



Solomon Islands Ministry of Education and Human
Resources Development

Human Resources Development Plan 2010

3rd of December 2009

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Introduction

This HRD-plan 2010 is a follow up of the HRD-plan 2009. Since the start of the ESIRP phase II, 2007-2009, the Ministry introduced HRD-planning as an important tool to support the implementation of the annual work programmes and the NEAP. In 2007 awareness was raised on human resources management and development by the introduction of Institutional and Organizational Assessment (IOA) in the Ministry. The IOA included a quick scan enquiry form and several workshops. This resulted in the first HRD-plan in 2008.

The Ministry's HRD-plans focus on several HRD-issues such as leadership, job descriptions, structure/composition of the division, staff development needs, office needs and working environment and relationships with other institutions or customers. The HRD-plans have assisted in creating more awareness among directors of divisions and all individual staff in the Ministry and also in the provinces. However, we still notice that the HRD-plan is given less attention compared to the annual and longer term education action plans by most of the directors. We also observe that adequate funding and the recruitment of human resources are hindering the smooth implementation of the HRD-plans. It is clear, when plans can't be followed on, most heads of divisions start to lose interest in the plan.

However, most of the good plans and ideas in these plans can be realized without any funding or extra staff. Good examples are the introduction of new leadership styles, increased delegation, improved discussion and preparation of the monthly or weekly tasks and the motivation of staff by having good inductions, explanations etc. But indeed there are aspects in the HRD-plan which cost money or do need extra staff. This plan has included some improvements compared to the years before. We have introduced annexes which include all necessary special training, office needs, general capacity building and transport needs. These lists should help senior management to procure more comprehensively, to make choices among the many priorities in training and office needs and to work as an efficient and effective organisation. We intend to use a good share (20%) of the local HRD-fund for in-house or local training for staff according to annex I and II. Those who want to know more about the details how we organize this, how we prioritise, monitor and report on the HRD-planning, I kindly refer to the next chapter.

The divisions have produced many good plans and ideas to boost the morale, to improve the performance of individual staff and of the whole organisation. It is clear that our staff has to implement these plans and change paper into real action. HRD and HRM are about change and reform. The best start for all of us is to start evaluating ourselves and reflect on how we can improve our organisation, our overall performance and our individual work. One of the first presentations on IOA and HRD in the Ministry in 2007 expressed, *'if you want to make changes, start changing yourself'*.

We wish all staff practical success with the implementation of this HRD-plan.



Mylyn Kuve

Permanent Secretary MEHRD

Implementation and monitoring

Funding for the implementation of this plan partly comes from the recurrent budget, in which there are budget lines for repair of official buildings, office expenses, office maintenance, overtime allowance and a local HRD-fund. In particular the latter will give us a good opportunity to use a part (20%) of this budget for short term and in-house capacity building of our staff. Furthermore, there are scholarships provided by development partners for in-service training of public servants. IPAM which is funded by government and development partners organizes courses for all public servants in the Solomon Islands.

Many staff has expressed the desire for training and capacity building. See annex I. There is great interest in administrative, financial and project management support. Furthermore practical in-house soft ware training is in high demand. The HRD-division will develop a staff development plan, with a budget and a time framework. A difficulty at the moment is that the Ministry at the moment doesn't have a clear list of criteria for staff to qualify for in-service training, neither there is an agreed list of skills and expertise which are urgently needed in the organisation. After three years of introducing more awareness about HRD, reform and organisation change, the Ministry would like to link the training for Ministry personnel to the required outputs on the work floor. Training in the first instance should make the organisation more effective rather than be used for only personal or academic gain. The Ministry will therefore prioritise these courses which can practically help personnel to do a better job and organize a more professional service. In particular short term and DFL-courses will be preferred by the Ministry. Longer term in-service training abroad needs good thinking on the urgency of that training. The co-ordination team will assist Admin to see if there would be not an alternative in the Solomons or through DFL, before the PS can be advised. Training is a tool that motivates and encourages personnel. The Ministry will therefore consciously select those officers for training, who have been working for a long time without any refresher training or capacity building and who show strong motivation and work hard and effectively.

