



Government of the Solomon Islands

National Education Action Plan 2010-2012

of the

Ministry of Education and Human Resources Development

15th of April 2010

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Abbreviations

AJR	Annual Joint Review
CDC	Curriculum Development Centre
CHS	Community High School
CLC	Community Learning Centre
COM	Church of Melanesia
CPD	Continuous Professional Development
CSF	Community Standard Funding
CT	Co-ordination Team
DFL	Distance and Flexible Learning
DP's	Development Partners
EA	Education Authority
ECCD	Early Childhood Care and Development
ECE	Early Childhood Education
EFA	Education for All
ERU	Education Resource Unit
ESF	Education Strategic Framework (2007-2015)
ESIRP	Education Sector Investment and Reform Programme
ESP	Education Strategic Plan
ESSC	Education Sector Co-ordination Committee
EU	European Union
FBT	Field Based Training
FFBE	Fee Free Basic Education
FIT	Fiji Institute of Technology
IOA	Institutional and Organisational Assessment
JSS	Junior Secondary School
MEHRD	Ministry of Education and Human Resources Development
MoF	Ministry of Finance
MDPAC	Ministry of Development Planning and Aid Co-ordination
MPGIS	Ministry of Provincial Government and Institutional Development
MPS	Ministry of Public Service
MT	Programme Management Team
NATCOM	National Commission UNESCO
NSIP	National School Infrastructure Plan
NSS	National Secondary School
NSTP	National Skills Training Plan
NTTDP	National Teacher Training and Development Plan
NZAID	New Zealand Agency for International Development
OU-PNG	Open University Papua New Guinea
PAF	Performance Assessment Framework
PCRU	Planning, Coordination and Research Unit
PAWPs	Provincial Annual Work Programmes
PE	Primary Education
PEAP	Provincial Education Action Plan
PER	Public Expenditure Report
PRIDE	Pacific Regional Initiative for Delivery of Basic Education

PSIP	Public Service Improvement Programme
PSS	Provincial Secondary School
PSSC	Pacific Secondary School Certificate
PTID	Policy Translation and Implementation Document
RTC	Rural Training Centre
SE	Secondary Education
SIARTC	Solomon Islands Association for Rural Training Centres
SIBC	Solomon Islands Broadcasting Corporation
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management Information System
SIF3	Solomon Islands Form 3-(exam)
SIG	Solomon Islands Government
SISC	Solomon Islands Secondary Certificate
SISEE	Solomon Islands Secondary Entrance Examination
SISTA	Solomon Islands Standardized Test of Achievement
SOE	School of Education
SPBEA	South Pacific Board for Educational Assessment
SSEC	South Seas Evangelical Church
SSS	Senior Secondary Schools
SWAp	Sector Wide Approach
TEES	Taskforce for Education in Emergency Situations
TSD	Teaching Service Division
TTDO	Teacher Training Development Office
TVET	Technical and Vocational Education and Training
TWG	Technical Working Groups
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USP	University of the South Pacific
VTC	Vanga Teachers' College

Foreword

Young Solomon Islanders are the future of our country. Their education is a key dimension that will shape their lives. It is therefore a pleasure for me to introduce to our people this *National Education Action Plan 2010-2012* for the Solomon Islands.

This plan emphasises three key dimensions: access, quality and management.

This *National Education Action Plan 2010-2012* progresses our steps towards the goal of universal access to basic education. Our goal is simple: we want every young person in the Solomon Islands to go to school. Also all provincial plans developed for each of the provinces in the Solomon Islands have this goal as their top priority, and this national plan includes their aspirations. The challenges of ensuring that every child in the Solomon Islands gets access to relevant and good quality basic education are considerable, given the diversity of our people, the range of languages spoken in the Solomon Islands, and the many scattered islands where our people live. We need to overcome the challenges of isolation and difficult access to schooling in many parts of our country. The Government is committed to working to provide resources to support education in every one of our provinces, in spite of the economic and financial challenges we face.

We also need to prepare our young people for the world of work. If we are to prosper as a nation, we need to develop people with skills that are in demand in the work force. Too many of our young people do not persevere with the formal basic education system, or do not continue their schooling after Year 9. They need access after school to good quality employment-driven technical and vocational training in order to upgrade their skills. This plan has been designed to help those young people develop their skills and contribute to the country's economy.

The fundamental drivers of a quality education system are our teachers. We need to have enough well trained teachers to deliver a quality education. We want to rekindle a love of learning in all our students. We look therefore to our teachers to provide our young people with inspiration. That is why this plan puts such a strong emphasis on the development and assessment of teachers. The teachers need good facilities and excellent learning resources to teach the curriculum, but also need to be regularly assessed and monitored in order our children get the best quality teaching and learning support during their classes. Unfortunately we have to confirm problems in the quality of our education services. One of the most serious challenges is teacher absenteeism and the relaxed attitude of some education staff in providing timely and professional service. The Ministry will now strictly monitor staff performance in the Ministry and provinces and also ask the Education Authorities to do the same and report absent teachers to the Teaching Service Committee.

After the SWAP-review in 2009, in this NEAP much attention is given to the improvement of the quality of teaching and learning. There is a list of activities focussing on this objective such as the development of a national policy for learners' assessment, re-introduction of SISTA, teacher training both for in- and pre-service, involvement of school managers and school committees in monitoring and assessing

teaching staff, development of curriculum materials (textbooks and teacher guides), training in the new curriculum materials, distribution of curriculum materials and practical equipment to schools, promotion of libraries and readership etc. It is almost an endless list for which we need the cooperation from all actors involved at all levels: Ministry, Education Authorities and school committees/boards.

We want to improve the management of our education system, so that resources are used efficiently, effectively and according to policies and regulations. It will include an important reform of our services at national and provincial level. An education sector structure review will help us to identify where organisational changes need to be made, where capacity building must be initiated and how we continuously can improve the professional performance of our staff at all levels. The introduction of internal staff assessments will be inseparable part of this reform. The NEAP has identified different activities to strengthen HRD, skills and improve attitudes in the organisation..

This *National Education Action Plan, 2010-2012* is an important document. It provides a focus and direction for education activities which our country will undertake over the next three years to improve our performance. It is aligned with the longer term planning of the Government in which the plans of the Ministry of Education and Human Resources Development clearly feature. It is intended to be a dynamic, living document. Our 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 and adjusted if necessary.

We need effective partnerships to deliver financial resources and support to implement the plan. The Government of the Solomon Islands will do its part. We intend to continue to devote a significant proportion of our annual budget to support education. The resources that central Government can afford at this time are limited. Government resources on their own will not be sufficient to ensure the plan succeeds. We are particularly grateful to our Development Partners, especially the New Zealand Agency for International Development and the European Union, for the extensive financial support provided over the last six years, and for their ongoing commitment to support of education in the Solomon Islands. We also acknowledge the generous support from other Development Partners like the Republic of China, the Embassy of Japan, AusAID and World Bank. We also thank UNICEF and UNESCO for their ongoing investments in improving the quality of education. Also we are glad to see the growing interest from NGO's such as Save the Children, OXFAM and the volunteer organisations in supporting the education sector, in particular the Provincial Education Authorities with improving their services.

There is much to be done to improve access and when enrolled also to retain our children at school and to lift the quality of achievement in our schools and in other education institutions. All those involved in education (students, parents, teachers, head teachers, principals, administrators and other stakeholders) have an important part to play. This plan provides practical and achievable steps to improve access to

quality education for all. I commend the *National Education Action Plan 2010-2012* to you all as a step along the pathway we must travel together to achieve our vision.

Finally, I want to thank all those individuals, organisations and stakeholders who have contributed to the development of this plan. There has been real commitment from a huge number of people, and I owe you all a debt of thanks.

Now that the planning has been done, let the action begin.

Minister of Education

Introduction

This *National Education Action Plan 2010-2012* for the Solomon Islands has been developed to follow the *National Education Action Plan 2007-2009*. It builds on the draft Provincial Education Action Plans, 2010-2012, which were under development in the period June, July 2009.

A workshop was convened on 9 and 10 July 2009 in Honiara to consider the draft NEAP, 2010-2012 and PEAPs, 2010-2012. The objectives for this national workshop were:

- To revitalise attention on the *Education Strategic Framework 2007-2015* and the *National Education Action Plan 2010-2012* as important strategic and action planning documents of the Ministry of Education and Human Resources Development, and to encourage full and active participation by MEHRD staff and some other stakeholders in the review of these documents.
- To provide the MEHRD with considered advice on the appropriate strategic direction for the country's education system;
- To assist the MEHRD in its task of establishing priorities for the country's education system over the medium and longer term, and in reviewing, where necessary, the national planning documents;
- To consider an endorsement process for the *National Education Action Plan 2010-2012* (amended as necessary) as the basis for the future development of the education system over the next three years.

The *National Education Action Plan 2010-2012* is a national planning document that reflects the general needs of all provinces, and needs specific to individual provinces. It has been put together from the recommendations and agreements that emerged in the development of the ten provincial education action plans, and from the considered advice of participants at the national conference in July 2009. It synthesises the outcomes of the ten provincial education action plans by incorporating them into this planning document. This *National Education Action Plan 2010-2012* has a three-year focus, from 2010 to 2012. It has been designed as a complementary document to the *Education Strategic Framework 2007-2015*.

The vision and broad strategic goals of the *Education Strategic Plan 2007-2009* have been amended in this *National Education Action Plan 2010-2012* in order to reflect the focus on access, quality and management that has characterised the implementation of the previous national planning document.

The Solomon Islands National Education Action Plan:

- is based on three education sector-wide strategic goals
- has been designed to give effect to eight strategies

- includes outcomes and objectives designed to guide collective action and frame key challenges and potential projects;
- builds on past successes and on the progress made in developing ten provincial education action plans;
- includes proposed activities as priorities for action; and
- provides a mandate for leadership.

The National Education Action Plan builds on the achievements of the past three years. It is based on the strengths of the previous *Education Strategic Plan 2007-2009* and emphasises:

- incorporation of explicit feedback from people in the provinces;
- a practical focus on implementation;
- a choice of priority actions for implementation;
- targets which specify the immediate priorities of the next three years;
- a strong action-orientation with detail of what actions are required, and by when;
- an allocation of specific responsibility for action to assigned groups or individuals (identifying who will undertake the tasks or activities).

The three year focus (2010 to 2012) of the National Education Action Plan is linked to the *Education Strategic Framework 2007-2015*, which is more strategically focused and takes a longer term view, out to the Year 2015. The Framework document provides an overarching education policy framework for the education system in the Solomon Islands, and is a complementary planning document to, and should be read in conjunction with, this National Education Action Plan.

It is the intention of the Ministry of Education and Human Resources Development to use the *National Education Action Plan 2010-2012* as the basis of development of its more specific annual work plans for each of the years 2010, 2011 and 2012.

Towards the end of the 2010-2012 triennium, the National Education Action Plan will be reviewed in order to plan ahead for the period 2013 to 2015.

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

1. Vision

Our vision is that all Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to live in harmony with others and their environment. We envisage a united and progressive society in which all can live in peace and harmony with fair and equitable opportunities for a better life. We envision an education and training system responsive to its clients and efficiently managed by its stakeholders and clients. We wish to deliver quality education for everyone in the Solomon Islands.

2. Goals, Strategies, Outcomes, Objectives and Outputs

3.1 Goals

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

- **Strategic Goal 1:** to achieve equitable access to education for all people in the Solomon Islands;
- **Strategic Goal 2:** to improve the quality of education in the Solomon Islands; and
- **Strategic Goal 3:** to manage and monitor resources efficiently and effectively.

3.2 Strategies

Nine key strategies have been developed as a focus for the period 2010 to 2012. These are the following:

- **(Planning and Management)** To strengthen the planning, management, co-ordination and monitoring of the sector-wide approach to education, and in particular of NEAP (2010-2012)
- **(Policy Development)** To develop appropriate policies for the education sector in the Solomon Islands
- **(Basic Education)** To place priority on access to good quality Basic Education for all children in the Solomon Islands
- **(TVET)** To strengthen technical and vocational education and training and ensure it is linked to labour demand in the work force;
- **(HRD)** To develop and implement a programme of Human Resource Development, capacity building and monitoring and assessing staff performance;
- **(School Grants)** To maintain and implement an improved grants system to support school operations in primary and secondary education;
- **(Infrastructure)** To develop and implement an improved infrastructure

programme for primary and secondary education and TVET.

- **(Co-ordination)** To strengthen and improve linkages among central Government Ministries, provincial and church education authorities, and schools
- **(School & Community Engagement)** To strengthen community participation, school leadership and the role of the school committees, as well as improving awareness of parents and members of the public of why education is important

Annual work plans and associated budgets, based on this *National Education Action Plan 2010-2012*, will be developed by the Ministry of Education and Human Resources Development for each of 2010, 2011 and 2012 to give effect to these strategies.

3.3 Outcomes

The following outcomes will be achieved:

I. For Basic Education:

- **Outcome 1 (*Access and Equity*):** All children in the Solomon Islands regardless of gender, ethnicity, religion, location or disability have access to Basic Education, which includes pre-school, primary, and secondary junior school till Form 3, achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure and financial support from government and other stakeholders

II. For other levels and types of education:

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

III. In relation to the quality of education

- **Outcome 3 (*Quality*):** All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a quality education, which means a high quality of learning achieved through provision of an adequate number of motivated and qualified teachers and other workers in the education sector, relevant national school curriculum and local curricula, an adequate number of modern, relevant teaching and learning materials or facilities, and sound standards of student literacy and numeracy.

IV. In relation to management:

- **Outcome 4 (Management):** The management of the Solomon Islands education system is effective and efficient, including effective education policy development, planning and budgeting, effective management of human and financial resources, including control of financial resources, a sound system of monitoring, evaluation and reporting and effective development and assessment of appropriate skills and competencies in the education work force.

3.4 Objectives

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

ACCESS

1. To increase access to all levels of education by provision of an adequate number of schools or centres and other school infrastructure, guided by school infrastructure programmes which include provision of an adequate number of classrooms, desks, dormitories, and other infrastructure;
2. To increase access to all levels of education by provision of financial support (grants and other specific financial support) from government and other stakeholders;
3. To improve equal access to all levels of education for students and people with special needs;
4. To improve equal access to all levels of education for girls and boys by improving the gender balance, the quality of basic education and decreasing drop-outs, in particular for those in isolated locations

QUALITY

5. To develop, revise or finalise appropriate policies for the different sub sectors or cross cutting areas by continuing the work of the technical working groups on policy;
6. To improve quality at all levels of education by provision of an adequate number of qualified teachers and other workers in the education sector, preferably through distance and flexible learning modes;
7. To improve quality at all levels of education by developing, distributing and using relevant, high quality and modern national and local school curricula;
8. To improve quality at all levels of education by provision of an adequate number of modern, relevant teaching and learning materials, facilities, and equipment
9. To provide ongoing professional development for all education staff, ideally through distance and flexible learning;
10. To monitor and assess standards of student literacy, numeracy and progress in other subjects;
11. To continue with the revision of the inspectorate framework and approach

12. To strengthen community participation in education, community awareness on school committees and boards, and the formulation and implementation of whole school development plans;

MANAGEMENT

13. To manage the sector-wide approach to education the basis for provision of adequate technical and financial support to the NEAP, with the aim of improving service delivery at all levels, harmonising support, and actively involving an increased number of stakeholders (National, Provincial, Government, Education Authorities, Development Partners, and NGOs);
14. To develop coherent and outcome oriented budgeting, planning and reporting in a timely way;
15. To improve a Monitoring and Evaluation Framework that includes a strengthened use of SIEMIS, an updated Performance Assessment Framework and specific research;
16. To strengthen the role of Provincial Government and Education Authorities in planning, implementing, monitoring and (financial)reporting on the National Education Action Plan 2010-2012 and Provincial Education Action Plans 2010-2012;
17. To continue the development and implementation of a programme of Human Resource Development, capacity building and staff assessment; and
18. To develop an improved teacher management system and more efficient teacher management processes including monitoring of teacher attendance.

3.5 Outputs

An output is a product or a service that can be delivered. The agreed outputs provide a basis for costing the National Education Action Plan 2010-2012.

The outputs proposed in this section should be the focus of MEHRD's work programme over the next three years. They are directly aligned with the MEHRD 2009 Annual Work Plan, as a way of ensuring that all the existing "regular business" of MEHRD is covered. These output statements have been designed as a way of assisting MEHRD to make the transition from an input-based approach to constructing the budget to a more performance-based approach to designing it. Each output has also been designed to link to the main programmes in the education budget, and is thus related to the work of each Division. Each output would also be linked to specific performance indicators, arranged according to quantity, quality, and timeliness. These performance indicators would be used to monitor the implementation of the work programme. Over time these outputs will be refined and streamlined as circumstances change and as efficiency gains are made.

The following are the proposed expected outputs for MEHRD:

- Provision of Provincial, School & RTC Grants (Accounts, ECE, Primary, Secondary, TVET)

- Financial Management and Budget Formulation Services (Accounts, PCRU)
- Human Resource Development and Human Resource Management, including Capacity Building & Staff Development (All Divisions, Accounts, and Teachers & School Committees)
- Curriculum Development (CDC, ECE, Primary, Secondary, TVET, Tertiary)
- Provision of Learning Resources (CDC, ERU)
- (Specific) Policy Advice & Policy Development (NEB, MT, CT, ECE, Primary, Secondary, NESU, CDC, PCRU)
- Provision of Ministerial Advice & Services (MT, CT, UNESCO, NEB)
- Delivery of Basic Education (ECE, Primary, Secondary, PCRU)
- Delivery of Secondary Schooling (Secondary, King George VI, Waimapuru)
- Evaluation of School and Teacher Performance (Inspectorate, EA's, school committees/boards)
- Assessment & Evaluation, & Management of Examinations (Inspectorate, CDC, NESU)
- Library Services (National Library Service, EA's)
- Provision & Management of Scholarships (NTU, Tertiary Education Division)
- Planning, Co-ordination and Research Services (PCRU, TTDO, ECE, Primary, Secondary, TVET, EA's)
- Monitoring, evaluation and reporting Services (PCRU/monitoring team, CT)
- School Infrastructure Planning and Support & Management of School Property (PCRU/ICU, ECE, Primary, Secondary, TVET)
- Provision of Provincial Support (PCRU, Inspectorate, TTDO, EAs)
- Rehabilitation of Tsunami-affected Schools (TEES)
- Teacher Education & Development (ECE, Primary, Secondary, TVET, SoE at SICHE, TTDO, CDC)
- Whole School Development (ECE, Primary, Secondary, TVET, Inspectorate)
- Provision of Tertiary Education Services (NTU, SICHE, USP, Tertiary education division, TVET, MDPAC)
- Provision of Vocational Education and Training (TVET, MDPAC)
- Effective Management and Planning (MT, CT)
- Teacher Management and Services (TSD, PCRU, TTDO)
- Provision of Education Services (Delivery of Payroll) (TSD, Admin, Accounts, MoF)
- Improved Teacher Supply (TSD, PCRU, TTDO)

New expected outputs:

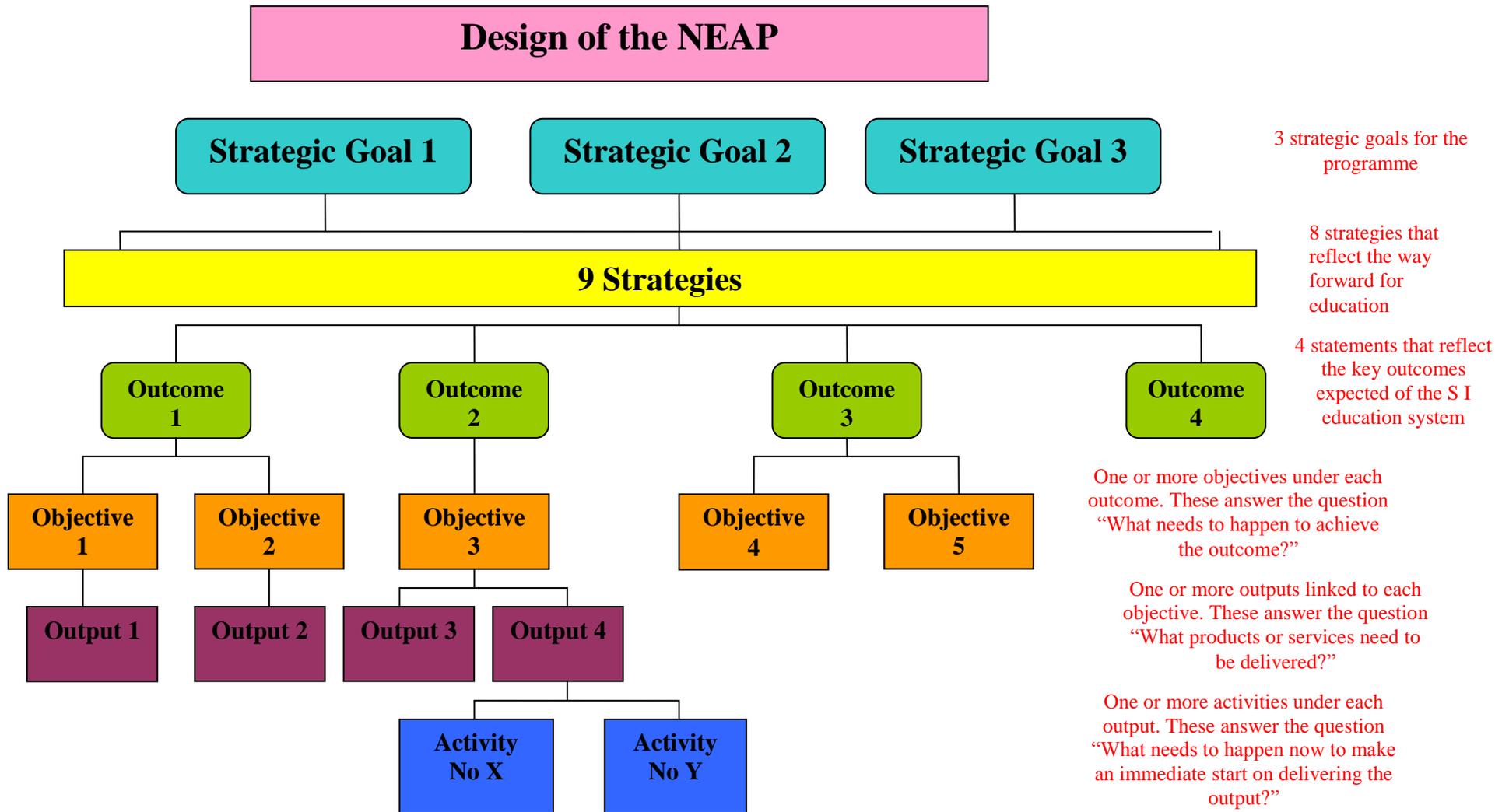
- Development of Life Skills and Child Education (PCRU)
- Development of literacy and adult education (TVET)
- Provision of Education for People with Special Needs (ECE, Primary, Secondary, TVET, PCRU/ICU)

Development of an Education Sector Medium Term Expenditure Planning

This National Education Action Plan 2010-2012 will be transformed into a medium term expenditure plan for the education sector. The costing of all activities planned will start immediately after the finalisation of this National Education Action Plan.

