana Community High School when these schools expand to form 5, and more trained and qualified teachers will be required when Lilika Community High School and Havuli Community High School are fully operational. It is evident from informed professional opinion that there is a shortage of adequately qualified teachers at the junior secondary level. It will be necessary to provide training for the untrained teachers in the junior secondary schools in the province, and to lift the overall qualifications of teachers in the secondary teaching service.

8.2.5. Financing

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

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

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

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

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

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

8.2.6. Management

The governance of community high schools is vested in the School Board, but the daily management and running of the school is the responsibility of the School Principal and the staff. 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 Education Authority. The Isabel Provincial 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 Education Authority and to the Ministry of Education.

8.3. Future Directions

8.3.1. Access and Equity

The population projections for the 13-15 age cohort in the province from 2007 to 2010 is summarised in Table 16. The data in Scenario 1 is derived from the 1999 census population projections. No enrolment projections based on the recent SIEMIS 2006 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 2006 junior secondary school enrolment figure (1080), increased by a straight line increase of 2.6% a year.

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

Year	2007	2008	2009	2010
Population projections, 13-15 age group (Scenario 1)	1,679	1,763	1,629	1,914
Population projections, 13-15 age group (Scenario 1)	1,080	1,108	1,137	1,167

Source: Scenario 1: 1999 Census Provincial Population Projections

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

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

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

Year	2007			2008			2009			2010		
	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Gao/Bugatu	70	77	147	98	99	197	109	89	198	128	125	253
Hograno/Kia/Havulei	82	84	166	118	103	221	79	81	160	156	122	278
Maringa/Kokota	120	98	218	125	129	254	124	109	233	152	128	280
Total	272	259	531	341	331	672	312	279	591	436	375	811

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

The indication in Table 18 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 1,794 students in the province's junior secondary schools. This number has been calculated as set out in Table 18 below:

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

Form	2007	2008	2009	Total
Form 1	531	672	591	2,605
Form 2	417	531	672	2,211
Form 3	387	417	531	2,007
Total	1,335	1,620	1,794	6,823

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

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

There is an urgent need to develop detailed plans to provide as many additional teachers and facilities as possible. Based on a teacher: pupil ratio of 1:30, it is estimated that doubling present capacity by 2009 would require 56 teachers and 56 classrooms in total to cope with the anticipated student numbers. On the basis of a current junior secondary enrolment of 847, it is assumed that there may be approximately 28 teachers currently available in the provincial education system (using a teacher pupil ratio of 1:30), and about the same number (28) of classrooms available. Potentially another 28 teachers and 28 classrooms could be needed by 2009, and possibly more by 2015. The province therefore has to assess the maximum number of additional teachers it can train in the time available, and the number of additional classrooms (or new junior secondary schools) that can be constructed.

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

In order to have universal access to basic education up to form 3, it is anticipated that all the community high schools in the province will need to accommodate double streams by 2009/2010. The plan to make double streams available in all existing junior secondary schools will make available an additional 180 places in form 1 (30 places in each of the 6 schools). The actual form 1 enrolment in 2005 was 340, and by 2007 it is projected that form 1 enrolments will increase on that figure (potentially to 531 – see Table 18). If additional streams are established in the existing junior secondary schools by 2007, the Province estimates it would have nearly enough spaces available. Achieving that objective between August 2006 (the date this report was written) and January 2007, however, will probably not be possible, as neither the teachers nor the spaces are currently available. Moreover, if the Ministry implements the policy to make basic education available from standard 1 to form 3 from the end of 2006, then additional schools or classrooms may need to be established elsewhere. The province is considering the establishment of new community high schools in the province to cater for growth over the planning period 2007 to 2009. Liliika Junior Secondary School will cater for the Kia, Havulie and Kokota wards, and Havuli Junior Secondary School will cater for the Japuana and Sigana wards. Effective from 2006, all secondary schools in the Province may also need to increase the teacher/pupil ratio to 1:40.

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

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

8.3.2. Facilities

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

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

The province has plans for proposed expansions which include double streams in existing community high schools. If each of the 6 existing junior secondary schools enrolls a double stream in form 1 if required, the province will need to build additional new classrooms in 2007, 2008 and 2009. It is estimated that eight buildings a year could be constructed (24 in all by the end of 2009). The province will need to determine whether the priority in each location is to build classrooms, dormitories or staff houses.

A new community high school (Havuli Junior Secondary School) is also planned in order to provide additional junior secondary places. This school is in addition to the recently established Lilika Junior Secondary School.

The approach will be to rehabilitate the existing community high schools and build additional facilities for additional streams before constructing 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.

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

- put together a provincial facilities development plan with the complete cost for junior secondary schools, including consideration of the proposed school building programmes set out in the national education action plans, so that growth occurs in a carefully planned and systematic way;
- identify schools with poor facilities and communities will be encouraged to improve and renovate them. The province recognises that there is a need to improve existing facilities in all junior secondary schools;
- Improve and expand facilities in existing community high schools will be improved and expanded, and one additional stream will be introduced at each school if required;
- Develop and implement a programme for renovation which 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;
- Provide support for the additional extra stream in all junior secondary schools in the next three years and the establishment of any more junior secondary schools will require additional boarding facilities;
- Open up a new junior secondary school at Lilika, in the Havulei ward where construction has already started.
- Plan to construct one more junior secondary school in Havuli in the Japwana Ward;

- Negotiate with the Lilika and Havuli landowners to acquire land for the new schools, and to register the sites. The land at Lilika is offered by Honourable Nelson Kile. The selection of the sites was endorsed by the Bugotu House of Chiefs, and thus it should be possible for the province to negotiate;
- Encourage communities to build additional facilities where expansion is required;
- consider converting the provincial secondary schools into senior secondary schools;
- Make immediate interventions in the construction of science, wood work, home economics, creative arts and other specialised classrooms;
- Provide appropriate tools and equipment for practical subjects with the support of the Solomon Islands Government;
- Consider the possible relocation of current schools if they are not up to the required standard and if the land the school is on is not registered;
- Conduct proper cost analysis and feasibility study before any new schools are built or relocated;
- Resolve land issues before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands; and
- Conduct an awareness programme for communities on ownership of schools.

A preliminary schedule (actual buildings and locations yet to be confirmed) of the types of buildings that the province would need to consider constructing between 2007 and 2009 in order to move towards achieving the objectives of universal basic education to form 3 by 2015 is shown in Table 19.

Table 19: Projected Buildings to be constructed, 2007 and 2009

Year	2007	2008	2009
Classrooms	3	3	3
Dormitories	2	1	1
Staff Houses	2	2	2
Dining Hall/Kitchen	1	0	1
Sanitation facilities	1	1	1
Total	9	7	8

8.3.3. Curriculum

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

- Complete the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- Provide curriculum materials, textbooks and equipment to community high schools, with support under Stabex;
- Allow teachers to participate in the writing of modules for practical subjects;
- Provide tools for practical subjects (based on the Technical and Vocational Education and Training policy).
- Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and CDC put procedures in place to let teachers know about curriculum materials that are sent to schools;

- Undertake in-service training on new materials to ensure that the materials are used as intended.; and
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers.

8.3.4. Teacher Demand and Supply

Given the expansion at the junior secondary level, the demand for teachers will increase. Up-to-date data is not available to enable an accurate estimation of number of junior secondary teachers in the community high schools in 2006. There are 33 teachers in the provincial secondary schools, although some of these teachers will teach at senior secondary level as well. More work is required to obtain an accurate estimate of the number of junior secondary teachers in the system, with detail about how many are trained to a suitable standard.

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

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

The issue for junior secondary schools is that teachers need to have specialised subject knowledge, as well as generic teaching skills, in order to deliver a quality secondary school curriculum. Since it usually takes considerable time (a period of some years) to train a secondary teacher to an acceptable standard, the training of the required teachers needs to be initiated well before the implementation of significant policy change. A consequence of not planning effectively is that a teacher shortage may occur, and the education of students in the system would be compromised.

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

It nevertheless appears that, given the expansion in the period 2007 to 2009 where all the community high schools plan to have double streams, 56 teachers may be required for Isabel Province junior secondary schools. Since there are an estimated 28 trained teachers in the province in 2005, another 28 additional trained teachers could be required over the planning period. It would not be a realistic or achievable

proposition to try and train all 28 additional junior secondary teachers for the province to an acceptable standard by 2009.

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

- Negotiate with the School of Education at Solomon Islands College of Higher Education to provide pre-service teacher training, and Solomon Islands College of Higher Education will consider providing summer school courses to upgrade the skills of untrained teachers;
- Arrange for junior secondary teachers to be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects);
- Negotiate with the University of South Pacific to provide in-service training through Distance and Flexible Learning and through summer schools;
- Support untrained teachers to be trained at Goroka; and
- Pursue with the Ministry of Education and Human Resources Development to consider establishing a Teachers' Training College similar to Vanga Teachers' College (or Solomon Islands College of Higher Education could be restructured) to train teachers in the skills needed to teach practical subjects in secondary schools and Technical and Vocational Education and Training establishments.

8.3.5. Financing

Isabel Province accepts the Community Standard School Funding arrangement. 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;
- Choiseul Province will pay 30% of the total cost;
- parents & communities will pay 10% of the total cost;
- schools, parents and communities will be encouraged to raise extra funds.

Table 20 gives an indicative cost of the Community Standard Funding Grant students from 2007 to 2009.

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

Expenditure Items	2007	2008	2009	Total
Student enrolment	1,080	1,108	1,137	3,326
Scenario 1: Grant at SBD700 per student	756,265	775,927	796,102	2,328,294
Scenario 2: Grant at SBD600 per student	648,227	665,081	682,373	1,995,680

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

Management of School Grants

- Schools should have 3 separate accounts, for parents and communities, for Solomon Islands Government Grants, and for Education Authority grants.

- Signatories to the accounts must be the Principal and Chairperson of the School Board.

Disbursement of Grants

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

Training

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

Financial Management

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

Monitoring of Accounts

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

Record storage

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

8.3.6. Management

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

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

- All responsible officers should work together co-operatively.
- 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 Diploma in School 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.

CHAPTER 9: SENIOR SECONDARY EDUCATION

9.1. Definition

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

9.2. Current Situation

The vision for senior secondary education in Isabel Province is that senior secondary schools must prepare students to be academically capable, technologically proficient and have excellent leadership qualities.