To improve its education service delivery, the Ministry has planned a review of the education sector structure, which includes a review of the Ministry's structure and divisions, the Education Authorities' and their services and the school committees and boards at the community and school level. This review must assist the Ministry to agree upon a new and more professional organisation structure at national, provincial and school level. The Ministry will then have also a better idea which staff is needed for which purpose and which level and can then also identify the skill gaps in a more comprehensive manner. The review is also expected to enable decision making which core services need to be maintained, and which other tasks could be outsourced. A clear idea about the organisation also informs the establishment planning and the recruitment, which all get a more comprehensive focus.

On the other hand, practical experience, different reports and reviews of the education sector and programme have already revealed that the Ministry has recruited mainly from its teachers' resources. It therefore has a lot of education and teaching expertise. However, at the national and provincial level therefore the education sector lacks experienced general managers, HRD-officers, PR-officers, administrators, accountants, auditors, monitors, statisticians, database managers, IT-specialists, researchers and mentors to gradually develop into a more professional service organisation. Apart from these specific skills, general skills and positive attitudes are needed to develop this professional organisation: communication, listening, reporting, decision taking, customer service, leadership, delegation and computer skills are in high demand. Old wrong habits, which have given public service a negative image, need to disappear and to be replaced by punctuality, professionalism, high standards, openness and transparency. Only in this way we can facilitate the main stakeholders, the teachers, students, parents to perform and to jointly realise a good education system in the country.

The in-service training for the current staff till date has been organized in a rather adhoc way, without having in mind the skills needed to develop the new service organisation, which we want to be in the near future. We hope therefore that the review of the education sector structure could assist us in getting a clearer organisation picture, which organisation structure would work best for the education sector and which staff and which skills are needed to do our core work.

In this transition to a more comprehensive HRD-system, we have already started within the different divisions to review our job descriptions. That work will continue in 2010. The purpose of JDs is to reduce overlap of tasks between different officers, to improve services and to improve the monitoring of individual performance. In the new JD-format also key performance areas and competencies are added, which can now be monitored and be used for appraisal.

The Ministry has also started to prepare staff for appraisal meetings. The US Admin will be responsible for organizing at least one appraisal meeting per year with the different Heads of the Divisions. All the Heads of the Divisions are expected to have similar annual appraisal meetings with their staff and report to the US Admin. The PS will do the appraisal of the Undersecretaries. Staff in the Ministry will be therefore firstly trained in appraisal meetings. The Ministry will seek support, advice and training from the Public Service Improvement Programme (PSIP) in organizing appraisal meetings.

The three main aims of the appraisal with the Head of the Division will be to measure the general progress of the annual work programme and HRD-plan, to seek the reasons why performance was higher or less than expected and finally to identify the assistance needed (capacity building, office supplies, facilities or organisation change) to (further) improve the performance and leadership of the division. The outcome of the appraisal will be a mutually agreed 1-page action plan to make individual and organizational changes. The progress is checked again within the next half year. In the longer run these mutually agreed action plans will form the main foundation for the staff development plan. Specific criteria will be developed to enable the Management Team to prioritise the different needs in the area of capacity building, improving work environment and organisation changes (transfer of personnel).

Apart from all these encouragements to gradually develop into a more professional service organisation, also corrective measures are needed for individual staff who don't adhere to general codes of behaviour for public servants. The Ministry has recently stepped up its monitoring of staff attendance and adherence to general procurement procedures etc. The Ministry generally seeks quicker follow up and feed back from the Ministry of Public Service on its disciplinary cases. Many officers in the Ministry have been participating in courses from IPAM as well and have been introduced to the General Orders of Public Servants and are now expected to know the procedures and the code of behaviour.

The progress of the Ministry's HRD-plan will be reported to all stakeholders in the ESCC-meetings which are held twice a year (in July and November). Through the appraisal meetings the US Admin will get detailed insight how the HRD-plan is implemented. The US-Admin will be the supervisor for the implementation of the HRD-plan and can call for specific meetings in the area of HRD. The US-Admin is also the Ministry's representative in the meetings with PSIP to ensure our internal process is well linked to the general public service reform. The Head of Admin/HRD-division will assist the US-Admin with monthly collecting information on staff attendance and with promoting and explaining the appraisal process to Heads of the Divisions.

