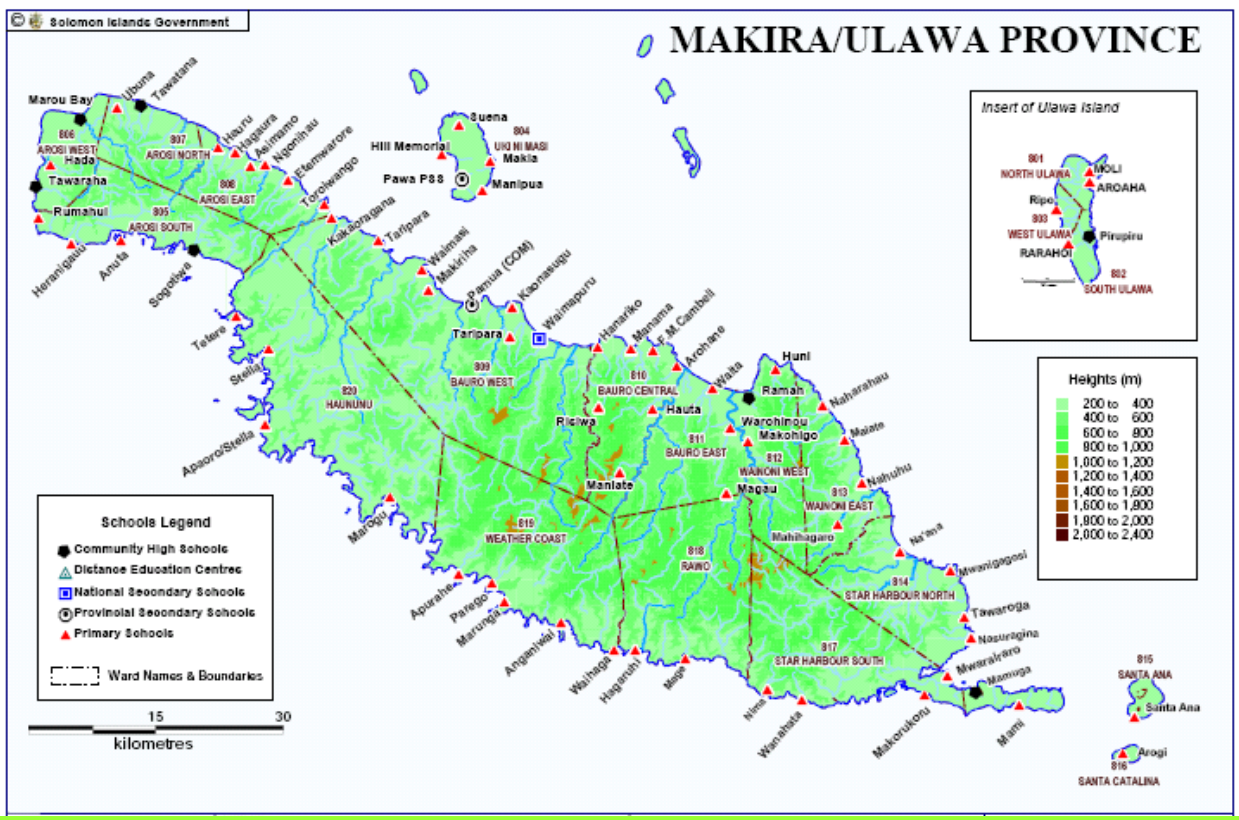
Makira-Ulawa Province

Solomon Islands

PROVINCIAL EDUCATION ACTION PLAN

2007 – 2009



Provincial Education Office
Kirakira, Solomon Islands
August, 2007

PROVINCIAL EDUCATION ACTION PLAN 2007 – 2009

Makira - Ulawa Province

=

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

ACKNOWLEDGMENTS

The Makira Ulawa 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 Makira Ulawa Province who have untiringly committed their time and effort towards this Plan.

We acknowledge the contribution of the following people:

Hon. John Mamafe,	Provincial Government , Premier Makira Uluwa Premier
Hon.Stephenson Piringisau	Makira Ulawa (Former Premier)
Hon. Charles Ureie,	Provincial Government Minister for Tourism,
Hon. Gad Hagasuramo	Deputy Premier
Mr. Andrew Nanauoha,	Provincial Secretary
Mr. Gabriel Aramara,	Former Chief Education Officer
Mr. Hunter Masuguria,	Senior Planning Officer
Mr. Alex Pwahe,	Education Officer, TVET
Ms. June Sunaone,	Former Education Officer, Early Childhood Education
Mr. Joe Takeli,	Former PEO, Inspectorate, Secondary Schools
Mr. Simon Wamela,	SEO, Inspectorate, Primary Schools
Mr. Andrew Sorensen,	NZVSO, In-service Training Officer
Mr. Henry Rata,	SEO, Administration
Mr. Emelio Wegu,	Principal Pawa Provincial Secondary School (2004)
Mr. Dick Waitara,	Community High School Principal
Mr. Stanley Angisi,	Community High School Principal, Sogotiwa, (2004)
Mr. Julian Treadaway,	Teacher, Pamua Secondary School (COM), 2004
Mrs. Joyce Murray,	Civil Society Representative
Ms. Everlyn Kahia,	AusAID CPRF Project Supervisor 2004
Stanley Karuo'o,	TTDO, Ministry of Education and Human Resources Development
Aseri Yalangono,	Director of Secondary Division, Ministry of Education and Human Resources Development
Chris Mae,	SA (Teaching Service Division), Ministry of Education and Human Resources Development
Donation Houkura,	Chief Education Officer (Primary Division)

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

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

TABLE OF CONTENTS

ACKNOWLEDGMENTS 2
FORWARD 5
CHAPTER 1: INTRODUCTION 7
1.1. The Genesis of the Plan 7
1.2. The design of the Provincial Education Action Plan 7
CHAPTER 2: BACKGROUND 9
2.1. Location and Geographical Description of Makira Ulawa Province 9
2.2. Demographic Characteristics 9
2.3. Commerce and Employment 10
2.4. Health 11
2.5. Governance 11
2.6. Education 11
CHAPTER 3: VISION, GOALS, STRATEGIES, OUTCOMES AND OBJECTIVES 13
3.1. Vision 13
3.2. Goals 13
3.3. Strategies 13
3.4. Outcomes and Objectives 14
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility 16
3.6. Design of the Provincial Education Action Plan 17
CHAPTER 4: BASIC EDUCATION 18
4.1. Definition 18
4.2. Principles of Basic Education 18
CHAPTER 5: INDICATORS, TARGETS, MINIMUM STANDARDS, ... 19
PERFORMANCE ASSESSMENT FRAMEWORK , SIEMIS 19
5.1. Performance Assessment System 19
5.2. Indicators, Targets, Minimum Standards 20
5.3. Status of Makira Ulawa Province 22
CHAPTER 6: EARLY CHILDHOOD EDUCATION 23
6.1. Definition 23
6.2. Current Situation 23
6.3. Future Directions 26
CHAPTER 7: PRIMARY EDUCATION 32
7.1. Definition 32
7.2. Current Situation 32
7.3. Future Directions 34
CHAPTER 8: JUNIOR SECONDARY EDUCATION 39
8.1. Definition 39
8.2. Current Situation 39
8.3. Future Directions 42
CHAPTER 9: SENIOR SECONDARY EDUCATION 47
9.1. Definition 47
9.2. Current Situation 47
9.3. Future Directions 50
CHAPTER 10: TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING 54
10.1. Definition 54
10.2. Current Situation 54
10.3. Future Directions 56

CHAPTER 11: ROLE OF STAKEHOLDERS AND MANAGEMENT OF RESOURCES....60
11.1. Introduction....60
11.2. Role of Stakeholders....60
11.3. Conclusion....63
CHAPTER 12: SCHEDULE OF ACTIVITIES....64
12.1. Schedule of Activities: Early Childhood Education....64
12.2. Schedule of Activities: Primary Education....71
12.3. Schedule of Activities: Secondary Education....82
12.4. Schedule of Activities: Technical and Vocational Education and Training....93
ABBREVIATIONS....98

LIST OF TABLES

Table 1: Makira-Ulawa Population Projections, 2007 – 2010....9
Table 2: Makira-Ulawa School Age Population Projections for 2007, By Level and Gender....10
Table 3: Status of Makira-Ulawa against national minimum standards....22
Table 4: Teaching staff, Early Childhood Education Centres, and Enrolments, 2006, by Constituency....23
Table 5: Total Enrolments by Gender & By Constituency....24
Table 6: Total Establishment, Trained and Untrained Early Childhood Education Teachers, 2006....25
Table 7: Makira Ulawa Population Projections, 3-5 Age Group, 2007 to 2010....26
Table 8: Total Teaching Staff, Primary Schools and Enrolments, By Constituency, 2006....32
Table 9: Primary Education Enrolments by Gender By Constituency, 2006....33
Table 10: Total Establishment, Trained and Untrained Teachers....33
Table 11: Makira Ulawa Growth Potential for Primary Schools, 2007 to 2010....34
Table 12: Primary Education projected indicative grant for 2007 to 2009....38
Table 13: Total Teaching Staff, Junior Secondary Schools, and Enrolments by Constituency, 2006....39
Table 14: Enrolments by Gender by Constituency, 2006....40
Table 15: Total Establishment, Trained and Untrained Teachers, By Constituency, 2006....41
Table 16: Makira Ulawa Growth Potential for Junior Secondary Schools, 2007 to 2010....42
Table 17: Makira Ulawa, Form 1 Projections, By Constituency, 2007-2010....43
Table 18: Total Teaching Staff, Senior Secondary Schools, and Enrolments by Constituency....47
Table 19: Total Enrolments by Gender and by Constituency....48
Table 20: Total Senior Secondary Teacher Establishment, Trained and Untrained....49
Table 21: Senior Secondary Enrolment Projections, 2007 to 2010....50
Table 22: Total Technical and Vocational Education and Training Teaching Staff, Centres, and Enrolments by Constituency....55
Table 23. Total Enrolments by Gender and by Constituency....55
Table 24. Total Technical and Vocational Education and Training Establishment, Trained and Untrained Teachers....56
Table 25: Enrolment Projections, 2007 to 2010....57

LIST OF FIGURES

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

FORWARD

It is a pleasure for me to introduce to our people this Provincial Education Action Plan for Makira Ulawa. 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 Makira Ulawa 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 Makira Ulawa 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 Makira Ulawa 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 Makira Ulawa Provincial Education Action Plan.

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

The extent of the improvements needed in education in Makira Ulawa 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 Makira Ulawa Province to you.

……
Honourable David Horesi
Provincial Minister for Education

CHAPTER 1: INTRODUCTION

1.1. The Genesis of the Plan

This Provincial Education Action Plan for Makira Ulawa 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 Makira Ulawa 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 Makira Ulawa Provincial Education Authority and of the Church education authorities have now been incorporated into this Provincial Education Action Plan for Makira Ulawa.

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 Makira Uluwa 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 17 sets out the relationship between the high level strategic goals and statements of outcomes, the key strategies, the more specific objectives, and the particular activities and outputs that have emerged as priorities from the workshops the Ministry of Education and Human Resources Development.

1.2.2. Sections of the Plan

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

1. The Definition:

This section gives a brief definition of the sector

2. The Current Situation:

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

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

3. Future Directions:

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

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

CHAPTER 2: BACKGROUND

2.1. Location and Geographical Description of Makira Ulawa Province

Makira Ulawa Province consists of Makira (San Cristobal) Island, one of the largest in the chain of islands forming the Solomon Islands, Ulawa, Ugi ni Masi, Pio, Santa Ana, and Santa Catalina islands. The Three Sister Islands, which are not permanently inhabited, are part of the province. The Province is located between 8 to 11 degrees south and 161 to 162½ degrees east.

The main islands in the province are volcanic, while the smaller islands are low lying atoll islands. Makira, the main island, is mountainous, with the north east part of the island relatively flat. The southern part of Makira Island, also known as the Weather Coast, is steep and rugged, mostly right to the coastline. This is an important geographical feature, which impacts on the distribution of population and service delivery in the Province.

The Province has a total land area of 3,230 square kilometres.

The main island of San Cristobol is largely of rugged terrain with rich tropical flora and fauna. The smaller islands and coastal regions are rich in marine resources. The Arosi Plateau, the Hariga Basin Wairaha areas, and Warihito basin offer potential for agricultural development. The rest of the main island is rich in forest resources, though rugged and mountainous.

2.2. Demographic Characteristics

The last population census held in 1999 revealed that Makira-Ulawa Province had a population of 30,668. The population projections for Makira-Ulawa Province from 2007 to 2010 are set out in the Table 1 below.

Table 1: Makira-Ulawa Population Projections, 2007 – 2010

Years	Population Projections		
	Male	Female	Total
2007	19,384	18,290	37,674
2008	19,851	18,733	38,584
2009	19,151	18,972	38,123
2010	20,773	19,613	40,386

Source: Statistics Office 1999 Census

According to the 1999 Census, the school age population in Makira-Ulawa Province was 10,323 people. Out of this number, 5,404 were males and 4,919 were females. The school age population in this context refers to those who might be expected to attend primary and secondary schools (the school age population is assumed to include all people of ages 6 to 18 inclusive).

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

Table 2: Makira-Ulawa School Age Population Projections for 2007, By Level and Gender

Age	Level	Male	Female	Total
6	Prep	574	533	1,107
7	Prim1	569	526	1,095
8	Prim2	524	472	996
9	Prim3	518	463	980
10	Prim4	511	452	963
11	Prim5	504	441	945
12	Prim6	496	431	927
13	JS1 (F1)	425	369	793
14	JS2 (F2)	418	364	782
15	JS3 (F3)	410	360	770
16	SS1 (F4)	402	354	756
17	SS2 (F5)	398	354	752
18	SS3 (F6)	381	344	725
Total		6,131	5,463	11,593

2.3. Commerce and Employment

The main economic activities for Makira Ulawa Province are in agriculture, forestry and a limited number of small scale commercial ventures. Copra and cocoa farming are the main source of income for rural small scale producers. Small scale rural fisheries have potential, but growth is restricted by the absence of markets, infrastructure, facilities and technical support.

Banking and telecommunications are located in Kirakira, the Province's headquarters. Elsewhere, these services are insufficient.