Isabel Province has two provincial secondary schools that offer education in forms 4 and 5. These are Allardyce Provincial Secondary School and Sir Dudley Tuti College. Sir Dudley Tuti College also enrolls students in form 6. Muana Community High School and Visena Community High School both offered form 4 in 2005. Guguhu Community High School is offering form 1 – 5 classes, although no enrolments in forms 4 or 5 were recorded in 2005 at this school in the *Digest of Education Statistics 2005*. There were 325 enrolments in total in 2005 in senior secondary education in Isabel Province.

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

- a lack of curriculum resources and equipment;
- limited space at the senior secondary level; and
- a shortage of trained teachers.

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

Table 21 sets out further detail of senior secondary school staff numbers and enrolments by constituency.

Table 21: Total Teaching staff, Senior Secondary Schools, and Enrolments by Constituency, 2006

Constituency	Teaching Staff	No. of Schools	Total Enrolment
Gao/ Bugotu	18	2	172
Hograno/ Kia/ Havulei	15	2	145
Maringe/ Kokota			159
Total	33	4	476

Source: SIEMIS 2006 Survey Report. Note: Maringe/Kokota enrolment is from Community Secondary Schools

9.2.1. Access and Equity

The Province estimates that access to senior secondary education (Provincial Secondary Schools only) in the province from form 3 into form 4 is available to approximately 55% of the form 3 population. In 2005 the enrolment in form 3 was 220, and the enrolment in form 4 in 2006 was 122, therefore there was a transition of 55%. If the form 4 enrolments in community high schools were also taken into account there will be a even higher transition rate. The provincial access rate from form 5 into form 6 is also increasing. Equity issues, however, with respect to gender and location (constituency) remain intractable problems.

When the Technical and Vocational Education and Training policy is implemented, another issue that must be considered alongside increasing access rates into formal senior secondary education is the availability of spaces in Technical and Vocational Education and Training centres as an alternative option for some young people.

Of the 325 enrolments in senior secondary schools in 2005, 198 (60.9%) were male, and 127 (39.1%) were female. It is clear that girls in Isabel Province are disadvantaged in gaining access to senior secondary education.

A number of issues make achieving equitable access difficult for girls in senior secondary schools:

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

Table 22 sets out more detail about enrolments by gender and by constituency in senior secondary schools.

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

Constituencies	Enrolment			
	Male	Female	Total	% Female
Gao/ Bugotu	103	69	172	40.1%
Hograno/ Kia/ Havulei	98	47	145	32.4%
Maringe/ Kokota	90	69	159	43.4%
Total	291	185	476	38.9%

Source: SIEMIS 2006 Survey Report. Note. Enrolment includes all student in Form 4 and 5 in CHS.

9.2.2. Facilities

The facilities at Sir Dudley Tuti College and at Allardyce Senior Secondary School are generally good. Both senior secondary schools have specialised classrooms. Their water supplies and sanitation systems are modern, but like any public facility require regular maintenance and repair. 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.

9.2.3. Curriculum

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

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

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

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

9.2.4. Teacher Supply and Demand

In 2006 there were 33 teachers at the province's two provincial secondary schools, 28 of whom were male and 5 of whom were female. These teachers also teach the junior secondary classes as well as the senior secondary classes. Two teachers were listed as untrained. The current establishment for Sir Dudley Tuti College is 18 teachers, and for Allardyce Senior Secondary School is 15 teachers.

There is a perceived shortage of adequately trained and qualified senior secondary school teachers in Isabel Province. Information is not available to analyse in which particular curriculum areas the province is having difficulty recruiting secondary teachers. Although most of the senior secondary teachers are categorised as trained teachers, it is desirable that teachers at the senior secondary level should have degree qualifications. The number of teachers with degrees is not known. While Solomon Islands College of Higher Education can produce teachers for junior secondary schools, it is expensive to produce teachers with degrees, because they have to be trained overseas or through degree programmes offered by University of South Pacific. Table 23 sets out details of the trained and untrained senior secondary teachers by constituency.

Table 23: Total Senior Secondary School Establishment, Trained and Untrained Teachers, 2006

Constituency	Teachers			
	Untrained	Trained	Grand Total	% Trained
Gao/ Bugotu	1	17	18	94.4%
Hograno/ Kia/ Havulei	1	14	15	93.3%
Grand Total	2	31	33	93.9%

Source: SIEMIS 2006 Survey Report

9.2.5. Financing

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

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

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

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

9.2.6. Management

Senior secondary schools in the Province are managed by the School Principal, subject to the oversight of the School Board.

9.3. Future Directions

9.3.1. Access and Equity

Two scenarios for growth in senior secondary schooling in Isabel Province are given in Table 24. Scenario 1 is the population projection for the 16-18 age group in Isabel Province, based on the 1999 census. This scenario sets out the potential population which could be enrolled in senior secondary schooling if 100% of the relevant school age cohort was enrolled. Achieving enrolments at this level will be a long term goal. Scenario 2 is a straight line increase of the actual 2006 enrolments, increased by 2.6% 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 24: Growth Projections, Isabel Senior Secondary Schools, 2007 to 2010

Year	2007	2008	2009	2010
Population Projections, age 16-18 (Scenario 1)	1,640	1,648	1,468	1,637
Projected enrolments (Scenario 2)	488	501	514	527

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 the access to senior secondary education in Isabel Province:

- Increase participation of girls by building an additional girls' dormitory or dormitories, or by considering the provision of schools or streams for girls only;
- Introduce more subjects in the school curriculum oriented to the interests of girls;
- Aim to achieve enrolment on a basis of 50% girls and 50% boys;
- Provide awareness programmes to encourage participation by female students;
- Improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses; and
- Upgrade the community high schools offering senior secondary education, and/or consider whether new secondary schools should be established.

The province's assessment is that there is no need to build new schools, since the two senior secondary schools should be able to offer double streams if necessary, and Guguha Community High School is already enrolling students in forms 4 and 5. Consequently the issue of sufficient senior secondary school places should be accommodated without too much difficulty.

9.3.2. Facilities

The province will take the following action:

- Provide proper equipment and facilities to schools, by improving and renovating existing facilities of the two senior schools and the community high schools offering senior secondary education, where necessary;
- Improve library facilities, and equip school libraries with appropriate resources;
- Improve water supply in senior secondary schools and improve sanitation systems by the introduction of flush toilets;
- Make available standardised sports facilities and equipment to schools, by improving the facilities for outdoor sport, and by establishing and equipping the school for indoor sports; and
- Provide specialised classrooms where necessary, such as science laboratories for biology and chemistry, 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.

Table 25 sets out a preliminary development programme to begin the renovations and new buildings required, with a provisional timetable, in order to upgrade senior secondary education in Isabel Province. The province will need to determine a priority order for rehabilitation and reconstruction of facilities, and will need to consider if other facilities (e.g. staff houses) need to be included in the building programme. Further work is required to complete the development of the programme.

Table 25: Projected Buildings to be Constructed, 2007- 2009

Year	2007	2008	2009
Dormitories	1	0	1
Classrooms	2	2	2
Dining Hall/Kitchen	1	0	1
Ablutions	1	0	1
Labs/Workshops	1	1	1
Total	6	3	6

9.3.3. Curriculum

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

- Review of the senior secondary curriculum will ensure the strengthening of the linkage between form 5 and form 6 curricula;
- Consider adoption of the University of South Pacific Foundation Programme;
- Provide curriculum materials and equipment to schools will be improved to achieve an improved pupil: textbook ratio;
- Facilitate in-service training will be provided on new curriculum materials produced; and
- Insist that the Curriculum Development Centre is properly resourced so that schools have easy access to learning materials produced.

9.3.4. Teacher Supply and Demand

Owing to the shortage of 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 Solomon Islands College of Higher Education. This method of training is a slow process, and thus the province will explore with Solomon Islands College of Higher Education or other providers the possibility of:

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

Training of senior secondary teachers will need to target subject areas of the curriculum that are of specific need. All subjects of the curriculum require additional teachers with specialist knowledge. Ideally, the necessary pre-requisite for a fully trained senior secondary teacher is possession of a diploma or degree with specialist knowledge in the disciplines in which the teacher is teaching. 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:

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

9.3.5. Financing

The senior secondary school financing suggested by the Ministry of Education is accepted. One of the concerns is the high level of mismanagement of school funds by Principals who are appointed to those positions from the classroom. The Province would like to see that :

- Community Standard Funding be confirmed as follows:
 - Solomon Islands Government 40% of costs;
 - Education Authority 30% of costs;
 - parents and community 30% of costs;
- School Grants continue to be paid directly to schools;
- Principals and school Bursars must attend financial management courses organised by either the Province or the Ministry of Education;
- School Principals attend Isabel Province management courses; and
- it is desirable that Principals should have a minimum qualification of a Dip Ed. School Administration.

Table 26 gives the projected Solomon Islands Government Grant as a part of its Community Standard Funding program to students attending senior secondary schools.

Table 26: Senior Secondary Projected indicative SIG Grant, 2007 - 2009

Expenditure Items	2007	2008	2009	Total
Student enrolment	488	501	514	1504
Scenario 1: Grant at SBD750 per student	366,282	375,805	385,576	1,127,664
Scenario 2: Grant at SBD625 per student	305,235	313,171	321,314	939,720

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

9.3.6. Management

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

- Work together with all responsible officers more constructively;
- Appoint Principals in community high schools through established procedures such as advertisement of the vacant post, short-listing, and interviews;
- Put in place policy to appoint Principals for a duration of at least 3 years in a school;
- Provide management training for Principals of senior secondary schools.

- Provide training for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students;
- Re-instate a careers adviser and career guidance must be provided in all senior secondary schools to help students in their choice of career;
- Staff senior secondary schools with qualified teachers, and in particular by teachers with degrees;
- Strengthen discipline in schools; and
- Support Boards of Managements by briefing them on their responsibilities to ensure they work with school administration and management, and their membership should be reviewed every two years; and
- Ensure the roles and responsibilities of Provincial Education Authorities are 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;
 - general administration of the province's education system.

CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

10.1. Definition

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

10.2. Current Situation

The Solomon Islands approved policy on Technical and Vocational Education and Training 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.