3.6 *Design of the National Education Action Plan*

The diagram on the next page sets out the relationship between the high level strategic goals, the key strategies, the statements of expected outcomes, the more specific objectives, and the particular outputs and activities 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.



4 Early Childhood Education

4.1 Issues and Constraints

Issues and constraints affecting ECE in the Solomon Islands include:

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

4.2 Participation

Table 1 sets out a breakdown by province of the number of ECE teaching staff in the Solomon Islands, the number of ECE Centres, and the number of enrolments by gender. The source of these statistics is the *Performance Assessment Framework 2006-2008*.

Table 1: ECE Teaching Staff, Number of Centres, Enrolments by Gender & by Province, 2008

Province	Teaching Staff	No. of Centres	Males	Females	Total enrolment
Central	19	10	163	179	342
Choiseul	35	24	425	381	806
Guadalcanal	113	54	791	826	1617
Honiara	51	18	645	616	1261
Isabel	156	60	796	772	1568
Makira & Ulawa	148	77	928	854	1782
Malaita	302	192	3390	3220	6610
Rennell & Bellona	15	11	124	109	233
Temotu	33	20	303	253	556
Western	110	59	1111	1058	2169
Total	982	525	8676	8268	16944

4.3 Key Priorities

The three key priorities for early childhood education in the Solomon Islands in the three year planning period 2010-2012 are the following:

- **Curriculum:** transform the early childhood education curriculum framework into practical curriculum materials
- **Capacity Building:** strengthen and extend teacher training, including an extension of field-based training in the provinces. Capacity development also includes community participation and awareness raising;
- **Mapping:** develop a comprehensive, accurate, updated information base in SIEMIS of all existing early childhood education centres, including all new ECE centres, with data about numbers of children attending, numbers of staff, and the state of facilities.

Further analysis of the early childhood education sector is included in Annex 1

5. Primary Education

5.1 Issues and Constraints

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

- a shortage of trained teachers;
- variable teacher professionalism among staff, with problems including unauthorised teacher absenteeism and little opportunity to upgrade teaching skills through in-service training;
- lack of support, monitoring, coaching from EA's to teaching staff
- poor facilities (including inadequate water supply, poor sanitation and teacher housing at many schools); and
- a relatively high drop out and low completion rate

5.2 Participation

In 2008 the Solomon Islands had a total of 517 primary schools, as well as 161 community high schools, all of which have a primary school attached, church schools included, making a total of 678 schools offering primary schooling. There was a total student enrolment of 108,750 primary school children in the country in 2008. The overall roll has increased from 102,167 in 2006, a 6.4% increase in two years. This increase is a dramatic overall rise in numbers. The increase impacts differentially as well, since two provinces (Rennell/Bellona and Western) have numbers that appear to be declining, although the situation in Western Province may be related to the impact of the earthquake and tsunami in 2007. There were 4,306 primary school teachers teaching in the province's primary schools in 2008. The teacher pupil ratio is therefore 1:25.25. Table 2 below provides data on teaching staff and total enrolments in primary education by provinces.

Table 2: Total Primary School Teaching Staff and Enrolments, by Province, 2008

Province	Teaching Staff	Males	Females	Total Enrolments
Central	259	3016	2560	5576
Choiseul	224	2783	2709	5492
Guadalcanal	754	9423	8787	18210
Honiara	286	5494	5228	10722
Isabel	208	2687	2390	5077
Makira & Ulawa	398	4615	4084	8699
Malaita	1214	18228	16012	34240
Rennell & Bellona	40	328	306	634
Temotu	233	2670	2330	5000
Western	690	7814	7286	15100
Total	4306	57058	51692	108750

Source: Performance Assessment Framework 2006-2008

5.3 Key Priorities

The three key priorities for primary education in the Solomon Islands in the three year planning period 2010-2012 are the following:

- **Improve Access, quality and Participation:** enrol every young person in the Solomon Islands aged between 6 and 11 in a primary school, and keep each child in school for the entire six years of primary schooling, by implementing the basic education fee-free education policy and increasing quality and relevancy of teaching and learning. Introduce learners' assessment mechanisms to monitor performance in literacy and numeracy.
- **Capacity Building:** strengthen and extend teacher training, including training more untrained teachers by developing the use of distance and flexible learning as a method of providing field-based training for primary teachers in the provinces
- **Support Whole School Development:** Assist each primary school in the Solomon Islands to review and to utilise the whole school development plan, which focuses on three dimensions: (1) how to improve each child's learning in school (2) how to enrol and retain more children into school and (3) how to engage the whole school community in supporting the school

Further analysis of the primary education sector is included in Annex 1

6. Junior Secondary Education

6.1 Issues and Constraints

Major constraints and issues at the junior secondary level are the following:

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

6.2 Participation

Table 3 sets out the number of secondary schools by type in the Solomon Islands.

Table 3: Number of Secondary Schools by type, 2006-2008

School Type	2006	2007	2008
NSS	9	8	8
PSS	16	16	16
CHS	143	153	161
Total	168	177	185

There were 20,204 students in total enrolled in forms 1, 2 and 3 in the Solomon Islands in 2008.

Table 4 sets out details of enrolments by province and gender.

Table 4: Junior Secondary School Enrolments By Province and Gender, 2008

	2006			2007			2008		
	F	M	T	F	M	T	F	M	T
Central	367	496	863	412	518	930	410	488	898
Choiseul	369	433	802	414	420	834	414	406	820
Guadalcanal	1474	1897	3371	1537	2037	3574	1593	1995	3588
Honiara	1304	1555	2859	1103	1258	2361	1404	1589	2993
Isabel	501	552	1053	598	633	1231	567	619	1186
Makira and Ulawa	705	1036	1741	707	1006	1713	830	1126	1956
Malaita	1793	2304	4097	1942	2502	4444	1943	2464	4407
Rennell and Bellona	74	143	217	83	113	196	89	120	209
Temotu	283	295	578	377	404	781	382	410	792
Western	1283	1344	2627	1461	1566	3027	1629	1726	3355
SI	8153	10055	18208	8634	10457	19091	9261	10943	20204

Source: Performance Assessment Framework 2006-2008

6.3 Key Priorities

The four key priorities for junior secondary education in the Solomon Islands in the three year planning period 2010-2012 are the following:

- **Policy Development and Implementation:** Implement the basic education policy for junior secondary education, including the provision of appropriate infrastructure (particularly classrooms and dormitories) and improvement of quality
- **Improve Access, Quality and Participation:** aim to enrol and retain every young person in the Solomon Islands aged between 12 and 14 in a junior secondary school, by implementing the basic education fee-free education policy, increasing number of classrooms and spaces, by taking steps to gradually phase out the Solomon Islands Secondary School Entrance Examination and introducing learners' assessment systems and by increasing the quality of teaching and learning by supplying more trained teachers, relevant and practical curriculum materials.
- **Capacity Building:** strengthen and develop teacher skills and competencies, including providing a range of opportunities to junior secondary teachers to upgrade their qualifications and skills. Also strengthen the skills of school managers, Education Authorities and school boards in regularly supporting, mentoring, monitoring, reporting on teachers' performance.
- **Support Whole School Development:** Assist each junior secondary school in the Solomon Islands to review and utilise the whole school development plan, which focuses on three dimensions: (1) how to improve each young person's learning in school (2) how to engage the whole school community in supporting the school, and (3) how to improve school facilities to cater for growth, including the building of more classrooms and dormitories

Further analysis of the junior secondary education sector is included in Annex 1

7. Senior Secondary Education

7.1 Issues and Constraints

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

- high gender imbalance in enrolments into year 10, and inequitable access for girls;
- very poor facilities, both academic and boarding;
- a lack of curriculum resources and equipment, in particular tools for the practical subjects;
- a shortage of qualified trained subject teachers; in particular for practical subjects and
- limited space at the senior secondary level.

7.2 Participation

There were 10,896 students in total in 2008 enrolled in Years 10 to 13 (Forms 4, 5, 6 and 7) in the senior secondary schools in the Solomon Islands. Enrolment numbers are set out in Table 6 below.

Table 5: Number of Students Enrolled in Senior Secondary Education by Province & Gender, 2006-2009

	2006			2007			2008		
	F	M	T	F	M	T	F	M	T
Central	53	83	136	35	55	90	73	89	162
Choiseul	80	125	205	97	136	233	54	91	145
Guadalcanal	789	1418	2207	815	1492	2307	813	1451	2264
Honiara	1110	1747	2857	842	1445	2287	1072	1603	2675
Isabel	196	296	492	222	330	552	301	332	633
Makira and Ulawa	369	672	1041	333	665	998	404	685	1089
Malaita	528	1093	1621	597	1270	1867	616	1182	1798
Rennell and Bellona	31	59	90	16	42	58	18	45	63
Temotu	128	156	284	149	197	346	149	197	346
Western	574	926	1500	621	970	1591	687	1034	1721
SI	3858	6575	10433	3727	6602	10329	4187	6709	10896

Source: *Performance Assessment Framework 2006-2008*

7.3 Key Priorities

The four key priorities for senior secondary education in the Solomon Islands in the three year planning period 2010-2012 are the following:

- **Policy Development and Implementation:** Develop and implement policy on senior secondary education
- **Curriculum Review:** Review the senior secondary curriculum to strengthen the linkage between Year 11 and 12
- **Capacity Building:** strengthen and develop teacher skills and competencies, including providing a range of opportunities to secondary teachers to upgrade their qualifications and skills

- **Support Whole School Development:** Assist each senior secondary school in the Solomon Islands to review and utilise the whole school development plan, which focuses on three dimensions: (1) how to improve each young person's learning in school (2) how to engage the whole school community in supporting the school, and (3) how to improve school facilities, including the upgrading of classrooms and building dormitories for girls

Further analysis of the senior secondary education sector is included in Annex 1

8. Tertiary Education

8.1 Issues and Constraints

Key issues and constraints in the tertiary education sector include the following:

- Relatively low participation in all forms of tertiary education and training in the Solomon Islands
- Lack of linkage of tertiary education and training to labour market demand in the Solomon Islands
- Inefficiency and high costs because tertiary education is mostly provided overseas (SICHE excepted)
- Lack of financial control and discipline over the annual allocation of scholarships
- No independent national quality assurance mechanisms in place
- Ineffective curriculum development in most faculties of SICHE (School of Education excepted)
- Inefficiency and poor management generally in Solomon Islands tertiary education institutions (USP excepted)

8.2 Participation

Participation in tertiary education includes enrolments at the USP campus in Honiara, numbers of scholarships awarded for tertiary education study, enrolments at the Solomon Islands College of Higher Education, and enrolments in other forms of post-school education and training. Enrolments at rural training centres (RTCs) and other vocational centres are reported in the section on technical and vocational education and training. Data on tertiary education enrolments is patchy. As from 2010, tertiary enrolments will be reported in SIEMIS. Prior to 2009, tertiary enrolments at SICHE and other tertiary education institutions in the Solomon Islands have not been available in SIEMIS.

SICHE enrolments by gender, school and years of study for period 2007-2009 are set out in Table 6.

Table 6: SICHE Enrolments by Gender, School and Years of Study, 2007-2009

Enrolments	2007			2008			2009		
	S1	S2	Total	S1	S2	Total	S1	S2	Total
School of Education	883		883	896		896	1002		1002
School of Marine & Fisheries studies	49		49	43	42	85	100		100
School of Industrial Development	195	142	337	105	162	267	243	231	474
School of Natural Resources	169		169	205		205	279		279
School of Finance & Administration	531	172	703	585	120	705	468	94	562
School of Nursing & Health Studies	204		204	258	19	277	291		291
Total	2031	314	2345	2092	343	2435	2383	325	2708

Enrolments at SICHE by province of origin and by school in 2005 are set out in Table 8. The numbers of enrolments are broadly in line with the overall population of the provinces, although the number of enrolments from Honiara seems low by comparison in every school, except for the teacher education courses.

Table 7: SICHE Enrolments by Province of Origin and by School, 2005

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

8.3 Key Priorities

The four key priorities for tertiary education in the Solomon Islands in the three year planning period 2010-2012 are the following:

- **Strategic Direction:** Implement the Tertiary Education Policy and the tertiary education strategic plan, including the feasibility studies for the National University and the loan scheme.
- **National Planning:** Ministry of Development Planning and Aid Co-ordination to develop a Solomon Islands National Skills Training Plan with a focus on skilled training that meets national needs.
- **Quality Assurance:** Establish a national qualifications framework that incorporates appropriate quality assurance arrangements for tertiary education in the Solomon Islands, based on policy developed by the Technical Working Group examining proposals to develop a Pacific Regional Qualifications Framework, with assistance from the South Pacific Board for Educational Assessment.
- **Review of Student Support:** Review tertiary education student support (financial and mentoring support) mechanisms in the light of the approved tertiary education policy.

Further analysis of the tertiary education sector is included in Annex 1.

9. Technical and Vocational Education and Training

9.1 Issues and Constraints

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

- Lack of linkage between the demand for education and training in the labour force and the training currently offered in the TVET and non-formal education sector;
- Limited spaces available at TVET centres;
- Limitations on the range, diversity and quality of courses offered;
- Lack of curriculum materials and suitable curricula;
- Lack of specific teacher training for practical subjects at secondary schools;
- Lack of centralised data about the non-formal education sector;
- Non-availability of resources, equipment, tools and proper facilities.

9.2 Participation

Table 8 sets out detail of numbers of TVET-teaching staff, numbers of TVET-centres and enrolments by province.

Table 8: Total Teaching staff, TVET Centres and Enrolments by Province 2009.

PROVINCE	T. STAFF	No. of RTC	Male	Female	Total
Central	6	1	28	2	30
Choiseul	5	1	20	0	20
Guadalcanal	78	9	433	213	646
Honiara	7	1	70	45	115
Isabel	17	2	121	94	215
Makira& Ulawa	30	3	175	56	231
Malaita	65	7	574	174	746
Rennell&Bellona	7	1	19	13	32
Temotu	11	1	14	9	23
Western	52	6	544	149	693
Total	278	32	1,998	755	2,753

9.3 Key Priorities

The four key priorities for technical and vocational education and training in the Solomon Islands in the three year planning period 2010-2012 are the following:

- **Capacity Building:** Develop an adequate supply of trained and competent TVET tutors or instructors with high level skills in the particular specialities in which technical and vocational education and training is desired. Meeting this objective requires a review of Vanga Teachers' College, and liaison with the School of Education at SICHE.
- **Curriculum Development:** Develop appropriate curricula for use by rural training centres, community learning centres and other vocational training centres in the non-formal sector.
- **National Skills Training Plan:** Respond to training needs identified in the Study on the National Skills Training Plan (2006). Identify from the Study or from additional training needs analyses or from market research the key areas in the economy where employers are indicating skills are in demand, and the nature of the skills required in key industries in the Solomon Islands, and design programmes and strategies to ensure TVET providers deliver suitable quality programmes to develop the skills required.
- **Participation:** Increase participation in good quality technical and vocational education and training throughout the Solomon Islands by strengthening the Solomon Islands College of Higher Education, by encouraging the growth of centres of excellence in TVET, by working with provinces to establish good quality rural training centres in each province, by supporting the development of infrastructure, learning programmes, materials and equipment in existing centres, and by developing TVET programmes that encourage greater participation by women.

Further analysis of the TVET sector is included in Annex 1.

10. Roles of Stakeholders

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 agencies, provincial agencies and participants at community and school level.

10.1 Role of Central Government (Ministry of Education and Human Resources Development)

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

10.1.1 Research, Policy Formulation, Planning, Co-ordination and Implementation

- Undertaking of research on urgent matters to inform policy making and planning
- Formulation and development of national education policy and other sub sector policies (on early childhood, primary, secondary, and tertiary education);
- Review of current policies (on teacher training and development, TVET) and practices (e.g. grants and infrastructure programmes, teacher payments, examination, assessments);
- Submission of policy proposals to the Cabinet for approval;
- Implementation and monitoring of adherence to current government policies in education;
- Preparation of annual and longer term planning and budgeting (3-year Medium Term Expenditure Planning), negotiation and acquisition of financial and other resources for recurrent costs and development expenditure in the sector;
- Development of strategies for the improvement and extension of education services in the Solomon Islands generally;
- Development of sector dialogue in which many stakeholders are involved;
- Development and use of SIEMIS and the PAF and link monitoring of progress in the sector with new planning
- Development of a Human Resource Development Strategy, in particular for teachers and other education staff at all levels

10.1.2 Administration

- Calculation, budgeting, payment and accounting of education grants;
- Development of curriculum materials and examinations;
- Facilitating the supply of equipment and materials to schools;
- Collecting, processing, analysing and dissemination of data;
- Pre-service and in-service training of teachers and education administrators;
- Liaising and meeting with Education Authorities;
- Confirmation of appointment, promotion and transfer of teachers;
- Recruitment and posting of Provincial Education Officers and School Inspectors;
- Contribution to and provision of human resources development and teacher training;
- Provision of the Government maintenance portion of the grants to Education Authorities;
- Provision of school supplies (chalks, exercise books, stationery, etc);
- Provision of grants direct to secondary schools;
- Payment of teachers' salaries on behalf of Education Authorities;
- Approval of levels of school contributions and school calendars.

10.1.3 Regulatory functions

- Approval of establishment of new schools;
- Approval of registration of Education Authorities;
- Registration and deregistration of schools, authorities and teachers;
- Setting of curriculum, assessment and examination standards;
- Inspection and monitoring of teachers, schools and education authorities;
- Discipline of teachers;
- Closure of schools;
- Approval of curriculum and examinations;
- Prescribing the language of teaching; and
- Other miscellaneous education regulations.

10.2 Role of Provincial Government

The roles of the Provincial Government are set out below.

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

10.3 Role of Provincial, Church and Private Education Authorities

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

- Planning, establishment, management and supervision of school(s) in close consultation with other Authorities and in communication with the National Government;
- Assist Provincial Government in monitoring and reporting on the implementation of the Provincial Education Action Plan
- Assist Provincial Government in submission of all SIEMIS-formats from schools to the MEHRD
- Provision of bi-annual reports and statements of accounts to MEHRD;
- Support for whole school development plans in the province;
- Maintenance of school(s), which are established under its/their jurisdiction;
- Recommending of recruitment, promotion, demotion, retirement, suspension, termination and discipline of teachers, and reporting to MEHRD;
- Contracting, posting and transfer of teachers;
- Approval of teacher travel;
- Coordinating and facilitating in-service training;
- Regular professional visits to schools, and reports;
- Conduct of education awareness programmes;
- Provision of accommodation for teachers;
- Administration of Board of Appeal for student termination/expulsion;

- Support for Provincial Officers;
- Assistance to Provincial Inspectors to conduct inspections of teachers;
- Recommendation of teachers for further studies (locally and overseas);
- Oversight of disciplinary policy for teachers, as stipulated in the Teaching Service Handbook;
- Appointment of Board members;
- Establishment of Memoranda of Agreement with landowners; and
- Seeking outside support for scholarships, rather than through NTU.