Employment and trading activities are restricted by the poor infrastructure and support services to the province.

Forestry, an industry with huge potential, is expanding, with the operation of a number of large scale logging companies and small operators present in the province. There is, however, a need for the province to manage forest resources to monitor undesirable environmental impacts, sustainability and reforestation.

The tourism sector is relatively small. There are no major hotels in the province. Small operators are present in Kirakira, and a number of eco-tourism small holders are running in Ulawa, Santa Ana and in some areas of San Cristobol Island.

Subsistence farming is the main occupation for people in the province. The commercial sector is small, based on a few commercial activities, and therefore engagement in employment in the formal sector is low.

2.4. Health

Makira Ulawa Province has only one Provincial Referral Hospital, located at Kirakira station. A department dealing with training and other administrative functions is also part of the establishment at the Provincial hospital. Major medical cases are referred to the National Referral Hospital in Honiara. There are 19 registered nurses manning the essential services as well as attending to other duties. A qualified medical doctor is also on the staff. There are 17 Area Health Clinics, 12 Aid posts, 7 Village posts and 28 registered aid posts in the Province.

2.5. Governance

The Makira Ulawa Province government was formed under the Provincial Government Act 1979 under which certain powers and functions were devolved to the Makira Ulawa Provincial Government.

The provincial government functions like other provinces, with elected Provincial Assembly members to represent each of the twenty wards. Provincial elections take place after every four years.

The Provincial Executive is appointed by a Premier, who is elected by the members of the Provincial Assembly, and who presides over the Provincial Executive to oversee governance of the province.

Administrative support to the provincial government is provided by seconded public servants in the key service areas such as health, agriculture, fisheries, tourism and education, headed by a Provincial Secretary who is responsible for the overall management and administration of the affairs of the province.

Like all other provinces in the country, good governance issues at both national and provincial government level are of great concern, as such issues affect the quality of delivery of services to the people. It is also common, as in many other provinces in the country, that provincial political decision makers regularly encroach on administration and management of services.

The delivery of services in the Province is affected by a number of factors, including the capacity of the Province to generate enough revenue to meet its obligations, the inadequate economic infrastructure to facilitate development, the human resource capacity of its staff, and geographical characteristics along with isolation.

2.6. Education

The Education Authorities providing education services in Makira Ulawa Province are the Provincial government itself, individual communities, the South Seas Evangelical Church, the Church of Melanesia, the Seventh Day Adventist Church and the Roman Catholic Church. Education in the province begins at early childhood level and proceeds through primary, secondary and technical and vocational education and training.

The Provincial government and its people fully recognise that education is the basis to achieve sustainable socio-economic development through human resource skill development. This recognition is in support of Ministry of Education and Human Resources Development reforms to develop basic education, as well as a rethinking of the current educational environment to address the human resource development needs of the Province.

The number of educational institutions currently operating in the province is as follows:

Primary Schools/Extensions	-	57 (nine are extension schools)
Community High Schools	-	14
Provincial Secondary Schools	-	1
National Secondary Schools	-	2 (including Pamua)
Rural Training Centres	-	4 (including Pamua)

The net enrolment ratio (2006) for the Province has a relatively high enrolment rate at primary school level, at 81.3%. At secondary school level, however, the enrolment ratio declines substantially. This decline presents a challenge in planning how the retention rate at secondary level can be achieved when the Solomon Islands Secondary Entrance Examination is phased out.

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

3.1. Vision

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

> *It is the vision of Makira-Ulawa Province to provide for its people educational opportunities that promote lifelong learning for self-reliance, sustainability, respect, unity and good governance in meeting the socioeconomic needs of its people in harmony with its cultures and resources.*

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 Makira - Ulawa 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 Makira - Ulawa 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 Makira - Ulawa 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; and
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 Makira - Ulawa 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 Makira - Ulawa 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 Makira - Ulawa 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.

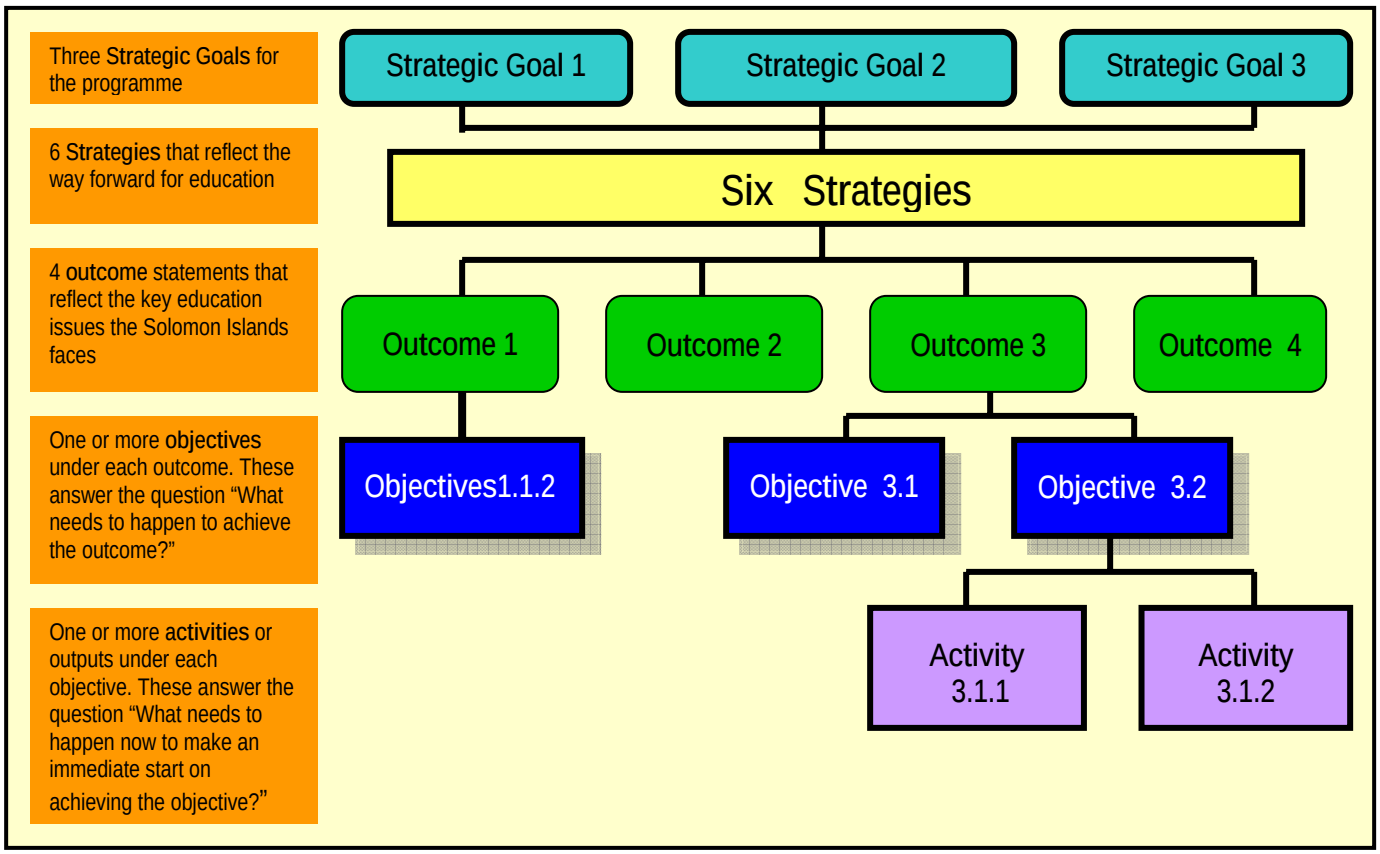
3.5. Schedule of Activities – Outputs, Activities, Timeframe and Responsibility.

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 64. The activities in the Schedule of Activities are cross referenced to the core activities highlighted within each sector.

3.6. Design of the Provincial Education Action Plan

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

Figure 1: 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 (Makira-Ulawa Province) and to the nation (Solomon Islands).

It is the level of education that constitutes the foundation stage offered to all children. In Makira-Ulawa 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 Makira-Ulawa 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 Makira-Ulawa 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.
Makira-Ulawa 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 Provincial Secondary SchoolC).

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.

Makira-Ulawa 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 ratio[1] 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 Makira Ulawa Province

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

Table 3: Status of Makira-Ulawa against national minimum standards

	Standard	Achievement	Result[2]
1	Net enrolment ratio, Early Childhood Education (20%)	35.9%↗	Standard met
2	Net enrolment ratio, primary (100%)	81.3%↘	Standard not met
3	Net enrolment ratio, secondary (20%)	48.0 ↗	Standard met
4	Teachers, certified (70%)	60.1%↘	Standard not met
5	Teacher: pupil ratio, Early Childhood Education (1:15)	1:12.5↗	Standard met
6	Teacher: pupil ratio, primary (1:30)	1:26.5↗	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)	1:21.1↗	Standard met
9	Teacher: pupil ratio, National Secondary Schools (1:30)	24.5 ↗	Standard met
10	Literacy, Std 4 (60%)	41.0%↘	Standard not met
11	Numeracy, Std 4 (60%)	42.5%↘	Standard not met
12	Average number of pupils/class in primary (1:30)	26.58↗	Standard met
13	Average number of pupils/class in secondary (1:30)	42.5↘	Standard not met
14	Toilet/pupil ratio in all schools is 1:50	1:129↘	Standard not met (primary)
15	Pupil: dormitory ratio is 1:50	58.6:1↘	Standard not met (2005)
16	Clean water (primary schools only) is 100%	44.0%↘	Standard not met
17	Teachers qualified is 70%	63.5%↘	Standard not met

Source: Digest of Education Statistics, 2006

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

CHAPTER 6: EARLY CHILDHOOD EDUCATION

6.1. Definition

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

6.2. Current Situation

Early childhood education in the Makira - Ulawa is seen as a parental rather than a state responsibility. For this reason most Early Childhood Education programmes are supported by the voluntary sector rather than by the Government. Unlike urban centres, the concept of Early Childhood Education for rural communities is entirely new. For 3-6 year olds, Early Childhood Education has occurred in the form of community kindergartens and preschools.

The number of early childhood teachers, the number of early childhood centres, and the number of enrolments in early childhood education in the Makira-Ulawa Province is set out in Table 4 below.

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

Constituency	Teachers	No. of centres	Enrolment
Central Makira	26	14	391
East Makira	71	31	852
Ulawa/Ugi	20	10	204
West Makira	14	10	242
Total	131	65	1,689

Source: SIEMIS 2006 Survey Report

Key issues impacting on the Early Childhood Education level of education relate to the perception of the population that Early Childhood Education is not important, as opposed to current views by most educators who see Early Childhood Education as an important stage in a child's development. The lack of financial resources and isolation of communities also contribute to the poor state of Early Childhood Education in the Province.

An assessment of the Early Childhood Education environment in the province has identified these areas for improvement:

a. There are some trained Early Childhood Education teachers in the Province, but there is a need to increase the number of trained Early Childhood Education teachers. The difficulty of training Early Childhood Education teachers is made worse by the inadequate intake into the Solomon Islands College of Higher Education's Early Childhood Education Certificate programme;

b. Most teachers in Early Childhood Education are paid by the communities, except for a small number who completed training at Solomon Islands College of Higher Education;

c. The concept of Early Childhood Education is not well understood in the Province, and therefore community support to Early Childhood Education centres is lacking;

d. Early Childhood Education is not recognised as part of the formal education system owing to cultural and geographical reasons;

e. Facilities and infrastructure are inadequate, as a result of the absence of community support, financing and government policy;

f. Management of Early Childhood Education is not recognised as an important part of School Committee management roles;

g. Walking distance between villages and Early Childhood Education centres prevents Early Childhood Education-aged children from attending Early Childhood Education schools; and

h. As a result of these identified areas of concern, Early Childhood Education in the Province is under threat of being marginalized, though it is fully recognised by educators in the Province as a formative stage in facilitating effective learning of the child.

6.2.1. Access and Equity

The total Early Childhood Education enrolment figure of 1,689 is approximately 49% of the total estimated 3-5 age group in Makira-Ulawa in 2006 (3,425, based on the 1999 census projections). It is possible that some children older than 5 are enrolled in these Early Childhood Education centres, and that the relatively high participation rate of 49% may therefore be misleading.

The early childhood enrolments by gender and by constituency for 2006 are set out below. While there is some imbalance in favour of boys, this proportion broadly reflects the male/female proportion in the age group. There does not appear to be an equity concern in relation to access to early childhood education by gender.

Table 5: Total Enrolments by Gender & By Constituency

Constituency	Enrolment			
	Male	Female	Total	% Female
Central Makira	210	181	391	46.3%
East Makira	428	424	852	49.8%
Ulawa/Ugi	97	107	204	52.5%
West Makira	131	111	242	45.9%
Total	866	823	1,689	48.7%

Source: SIEMIS 2006 Survey Report

6.2.2. Facilities

There is a need for improvement of facilities in the province. At present, facilities in Early Childhood Education centres in the Province are characterised by:

- an inadequate and poor standard;
- variations in enrolments, so that some Early Childhood Education centres are overpopulated, and others have enrolments that are lower than average; and
- a difficulty in getting community support to contribute to maintenance of existing facilities and the building of new ones.

6.2.3. Curriculum

No formal Early Childhood Education curriculum has currently been approved for the Solomon Islands by the Government or by the Makira-Ulawa Provincial Education Authority. Most early childhood centres use the Early Childhood Education curriculum guidelines (syllabus) developed by the Ministry of Education. The Early Childhood Education curriculum is not structured, but it allows for free learning and discovery. Children at this age should be encouraged to interact in a safe environment where they can explore, learn and discover through play. A rich language environment will assist their cognitive development. An effective early childhood curriculum will assist in shaping and developing each child's future.

There are some learning materials available to support Early Childhood Education programmes.

6.2.4. Teacher Supply and Demand

Early Childhood Education teacher training in Makira-Ulawa Province is an area that needs attention. The number of teachers being trained needs to increase to match the demand for teachers in Early Childhood Education centres. According to the 2006 SIEMIS 2006 Survey Report, only 18 are qualified and 113 teachers in this sector are untrained. Out of the 18 deemed qualified, only 1 was indicated in the report to have a certificate. Actions need to be taken to provide training for the large proportion (86.3%) of untrained Early Childhood Education teachers in the province.