The Province, in partnership with the Church of Melanesia, operates Garanga Vocational Training Centre. The partnership has worked well over the years. Garanga is located on 68 hectares of alienated land, currently owned by the Province. Garanga, though located inland, has modern classrooms, dormitories and staff houses. Garanga's current enrolment is 96, with 7 instructors in the various fields. The Church of Melanesia also runs a small Rural Training Centre at Kolaero in the Hograno district.

Other community-based rural training centres are Nareabu Community-based Rural Training Centre and the Mothers' Union Community-based Rural Training Centre.

Table 27: Total Technical and Vocational Education and Training Teaching Staff, Centres and Enrolments by Constituency, 2004

Constituency	Teaching Staff	No. of Centres	Total enrolment
Maringe/Kokota	7	1	96

10.2.1. Access and Equity

The access to Technical and Vocational Education and Training centres in the Province is limited by the number of centres available. There is a need to increase access by establishing at least one new rural training centre in the Bugotu District, and by expanding Kolaero in the Hograno District. The total number of students enrolled at Garanga Vocational Training Centre is 96, of whom 79 are males and 20 are females. At Garanga there are still places for girls, but not enough girls have shown an interest in training. Reasons identified for the low number of female enrolments include:

- courses offered may not appeal particularly to the interests of women;
- women do not feel encouraged to enrol in further education and training;
- the benefits of vocational education and training may not be clear to women;
- the incidence of teenage pregnancies; and
- the incidence of teenage marriages.

In addressing access issues, gender equity will also need to be considered. The present access to Technical and Vocational Education and Training favours males over females by a ratio of more than 3 males to every one female. Table 28 provides detail about access to Technical and Vocational Education and Training by gender.

Table 28: Total Technical and Vocational Education and Training Enrolments by Gender & by Constituency

Constituency	Enrolments	
	Male	Female
Maringe/Kokota	70	19

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

10.2.2. Facilities

The facilities at Garanga are modern, but there is a need for workshop facilities to teach engineering and mechanics, and for building and carpentry classes.

10.2.3. Curriculum

The current Technical and Vocational Education and Training curriculum in the country is not centralised. Rural Training Centres in the Solomon Islands follow their own curriculum. The Garanga Vocational Training Centre develops its own curriculum, subject to the oversight of the Education Authority and the school's management.

10.2.4. Teacher Supply and Demand

There are currently 6 qualified teachers teaching at Garanga. No data is available for Kolaero Rural Training Centre, Nareabu Community Based Rural Training Centre and the Mothers Union CB Rural Training Centre.

The two key teacher supply issues in the province are finding an adequate supply of trained and competent Technical and Vocational Education and Training teachers in the first place, and, second, upgrading the skills and competencies of the small number of existing Technical and Vocational Education and Training tutors who are not trained.

There is a need to train more teachers for the province, as set out in the Junior Secondary section. The need will become more acute when Kolaero Rural Training Centre and other possible rural training centres become more firmly established in the Province.

The province considers that there is no need to expand Vanga Teachers' College in order to train Technical and Vocational Education and Training instructors. The Province is investigating whether it could set up its own Teachers' Training College at Garanga to train competent instructors in the teaching of practical subjects. This college would be another partnership in education between the Province and the Church of Melanesia.

Table 29 sets out detail about the numbers of trained and untrained Technical and Vocational Education and Training teachers in 2004.

Table 29: Total Technical and Vocational Education and Training Establishment, Trained and Untrained Teachers.

Constituency	Total Trained	Total Untrained	Total
Maringe/Kokota	3	3	6

Source: Technical and Vocational Education and Training 2004 Survey Report

10.2.5. Financing

The current financing arrangement for Garanga Vocational Training Centre is provided by the Isabel Education Authority, and by the training centre itself through school fees, and through revenue earned through some enterprises. The Government pays teachers' salaries and the EU-Rural Training Centre Project Office also offer grants.

The following are the detailed financial arrangements:

- the Province provides stationery and fuel worth \$36,000 per annum;
- DOY (Rest House): \$2,000 for rations per month;
- teachers' salaries have been paid by the Teaching Service Commission since 2004;
- the EU-Rural Training Centre Project provides a subsidy for tools, a sanitation project, short courses, poultry, and projects;
- Rural Training Centre Enterprises generates income through poultry;
- Fees per student are \$400.

10.2.6. Management

The governance of the 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.

10.3. Future Directions

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

10.3.1. Access and Equity

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

- first, those students who exit the formal education system after Standard 6;

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

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

The province will consider the following strategies to improve access and equity:

- Publish brochures regarding Rural Training Centres and sent to schools to provide awareness and information to students to help them make informed decisions;
- Encourage girls to attend Rural Training Centres;
- Provide guidance and counselling continuously by Rural Training Centres about the consequences of unplanned teenage pregnancies;
- Develop subjects and training which females need, or in which they have an interest, or at which they can excel; and
- Expand enough centres will be established to cater for demand from the population.

It is difficult to forecast exactly the volume of people who might wish to gain access to Technical and Vocational Education and Training in Isabel Province, and the number of enrolments that might be anticipated. It is clear that the current enrolment of less than 100 in Technical and Vocational Education and Training programmes in the province does not meet anything like the potential demand. There is considerable potential for expansion. While Garanga Vocational Training Centre has the capacity to accommodate form 3 dropouts, the current problems with access and equity may require a second rural training centre to be established. 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 that there are numbers of students who 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 province. The initial Technical and Vocational Education and Training courses should provide training in agriculture, building and carpentry skills, life skills, business studies, home economics, computer skills, and possibly mechanical engineering. Further courses could be introduced over time to meet demand.

The province's development of a comprehensive plan for the future of Technical and Vocational Education and Training in the province 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.

10.3.2. Facilities

The following strategies will be adopted in order to improve or develop facilities for Technical and Vocational Education and Training:

- Proper equipment and facilities will be made available to centres,
- library facilities will be improved;
- water supply will be improved and sanitation facilities will be constructed;
- specialised classrooms and workshops need to be constructed at Garanga and other Rural Training Centres for life skills (home economics), mechanics, and carpentry;
- standardised sports facilities and equipment need to be made available to each Rural Training Centre;
- proper roads need to be constructed to give access to landlocked Rural Training Centres like Garanga and Kolaero;
- another girls' dormitory must be built at Garanga;
- married quarters are required to enable married students to attend courses; and
- satellite Rural Training Centres should be set up where short block courses may be offered.

10.3.3. Curriculum

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

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

10.3.4. Teacher Supply and Demand

The key issue is the provision of sufficient competent high quality tutors with an appropriate level of skill.

The first step is to ensure that some Isabel trainees (say, two each year) are enrolled at Vanga Teachers' College (or at another suitable training establishment) to ensure a future supply of trained tutors. This proposed figure of additional instructors takes into account the intention to build or open a second Rural Training Centre in the province. Until the province has further advanced its plans for its own training college, current practice (that Rural Training Centre instructors are trained at Vanga Teachers' College) should continue. Vanga Teachers' College should be used until such time as a new training establishment for instructors in Isabel has been established. Solomon Islands College of Higher Education – SECS could also assist in training Rural Training Centre/Technical and Vocational Education and Training teachers.

Instructors would need to be recruited (possibly from Vanga Teachers' College) for any new courses or programmes to be offered at the proposed second Rural Training Centre, or if new courses in currently operating centres could not be staffed by existing staff. Alternatively, a number of individuals from Isabel Province with the necessary skills could be identified to act as tutors. These people would need to be qualified in practical subjects or trades, and would need to undertake the Adult Learner Training Programme course offered by Solomon Islands College of Higher Education.

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

10.3.5. Financing

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

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

- Central Government will pay 30% of the total cost;
- Isabel Education Authority will pay 30% of the total cost;
- Parents and the Centre will pay for 40% of the cost (the Centre will pay 30% and the parents 10%: in Rural Training Centres the enterprises are looked after by the students, and thus their labour and time should be included in the running cost of the Centre).

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

Financial management training for Principals and the bursars is essential. Training in financial management for Principals and Bursars should be organized by the EU-Rural Training Centre Project Office or by the Province.

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

Table 30: Technical and Vocational Education and Training Projected indicative grants, 2007 – 2009

Description	2007	2008	2009	Total
Student enrolment	96	99	101	296
Scenario 1: Grant at SBD440 per student	42,240	43,423	44,639	130,301
Scenario 2: Grant at SBD385 per student	36,960	37,995	39,059	114,014

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

10.3.6. Management

For effective management of Technical and Vocational Education and Training in the province, the following will:

- Provide support to Technical and Vocational Education and Training centres to be autonomous, with each Board of Management being responsible for governance of its Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management;
- provide management training for the Principals, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance;
- Put in place a process to ensure appoint desirable Principals (as the chief administrator) who have as a minimum qualification of a Diploma in Education and/or a Diploma in Education Administration; and
- Ensure and support Bursars to have an accounting qualification.

CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES

11.1. Introduction

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

11.2. Role of Stakeholders

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

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

11.2.1.1. Policy Implementation and Planning

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

11.2.1.2. Administration and Coordination

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

11.2.1.3. Regulatory functions

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

11.2.2. Role of Provincial Government

The roles of the Provincial Government are set out below.

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

11.2.3. Role of Provincial, Church and Private Education Authority

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

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

- Establishment of disciplinary policy for teachers;
- Appointment of Board members; and
- Seeking outside support for scholarships, rather than through National Training Unit.

11.2.4. Role of School Committees or School Boards

The role of School Committees is set out below.

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

11.2.5. Role of Parents and Communities

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

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

11.2.6. Role of Principals and Head Teachers

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

- Provide leadership for daily operation of the school;
- Provide professional leadership to both teachers and students to ensure the school environment is conducive to teaching and learning;

- Maintain good relationships/ partnership with parents, communities and education authorities.