10.4 Role of School Committees or Boards

The roles of School Committees or boards are set out below:

- Formulating and establishing school policy;
- Responsibility for overall governance of the school;
- Responsibility for monitoring process of teaching and learning, co-assessment of teachers and teacher absenteeism and reporting to EA's.
- Provision of a good clear area for the school, and a large open playing area for the children;
- Contribution to the development and implementation of a whole school development plan and budget which includes planning for improved infrastructure, quality and management,
- Formulation of advice to Head Teachers and Principals in all matters which are of importance to the community
- Ensuring that any wishes and concerns of the local community in respect of the teaching staff, students, fees and other matters are communicated to the Education Authority;
- Provision of sets of guidelines/rules for students; and
- Carrying out awareness programmes for communities and staff;
- Promotion of a sense of ownership of the school;
- Initiation of community support for raising finance to support the school;
- Ensuring that all children of the right age are enrolled;
- Formulation and establishment of a school health and safety policy;
- Supervision of the health needs of the school children;
- Ensuring that the school has a good supply of clean, pure water for drinking, washing and cooking;
- Assistance in the physical development and other needs of the school;
- Provision of additional school equipment and other resources 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;

10.5 Role of Parents

Parental involvement is a critical component in the educational success of students. There is evidence which indicates that parental involvement in a child's learning contributes greatly to the student's achievement, attitude and aspirations. By including parents as partners, schools recognise the

important role that parents and families can play in school. The more parents are involved in the school and in promoting learning, the greater the resources and expertise schools have.

Parents' roles include:

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

10.6 Role of Communities

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

The role of the community includes:

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

11 Monitoring and Evaluation

11.1 Monitoring and evaluation of the National Education Action Plan and MEHRD's priorities are required on a regular basis. Monitoring is specifically required against the objectives, outputs and activities in the *National Education Action Plan 2010-2012*.

11.2 A robust monitoring and evaluation framework would include performance indicators of quality, quantity, timeliness and cost to measure performance against agreed objectives. Some

preliminary performance measures have been constructed in the *National Education Action Plan 2010-2012*. These include specific targets. These measures need to be further developed over time as part of the planning process to include appropriate dimensions of quality, quantity, timeliness and cost. Regular reporting against each of these performance measures is required.

11.3 The requirements for a comprehensive monitoring and evaluation framework include:

- reviewing key performance indicators of the *Performance Assessment Framework* for the *National Education Action Plan 2010-2012*, and reporting progress against these indicators on a regular basis;
- improving the data collection, processing, analysis and reporting process in terms of timing, reliability and completeness for all sub sectors;
- involving more staff in utilisation of SIEMIS- and. PAF-data for revision of planning;
- improving the sharing of data with a wider public (e.g. by creating a website);
- continuation of the monitoring tours to selected (parts of) provinces and integration or cross checking of these provincial data with SIEMIS;
- Improving the quality of the monitoring and evaluation system by integrating data statistics with in-depth research on specific themes, introducing new approaches such as ‘most important or relevant changes’ and by continuing professional development for MEHRD-staff in monitoring team

11.4 The PAF aims to give a ‘quick scan’ of the education sector and to indicate the progress towards the three main goals of the *National Education Action Plan 2010—2012*: improved access, quality and management of education. It also sets some minimum standards on the basis of which the quality and success of the Solomon Islands education system can be monitored.

11.5 MEHRD’s monitoring capability depends on the development of its in-country capacity to collate, analyse and report on information, on the effectiveness and reliability of the country’s education management information system (SIEMIS), and on the effective use of other monitoring instruments (such as the Inspectorate). It is in these areas that improvement of monitoring and evaluation is needed. The effectiveness of monitoring and evaluation in the Solomon Islands also depends upon the capabilities of local staff, and on their ability to collect, analyse and report on data.

11.6 Staff of the Ministry needs to be trained to use the data available in SIEMIS, and to obtain, use, analyse and report on a regular basis about the relevant data that relates to their field of responsibility.

11.7 Any monitoring and evaluation framework for SI also needs to be simple and easy to use. A key objective is to build ownership of monitoring and evaluation within the Ministry, so that the advantages of regular and systematic monitoring of and reporting on progress can be seen.

11.8 The Planning, Co-ordination and Research Unit of MEHRD is responsible for coordinating system-wide and corporate planning, annual management planning and high level monitoring and evaluation. It handles data collection, analysis and storage, and identification of baseline data and indicators for planning purposes.

- 11.9 A key monitoring and evaluation role is carried out by the Inspectorate Division. This Division has the function of reviewing, monitoring and reporting on the performance of schools. During 2009, with support from the Education Review Office in New Zealand, the Inspectorate Division reviewed the conduct of the inspectorate functions and is developing a new inspectorate framework.
- 11.10 Three main issues have arisen from this work: first, the need to formulate a national evaluation framework (an inspectorate framework); second, the need to design and review new practical inspectorate formats; and thirdly, the need for capacity building to use these formats. The inspectorate framework to be adopted envisages three different kinds of inspection visits: visits to assess probationary teachers, special focus visits, and whole school evaluation visits. Development of a methodology handbook and the review of assessment instruments are required. .

12 Financing

- 12.1 In order to improve the linkages between planning, costing, budgeting and financing the medium term National Education Action Plan, it will be necessary to follow up the proposed National Education Action Plan 2010-2012 with costing. The MEHRD therefore plans to develop a Medium Term Expenditure Planning 2010-2012 for the education sector.
- 12.2 There are several challenges to be met in the Solomon Islands in the area of financial planning and budgeting for the education sector. These include:
- Critical data gaps exist that make accurate budget estimations, forecasts and forward planning difficult;
 - Poor linkage exists between data held in SIEMIS and other repositories, MEHRD policies, and the estimation of costs in the budget;
 - National education planning is not yet closely integrated with costing, budgeting and financing to enable national priorities and financial gaps to be identified and to negotiate additional support from Development Partners
 - Little direct linkage exists between the existing national budget structure and account codes, and the strategies, outcomes, outputs and activities of the national education action plan;
 - Little linkage exists between the strategies, outcomes, objectives, outputs and activities of the provincial education action plans and either the provincial budgets or the national education action plan;
 - Little linkage exists between school, provincial or city council planning, and national planning and budgeting;
 - A Medium Term Expenditure Planning for the education sector is not yet in place
 - Bureaucratic processes and slow access to finance are features within the MEHRD and Ministry of Finance
 - The recurrent and development budgets are separate for the education sector, but there are increasing overlaps with respect to what each budget funds;

- An urgent need exists for financial reform to the national recurrent and development budget with its emphasis on national inputs, towards a more output oriented approach that relates to sector programmes and identified services (as in this National Education Action Plan, 2010-2012) to be provided and related to performance indicators to monitor progress, and the costs of those services.

12.3 Many of these challenges arise from system-wide issues that affect the whole of the public sector in the Solomon Islands. The broader context in the Solomon Islands is that a comprehensive assessment of public financial management is under way, leading to the development of a wider public financial management framework. This assessment is a backdrop to the work being undertaken on reviewing public expenditure in the education sector.

13 Human Resources Development

- 13.1 Implementation of the *National Education Action Plan 2010-2012* will depend upon staff with well-developed skills to undertake and manage the range of activities that are required. One of the challenges identified in developing this plan has been that many staff need assistance to develop the organisational and managerial skills required to meet the objectives that the Ministry of Education and Human Resources Development has set for itself.
- 13.2 An Institutional and Organisational Analysis (IOA) was conducted in 2007 and on the basis of this IOA, Human Resources Development Plans were developed in 2008 and 2009. The latter includes an action plan for capacity building
- 13.3 The planned activities in the HRD-plan 2009 will be continued in 2010: Job descriptions will be developed and finalised for all positions in the MEHRD and in the education authorities. Once these job descriptions have been finalised, a simple performance appraisal system will be designed and implemented. The performance appraisal system will be designed to assist managers to assess and mentor the performance of staff on a regular basis and to make improvements to the efficiency and effectiveness of the organisation.
- 13.4 An important part of the HRD-planning will be the review of the education sector structure, staffing and capabilities at the national, provincial and community level. The outcomes of this review will be expected in the 1st quarter of 2010 and will create the basis for the rationalisation, quality improvement of education services at the national and provincial level.

14. A Framework for the National Education Action Plan (2010-2012)

Strategic Goals	Strategies	Outcomes	Objectives
<p>Strategic Goal 1: To achieve equitable access to education for all people in the Solomon Islands</p>	<p>(Policy Development) To develop appropriate policies for the education sector in the Solomon Islands</p> <p>(Basic Education) To place priority on access to good quality Basic Education for all children in the Solomon Islands</p> <p>(TVET) To strengthen technical and vocational education and training at all levels and ensure it is linked to labour demand in the work force and/or life skills for the rural areas;</p> <p>(School Grants) To maintain and implement an improved grants system to support school operations at all levels of education, in particular by implementing the Fee Free Education Policy for Basic Education ;</p> <p>(Infrastructure) To develop and implement an improved infrastructure programme for all levels of education, but with priority for Basic Education.</p> <p>(School and Community Engagement) To strengthen community participation, school leadership and the role of school communities and boards, as well as improving awareness of parents and members of the public about why education is important</p>	<p>Outcome 1 (Access and Equity): All children in the Solomon Islands, regardless of gender, ethnicity, religion, location or disability have access to Basic Education, , and all children, adolescents and adults will be encouraged to participate in other levels of education (ECE, Senior Secondary, TVET, Community/non-formal, and Tertiary Education), achieved through an adequate number of schools, classrooms, desks, dormitories, tolls and equipment and other infrastructure, and financial support from government and other stakeholders.</p>	<ol style="list-style-type: none"> 1. To increase access to all levels of education by provision of an adequate number of schools or centres and other school infrastructure, guided by school infrastructure programmes which include provision of an adequate number of classrooms, desks, dormitories, ad other infrastructure; 2. To increase access to all levels of education by provision of financial support (grants and other specific financial support) from government and other stakeholders; 3. To improve equal access to all levels of education for students and people with special needs; 4. To improve equal access to all levels of education for girls and boys by improving the gender balance, the quality of basic education and decreasing drop-outs, in particular for those in isolated locations.

Strategic Goals	Strategies	Outcomes	Objectives
<p>2. Strategic Goal 2: to improve the quality of education in the Solomon Islands</p>	<p>(Policy Development) To develop appropriate policies for the education sector in the Solomon Islands</p> <p>(Basic Education) To place priority on access to good quality Basic Education for all children in the Solomon Islands</p> <p>(TVET) To strengthen technical and vocational education and training at all levels and ensure it is linked to labour demand in the work force and/or life skills in the rural areas;</p> <p>(HRD) To develop and implement a programme of Human Resource Development and capacity building for teachers and other education staff at all levels (Ministry, Education Authorities, Provinces and Schools/communities);</p> <p>(School Grants) To maintain and implement an improved grants system to support school operations at all levels of education, in particular by implementing the Fee-Free Education Policy for Basic Education;</p> <p>(Infrastructure) To develop and implement an improved infrastructure programme for all levels of education, but with priority for Basic Education;</p> <p>(School and Community Engagement) To strengthen community participation, school leadership and the role of school committees and boards, as well as improving awareness of parents and members of the public about why education is important.</p>	<p>Outcome 2 (Quality): All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a quality education, which means a high quality of learning achieved through provision of an adequate number of motivated and qualified teachers and other workers in the education sector, relevant national school curriculum and local curricula, an adequate number of modern, relevant teaching and learning materials or facilities, and sound standards of student literacy and numeracy.</p>	<ol style="list-style-type: none"> 5. To develop, revise or finalise appropriate policies for the different sub sectors or cross cutting areas by continuing the work of the technical working groups on policy; 6. To improve quality at all levels of education by provision of an adequate number of qualified teachers and other workers in the education sector, preferably through distance and flexible learning modes; 7. To improve quality at all levels of education by developing, distributing and using relevant, high quality and modern national and local school curricula; 8. To improve quality at all levels of education by provision of an adequate number of modern, relevant teaching and learning materials, facilities, and equipment 9. To provide ongoing professional development for all education staff, ideally through distance and flexible learning; 10. To monitor and assess standards of student literacy, numeracy and progress in other subjects; 11. To continue with the revision of the inspectorate framework and approach 12. To strengthen community participation in education, community awareness on school committees and boards, and the formulation and implementation of whole school development plans;

Strategic Goals	Strategies	Outcomes	Objectives
<p>3. Strategic Goal 3: to manage and monitor resources efficiently and effectively.</p>	<p>(Planning, Co-ordination and Management) To strengthen the planning, management, co-ordination and monitoring of the sector-wide approach to education, at all levels (national, provincial and community) and in particular of <i>NEAP (2010-2012)</i>;</p> <p>(HRD) To develop and implement a programme of Human Resource Development and capacity building for teachers and other education staff at all levels (Ministry, Education Authorities, Provinces and Schools/communities) ;</p>	<p>Outcome 3 (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, including control of financial resources, a sound system of monitoring, evaluation and reporting and effective development, assessment of appropriate skills and competencies in the education work force</p>	<p>13. To manage the sector-wide approach to education the basis for provision of adequate technical and financial support to the NEAP, with the aim of improving service delivery at all levels, harmonising support, and actively involving an increased number of stakeholders (National, Provincial, Government, Education Authorities, Development Partners, and NGOs);</p> <p>14. To develop coherent and outcome oriented budgeting, planning and reporting in a timely way;</p> <p>15. To improve a Monitoring and Evaluation Framework that includes a strengthened use of SIEMIS, an updated Performance Assessment Framework and specific research;</p> <p>16. To strengthen the role of Provincial Government and Education Authorities in planning, implementing, monitoring and (financial)reporting on the <u>National Education Action Plan 2010-2012</u> and <u>Provincial Education Action Plans 2010-2012</u>;</p> <p>17. To continue the development and implementation of a programme of Human Resource Development and capacity building; and</p> <p>18. To develop an improved teacher management system and more efficient teacher management processes.</p>

15. Schedule of Activities

National Education Action Plan

Strategic Goal 1: To provide equitable access to education for all people in the Solomon Islands				
Outcome 1 (ACCESS and EQUITY): All children in the Solomon Islands, regardless of gender, ethnicity, religion, location or disability, have access to Basic Education, which includes primary and junior secondary schooling till Form 3, and all children, adolescents and adults will be encouraged to participate in other levels of education (ECE, Senior Secondary, TVET, Community/non-formal and Tertiary Education), achieved through an adequate number of schools, classrooms, desks, dormitories and other infrastructure, and financial support from government and other stakeholders				
Objective 1: To increase access to all levels of education by provision of an adequate number of schools or centres and other school infrastructure, guided by school infrastructure programmes which include provision of an adequate number of classrooms, desks, dormitories and other infrastructure				
No	Output	Activity	Performance Measures	Responsibility
1.	Provision of Planning, Monitoring, Reporting and Research	Refine a model (based on the national population survey 2009 outcomes) to forecast numbers of students likely to enter primary schools, and junior and senior secondary schools at each class level over the period 2011-2015 Train officers in the SIEMIS-training team to produce these forecasts.	Based on population survey (2009) results, develop model to develop primary and junior and senior secondary school enrolments estimates by 30 June 2010 By end of 2010	PCRU, International TA PCRU, International TA
2.	Infrastructure Planning and Support and Management of School Property (Including Provision of Teacher Housing)	As part of the mapping of ECE (see 4), expand provision of early childhood education by establishing ECE centres attached to existing primary schools where appropriate, or as stand-alone centres	Identify and register all ECE Centres, by end of 2010 5 additional ECE centres established each year by the end of 2010, 2011 and 2012, as specified in Provincial Education Action Plans	ECE-division, PE Division, Provincial Education Authorities
3.	Infrastructure Planning and Support and Management of School Property (Including Provision of Teacher Housing)	Finalise the National School Infrastructure Plan, 2010-2012, prioritise and implement plan on the basis of SIEMIS-information of school infrastructure. Include activities to encourage improved access for girls and students with disabilities and infrastructure planning for TVET-EU-programme. Review of infrastructure component of all PEAP's Develop ICU as national co-ordination unit for school infrastructure and as asset management unit (development and maintenance of infrastructure database) Review of building designs and minimum standards	NSIP 2010-2012 Bi-annual progress reports on NSIP By end of 2010 All ICU-staff able to work with SIEMIS-infrastructure data and to update data at the end of 2012 Revised guidelines for national standards and designs for school infrastructure by June 2010	ICU, PCRU, ECE, PE, SE and TVET-Divisions ICU, local TA ICU, PCRU, international TA ICU, PCRU

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Objective 1: To increase access to all levels of education by provision of an adequate number of schools or centres and other school infrastructure, guided by school infrastructure programmes which include provision of an adequate number of classrooms, desks, dormitories and other infrastructure				
No	Output	Activity	Performance Measures	Responsibility
4.	Provision of Planning, Monitoring, Reporting and Research	Organise training for all ECE-officers in mapping ECE-needs and facilities. Conduct a mapping exercise of ECE provision in the Solomon islands, including a baseline survey of all communities to identify uptake of ECE, the unmet demand for ECE, and the state of current ECE facilities.	Central training (1-day) of all ECE-officers in mapping in 2010 and provincial training in mapping for max. 10 officers per province for 3-4 provinces per year, Mapping exercise completed for three provinces (Malaita, GP and WP) by 31 December 2010, for four other provinces by 31 December 2011 and for the final three provinces by 31 December 2012.	ECE Division, ICU, PCRU, PE-division, Provincial EA's, Provincial ECE-officers, International TA
5.	Infrastructure Planning and Support and Management of School Property (Including Provision of Teacher Housing)	Raise awareness about and train EA's in <ul style="list-style-type: none"> o Guidelines and minimum standards for school infrastructure development to assist schools and their communities, including guidance on standard classroom designs o School infrastructure maintenance manual o Management and operation of the National School Infrastructure Action Plan. o Regular and systematic monitoring and evaluation of the National School Infrastructure Programme (including TVET-programme) Follow up training by EA's to all schools in all these matters (1-4)	EA's informed and trained in guidelines and minimum standards, maintenance, management and monitoring of school infrastructure development from July 2010 onwards. All EA's trained by end of 2012. All schools informed about guidelines, minimum standards, maintenance, management and monitoring of school infrastructure by the end of 2012 Bi-annual reports on NSIP	ICU PCRU, ECE, PE, SE, TVET-Divisions, EA's EA's
6.	Rehabilitation of Tsunami-affected Schools Emergency planning	Implement the Rehabilitation and Recovery Action Programme. Develop an emergency preparedness plan for MEHRD and fund for implementation	Quarterly reports on RARP till end of 2011 Emergency plan produced in 2010 and establishment of a fund in 2011	<u>TEES, RARP-management,</u> ICU, ECE, PE, SE, TVET, EU, NZAID, UNICEF, JICA, (inter)-national TA, NDMO, MEHRD, <u>TEES, TA</u>
7.	Provision of Technical	Continue promotion of TVET (including for students	Communication campaign in place from	TVET division

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Objective 1: To increase access to all levels of education by provision of an adequate number of schools or centres and other school infrastructure, guided by school infrastructure programmes which include provision of an adequate number of classrooms, desks, dormitories and other infrastructure				
No	Output	Activity	Performance Measures	Responsibility
	Vocational Education and Training	with disabilities) Development and establishment of 3 special RTC's for students with disabilities	2010 onwards By 2012	
8.	Provision of Technical Vocational and Tertiary Education and Training	Implement a rapid survey to identify the demand for TVET -and Tertiary sub sectors from private sector and youth/students. Also utilise SIEMIS for planning and identifying demand for studies, infrastructure in TVET. Update the National Skills Training Study (2006) with the outcomes of the rapid survey. Contribute to the development of the National Skills and Training Plan	Updated National Skills and Training Study report (2006) with outcomes of rapid survey at the end of 2010, including infrastructure needs for TVET All SIEMIS-forms from TVET-sector received, analysed and utilised. National Skills and Training Plan developed at the end of 2011	TVET division, PCRU, Tertiary Education division, EA's with TA support from EU- TVET Project MDPAC, TVET, NTU, International TA
9.	Provision of Technical Vocational Education and Training	Strengthen national post-secondary institutions, vocational training centres (VTCs), Rural Training Centres (RTC's), and Community Learning Centres (CLC's) and invest in their development.	Bi-annual reports on strengthening of national post-secondary institutions, R/VTC's, CLC's	TVET Division, VTC's, RTC's, CLC's with support from EU-TVET Project
10.	Provision of Support for Post-Secondary Education – SICHE Upgrading Programme	On the basis of a SICHE-overall strategic plan, develop and update SICHE-infrastructure plan based on national demand for preferred studies/courses (see outcomes rapid survey-activity 8) and National Skills Training Study 2006) Deliver support for the SICHE upgrading programme.	SICHE strategic action plan includes a physical infrastructure plan and academic plan for curriculum development and courses review Funding delivered to support SICHE upgrading programme	SICHE, MEHRD, SIG, DP's, International TA MEHRD and DP's SICHE, MEHRD, DP's