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

Constituency	Total Trained	Total Untrained	Total	% Trained
Central Makira	9	17	26	34.6%
East Makira	7	64	71	9.9%
Ulawa/Ugi	1	19	20	5.0%
West Makira	1	13	14	7.1%
Total	18	113	131	13.7%

Source: SIEMIS 2006 Survey Report

6.2.5. Finance

Early Childhood Education financing and management remain predominantly in the hands of non-governmental Education Authorities and local communities. The lack of recognition by Government is a contributing factor to difficulties faced by Early Childhood Education, and in particular, to the financial

difficulties faced by the sector. Early Childhood Education can be very expensive because of the nature of resources used at that level, and the large number of teachers required.

6.2.6. Management

The current management of Early Childhood Education is a responsibility of communities and the Province.

6.3. Future Directions

6.3.1. Access and Equity

Table 7 outlines the population projections for the 3-5 age group in Makira-Ulawa over the period from 2007 to 2010.

Table 7: Makira Ulawa Population Projections, 3-5 Age Group, 2007 to 2010.

Year	2007	2008	2009	2010
Population Projections	3,368	3,414	3,425	3,581
Potential increase with 5 new classes each year	1,764	1,839	1,914	1,989

Source: 1999 Census Population Projections

The projections indicate there is unmet demand for Early Childhood Education in Makira-Ulawa Province. Future enrolment can be expected to increase on the current participation rate (approximately 33% of the 3-5 age group).

The following actions will be taken by the province to improve access and equity.

- Increase the number of Early Childhood Education centres in the Province by at least 5 by 2009 to allow easy access for Early Childhood Education school-aged children;
- Establish one model school in each of the six zones in the Province to facilitate the promotion of Early Childhood Education and accessibility to Early Childhood Education-aged children. These centres would provide field-based training to Early Childhood Education teachers;
- Endeavour to secure reliable sources of finance for Early Childhood Education centres.
- Where possible, add Early Childhood Education classes to existing primary schools.
- Increase the provision of training opportunities through fast-tracking methods such as well-coordinated centre-based training to address the Early Childhood Education teacher shortage in the Province;
- Design ways of supporting field-based training to allow Early Childhood Education teachers to complete training in the field with a recognised qualification;
- Reward and motivate Early Childhood Education teachers either by incorporating them on the payroll and making a career path for them;
- Mobilise community resources and get the support of communities to establish more Early Childhood Education centres and to contribute to support teachers;
- Promote Early Childhood Education through community awareness to generate interest and recognition of Early Childhood Education's role in the education of children;

- Co-finance Early Childhood Education through community, national and provincial government support;
- Formalise policy which recognises Early Childhood Education as part of the education system, including management roles for stakeholders;
- The six zones of Makira Ulawa Province should appoint their own Early Childhood Education field officers to support the Provincial Early Childhood Education Coordinator in the administration of Early Childhood Education in communities; and
- Strengthen communication links to isolated communities through radio programmes, sponsored by the Ministry of Education and Human Resources Development, specifically targeting Early Childhood Education.

The province had 65 Early Childhood Education centres in 2006, and. there is a need to establish more. There are two options to do this: one is to increase the staff: student ratio, and the other is to introduce double streams.

There is general agreement that the teacher-pupil enrolment ratio for Early Childhood Education in the Makira-Ulawa Province needs to be reduced to 1:15 in order to improve the quality of education and care for children. It is not therefore a favoured option to increase the staff: student ration to promote better access.

The favoured options are therefore double streams in existing centres, or the establishment of new centres either attached to primary schools or as new stand-alone centres.

6.3.2. Facilities

First, existing Early Childhood Education facilities need to be assessed, and upgraded if necessary.

Adoption of the "double stream" option would mean that between 2007 and 2010, the province should plan to build up to 5 additional Early Childhood Education centres each year as part of existing primary schools, or as additions to existing Early Childhood Education community centres. As well as the building of facilities, sufficient trained Early Childhood Education teachers would be needed for such an expansion. If this scenario to expand access was achieved, a total of 20 additional Early Childhood Education centres (classrooms) by 2010, employing 20 additional trained Early Childhood Education teachers, could offer double streams to cater for an additional 300 children (assuming a staff: student ratio of 1:15). The population projections in Table 6 indicate that there is sufficient unmet demand to make this number of projected additional enrolments a feasible proposition. Meeting this target by 2010, however, would be challenging.

The following strategies are proposed:

- Upgrade facilities to an adequate standard;
- Undertake a survey of all the communities in the province in order to establish a robust database to serve as the basis of Early Childhood Education facility development;
- Standardise Early Childhood Education classroom facilities by developing a standard classroom design for Early Childhood Education to set a standard for all centres;
- The province could take the lead in the Solomon Islands in improving conditions for Early Childhood Education by establishing criteria for registration of Early Childhood Education Centres, and licensing only those Centres that meet minimum quality standards;
- Establish criteria for registration of Early Childhood Education Centres, and license only those Centres that meet minimum quality standards;

- Attach Early Childhood Education to primary schools where communities support this option;
- Seek assistance from Government, Education Authorities and donors to assist communities in financing Early Childhood Education centre facilities; and
- Awareness programmes will be mounted to promote community support for Early Childhood Education.

Responsibility for the provision of Early Childhood Education facilities will rest in the first instance with local communities to provide land, local materials for buildings, and labour. Government and Education Authorities will assist by providing building materials, learning resources, and the salaries of Early Childhood Education trained teachers.

The strategy for Early Childhood Education expansion would involve six pilot Early Childhood Education centres in the six zones in Makira-Ulawa Province to serve as model Early Childhood Education centres. Expansion would involve attachment of Early Childhood Education classrooms to some existing primary schools. After an evaluation of the Early Childhood Education pilot projects, Early Childhood Education would be established as part of the primary schools currently in existence.

6.3.3. Curriculum

At present there is no formal Government curriculum for Early Childhood Education. The Curriculum Development Centre will need to take responsibility for ensuring uniformity and coordination of learning within Early Childhood Education centres. Any national Early Childhood Education curriculum, however, would need to allow flexibility to ensure that learning needs of diverse communities are incorporated within it.

6.3.4. Teacher Supply and Demand

Table 6 sets out the population projections for the 3-5 age group in the province. The agreed plan is that the province will aim to create 32 additional centres by 2010 to meet the potential growth in this sector. This plan would require 32 additional Early Childhood Education teachers to be trained and available by 2010, at a rate of 8 per year, over the period 2007 to 2010.

In addition, there is a large number of existing Early Childhood Education teachers in the province who are untrained, all of whom need access to additional training to develop their skills and competencies..

Early Childhood Education teacher training needs to focus on these aspects:

- Complete field-based training for 26 teachers currently in the field who have already commenced training.
- Train an additional 32 teachers over the period 2007- 2010 to meet the unmet demand. (Train 8 Early Childhood Education teachers a year, 2 in each of 4 zones)
- Develop training strategies to target all the untrained Early Childhood Education teachers (approximately 60) currently employed in Early Childhood Education centres, in order to upgrade their capacity. These strategies could include field-based training, mentoring by trained and experienced professionals currently teaching in Early Childhood Education centres, and access to University of South Pacific courses using distance and flexible learning.
- Consider reserving places in the Early Childhood Education teacher training programme at Solomon Islands College of Higher Education for Early Childhood Education teachers in the province, through a quota system.

- Encourage Solomon Islands College of Higher Education to increase its intake in the Early Childhood Education teacher training programme to cater for the demands of the province.
- Encourage Solomon Islands College of Higher Education to convert its Early Childhood Education Campus-based Certificate programme into a distance mode.
- Fast track Early Childhood Education teacher training to increase the supply and improve the quality of teachers through centre-based training, by developing training packages for Early Childhood Education teachers at provincial centres in Makira-Ulawa
- Improve field-based training for Early Childhood Education teachers by designing sound supervision and providing incentives and a career path for Early Childhood Education teachers.

6.3.5. Finance

The major responsibility for financing early childhood education rests with communities and the voluntary sector. Parents will need to support Early Childhood Education through the payment of fees for their children who are enrolled. The province may wish to mount an awareness campaign to encourage the community to contribute financial support to Early Childhood Education. The Government will provide financial support for the development of Early Childhood Education by funding the salaries of trained Early Childhood Education teachers.

6.3.6. Management

6.3.6.1. Policy

Government policy regarding Early Childhood Education will influence management of centres in the province. Central Government is encouraged to adopt a national policy that will support the development of Early Childhood Education in the province. The Early Childhood Education policy is vital in guiding the future development of Early Childhood Education.

6.3.6.2. Key Issues

Key issues in management of Early Childhood Education in Makira-Ulawa Province are:

- Strengthen the role of the Provincial Early Childhood Education coordinator, through policy making, resourcing and training.
- Consider appointing Early Childhood Education officers for the six zones in Makira-Ulawa Province.
- Define clearly the roles of stakeholders, including the Solomon Islands Government, the Province, other education authorities, and communities in delivery of Early Childhood Education learning activities.
- Support the running of an awareness campaign to promote Early Childhood Education in the Province.

6.3.6.3. Stakeholder Roles

In addition to a central policy, this plan establishes management roles for key stakeholders in Early Childhood Education, namely the community, the Provincial Government, education authorities, and Ministry of Education and Human Resources Development. These roles are described below.

Ministry of Education and Human Resources Development

- Development of Early Childhood Education Policy and overall management of Early Childhood Education.
- Management of salaries of trained Early Childhood Education teachers through the Teaching Service Division.
- Coordination of the Early Childhood Education curriculum by Curriculum Development Center.
- Development of learning and resource materials for Early Childhood Education through the Education Resource Unit.
- Support for training and development for Early Childhood Education teachers through the office of Teacher Training and Development.

Provincial Government

- Budget contribution to the cost of Early Childhood Education.
- Responsible for encouragement of community and political support for Early Childhood Education.

Provincial Education Authority and other Education Authorities

- Coordination of Early Childhood Education activities in schools which are under education authority control in the Province.
- Coordination of resources allocated to Early Childhood Education by the Provincial Early Childhood Education Coordinator on behalf of Ministry of Education and Human Resources Development.
- Supervision by the Provincial Early Childhood Education Coordinator of Early Childhood Education teachers undertaking field-based training.
- Appraisal of Early Childhood Education teachers by the Provincial Early Childhood Education Coordinator for promotion, progression, training and development..
- Contribution to salaries of Early Childhood Education teachers.

Community/Centre Management

- Contribution to the cost of Early Childhood Education through fund raising and collection of school fees.
- Responsibility for governance and management of Early Childhood Education centres (in some cases the Early Childhood Education centres will be managed by the primary school Boards which host them)
- Responsibility for maintenance and labour costs relating to centre facilities.
- Responsibility for payment of the salary of untrained Early Childhood Education teachers.

6.3.6.4. Management Training

Management training is necessary for stakeholders to implement effective Early Childhood Education in the province. Components of management training for stakeholders in the province will include:

- Awareness Training for communities on the importance of Early Childhood Education in the education of children;
- Training in good practice in management of centres; and
- Induction training on the roles of stakeholders in governance and management of centres.

6.3.6.5. Summary Quotation

The following quotation, extracted from the *'Final Report'* of the World Education Forum held in Dakar, Senegal in 2000, will help in directing and raising awareness on Early Childhood Education.

"Early Childhood Care and Development (ECCD) emerged at Jomtien (Thailand, 1990) *as an extension of basic education, one that recognises that learning begins at birth, not with entrance into primary school. Since then awareness of the importance of the early years has grown in both developed and developing countries, in part because of dramatic new findings from brain research." (World Education Programme: 2000)*

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

The purpose of primary education in the province is to enable children to develop as individuals, and to foster their intellectual, social, economic and spiritual development, so that the nation can prosper and the livelihood of its people can be enhanced.

In 2006, there were seventy one (71) schools offering primary education in Makira Ulawa. Fifty seven (57) of these schools were primary schools whilst 14 were Community High Schools. There are also nine extension schools. However, owing to geographical difficulties in some parts of the province, the entry age into primary school is eight years of age.

There were 7,932 students enrolled at the primary education level in 2006. Three education authorities operate the schools, and these consist of Makira-Ulawa provincial education authority enrolling 7,681 students whilst the Church of Melanesia and Church of the South Seas schools enrolling the rest.

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

Constituency	Teachers	No. of schools	Enrolment
Central Makira	66	11	1,665
East Makira	109	22	3,032
Ulawa/Ugi	41	7	935
West Makira	80	17	2,300
Total	296	57	7,932

Source: SIEMIS 2006 Survey Report

7.2.1. Access and Equity

Accessibility and equity in primary education in areas such as Rawo, Haununu and Star Harbour are problematic. Of the total primary school enrolment of 7,497, 4,042 (53.9%) were males and 3,455 (46.1%) were female. Table 9 shows gender enrolment by constituencies. There is a slight gender imbalance

between enrolments of girls and boys, but the participation by gender in primary education is broadly in line with the male: female population ratio in the primary school age group in the province.

Table 9: Primary Education Enrolments by Gender By Constituency, 2006.

Constituency	Enrolment			
	Male	Female	Total	% Female
Central Makira	841	824	1,665	49.5%
East Makira	1,618	1,414	3,032	46.6%
Ulawa/Ugi	496	439	935	47.0%
West Makira	1,254	1,046	2,300	45.5%
Total	4,209	3,723	7,932	46.9%

Source: SIEMIS 2006 Survey Report

7.2.2. Facilities

According to the SIEMIS 2006 Survey Report, there were 71 schools offering primary education in the province. Most of the schools are either made up of semi-permanent buildings or local bush materials. There is a need for the classrooms to be converted into permanent buildings by the province. Staff houses also need to be built, as currently some schools do not have staff houses. Land registration for schools has to take place in the province, as currently the land on which schools are built is either customary land, leased land, or given by goodwill. There is also a need for other facilities such as playing fields, radio wireless, duplicating machines, typewriters and solar power in the schools.

7.2.3. Curriculum

The primary school curriculum is controlled centrally by the Ministry of Education and Human Resources Development, through the Curriculum Development Centre. The primary education curriculum is currently under review.

7.2.4. Teacher Supply and Demand

There are 296 primary teachers in the province in 2006. Of these, 198 are men and 98 are women. As shown in Table 10 below, only 75.3% of the teachers were trained and certified whilst 24.5 have yet to gain a teaching qualification. There is a pressing need to train these untrained teachers.