11.3. Conclusion

In conclusion it is important to note that:

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

CHAPTER 12: SCHEDULE OF ACTIVITIES

12.1. Schedule of Activities: Early Childhood Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in the Isabel Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders.			
Objective 1.1:	Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure.			
No	Output/ Milestone	Activity { See also pp. 28 - 30}	Time frame	Responsibility
E1	All schools mapped	Carry out School mapping to achieve a planned and coordinated transition of students from Early Childhood centered to preparatory grade in primary schools.	End of 2007	Provincial Education Authority, PCRU ,ECED
E2	Children attend schools	Conduct community awareness programmes for parents and communities in order to publicise the importance of Early Childhood Education, so that parents will encourage their children to attend Early Childhood Education centres.	2007 – 2009 and on going	Provincial Education Authority, PCRU
E3	Survey for all schools	Assess the 57 active Early Childhood Education facilities, by conducting a survey to assess the condition of current facilities, and the current occupancy rates of existing Early Childhood Education spaces; and will identify those that need facility upgrading, and will request funding from donors.	June 2008	Inspectorate with PE and SE- division, PCRU, PEA, ECE
E4	Revival of closed ECE centres	Liaise with Early Childhood Education Centres that were previously operational, and will encourage their revival.	2007 - 2009	PEA, PCRU ,ECED, Communities
E5	ECE facility plan developed Standard classroom design is available and used	Ensure that the standard classroom design for Early Childhood Education developed by the Ministry of Education is the set standard for all centres to use.	Completed by 31 December 2007	ECE and PE-division, PCRU, Infrastructure team, PEA

E6	School Infrastructure Plan	Develop and implement a plan to either build additional classrooms for Early Childhood Education over the medium term, or to reactivate centres that previously offered Early Childhood Education. i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	Completed by the end of 2008	Provincial Education Authorities and Infrastructure team with Communities, ECE
E7	Establish five (5) ECE-centres each year	Limit the number of Early Childhood Educations to be established within the next 5 years to 5 each year.	By the end of 2009	Primary and ECE-division, Provincial Education Authorities
E8	Double stream classes is considered where necessary	Consider enrolling double streams in existing Early Childhood Education centres where demand warrants it.	2008 - 2009	PEA, Communities

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

No	Output/ Milestone	Activity {See also pp. 31 – 32}	Time frame	Responsibility
E9	Central government meets cost in teacher training and trained teachers salary	Carry out applicable tasks to facilitate the Government to meet the cost salaries of Early Childhood Education trained teachers and the Early Childhood Education Provincial Coordinator, as well as providing and funding the cost of training teachers.	2008	ECE-division, Provincial Education Authorities, TTDO, TSD.
E10	The Province provides 30% of cost through teaching and learning resources.	The Isabel Provincial Education Authority will consider providing an operational subsidy by way of a grant for Early Childhood Education learning materials, equipment, and teaching resources that approximately 30% of the total cost.	2008	PEA, ECED
E11	Province takes up salary of untrained teachers	Communities will continue to pay untrained Early Childhood Education teachers, but the Province may wish to consider in future the payment of a minimum monthly salary of \$100.00 for Early Childhood Education teachers.	2009	PEA, Communities
E12	The community meets cost facilities	Communities meet construction and maintenance costs of buildings, the cost of classroom resources, staff houses, toilets and playgrounds. Funds be raised through fund raising projects.	2008	PEA, Community
E13	Increased community participation	Launch community awareness programmes so that communities are aware and responsible for building Early Childhood Education classrooms.	By Dec 2008	ECE and PE-division, Provincial education authorities

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

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity {See also pp. 28 – 30}	Time frame	Responsibility
E14	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	Support review organised on education for pupils, students with special needs	By end of 2008	CT, PMT with Technical Assistance, ECED

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

No	Output/ Milestone	Activity { See also pp. 28 – 30}	Time frame	Responsibility
E15	Assistance given to geographically difficult Communities that need ECE centres	Assess geographical factors, and provide assistance where possible, when considering the establishment of any new community-based Early Childhood Education centres for communities which have viable numbers of children in the Early Childhood Education age range, and which are far from the nearest primary schools. Hence, school mapping with local communities is important.	2008	ECED, PEA
E16	Communities far from existing primary schools establish ECE centres	Advise communities which are far from existing primary schools to consider establishing Early Childhood Education centres within their immediate environment.	End of 2008	ECED, PEA

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

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

No	Output/ Milestone	Activity { See also p.31 }	Time frame	Responsibility
E17	Specialist training given to ECE teachers	Negotiate with Solomon Islands College of Higher Education to run short Early Childhood Education training courses or run summer schools during the June and Christmas breaks.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED
E18	Teachers trained at SICHE,	Aim to enrol 5 Isabel Province Early Childhood Education teachers from the province in each Early Childhood Education intake at Solomon Islands College of Higher Education in 2007, 2008 and 2009; and eventually train at least 2 Early Childhood Education teachers per centre.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED, TTDO
E19	Teacher selected for SICHE have a minimum of 2 years field experience.	Ensure Early Childhood Education teachers have at least 2 years field-based training before enrolling at the Solomon Islands College of Higher Education.	Ongoing, 2007- 2009	TTDO ,SOE, Provincial Education Authorities,
E20	ECE teachers trained at provincial level using Field Based Package	Develop training packages for Early Childhood Education teachers at provincial centres in Isabel, in liaison with Solomon Islands College of Higher Education, including 5 teachers trained each year (2007, 2008 and 2009) using field-based training.	Ongoing, 2007- 2009	ECED, PEA
E21	Teacher selected for field based training attained form 5 or equivalent education.	Require entry standards for any intake for Early Childhood Education field-based training and for Solomon Islands College of Higher Education training programmes have a minimum of completion of Form 5 or an equivalent qualification.	By end of 2007	SOE, Provincial Education Authorities, TTDO
E22	Consider feasibility of a ECE teacher training centre	Consider establishing its own Early Childhood Education training college campus in future, in order to offer Solomon Islands College of Higher Education courses.	2009	SOE, Provincial Education Authorities, TTDO, Provincial Government

E23	Achieve the target of 1:15 teacher to pupil ratio.	Maintain the teacher: pupil ratio at 1:15 in order to provide a quality learning environment and to protect children's safety.	By 2009	Teaching Services Division, PEAs, ECED
E24	Teachers are inspected and registered.	Inspect, confirm and register all trained ECE teachers in ECE centres	2007 to 2009	Inspectorate, PEA, TSD
E25	Teacher supply model developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Education Authority
E26	Increase in SICHE intake	Pursue with the Solomon Islands College of Higher Education to increase its intake into Early Childhood Education teacher training.	2008	ECED, TTDO, PEAS, SICHE

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

No	Output/ Milestone	Activity { See also pp. 30 - 31 }	Time frame	Responsibility
E27	Improve the quality of the ECE teaching work force using the "light house" model	Establish a "lighthouse" or "model centre" where field-based training can take place, and where teachers can learn to set up spaces for Early Childhood Education requirements.	Initial centres by end of 2007, and ongoing	ECE- and PE-division, Provincial Education Authorities, Communities

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

No	Output/ Milestone	Activity { See also p. 30 }	Time frame	Responsibility
E28	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning.	2007 - 2009	ESE, PEA, Communities
E29	Quality curriculum for ECE developed Teacher resource books are used	Participate with the Curriculum Development Centre to develop a standard teachers' resource book for Early Childhood Education.	End of 2008	Curriculum Development Centre, ECE-division
E30	Curriculum guidelines and learning materials for Isabel developed	An effective early childhood curriculum will assist in shaping and developing each child's future. A future goal will be to develop curriculum guidelines and suitable learning materials for early childhood education in Isabel Province.	2009	Curriculum Development Centre, ECE-division, PEA, ECE teachers

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

No	Output/ Milestone	Activity { See also pp. 31 – 33}	Time frame	Responsibility
E31	Increased number of quality in-service training to ECE-teachers and increased participation of ECE-teachers in in-service training	Develop plans and training packages for ECE teachers at provincial centres, including strategies on how to upgrade the skills and competencies of ECE teachers who have undertaken some field-based training.	Implemented in 2008 & 2009	SICHE CDC, <u>ECE-division</u> , Provincial & Private Education Authorities

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

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

No	Output/ Milestone	Activity { See also pp. 32 - 33}	Time frame	Responsibility
E32	Provincial Early Childhood Education Committee established	Setting up an Early Childhood Education Committee to draw up a yearly plan, to plan fund raising, and to apply for donor funding. Ideally each Early Childhood Education centre should also establish its own Early Childhood Education committee to plan for Early Childhood Education development in its area, as the development of local support and initiatives would avoid creating an additional burden on the province's limited financial resources.	Mid 2008	Communities, Provincial Education Authority
E33	ECE Education Officer and regional ECE coordinator appointed	An educational officer and a regional coordinator is appointed and plans are also made for possible appointment of regional co-ordinators.	End of 2009	MEHRD, Education Authority

Objective 4.2: To develop, revise or finalise policies for the different sub-sectors or cross cutting areas				
No	Output/ Milestone	Activity { See also pp. 28 - 33}	Time frame	Responsibility
E34	Finalisation of ECE- policy	Finalise Early Childhood Education policy, setting out the policy on access to ECE, teacher training, facilities development, the relationships between MEHRD, Provincial and Private Education Authorities and communities, the Early Childhood Education curriculum, and how funding of teacher salaries and Early Childhood Education participation will be managed.	By 31 December 2007	ECE- Division, Provincial Education Authorities, Provincial ECE officers, TA
E35	Consultations done with communities for ECE/PE	Pursue with the Ministry of Education and Human Resources Development to consider restricting the age of entry to Early Childhood Education to age 4, in order to ease the already overstretched resources in terms of teachers, finance and classroom materials.	Early 2008	Education Authorities, MEHRD
E36	Registration criteria for ECE-centres is developed and used	Establish policy and criteria for registration of Early Childhood Education Centres that meet minimum quality standards, in conjunction with the Ministry of Education.	2008	Primary and <u>ECE-division</u> Provincial Education Authorities