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Objective 2: To increase access to all levels of education by provision of financial support (grants and other specific financial support) from government and other stakeholders				
No	Output	Activity	Performance Measures	Responsibility
11.	Financial Management and Budget Formulation Services	<p>Prepare and monitor annual budgets for MEHRD in 2010, 2011 and 2012. Integrate lessons learnt from PER-report, July 2009</p> <p>In-house training organised for accounts staff and HoD's on improved budgeting, increased efficiency, stronger internal control of expenditures</p> <p>Start and maintain internal audit process Produce an asset register</p>	<p>Budgets prepared for 2010, 2011 and 2012</p> <p>Expenditure against annual budgets monitored on a monthly basis.</p> <p>Training organised for accounts staff and HoD's in 2010</p> <p>Improved internal control and advise on requisitions</p> <p>Internal auditor recruited and internal audit reports produced National audit reports provided with timely reactions and action plans</p> <p>Asset register produced by 2010</p>	<p>CT, <u>Budget committee</u>, <u>Accounts Division</u>, MOF Accounts Division</p> <p>Accounts Division</p> <p>Internal Auditor</p>
12.	Financial Management and Budget Formulation Services	<p>Ministry aims to attract more development partners to the SWAp and to align their technical and financial support to the general SWAp-principles</p> <p>MEHRD formulates clear and timely requests for TA or financial support</p>	<p>Increased support by more Development Partners to the SWAp and NEAP, 2010-2012 Increased number of DP's signing up for the general partnership agreement or through bi-lateral agreements focussing on the SWAp</p>	<p><u>MEHRD</u>, SIG, Development Partners</p> <p><u>PCR</u>, CT, MT</p>
13.	Provision of Provincial, School and RTC Grants	<p>Deliver financial management training based on the guidelines in <u>School Financial Management Guidelines and Training manual 2009</u> to school leaders and provincial administrators</p> <p>Timely disbursement of all grants to schools and EA's according to the policies. Regular monitoring of grants impact, utilisation at EA and school level.</p>	<p>Annual financial management training programmes delivered to school managers and provincial administrators. All principals, head teachers and EA supporting staff trained by end of 2012.</p> <p>Grants disbursed on time and received by schools and EA's</p> <p>Bi-annual reports produced on retirement rate, utilisation of grants.</p>	<p><u>Accounts Division</u>, EA's, ECE-, PE-, SE-, TVET-division.</p> <p><u>Accounts Division and PCR</u> <u>Accounts Division and PCR</u></p>

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Objective 3: To improve equal access to all levels of education for students and people with special needs				
No	Output	Activity	Performance Measures	Responsibility
14.	Provision of Education for People with Special Needs	Undertake an independent review of provision of education for people with special needs (especially children) in Solomon Islands	Review undertaken of provision of education for people with special needs by end of 2011	CT, with International or local Technical Assistance
15.	Provision of Education for People with Special Needs	Define special education in the Solomon Islands context, following the independent review, and develop a national policy and an action plan for inclusive education	A policy developed for inclusive education (education of children with special needs) by end of 2012	TWG-Policy, CT, PCRU, EA's International or local TA

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Objective 4: To improve equal access to all levels of education for girls and boys, by improving the gender balance, the quality of basic education and decreasing drop-outs, in particular for those in isolated locations				
No	Output	Activity	Performance Measures	Responsibility
16.	Delivery of Basic Education	Undertake community awareness programmes to communicate the importance of early childhood and basic education Improve quality of SIBC--programme	Community awareness programmes on ECE and Basic Education developed and implemented by 31 Dec 2011	<u>ECE- ,PE and SE- divisions, EA's</u> NATCOM
17.	Provision of Planning, Monitoring, Reporting and Research	MEHRD to initiate research or a survey on barriers to Basic Education, including for girls and students with disabilities. Utilise the outcomes of the research for reducing the number of drop-outs through a range of initiatives, including the implementation of Fee-Free Basic Education and measures which encourage gender balance and increased access for students with disabilities (see also activity 15).	Research conducted with parents, communities, children, teachers etc. by end of 2010 Implement specific measures to reduce drop out rate and improve survival rate from 2011 onwards Report on impacts of new measures at the end of 2012.	<u>PCRU, PE- and SE- Division, EA's, International TA</u>
18.	Planning, Monitoring, Reporting and Research	Provide bi-annual monitoring reports (through the PAF) on the gender balance in all levels and types of education (early childhood, primary, junior and senior secondary education, TVET and tertiary education)	Bi-annual reports provided on gender balance in all levels and types of education	<u>PCRU, ECE-, PE-, SE- and TVET- Division and Division of Tertiary Education</u>

Strategic Goal 2: To improve the quality of education in the Solomon Islands				
Outcome 2 (QUALITY): All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a quality education, which means a high quality of learning achieved through provision of an adequate number of motivated and qualified teachers and other workers in the education sector, relevant national school curriculum and local curricula, an adequate number of modern, relevant teaching and learning materials or facilities, and sound standards of student literacy and numeracy. .				
Objective 5: To develop, revise or finalise appropriate policies for the different sub sectors or cross cutting areas by continuing the work of the technical working groups on policy				
No	Output	Activity	Performance Measures	Responsibility
19.	Policy Advice and Policy Development	Revise the Education Act (including possible inclusion about compulsory Basic Education)	Revised Education Act, with legislative options, by 30 June 2010	<u>NEB</u> , CT
20.	Policy Advice and Policy Development	Develop a policy on senior secondary education, aiming to (1) increase the enrolment in senior secondary education, (2) improving the quality of the senior secondary education (3) improving the transition rates to Year 12 and to TVET (after year 11) and success rates at post secondary education and (4) to clarify the structure and curriculum of senior secondary education	Policy on senior secondary education developed by 30 June 2010. Implemented from mid 2010 - 2012	TWG on Policy, <u>SE- Division</u> , EA's
21.	Policy Advice and Policy Development	Develop, formalise and communicate policy on establishment of new schools or change in status of existing schools	Policy developed on establishment of new schools, by 30 June 2010	<u>PE-</u> , <u>SE-division</u> and local TA
22.	Policy Advice and Policy Development	Review the <i>Teaching Service Handbook</i> , in particular the section on establishment for secondary schools, on teaching loads and teacher attendance. Integrate lessons learnt from PER-report 2009 and teacher demand and supply study 2009. Develop and apply revised procedures for appointing and transferring teachers within and between Authorities also to control the travel budget for teachers	Review of TSH completed by 30 June 2010.	<u>TSD</u> , <u>PE-</u> and <u>SE- Division</u> , local TA
23.	Policy Advice and Policy Development	Review of the Education Sector and Structure and implement recommendations. Improved co-ordination between the Ministry, MPGIS, and EA's and the effectiveness of EA's-services, to ensure improved education service delivery in provinces.	Review report produced per 1 st of April and recommendations implemented and captured by revised Education Act.	NEB, EA's, <u>MT</u> , CT and international, local TA
24.	Policy Advice and Policy Development	Develop a policy on learners' and school based assessment.	Policy statement on learners' assessment and SBA developed by July 2010.	<u>NESU</u> , TWG Policy on Assessment, <u>SPBEA</u> ,

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Objective 5: To develop, revise or finalise appropriate policies for the different sub sectors or cross cutting areas by continuing the work of the technical working groups on policy				
No	Output	Activity	Performance Measures	Responsibility
				International TA
25.	Policy Advice and Policy Development	Develop a plan and timetable to introduce school based assessment and the gradual phasing out the Solomon Islands Secondary Entrance Examination	Introduction of school based assessment at schools, by the end of 2012	SE-, PE-division, NESU, EA's, international TA
26.	Policy Advice and Policy Development and Development of Qualifications Framework	Policy developed for the Solomon Islands Qualifications Framework, Establishment of Qualifications Framework	Policy developed and approved by December 2010 In operation from 2011 onwards	TWG on Policy, US-Tertiary, SICHE, SICC, Vanga TC, USP, international TA
27.	Policy Advice and Policy Development	Implementation of the Tertiary Education Policy (2009) Refine and implement the Tertiary Education Strategy (2009) Continuation of the work by the Taskforce on the feasibility of a Solomon Islands National University Implementation of the feasibility study on loan-scheme Establishment of SI Tertiary Education Commission and National HRD Skills Training Council.	Taskforce on SINU produces final feasibility report not later than 30 th of June 2010 Feasibility study on loan scheme finalised before 30 th of June 2010 SITEC before 30 th of June 2010 NHRDTC in place by end of 2011	MT, MDPAC, Taskforce SINU, NEB, NTU, SICHE, TA Local or international TA MEHRD MDPAC, International TA
28.	Policy Advice and Policy Development	Guided by the principles in the Policy for Tertiary Education for increased efficiency and quality of tertiary education, continue with preparations for the proposed "Fourth Campus" of the USP in Solomon Islands.	Detailed plans (academic, HR- and infrastructure plans) agreed on the 4 th USP-campus and its relationship with SICHE and SINU at the end of 2010	MT, USP, international TA
29.	Provision of Ministerial Advice and Services	Manage the operations of the National Education Board (NEB)	All planned policies, specific studies to inform policies and strategies (see 19-22, 24, 25, 27, 56) developed and implemented. At least quarterly meetings of the NEB	NEB in co-ordination with specific divisions
30.	Provision of Ministerial Advice and Services	Manage the operations of the National Commission for UNESCO Promotion of Education For All, indigenous cultures, Education for Sustainable Development and National World Heritage sites	Bi-annual reports School based environmental project expanded to provinces (5 selected schools per province)	National Commission for UNESCO

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Objective 5: To develop, revise or finalise appropriate policies for the different sub sectors or cross cutting areas by continuing the work of the technical working groups on policy				
No	Output	Activity	Performance Measures	Responsibility
		Promote participation of Ministry staff in national, regional and international seminars on different UNESCO-themes Co-ordination of Ministry's communication programme		NATCCOM in co-operation with all divisions

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Objective 6: To improve quality at all levels of education by provision of an adequate number of qualified teachers and other workers in the education sector, preferably through distance and flexible learning modes				
No	Output	Activity	Performance Measures	Responsibility
31.	Improved Teacher Supply and Development	Utilise teacher supply and demand study outcomes (2009) to forecast ECE, primary, junior secondary school teacher supply needs and adapt training plans Implement a similar teacher supply and demand study for senior secondary.	Teacher training development plans developed on the basis of the teacher supply and demand study and rapid survey for TVET and tertiary education. (activity 8)	PCRU, TTDO, TSD International TA
32.	Teacher Education and Development	Revise and implement the National Teacher Training and Development (NTTD) Plan, 2010-2012	Revised NTTD Plan developed by 31 March 2010 Implementation from 1 April 2010	TTDO, SOE, USP, OU-PNG, other teacher education providers, DP's
33.	Teacher Education and Development	Develop standards for ECE Establish 10 ECE "demonstration centres" in the country to provide models for ECE, inclusive education and field-based training. Increase number of field-based ECE-trainees each year over the period 2010-2012.	At least one Demonstration Centre established in each Province, from 2010 on.	ECE-division, PE- Division, EA's, international TA
34.	Teacher Education and Development	Enter into agreements with the School of Education (SICHE) and other providers to meet the teacher demands for the different sub sectors.	MoU's signed with different teacher education providers. Enrol a specific number of teachers corresponding with the demand within the different sub sectors	TTDO, TSD, SICHE/SOE and other teacher education providers
35.	Teacher Education and Development	Develop and implement the CTPDE (Certificate for Teaching Primary by Distance Education)-course in Guadalcanal and Malaita province for a total of 400 teachers Evaluation of CTPDE-programme	400 Untrained primary school teachers trained in Guadalcanal and Malaita province from middle of 2010 onwards by DFL 2012	TTDO, SOE, PEA's with longer term international and local TA
36.	Teacher Education and Development	Provide pre-service for 40 TVET tutors at Vanga TC for R/VTC's and CLC's annually to upgrade their skills and for in-service for untrained RTC-instructors	Bi-annual reports on Vanga TC-developments and training results.	TVET Division, Vanga TC, TTDO, EA's, EU-TVET-programme
37.	Teacher Education	Prepare a training plan for teachers of practical	Development of training plan by end of	SICHE, TVET-

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Objective 6: To improve quality at all levels of education by provision of an adequate number of qualified teachers and other workers in the education sector, preferably through distance and flexible learning modes				
No	Output	Activity	Performance Measures	Responsibility
	and Development	subjects at junior secondary schools as well as for TVET tutor/instructors with specialist technical qualifications focusing on specialised subjects (e.g. trade subjects where skilled workers are in short supply, or key skills needed in the economy). Include the training in the newly adapted core curriculum (see 43). Implement the training plan.	2011. Implementation from 2012 onwards.	division, TTDO, EA's, SIARTC, EU-TVET-programme

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Objective 7: To improve quality at all levels of education by developing, distributing and using relevant, high quality and modern national and local school curricula				
No	Expected Output	Activity	Time Frame	Responsibility
38.	Curriculum Development	Develop practical curriculum guidelines for ECE-teachers. Assist ERU with the provision of curriculum resources and tools for ECE Train all ECE-teachers (280) in 3 days in new curriculum and working with resources & equipment for ECE by training of trainers method, firstly in Honiara for the ECE-officers and then in the provinces for all ECE-teachers.	Practical quality curriculum guidelines for ECE submitted for approval by July 2010. Provision of ECE curriculum resources and tools. Training provided directly after the approval of the curriculum guidelines and availability of curriculum materials. Bi-annual progress reports. All ECE-officers trained in new curriculum by end of 2010 and all ECE-teachers by end of 2011	CDC, ECE-division ERU and ECE ECE ECE ECE
39.	Curriculum Development	Continue review and publishing of the primary school curriculum (3 primary subjects: Science, Social Studies, Health Education, and other subjects as appropriate) for year 6 and year 1, 2 and 3	Bi-annual reports on curriculum development for primary education, Complete year 6 in 2010, year 1 and 2 in 2011 and year 3 in 2012	CDC with short term TA, PE-Division, ERU, Pearson Australia
40.	Curriculum Development	Continue the review and publishing of the junior secondary curriculum (9 secondary subjects: English, Maths, Science, Social Studies, Agriculture, Business, Home Economics, Technology, Physical Education).	Bi-annual progress reports on review of junior secondary school curriculum including on the progress with the provision of practical tools and equipment for the practical subjects Complete year 7 in 2010, year 8 in 2011 and year 9 in 2013.	CDC with short term TA, SE-division, ERU, Pearson Australia
41.	Curriculum Development	Prepare the review of Year 10 -11 curriculum and syllabuses, with the aim of broadening and strengthening the curriculum by developing and extending the range of practically-based subjects. Support the development of a national examination at Form VI-level. Implement review of senior secondary curriculum materials	Bi-annual progress reports Preparations from 2010 onwards 2010-2012 2012	CDC, TVET Division, SICHE/SOE) and SICHE (School of Industrial Development) NESU, SE-division
42.	Curriculum Development	Training of provincial training teams in the new curriculum and monitoring of appropriate implementation of curriculum	Bi-annual reports on training delivered to assist in implementation of school curricula	CDC, Inspectorate, EA's

Strategic Goal 2: To improve the quality of education in the Solomon Islands

Outcome 2 (Quality): All levels and dimensions of the Solomon Islands education system consistently demonstrate standards of excellence and deliver a quality education, which means a high quality of learning achieved through provision of an adequate number of motivated and qualified teachers and other workers in the education sector, relevant national school curriculum and local curricula, an adequate number of modern, relevant teaching and learning materials or facilities, and sound standards of student literacy and numeracy.

Objective 7: To improve quality at all levels of education by developing, distributing and using relevant, high quality and modern national and local school curricula

No	Expected Output	Activity	Time Frame	Responsibility
		(Financial and technical) Support to school based training of teachers in the new curriculum Head Teachers and Principals prepared and trained to play a supportive role in teacher assessment	Bi-annual reports on training of teachers in new curricula Bi-annual reports on inspectorate review	CDC, <u>EA's</u> Inspectorate, CDC, EA's, TTDO
43.	Curriculum Development	Review and trial curriculum guidelines for TVET in 5 core subjects (carpentry, mechanics, agriculture, business studies, life skills) Develop a few other courses for which there is a strong demand (e.g. computer skills, home economics, tourism and hospitality skills) Develop, trial curriculum for practical subjects and implement training course for junior secondary school teachers at 10 selected schools (with good storage for practical tools and equipment) Five modularised training courses developed for female participants Develop benchmarks for life skills in basic education	Syllabus, course materials and tools in place for 5 core courses by the end of 2011 in selected centres Further guidelines developed for 3 more selected subjects by the end of 2012 Courses developed at the end of 2011. Implementation from 2012 onwards Courses developed at the end of 2011. Implementation from 2012 onwards Schools participating in pilot	CDC, Vanga TC, <u>TVET Division</u> , EU-TVET-programme <u>TVET-division</u> , SIARTC, <u>CDC</u> , EU-TVET programme CDC, PE, TA
44.	Provision of Vocational Education and Training	Based on regular assessments, continue with or adapt partnership support by University of Waikato to SoE Develop improved teacher training facilities at SoE based on SICHE-strategic overall planning For School of Education: review the diploma-courses for ECE, PE and SE Develop a regional/international qualifications system for the SoE-courses.	Partnership reporting By end of 2011 By end of 2012	SICHE/SoE, longer term international TA, MT <u>SICHE, MEHRD Taskforce for national qualifications framework</u> , International TA
45.	Provision of Vocational Education and Training	Within the framework of the overall SICHE-strategic planning (see activity 10), establish appropriate "partnership arrangements" between suitable overseas partner tertiary education institutions and each of the schools at SICHE, along the lines of the	Partnership arrangements in place for each faculty at SICHE by end of 2011	<u>SICHE</u> , tertiary education providers in the region, MT, TA

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Objective 7: To improve quality at all levels of education by developing, distributing and using relevant, high quality and modern national and local school curricula

No	Expected Output	Activity	Time Frame	Responsibility
		partnership established between the SoE at SICHE and the University of Waikato		
46.	Development of Life Skills and Child Education	Delivery of programmes to support life skills and child education (child friendly schools) in Isabel Province, Western Province and Choiseul Province Develop plan for mainstreaming CFS-principles into PEAPs of other provinces	Bi-annual reports on delivery of life skills and child education programmes PAWP's gradually integrate CFS-principles and realise these	<u>ECE- and PE-division, TA</u>
47.	Development of Adult and Literacy Programmes	Development and delivery of effective adult education and literacy programmes, including community-based and work-based literacy programmes. Identify funding.	Comprehensive adult education programme developed by end of 2010 and implementation from 2011 onwards Bi-annual reports on adult and literacy programmes in 2011, 2012	<u>TVET-division.</u> NGO's, CBO's, Churches. International or local TA

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Objective 8: To improve quality at all levels of education by provision of an adequate number of modern, relevant teaching and learning materials, facilities, and equipment				
No	Output	Activity	Performance Measures	Responsibility
48.	Library Services	Promotion of reading and libraries by awareness and training workshops in 10 provinces for EA's. Integration of Child Friendly Library principles. Delivery of library services (basic package of reading and reference materials and tools)	3 Provinces per year and by end of 2012 all provinces trained All Primary and JSS have basic libraries by end of 2012 with shelves provided by community Bi-annual reports on library services	<u>NLS</u> , Provincial and other Authorities
49.	Library Services	Revive provincial libraries by training of librarians or volunteers and supply of reading and reference materials Connect provincial libraries to Internet	3 Provinces per year visited and provided with basic package of books and tools 2 Computers and internet connection provided to all provincial libraries by end of 2012 Bi-annual reports on progress (e.g. number of functioning libraries in provinces by end of 2010, 2011 and 2012)	<u>NLS</u> , Provincial and other Authorities <u>NLS</u> , local TA
50.	Library Services	Improve services at NLS by computerised catalogue and borrowing system including training of NLS-personnel in the specific soft ware Establish and maintain National School Library Association with some provincial representatives and visit all provinces Implement a feasibility study on the merge between NLS and public library in Honiara	Computers and training provided and manual system gradually replaced by computerised system All provinces visited by at least 1 board member by end of 2012 and supported with an action plan how to promote reading and libraries Study report produced in 2010	NLS and local or international TA <u>NLS</u> , EA's International or local TA
51.	Curriculum development	Provide adequate number and good quality practical tools and equipment for the teaching of practical subjects at junior and senior secondary school level (see activity 40 and 43)	Practical tools and equipment in place for junior and senior secondary schools by end of 2012	<u>CDC</u> , SE-division, ERU
52.	Resources distribution to schools	Continue with distribution of curriculum resources to the schools, procure and/or reprint materials which are in short supply	Schools regularly provided with necessary curriculum materials; Improving books-students ratios	<u>ERU</u> , <u>CDC</u> , EA's

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Objective 9: To provide ongoing professional development for all education staff, ideally through distance and flexible learning				
No	Output	Activity	Performance Measures	Responsibility
53.	Teacher Education and Development	Revise the Continuing Professional Development (CPD) and produce new comprehensive in-service and short, practical on the job training/coaching programmes for school managers and teaching staff. in different training modalities e.g. face of face or by DFL through SICHE, USP, summer schools and other training providers or supporters (e.g. UNESCO, SPBEA) Develop school management guidelines for school managers and teacher quality standards Increase co-operation between CDC, TTDO, SOE in producing and co-implementing the revised Teacher Training and Development Plan, 2010-2012 (see activity 32)	Review report produced by end 2010. New CDP-system operational by 2011 Bi-annual reports on CPD, nr. of courses, teachers participating in in-service training, short courses etc. Developed in 2010 From 2010 onwards	TTDO and SICHE(SOE), with CDC, different teacher education providers, EA's International TA TTDO TTDO
54.	Teacher Education and Development	Strategies developed to include ECE in the DFL to upgrade the skills and competencies of ECE-teachers	DFL-courses developed for ECE by 2012	TTDO, ECE-division, CDC, EA's
55.	Teacher Education and Development	Develop in-service training by DFL for secondary teachers	Training courses developed by DFL to secondary teachers by end of 2012	TTDO, SE-division, SICHE(SoE), USP, longer term International TA