Table 10: Total Establishment, Trained and Untrained Teachers

Constituency	Total no. of teachers	Teachers Untrained	Teachers Trained	% of teachers trained
Central Makira	57	9	66	86.4%
East Makira	82	27	109	75.2%
Ulawa/Ugi	25	16	41	61.0%
West Makira	59	21	80	73.8%
Total	223	73	296	75.3%

Source: 2006 Survey Report

7.2.5. Financing

With 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. As a matter of transparency, and accountability, funds must be properly accounted for.

The Province has agreed with the proposed Community Standard Funding, where the Solomon Islands Government provides 60%, the Makira-Ulawa Education Authority provides 30%, and the parents and the community provide 10% of the funding required for primary education. At the same time, schools will be encouraged to raise funds if required.

7.2.6. Management

There is a need to strengthen the management skills within schools in the province. The Province considers many teachers holding responsible posts in primary schools lack management skills, because they come out from the teaching force with no management training.

7.3. Future Directions

7.3.1. Access and Equity

It is anticipated that basic education will be provided for all children of the Province regardless of gender, culture or religion from Standard 1 to Form 3, by 2015.

Table 11 sets out population and enrolment projections for the period 2007 to 2010. The population projections are based on the cohort of students aged 6 to 12 inclusive. The enrolment projections exceed the population projections, since a number of students in primary schools are older than age 12.

Table 11: Makira Ulawa Growth Potential for Primary Schools, 2007 to 2010.

Population	2007	2008	2009	2010
Population Projections, Ages 6-12	7,014	7,177	7,158	7,421
Projected Primary Enrolments	8,154	8,382	8,617	8,858

Source: 1999 Census Population Projections, SIEMIS 2006 Survey Report

These enrolment projections indicate there will be an expansion in primary school enrolments over the planning period 2007 to 2010. The projected enrolments are expected to increase from the current 2006 base of 7,932 students. Such an increase has implications both for provision of facilities and for teacher supply.

All four constituencies in the province appear to be experiencing some difficulty in achieving universal enrolment of the school age population in their existing schools. However, the issues relating to access must be addressed by the province. It may need to consider building boarding facilities to cater for disadvantaged communities.

7.3.2. Facilities

As a first step, the province needs to develop an accurate database of all existing school facilities, including teacher housing, with an assessment of the condition of the school building stock, and an assessment of whether minimum standards are met. The survey should also include an assessment of occupancy rates of classrooms to assess if overcrowding is currently occurring. A national methodology for this purpose should be developed by the Ministry of Education and Human Resources Development.

The projections in Table 11 indicate planning should be initiated to provide the facilities required for an expanding primary school population. There may be a need to construct new classrooms, or even to build new schools and dormitories if distance is an issue that prevents access. There is also likely to be a need to improve the existing building stock, and to carry out maintenance.

The planning will need to consider what criteria will be used to establish whether an existing school should be extended, and/or a new school established, and/or whether existing schools should be merged. An effective policy on extension and/or establishment of schools in Makira-Ulawa Province is required. Provincial priorities need to be determined and trade-offs made if necessary before construction of any school starts. This provincial policy will need to be developed in the light of a central school establishment policy developed by the Ministry of Education and Human Resources Development.

The school establishment policy will need to consider what prior work needs to be done first. Prior issues that need to be determined include issues to do with where any new school (or an expansion of an existing school) should be located and its future viability (based on "market surveys" of the school age population in a district), where the teachers will come from, how many teachers will be needed, the title and ownership of land, how provision of clean water and adequate sanitation will be managed, the appropriate size of the school and number of classrooms, and whether to build dormitories or not. Once the prior work is completed, and a decision to proceed is made, it will be necessary to consider how new schools (or expansion of existing schools) will be funded (for instance, whether capital development costs will be met by local communities), the type of construction to be used, what the cost will be, and who will provide the funding. If necessary, a business case will then need to be made to a suitable funder to secure the necessary finance, whether the proposed funder is the local community, central Government, the Makira-Ulawa Provincial Authority, or a donor agency.

To summarise, the Province will:

- undertake a stocktake to assess the needs of primary schools in Makira-Ulawa, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the Makira-Ulawa 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 and equipment for classrooms, including radio, duplicating machines, and solar power facilities;
- improve sanitation in the province's schools;
- provide clean and safe water in all primary schools;
- ensure staff housing is standardised, based on a set of minimum standards, and staff houses is built for each school equivalent to its teacher establishment;
- register land where schools are located, and if necessary land currently on lease or used on the basis of good will should be gifted to education, or purchased;

- identify at least 2 schools in each constituency that will have boarding facilities, so that places can be made available for students from landlocked villages in the respective constituencies;
- plan to construct a boys' dormitory, a girls' dormitory, and an ablution block in suitable locations in each year from 2007 to 2009 (3 buildings per year, 9 in total by 2009), and review progress in 2010;
- appropriate sports facilities may need to be considered in any school development;
- mount an awareness programme for communities on ownership of schools; and
- cost the infrastructure programme for primary schools in Makira-Ulawa province.

7.3.3. Curriculum

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

- encourage practical subjects to be introduced in the curriculum, including the integration of traditional skills and values such as traditional art and craft, local culture, traditional fishing and gardening techniques, and traditional music and dancing;
- strengthen language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English;
- provide more in-service training on Nguzu Nguzu materials;
- encourage all subjects of the curriculum such as social science and science incorporate local approaches and examples;
- phase out the Solomon Islands Secondary Entrance Examination at Standard Six ;
- facilitate 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;
- provide adequate curriculum resource materials in the province, to achieve a pupil/textbook ratio of 1:1; and
- carry out of an annual school inventory by Head Teachers at the end of each academic year.

7.3.4. Teacher Supply and Demand

Well trained teachers are the backbone of a quality education system. While 356 primary teachers have been recorded in Makira-Ulawa province in the 2005 Ministry of Education and Human Resources Development statistical digest, the large number of those teachers who are untrained is unacceptable, and directly affects the standard of student achievement. Training and development of teachers in the province needs to address both quantity (teacher supply) and quality (teacher quality).. A key issue in relation to teacher supply and demand is that large numbers of the existing primary school teachers in the province are not sufficiently well qualified. The large number of untrained primary teachers is an issue that requires immediate attention if the quality of education delivered to students in Makira-Ulawa Province is to be improved.

Owing to the increase in population in the province, and because too many existing teachers are currently not trained, the province has estimated that at least one hundred and fifty teachers need to be trained within the next ten years.

A range of strategies needs to be developed as a matter of urgency to train all the untrained teachers to an acceptable standard, including field-based training, extension to numbers of trainees at the Solomon Islands College of Higher Education, short summer courses, distance and flexible learning through

Solomon Islands College of Higher Education or by 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.

The following strategies are encouraged to improve the training of teachers in the province.

- Diploma and degree courses could be made available for existing primary certificated teachers, to enable them to be upskilled and to provide quality education (in this context, the Teaching Certificate programme at Solomon Islands College of Higher Education-SOE needs to be upgraded to diploma or degree level).
- Existing teachers are encouraged to undertake further training through University of South Pacific Distance and Flexible Learning (DFL) and Summer School modes;
- The province may wish to investigate the feasibility of encouraging the establishment of a regional teachers college or outpost of Solomon Islands College of Higher Education, in Makira-Ulawa or other provinces.
- Responsible officers could be posted to disadvantaged areas to assist with training of teachers at school-based workshops.
- Solomon Islands College of Higher Education teacher training scholarships need to be equally distributed for each province using a quota system based on population.
- 5 pre-service teachers need to be trained annually for the Makira-Ulawa Province each year for the next 5 years.
- The province could sponsor the training of some of the teachers.
- Multi class teaching modules should be included in the Solomon Islands College of Higher Education-SOE curriculum; and
- The provision of a quality teacher training programme needs to be costed and funded.

7.3.5. Financing

Government has announced that primary education is free for all children in the Solomon Islands. Government is currently paying a school grant of SI$200 per child per year. To enhance partnership in funding education services by all stakeholders, parents and communities are still required to contribute to primary education. The following contributions are anticipated:

- Grants paid to schools will be on a per capita basis and based on the total enrolment in each primary school;
- Central Government will pay SI$200 per child per year;
- Central Government will fund salaries and provide training and curriculum materials;
- The Makira-Ulawa Provincial Education Authority will provide materials and stationery, will launch community awareness programmes to enable all stakeholders to know about their responsibility in educating a child, will offer in-service training, and will consider an incentive allowance for teachers;
- Schools, parents and communities will provide land and buildings, and will participate in fund raising.
- All stakeholders (Government, EA, and parents) will contribute to the Community Standard School Funding arrangement;
- Financial training will be provided for Head Teachers and chairmen of primary schools, based on basic bookkeeping and basic budgeting.

Table 12 gives an indicative cost of the central government's grant per child. The province will provide necessary data and facilitate grants paid to schools at $200 per student are on a per capita basis which is based on the total enrolment in each primary school.

Table 12: Primary Education projected indicative grant for 2007 to 2009.

Description	2007	2008	2009	Total
Enrolment	8,154	8,382	8,617	25,154
SIG Grants at SBD200 per student	1,630,819	1,676,482	1,723,424	5,030,725

7.3.6. Management

Management of schools will be improved through the following strategies:

- The Ministry of Education will disburse school grants to the Makira-Ulawa Provincial Education Authority;
- The Education Division of the Makira-Ulawa Provincial Education Authority will disburse grants to schools;
- Head teachers of each school will be the accountable officer at the school level, and therefore will report to the Province. Financial management training will be provided.
- A full report of how funds were used will be submitted to the responsible Ministry/donors;
- Management training will be provided for Head Teachers and members of School Committees, and the SOE/Solomon Islands College of Higher Education will be encouraged to include a management component in its teacher training programmes. Management training will be based on policy formulation and development, basic project appraisal, developing inventory skills, managing of supplies, and managing filing systems.
- All financial assistance will be paid directly to the responsible Education Authority, and
- Cash assistance is also recommended to enable the province to carryout infrastructure development in the primary schools.

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

Junior secondary school level, from Form 1 to Form 3, is part of basic education. The objective is to increase access in Makira-Ulawa Province to ensure a 100% transition of students from Standard 6 in primary education into form 1 (and up to form 3).

There are fourteen community high schools, one provincial secondary school, and two national secondary schools in Makira-Ulawa province. These schools all enrol students into form 1. However, the two National Secondary Schools are enrolling students across the country. The focus of the plan is to consolidate and improve existing facilities, education resources and to develop the capacity of teachers, and at the same time increase places in form 1.

The total enrolment in 2006 in junior secondary education in the province is 1740.

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

Constituency	Teaching Staff	No. of junior secondary schools	Enrolment
Central Makira	31	2	655
East Makira	68	6	419
Ulawa/Ugi	25	3	371
West Makira	40	3	296
Total	164	14	1,741

Source: SIEMIS 2006 Survey Report

8.2.1. Access and Equity

Access to junior secondary school is still an issue in the province. The Ministry of Education and Human Resources Development *Annual Report* for 2005 reported an enrolment of 726 in the Solomon Islands Secondary Entrance Examination. Out of this total 625 progressed into Form 1, and 101 were required to repeat. Approximately 86% of the 2005 standard six cohort made the transition to junior secondary school. 442 students entered the Solomon Islands National Form 3 examination in 2005, a worrying 5% decrease on 2004.

Of the total 2006 enrolment of 1741, 705 (40.5%) are girls and 1,036 (59.5%) are boys. There is therefore a gender imbalance between girls and boys in access to junior secondary education. There may be a cultural norm whereby boys are encouraged to attend secondary school, whereas girls are not. Table 14 sets out further enrolment data by gender and by constituency.

Table 14: Enrolments by Gender by Constituency, 2006

Constituency	Enrolment			
	Male	Female	Total	% Female
Central Makira	402	253	655	38.6%
East Makira	249	170	419	40.6%
Ulawa/ Ugi	207	164	371	44.2%
West Makira	178	118	296	39.9%
Grand Total	1,036	705	1,741	40.5%

Source: SIEMIS 2006 Survey Report

8.2.2. Facilities

The standard of junior secondary school facilities in the province varies, ranging from those that are newly constructed and of good standard, to those that require renovation. Since there is a lack of specialised rooms for science and other practical subjects, the focus on facilities will be on building new quality specialist classrooms in most schools.

8.2.3. Curriculum

The curriculum for junior secondary schools is centralised, and is coordinated by the Ministry of Education and Human Resources Development through the Curriculum Development Centre. There is, however, a need to make provision for teaching and learning about local culture in order to enhance an education that is relevant to the province and its people. The Ministry is planning a major review of the curriculum under the *Education Strategic Plan 2004 -2006*.

There is evidence that practical subjects are given very little attention in junior secondary schools throughout the country, owing to a lack of curriculum materials and textbooks, a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools. The 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 are adequately supplied to schools. The shortage of curriculum material and learning resources is one of the key factors that negatively impacts on the quality of education in the province. Two factors lead to the shortage of learning resources: materials are not

supplied to schools because of a shortage of funds, and existing materials in schools are not properly managed, resulting in loss and damage.

8.2.4. Teacher Supply and Demand

Teacher training and development at junior secondary level is another area that requires improvement. There is a shortage of appropriately trained and qualified teachers in junior secondary schools. Training and development of teachers in the province needs to address both quantity (teacher supply) and quality (teacher quality).

The present situation in the province which raises concern for stakeholders is that 24.4% of junior secondary teachers are not appropriately trained, and that primary school teachers are forced, through the unavailability of secondary teachers, to teach at secondary level. The current number of trained and untrained teachers in 2006 is shown in table 15 below. 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.

Table 15: Total Establishment, Trained and Untrained Teachers, By Constituency, 2006

	Junior Secondary Teachers			
Constituency	Untrained	Trained	Grand Total	% Trained
Central Makira	3	28	31	90.3%
East Makira	20	48	68	70.6%
Ulawa/ Ugi	6	19	25	76.0%
West Makira	11	29	40	72.5%
Grand Total	40	124	164	75.6%

Source: SIEMIS 2006 Survey Report

8.2.5. Financing

The Province has agreed with the proposed Community Standard Funding, which proposes the following proportional shared contribution of funds for education:

Solomon Islands Government:	60%;
Makira-Ulawa Education Authority:	30%
Parents and community:	10%.