Abbreviations

AAO	Assistant Administrative Officer
AJR	Annual Joint Review
AO	Administrating Officer
ARTTL	Assessment Resource Tool for Teachers and Learners
ASPBEA	Asia South Pacific Bureau of Adult Education (ASPBAE)
AUSAID	Australian Agency for International Development
CAO	Chief Administration Officer
CDC	Curriculum Development Centre
CDO	Curriculum Development Officer
CEO	Chief Education Officer
CHS	Community High School
CoL	Commonwealth of Learning
CNURA	Coalition for National Unity and Rural Advancement
CT	Co-ordination Team
CTB	Central Tender Board
DFL	Distance and Flexible Learning
DP's	Development Partners
EA	Education Authority
ECE	Early Childhood Education
EIMU	Education Inspectorate Monitoring Unit
EPS	Executive Personal Secretary
ERU	Education Resource Unit
ESF	Education Strategic Framework (2007-2015)
ESIRP	Education Sector Investment and Reform Programme
ESCC	Education Sector Co-ordination Committee
EU	European Union
EU-SU	European Support Unit
FBT	Field Based Training
FI	Financial Instructions
FTA	Fixed Term Appointment
FUST	Fiji University of Science and Technology (FUST)
HCC	Honiara City Council
HoD	Head of Division
HRD	Human Resources Development
HRM	Human Resources Management
HQ	Head Quarters
ICT	Information Communication Technology
INSET	In-Service Training
IOA	Institutional and Organisational Assessment
IPAM	Institute of Public Administration and Management
JD	Job Description
JICA	Japan International Co-operation Agency
KGVI	King George VI National Secondary School
LASI	Literacy Association Solomon Islands
MEHRD	Ministry of Education and Human Resources Development
MOFT	Ministry of Finance and Treasury
MDPAC	Ministry of Development Planning and Aid Co-ordination
MoU	Memorandum of Understanding
MPS	Ministry of Public Service
MTEF	Mid Term Expenditure Framework
MYOB	Accounting software
NAO	National Authorising Office
NATCOM	National Commission for UNESCO

NGO	Non Governmental Organisation
NEAP	National Education and Action Plan, 2007-2009
NEB	National Education Board
NESU	National Examinations Standard Unit
NSS	National Secondary School
NSTP	National Skills Training Plan
NTC	National Training Committee
NTTDP	National Teacher Training and Development Plan
NZAID	New Zealand Agency for International Development
PAF	Performance Assessment Framework
OBC	Outcomes Based Curriculum
PAO	Provincial Accounting Officer
PCDO	Principal Curriculum Development Officer
PCRU	Planning, Coordination and Research Unit
PE	Primary Education
PEAP	Provincial Education Action Plan
PEO	Principal/Provincial Education Officer
PIU	Project Implementation Unit (now called EU-Support Unit)
PMT	Programme Management Team
PMO	Prime Minister's Office
PNG	Papua New Guinea
POR	Personal Occurance Reports
PPO	Principal Planning Officer
PRIDE	Pacific Regional Initiative for Delivery of Basic Education
PS	Permanent Secretary
PSC	Public Service Committee
PSD	Public Service Department
PSS	Provincial Secondary School
PSSC	Pacific Secondary School Certificate
PTC	Policy Technical Committee
RTC	Rural Training Centre
SBA	School Based Assessment
SE	Secondary Education
SDP	Staff Development Plan
SEO	Senior Education Officer
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
SIGAS	Solomon Islands Government Accounting Studies
SINTA	Solomon Islands National Teacher's Association
SISC	Solomon Islands Secondary Certificate
SISEE	Solomon Islands Secondary Entrance Examination
SISEP	Solomon Islands Education Support Project
SISPA	Solomon Islands School Principals Association
SISTA	Solomon Islands Standardized Test of Achievement
SOE	School of Education
SPBEA	South Pacific Board for Educational Assessment
SPC	South Pacific Commission
SSGP	Secondary Schools Grants Programme
SSS	Senior Secondary Schools
SWAp	Sector Wide Approach
TA	Technical Advisor
ToR	Terms of Reference