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Objective 10: To monitor and assess standards of student literacy, numeracy and progress in other subjects				
No	Output	Activity	Performance Measures	Responsibility
56.	Policy Advice and Policy Development	Complete policy development and approve policy on use of the vernacular in education. Evaluate outcomes of current vernacular pilot in Malaita. Based on the outcomes of the current pilot in Malaita, establish another pilot for the trialling of the vernacular as a medium of instruction in primary schooling.	Policy for use of the vernacular in primary education approved by 30 th of June 2010. Pilot evaluated by end of 2010. Start new pilot in 2011 and organise interim-evaluation of new pilot at the end of 2012	<u>ECE-, PE-division</u> CDC, NESU, International TA <u>PE-division,</u> TWG-language in education, TA
57.	Assessment & Evaluation and Management of Examinations	Monitor learners' progress and outcomes by use of ARTTle, assessing examination results and use of other instruments such as SISTA in order to identify well performing primary and secondary schools, in particular in literacy and numeracy. Set literacy and numeracy targets and raise awareness Analyse the factors that lead to identification of an effective school in the Solomon Islands context, and apply the lessons learnt to improve student learning and performance in all schools. SISTA tests implemented for representative sample of primary schools (Year 4 & Year 6)	Specific report on monitoring of learning progress and outcomes in selected primary and secondary schools, by end of 2012 Formulation of effective school-paper Round 2 of SISTA implemented in 2011	<u>NESU, TWG-</u> assessment, SPBEA, CDC, Inspectorate, PE- and SE-division <u>PE, NESU, TA</u> Inspectorate, NESU, PE, SE <u>NESU, CDC,</u> Inspectorate, PE- division
58.	Assessment & Evaluation and Management of Examinations	Manage the timely and secure organisation of annual examinations (SISEE, SIF3, SISC and PSSC)	Bi-annual reports including examination data and some basic analysis.	<u>NESU, EA's</u>
59.	Assessment & Evaluation and Management of Examinations	Maintain school-based assessment for selected Solomon Islands School Certificate subjects. Devise new school based assessment instruments Lead the process towards nationalisation of Form VI-examination	Bi-annual reports Assessments instruments developed National Form VI in place by end of 2012	<u>NESU</u> <u>NESU</u> <u>NESU, SPBEA</u>
60.	Assessment & Evaluation and Management of Examinations	Delivery of in-service training for examiners and moderators, and moderation of school-based assessment	From July 2011 onwards Bi-annual reports on in-service training for examiners and moderators from July 2011 onwards	<u>NESU, SPBEA</u> and DP's

Strategic Goal 2: To improve the quality of education in the Solomon Islands				
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Objective 11: To continue with the revision of the inspectorate framework and approach				
No	Output	Activity	Performance Measures	Responsibility
61.	Evaluation of School and Teacher Performance	Implement new inspectorate framework (approved in 2009) Development and implementation of a rental scheme Provision of means of transport for inspectors. Expand staff to 33 (recruit an extra 11 inspectors) Support to improved communication with inspectors (financial support to mobile communication)	Nr. of teachers and school assessed Rental scheme for inspectors developed by 30 June 2010	<u>Inspectorate</u> , international TA Inspectorate and MPS Inspectorate, DPs MPS, Inspectorate DP's
62.	Evaluation of School and Teacher Performance	Development or revision of instruments for the assessment of teachers and for the evaluation of the whole school development process. Methodology handbook developed on inspection of teachers and instructors at schools and centres Training of 22 inspectors implemented and piloting of new instruments and handbook Review of instruments and handbook Training of EA's in the 10 provinces in new assessment instruments and handbook Training of all school and centre managers and chairpersons of school boards/committees in new assessment instruments and handbook based on cluster approach and budget proposals from PEA's	Assessment instruments designed by 30 June 2010 Handbook on supervision produced by 30 June 2010 By end of 2010 Done by end of 2010 All EA's trained by end of 2011 All school and centre managers, chairpersons of school boards/committees trained by end of 2012	<u>Inspectorate</u> , international TA <u>Inspectorate</u> , TTDO, TA Inspectorate Inspectorate Inspectorate and EA's Inspectorate and EA's
63.	Evaluation of School and Teacher Performance	Reports on teacher assessments (confirmation of all ECE-, PE-, SE-, TVET-probationary teachers and teachers being promoted) provided to meet MEHRD criteria. Whole school evaluation reports completed according to MEHRD criteria	All probationary teachers assessed by end of 2012 All schools have whole school evaluation reports by the end of 2012.	<u>Inspectorate</u> in collaboration with EA's, principals, HT's , chairpersons of school committees, boards

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Objective 12: To strengthen community participation in education, community awareness on school committees and boards, and the formulation and implementation of whole school development plans				
No	Output	Activity	Performance Measures	Responsibility
64.	Whole School Development	Provide training to all school committees/boards and school managers in roles and responsibilities in school management, whole school development planning, financial and infrastructure development, data collection and use, school and teachers' assessment and raise awareness about main national education policies etc.	Training provided to all school committees and boards in all these subjects at the end of 2012 All school development plans 2010-2012 reviewed.	PCRU-, ECE-, PE-, SE-, TVET Inspectorate, TSD-, Account-division, NGO's and local consultants

Strategic Goal 3: To manage and monitor resources efficiently and effectively.				
Outcome 3 (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, including control of financial resources, a sound system of monitoring, evaluation and reporting and effective development, assessment of appropriate skills and competencies in the education work force				
Objective 13: To manage the sector-wide approach to education as the basis for provision of adequate technical and financial support to the NEAP, with the aim of improving service delivery at all levels, harmonising support, and actively involving an increased number of stakeholders (National, Provincial Government, Education Authorities, Development Partners, and NGOs).				
No	Expected Output	Activity	Performance Measures	Responsibility
65.	Effective Management and Planning	<p>Organisation of Annual Joint Reviews, ESGC-and ESCC-meetings</p> <p>General partnership agreement or specific bilateral agreements signed within SWAP by increased number of development partners (see also activity 12)</p>	<p>Agreed Aide Memoires produced following each Annual Joint Review and ESGC-meeting.</p> <p>Bi-annual progress reporting on NEAP, 2010-2012</p> <p>PAF-reporting</p> <p>Increased number of DPs signing the general partnership principles and/or new Letters of Bi-lateral arrangements within the framework of the SWAp and NEAP signed</p>	<p><u>CT</u> , other Ministries, EA's, DP's, NGO's</p> <p><u>MT</u>, DPs</p>
66.	Contract Management and Co-ordination of Technical Assistance	<p>Within the framework of the MEHRD Human Resource Development Plan, NEAP 2010-2012 and Local HRD-planning, ensure tailor made and demand-oriented Technical Assistance is provided from different sources (local and international)</p> <p>After education sector structure review (see activity 23), implement a capacity assessment of human resources to assess to what extent current personnel fit in the newly proposed education service structure, what measures need to be taken to improve services at national, provincial and community/school level</p>	<p>Bi-annual reports on use and effectiveness of Technical Assistance</p> <p>Capacity assessment of education sector produced including recommendations for organisation change and increased performance of individual staff and organisations at different levels.</p>	<p><u>PCRU, Admin-division, CT</u>, DP's and local and/or international TA</p> <p><u>CT, MT</u>, Admin-division, DP's.</p>

Strategic Goal 3: To manage and monitor resources efficiently and effectively.				
Outcome 3 (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, including control of financial resources, a sound system of monitoring, evaluation and reporting and effective development, assessment of appropriate skills and competencies in the education work force				
Objective 14: To develop coherent and outcome oriented budgeting, planning and reporting, in a timely way.				
No	Output	Activity	Performance Measures	Responsibility
67.	Provision of Planning, Monitoring, Reporting and Research	<p>Produce, in a timely way, outcome oriented Annual Plans for each Division, derived from NEAP 2010-2012, using SIEMIS, PAF, Aide Memoires and SWAp-, NEAP-2007-2009 and PER- reviews in 2009.</p> <p>Develop Annual Budgets (see activity 11)</p> <p>Develop Medium Term Expenditure Planning for Education sector, 2010-2012</p> <p>Improve completeness, quality of data and data management to enable informed decisions, forecasting and longer term planning</p> <p>Improve research capacity</p> <p>Strengthen the role of Provincial Government and Education Authorities in planning, implementing and monitoring NEAP 2010-2012 and PEAP's, 2010-2012 and collaborate with Provincial Support Programme from MPGIS (supported by UNDP)</p> <p>Develop NEAP 2012-2014</p>	<p>Annual Work Programmes for each Division produced, to meet specified MEHRD timelines, by the end of 2010, 2011, & 2012</p> <p>Annual Budgets developed to meet specified SIG time frames</p> <p>MTEF for education sector developed per July 2010</p> <p>SIEMIS- return rate improved, completeness of SIEMIS-data improved and available in the same year.</p> <p>TSD-, PCRU-, NESU-, NTU-Staff trained in data base management, analysis, and more research implemented</p> <p>Bi-annual reporting by EA's</p> <p>NEAP, 2012-2014, produced in 2012</p>	<p>PCRU, CT, Accounts, All divisions, DP's and longer term TA (ESA)</p> <p>Budget committee, CT, Accounts, EA's, PCRU, PCRU</p> <p>PCRU, Admin</p> <p>PCRU, CT, (P)EA's</p> <p>PCRU</p>
68.	Financial Management and Budget Formulation Services	<p>Accounts division transfers gradually into service division to other divisions and EA's for improved budgeting, funding, budget monitoring, control and financial reporting</p> <p>Directors prepare their requisition in a timely way, and retire imprests efficiently to meet deadlines according to financial guidelines</p>	<p>Number of meetings by accounts division to support HoD's with budgeting, funding and financial reporting.</p> <p>Number of supporting visits to EA's</p> <p>Monthly vote control reports</p> <p>Directors retire funding and adhere to SIG-financial guidelines</p>	<p>Accounts Division, MoF, Longer term International TA</p> <p>Accounts</p>
69.	Communication and Customer	Manage and maintain a high quality and secure	Bi-annual reports on provision of IT	ICT-unit, PCRU

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Objective 14: To develop coherent and outcome oriented budgeting, planning and reporting, in a timely way.				
No	Output	Activity	Performance Measures	Responsibility
	Service	delivery of Information Technology services for all MEHRD Divisions Assist MEHRD-and EA's personnel with utilising software and communication facilities Expand IT-services to EA's	services	

Strategic Goal 3: To manage and monitor resources efficiently and effectively.				
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Objective 15: To improve a Monitoring and Evaluation Framework that includes strengthened use of SIEMIS, an updated Performance Assessment Framework and specific research				
No	Output	Activity	Performance Measures	Responsibility
70.	Effective Management, Planning, Monitoring and Reporting	Performance Assessment Framework further improved to measure and report progress against the expected outcomes of NEAP 2010-2012, using data available in SIEMIS Improve data collection, cross checking, processing, analysis and reporting process by timely distribution and collection of SIEMIS-formats, organisation of monitoring tours, specific research, targeted teacher monitoring and assessing impacts of FFBE. Produce the MEHRD Bi-annual and Annual Reports on the NEAP II-progress	Annual PAF reports SIEMIS-formats distributed to all schools not later than 1 st of November, all formats received not later than 30 th of March. Measures in place for school managers and/or EA's who not adhere to timely provision of school data. Research activities. Quarterly monitoring tours and reports. Specific reports e.g. on impact of Fee Free Basic Education MEHRD bi-annual and annual reports produced	PCRU, Monitoring team, TWG-Monitoring PCRU, Inspectorate-PE-, SE- and TVET-divisions, EA's, <u>Monitoring team</u> , CT Monitoring team, <u>PCRU</u> PCRU

Strategic Goal 3: To manage and monitor resources efficiently and effectively.				
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Objective 16: To strengthen the role of Provincial Government and Education Authorities and help make them more effective in planning, implementing, monitoring and (financial)reporting on the <i>National Education Action Plan 2010-2012</i> and <i>Provincial Education Action Plans 2010-2012</i>				
No	Output	Activity	Performance Measures	Responsibility
71.	Provision of Provincial Support	Strengthen the role of Provincial Government and Education Authorities in planning, budgeting, implementing, monitoring and (financial) reporting for NEAP 2010-2012 Continue with the education sector structure review and implement proposed recommendations for improved service delivery at the provincial and community/school level Continuation of quarterly monitoring tours and wrap up meetings with Provincial Governments	Training to EA's in planning, management, monitoring and (financial)reporting Education sector review and assessment finalised in 30 th of June 2010 Integrate proposed changes in the revision of the Education Act. Start re-organisation of service delivery by EA's from July 2010 onwards Monitoring reports	CT, PS, <u>PCRU</u> , Accounts, EA's MT, CT, NEB, All divisions involved NEB Monitoring team, <u>PCRU</u>
72.	Development of Provincial Education Action Plans	Review, monitoring and development of Provincial Education Action Plans (PEAPs)	PEAPs, 2013-2015 developed by 1 st of October 2012. PEAPs 2010-2012 monitored and reviewed annually Bi-annual progress reports from PEA's	<u>PCRU</u> , EA's, 10 local TA's PEA's, <u>PCRU</u> <u>PEA's</u> , <u>PCRU</u>

Strategic Goal 3: To manage and monitor resources efficiently and effectively.				
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Objective 17: To continue the development and implementation of a programme of Human Resource Development, capacity building and staff assessment				
No	Output	Activity	Performance Measures	Responsibility
73.	Provision and Management of Scholarships (including in-country and short term awards)	Manage the selection and allocation of scholarships to Solomon Islanders within the recurrent and development budget baselines and the Tertiary Education Policy (2009)	Bi-annual reports on allocation of scholarships, students' progress and expenditure against annual budget	<u>NTU</u> , with support from Tertiary Education division, DP's (PNG, AusAID, Japan, NZAID, RoC)
74.	Human Resource Development and Human Resource Management	Develop and monitor the implementation of annual Human Resources Development Plans. Implementation of HRD-plans in particular in the area of capacity building for MEHRD staff, Education Authorities and school managers, Complete review of job descriptions. Establishment of performance appraisal systems. If necessary, implement disciplinary measures Support all education staff with matters such as housing, travel, promotion, management support, capacity building and mentoring Collaborate in all these matters with the MPS and its PSIP.	HRD-plans produced and monitored bi-annually by PS. US-Admin and Head Admin All job descriptions reviewed, and approved by the end of 2010. Performance Appraisal system in place by the end of 2011. Disciplinary measures taken. Staff provided with houses, rental scheme, travel, management, training and mentoring support	<u>Admin-division</u> , CT <u>Admin-division</u> and all other divisions MT MT, US-Admin, <u>Admin division</u>
75.	Human Resource Development and Human Resource Management	Production of annual establishment for the education sector	Annual establishment timely prepared as part of the national budgeting process	<u>Admin-division</u> , with support from Budget committee

Strategic Goal 3: To manage and monitor resources efficiently and effectively.				
Outcome 3 (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, evaluation and reporting and effective development of appropriate skills and competencies in the education work force.				
Objective 18: To develop an improved teacher management system and more efficient teacher management processes including monitoring of teacher attendance.				
No	Output	Activity	Performance Measures	Responsibility
76.	Teacher Management and Services	<p>Improve teacher establishment planning and management, including regularly updating of the teacher payroll and exchange with MoFT, which uses the AURION payroll system.</p> <p>Utilise and update SIEMIS as the only one data sources of information, analysis and teacher planning.</p> <p>Implement a targeted teacher monitoring process to check inconsistencies in the SIEMIS-database (see activity 70)</p> <p>Expand teacher attendance project to provinces</p>	<p>Timely and more accurate teacher establishment planning, management and regularly updated payroll completed by the end of 2010</p> <p>Regular teacher monitoring, checks done in the field. Monitoring reports produced</p> <p>At least 2 schools identified in every province for the project</p>	<p>TSD, ECE-, PE, SE-, PCRU, TVET_division, EA's, international TA.</p> <p>EA's, <u>TSD</u>, PCRU, Monitoring team <u>TSD</u>, EA's. PE and SE</p>
77.	Delivery of Secondary Schooling	<p>Delivery of education services (including payroll services) for King George VI Secondary School and Waimapuru National Secondary School</p> <p>Assistance to improved budget control and education management by KGVl and WNSS</p>	<p>Funding delivered accurately and on time for KGVl and WNSS</p> <p>Increased budget discipline by KGVl and WNNS and decrease of virements for their budgets.</p> <p>Improved education quality (exam results, decreased drop out, increased completion rates)</p> <p>Quarterly meetings and visits organised to KGVl and WNSS</p>	<p><u>SE-division</u>, Accounts Division</p> <p><u>SE-division</u> and Accounts division</p> <p>SE-division</p>

16. Annex 1: Education Sector Analyses

16.1 Early Childhood Education

16.1.1 Current Context

Considerable background detail about the early childhood education sector was included in the National Education Action Plan 2007-2009. Readers who need to know more detail about the historical development of early childhood education in the Solomon Islands should consult the previous plan.

This section briefly describes the current context. The next section suggests some proposed future directions, some of which are embedded in this plan. A feature of the total number of early childhood children enrolled is that the total number in 2008 (16,944) seems to have declined from the enrolment numbers in 2007 (18,818) and in 2006 (18,248). The reason for this decline can only be speculated upon, as no research

is available to explain what has happened. It is too early to determine if this decline is the beginning of a trend.

Enrolment for ECE compared to 2007 increased only in Guadalcanal in 2008, but decreased for all other provinces. Lower gross enrolment rates compared to 2006 and 2007 may indicate that the children in the 3-5 years age group are now better represented in the early childhood education sector, and that the number of over-aged children in early childhood may be gradually decreasing.

The apparent decline in ECE enrolments could also be related to the difficulties associated with monitoring this sector. Because only a few ECE centres are officially registered, it is difficult to keep track of which ones are operational from year to year. The informal nature of the sector means that new kindergartens begin operating all the time. Although ECE centres are included in the SIEMIS census each year, lack of information about operational and non-operational centres means that some new centres get overlooked, and some closed centres are assumed to have simply not returned a survey form, when in fact they are no longer open. Good communication with Principal Education Officers and Education Authorities is required to ensure the census captures everyone in this sector from year to year.

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

There is a need to improve existing facilities at most ECE Centres currently in operation throughout the country. There is also pressure to expand capacity in order to improve access and to accommodate projected increases in demand. MEHRD makes available a standard classroom design for primary schools (adapted for early childhood centres) if communities wish to build their own early childhood centre.

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

In general the early childhood education curriculum in the Solomon Islands is not structured. No formal ECE curriculum has been approved for the Solomon Islands by the Government.

A high proportion of CED teachers are not qualified. Teachers who have completed field-based training are technically classified as “untrained” and need to go on and complete the ECE teacher training programme at SICHE in order to qualify as a trained ECE teacher. The key need is to provide training to upgrade the skills of the ECE teachers who are unqualified. The teacher-pupil ratio may be adequate, but there is certainly a shortage of well-trained and qualified ECE teachers.

Communities must raise funds to support the running costs of each ECE Centre. Both community-owned centres and private-owned ECE centres charge a fee for service in order to maintain financial viability. Current financing is provided by parents, who pay fees and raise funds, by the Solomon Islands Government (which pays the salaries of trained ECE teachers), by the provinces (which provide support), and by donors.

16.1.2 Future Directions

An early childhood policy statement was developed and approved by the Government in 2008. This policy statement provides guidance for the future development of the sector.

The following needs are priorities for the further development of the early childhood education sector:

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

As resources permit, the Government intends to strengthen its role in early childhood education. The challenging areas to resolve where trade-offs will be necessary include finance, payment of salaries of all teachers, provision of supplies, and action on the building of institutions to train teachers.

The continuation, maintenance and monitoring of the Field-Based Training Programme remains an important objective. The possibility of recruiting teachers for the sector from Years 10, 11 & 12 (Forms 5, 6, or 7) may be a realistic pathway into early childhood education for a potential teacher.

A National ECE Development Committee could be established to undertake national coordination of an overall development plan for the ECE sector. No such plan yet exists, and no mapping of all ECE centres has been undertaken. To ensure that the proposed National ECE Committee was well informed, each province could consider setting up an ECE Development Committee. The functions of these provincial committees would include drawing up a yearly provincial plan, providing advice to the National Committee, planning fund raising, and applying for donor funding. Ideally each ECE centre should also establish its own ECE committee to plan for ECE development in its area, as the development of local support and initiatives would avoid creating an additional burden on the country's limited financial resources.

Research has shown that children who participate in early childhood education learn effectively and perform better than those children who have not had this advantage. Experience in the Solomon Islands indicates that children who participate in an ECE programme perform better than those going directly into Standard 1. It is therefore desirable that all children in the Solomon Islands have access to early childhood education. There appears to be still potential for further growth in enrolments in ECE between 2010 and 2012, although the decrease in enrolments in 2008 may be a concern. The Solomon Islands needs to explore available options to encourage increased enrolments and to meet the potential demand in provision of early childhood education over the planning period (2010 to 2012). The main barriers to increasing access include a lack of availability of trained ECE teachers, and lack of access to ECE facilities.