The allocation of secondary school grants is based on SBD500 per day school and SBD750 per boarding school. The current grants are co-financed by the European Union and the Solomon Islands. The cost of teacher salaries is met by the Solomon Islands Government.

The annual unit costs for junior secondary level are estimated at SBD1200 per student for a day school and SBD1,800 for a boarding school.

Parents pay fees to support their children's attendance at junior secondary school.

8.2.6. Management

The current management of junior secondary schools is undertaken by school principals, with assistance from the school board of management. The Makira-Ulkawa Provincial Education Authority steps in if the roles of either the board or the principal are compromised.

Good management of the education system is vital in ensuring that educational objectives are effectively achieved. In the past, management of schools has come under question for a number of reasons, including a lack of capacity to effectively administer education, financial difficulties, or political interference.

8.3. Future Directions

8.3.1. Access and Equity

For all children of Makira-Ulawa Province to have access to junior secondary schooling, the following strategies and activities will be carried out.

- Offer in existing junior secondary schools (community high schools) double streams, with the aim of achieving an enrolment of 50% girls & 50% boys;
- Extend the class sizes up to 40;
- Allow the dormitory size to be a maximum of 30 students per dormitory;
- Encourage each community to build a minimum of 6 toilets per school;
- Extend existing Community High School where necessary to operate double streams, and the establishment of any new Community High School will be considered in the light of the Ministry of Education and Human Resources Development school establishment policy.

The term 'drop-out' will be phased out in basic education, including form 1 to form 3. It is the plan of the Province and the Solomon Islands Government to provide places for standard 6 students finishing primary schooling to be enrolled in secondary schools up to form 3. More primary schools will be upgraded to community high school status to take on more enrolments.

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

Year	2007	2008	2009	2010
Population Projections, 13-15 Age Group	2,346	2,497	2,511	2,789
Estimated Enrolments	1,790	1,840	1,891	1,944

Source: 1999 Census Projections, SIEMIS 2006 Survey Report. Note that the enrolment projections assume an annual growth of 2.8% and applied this to projected population.

The Ministry of Education has also developed a series of provincial projections for junior secondary schools, based on actual current enrolments already in the system in the provincial primary schools. These forecasts are likely to be more accurate than the enrolment projections based on census data. Table 15 provides the anticipated numbers in form 1 classes for Makira Ulawa junior secondary schools from 2007 to 2010.

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

Year	2007			2008			2009			2010		
Constituency	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
West Makira	148	96	244	192	154	346	165	148	313	224	207	431
Ulawa/Ugi	56	45	101	62	63	125	80	62	142	88	69	157
Central Makira	94	84	178	117	113	230	113	123	236	127	149	276
East Makira	202	157	359	214	178	392	215	194	409	247	173	420
Total	500	382	882	585	508	1093	573	527	1100	686	598	1284

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

If the Solomon Islands Secondary Entrance Examination is phased out, as is recommended in the *Education Strategic Plan 2004-2006,* places will need to be found for all these students as they enter form 1 each year. If the decision was taken to phase out the secondary entrance examination at the end of 2006, such a move would significantly increase the progression rate into the junior secondary schools in the province. By the end of 2009, on the basis of 100% progression, given the numbers in Table 17, there would need to be places for nearly 3000 students in junior secondary schools in the province. The province needs to begin planning and preparing now to ensure it has both the necessary facilities and sufficient trained teachers.

Further work is needed to identify the individual primary schools and community high schools in Makira Ulawa at which it is anticipated that additional intakes at forms 1, 2 and 3 would be required, and whether the attendance status of the junior secondary students would be day school attendance or boarding school attendance. It will also be necessary to forecast the rate of increase of the form 1 intake each year over the period of the plan at the province's provincial secondary school, and at the two national secondary schools. This information would help the Government make its decision as to the timing of the phase-out of the Solomon Islands Secondary Entrance Examination.

8.3.2. Facilities

On the basis of the projected enrolment presented in Tables 16 and 17, additional facilities will be required. These facilities may be additional classrooms in existing schools, or possibly new junior secondary schools. A decision to phase out the Secondary Entrance Examination would place additional pressure on facilities.

The Ministry's preliminary assessment is that, on the basis of a projected increase in student numbers of between 240 to 280 over the 2006 enrolment figure, up to 9 additional classes or streams may be generated over the three years of the plan period (2007 to 2009). This calculation is based on a teacher: pupil ratio of 1:30. This projected roll growth increase may generate a requirement for up to 9 additional classrooms. There will also be a need to identify the number of teachers required. It is assumed that one teacher will be required for each additional stream, and that at least 9 additional teachers will be required. Each new teacher will need to be trained and housed. Staff housing is an area of concern for Community High School in the province. There will be building implications for providing up to 9 teacher houses. Each community high school will need to build houses to accommodate teaching staff. It is common practice to borrow or use primary staff houses to accommodate secondary teachers.

The 9 new classrooms planned should accommodate the projected enrolments into form 1. Such classrooms will need to be built to suit the local environment, where cyclones are common.

Further detailed planning will be required to identify the exact locations of planned growth, and where any additional classrooms will be required.

8.3.3. Curriculum

The Ministry of Education must take every effort to provide adequate curriculum materials to stock existing Community High School in the province, with emphasis on relevant materials at basic education level. Curriculum on the local culture to enhance an education that is relevant to the province and its people must be implemented.

The province supports the review of the junior secondary curriculum, to give equal emphasis to both academic and practical subjects at this level.

8.3.4. Teacher Supply and Demand

A decision to extend access to form 1 to all students who have progressed to standard 6 will mean at least another nine junior secondary teachers will be required in the province. Plans for the training of these teachers should be initiated immediately, as it takes time (some years) to train a secondary teacher to an appropriate standard.

If the curriculum is broadened, the provincial secondary school and the two national secondary schools in the province will each need a different mix of trained teachers to cater for the teaching of a broader range of subjects in the curriculum. The same will be true of the community high schools. It may be possible for some teachers to be retrained and take on the teaching of additional subjects. Upgrading of quality will also be required, since all teachers will need to be trained in the subjects or disciplines in which they teach.

8.3.4.1. Strategies for Training

A strategic plan for junior secondary teacher training over the next five years should be developed by the province. This plan should include pre-service training, and in-service training and professional development

It is proposed that 5 teachers for junior secondary schools will be trained each year for the next 8 years. Many of these teachers will be needed in Makira-Ulawa Province. However, given the limited capacity of SOE/Solomon Islands College of Higher Education, this number will be need to be divided between the various training options available to deliver the required numbers.

The options will include the following:

- Facilitate opportunities for some prospective secondary teachers to apply for scholarships to study for a degree overseas as a preliminary part of their studies;
- Support some untrained graduates to go to Solomon Islands College of Higher Education for a one year Advanced Standing Programme, or enrol through University of South Pacific Distance and Flexible Learning & summer school;
- Support existing teachers to participate in intensive in-service training over the period 2007 to 2009, using a combination of summer school, University of South Pacific extension studies through distance and flexible learning, and on-campus training;

- Give a particular focus of training to identified existing untrained junior secondary teachers and providing appropriate training for these people through on campus training and/or University of South Pacific through distance and flexible learning;
- Enable teachers to upgrade their skills and qualifications through programmes such as SITUP to so that they teach in junior secondary schools;
- Train teachers to teach more than one subject (a double major);
- Provide incentives to attract teachers to teach in isolated schools;
- Enforce that the minimum qualification for teaching at a community high school should be a diploma;
- Conduct professional development training to support capacity building for principals, and for careers masters; and
- develop a fully costed staff development plan to upgrade its junior secondary teaching work force.

Ideally, the aim would be to secure over time up to 40 specialist teachers for the province in each of the following subject combinations (8 specialists in each, trained to diploma and/or degree level):

- English/Social Science
- Mathematics/Science
- Business/Agriculture
- Creative Arts/Industrial Arts/physical education
- Home Economics/New Testament Studies/Counselling.

8.3.5. Financing

While the Province is looking forward to adopting the community standard funding formula, the following should be considered.

- Provide financial training (based on basic bookkeeping and basic budgeting) for Head Teachers and Chairmen of junior secondary schools;
- Conduct awareness workshops in the province to enable all stakeholders to learn about their responsibilities in educating a child;
- Direct all financial assistance directly to the responsible Education Authority.
- Ensure a full report of how funds were used must be submitted to responsible Ministry/donors.
- Seek financial assistance to enable the province to carry out infrastructure development in junior secondary schools.
- Include in Financial training basic bookkeeping and basic budgeting.

Table 23 gives an indicative cost of the Community Standard Funding Grant.

Table 18: Junior Secondary Projected indicative grants, 2007 - 2009

Description	2007	2008	2009	Total
Student enrolment	1,790	1,840	1,891	5,521
Scenario 1: Grant at SBD700 per student	1,252,824	1,287,903	1,323,964	3,864,690
Scenario 2: Grant at SBD600 per student	1,073,849	1,103,917	1,134,826	3,312,592

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.

8.3.6. Management

To address the problems contributing to the lack of effectiveness of the education system, these actions are needed:

- Provision of training for school principals in education management;
- Development of policies and regulations pertaining to school management for school managers.
- Design of professional qualifications or training programmes which Principals will have to participate in before taking up a position as a Principal;
- Redesign of job descriptions to suit present school situations; and
- Improvement of the working environment in schools.

CHAPTER 9: SENIOR SECONDARY EDUCATION

9.1. Definition

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

9.2. Current Situation

The Province hosts a number of schools that enrol students from senior secondary level. These are four community high schools, one provincial secondary school, and two national secondary schools. The two national secondary schools offer education up to form 6 and Waimupuru National Secondary School offers form 7 Arts. The two national secondary schools enrol students nationally, whilst the others enrol at the provincial level. There is a demand for places in this level. However, expansion is slow, and most is community driven. The provincial secondary school at Pawa requires rehabilitation and renovation to effectively offer the services it should render. The emergence of senior level at the community high schools indicates the demand for senior secondary education.

The total enrolment in 2006 in senior secondary education in the province is 814. Out of this total 565 students were enrolled in the senior secondary institutions.

Table 19: Total Teaching Staff, Senior Secondary Schools, and Enrolments by Constituency, 2006

Constituency	Teaching Staff	No. of Schools	Total enrolment
Central Makira	21	2	498
East Makira			26
Ulawa/Ugi	14	1	246
West Makira			44
Total	35	3	814

Source: SIEMIS 2006 Survey Report. Note: Only enrolment includes form 4 to 6 students in community high schools.

9.2.1. Access and Equity

At present five schools offer classes up to form 5 or beyond, but future plans are that the number of schools offering senior secondary classes will increase.

Of the total enrolment of 814 in 2006, 307 (37.7%) were female and 507 (62.3%) male. There is a significant gender imbalance disadvantaging girls. Strategies need to be put in place in the province to encourage more girls to enrol in senior secondary education.

Table 20: Total Enrolments by Gender and by Constituency, 2006

Constituencies	Enrolment			
	Male	Female	Total	% Female
Central Makira	316	182	498	36.5%
East Makira	14	12	26	46.2%
Ulawa/Ugi	150	96	246	39.0%
West Makira	27	17	44	38.6%
Grand Total	507	307	814	37.7%

Source: SIEMIS 2006 Survey Report

9.2.2. Facilities

The two national secondary schools have facilities that are better than the other schools offering this level of education. These schools enrol nationally, and therefore do, to some extent, distort enrolment statistics in the province. Pawa provincial secondary school, the province's senior secondary school, requires urgent assistance in renovation of all facilities. The community high schools which offer senior secondary level education do need specialist subject classrooms such as a science laboratory, and a home economics room, and equipment so that the full curriculum can be offered to students.

9.2.3. Curriculum

The curriculum for senior secondary schools is centralised, and is coordinated by Ministry of Education and Human Resources Development through the Curriculum Development Centre. A review of the curriculum is currently planned to take place. Realignment of the senior secondary syllabus to bridge the gap between forms 5 and 6 is under way and to be negotiated with South Pacific Board for Educational Assessment. There is, as in the junior secondary sector, however, a need to make provision for teaching and learning about local culture to enhance an education that is relevant to the province and its people.

The shortage of curriculum material and learning resources is one of the key factors that negatively impacts on the quality of education in the province. Two factors lead to the shortage of learning resources: materials are not supplied to schools because of a shortage of funds, and existing materials in schools are not properly managed, resulting in loss and damage.

9.2.4. Teacher Supply and Demand

The number of secondary teachers in the province in 2006 in the provincial high school and the national secondary schools is 35 (28 male and 7 female). This number, however, includes teachers who are teaching junior secondary classes. The number of adequately trained senior secondary teachers is very low, and requires close attention in future teacher training plans. Similar issues to those outlined in the section on Junior Secondary Teacher Supply and Demand also apply to the senior secondary school.

Both pre-service and in-service teacher training need to be undertaken. Pre-service training will produce more qualified teachers in the secondary sector of the education system. In-service training will help in developing the teaching skills and capacity of existing teachers.

Table 20 sets out the number of trained and untrained senior secondary teachers, based on existing criteria.

Table 21: Total Senior Secondary Teacher Establishment, Trained and Untrained

Constituencies	Teachers			
	Untrained	Trained	Total	% Trained
Central Makira	8	13	21	61.9%
Ulawa/Ugi	2	12	14	85.7%
Total	10	25	35	71.4%

Source: SIEMIS 2006 Survey Report

9.2.5. Financing

The Province has agreed with the proposed Community Standard Funding, which proposes the following proportional shared contribution of funds for education:

Solomon Islands Government: 40%;
Makira-Ulawa Education Authority: 30%
Parents and community: 30%.

The current financing of schools in the Solomon Islands depends on government grants and school fees. Boarding schools receive annual Government grants of SBD750 per student, while day schools receive SBD500 per student. The current grants are co-financed by the Government of the Solomon Islands and the European Union. The cost of teacher salaries is met by the Solomon Islands Government. The province provides a small annual grant, and the schools charge fees.

The annual unit costs for junior secondary level are estimated at SBD1200 per student for a day school and SBD1,800 for a boarding school.

9.2.6. Management

The current management of senior secondary schools is undertaken by school principals, with assistance from the school board of management. The Makira-Ulkawa Provincial Education Authority steps in if the roles of either the board or the principal are compromised.