TIT	Teachers in Training
TSC	Teaching Service Commission
TSD	Teaching Service Division
TSO	Teaching Service Office
TSHB	Teacher Service Handbook
TTDO	Teacher Training Development Office
TVET	Technical and Vocational Education and Training
TWG	Technical Working Groups
UNDP	United Nations Development Programme
UBE	Universal Basic Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
US	Under Secretary
USP	University of the South Pacific
VTC	Vanga Training College
WNSS	Waimapuru National Secondary School
WSE	Whole School Evaluation

1) ACCOUNTS DIVISION

The Accounts Division's main task is to provide accounting services to the Ministry of Education and Human Resources Development. The Accounts Division ensures that the approved budget for the Ministry of Education is properly managed and controlled and is expended in accordance to the Solomon Islands Government financial regulations and that according to the approved annual work program. An important task is the timely disbursement of school grants and grants to Education Authorities, USP and SICHE, the monitoring of appropriate use of the grants and the facilitation of capacity building in financial management at the schools and Education Authorities. The Accounts Division liaises on behalf of the Ministry of Education and Human Resources with the Ministry of Finance, Planning, Public Service, Education Authorities, Local and overseas Institutions, aid donors and other stakeholders on financial aspects.

This is a brief introduction on how to improve the internal organization, the working environment of the accounts division and its relationships to external organization/institutions.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

The Accounts Division is manned by eight (8) in the Accounts Division in Honiara that comprised of the following:-

1	Financial Controller	L12/13	
1	Chief Accountant	L10/11	(Identify)
1	Principal Accountant	L8/9	Grants
1	Principal Accountant	L8/9	SIG and Donor Funds
1	Principal Accountant	L8/9	SIG Funds
1	Accountant	L6/7	SIG Funds
1	Assistant Accountant	L5/6	SIG & Donor Funds
1	Assistant Accountant	L5/6	SIG Funds

Chief Accountant or Principal Accountants can be Acting Financial Controller during the absence of the substantive holder of the position. Understudies will be appointed to the various sub-committees in the Ministry.

Secondary School grants management to be taken-over by accounts during the first quarter of 2010.

Account Officers for all Provincial Education Authorities, King George Sixth and Waimapuru National Secondary School and National Training Unit are all budgeted under their EA's and Divisions. However, at the moment there are still vacancies to be filled in Guadalcanal, Malaita and the accountant in Temotu has expressed to move to another location.

Job Descriptions

The revised job descriptions were submitted to Administration Division during 2009.

Communications

Staff meetings are held monthly. Greater use of email and memos amongst staff to be encouraged.

Staff needs:

- Staff in Honiara to complete Diploma in Finance where not complete.
- On-going training in SIG Financial Instructions and procedures – perhaps through SIGAS.
- Government procedures for how to write memos and minutes (internal), and letters (external) – request IPAM
- Provincial Accountants – training course in the Ministry if funds available. Otherwise visits and on-the-job training to be provided.
- All HODs to receive training in FI, budgeting and necessary procedures. MoFT and Accounts to do.

**Staff Development Plan
Department's Training Priorities for 2010**

Name	Course name	Suggested Training Provider	When
Beverly Wale	Financial Management Frame work	IPAM/SIGAS	IPAM to advise date
Leanne Bouro	Diploma In Finance Financial Management Framework	SICHE IPAM/SIGAS	Continue 2010 IPAM to advise date
Brenda Hiro	Bachelor in Commerce Financial Management Framework	USP (SI) DFL IPAM/SIGAS	Continue 2010 IPAM to advise date
Moffat Mona	Diploma In Finance Financial Management Framework	SICHE IPAM/SIGAS	Start 2010 IPAM to advise date
Allen Bale	Degree in Accounting Financial Management Training	UNITECH (SI) DFL IPAM/SIGAS	Start 2010 IPAM to advise date
Samson Akwafa'asia	Degree in Accounting Financial Management Framework	UNITECH (SI) DFL IPAM/SIGAS	Start 2010 IPAM to advise date
Thomas Bea	Financial Management Framework	IPAM/SIGAS	IPAM to advise date
Thomas Misibini	Financial Management Framework	IPAM/SIGAS	IPAM to advise date

Work Discipline:

- Additional short training sessions should increase staff motivation.
- Work environment, particularly air-conditioner, not very good – improvements might help work discipline.