Planning a modest and manageable annual increase, while ensuring that measures are taken to enhance quality, is a preferred alternative to accelerated and unconstrained growth.

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

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

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

- Each province will assess its active ECE facilities, by conducting a survey to assess the condition of current facilities and the current occupancy rates of existing ECE spaces, will identify those that need facility upgrading, and will request funding from donors;
- communities that wish to establish new ECE Centres will be responsible for building the centres, but the provincial and central governments as well as donors will consider provision of assistance with funding;
- the Ministry of Education and Human Resources Development will make available its standard classroom design (adapted for ECE) to assist centres;
- the provinces will aim to support upgrading and improvement of the existing ECE centres;
- geographical factors should be considered when considering the establishment of any new community-based ECE centres for communities which have viable numbers of children in the ECE age range, and which are far from the nearest primary schools.

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

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

- communities will be responsible for building facilities;
- early childhood centres would be attached to a primary school where possible;

- a standardised design for an ECE space or classroom would be made available in constructing ECE facilities; and
- minimum standards for facilities (including appropriate water supply & sanitation facilities) will apply.

An effective early childhood curriculum will assist in shaping and developing each child's future. MEHRD has begun to develop appropriate curriculum guidelines and suitable learning materials for early childhood education in the Solomon Islands.

The immediate key needs are to train and recruit more ECE teachers, and to provide training for the existing ECE teachers who are currently categorised as unqualified or untrained. Too few of the existing ECE staff are fully qualified as ECE teachers with a teacher's certificate. It may be necessary to build the teacher training capacity of the provinces so that ECE coordinators and other skilled or experienced personnel can assist with the training of ECE teachers.

In planning for gradual expansion in ECE by the end of 2009, it will be necessary to train the maximum possible number of additional ECE teachers each year in 2010, 2011, and 2012. Discussion will be needed with SICHE to ascertain whether and/or how it could plan to increase its ECE intake to accommodate more ECE trainees. Field-based training and other initiatives such as enrolment in USP programmes using distance and flexible learning will need to continue in order to supplement the number of ECE teachers required in each year.

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

- the Solomon Islands will develop a teacher training plan for the period 2010 to 2012, in which the need for ECE teachers to be specially trained will be recognised, and consequently teachers who have undergone field-based training will be a priority for further training at SICHE;
- SICHE will be asked to improve its capacity to increase intakes into ECE teacher training programmes;
- the maximum possible number of ECE teacher trainees from the provinces, consistent with the available capacity of SICHE to respond, will be enrolled as ECE trainees in each ECE teacher certificate intake at SICHE in 2010, 2011 and 2012;
- entry standards for any intake for ECE field-based training and for SICHE training programmes will require a minimum of completion of Form 3, and in addition criteria for entry to formal ECE training should be based on prior ECE experience, previous field-based training, and hard work in the field;
- SICHE will ensure that ECE lecturers have the relevant qualifications for ECE training;
- training packages for ECE teachers through field-based training will be developed at provincial centres, in liaison with SICHE, to ensure there are sufficient ECE teachers trained in each year (2010, 2011 and 2012);
- each province will establish "lighthouse" or "model centres" where field-based training can take place, and where teachers can learn to set up spaces for ECE requirements;
- SICHE teacher training scholarships for ECE teachers will be made available to each province on an equitable population basis (based on a quota system); and
- it is desirable that there be at least two ECE teachers per ECE centre;

With respect to finance, the following will be considered:

- parents will continue paying fees, and communities will assist with construction of facilities and with fund-raising (including maintenance of buildings, provision of learning materials, resources and equipment, staff houses, water supply, toilets and playgrounds)
- communities will continue to pay untrained ECE teachers;

- central and provincial government will subsidise the ECE programmes (including provision of an operational grant for the ECE provincial office and salaries of any regional coordinators); and
 - the Ministry of Education and Human Resources Development will pay the salaries of ECE graduates who have been trained to Certificate level at SICHE.
-
- Early childhood education potentially encompasses two broad sectors, ECE community centres (often associated with primary schools), and privately-owned centres. Although potentially privately owned centres could be developed, there are at present few in operation in the Solomon Islands. There is potential for the development of privately owned ECE Centres.

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

Ministry of Education roles

- To implement policy for ECE;
- To provide seconded staff for training, inspection and assessment of field-based staff and probationers;
- To secure appropriate funding for resources and support of ECE;
- To support SICHE so that training is provided for ECE teachers;
- To encourage more providers of teacher education to offer courses for ECE also in different modalities
- To meet the cost of salaries of trained ECE teachers;
- To support curriculum development and production of learning materials;
- To assist in seeking sponsors to fund buildings.

Provincial Education Authority roles

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

Communities/Parents' roles

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

- To select and appoint ECE teachers with assistance from coordinators and members of the community; and
- To provide housing for teachers.

Churches' roles

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

16.2 Primary Education

16.2.1 Current Context

The overall purpose of primary education is to develop children's literacy and numeracy skills (reading, writing, speaking, listening, and computational skills) and other skills and understandings that prepare young people to take part in society. These other skills and understandings include skills in science, social sciences, community studies, agriculture, art, music, and physical education.

A feature of recent years (2005 to 2008) has been a decrease in the number of primary schools, as these have changed their status to become Community High Schools and have enrolled students at junior secondary levels. This trend has continued unabated over the three years since the last plan (NEAP 2007-2009) was developed. In 2006 there were 531 primary schools and 143 community high schools. In 2008 (by comparison) there were 14 fewer primary schools and 18 more community high schools.

Generally, primary education appears to be available to the majority of children in the Solomon Islands. The *Performance Assessment Framework 2006-2008* reports that net enrolment rate for primary education increased from 92% in 2006 to 94% in 2008. Considerable progress has been made. Nevertheless, a net enrolment ratio of 94% means that 6% of the school-age population do not attend school, so there is no room for complacency. Also drop out rates are high and completion rates low. Efforts to ensure 100% enrolment of school-age children in primary school need to be continued.

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

Of the total enrolments in 2008, 52.5% were boys and 47.6% were girls. Gender equity does not appear to be a major problem, although there is a slight gender imbalance in favour of boys. The reason for this imbalance may be attributable to some slight attrition of girls towards the end of primary schooling. The breakdown of enrolment figures by gender, however, is generally consistent with the distribution by gender in the primary school target age groups.

The physical condition of primary school buildings (classrooms, staff houses, and other buildings) in the majority of primary schools is generally poor. There is a need for improvement to existing facilities, both temporary and permanent. There is also a need to ensure that responsibility for improving and maintaining existing facilities is clearly assigned, and that regular maintenance is carried out. Where expansion to

accommodate roll growth is required, the respective responsibilities for funding and constructing additional primary school facilities need to be clear.

No formal nationwide inventory of the state of school buildings is available. Nor is there an accurate database that records the location, ownership status, and condition of all school facilities, including whether a school has staff houses available, and details of the nature of the water and sanitation facilities at each primary school. Good progress has been made with reporting on the state of water supply and sanitation facilities in the *Performance Assessment Framework 2006-2008*. However, a more comprehensive and detailed inventory of primary school property is required.

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

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

Curriculum development will remain centralised within the Ministry of Education. Curriculum development work in the primary school curriculum is focusing on three subjects: science, social studies, and health. Resources to support the primary school curriculum are being developed by Pearson Australia.

What does need to be monitored carefully, however, and improved, is the quality of the primary school teaching staff. A key issue is the number of unqualified primary school teachers in the Solomon Islands. About 40% of primary teachers in the country appear to be unqualified (2,587 of 4,306 primary teachers are listed as qualified in the PAF). This figure is too high, and strategies need to be developed to address how the untrained teachers will be upskilled. This issue requires ongoing attention to improve the quality of education in the Solomon Islands primary schools.

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

Grants paid to schools will be on a per capita basis and based on total enrolment in schools. Management of finance at the school level is the responsibility of the Principal (Head Teacher) and the School Committee. As a matter of transparency and accountability, funds need to be properly accounted for.

There is a general need to strengthen management skills within schools in each province, since a major flaw in management of primary education is a lack of trained administrators and financial managers. Head Teachers and Principals have been given management and financial training in 2009.

16.2.2 Future Directions

Priorities for the future development of the primary school sector are:

- Infrastructure

- Teacher training
- Quality
- Management

Development of school infrastructure is important, and support for training teachers needs to continue. More decision-making powers could be devolved to the provinces, and decision-making decentralised where possible. School administrators such as Head Teachers and Principals, and senior staff, need ongoing management training. Language and mother tongue issues are fundamental. Policy on education in a vernacular language (at least for children entering primary school) is being developed in the context of considering effective strategies to improve literacy.

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

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

There does appear to have been a steady increase in primary school enrolments over time. In 2003 there were 85,958 enrolments, in 2005 there were 100,356 enrolments, and in 2009 there are 108,750 students enrolled in Solomon Islands primary schools. The 6.4 % increase in two years between 2006 and 2008 is a much more rapid growth rate than for the country's population as a whole. It is anticipated that this steady increase will continue. Planning to increase access in Solomon Islands primary schools does need to be based on a realistic assessment of future roll growth, and on an assessment of where growth will occur. The key need appears to be the need to identify the locations where primary school roll growth pressures are strongest.

Data about the number of classrooms available is now available through SIEMIS. More information is required about the condition of the existing buildings, before plans are initiated to build more classrooms or establish new schools. While at this stage the assessment is there are enough primary schools in the Solomon Islands to cater for the projected increased enrolments for 2010 to 2012, there will be a need to consider the findings of any further investigation, and almost certainly there will be a need to upgrade facilities.

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

- regular visits to schools will be undertaken by Provincial Education Officers and School Inspectors, who will monitor if pupil numbers are increasing, identify the locations where any increases are occurring, ascertain whether there is overcrowding, and find out how schools are managing any increases in enrolments;
- where necessary and appropriate, the creation of extension schools will be considered in order to ensure that access is available for students living in remote parts of relevant provinces; and
- the Solomon Islands Government should make every effort to educate parents concerning the importance of educating their children, especially girls.

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

The priority in the Solomon Islands is for existing primary schools to be renovated and furnished, rather than for new schools to be built. As a first step, the provinces need to develop an accurate database of all existing school facilities, including teacher housing, with an assessment of the condition of the school building stock, an

assessment of current occupancy rates, and an assessment of whether minimum standards are met. A national methodology for this purpose should be developed by the MEHRD. The last attempt at obtaining this data in 2008 met with limited success. The next request in 2010 for forms to be completed in order to provide data for SIEMIS will also require Head Teachers and Principals to provide information about their school. MEHRD needs to make a concerted effort to obtain this data from every school, and should follow up if forms are not returned, and impose sanctions if necessary.

This proposed survey or self-audit by school managers would provide data that should assist each province with its planning. The information would allow each province to assess how many school buildings there are in the province, whether the current school buildings are in a good or poor state of repair, whether existing classrooms were adequate to house the numbers of students attending school or whether overcrowding was occurring, the state of sanitation facilities and whether the school was able to supply pupils with clean drinkable water. The proposed survey would provide documented data to assist in identifying where growth was occurring, and would help in identifying priorities for maintenance of existing school buildings or for the development of new facilities.

The following immediate actions are needed:

- undertake a stocktake to assess the needs of primary schools in the Solomon Islands, to identify schools with poor facilities, and to encourage communities to improve and renovate sub-standard facilities, with assistance from the relevant provincial education authority and the Ministry of Education and Human Resources Development;
- a comprehensive National School Infrastructure Action Plan needs to be put together in order to establish key locations and priorities for construction of any new facilities (classrooms, storage facilities, dormitories, ablution blocks, staff houses) that may be required to cope with expansion;
- communities are encouraged to build additional facilities where expansion is required, and to improve existing facilities in schools that are sub-standard;
- the infrastructure programme need to follow the recommendations of the review of the School Infrastructure Approaches¹, August 2009
- water and sanitation are regarded as high priorities, as generally standards are very poor (sanitation generally needs to be improved, and clean and safe water needs to be available in all primary schools);
- a minimum school standard (infrastructure/ water and sanitation /management /learning resources) has to be reviewed and disseminated to assist provinces with the implementation of the provincial education action plans;
- extension schools should be improved;
- appropriate furniture needs to be provided for classrooms;
- staff housing should be standardised, based on a set of minimum standards;
- land where schools are located needs to be registered in order to avoid future land disputes; and
- an awareness programme for communities on ownership of schools should be promoted by the Ministry through provincial education offices.

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

In-service training to assist primary teachers to implement the three subjects (science, social studies, and health) in the primary school curriculum need to be reviewed to create more impact at the classroom level.. Pearson

¹ Peter M. Lawther, Review of School Infrastructure Development Approaches in the Solomon Islands, draft report August 2009

Australia is publishing resources to provide assistance to CDC with publishing, curriculum delivery and capacity building.

The objective is to modernise the curriculum and making it more relevant and effective. The National Curriculum Statement which has been recently submitted to Cabinet for approval will guide the implementation of an outcome based curriculum related to expected knowledge, skills, attitudes for learners at the end of every school year. School curriculum development work gives now consideration to:

- ways of strengthening language development, and ways to improve performance in English;
- implementation of the policy on the use of the vernacular in primary schooling as a medium of instruction, once the policy is developed and approved;
- encouraging the teaching of reading in the first three years of primary schooling;
- encouraging the integration of cultural norms and values in the curriculum including traditional art and craft, traditional fishing and gardening techniques, and traditional music and dancing, in order to develop a “home grown curriculum”;
- ongoing in-service training on Nguzu Nguzu materials, and opportunities to deliver similar, more effective, decentralised training programmes;
- the training of Education Officers at appropriate provincial education offices to run in-service courses and to monitor the implementation of curriculum materials in primary schools;
- dissemination of new outcomes-based syllabi (primary science, social studies (community studies) & health education) and in-service training to assist in implementing the curriculum;
- continuation of the Pearson Australia programme to distribute new learning materials, and delivery of ongoing in-service training on these learning materials;
- provision of adequate curriculum resource materials (text books and teacher guides) and effective distribution of these learning materials to schools, in order to achieve a pupil/textbook ratio as set out in the policy on procurement, warehousing and distribution of curriculum materials;
- ensuring the integration of Curriculum Development Centre materials with SoE/SICHE pre-service teacher training programmes;
- basing written materials, especially story books, around the folklore of the Solomon Islands;
- attendance by Principals of community high schools with primary schools attached at in-service training on curriculum materials for primary teachers, to enable those Principals to hold school-based workshops; and
- carrying out of an annual school inventory by Head Teachers at the end of each academic year, with a reminder to teachers they should not remove textbooks and other resource materials from the school when they leave at the end of the year.
- new approaches for learners’ assessment

MEHRD should seriously consider making a fundamental shift away from its current focus on budgets and administration, toward explicitly focusing on learning outcomes at the school level. The purpose of education is to assist learning. There is very little research evidence available about how well Solomon Islands students achieve in the education system, and even less available about how well Solomon Islands students compare internationally. There is a substantial and growing body of empirical evidence that suggests that there is very little benefit (economic return) associated with simply moving children through the school system. What matters is their learning and the competencies that they develop. There does not appear to be enough attention paid to monitoring (and then trying to improve) learning outcomes. Most of the "quality-related" measures are inputs (classroom constructed, teacher training, etc.). It would be desirable to develop a strategy for monitoring learning outcomes and for looking at the effectiveness of individual schools. This strategy should be followed by efforts to understand why some schools are particularly effective, and why some are particularly ineffective. The interventions needed to improve school effectiveness should be examined. There appears to be little basis in the Solomon Islands for assessing whether student learning outcomes at schools have been improving or deteriorating. Despite the limitations of the three national exams, some useful additional analysis could be done initially with these examination results to provide information about learning outcomes.

The Solomon Islands now has an approved teacher training and development policy. Further work is still required both on improvement of the quality of teaching, and on addressing teacher supply issues.

Well trained teachers are the backbone of a quality education system. There are currently 4,306 primary teachers serving in the Solomon Islands. Although strenuous efforts were made to train teachers through the Teachers-in-Training scheme just completed in 2008, about 40% of teachers are categorised as unqualified. (approximately 1700). The number has increased since 2005 when the last plan was designed. This situation has serious implications for the quality of teaching delivered to some students, and directly affects the standard of student achievement.

A range of strategies needs to be developed to train these unqualified teachers to an acceptable standard, and also to upgrade the skills of teachers currently in the teaching service. These strategies include an extension to numbers of trainees at the Solomon Islands College of Higher Education, enrolment in USP programmes, mentoring of existing untrained teachers by experienced professionals, and provision of professional development opportunities through in-service training. The initiative to use distance and flexible learning teacher education model also needs to be pursued vigorously, and implemented as soon as possible.

It appears there are sufficient teachers in the country at a system level to meet current requirements for the immediate future, although there may be supply requirements in particular isolated localities. Some work through a technical assistant has already begun on reviewing the supply and deployment of teachers, and later in 2009, a further technical assistant will continue to work on the issue. It will be necessary to link projected teacher numbers and staffing policy to forecast student data in SIEMIS, and to assess attrition rates and future retirements in the existing teacher work force, in order to plan for the future. The provincial education action plans have identified a supply need for more teachers to be trained each year in 2010, 2011 and 2012. It is necessary to plan to train new teachers now to avoid any future teacher shortages.

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

- a comprehensive policy framework for the education and training of primary school teachers will be developed;
- untrained teachers will be encouraged to undertake training, and their attendance at suitable programmes will be facilitated;
- the launching of a school-based training programme, using distance and flexible learning and specially designed resource materials, including the establishment of a network of tutors and mentors, for the estimated 1700 untrained teachers is a high priority in order to improve standards in the primary school classrooms;
- additional teacher trainees need to be recruited and enrolled with SICHE to gain appropriate teaching qualifications, although there are limitations on how many teacher trainees can be accommodated at SICHE;
- as many teachers as can be accommodated within the existing capacity limits of SICHE will be trained each year, for the next 3 years, through the pre-service teacher training programme (including some of the untrained teachers);
- multi class teaching modules will be included in the SICHE School of Education curriculum, with appropriate training for the teachers to manage composite classes including children at different levels;
- as many primary school teachers in each year as possible will be assisted to gain access to in-service training programmes (provincial education action plans have estimated a collective demand for in-service training to upgrade skills for more than 500 primary school teachers each year);
- a priority will be the strengthening of in-service training capacity (supported by the Curriculum Development Centre and others) so that new resources and other learning materials can be used more effectively in classrooms;

- opportunities for training must be advertised and applications should be screened by each provincial education authority, and each province should consider setting up a screening committee for this purpose;
- the Inspectorate Division must be strengthened so it can play its important role in improving quality standards;
- consideration should be given to an increase in the staffing establishment of the Teacher Training and Development Office so that it has the capacity to plan and implement the proposed range of teacher training and development courses;
- certificate teachers will be encouraged to upgrade to diplomas;
- teachers with diplomas will be encouraged to upgrade their diplomas to degrees;
- teacher pre-service and in-service education need to focus on all aspects of the primary school curriculum;
- existing teachers (including Head Teachers and long-serving teachers) will be offered professional development opportunities and encouraged to do further training to improve their teaching skills and qualifications, through USP Distance and Flexible Learning (DFL) and summer school modes, and through the University of Goroka's teacher training programme (the Lahara Programme);
- a fair intake from each province must get access to SICHE pre-service teacher training through scholarships, perhaps based on a quota system;
- accommodation for teachers will be addressed as a means of recruiting and retaining qualified staff;
- administration and management short courses need to be arranged for Head Teachers and Principals in order to improve their performance and accountability.

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

The Government has announced that primary education will be "fee-free" for all children in the Solomon Islands. However it appears that the issue of a parental contribution is yet not well understood. Further work on this issue is required to get better information about the extent of parental contributions. This work should feed into a substantive study of costs and fees, and an associated review of the new school grants policy.

While the management of school grants has been problematic over the years, good procedures now appear to be in place, supplemented by effective training programmes. The school grants system appears to have been working reasonably well. Procedures are in place for administering and monitoring the grants, and Head Teachers and Principals have been well trained. The MEHRD *Policy Statement and Guidelines for Grants to schools and grants to Education Authorities* (2008) and the *Guidelines for Financial Management at schools* (2008) and *Training Manual for Financial Management*, (2009) provide good guidance. The creation of the post of a Provincial Accountant, who is paid under the Public Service payroll, within the Education Division of each larger province has been a positive initiative. Ongoing training and monitoring is still needed.

Policy and guidelines for the management of schools is set out in the approved document *Ministry of Education and Training Solomon Islands Teaching Service Hand Book 2006*. Improved procedures to manage primary education have been put in place in each province, but there are still challenges.

One challenge for MEHRD is the management of teachers. There are major problems with the current Human Resources management system for teachers. It is neither quick nor efficient. Data about teachers is not readily accessible, and appears to be often inaccurate. Quick and effective communication through the Education Authorities does not seem to occur. Teacher management is not well handled by the Provinces, and by default it falls to the central Teaching Service Division in MEHRD to correct errors in pay or allowances, and to make adjustments. It is time-consuming for the Teaching Service Division staff to make the necessary corrections. Large queues of teachers regularly wait patiently in the foyer of the MEHRD building to have their concerns dealt with. This situation is a sign of weakness in the system.