Good management of the education system is vital in ensuring that educational objectives are effectively achieved. In the past, management of schools has come under question for a number of reasons, including a lack of capacity to effectively administer education, financial difficulties, or political interference.

9.3. Future Directions

9.3.1. Access and Equity

The senior secondary enrolment projections for 2007 to 2010 are set out in Table 21. This projection includes students enrolled in from 4 and 5 in community high schools.

Table 22: Senior Secondary Enrolment Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected 16 – 18 years old Population	2,234	2,184	2,070	2,167
Projected Enrolment	837	860	884	909

Source: SIEMIS 2006 Survey Report

The three existing senior secondary schools are capable of accommodating any projected enrolment increase from 2007 to 2010. If additional places are required, there are community high schools in the province which enrol students in forms 4 and 5. No new senior secondary schools appear to be required by Makira Ulawa Province for the planning period. What may be needed is consideration of whether the status of one or two existing schools should be upgraded to senior secondary school level.

9.3.2. Facilities

There is no data available on the secondary facilities of this province. For this reason, as a first step, an immediate stocktake of existing secondary school classrooms and occupancy rates in Makira-Ulawa is required. Other apparent needs in the province that need to be address are to:

- Carry out an audit of facilities in the school;
- Provide proper equipment and facilities to schools, by improving and renovating existing facilities of the three 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.

9.3.3. Curriculum

The following strategies and activities will be undertaken:

- Provide high quality relevant curriculum learning materials, textbooks and equipment to senior secondary schools, in order to supplement the stock existing in the province;
- Ensure that Solomon Islands College of Higher Education and the Curriculum Development Centre put procedures in place to let teachers know about curriculum materials that are sent to schools; and
- Conduct regular and continuous in-service training for untrained teachers, and for long-serving teachers.

9.3.4. Teacher Supply and Demand

There is a shortage of well qualified teachers at the upper secondary levels. A strategic plan for senior secondary teacher training over the next five years should be developed by the province to remedy this shortage. This plan should include pre-service training, and in-service training and professional development.

Training of teachers will also need to target specific subject areas of the curriculum where qualified teachers are needed. All subjects of the curriculum require additional teachers with specialist knowledge. Ideally, the necessary pre-requisite for a fully trained senior secondary teacher is possession of a diploma or degree with specialist knowledge in the disciplines in which the teacher is teaching. Many of the current trained teachers do not have a pre-requisite qualification, such as a degree. Training a new teacher to this level will require an estimated four to five years pre-service training as a minimum. Teachers already in the service who need to upgrade their qualifications to degree or diploma level may take longer if they study part-time. In practice, therefore, achieving the goal of a senior secondary teaching service qualified at the appropriate level will take considerable time, and is a long-term goal.

It is proposed that 5 teachers for senior secondary schools will be trained each year for the next 3 years. Many of these teachers will be needed in Makira-Ulawa Province. However, given the limited capacity of School of Education/Solomon Islands College of Higher Education, this number will be need to be divided between the various training options available to deliver the required numbers.

The options which the province should consider include the following:

- some prospective secondary teachers should apply for scholarships to study for a degree, either overseas or through distance and flexible learning opportunities offered by the University of South Pacific in the Solomon Islands;
- some untrained graduates will go to Solomon Islands College of Higher Education for a one year Advanced Standing Programme, or enrol through University of South Pacific distance and flexible learning & summer school;
- existing teachers should participate in intensive in-service training over the period 2007 to 2009, using a combination of summer school, University of South Pacific extension studies through distance and flexible learning, and on-campus training;
- a particular focus of training will be on identifying the existing untrained secondary teachers and providing appropriate training for this group through on campus training and/or University of South Pacific through distance and flexible learning;
- teachers should be trained to teach more than one subject (a double major);

- incentives need to be provided to attract teachers to teach in isolated schools;
- the minimum qualification for teaching at a senior secondary high school should be a diploma;
- professional development training will be conducted to support capacity building for principals, and for careers masters;
- Makira-Ulawa Province should develop a fully costed staff development plan to upgrade its senior secondary teaching work force.

Ideally, the aim would be to secure over time up to 40 specialist teachers for the province in each of the following subject combinations (8 specialists in each, trained to diploma and/or degree level):

- English/Social Science
- Mathematics/Science
- Business/Agriculture
- Creative Arts/Industrial Arts/physical education
- Home Economics/New Testament Studies/Counselling.

9.3.5. Financing

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

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

Table 23 gives the projected Solomon Islands Government Grant as a part of its Community Standard Funding program to students attending senior secondary schools.

Table 23: Senior Secondary Projected indicative SIG Grant, 2007 - 2009

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

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

9.3.6. Management

To address the problems contributing to the lack of effectiveness of the provincial education system, these actions are needed:

- Provision of training for school principals in education management;

- Development of policies and regulations pertaining to school management for school managers;
- Design of professional qualifications or training programmes which Principals will have to participate in before taking up a position as a Principal;
- Redesign of job descriptions to suit present school situations; and
- Improvement of the working environment in schools.

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

Access to good quality vocational education and training will help to meet the need in the province for a skilled work force to foster economic development. The need to train skilled and competent people cannot be neglected. For decades the churches and the private sector have been providing opportunities for school "push-outs", "dropouts", and early leavers who might not benefit from an academic education. There is a pool of people in the province who should be able to gain or create employment, given a sound vocational education.

There are four rural training centres in the province, but they are all administered by the three churches. The churches involved are the Arch Diocese of Honiara of the Roman Catholic Church, the Diocese of Hanuato of the Church of Melanesia, and the Makira Region of the South Seas Evangelical Church.

The Makira-Ulawa Province does not have any rural training centres of its own. The draft Technical and Vocational Education and Training Policy encourages establishment of more rural training centres and emphasises practical subjects in the formal system.

There are constraints and issues in Technical and Vocational Education and Training in Makira-Ulawa such as:

- a shortage of spaces in existing Technical and Vocational Education and Training centres;
- a shortage of trained Technical and Vocational Education and Training instructors; and
- non-availability of resources, equipment, tools and proper facilities.

The overview of enrolments in Technical and Vocational Education and Training is set out in Table 24.

Table 24: Total Technical and Vocational Education and Training Teaching Staff, Centres, and Enrolments by Constituency

Constituency	Teaching Staff	No. of Centres	Total enrolment
Central Makira	16	2	122
East Makira	18	2	138
Total	34	4	260

Source: Technical and Vocational Education and Training Office

10.2.1. Access and Equity

Access to Technical and Vocational Education and Training in Makira-Ulawa Province is an issue because the province does not operate any Technical and Vocational Education and Training Centres that offer technical training. The four existing rural training centres do not meet all the training needs of early school leavers from the province. This situation arises partly because they all enrol students from other provinces, and partly because the limited number of suitably qualified staff and facilities mean they cannot offer an extensive range of courses. There are, however, currently additional places available for both genders in the four schools.

There is an imbalance in gender enrolments in Technical and Vocational Education and Training in the province. There are nearly twice as many males enrolled as females. This imbalance is illustrated in Table 25.

Table 25: Total Enrolments by Gender and by Constituency

Constituency	Enrolments	
	Male	Female
Central Makira	93	29
East Makira	78	60
Total	171	89

Source: Technical and Vocational Education and Training Office

10.2.2. Facilities

The facilities in the four rural training centres vary significantly. Stuyvebverg has adequate facilities for training, and excellent student accommodation. Owing to the expansion of the centre, more staff has been recruited, and as a consequence their housing needs to be upgraded. The staff and student accommodation at Manivovo needs renovation. The facilities at Pawa are adequate. There is a need to improve student and staff accommodation and sanitation at Nawote, and improvements have begun.

10.2.3. Curriculum

The curriculum that is currently used is selected according to the training needs of each Technical and Vocational Education and Training Centre.

10.2.4. Teacher Supply and Demand

Table 26 sets out the current Technical and Vocational Education and Training teacher establishment in the province. There are several issues that arise from considering this statistical data: there is a shortage

of qualified instructors, there are too many of the instructors who are untrained, and the range of skills and qualifications possessed by the tutors limits the range and depth of courses that can be offered.

Table 26. Total Technical and Vocational Education and Training Establishment, Trained and Untrained Teachers

Constituency	Teaching Staff		
	Total Trained	Total Untrained	Total
Central Makira	10	6	16
East Makira	4	14	18
Total	14	20	34

Source: Technical and Vocational Education and Training Office

10.2.5. Financing

Currently the prime responsibility for funding Technical and Vocational Education and Training rests with the Church education authorities and with parents. Grants from the Government and the European Union through the European Union Rural Training Centre Project supplement this funding.

10.2.6. Management

Responsibility for management of the rural technical and vocational education and training centres rests with the Church education authorities.

10.3. Future Directions

10.3.1. Access and Equity

The province needs to examine ways to increase access to Technical and Vocational Education and Training and to accommodate the significant percentage of school leavers at the end of form 3 who will not get access to a form 4 place in a senior secondary school. Technical and Vocational Education and Training should be developed as an alternate path for those school leavers who do not gain access to a place at a senior secondary school. There is a need for development of the Technical and Vocational Education and Training sector, but there is also a need to address the underlying capacity issues at an earlier stage in the education system. The development of more practically based courses in the junior secondary school may be part of the solution.

Increasing the number of intakes at the four rural training centres would increase access, and in particular would give increased access to young women. Centres should also be encouraged to enrol a reasonable percentage of Makira students in their intakes. There is considerable pressure for expansion in Technical and Vocational Education and Training, but the province will not be able to meet the unmet demand without support.

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

While there may be enough rural training centres available to accommodate the projected rural training centre enrolments in foundation courses, the province needs to plan to ensure that there is available to students a sufficient range and variety of high quality courses, at sufficient depth. This planning needs to consider how the provision of trained tutors and of adequate specialist facilities will be managed in Makira-Ulawa. Economies of scale (too few enrolments to make some specialist courses financially viable) may mean that some students have to travel away from the province to get access to some specialist courses.

Technical and Vocational Education and Training enrolment projections for the period 2007 to 2009, based on estimated form 3 and form 4 enrolments, are set out in Table 27 below.

Table 27: Enrolment Projections, 2007 to 2010

Year	2007	2008	2009	2010
Projected form 3 enrolments	401	392	380	405
Projected form 4 enrolments	260	254	242	255
Projected Technical and Vocational Education and Training enrolment	141	138	138	150

Source: Technical and Vocational Education and Training 2004 Survey Office

10.3.2. Facilities

Upgrading of existing facilities is needed. This upgrading should be approached as part of a comprehensive and systematic plan to improve the provision of Technical and Vocational Education and Training, not only in the province, but throughout the Solomon Islands. Existing rural training centres will need assistance for upgrading of facilities, and construction of additional buildings where required, and help with supply of equipment and tools.

To address the inequity between gender groups, three of the existing rural training centres could consider enrolling one stream of girls. Adopting this policy would mean each centre would need to construct an additional girls' dormitory and ablution block. Planning would need to consider how such capital development would be funded. Existing rural training centres would need assistance for upgrading of facilities, for construction of additional buildings where required, and help with supply of equipment and tools.

Consideration may need to be given to consolidation of technical and vocational education and training at a central site in the Solomon Islands, and construction of a new technical institute to deliver high quality Technical and Vocational Education and Training. There are economies of scale and synergies that can be realised through consolidation of facilities and teachers at one central site, rather than a proliferation of small (and inefficient) centres.

10.3.3. Curriculum

The following actions and strategies are supported by the province:

- Strengthening of the curriculum and training of a cadre of qualified and competent instructors to improve the quality of delivery of Technical and Vocational Education and Training.
- Development of a formal Technical and Vocational Education and Training curriculum, to provide guidelines and support to all the technical and vocational educational training centres in the

country, through the Curriculum Development Centre (Curriculum Development Center) at the School of Education and Cultural Studies at Panatina.

- Provision of text-books, equipment and tools under the current funding for technical and vocational educational training centres.
- Delivery at rural training centres of relevant programmes with an employment-outcomes focus, including courses on eco-tourism, hospitality, handicrafts, music, business studies and entrepreneurial skills, agriculture skills (food-gathering and nutrition), and trade skills, such as mechanics or design and making of clothing. Consideration could also be given to courses on leadership, culture and customary values, and bible studies.

10.3.4. Teacher Supply and Demand

Enrolments from other provinces affect teacher supply and demand in the Technical and Vocational Education and Training sector in Makira-Ulawa. More tutors may therefore be required in Makira-Ulawa Province than are suggested by population projections or enrolment projections based on the province's population alone (see Table 27).

Because there are too many of the current instructors who are untrained (see Table 22) strategies need to be put in place urgently to train these people and to enable them to upgrade their skills.

Whether the current instructors in rural training centres who are trained possess the required qualifications and skills to a level that will enable students to meet minimum standards for trade or business–related qualifications is also a matter that requires further investigation. The key issue is the provision of sufficient competent high quality tutors with an appropriate level of skill.

There is a need for more highly qualified tutors to deliver Technical and Vocational Education and Training to meet the needs of Makira-Ulawa students. The following strategies need to be carried out in order to meet the demand for Technical and Vocational Education and Training instructors in Makira-Ulawa province:

- increase the intake of trainees at Vanga Teachers' College (which trains technical teachers) to cater for an increase in trained instructors in Makira-Ulawa province;
- identify people with a first qualification to train at Vanga Teachers' College as instructors;
- ensure 3 Technical and Vocational Education and Training instructors each year enrol for training at Vanga Teachers' College; and
- utilise Vanga Teachers' College to train untrained teachers from schools which are teaching practical subjects.

10.3.5. Financing

The concept of community standard funding at rural training centres should be equivalent to that of junior secondary schools. This concept was accepted and based on the following contribution level:
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;
- Makira - Ulawa 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).

Central funds should be allocated directly to the rural training centres. All funds should be appropriately accounted for, and reported to the appropriate education authority.

Table 28 gives an indicative cost of the Community Standard Funding Grant.

Table 28: Technical and Vocational Education and Training Projected indicative grants, 2007 – 2009

Description	2007	2008	2009	Total
Student enrolment	141	138	138	417
Scenario 1: Grant at SBD440 per student	62,040	60,720	60,720	183,480
Scenario 2: Grant at SBD385 per student	54,285	53,130	53,130	160,545

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

Rural training centres have a large measure of autonomy in managing their own establishments. Principals of the rural training centres should be given the opportunity to attend management courses to enable them to run their centres more effectively.