12.2. Schedule of Activities: Primary Education

Strategic Goal 1:		To provide equitable access to quality basic education for all children in the Solomon Islands		
Outcome 1 (ACCESS and EQUITY):		All children in the Isabel Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders		
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 37 - 39 }	Time frame	Responsibility
P1	Stock take all schools and data base in place (SIEMIS capturing these data)	Undertake a stock take of all primary school infrastructure including classrooms, specialist classrooms, provision of water and sanitation, furniture and equipment in schools, staff housing, & dormitories to establish a database of current school infrastructure in the Province, to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms (both under-use and over-crowding)	By mid of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P2	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008 - 2009.	By end of 2007	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
P3	Provincial school infrastructure plan including cost	Provide a complete cost for infrastructure programme for primary schools in Isabel province, including mapping and provincial planning, and a list in priority order of primary where facilities require development or maintenance based on need (according to three categories: urgent priority, high priority, medium priority), and identifying the specific facilities required.	Completed by the end of 2008	PCRU, Infrastructure team, Division Primary Provincial Education Authorities
P4	Minimum school standard established and used by Province	Establish a minimum school standard (infrastructure/ water and sanitation /management /learning resources) and adopted to assist the Province with the education action plans.	By end of 2008	Infrastructure team Primary Division, Provincial Education Authorities
P5	Increased classroom furniture	Provide appropriate furniture needs for classrooms.	2007 to 2009	PEAs and communities
P6	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees
P7	Staff housing based on	Standardised staff housing, based on a set of minimum standards.	2008 and	Education Authority,

	standards used		onwards	School Committees
P8	All school land registered	Register land where schools are located.	End of 2009	Education Authority, School Committees
P9	Identified schools storage and library facilities improved	Identify 20 schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	<u>PCR</u> , Infrastructure team, Division Primary Provincial Education Authorities
P10	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Isabel Province will be explored, including creating classroom environments that are conducive to learning.	2007 and 2008	Education Authorities, Inspectorate
P11	Awareness conducted on value of schooling.	Conduct awareness programmes for children on the value of schools.	2008	Provincial Education Officers and School Inspectors;
P12	School Infrastructure Plan implemented	Implementation of National School Infrastructure Plan i.e. improve or renovate any existing sub-standard facilities in schools and/or construct new facilities where expansion is required, based on the school facilities development plan priority list, including identification of needs for school furniture (desks/ chairs/ benches), identification of a source of funding, and purchase and delivery of the furniture.	From 2009 onwards	Provincial Education Authorities (Provincial teams) and Infrastructure team with Communities

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

No	Output/ Milestone	Activity { See also p. 41}	Time frame	Responsibility
P13	Central Government contributes 60% of Primary school cost	Provide necessary support to facilitate the central Government contribution of 60% of total costs (central Government will fund teacher salaries, will provide grants, and will provide training and curriculum materials, and may assist with the development of facilities).	2007 and Ongoing	Central Government
P14	Provincial Central Government contributes 30% of Primary school cost	Meet 30% of total costs (possibly shared between provincial education authorities and other church education authorities) in funding materials, equipment, and learning resources, some administrative support, and possibly assistance with the development of facilities.	2007 and Ongoing	Education Authorities
P15	Parents and Communities contribute 10% of Primary school cost	Get parents and communities to contribute 10% of total costs (parents will continue with contributions and other activities necessary for running of school, like support to infrastructure projects).	2007 and Ongoing	Parents, Communities
P16	Grants paid to schools on enrolment	Provide necessary data and facilitate grants paid to schools at \$200 per student are on a per capita basis and is based on the total enrolment in each primary school.	2007 and onwards	MEHRD, Provincial Education Authority
P17	Awareness on ownership of school mounted	The Isabel Provincial Education Authority will provide materials and stationery and will carry out community awareness programmes on ownership of schools.	Commence 2008	Education Authority, School Committees

P18	Schools communities provide lands and raise funds to support schools	Promote awareness on schools, parents and communities responsibilities to provide land and buildings, and participate in fund raising and to raise extra funds if required.	2007 and Ongoing	Parents, Communities, NGOs.
-----	--	---	------------------	-----------------------------

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

Objective 1.3: Children, students and people with special needs

No	Output/ Milestone	Activity { See also p. 37 – 39 }	Time frame	Responsibility
P19	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Province.	By end of 2008	CT, PMT with Technical Assistance
P20	Survey results of students with disability	Investigate the extent of student with disabilities in primary schools.	By end of 2008	CT, PMT with Technical Assistance

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

No	Output/ Milestone	Activity { See also pp. 37 – 39 }	Time frame	Responsibility
P21	Survey on net-enrolment to PE Policy developed to aim at EFA-goals (Revision of Education Policy)	Organise survey on school enrolment, out of school children to support for a policy that ensures a place is available for every child of primary school age.	Survey analysed by mid of 2008 Policy by end of 2008	Primary Division Provincial Education Authorities
P22	Awareness carried out through out the Province	Conduct awareness programmes for children, communities and parents on the value of education, and in particular on the value of educating girls.	2007 and onwards	Teachers, Education Authorities
P23	Communities far from existing primary schools established.	Consider where necessary and appropriate, the creation of further extension schools in order to ensure that access is available for students living in remote parts of the province. Consideration should be given to the establishment of extension schools in locations like Hirolegu, Talise, Midoru, Siligodu, Hurepelo, Kolopakisa, Hageulu, Koge, Kolokofa and Babahaero in order to provide better access for students to attend primary school.	End of 2007	Teachers, Education Authorities, Primary Division PEA
P24	Increased number of Child Friendly Schools	<ul style="list-style-type: none"> Increase and promote the Child Friendly School Project, since this initiative is a project piloted by UNICEF in Isabel. This will also look at 	2007 - 2009	PEAs, PED, PIU, UNICEF

		sustaining the program by: <ul style="list-style-type: none"> ○ Increase the light house model; ○ Appoint a permanent officer to coordinate the program; ○ Provide appropriate logistical support ; and ○ Build a house for the officer. 		
--	--	--	--	--

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

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

No	Output/ Milestone	Activity { See also pp. 40 - 41 }	Time frame	Responsibility
P25	Untrained teachers trained using field based model	Encourage untrained teachers to undertake training, and their attendance at suitable programmes will be facilitated through a field-based training programmes.	Ongoing, 2007-2009	SOE, TTDO, Provincial Education
P26	Recruit additional teachers on merit.	Recruit additional teacher trainees on merit who will then be sent to Solomon Islands College of Higher Education to gain appropriate teaching qualifications.	2007 – 2009	TSD, TTDO, EAs, SICHE
P27	Negotiated quota for teachers to enrol at SICHE	Ensure a fair intake from Isabel Province get access to training through scholarships.	2008	TSD, TTDO, EAs, SICHE
P28	Five teachers trained each year	Support training of at least 5 trainee teachers from the Isabel Province each year for the next 3 years through the pre-service teacher training programme at Solomon Islands College of Higher Education, with appropriate training for teachers to manage composite classes including children at different levels.	2007 to 2009	SOE, TTDO, Provincial Education
P29	Teachers upgrade qualifications with Diploma and degrees	Encourage teachers with diplomas to upgrade their diplomas to degrees and certificate Teachers to upgrade to diplomas.	2007 to 2009	SOE, TTDO, Provincial Education
P30	Teachers upgrade qualifications and training through a number of options.	Offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's lahara teacher training programme.	2007 to 2009	SOE, TTDO, Provincial Education
P31	PE teacher development	Assist at least 20 primary school teachers in each year to gain access to in-service		SOE, TTDO,

	plans prepared and increased enrolment	training programmes with an emphasis in science and weaker subject areas.	2007 to 2009	Provincial Education
P32	Fill vacancies with trained teachers	Advertise current teaching posts that are vacant in order to attract trained teachers to the province.	2007 to 2009	SOE, TTDO, Provincial Education
P32	Minimum teachers housing is built for teachers	Address accommodation for teachers as a means of recruiting and retaining qualified staff.	2007 - 2009	School Boards, Communities, PEAs, PIU/PCRU

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

No	Output/ Milestone	Activity { See also pp. 39 - 41 }	Time frame	Responsibility
P33	Improved and timely assessment of teachers of appropriate implementation of curricula	Assist inspectors to decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments Education officers trained and specialised in monitoring curriculum implementation Head teachers and principals will play a supportive role in teacher assessment	2007	Inspectorate, Provincial Authorities, CDC
P34	All schools visited in a year	Undertake regular visits to schools by Provincial Education Officers and School Inspectors, to monitor if pupil numbers are increasing, to identify the locations where any increases are occurring, and whether there is overcrowding, and to ascertain how schools are managing any increases in enrolments;	Ongoing each year	Provincial Education Officers and School Inspectors;
P35	School radio broadcast programme implemented	Pursue with the Ministry of Education to speed up its implementation of the School Broadcasting Programme over SIBC or other radio stations.	2009	MEHRD, PEAs,
P37	Monitoring report presented to PMT	Monitor and determine if the recent decision to increase salaries for teachers is resulting in an improvement in teaching.		Inspectors, PE and SE Divisions, PEAs, PRCU
P38	Phasing out of SISEE and	Develop a plan and timetable to phase out the Solomon Islands Secondary Entrance Examination.	By end of 2009	NESU, Primary and Secondary Division, EAs

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

No	Output/ Milestone	Activity { See also pp. 39 - 40 }	Time frame	Responsibility
P39	Local curriculum used in schools	Encourage the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing in order to develop a ' <i>homegrown curriculum</i> '.	2008	CDC, in cooperation with schools
P40	Creation of a Curriculum Officer post	Consider the creation of a Curriculum Officer post at the provincial education office to run in-service courses and to monitor the implementation of curriculum materials in primary schools.	End of 2009	CDC, Provincial Education Office

P41	Submission to incorporate health and physical education in the curriculum	Suggest the incorporation of basic health education and physical education at an appropriate level in the primary school curriculum	2008	CDC, PEAs,
P42	Inservice training on Nguzu Nguzu materials delivered	Provide more in-service training on Nguzu Nguzu materials through more decentralised training modes.	2007 and ongoing	TTD, PEA, Inspectorate
P43	Students read given number of books each term	Encourage the teaching of reading in the first three years (Preparatory, standards 1 and 2) of primary school.	2007 and ongoing	Inspectorate, Schools
P44	Principals of PE and CHS hold joint curriculum inservice training	Provide opportunities to Principals of Community High Schools with primary schools to attend and be attached at in-service training on curriculum materials for primary teachers, and enable those Principals to hold school-based workshops.	2007 and ongoing	CDC, TTD, PEA, Inspectorate
P45	Achieve one child to one text book ratio	Provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1.	By 2009	CDC, Education Authority
P46	Annual stock take at the end of each year	Carry out an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.	2008	CDC, Education Authority