The management of the teacher payroll and the accurate budget forecasting of the teacher payroll appears to need urgent review. Different and inconsistent databases appear to be used for forecasting the teacher payroll and counting teachers in SIEMIS. The evidence emerging from the Public Expenditure Review indicates that this situation appears to have generated over-expenditure in 2007 & 2008 in the budget item for the teacher payroll (the largest item of expenditure in the Education Vote). It will be necessary to put in place an explicit plan to forecast accurately expenditure on teachers' salaries, since it appears that the gross amount forecast on an annual basis in the budget for teachers' salaries has been regularly miscalculated. The plan should examine staffing issues and propose solutions. Any "unplaced" teachers not on the SIEMIS-data base need to be identified and suitable remedies found, and any "ghosts" on the teacher payroll removed. The plan needs to be designed to implement steps to deal with expenditure issues, and to improve the forecasting, budgeting and control of teacher payroll expenditure.

While the proposal to introduce a new payroll system using AURION through the Ministry of Finance will assist in creating a more efficient payroll system, it will not deal with the problems of inconsistent data sets and a cumbersome and inefficient teacher HR management system. The issue of inconsistent data sets and inefficient management of teacher information is a different though related issue, and needs to be dealt with promptly.

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

16.3 Junior Secondary Education

16.3.1 Current Context

Junior secondary schools provide education for students in years 7, 8 and 9. This level of schooling is offered by the existing three categories of secondary schools: National Secondary Schools (NSS), which were the original secondary schools operated by the Government and the Churches, and which enrol students nationally; Provincial Secondary Schools (PSS), run by the provinces thus should restrict enrolments to the province only; and Community High Schools (CHS), where a secondary section has been added on to an existing primary school. These schools are built and managed by communities, and are assisted by church or provincial authorities. There has been a substantial increase in the growth of such schools since 2005. The growth rate of these schools requires monitoring. There are risks to the quality of delivery of secondary education in this development, given that there is a national shortage of trained secondary school teachers.

Reasonably significant increases in 2008 were recorded in Honiara, Western and Makira Provinces. Other provinces made minimal gains or declined slightly.

Secondary teachers will typically teach at both junior and senior levels in a school that enrolls students from year 7 up to year 11, 12 or 13 therefore difficult to disaggregate who teaches at both levels. Some teachers in community high schools may also teach at both primary and secondary levels.

Table 9 sets out the number of secondary teachers by province, and the percentage that are qualified. Note that some of these teachers will teach at both junior and senior secondary levels.

Table 9: Numbers of Secondary Teachers by Province, and Percentage Qualified, 2008

Province	Number of Secondary Teachers			% Qualified
	Male	Female	Total	
Central	63	23	86	87.2%
Choiseul	39	15	54	85.2%
Guadalcanal	211	80	291	86.2%
Honiara	67	52	119	83.2%
Isabel	36	15	51	90.2%
Makira & Ulawa	102	34	136	92.6%
Malaita	202	68	270	84.8%
Rennell & Bellona	17	2	19	78.9%
Temotu	41	12	53	84.9%
Western	139	57	196	81.6%
Total	917	358	1275	85.6%

Source: *Performance Assessment Framework 2006-2009*

The direction for junior secondary schooling is to incorporate it as part of “Basic Education” which extends from Year 1 to Year 9. The intention is that the Solomon Islands Secondary Entrance Examination (SISEE) at Year 6 will be phased out while the introduction of school based learners’ assessment systems replaces this and that all pupils will progress automatically into Year 7 when remedial teaching systems would be in place..

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

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

There is still not 100% progression into Year 7. Guadalcanal (21% unplaced) and Western Province (17.2 % unplaced) need to build more classrooms to cope with Year 7 expansion. A significant number of students are therefore still not getting access to a Year 7 place.

Demand for junior secondary school places will increase as the school-age population grows, and as the existing cohorts of students in primary schools reach Year 7 levels. The total enrolment in the Solomon Islands Secondary Entrance Examination increased by 9% in 2008 over the level in 2007. Junior secondary school enrolment increased by about 2,000 students between 2006 and 2008 (from 18,208 in 2006 to 20,204 in 2008). The Solomon Islands needs to plan to provide a considerable number of additional junior secondary school places to cater for entrants to Year 7, as roll growth at the junior secondary level increases. This planning will require the provision of more trained teachers and additional facilities.

The objective of ensuring access to universal basic education for all students from Year 1 to Year 9 means the previous cycle of attrition in the Solomon Islands will need to be broken. One of the critical points at which onward progression is interrupted is at the transition between Year 6 and Year 7.

Gender imbalance is also becoming a more significant issue at the junior secondary level than at primary school level. About 45.8% of junior secondary enrolments are female, whereas 54.2% are male.

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

In particular, there are no specialised laboratories designed for science at any of the community high schools, nor are there specialist rooms (including proper libraries) or tools and equipment for practical subjects, such as agriculture, home economics and technology.

All 9 subjects of the junior secondary curriculum have been reviewed. Supporting learning materials and resources (including trained teachers) are being supplied to schools as a result of the arrangement with Pearson Australia. In-service training to assist teachers to implement the new curriculum must be reviewed in order to increase the impact at the school level. Now after most of the training to the provincial teams, there is no follow up and transfer of skills to individual teachers and coaching on the job. There are still challenges teaching practical subjects in junior secondary schools, owing to a lack of curriculum materials and textbooks, and a shortage of equipment and tools, as well as a shortage of suitably qualified teachers in the community high schools. The rapid expansion of community high schools is throwing into sharp focus the adequacy of the training and specialist subject knowledge of the teachers in these junior secondary schools.

The current supply of trained secondary teachers is not sufficient to meet the projected requirements of the junior secondary schools. Subject specialisation is a requirement for teachers, unlike teachers at the primary level who teach all subjects of the curriculum. The reviewed curricula will also require additional specialised teachers.

About 15% of secondary teachers are estimated to be unqualified in 2008 (See Table 5). There is a shortage of well trained and qualified teachers at the junior secondary level. It will be necessary to provide training for the unqualified teachers in the junior secondary schools.

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

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

16.3.2 *Future Directions*

2009 is a time for consolidation in secondary education, given the financial challenges facing the Solomon Islands Government as a result of the global financial crisis.

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

How students from provinces are selected and transferred to urban schools is an issue. Urban schools (especially in Honiara) are under pressure as a result of internal migration. The Inspectorate Division is being strengthened through a programme of capacity building in order to improve monitoring and evaluation.

Teacher training is required for untrained teachers in order to upgrade their skills.

There is a need for a coherent development plan to be designed for the future education of students in Years 7, 8 & 9 in the Solomon Islands. Such a plan needs to be designed as part of developing a policy on secondary education.

There are staffing issues on which decisions are needed when the appropriate number of teachers to staff a community high school is being determined. There are difficulties with new and small secondary schools, and with the need to provide special subject teachers at secondary levels. This issue is particularly difficult for small community high schools where strict application of the staffing regulations would mean insufficient staffing to deliver the curriculum. In addition, some extra time can be allocated for Principals and Deputies. There may need to be a cut-off number of students below which a community high school cannot be established, since a small number of pupils means a secondary school does not have the economies of scale to generate enough staffing to deliver an appropriate curriculum. The Teaching Service Handbook will need to be reviewed if it does not reflect actual practice, and if the staffing guidelines and entitlements are reviewed and changed, they should then be strictly adhered to.

The Government's objective is to achieve universal basic education (that is, education for all junior secondary students) by 2015. The consequence of pursuing this policy is that, if all students currently in the relevant levels coming through the primary schools were to be enrolled in a junior secondary school, the number of places needed in junior secondary schools will need to increase significantly.

There is an urgent need to develop detailed plans to provide as many additional teachers and facilities as possible. The Solomon Islands education system has to assess the maximum number of additional teachers that it can train in the time available, and the number of additional classrooms (or new junior secondary schools) that can be constructed.

Realistically, it is not likely to be possible to increase present capacity in the time frame of the next three years to meet potential demand. There are constraints on SICHE (which will restrict the numbers of teachers who can be trained) and there are resource constraints that communities would face in constructing new classrooms. However, some expansion will be possible. The alternative to not providing additional places is to modify the Government's objectives with respect to universal basic education.

In order to have universal access to basic education up to form 3, it is anticipated that most community high schools, and all the provincial and national secondary schools in the provinces, might need to accommodate double streams.

The Solomon Islands needs to formulate a detailed plan to cater for potential growth in junior secondary schools over the planning period. It is suggested that MEHRD plans a phased expansion programme. While it may not be possible to double junior secondary enrolments in the next planning period of three years, the Solomon Islands education system will need to aim at increasing junior secondary rolls dramatically if it wishes to achieve universal basic education up to Year 9 (Form 3) by the end of 2015.

Specific localities in each of the provinces where expansion is anticipated will need to be identified. In some areas there will be accelerated growth, while in other more sparsely populated areas there may be very little or even negative growth. As well as constructing new facilities, it will be necessary to train the teachers that are needed.

To improve access and equity in the future in the junior secondary sector, the proposals outlined in this vision for development will need to be placed in priority order. The Solomon Islands will need to determine what its specific objectives are for junior secondary education over the period 2010 to 2012, and how it is going to achieve them.

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

- putting together a national infrastructure action plan for junior secondary schools in the Solomon Islands, including consideration of the proposed school building programmes set out in the provincial education action plans, so that growth occurs in a carefully planned and systematic way;
- rehabilitating existing junior secondary schools. Rehabilitation will include improving existing facilities as well as expanding where necessary, to accommodate additional streams;
- identifying appropriate locations, and constructing additional junior secondary buildings/ classrooms (including dormitories and staff houses) in each year (2010, 2011 and 2012).

The approach will be to rehabilitate the existing community high schools and build additional facilities for additional streams before embarking on wholesale construction of any further community high schools. As far as possible, available local skilled contractors, as well as community labour, will be used for constructing the school facilities. The number of new community high schools required to meet the future projected enrolments in Years 7 to 9 will need to be identified.

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

- schools with poor facilities will be identified and communities will be encouraged to improve and renovate them. There is a need to improve existing facilities in all junior secondary schools;
- facilities in existing community high schools will be improved and expanded, and additional streams will be introduced if required;
- a detailed programme for renovation of existing facilities and construction of new facilities will be developed, and communities will be encouraged to build additional facilities where expansion is required;
- plans will be developed (based on the provincial education action plans) for the construction of additional school buildings/classrooms in each year where demand for junior secondary enrolments is greatest;
- new community high schools will be built if demand warrants it and resources are available;
- the programme for renovation will consider the needs of boarding establishments, including a reliable water supply, dormitories for students (both boys and girls), kitchen facilities, ablution blocks, and appropriate sanitation facilities;
- the addition of an extra stream in junior secondary schools in the next three years and the establishment of any more junior secondary schools will require additional boarding facilities;
- the Ministry of Education will assist provinces to determine an order of priority for new facility developments;
- the proposal to convert provincial secondary schools into senior secondary schools may need to be deferred;
- an area that requires immediate intervention is the construction of science, wood work, home economics, creative arts and other specialised classrooms;
- appropriate tools and equipment for practical subjects will need to be supplied by the Solomon Islands Government and/or the Provincial Education Authorities, or through an arrangement with Development Partners;
- consideration will be given to possible relocation of current schools if they are not up to the required standard and if the land the school is on is not registered;

- a proper cost analysis and feasibility study will be conducted before any new schools are built or relocated;
- donors will be approached for assistance;
- land issues will be resolved before any new school is established, including the acquisition of the land for education purposes, identification of and negotiation with landowners, and the conclusion of a formal agreement for the land to be registered as a school site either under a tribal name or registered under the commissioner of lands; and
- an awareness programme for communities on ownership of schools will be conducted.

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

- implement the review of the nine subjects of the junior secondary school curriculum, giving equal emphasis to both academic and practical subjects at the junior secondary level;
- provide curriculum materials, textbooks and equipment to community high schools (the Pearson Australia project to provide learning resources assists here)
- investigate ways of providing tools for practical subjects;
- implement the policy on procurement, warehousing and distribution of curriculum materials by delivering resources directly to schools, and not through education authorities;
- ensure in-service training on new materials is undertaken to ensure that the materials are used as intended; and
- ensure that regular and continuous in-service training will be conducted for untrained teachers, and for long-serving teachers.

Given the anticipated expansion at the junior secondary level, the demand for teachers will increase. The recent teacher demand and supply study (October 2009) gives indications and scenarios how to match the teacher demand for the different sub sectors with planned recruitment and training of specific numbers. However, it is still difficult at the secondary level to predict the exact disciplines in which specialist teachers will be needed. The Government does need to make a decision on the timing of its plans to phase out the Solomon Islands Secondary Entrance Examination. At present the examination is needed as a selection device, since it is necessary to ration the number of places at junior secondary schools in some provinces, as there are not sufficient classrooms available.

Further work is required. A national teacher supply model is needed for planning purposes for secondary as well as for primary schools. The risk in the Solomon Islands is not so much a shortage of people willing to be teachers, but a shortage of qualified and specialised teachers who can deliver a specialist secondary curriculum to the required standard. There is an international shortage of specialist secondary teachers in disciplines such as mathematics and science.

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

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

It appears that, given the potential expansion in the planning period 2010 to 2012 where there will be enrolment pressure on community high schools, a significant number of additional teachers are required.

The Solomon Islands needs to identify how many junior secondary teachers it can realistically expect to train to an acceptable standard as soon as possible. The provincial education action plans in total seek training for additional teachers, although the number has not been quantified exactly.

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

- the School of Education at SICHE will continue to provide pre-service teacher training, and will increase its intake if possible, and will also consider providing summer school courses to upgrade the skills of untrained teachers;
- junior secondary teachers should be trained through double majors with a focus on specialised subjects (e.g. science, mathematics, practical subjects);
- USP will provide in-service training through Distance and Flexible Learning and through summer schools;
- University of Goroka will provide training for untrained teachers; consideration could be given to establishing another Teachers' Training College similar to Vanga Teachers' College (or SICHE could be restructured) to train teachers in the skills needed to teach practical subjects in secondary schools and TVET establishments;
- more incentives will be provided to recruit teachers (including attracting back some who may have left the profession), and approaches will be adopted such as improvement of non-cash benefits, and provision of incentives to attract teachers to isolated schools;
- on-going in-service training will be provided e.g. workshops, and summer schools;
- more use will be made of existing training providers e.g. USP Sub-Centre in Gizo;
- trainee teachers will be used to relieve teachers on study-leave;
- teacher training and exchange schemes with other similar countries could be explored;
- Vanga Teachers College should be used to provide additional or supplementary teacher training; and
- a firm commitment and support from the Ministry of Education and Human Resources Development and all its partners is needed, in order to train teachers to meet current and future demand.

The school grants system appears to have been working reasonably well. Procedures are in place for administering and monitoring the grants, and head teachers and principals have been well trained. The MEHRD *Policy Statement and Guidelines for School grants and Grants to Education Authorities (2008)* and *Guidelines for Financial Management at Schools and Training Manual for Financial Management 2009* provide good guidance. Ongoing training and monitoring is still needed.

There is one anomaly that needs to be rectified with some urgency. It appears that the roll numbers used by the Accounts Division (provided by Secondary Division) to calculate the amount of the grants for each secondary school exceed the roll numbers in the SIEMIS database by about 5,000. The use of different roll databases generate different amounts of funding. This matter needs to be investigated, and the correct roll numbers determined, and then used to calculate the correct amounts of the grants for each school. It is important that SIEMIS be used by all MEHRD staff as one central consistent database for such purposes, and that the data in SIEMIS is correct. A further formal review of the operation of the grants system in primary and secondary education should occur before 2012.

Responsibility for operational management of junior secondary schools rests with the Principal, subject to the overall governance of the School Board. For better management of schools at the junior secondary level, the following strategies will be adopted:

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

16.4 Senior Secondary Education

16.4.1 Current Context

Senior secondary schools provide education for students in years 10-13. There are three categories of secondary school that enrol students at these form levels: National Secondary Schools (NSS); Provincial Secondary Schools (PSS); and Community High Schools (CHS). These categories of schools were described more fully in the introduction to the previous section on junior secondary education. The introduction to the section on junior secondary education also noted that it is difficult to separate junior secondary from senior secondary teachers, since most secondary teachers in a school will teach classes at both junior and senior form levels.

The section on junior secondary education also includes Table 3, which set out the number of secondary schools by type, and Table 4, which set out the number of secondary teachers by province, and the percentage who are qualified. This information is not repeated here.

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

The provincial and national secondary schools will need to continue to enrol students in Years 7 to 9 to help ensure that all students in the country at these levels gain access to secondary schooling. It is likely to be some years before the Solomon Islands is in a position to consider implementing a policy to close off access to Years 7 to 9 by making provincial secondary schools and national secondary schools essentially senior secondary schools

Gender distribution in the senior secondary schools shows an imbalance towards boys. Of the total enrolment of 10,896 senior secondary students, 6,709 (61.5%) are boys and 4,187 (38.4%) are girls. Girls in the Solomon Islands are disadvantaged in gaining access to senior secondary education.

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

- the current infrastructure favours boys, since there are more boys' dormitories than girls' dormitories; and

- girls drop out of the education system because of cultural attitudes and lack of support by parents.

The conditions of facilities in the provincial secondary schools and national secondary schools are very poor, and overcrowding is common. The highest priority is to plan for rehabilitation of current facilities, since the need for major repairs and maintenance is greater than the need to plan for expansion in the senior secondary schools. Buildings at King George VI High School and Waimapuru National Secondary School have been renovated in 2008/09. There is also a need to upgrade accommodation facilities both for students who are boarding, and for teachers. A survey of senior secondary facilities at community high schools is required to provide information about the state of their facilities. In general it appears that the recent expansion of senior secondary schooling at the community high schools is occurring without the provision of specialist facilities.

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

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

- the gap between year 10 and year 11 curricula (between the Solomon Islands School Certificate curriculum and the South Pacific Board for Educational Assessment (SPBEA) recommended curriculum for year 12. There is a general concern that the Year 10 and Year 11 curricula do not fully prepare students to undertake the Pacific Senior Secondary Certificate Year 12 -programme;
- the existence of at least two examinations at the senior secondary level, which is costly for both government and parents;
- the non-availability of curriculum materials and equipment in the schools.

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

There is no definitive data available about how many teachers could be regarded as predominantly senior secondary teachers. Teachers in provincial secondary schools and in national secondary schools may teach junior secondary students as well as senior secondary students. While most secondary teachers at community high schools teach at Years 7 to 9 levels, there are an increasing number of students enrolling in Year 10 and 11 in these schools. Some teachers at community high schools are also therefore teaching some classes at senior secondary school levels.

What is known from professional assessments is that there is a shortage of adequately trained teachers at the senior secondary levels in the Solomon Islands. The *Performance Assessment Framework 2006-2008* reported that 15% of secondary teachers were categorised as unqualified (see Table 5). It is not known what proportion of those unqualified secondary teachers would be categorised as senior secondary teachers. While SICHE can produce teachers for junior secondary schools, that institution does not deliver graduates with degree qualifications. It is expensive to produce teachers with degree qualifications because they have to be trained overseas or through degree programmes offered by the University of the South Pacific.

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

The Solomon Islands Government pays the salaries of secondary school teachers. A school grant for operational purposes is also currently paid by the Solomon Islands Government. It is disbursed directly to schools. Boarding schools receive an additional amount per student, while day schools receive a standard grant.

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

- training should be provided for teachers in areas of management, guidance and counselling, in order to assist students in choosing their career paths and building character;
- senior secondary schools should be staffed by qualified teachers, and in particular by teachers with specialist degrees;
- discipline should be strengthened in schools both for teachers and for students, by strengthening the disciplinary power of school boards;
- senior secondary schools should have non-teaching principals;
- Principals should be trained teachers and should have had management training; and
- negotiations should be initiated with banks or with local commercial firms to re-establish bank agencies or suitable teacher payroll payment arrangements close to schools.

16.4.2 *Future Directions*

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

There is likely to be continuing pressure on senior secondary schools in future as rolls increase in future as a result of an expanding school population and a demand for access to higher levels of secondary education from students and their parents. The rise in number of senior secondary students from 2005 (7,802 students) to 2008 (10,896 students) illustrates this trend,

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

- increase participation of girls by building additional girls' dormitories, or by considering the provision of schools or streams for girls only;
- introduce more subjects in the school curriculum oriented to the interests of girls;
- aim to achieve enrolment on a more equitable gender basis
- provide awareness programmes to encourage participation by female students;
- improve the quality of education offered by upgrading the skills and qualifications of the teachers, by improving the facilities, and by reviewing the curriculum to provide more relevant, practical, up-to-date and vocationally focused courses; and
- upgrade the community high schools offering senior secondary education; and
- plan for a transition into year 12 of approximately 50% of the total year 11 intake in the province, and provision for access to TVET for the remaining form 5 students who do not get access to form 6.

There appears to be no immediate need to build new senior secondary schools, since the existing senior secondary schools should be able to increase access by offering double streams if necessary. Community High Schools are already enrolling students in senior forms, and these actions appear to be meeting the existing

demand for increased access. An investigation is needed to ascertain if student numbers at Provincial Secondary Schools and at National Secondary Schools are actually declining as numbers rise at community high schools. The more important question may be whether current arrangements are delivering a sufficiently good quality of senior secondary schooling to students.