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 Makira - Ulawa National Education Action Plan

11.2. Role of Stakeholders

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

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

11.2.1.1. Policy Implementation and Planning

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

11.2.1.2. Administration and Coordination

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

11.2.1.3. Regulatory functions

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

11.2.2. Role of Provincial Government

The roles of the Provincial Government are set out below.

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

11.2.3. Role of Provincial, Church and Private Education Authority

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

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

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

11.2.4. Role of School Committees or School Boards

The role of School Committees is set out below.

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

11.2.5. Role of Parents and Communities

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

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

11.2.6. Role of Principals and Head Teachers

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

- Provide leadership for daily operation of the school;
- Provide professional leadership to both teachers and students to ensure the school environment is conductive 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 Makira - Ulawa 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. 26 - 28}*	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	PEA, 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 Data base of all schools	Assess all 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 assistance.	June 2008	Inspectorate with PE division, PCRU, PEA, ECED
E4	One model school established in each of the six zones	Establish one model school in each of the six zones in the Province to facilitate the promotion of Early Childhood Education and accessibility to Early Childhood Education-aged children. These centres would provide field-based training to Early Childhood Education teachers.	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, 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	Increase the number of Early Childhood Education centres in the Province by at least 5 by 2009 to allow easy access for Early Childhood Education school-aged children.	By the end of 2009	Primary and ECE-division, PEA
E8	Increased enrolment by double stream classes or attach to primary schools	Consider enrolling double streams or attaching ECE centres to existing primary schools where communities support these options.	2008 - 2009	PEA, Communities

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

No	Output/ Milestone	Activity *{See also p. 29 }*	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 Makira - Ulawa 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
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	Promote Early Childhood Education through community awareness to generate interest and recognition of Early Childhood Education's role in the education of children; Mobilise community resources and get the support of communities to establish more Early Childhood Education centres and to contribute to support teachers.	By Dec 2008	ECE and PE-division, Provincial education authorities

E14	Secure other sources of funding for ECE	Endeavour to secure reliable sources such as central government, provincial government, donors, and education authorities to finance Early Childhood Education centres.	2007 to 2009	Provincial education authorities, Communities

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Solomon Islands
Outcome 1 (ACCESS and EQUITY):	All children in the Makira Uluwa 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. 26 - 28}*	Time frame	Responsibility
E15	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. 26 – 28}*	Time frame	Responsibility
E16	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, Communities

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

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

No	Output/ Milestone	Activity *{ See also pp. 28 - 29 }*	Time frame	Responsibility
E17	Specialist training given to ECE teachers	Negotiate with Solomon Islands College of Higher Education to run field-based training for 26 teachers currently in the field who have already commenced training. Through 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	Train all untrained teachers through different modes	Develop training strategies to target all the untrained Early Childhood Education teachers (approximately 60) currently employed in Early Childhood Education centres, in order to upgrade their capacity. These strategies could include field-based training, mentoring by trained and experienced professionals currently teaching in Early Childhood Education centres, and access to University of South Pacific courses using distance and flexible learning.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED
E19	Pursue with the SICHE to allocate a teacher trainee quota	Consider reserving places in the Early Childhood Education teacher training programme at Solomon Islands College of Higher Education for Early Childhood Education teachers in the province, through a quota system.	2008	SOE, Provincial Education Authorities, ECED
E20	SICHE develops a distance mode program for ECE teachers	Encourage Solomon Islands College of Higher Education to convert its Early Childhood Education Campus-based Certificate programme into a distance mode.	2009	SOE, Provincial Education Authorities, ECED
E21	24 Teachers trained at SICHE,	Aim to enrol 8 Makira - Ulawa 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 zone.	Ongoing, 2007-2009	SOE, Provincial Education Authorities, ECED, TTDO

E22	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
E23	Achieve and maintain 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	Teacher supply model developed	Develop a staff development plan for ECE, school teacher.	By end of 2008	Provincial Education Authority
E25	Increase in SICHE intake	Encourage Solomon Islands College of Higher Education to increase its intake in the Early Childhood Education teacher training programme to cater for the demands of the province.	2008	ECED, TTDO, PEAS, SICHE
E26	Incentives developed for ECE teachers including career path	Reward and motivate Early Childhood Education teachers either by incorporating them on the payroll and making a career path for them.	2008 - 2009	ECED. PEA, TSD

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

No	Output/ Milestone	Activity *{ See also pp. 28 - 29}*	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. 28 }*	Time frame	Responsibility
E28	Relevant Local materials developed	Early Childhood Education teachers are encouraged to use local materials to develop resources for learning. This ensures flexibility, but also maintains some standard.	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

Objective 3.5: Continuous Professional Development for all education staff				
No	**Output/ Milestone**	**Activity** *{ See also pp. 28 - 29}*	**Time frame**	**Responsibility**
E30	Increased number of quality in-service training to ECE-teachers and increased participation of ECE-teachers in in-service training	Develop plans and training packages for ECE teachers at provincial centres, including strategies on how to upgrade the skills and competencies of ECE teachers who have undertaken some field-based training.	Implemented in 2008 & 2009	SICHE CDC, ECE-division, Provincial & Private Education Authorities
E31	Sound supervision system developed and incentives identified and provided	Improve field-based training for Early Childhood Education teachers by designing sound supervision and providing incentives and a career path for Early Childhood Education teachers.	2007	ECE-division, Provincial & Private Education Authorities

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

Objective 4.1: Strengthening planning, budgeting, management, co-ordination and monitoring				
No	**Output/ Milestone**	**Activity** *{ See also pp. 29 - 31}*	**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	Produce handbook on roles and responsibilities of ECE stakeholders	Define clearly the roles of stakeholders, including the Solomon Islands Government, the Province, other education authorities, and communities in delivery of Early Childhood Education learning activities. And take all local stakeholders through induction programmes.	2008	ECE Division, EAs and communities
E34	Review roles and responsibilities of Provincial Coordinator	Strengthen the role of the Provincial Early Childhood Education coordinator, through policy making, resourcing and training.	2007 - 2008	ECE Division, EAs

E35	Six ECE education field officers appointed	The six zones of Makira Ulawa Province appoint their own Early Childhood Education field officers to support the Provincial Early Childhood Education Coordinator in the administration of Early Childhood Education in communities.	End of 2009	MEHRD, Education Authority
E36	Radio communication links set up in remote and isolated communities	Strengthen communication links to isolated communities through radio programmes, sponsored by the Ministry of Education and Human Resources Development, specifically targeting Early Childhood Education.	2009	MEHRD, PIU

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. 26 - 31}*	Time frame	Responsibility
E37	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
E38	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
E39	Registration criteria for ECE-centres is developed and used	Establish policy and criteria for registration of Early Childhood Education Centres that meet minimum quality standards, in conjunction with the Ministry of Education.	2008	Primary and ECE-division Provincial Education Authorities

12.2. Schedule of Activities: Primary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands
Outcome 1 (ACCESS and EQUITY):	All children in the Makira - Ulawa 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. 34 - 36 }*	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 Makira - Ulawa 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	Clean and safe water and an improved sanitation	Make available clean and safe water in all primary schools and improve sanitation in the province's schools.	2007 to 2009	Education Authority, School Committees
P6	Staff housing based on standards used	Ensure staff housing is standardised, based on a set of minimum standards, and staff houses is built for each school equivalent to its teacher establishment.	2008 and onwards	Education Authority, School Committees
P7	All school land registered	Register land where schools are located, and if necessary land currently on lease or used on the basis of good will should be gifted to education, or purchased.	End of 2009	Education Authority, School Committees
P8	Sports facilities constructed	Appropriate sports facilities may need to be considered in any school development.	2007 - 2009	Provincial Education Authorities and Infrastructure team with Communities
P9	Identified schools storage and library facilities improved	Identify schools that need storage facilities and libraries (these schools will be funded under Phase 1 of the NZAID Work Programme,) while the remaining schools will be assisted in Phase 2 of the programme); and	Completed by the end of 2009	PCRU, Infrastructure team, Division Primary PEAs
P10	Determine strategies to improve retention	Explore ways of reducing the attrition rate in Makira - Ulawa 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, and equipments such as duplicating machines. Constructions to include a boys' dormitory, a girls' dormitory, and an ablution block in suitable locations in each year from 2007 to 2009 (3 buildings per year, 9 in total by 2009), and review progress in 2010.	From 2009 onwards	Provincial Education Authorities (Provincial teams) and Infrastructure team with Communities

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

No	Output/ Milestone	Activity *{ See also pp. 37 - 38}*	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 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 Makira - Ulawa 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 Makira - Ulawa Province
Outcome 1 (ACCESS and EQUITY):	All children in the Makira - Ulawa 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. 34 – 36 }*	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. 34 – 36 }*	Time frame	Responsibility
P21	Survey on net-enrolment to PE Policy developed to aim at	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	Primary Division Provincial Education Authorities

	EFA-goals (Revision of Education Policy)		Policy by end of 2008	
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.	End of 2007	Teachers, Education Authorities, Primary Division PEA
P24	Identify schools in each remote constituency for boarding facilities	Identify at least 2 schools in each constituency that will have boarding facilities, so that places can be made available for students from landlocked villages or disadvantages communities in the respective constituencies	2008 - 2009	PEA, PCRU-PIU, Communities

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 Makira - Ulawa 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. 36 - 37 }*	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	Negotiated quota for teachers to enrol at SICHE	Ensure a fair intake from Makira - Ulawa Province get access to training through scholarships using a quota system based on population.	2008	TSD, TTDO, EAs, SICHE
P27	Five teachers trained each year	Support (if possible sponser) training of at least 5 trainee teachers from the Makira - Ulawa 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
P28	Teachers upgrade qualifications with Diploma and degrees	Encourage teachers with diplomas to upgrade their diplomas to degrees and certificate Teachers to upgrade to diplomas. (In this context, the Teaching Certificate programme at Solomon Islands College of Higher Education-SOE needs to be upgraded to diploma or degree level).	2007 to 2009	SOE, TTDO, Provincial Education

P29	Discussions with SICHE on the feasibility of regional teacher training centres facilities	Investigate the feasibility of encouraging the establishment of a regional teachers college or outpost of Solomon Islands College of Higher Education, in Makira-Ulawa or other provinces.	2008	SOE, TTDO, Provincial Education
P30	Responsible officers posted to disadvantaged schools	Responsible officers could be posted to disadvantaged areas to assist with training of teachers at school-based workshops.	2007 to 2009	PEA, TSD
P31	Teachers upgrade qualifications and training through a number of options.	Offer serving teachers professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through University of South Pacific Distance and Flexible Learning and summer school modes, and through the University of Goroka's lahara teacher training programme.	2007 to 2009	SOE, TTDO, Provincial Education
P32	PE teacher development plans prepared and costed	The provision of a quality teacher training programme needs to be costed and funded.	2007 to 2009	SOE, TTDO, Provincial Education
P33	Multi grade teaching modules included in teacher education	Multi class teaching modules should be included in the Solomon Islands College of Higher Education-SOE curriculum.	2008	SoE, TTDO, EAs

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

No	Output/ Milestone	Activity *{ See also pp. 36 - 37 }*	Time frame	Responsibility
P34	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
P35	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;
P36	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
P37	Phasing out of SISEE and	Develop a plan and timetable to phase out the Solomon Islands Secondary Entrance Examination.	By end of 2009	NESU, Primary and Secondary Division, Provincial Education Authorities

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. 36 }*	Time frame	Responsibility
P38	Local curriculum used in schools	Encourage practical subjects to be introduced in the curriculum, including the integration of traditional skills and values such as traditional art and craft, local culture, traditional fishing and gardening techniques, and traditional music and dancing.	2008	CDC, in cooperation with schools
P39	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,
P40	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
P41	Principals of PE and CHS hold joint curriculum inservice training	Facilitate 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. Encourage all subjects of the curriculum such as social science and science incorporate local approaches and examples.	2007 and ongoing	CDC, TTD, PEA, Inspectorate
P42	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
P43	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
P44	Secondary entrance examination phased out	Phase out the Solomon Islands Secondary Entrance Examination at Standard Six.	2008 to 2009	CDC

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 p. 36 }*	Time frame	Responsibility
P45	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

P46	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
P47	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. 36 - 37 }*	Time frame	Responsibility
P48	School and provincial professional development plan and costed.	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,
P49	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
P50	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 p. 36 }*	Time frame	Responsibility
P51	- Pilot scheme introduced for use of vernacular	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	Ongoing, 2007-2009	Curriculum Development Centre,
		student performance in literacy (English and reading) and numeracy (mathematics).	Pilot starts in 2007	NESU and PE-division

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Makira - Ulawa 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. 37 - 38 }*	Time frame	Responsibility
P52	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
P53	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
P54	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
P55	Reports of weekly and fortnightly meetings provided	Promote weekly or fortnightly meetings are held for staff and school committees.	2007	School Committees, Inspectorate
P56	Installation of better communication link	Improve communication links between stakeholders (headquarters, provincial authorities and schools)	2008	PEA, EA, School Committees, MEHRD

P57	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. 34 – 38 }*	Time frame	Responsibility
P58	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
P59	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
P60	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
P61	Introduction of school based assessment at primary school	Develop a plan and timetable to introduce school-based assessment into the primary school after phasing out SISEE.	By end of 2009	NESU, Primary and Secondary Division, PEAs
P62	Policy review on transfer of teachers to allow for choice	Reassess and develop the provincial policy on transfer of teachers, to consider if a system of incentives is needed, and will allow teachers more choice in future in relation to transfers.	2007	TTD, TSD, PEA
P63	Policy on vernacular in primary education	Consider ways of strengthening language development, including policy on the use of the vernacular in primary schooling as a medium of instruction, and ways to improve performance in English.	By 2007	TWG on Policy, NEB, PS, PMT, NEC, CDO