Monitoring/Staff performance:

- Monitoring tool to be drawn up for each to report on the daily work.
- Job descriptions to be reviewed during 2010 to check still appropriate e.g. with secondary school grant management.
- Staff Promotion and confirmed on substantive level.
- Periodic individual meetings between FC and staff members to discuss their expectations with the job.

II. WORK ENVIRONMENT

Necessary improvements:

- Basic equipment required: Vehicle (if funds available and to be shared with some other Divisions), 1 more air conditioner, 1 new printer, work stations, chairs (3), filing cabinets.
- External area for storing files. Short-term solution is cabinets to store but in medium-term Ministry needs to rent additional space to store files. Put rat poison out – Admin to liaise with Tongs.
- Office cleaning – need to clear files on floor so can be cleaned. Ministry cleaner should take responsibility from EU SU.
- Proper secure area for cashier to separate from customers. (Window for cashier to be installed).
- Office is crowded with old files lying around – this need to be cleared and stored somewhere else. Air conditioner is not good which results in the office being very warm in the afternoon.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

- Regular and potential/target groups:
 - Public, Education authorities, Service & goods providers, Aid Donors and Stakeholders.
- Improvements required:
 - Regular visits to the provincial and other education authorities.
 - Email for provincial accountants.
 - Frequent distribution of reports to Head of Divisions (recurrent expenditure), from education authorities (status of grant releases).
 - Regular training for Head Teachers & Education Authorities on Grants Management procedures.
 - Regular consultation meetings with all Divisional heads with regards to the implementation and virement of budget allocations process.

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- To set time frames for management, control and reporting process.
- Regular consultation meetings between accounts staff and Head of Divisions on work performance and expenditure reports.
- On going training for Head of Divisions and MEHRD staff, Principals, Head Teachers, Education Authority staff on current or new Financial Regulations & approved budget allocation and Grant Management Procedures.
- Take over accounting responsibilities from SU in respect of Provincial & Secondary School grants during 2010.
- Close Checking of requisition before sent to PS for approval, includes funds available, FI adhered to and best price obtained.

2) ADMINISTRATION AND HUMAN RESOURCES DIVISION

The Administration and Human Resources Division provides services for the welfare and development of the staff in the MEHRD. It administers the Salary, Establishment, Accommodation, Annual leave, Allowances, Recruitment, Promotion, Confirmation, Fixed Term Appointments, Retirement and other daily routine matters. Admin staff is familiar with G.O. and Public Service Procedures. The Administration and Human Resource Division provides services to all divisions hence the need to generally improve the working environment, capacity and motivation of the staff. It also organizes the registry to protect and maintain the confidentiality of all the incoming and outgoing correspondences. It keeps a filing system that is restricted to only some officers and customers.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

The manager of Admin/HRD should be able

- to administer and manage the division effectively and efficiently.
- to interpret the Public Service Legal Instrument and to apply in the procedural manner
- to know about General Orders, Public Service Act, PSC Regulation, Stores and Financial Instructions etc.
- to advise the PS through US/HR on all general administrative matters.
- to supervise, motivate, and interact with colleagues
- to lead, direct and coach all directors on HR issues within the Ministry.
- to act as a 'champion' and perfect example for HRD and HRM and show intrinsic interest in all staff matters
- to change the Ministry into a professional, learning organisation in which all staff perform according to their JD's, are punctual and contribute actively to the implementation of the NEAP.
- to lead the process of the review of the education sector, the Ministry's reorganization.
- to participate weekly in the Coordination team-meetings.

The manager is also responsible for

- Distribution of tasks, proper co-ordination and monitoring of staffs under respective tasks. Job descriptions are clearly spelled out and specifically distributed to each of the staff according to their designation. He/she is responsible for ensuring that all divisional job descriptions are up to date and are regularly reviewed.