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

No	Output/ Milestone	Activity { See also pp. 39 – 40 }	Time frame	Responsibility
P47	Teachers' guides and student texts books developed	Continue development and production of teachers' guides and student text- books to support the national curriculum, with a focus on learning materials to support the learning of English, Maths , 3 primary subjects (Science, Social Studies, Health Education)	Ongoing, 2007-2009	CDC, in cooperation with international publisher
P48	Increased number well functioning libraries	Promote libraries and readership Support to establishment and expansion of libraries and provision of reading materials.	Ongoing, 2007-2009	NLS, Provincial Authorities
P49	A functioning library in provinces	- Revive provincial libraries - Connect provincial libraries to Internet - Expand School Library Association with provincial representatives	From 2008 onwards	NLS, Provincial Authorities

Objective 3.5.		Continuous Professional Development for all education staff		
No	Output/ Milestone	Activity { See also pp. 40 – 41 and 42 – 43 }	Time frame	Responsibility
P50	School and provincial professional development plan.	Encourage each school to 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.	2008	TTDO, PEAs, Schools, TSD,
P51	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools. Increase co-operation between CDC, TTDO, SOE in designing a capacity building strategy and in-service training packages for teachers and education staff.	Ongoing, 2007-2009	TTDO and SICHE (SOE), with CDC, USP, & Provincial Education Authorities
P52	Induction training and capacity building for head teachers and principals developed and organized through modules.	Provide capacity building programmes to improve management skills of Head Teachers/ Principals, and induction training for new Head Teachers/ Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants Develop modules, organise try outs, review, printing and distribution	Development of modules by mid of 2008 Implementation of training programme from mid of 2008 & 2009	Primary and Secondary Division, Teaching Service Division, TTDO, Provincial and Private education authorities, Accounts and Administration Division
Objective 3.6.		Monitoring and assessment of sound standards of student literacy and numeracy and students' progress in other subjects		
No	Output/ Milestone	Activity { See also pp. 39 - 41 }	Time frame	Responsibility
P53	- Pilot scheme introduced for use of vernacular - Improved performance of PE-pupils in literacy and numeracy - Policy development for vernacular in PE	Improve student language development, including establishment of a pilot scheme for use of the vernacular in primary schooling as a medium of instruction, and improve student performance in literacy (English and reading) and numeracy (mathematics).	Ongoing, 2007-2009 Pilot starts in 2007 Policy developed in 2008	Curriculum Development Centre, NESU and PE-division

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

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

No	Output/ Milestone	Activity { See also pp. 41 – 43 }	Time frame	Responsibility
P54	Cordial working relations at the school/community level.	Embark awareness and strategy to the community and the School Committee to work in harmony with the Head Teacher and staff. This includes advising communities that the welfare of the Head Teacher and his staff must be given priority by the school committee.	2007 and ongoing	School Committees and Staff , EAs
P55	Proper and transparent management of school funds	Make sure that the Head Teacher and the School Committee ensure school policies and financial instructions are in place, and that arrangements are in place for proper and transparent management of school funds.	2007 and ongoing	School Committees and Staff , EAs
P56	Headteachers participate in re-introduced training	Reintroduce Head Teacher training, and all Head Teachers will undertake management training (including staff management and resource management) and financial management training (including budgeting).	2007 and ongoing	TTDO , EAs
P57	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate
P58	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, MEHRD
P59	Increased role of Provincial actors in national and provincial education planning, budgeting and monitoring	Promote and sustain the role of Provincial Government and Authorities in planning, implementing and monitoring NEAP, and PEAP.	2007 onwards	PS, CT, PMT, PCRU, Provincial Authorities

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

No	Output/ Milestone	Activity { See also pp. 37 – 43 }	Time frame	Responsibility
P60	Policy produced on establishment of new schools	Communicate policy on establishment of new schools to communities and other authorities.	By 31 December 2007	Primary and Secondary division, PEA

P61	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Participate in development of policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools or primary schools.	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT, PEA
P62	Policy developed for 3-year tenure for head teachers and principals	Implement policy developed for minimum three year tenure for Head Teachers, Principals.	By end of 2007	TWG on Policy, NEB, PS, PMT, PEA Commission
P63	Introduction of school based assessment at primary school	Develop a plan and timetable to introduce school-based assessment into the primary school after phasing out SISEE.	By end of 2009	NESU, Primary and Secondary Division, PEAs
P64	Policy review on transfer of teachers to allow for choice	Reassess and develop the provincial policy on transfer of teachers, to consider if a system of incentives is needed, and will allow teachers more choice in future in relation to transfers.	2007	TTD, TSD, PEA
P65	Policy on vernacular in primary education	Consider ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English.	By 2007	TWG on Policy, NEB, PS, PMT, NEC, CDO

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

No	Output/ Milestone	Activity { See also pp. 41 – 43 }	Time frame	Responsibility
P66	Review of school operational grants done and improved harmonised grants system in place for different levels	Consult in an independent review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement. Implement findings of review.	2008 and beyond	PCRU, PE, SE, PIU, Accounts, Provincial Authorities
P67	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds	beginning of 2008	PE, PCRU, PIU, Accounts and PEA
P68	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, PE, and Provincial Authorities
P69	Headteacher is accountable for all school finances.	Organise short courses in administration and financial management training for Head Teachers, and Chairpersons and treasurers of school committees, then make sure that the Head Teacher are accountable for all school finances.	2007	Accounts, PE, and Provincial Authorities, TTDO

P70	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, <u>PCR</u> , PIU, Provincial Authorities
P71	An accountant employed to administer school accounts.	Consideration will be given to the creation of the post of an accountant, who is to be paid under the Public Service payroll, within the Education Division of the province. The role of the accountant will be to administer school grants, to monitor the use of the grants, to provide quarterly and annual reports on the grants, to organise training workshops for Head Teachers and School Committee Chairmen and treasurers on finance, and to develop an accounting manual for the management of the grants.	By end of 2007	PE, <u>PCR</u> , PIU, Provincial Authorities
P72	Grants disbursed directly to schools via Provincial account	The Ministry of Education will disburse grants directly to a trust account held within the Education Division in the province, and the Education Division will disburse grants to schools on a quarterly basis.	By end of 2007	PE, <u>PCR</u> , PIU, Provincial Authorities
P73	Signatories to accounts limited to headteachers, school committee chairman and Treasurer	Signatories to individual schools accounts for the grants should include the Head Teacher. The School Committee Chairperson, and the School Committee Treasurer. The system used by the current European Union funded Secondary Schools Grants Project should be adopted for the management of school grants.	By end of 2007	PE, <u>PCR</u> , PIU, Provincial Authorities, Schools Committees
P74	Quarterly reports received from schools by Provincial Education Authority	Head Teachers and School Chairpersons will provide quarterly reports to the Ministry of Education and copy these reports to the Isabel Education Authority, which will monitor expenditure.	2007 and onwards	PE, <u>PCR</u> , PIU, Provincial Authorities, Schools

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

No	Output/ Milestone	Activity { See also pp. 41 and 63 }	Time frame	Responsibility
P75	Improved monitoring of school infrastructure programmes for PE and SE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme.	From 2008 onwards	<u>PCR</u> , PE, SE, PIU and provincial authorities
P76	Improved co-ordination and harmonisation of all infrastructure programmes	Implementation of agreed findings by review team on primary education infrastructure programme.	From 2 nd quarter 2007 onwards	<u>PCR</u> , PE, SE, PIU and provincial authorities
P77	Provincial officer and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme.	From mid 2007 onwards	<u>PCR</u> , PE, SE, PIU and provincial authorities

12.3. Schedule of Activities: Secondary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands			
Outcome 1 (ACCESS and EQUITY):	All children in the Isabel Province regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which is including pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders			
Objective 1.1: Provision of an adequate number of schools, classrooms, desks, dormitories and other infrastructure				
No	Output/ Milestone	Activity { See also pp. 48 – 52 and 60 - 61}	Time frame	Responsibility
S1	Expansion of secondary access to education.	<p>Establish and build necessary infrastructure to cater expansion.</p> <p>a) Provide support for the additional extra stream in all junior secondary schools in the next three years and the establishment of any more junior secondary schools will require additional boarding facilities;</p> <p>b) Open up a new junior secondary school at Lilika, in the Havulei ward where construction has already started;</p> <p>c) Construct one more junior secondary school in Havuli in the Japuana Ward;</p> <p>d) Improve and expand facilities in existing community high schools will be improved and expanded, and one additional stream will be introduced at each school if required;</p> <p>e) Consider converting the provincial secondary schools into senior secondary schools</p> <p>f) Provide specialised classrooms where necessary, such as science laboratories for biology and chemistry, a gymnasium for physical education, specialised computer rooms with access to e-mail and standard computers, and a home economics room equipped to a reasonable standard.</p>	By End of 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)
S2	National School Infrastructure Plan of Isabel Province component implemented	<p>Implementation of National School Infrastructure Plan which will consider</p> <p>a) the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities;</p> <p>b) improve or renovate any existing sub-standard facilities in schools and/or</p>	From 2009 onwards	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)

		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.	End of 2007	
S3	Address land related issues	Give priority to resolving land related matters with stakeholders, and in particular: <ul style="list-style-type: none"> • Negotiate with the Lilika and Havuli landowners to acquire land for the new schools, and to register the sites. The land at Lilika is offered by Honourable Nelson Kile. The selection of the sites was endorsed by the Bugotu House of Chiefs, and thus it should be possible for the province to negotiate; • Consider the possible relocation of current schools if they are not up to the required standard and if the land the school is on is not registered; • Resolve land issues before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands. 	2007 to 2007	Land authorities, communities and Chiefs, PEAs, PRCU-PIU,
S4	Cost analysis of feasibility studies done	Conduct proper cost analysis and feasibility study before any new schools are built or relocated.	2008 - 2009	PCRU, Infrastructure Team, SE Division, EA
S5	Survey for all schools	Survey schools to verify actual school roll numbers by main school and extension schools, the state of current school facilities, and forecast enrolment numbers for 2008-2009 to assess the condition of all buildings, and to evaluate gaps and the occupancy rates of classrooms.	By end of 2008	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
S6	Guidelines for improved school infrastructure development for all schools	Formulate guidelines for school infrastructure development.	By end of 2008	PCRU, Infrastructure Team, Division Secondary, PA