Objective 4.5: Develop and implement an improved and harmonised grants system to support school operations in primary, secondary education and TVET				
No	**Output/ Milestone**	**Activity** *{ See also pp. 37 - 38 }*	**Time frame**	**Responsibility**
P64	Review of school operational grants done and improved harmonised grants system in place for different levels	Consult in an independent review of school operational grants, including consideration of the development of policy so that grants could be treated as an entitlement. Implement findings of review.	2008 and beyond	PCRU, PE, SE, PIU, Accounts, Provincial Authorities
P65	Improved financial reporting (on grants) by schools	Develop and implement a simple reporting process for schools to be able to regularly report on funds. A full report of how funds were used will be submitted to the responsible Ministry/donors;	beginning of 2008	PE, PCRU, PIU, Accounts and PEA
P66	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
P67	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
P68	Increased understanding by communities about grants system, their entitlements and the purpose	Initiate a community and School Committee awareness campaign in order to develop improved stakeholder understanding and commitment to grants and community school standard funding.	By end of 2007	PE, PCRU, PIU, Provincial Authorities
P69	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, PCRU, PIU, Provincial Authorities
P70	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, PCRU, PIU, Provincial Authorities

P71	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, PCRU, PIU, Provincial Authorities, Schools Committees
P72	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 Makira - Ulawa Education Authority, which will monitor expenditure.	2007 and onwards	PE, PCRU, 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. 37 - 38 }*	Time frame	Responsibility
P73	Improved monitoring of school infrastructure programmes for PE	Undertake regular and systematic monitoring and evaluation of the school infrastructure programme.	From 2008 onwards	PCRU, PE, SE, PIU and provincial authorities
P74	Improved co-ordination and harmonisation of all infrastructure programmes	Implementation of agreed findings by review team on primary education infrastructure programme.	From 2nd quarter 2007 onwards	PCRU, 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	PCRU, PE, SE, PIU and provincial authorities

12.3. Schedule of Activities: Secondary Education

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Solomon Islands
Outcome 1 (ACCESS and EQUITY):	All children in the Makira - Ulawa 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. 42 – 44 and 50 }*	Time frame	Responsibility
S1	Expansion of secondary access to education.	Undertake the following strategies o increase access: a) Provide support for the additional 9 classes through extra stream or new classes in all junior secondary schools in the next three years b) Extend the class sizes up to 40; and c) Allow the dormitory size to be a maximum of 30 students per dormitory.	By End of 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities
S2	Specialist classrooms and resources provided	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.	2007 to 2009	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities
S3	Upgrading of schools constituent with school establish guidelines	Ensure conversion of provincial secondary schools into senior secondary schools or community high schools are consistent with MEHRD school establish policy.	2007 to 2009	PCRU, Infrastructure team, Division Secondary, PEAs
S4	National School Infrastructure Plan of Makira - Ulawa Province component implemented	Implementation of National School Infrastructure Plan which will consider a) the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities (flush toilites); b) 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 End of 2007	PCRU, Infrastructure team, Division Secondary, Provincial Education Authorities (provincial teams)

S5	Address land related issues	Resolve land issues before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands.	2007 to 2007	Land authorities, communities and Chiefs, PEAs, PRCU-PIU,
S6	Sports facilities upgraded	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.	2009	Schools, PEAs.
S7	Cost analysis of feasibilities studies done	Conduct proper cost analysis and feasibility study before any new schools are built or relocated.	2008 - 2009	PCRU, Infrastructure Team, SE Division,EA
S8	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 and exact locations.	By end of 2008	Inspectorate with PE and SE-division, PCRU, Provincial Education Authorities
S9	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. 45 and 52 }*	Time frame	Responsibility
S10	Sustain junior secondary education in the Makira - Ulawa Province, the Community Standard Funding	Sustain senior junior education in the Makira - Ulawa Province, the Community Standard Funding is implemented based on the following contribution levels: • the Solomon Islands Government will pay 60% of the total cost; • Makira - Ulawa 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
S11	CSF confirmed and met by stakeholders. For senior secondary	Community Standard Funding be confirmed as follows for senior secondary schools. • Solomon Islands Government 40% of costs; • Education Authority 30% of costs; • parents and community 30% of costs; •	2007 to 2009	SIG, Accounts, PIU, PEAs, Schools, Parents,
S12	Other financial support sought to build infrastructure	Seek financial assistance to enable the province to carry out infrastructure development in junior secondary schools.	2007 - 2009	PG, PEA, Communities

S13	Communities build facilities in identified schools	Conduct an awareness programme for communities on ownership of schools and encourage communities to build additional facilities where expansion is required. Identify schools with poor facilities and communities will be encouraged to improve and renovate them.	2009	EA / schools , Communities parents

Strategic Goal 1	To provide equitable access to quality basic education for all children in the Makira - Ulawa Province
Outcome 1 (ACCESS and EQUITY):	All children in the Makira - Ulawa 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. 42 – 44 and 50 }*	Time frame	Responsibility
S14	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)
S15	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. 42 – 44 and 50 }*	Time frame	Responsibility
S16	Policy and plans developed for SE Progress reports on achievement of objectives	Plan to enrol all students at forms 1 to 3 in either community high schools, provincial high schools or national secondary schools, and to achieve a gender balance in enrolments that reflects the same proportion of girls to boys as exists in the appropriate age group cohort in the population.	Policy/ plans developed by end of 2008 Ongoing 2007 to 2009	Secondary Division, & Education Authorities

S17	Improved gender balance.	To improve gender balance Makira - Ulawa will: • 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 Makira - Ulawa 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. 44 - 45 and 51 - 52 }*	Time frame	Responsibility
S18	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: a) Provide for a total of five (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; b) Give a particular focus of training to identified existing untrained junior secondary teachers and providing appropriate training for these people through on campus training and/or University of South Pacific through distance and flexible learning; and c) Facilitate opportunities for some prospective secondary teachers to apply for scholarships to study for a degree overseas as a preliminary part of their studies;	Ongoing, 2007-2009	TTDO, SOE Provincial Education Authorities with TA (Waikato University)

		d) Train teachers to teach more than one subject (a double major) Ideally, the aim would be to secure over time up to 40 specialist teachers for the province in each of the following subject combinations (8 specialists in each, trained to diploma and/or degree level)		
S19	Improved number of teachers with appropriate qualification	Teachers will upgrade their qualifications through: a) 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. b) Enable teachers to upgrade their skills and qualifications through programmes such as SITUP to so that they teach in junior secondary schools; c) Enforce that the minimum qualification for teaching at a community high school should be a diploma.	Ongoing, 2007-2009 2008	TTDO, SOE, Provincial Education Authorities
S20	Incentives provided to attract teachers to remote locations	Provide incentives to attract teachers to teach in isolated schools.	2008 and onwards	TTDO, SOE, Provincial Education Authorities
S21	A teacher supply/demand model including costed staff development programme	Develop a fully costed staff development plan to upgrade its junior secondary teaching work force.	2007	TTDO, SOE, Provincial Education Authorities, PCRU

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

No	Output/ Milestone	Activity *{ See also pp. 44 - 45 and 51 - 52 }*	Time frame	Responsibility
S22	Improved and timely assessment of teachers, and of appropriate implementation of curricula	Inspectors decrease the backlog of probationary teachers and trial promotional post holders by carrying out increased number of timely assessments. Head teachers and principals will play a supportive role in teacher assessment.	By end of 2008 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. 44 – 45 and 51 }*	**Time frame**	**Responsibility**
S23	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 and is relevant.	Progress report by end of 2007	Curriculum Development Centre, SE-division
S24	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
S25	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
S26	Teachers contribute in curriculum development	Allow teachers Makira Ulawa 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. 44 and 51 }*	**Time frame**	**Responsibility**
S27	An improved pupil: textbook ratio;	Provide high quality relevant curriculum learning materials, textbooks and equipment to senior secondary schools, in order to supplement the stock existing in the province.	2007 to 2009 and ongoing	CDO, Provincial authorities, Schools
S28	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
S29	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. 44 – 45 and 51 – 52, 52 - 53}*	**Time frame**	**Responsibility**
S30	Increased number of quality in-service training to teachers and increased participation of teachers in in-service training	Support existing teachers to participate in intensive in-service training over the period 2007 to 2009, using a combination of summer school, University of South Pacific extension studies through distance and flexible learning, and on-campus training.	Ongoing, 2007-2009	TTDO and SICHE(SOE), with CDC, USP, & Provincial Education Authorities
S31	In-service training for SE-school teachers	Train senior secondary teachers each year, focusing on specialised subjects (e.g. science, mathematics, practical subjects)	Ongoing, 2007, 2008 & 2009	Secondary School Division, TTDO, SICHE(SOE) & USP
S32	Induction training and capacity building for Principals developed and organised	Improve management skills of Principals, and induction training for new Principals, including modules on personnel and staff management, school policy development, school development planning, financial management, budgeting, financial accountability, the School Community Funding arrangement, project management, management of resources, inventory of school assets (text books, furniture, equipment etc.) and reporting on use of education grants	Modules by 2008 Training from mid of 2008 & 2009	Secondary Division, Teaching Service Division, TTDO, EAs, Accounts and Administration Division
S33	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. 44 - 45 and 51 }*	**Time frame**	**Responsibility**
S34	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)
S35	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
S36	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

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Makira - Ulawa 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. 45 - 46 and 52 - 53 }*	Time frame	Responsibility
S37	Improved school management with strategies undertaken	Improve school administration by ensuring 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. • Principals job descriptions reviewed; • 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
S38	Improved school management with strategies undertaken	Improve school boards of managements by ensuring that: • 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; and • Development of policies and regulations pertaining to school management for school managers. •	2007- 2009	Teaching Service Division, Education Authorities, TWG on Policy
S39	Provincial Education Authorities' 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. 42 - 46 and 50 - 53 }*	**Time frame**	**Responsibility**
S40	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
S41	Policy produced on establishment of new schools	Communicate and implement policy on establishment of new schools.	By 31 December 2007	Secondary division
S42	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
S43	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. 44 – 45 and 51 – 53 }*	**Time frame**	**Responsibility**
S44	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
S45	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. 45 and 52 }*	**Time frame**	**Responsibility**
S46	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
S47	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
S48	Improved financial reporting (on grants) by schools	Use a simple reporting process for schools to be able to regularly report on funds to the Ministry and donors.	Full implementation by start of 2008	PE, SE, PCRU, PIU, Accounts and Provincial Authorities and EAs
S49	Financial management training for staff in provinces	Ongoing financial management training for Head Teachers/ Principals, and senior education administrators, school committee chair persons, 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
S50	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. 43 – 44 and 50 }*	**Time frame**	**Responsibility**
S51	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
S52	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
S53	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 Makira - Ulawa 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. 56 - 57 }*	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 Makira - Ulawa 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	Upgrading of facilities in existing rural training centres, and construction of additional buildings where required.	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	Improved access of females in TVET	Implement the following strategies to improve access and retention in TVET for girls/women: • provision of suitable facilities, including equal numbers of dormitories and other infrastructure for women; and • consideration of opening more all-female training centres or enrolling one stream of girls only.	2007 to 2009	PEA, SIG, Church EA, Provincial Government, TSD, PCRU, RTCs, Communities
T5	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)

Strategic Goal 1:	To provide equitable access to quality basic education for all children in the Makira - Ulawa
Outcome 2 (ACCESS and EQUITY):	People in the Makira - Ulawa 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. 58 - 59 }*	Time frame	Responsibility
T6	Sustained junior secondary education in the Makira - Ulawa 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: • Central Government will pay 30% of the total cost; • Makira - Ulawa 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. 56 - 57 }*	Time frame	Responsibility
T9	Improved access of females to TVET training	Implement the following strategies to improve access and retention in TVET for girls/women: • provision of suitable facilities, including equal numbers of dormitories and other infrastructure for women; • consideration of opening more all-female training centres or enrolling one stream of girls only;		

		• the development of appropriate high quality courses attractive to women; and • encouraging girls to take a wider variety of courses, the provision of appropriate materials and equipment for practical courses.		

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 Makira - Ulawa education system consistently demonstrate standards of excellence and deliver a quality education, which means high quality of learning achieved through provision of an adequate number of qualified teachers and other workers, in the education sector, relevant national school curriculum and local curricula, adequate number of modern, relevant teaching and learning materials or facilities, sound standards of student literacy and numeracy.
Objective 3.1:	Provision of an adequate number of qualified teachers and other workers in the education sector.

No	Output/ Milestone	Activity *{ See also pp. 58 }*	Time frame	Responsibility
T10	Nine TVET Teachers trained	Increase the intake of three (3) trainees each year at Vanga Teachers' College (which trains technical teachers) to cater for an increase in trained instructors in Makira-Ulawa province.	By 2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T11	Cadre of qualified and competent teachers to teach TVET	Strengthening of the curriculum and training of a cadre of qualified and competent instructors to improve the quality of delivery of Technical and Vocational Education and Training.	2009	TVET-division, Vanga Teachers' College, TTDO Provincial Education Authorities.
T12	Training of TVET-instructors	Selectively nominate people with a first qualification 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.

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. 57 – 58 }*	**Time frame**	**Responsibility**
T13	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,
T14	Development of formal TVET curriculum	Development of a formal Technical and Vocational Education and Training curriculum, to provide guidelines and support to all the technical and vocational educational training centres in the country, through the Curriculum Development Centre (Curriculum Development Center) at the School of Education and Cultural Studies at Panatina.	By 2009	CDO, TVET,
T15	Provision of textbooks, equipment and tools	Provision of text-books, equipment and tools under the current funding for technical and vocational educational training centres.	2008	CDO, TVET, PEAs,EAs
T16	TVET centres deliver relevant and demand driven course	Delivery at rural training centres of relevant programmes with an employment-outcomes focus, including courses on eco-tourism, hospitality, handicrafts, music, business studies and entrepreneurial skills, agriculture skills (food-gathering and nutrition), and trade skills, such as mechanics or design and making of clothing. Consideration could also be given to courses on leadership, culture and customary values, and bible studies.	2007 - 2009	CDO, TVET CENTRES, VANGA TC

Strategic Goal 3:	To manage resources in an efficient, effective and transparent manner.
Outcome 4 (MANAGEMENT):	The management of the Makira - Ulawa 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. 58 - 59 }*	**Time frame**	**Responsibility**
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

	Output/ Milestone	Activity *{ See also p. 58 - 59 }*	Time frame	Responsibility
T18	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
T19	Transparent and robust process to appoint principals	Put in place a process to appoint a desirable Principal (as the chief administrator) who has 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		