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

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

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

- a review of the senior secondary curriculum will ensure the strengthening of the linkage between Year 11 and 12 curricula;
- subject specialisation will start in Year 10;
- in-service training will be provided on new curriculum materials produced;
- production of curriculum materials and equipment to schools will be improved to achieve an improved pupil: textbook ratio; and
- the Curriculum Development Centre will be resourced so that schools have access to quality learning materials produced.

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

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

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

Further work is required to determine the number of senior secondary teachers that may be required in the Solomon Islands in future. The recent teacher demand and supply study (October 2009) gives indications and scenarios how to match the teacher demand for the different sub sectors with planned recruitment and training of specific numbers. However, more information is needed about the subject specialisations in which current teachers are qualified to teach. There is also a need to separate the data between junior secondary schools and

senior secondary schools in order to determine the number of teachers required for each sector. Most teachers teach across year levels in a secondary school, so disaggregation of teacher data between the levels is difficult. However, there is an acknowledged need to recruit trained and qualified senior secondary teachers, and to upgrade the skills and qualifications of those teachers currently in the service.

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

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

- teachers will be provided with training annually through both pre-service and in-service training, focusing on specialised subjects (e.g. science, mathematics, practical subjects) to enable an increased number of senior secondary teachers to have been thoroughly trained by 2012;
- the possibility of allocating a quota of “reverse scholarships” each year for training secondary teachers at overseas institutions in specific disciplines where there are teacher shortages will be explored, noting that a reverse scholarship requires the recipient to return to the Solomon Islands and teach, in return for support while studying; and
- qualifications of current teachers will be upgraded by encouraging teachers to do studies through USP using distance and flexible learning, in order to cater for teaching students in Years 10 to 13

The school grants system appears to have been working reasonably well. Procedures are in place for administering and monitoring the grants, and head teachers and principals have been well trained. The MEHRD *Policy Statement and Guidelines for School grants and Grants to Education Authorities (2008)* and *Guidelines for Financial Management at Schools* and *Training Manual for Financial Management 2009* provide good guidance. Ongoing training and monitoring is still needed.

There is one anomaly that needs to be rectified with some urgency. It appears that the roll numbers used by the Accounts Division (via Secondary Division) to calculate the amount of the grants for each secondary school exceed the roll numbers in the SIEMIS database by about 5,000. The use of a different roll database generates additional funding. The roll numbers being used appear to come from another source. This matter needs to be investigated, and the correct roll numbers determined, and then used to calculate the correct amounts of the grants for each school. It is important that SIEMIS be used by all MEHRD staff as one central consistent database for such purposes, and that the data in SIEMIS is correct. A further formal review of the operation of the grants system in primary and secondary education should occur before 2012.

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

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

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

16.5 Tertiary Education

16.5.1 Current Context

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

The Solomon Islands Centre of the University of the South Pacific (USP) provides an extension of the University's programmes and courses. It offers courses at the preliminary and foundation and degree levels, through distance and flexible modes of learning. In order to increase tertiary education opportunities, the Government invited the University of the South Pacific to carry out a joint feasibility study on the establishment of a full USP campus in Honiara. This study, which was completed in October 2004, recommended that such a campus be developed as soon as practicable. A follow up visit in February 2007 by USP, led to a Letter of Intent where the two parties, Solomon Islands Government and University of South Pacific agreed on the expansion of the University's education activities in the country and the need to increase the face-to-face-teaching of first degree courses. The Solomon Islands Government would therefore make land available and provide financial support towards the design and in the near future the construction of the new facilities. These negotiations for the proposed "fourth campus" of USP have been placed on hold owing to financial constraints facing the Government, and because negotiations over land have not been finalised.

The Solomon Islands College of Higher Education (SICHE) is a statutory body established by an Act of Parliament, and is the main state supported tertiary institution in the Solomon Islands. It was established under the College of Higher Education Act 1984 by amalgamating the Solomon Islands Teachers College, Honiara Technical Institute and the Solomon Islands School of Nursing. It has expanded considerably since, with facilities, equipment and resources provided under donor projects funded by development agencies such as the

World Bank, AusAID, NZAID, the Embassy of Japan, the United Kingdom Department for International Development (DFID) and the European Union. As the largest tertiary institution in the Solomon Islands, SICHE has a key role to play in the economic and social development of the country.

SICHE offers courses in both academic and technical and vocational areas, leading to formal awards from certificate to advanced diploma levels. The broad areas of study include teacher education, nursing and health education, finance and administration/secretarial skills, natural resources including agriculture and forestry, basic trades and marine engineering, and courses that develop skills for the maritime and fisheries industries.

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

Solomon Islands students study in universities and colleges abroad, supported by the Solomon Islands Government as well as foreign governments through Third Country Scholarship Awards. There is a significant annual cost to each scholarship. Overseas scholarship training opportunities (opportunity lists) are determined by the availability of scholarships rather than by any predetermined needs of the economy of the country. This situation is being addressed by the Ministry of Development Planning and Aid Co-ordination and the Ministry of Education and Human Resources Development (MEHRD).

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

MEHRD, with its donor partners the European Union and New Zealand, launched the Education Sector Investment and Reform Programme (ESIRP) with the intention of implementing an education reform programme for the Solomon Islands over a period of twelve years or more. Among the priority areas for the first three years of the planning cycle was the restructuring of SICHE and an investigation of the feasibility of an expanded USP campus in Solomon Islands. The SICHE was last reviewed in 2005². This review concluded that a major restructuring is essential, but this review needed to be undertaken in the context of a forward-looking strategic plan which is owned by SICHE's Council and Senior Staff and actively supported by major stakeholders, particularly the Solomon Islands Government and significant aid donors.

Generally the "flagship" courses at SICHE are of two years full-time duration, such as the business studies diploma and the business studies certificate, the nursing diploma, and the certificates in forestry and tropical agriculture. The teacher training diploma courses were three years full-time in length and have now been revised into two years diploma-courses for ECE, primary and secondary school teaching. The Advanced Standing Courses for degree graduates who wish to enter the teaching profession is one year in length. Other shorter courses are also offered.

Most of the student accommodation, the library, some classrooms, equipment, books and resources have been provided under donor projects. Some of the facilities have not been fully repaired or renovated after the 2000-2003 conflict. The buildings, physical plant and equipment at SICHE have deteriorated, not only as a result of the ethnic tension, but also through lack of maintenance, to the point where considerable re-investment in infrastructure is required. Provision has been made in the 2009 Development budget to assist in upgrading SICHE.

²Dr Martin Grinstead, Mr Johnson Fangalasuu, *Short-Term Assistance for the Solomon Islands College of Higher Education: Institutional Development and Planning*, 2005

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

In common with other tertiary education institutions, the curriculum for courses at SICHE and at the University of the South Pacific is developed by the institution itself to meet local needs and conditions. The SICHE Council, however, has academic approval procedures that must be adhered to. The College courses and programmes are self-standing and have not been externally accredited by any other institution or quality assurance body. Efforts at making the curriculum relevant to the workplace are pursued.

The School of Education has now benefited from a linkage with the University of Waikato over the last three or four years. The School of Finance and Administration has examined its degree programmes with its USP counterpart. The reviews also led to improvements in the management of SICHE, as the necessary structures and processes were created and managers can now apply these in their work. Senior officers underwent a series of in-house staff development activities designed and delivered by international Technical Advisers. Also much emphasized, are activities focussing on customer satisfaction, and general improvement of student services.

There have been at times, severe lecturer shortages in the technical/professional areas of teaching, such as Accounting and Marine Engineering. This phenomenon reflects the national trend of shortage of trained manpower in these areas, rather than any specific issue applying only to SICHE.

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

The review of the School of Education in 2005³ noted that a key strength of the School of Education was the academic qualifications of its staff. Some 87% of the SoE staff hold a Bachelors degree or higher from a recognised international university; 21% hold a Masters degree or Doctorate, making it a very well qualified school.

Annually, SICHE is financed jointly by the Solomon Islands Government, donor funding from foreign Governments, and fees from students and sponsors. Funds from the Solomon Islands Government are provided as a form of grant, and are in addition to the fees and allowances SIG pays for the students it sponsors each year. The SICHE has the potential to increase its revenues from fees and income generation activities. SICHE fees are in categories for tuition, boarding and, meals.

The improvement and strengthening of SICHE's financial management and control systems, are major areas of focus under the ongoing restructuring and reorganisation of the Corporate Services of the College. These systems collapsed to a certain extent in the height of the '99/'2000, ethnic tensions. New and better systems have been established and management is quickly getting used to these through application and a series of in-house staff development and training activities. Already, there is significant improvement in the management and control of finances as transparency and need for efficient use of scarce finances and resources are increasingly valued college wide. All of these achievements were possible through the input of an international Technical Adviser through European Union assistance. Regular Financial Statements were produced and audited. That support has ended since the beginning of 2009.

³ Lester Taylor and Bob Pollard, *School of Education: Review Report and Development Plan*, March 2005

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

16.5.2 *Future Directions*

Approval of a tertiary education policy is needed to develop national guiding policies and to implement the strategic plan for tertiary education in the Solomon Islands. MEHRD has submitted the tertiary education policy to Cabinet and awaits approval now.

Tertiary education is a part of the national education system, and needs to feature in any overarching National Education Action Plan (including Provincial Education Action Plans). Policies will need to be developed to create an environment which is dynamic and responsive to the needs of students and employers.

The cost efficiency of local education as against investment in scholarships to study overseas needs to be examined. The high cost for a scholarship for a Solomon Islands student to study overseas means it is more cost efficient to educate students locally, provided the quality of the programmes can be guaranteed. A significant proportion of current tertiary education expenditure in Solomon Islands funds scholarships, most of which are used to support students studying at expensive overseas tertiary education institutions. Government and donor scholarship programmes and support for SICHE currently account for an unsustainable 25% or more of the national budget for education and training.

In the context of considering whether a single centrally-located technical institute in the Solomon Islands is viable, Cabinet has approved planning to upgrade SICHE to a national technical institute. The first step to progress this development is for SICHE to facilitate the development and implementation of a SICHE-strategic action plan for the organisation. As at June 2009, a first draft has been developed, but the plan has not been finalised yet. This plan recognises that, as the only national tertiary institution in Solomon Islands at the moment, SICHE has a central role to play in developing the national human resource base. It is important that the plan is further developed to meet international standards and fits in the framework of the Tertiary Education Policy and national strategic action plan for Tertiary Education.

The partnership between the School of Education at SICHE and the University of Waikato is endorsed as a way of improving quality in teacher education programmes.

MEHRD has developed in 2008 terms of reference for a National Human Resources Development Training Council (NHRDTC) and secretariat, and a related National Action Plan. This work was integrated into the 2008 Development Budget. In 2009 the Ministry of Development Planning and Aid Co-ordination has taken over as the lead agency. MEHRD supports the concept of developing a strategic plan for tertiary education and skills training, that is, a National Skills Training Plan. Achievement of such an objective is included within the tertiary education policy. The essential question is how this objective will be supported. Until the NHRDTC is properly established, the Ministry of Development Planning and Aid Co-ordination will lead the progression and development of a National Human Resource Development and Training Plan, with the understanding that the public and private sector, NGOs and development partners are consulted on a regular basis.

Access to tertiary education opportunities in the Solomon Islands needs to improve significantly. Current participation levels are relatively low. Increasing participation in higher level tertiary education courses will be necessary to lift the level of productivity and the performance of the work force.

Facilities at the School of Education at SICHE are being upgraded with support from NZAID. This refurbishment programme is recognised as a priority. Facilities in other schools also need upgrading. Study programmes provided by SICHE should be upgraded. There is a need to review and update all programme curricula in all schools at SICHE (with the exception of the School of Education that has completed a rigorous review of its programmes with assistance from the University of Waikato).

As more opportunities become available locally, there is a need to encourage people to get access to tertiary education through company sponsorship and other external funding arrangements. Strategies need to be developed and implemented that attract private sector funding in order to help make SICHE more financially viable and independent. There is also a need to identify the full costs of each programme and course at SICHE, and then set course fees that are at a level that results in sufficient income to cover these costs. Market surveys also need to be conducted in order to ascertain demand for study programmes, since programmes that do not attract sufficient enrolments are uneconomic.

Issues of tertiary finance need to be examined critically in the context of the development of tertiary education policy. There is a good case for more cost sharing at tertiary education levels, on the grounds of the personal benefit a student receives from tertiary study (higher incomes in later life, a better quality of life, better health outcomes, and so on). There should be a review of sponsorship arrangements, as currently nurses and teachers (for example) pay relatively low fees, and receive considerable Government support through student allowances. MEHRD has indicated that it would like undertake policy work leading to a plan for cost sharing and the design of a tertiary student loan system.

The present input-based approach to funding institutions should be replaced by a focus on outcomes and by a more "market-based" approach to deliver the mix of skills needed by the economy in the work force. Strengthening SICHE is the logical first step in the development of a robust tertiary education sector in the future. This approach would suggest a move away from provision of current funding to SICHE, and would suggest replacing that arrangement with a system of block grants, cost sharing arrangements and fees based scholarships. The feasibility of a loan scheme will be investigated. Such a move would be more consistent with a "demand-driven" system. If the fees at SICHE were to reflect the full costs of operation of the institution, then it would be much clearer to students that they are receiving a substantial subsidy from the Solomon Islands Government (if they were to receive a scholarship). Moving away from the current financing system for SICHE would change current incentives, and should lead to efficiency improvements at tertiary institutions, especially at SICHE.

16.6 Technical and Vocational Education

16.6.1 Current Context

The commentary in this section of the NEAP also needs to be considered in the light of the wider comments about the development of appropriate tertiary education policy outlined in the previous section ("Tertiary Education"). The Solomon Islands approved policy on technical and vocational education and training (TVET) is set out in *Education for Living* (March 2005). There is a pressing need for the development of relevant and high quality technical and vocational education and training in the Solomon Islands. The development of an alternative pathway in the education system of the Solomon Islands will provide avenues for those young people who do not gain access to a place in the formal secondary school system. There is also a general need to provide adults with a range of vocational skills that are in demand in the work force, so that they may make a contribution to the economy of the country. The establishment of the NHRDTC and the development of a National Skills Training Plan (referred to in the previous section) will support the delivery of effective technical, and vocational education. There is a recognised need for more demand oriented education and training for the formal private and public sectors, as well as for the informal sector.

Technical and Vocational Education and Training (TVET) is available in the provinces through rural training centres (RTCs) controlled by the Churches. The general pattern is that provincial education authorities do not

have Government rural training centres which they administer. The TVET policy encourages establishment of more rural training centres and emphasises the inclusion of practical subjects in the formal education system.

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

Reasons identified for the low number of female enrolments include:

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

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

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

What is also clear from these figures, and from the provincial education action plans, is that within the current provision of TVET in the Solomon Islands there is room for improved development. The current enrolments meet only a small proportion of the potential demand for technical and vocational education and training. It is essential for the future development of the country's economy that a range of skilled workers is trained and connected with the demands of the labour market.

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

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

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

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

Vanga Teachers College (VTC) is located in the Western Province, but its intake is from throughout the country. The total intake each year has been 20 trainees. Increasing the supply of trained TVET tutors is essential in order to increase the number of trainees who can enrol in TVET courses. Data in the TVET 2004 Survey Report revealed that about over 40% of TVET instructors appeared to be untrained. Strategies are

urgently needed to address how these untrained tutors can be upskilled. A review of Vanga Teachers College would be appropriate.

To summarise, the two key teacher supply issues that need to be addressed are increasing the supply of qualified TVET instructors (i.e. the number of trained tutors), and providing (in-service) training to enhance the skills of those tutors who have not yet received appropriate training or qualifications.

The main source of revenue for rural training centres is from tuition fees. The rural training centres have previously had access to grants from the European Union Stabex 99 funding (but that source ceases as from 2009). RTC's still receive basic student grants from Central Government. The Church Controlling Authorities also support their respective rural training centres. In addition, the rural training centres are encouraged to raise income through entrepreneurial activity.

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

16.6.2 Future Directions

The European Union has allocated €8 million to support the development of technical and vocational education and training in the Solomon Islands. Two international technical assistants will begin work in 2009 in Honiara. A start-up programme has been launched as a preparation phase for the TVET Project.. The EU-TVET Programme will address four key areas: curriculum development; instructor training; capacity building in the TVET area; call for proposals for grants to assist providers of education and training.

A comprehensive plan needs to be developed for the establishment and development of TVET in the Solomon Islands. This plan needs to provide alternative education opportunities for two diverse target groups.

The first group is those early school leavers who do not gain a place in the formal secondary education system, or who, for whatever reason, leave school early. These early school leavers include some who may leave school at the end of Year 6, some who leave at the end of Year 9 and school leavers at the end of Year 11. TVET could offer alternative pathways for these young people.

The second group is those in the adult population who wish to return to education and training to develop skills and competencies that will assist in finding employment, establishing new businesses, making a contribution to village life, or extending life chances. The priority for these adults is to develop technical and vocational skills that are in demand in the work force, so that they may make a contribution to the economy of the country.

Suggestions for strengthening TVET include:

- the Education Act needs to be amended to give a mandate for TVET.
- a National Qualifications Framework should be established to monitor standards (and the Labour Division should be involved in this process.).
- A curriculum development framework (to include shorter courses) is needed.
- A strengthened teacher training programme for vocational training instructors is needed.
- A link with Vanga Teachers' College and SICHE is essential
- Provision of improved infrastructure and equipment is required (at least for certain TVET Centres).
- The management of TVET in provincial offices needs to be strengthened.
- A TVET action plan needs to be formulated.

- A source of up-to-date TVET data is needed. Accurate information is essential for the development of sound policy. TVET data is to be collected in 2009 and included in SIEMIS as from 2010.
- The future development of TVET policies and courses needs to be linked with industry standards and labour demand for the formal and informal sectors. The most effective TVET is employment driven, and courses that are most useful are those that develop skills which are in demand by employers and up to the required standards.
- Full and continuous consultation with private sector personnel and people in industry, and with public and informal sector representatives is therefore needed.

TVET should be developed as an alternative pathway, particularly for those school leavers who do not gain access to a place at a senior secondary school. While there is a need for development of the TVET sector, there is also a need to address the underlying capacity issues at an earlier stage in the education system. The development of more practically based courses in the junior secondary school may be part of the solution.

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

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

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

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

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

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

- proper equipment and facilities will be made available to centres;
- water supply will be improved and sanitation facilities will be constructed at existing centres;
- specialised classrooms and workshops need to be constructed;
- standardised sports facilities and equipment need to be made available; and
- consideration will be given to establishing new centres where demand warrants their establishment, with the following basic facilities:
 - girls' dormitory;
 - boys' dormitory;
 - dining hall/kitchen;

- woodwork workshop;
- general classrooms for English, maths and business studies;
- agriculture classrooms and facilities (garden plots, etc);
- life skills (home economics);
- an efficient water supply and sanitation facilities, and access to a reliable supply of electricity; and
- the basic specialist equipment needed for delivery of good quality technical and vocational education and training, especially for the development of trade skills.

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

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

The current supply of teachers/instructors from Vanga Teachers College does not meet the demand from the Rural Training Centres (RTC) and from SICHE. There is, however, an urgent need to upgrade the quality of teaching/ instructing and the technical skills to meet the standards at the community high schools, and the demands from rural and urban areas for professional training. The Vanga Teachers College needs to link with SICHE or a recognized regional institution (like FIT, Fiji Institute of Technology) in this process.

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

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

Financing is required both for capital development and expansion, and for the ongoing operation of TVET Centres, including both the salaries of tutors and the cost of regular operations. There are public benefits from high quality technical and vocational education and training which justify public investment in this training. There are also personal benefits that accrue to the students, in terms of an ability to generate a higher personal income, which suggest students (and their parents) also need to make a contribution.

As indicated in the previous section, tertiary education financing needs to be reviewed. Whether grants to TVET providers are justified also needs to be examined in this review. Government provides support for TVET in the form of instructors' salaries and grants. Currently TVET centres are given student grants according the Policy Statement and Guidelines for grants to schools (2008) similar to those provided to primary and secondary schools. TVET doesn't belong to basic education, hence the amounts are not covering the full operation costs of RTC's and are just giving a basic support.

A specific study to consider whether the present state of development of TVET in the Solomon Islands justifies a full or partial subsidy for a student to follow a technical course would assist the Government in determining the financing of the TVET-sub sector. Also a survey on the operational costs for providing a full time 2-years course or other part-time courses by different education authorities would assist in formulating financing policies for the TVET-sub sector. The tertiary education policy has included the possibility for support from the private sector for individual students and tax incentives.

Any new rural training centre to be established will need assistance with upgrading of facilities and construction of additional buildings where required, and for the supply of equipment and tools. Establishment of any new rural training centre will therefore require financial support.

The specific roles for MEHRD's TVET division, SICHE and all other vocational, technical education and training providers under the responsibilities of different Ministries need to be assessed and related to a cohesive development and implementation of the proposed National Skills Training Plan. The lead agency in establishing the National HRD Training Council is the Ministry of Development Planning and Aid Co-ordination.

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

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

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

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