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

No	Output/ Milestone	Activity { See also pp. 54 – 55 and 63 }	Time frame	Responsibility
S7	Sustain junior secondary education in the Isabel Province, the Community Standard Funding	Sustain senior junior education in the Isabel Province, the Community Standard Funding is implemented based on the following contribution levels: <ul style="list-style-type: none"> • the Solomon Islands Government will pay 60% of the total cost; • Isabel Province will pay 30% of the total cost; • parents & communities will pay 10% of the total cost; and • schools, parents and communities will be encouraged to raise extra funds. 	2007 - 2009	SIG, MEHRD, Provincial Government, PEA/EA, Communities/ Parents
S8	CSF confirmed and met by stakeholders.	Community Standard Funding be confirmed as follows for senior secondary schools. <ul style="list-style-type: none"> • Solomon Islands Government 40% of costs; 	2007 to 2009	SIG, Accounts, PIU, PEAs, Schools,

		<ul style="list-style-type: none"> • Education Authority 30% of costs; • parents and community 30% of costs; 		Parents,
S9	Communities build facilities in identified schools	<p>Conduct an awareness programme for communities on ownership of schools and encourage communities to build additional facilities where expansion is required.</p> <p>Identify schools with poor facilities and communities will be encouraged to improve and renovate them.</p>	2009	EA / schools Communities parents

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

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

No	Output/ Milestone	Activity { See also pp. 48 – 52 and 60 – 62 }	Time frame	Responsibility
S10	Review organised on education for pupils, students with special needs	Undertake an independent review of provision of education for people with special needs (especially children) in the Solomon Islands.	By end of 2008	MEHRD, (CT, PMT)
S11	Training of teachers on special needs education	Train teachers who have specialist skills to assist students with special learning needs, either through dedicated programmes at SICHE(SOE) or USP, or at overseas institutions.	By end of 2009	Primary, Secondary Division, with TTDO, SOE & USP

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

No	Output/ Milestone	Activity { See also pp. 48 – 52 and 60 – 61 }	Time frame	Responsibility
S12	<p>Policy and plans developed for SE</p> <p>Progress reports on achievement of objectives</p>	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.	<p>Policy/ plans developed by end of 2008</p> <p>Ongoing 2007 to 2009</p>	Secondary Division, & Education Authorities

S13	Improved gender balance.	To improve gender balance Isabel will: <ul style="list-style-type: none"> • Increase participation of girls by building an additional girls' dormitory or dormitories, or by considering the provision of schools or streams for girls only; • Introduce more subjects in the school curriculum oriented to the interests of girls; • Aim to achieve enrolment on a basis of 50% girls and 50% boys; and • Provide awareness programmes to encourage participation by female students. 	2007 - 2009	SE-Division, Provincial education authorities
-----	--------------------------	--	-------------	---

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

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

No	Output/ Milestone	Activity { <i>See also pp. 53 – 54 and 62 – 63</i> }	Time frame	Responsibility
S14	Proposal for TVET teacher training college	Pursue with the Ministry of Education and Human Resources Development to consider establishing a Teachers' Training College similar to Vanga Teachers' College (or Solomon Islands College of Higher Education could be restructured) to train teachers in the skills needed to teach practical subjects in secondary schools and Technical and Vocational Education and Training establishments.	2008/2009	PEA, TTDO
S15	Untrained teachers trained	Support untrained teachers to be trained at University of Goroka.	2007 - 2009	TTDO, PAO, SIG
S16	Untrained teachers trained for junior and senior secondary schools	In order to meet the demand for well qualified and trained senior secondary teachers, and subject to modification based on the findings of any further work that is carried out, the following strategies and activities will be undertaken: <ul style="list-style-type: none"> • provide for a total of 5 teachers, annually, with training through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable 15 teachers to have been thoroughly trained by 2009; and 	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities with TA (Waikato University)

		<ul style="list-style-type: none"> • encourage current teachers to upgrade qualifications through University of South Pacific's distance and flexible learning programme, in order to cater for teaching forms 4, 5, 6 and 7; • encourage citizens of Isabel Province who are currently teaching in other provinces and Education Authorities to return and teach in Central islands provincial secondary schools; and • consider the introduction of bonding of teachers so that they serve the province for a reasonable period. 		
--	--	---	--	--

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

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 62 – 63 }	Time frame	Responsibility
S17	Improved and timely assessment of teachers, and of appropriate implementation of curricula	Inspectors decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments. Head teachers and principals will play a supportive role in teacher assessment. Teacher appraisal policy reviewed and implemented	By end of 2008 2008	Inspectorate, Provincial Authorities Inspectorate, SOE,

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

No	Output/ Milestone	Activity { See also pp. 52 – 53 and 62 }	Time frame	Responsibility
S18	Contribution made to the curriculum review	Contribute to the review of the junior secondary curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level and Review of the senior secondary curriculum to ensure the strengthening of the linkage between form 5 and form 6 curricula.	Progress report by end of 2007	Curriculum Development Centre, SE-division
S17	Teachers trained on new curriculum materials	Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers on new curriculum to ensure that the materials are used as intended.	By 2009	CDO, TTDO
S18	CDC resources to support schools	Advocate that the Curriculum Development Centre is properly resourced so that schools have easy access to learning materials produced.	2007 and ongoing	CDO, Schools, PEAs
S19	Balanced TVET and academic biased courses offered	Technical and Vocational Education and Training (i.e. practically-based subjects with a vocational emphasis) will be given equal emphasis in schools, by comparison with academic subjects.	2007 and onwards	SE Division, CDO, Schools
S20	Teachers contribute in curriculum development	Allow teachers to participate in the writing of modules for practical subjects.	2007	SE, CDO, Schools

Objective 3.4: Provision of an adequate number of modern, relevant teaching and learning materials, facilities, equipment and materials				
No	Output/ Milestone	Activity { See also pp. 52 – 53 and 62}	Time frame	Responsibility
S21	An improved pupil: textbook ratio;	Supply curriculum materials, textbooks and equipment to junior secondary schools; Production and supplying of materials will be improved to achieve	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools
S22	Tools and equipment supplied to schools	Provide appropriate tools and equipment for practical subjects with the support of the Solomon Islands Government.	2007 – 2009	CDC, PEAs
S23	Teachers are informed of CDC produced materials, and these materials are accessible	Ensure that learning materials are produced by the Curriculum Development Centre to ensure availability and easy access, and that Solomon Islands College of Higher Education and CDC put procedures in place to let teachers know about curriculum materials that are sent to schools.	2008 and ongoing	CDC, SICHE, Schools
Objective 3.5. Continuous Professional Development for all education staff				
No	Output/ Milestone	Activity { See also pp. 53 and 62 - 63}	Time frame	Responsibility
S24	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Offer professional development opportunities (in-service training) to existing teachers to improve teaching skills and qualifications, including through USP Distance and Flexible Learning and summer schools	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S25	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
S26	Induction training and capacity building for Principals developed and organised	Improve management skills of Principals, and induction training for new Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants	Modules by 2008 Training from mid of 2008 & 2009	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division
S27	SOE provide summer school courses for untrained teachers	Negotiate with the School of Education at Solomon Islands College of Higher Education to provide pre-service teacher training, and will consider providing summer school courses to upgrade the skills of untrained teachers.	2008	TTDO, PEAs, SICHE

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

No	Output/ Milestone	Activity { See also pp. 52 – 54 and 62 }	Time frame	Responsibility
S28	Adequate and good quality tools and equipment provided for Forms 1-3	Supply an adequate number of tools and equipment for junior secondary schools (Forms 1-3) in particular for the practical skill subjects and science in order to enable teachers to teach the new syllabus and practical skill subjects.	From 2007 onwards	DC, Development Partner(s)
S29	Increased number of SE-schools with well functioning libraries	Promotion of libraries and readership. Support to establishment and expansion of libraries and provision of reading materials.	Ongoing, 2007-2009	NLS, Provincial Authorities
S30	Training provided to Principals on Careers	Provide training for Principals and teachers in management, guidance and counselling to assist the career paths and character building of students.	2008 - 2009	TTDO, SE Division
S31	Careers Advisor position reinstated	Re-instate a careers adviser and career guidance must be provided in all senior secondary schools to help students in their choice of career.	2008	PEA, TSD, Inspectorate, PMT

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

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

No	Output/ Milestone	Activity { See also pp. 54 – 56 and 63 – 64 }	Time frame	Responsibility
S32	Improved school management with strategies undertaken	<p>Improve school administration by ensuring that:</p> <ul style="list-style-type: none"> • All responsible officers should work together co-operatively. • 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 and • It is desirable that junior secondary school Principals should have a Diploma in School Administration and Management. 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy

S33	Improved school management with strategies undertaken	Improve school boards of managements by ensuring that: <ul style="list-style-type: none"> • 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. • Guide School Boards to draw up their own constitutions. 	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S34	PEAs roles and responsibilities reviewed	The roles and responsibilities of Provincial Education Authorities should be clearly stated, and subject to review every two years.	2007 and 2009	PMT, NEB, PEAs,

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

No	Output/ Milestone	Activity { See also pp. 48 – 56 and 60 – 64 }	Time frame	Responsibility
S35	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
S36	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools.	By 31 December 2007	Secondary division
S37	Policy produced on MEHRD-provincial education authorities relationship and decentralisation process	Communicate and implement policy to ensure improved co-ordination between the MEHRD and provincial and private education authorities, so that there are procedures in place to ensure more effective joint or decentralised decision-making on policies with significant downstream financial implications for central Government, such as establishment of new community high schools.	By end of 2008	TWG on Policy, NEB, Provincial Authorities, PS, PMT
S38	Phasing out of SISEE and introduction of school based assessment at primary school	Implement plan and timetable to phase out the Solomon Islands Secondary Entrance Examination and pupils progress in to form 1.	By end of 2009	NESU, Primary and Secondary Division, EAs.