- **Job descriptions (all details with Admin)**

Human Resources Manager Level 12/13

Principal Admin Officer Level 8/9

Senior Admin Officer Level 7/8

Admin Officer [Salary] Level 6/

Admin Officer [Registry] Level 6/7

Senior Typist Level 6/7.

Clerical Officer [Salary] Level 4/5

Clerical Officer [Registry] Level 4/5

- **Communication**

- Divisional meeting will be done once a month for improvement of job performance, evaluation purposes and co-ordination of tasks.
- Disseminating information gathered through high level meetings such as the CT meeting, budget meetings etc. needs to be communicated to Administration staff.
- The Human Resource Manager and staff should have a clear understanding on the goals of the division so that the line of thinking is similar and focused at improved service to customers.
- After the review of the education sector and Ministry's organisation, a new divisional organizational chart should be drawn so that lines of communications are clear.

Staff needs

The courses identified by staff as their training needs are as per the table below:

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested Training provider	When
Grace Koroi	Microsoft Word and Excel	IT solutions, USP	2010
Marylyn Wate	Certificate in Business Administration. Microsoft word	SICHE IT Solutions	2010 continue
Jessie Faka	Registry Procedures of Govt. Microsoft Word	IPAM IT Solutions	2010
Rita Bata'anisia	Cert. in Business Admin	SICHE	2010
Mary Niko	Secretarial studies	SICHE	2010
Tom Rarakani	Foundation in Human Resources BA. Edu/Mgt	Australia Human Resource Institute USP/DFL	27 March 2010 enrolment due date. 2010
Donna Hasiu	Microsoft Word and Excel Foundation in Human Resources	USP/IT Solutions Australia Human Resource Institute	2010 27 March 2010 enrolment due date.
Julie Manusalo	Customer Service	IPAM/Solomon Host	2010
Serah Houkura	Microsoft Word and Excel	USP/IT Solutions	2010
Ridding Sauhe	Public Service Procedures, Microsoft Word	IPAM/IT Solutions	2010

- **Work discipline**

The division would like to implement the following measures:

- Attendance – Collect attendance forms of all divisions, start to implement within Admin division
- Time keeping; arrive at work on time and don't leave too early
- Comply with rules and regulations
- Improved attitude to work – increased self discipline
- Encourage and recommend staff for training/workshop
- Effective delegation and follow up of tasks
- Confirm, promotion, increment on Certificate Achievements
- Address housing problems, school fees, transport allowance, and assist sick staff with quick medication process
- Provide a professional and customer-friendly attitude towards staff

Monitoring/staff performance

- Create and allocate clear job descriptions to staff on their designated position.
- Flexible frequent consultation with staff.
- Produce daily data on the number of tasks done.
- To identify weaknesses and train staff on the job immediately.

II. WORK ENVIRONMENT

• Necessary improvements

- Larger office space; solve inconvenience to the restriction of our Registry office and other staff
- A reception counter to be established and visitors' waiting room needed
- Means of transport (1 car) for e.g. access to medical service
- Establish a room for the typist, equipped with computer, 2 executive chairs, 2 tables and a photocopy machine so that our visiting officers from province are able to do their work while on official business
- Need 3 computer Sets, 1 Laptop
- Ministry's File Index need to be reviewed.
- Address Housing problems, school fees, transport allowance, as to sick as to quick medication access.
- Individual officers should be responsible for continuously taking care of their working environment
- Ergonomic workstations are needed for admin team.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

• Regular and potential/target groups:

- Representatives from Ministry of Public Service, PSD
- Min. of Finance (in relation to scheme and conditions of services of staff)
- Ministry of Lands, Housing and Survey
- All staff employed in the MEHRD.

• Improvements required

In general we need improved visitors' management

- Effective implementation of the Visitor's Management Regulations.
- Improve communication by consultation and regular and timely feed back to responsible Authorities.
- Clearly communicate feedback to all customers of administration division.
- Improve on customer service to all customers including good telephone etiquette.