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

No	Expected outputs	Activity {See also pp. 53 – 54 and 62 – 64 }	Time frame	Responsibility
S39	Audit staff using IOA process	Audit the existing education staff in provinces using the IOA process: Provincial Officers, Education Authorities, and school managers and educational institutions to identify competencies and skill gaps.	By end of 2007	CT, with support from PIU, and development partners

S40	HRD strategic plan designed for education sector	Participate in the Human Resources Development Strategic Plan which will include capacity building and Provincial and Private Education Authorities, and school managers, with a view to decentralising decision-making and strengthening all Provincial and Private Education Authorities.	First quarter of 2008	CT, with support from PIU, and development partners
-----	--	---	-----------------------	---

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

No	Output/ Milestone	Activity { See also pp. 54 – 55 and 63 - 64 }	Time frame	Responsibility
S41	Participated in the review of school operational grants	Participate in the review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement Implementation of review findings	Completed by March 2007 From 30 June 2007 onwards	PCRU, Review Team (TA) PCRU, PE, SE, PIU, Accounts, PEAs
S42	Accountants and bursars appointed Guidelines produced for grants management by provinces Decentralisation by transferring responsibilities in grants management to provinces	Education Accountants appointed by the Provincial Authority, and bursars appointed at the provincial secondary school, to support administration of both Primary School Grants & Secondary School Grants (harmonised system); Decentralisation of administration of grants to provincial level; Development of standard process/guidelines.	By end of 2007 From 2008 onwards	PCRU, PE, SE, PIU, Accounts and Provincial Authorities
S43	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds.	Full implementation by start of 2008	PE, SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S44	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, including staff of Provincial and Private Education Authorities, on the grants system.	From 2007 onwards	Accounts, PE, SE, TTDO, PCRU, PIU and Provincial Authorities, and EAs
S45	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, SE, PCRU, PIU, Provincial Authorities, EAs

Objective 4.6: Develop and implement an improved and harmonised school infrastructure programme for primary, secondary education and TVET				
No	Output/ Milestone	Activity { See also pp. 55 – 56 and 61}	Time frame	Responsibility
S46	Improved monitoring of school infrastructure programmes for secondary schools	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme. Capture data into SIEMIS.	From 2008 onwards	PCRU, PE, SE, PIU, provincial authorities, EAs
S47	Improved co-ordination and harmonisation of all infrastructure programmes	Coordination and harmonisation of all infrastructure programmes supported by SIG and different Development Partners, based on the recommendations of the internal reviews by Stabex 99/PIU on the infrastructure for secondary schools. Strengthening of infrastructure team in MEHRD.	2007 onwards	PCRU, PE, SE, PIU and provincial authorities, EAs
S48	Provincial education authorities and communities trained in management and operation of school infrastructure programme	Strengthening of provincial education offices, school committees and school boards in management and operation of the school infrastructure programme.	From mid 2007 onwards	PCRU, PE, SE, PIU and provincial authorities, EAs

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

Strategic Goal 2:		To provide equitable access to community, technical, vocational and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people		
Outcome 2 (ACCESS and EQUITY):		People in the Isabel regardless of gender, ethnicity, religion, location or disability have improved access to relevant, demand oriented community, technical, vocational or tertiary education achieved through an adequate number of schools or centres, classrooms, desks, dormitories, equipment and other infrastructure and financial support from government and other stakeholders.		
Objective 2.1:		Provision of an adequate number of schools, centres, classrooms, desks, dormitories and other infrastructure		
No	Output/ Milestone	Activity { See also pp. 67 - 69 }	Time frame	Responsibility
T1	Comprehensive TVET Plan developed	A comprehensive plan needs to be developed for the establishment of Technical and Vocational Education and Training in the Isabel Province.	2008 and beyond	PEA, SIG, Church EA, Provincial Government, TSD, PCRU
T2	Improved access through better and quality and relevant education and training facilities and infrastructure	<p>The following strategies will be adopted in order to improve or develop facilities for Technical and Vocational Education and Training:</p> <ul style="list-style-type: none"> • proper equipment and facilities will be made available to centres, • library facilities will be improved; • water supply will be improved and sanitation facilities will be constructed; • specialised classrooms and workshops need to be constructed at Garanga and other Rural Training Centres for life skills (home economics), mechanics, and carpentry; • standardised sports facilities and equipment need to be made available to each Rural Training Centre; • proper roads need to be constructed to give access to landlocked Rural Training Centres like Garanga and Kolaero; • another girls' dormitory must be built at Garanga; • married quarters are required to enable married students to attend courses; and • satellite Rural Training Centres should be set up where short block courses may be offered. 	2007 to 2009	PEA, SIG, Church EA, Provincial Government, TSD, PCRU, RTCs, Communities

T3	Church and Government partnership arrangements established on TVET development	Investigation of ways of collaborating with church education agencies to foster the development of Technical and Vocational Education and Training.	By end of 2008	Education Authorities, Church EA, Provincial Government, TSD, PCRU
T4	To improve access to post-secondary education	Prepare a forecast of unsatisfied demand for TVET over the period 2007-2015	By end of 2008	TVET-division, Provincial Education Authorities (with TA)
T5	Three Village Based TC	Establish three village based training centres, one in each year.	2007 - 2009	EAs, Communities, Prov Government

Strategic Goal 1: To provide equitable access to quality basic education for all children in the Isabel

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

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

	Output/ Milestone	Activity { See also pp. 70 }	Time frame	Responsibility
T6	Sustained junior secondary education in the Isabel Province, the Community Standard Funding	The funding of Technical and Vocational Education and Training should also be based on the Community Standard School funding. This concept is accepted and based on the following contribution level: <ul style="list-style-type: none"> • Central Government will pay 30% of the total cost; • Isabel Education Authority or Church Education Authorities will pay 30% of the total cost; • Parents will pay for 40% of the cost. 	2008 - 2010	SIG, Provincial Government, Church Education Authorities, Communities/Parents
T7	Detail cost of establishment and operation of TVET centres available	The management and Planning Committee will detail the potential projected cost of establishing and operating the Technical and Vocational Education and Training centres consistent with the Ministry of Education policy guidelines and in consultation with Church Education Authorities.	End of 2007 to 2008	PCRU, Infrastructure Team, TVET Division, Provincial Authorities
T8	Understanding on responsibility for teacher salaries brokered.	The province would have to either provide an undertaking to pay the salaries of qualified staff, or broker a suitable arrangement with an organisation that would pay the salaries of staff.	End of 2007	Education Authorities, SIG, Church Education Authorities, Provincial

				Government, TSD
Objective 2.4: Improved equal access for girls and boys, in particular in isolated locations				
	Output/ Milestone	Activity { See also pp. 66 }	Time frame	Responsibility
T9	Improved access of females to TVET training	<p>Implement the following strategies to improve access and retention in TVET for girls/women:</p> <ul style="list-style-type: none"> • Publish brochures regarding Rural Training Centres and sent to schools to provide awareness and information to students to help them make informed decisions. • Encourage girls to attend Rural Training Centres; • Provide guidance and counselling continuously by Rural Training Centres about the consequences of un Develop subjects and training which females need, or in which they have an interest, or at which they can excel; planned teenage pregnancies. 		
Strategic Goal 1 & 2:	To provide equitable access to quality basic education for all children in the Solomon Islands and access to community, technical, vocational, and tertiary education that will meet individual, regional and national needs for a knowledgeable, skilled, competent and complete people			
Outcome 3 QUALITY:	All levels and dimensions of the Isabel education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.			
Objective 3.1:	Provision of an adequate number of qualified teachers and other workers in the education sector.			
No	Output/ Milestone	Activity { See also pp. 69 – 70 }	Time frame	Responsibility
T10	Four TVET Teachers trained	The next step would be to ensure that four Isabel trainees are enrolled at Vanga Teachers' College to ensure a future supply of trained tutors.	By 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T11	Other suitable people with TVET skills undertaker special training to be tutors of TVET centres	Instructors would need to be recruited (possibly from Vanga Teachers' College) for the initial programmes to be offered at the RTCs. Alternatively, a number of individuals from Isabel Province with the necessary skills could be identified to act as tutors. These people would need to be qualified in practical subjects or trades, and would need to undertake the Adult Learner Training Programme course offered by Solomon	By 2009	Provincial Education Authority, VTC

		Islands College of Higher Education.		
T12	Training of TVET-instructors	Selectively nominate and train additional TVET tutors/instructors each year, focusing on specialised subjects (e.g. trade subjects where skilled workers are in short supply, or key skills needed in the economy)	By end of 2007, 2008 and 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T13	TVET Centres monitoring reports	Each TVET centre is monitored and a report on all aspects of each centre's operations is made to the PEA and EA and TVET Division.	2007 and ongoing	TVET-division, Provincial Education Authorities., EA

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

No	Output/ Milestone	Activity { See also p. 69 }	Time frame	Responsibility
T14	Modules chosen and used in existing and new TVET centres	Modules, which are relevant for the needs of the communities and the province, will be produced for centres to choose from. Centres will also be able to introduce a variety of subjects in their curriculum which are suited to the needs of communities and the province.	2008	TVET Division, CDO,
T15	TVET curriculum developed and tutors trained	Establish links between the Curriculum Development Centre and the Technical and Vocational Education and Training Centres in the development of a Technical and Vocational Education and Training curriculum. In addition Technical and Vocational Education and Training instructors need to be trained to use new curriculum materials.	2007 to 2009	TVET Division, CDO,

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

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

No	Output/ Milestone	Activity { See also p. 70 }	Time frame	Responsibility
T16	A Management and Planning Committee is established and manages its functions.	For effective management of Technical and Vocational Education and Training in the province, the following will be undertaken: <ul style="list-style-type: none"> a Management and Planning Committee will be established; this Management and Planning Committee would become the Board of Management for the new rural training centre when it becomes operational; and 	By end of 2007 and then onwards operates.	TVET division, Provincial and church education authorities

		<ul style="list-style-type: none"> the Management and Planning Committee would establish policies for delivery of Technical and Vocational Education and Training in the province, would identify a source of funds to pay salaries and run the Centre, would appoint the initial Principal, and would provide governance and ongoing support for the Centre. 		
T17	TVET centres operate autonomously under a board of management	Provide support to Technical and Vocational Education and Training centres to be autonomous, with each Board of Management being responsible for governance of its Technical and Vocational Education and Training centre, and the Principal and staff responsible for day-to-day operational management.	2008	PEA, CEAs, TSD,, RTC TVET Division
T18	Finance, management and guidance training given to principals	Provide management training for the Principals, including financial management training, staff management training, and training in counselling and guidance services so that students receive appropriate guidance in course selection and career guidance.	2007 to 2009	Accounts, RTC, TTDO, TVET Division
T19	Transparent and robust process to appoint principals	Put in place a process to appoint a desirable Principal (as the chief administrator) who have as a minimum qualification of a Diploma in Education and/or a Diploma in Education Administration.	2008	PEA, CEAs, TSD, TVET Division

ABBREVIATIONS

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