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Review job descriptions to include key performance indicators to use as criteria for measuring job performance
- Have quarterly evaluations with staff on job performance (directors with their staff and PS with directors and Under Secretaries). Make recommendations for individual and team/divisional improvements.
- Gradually relate staff performance to HRD- and staff development plan and opportunity for staff training, promotion etc.
- Have regular workshops, meetings about implementation of HRD in the Ministry
- Gradually extend these innovations and processes to Provinces
- Budget for maintenance of IOA/HRD-processes (e.g. staff training) within recurrent budget for Administration
- Change of purpose for 'local TA-fund' into more general 'local HRD-fund' and link 20% to support to HRD (training, capacity building).
- Improved and ethical selection and recruitment process.

3) CURRICULUM DEVELOPMENT CENTRE

The Curriculum Development Centre consists of 3 units namely; the Curriculum Unit (primary and secondary), the Production Unit (Graphics and Print shop) and Education Resource Unit (materials procurement, storage and distribution).

The core functions of the centre are;

1. Development of learning and teaching materials
2. Printing and reprinting of teaching and learning materials
3. Procurement, Storage and distribution of teaching and learning materials.

The following are specific areas that need to be improved or strengthened within the office for enhancement of good working relationship, improved work performance and providing the required curriculum materials and other related services.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

A type of leadership is needed that

- Recognizes the potential, capabilities and values of officers
- Listens and is receptive to views and suggestions of officers/subordinates
- Uses the collective decision making systems

- **Job Descriptions**

- A review of the job descriptions and duties is essential
- Add in some cases specify time frame for completion of tasks

Positions (31 staff)

General

- Director Curriculum Development Centre *Scale:* Level 12.1/13

Curriculum Unit

- Chief Curriculum Development Officer *Scale:* Level 9/10
(This post should be a L10/11 post like other Chief posts in other Divisions)
- Principal Curriculum Development Officer *Scale:* Level 8/9
- Senior Curriculum Development Officer *Scale:* Level 7/8

Officers in the Curriculum section are designated to look after specific subjects as outlined below.

Secondary Section

- Technology, Social Science, Creative arts & culture, Maths, Agriculture, Science, Home Economics, English, and Business Studies (vacant)

Primary Section

- English, Maths, Science, Social Studies, Health

TVET Section

- Principal Curriculum Development officer (RTC)
- Principal Curriculum Development officer (National Qualification format)

ECE Section

- Principal Curriculum Development officer

Recommendations:

1. There needs to be some clarification on the structure of the curriculum section. There is confusion about whether there are Senior Curriculum development officers and Principal

- curriculum development officers, and if there are, which posts are Senior and which are Principal.
2. We recommend that all Curriculum Development posts (Curriculum Section) should all be at Principal level.
 3. We recommend that there be two Chief Curriculum Development officers posts (Primary & Secondary)
 4. Included are outlines for TVET and ECE. TVET section and ECE are currently being advertised for posts which will be part of the Curriculum development section. The set-up/structure for the newly added sections are as shown above.
 5. There are some PCDOs who haven't had their levels adjusted according to their PCDO posts since being appointed to CDC. Up-dating therefore is necessary.

Productions Unit

- Chief Production officer *Scale:* Level 10/11
- Principal Production Officer *Scale:* Level 8/9

Production Unit

- Principal Graphic Artist *Scale:* Level 8/9
- Principal Desktop Publishing Officer *Scale:* Level 8/9
- Print room Operator (Darkroom) *Scale:* Level 6/7
- Print Room Operator (Printer Mechanic) *Scale:* Level 6/7
- Print Room Operator/Binding *Scale:* Level 6/7
- Print Room Operator (Binder I) *Scale:* Level 4/5
- Print Room Operator (Binder II) *Scale:* Level 3/4

Education Resources Unit

- Manager *Scale:* Level 9/10
- Senior Supply Officer *Scale:* Level 8/9
- Senior Store Person *Scale:* Level 7/8
- Assistant Administration officer *Scale:* Level 5/6
- Assistant Store Person *Scale:* Level 5/6
- Driver *Scale:* Level 2
- Cleaner *Scale:* Level 2

See for ERU-post and JD's annex II

• **Communications**

- Revisit communication systems to enhance effective communication methods
- Constant communication (meetings, emails, notice board and personal visit)
- Regular meetings and workshops (daily/weekly/fortnightly/monthly or quarterly) depending on the issue

Recommendations:

- 2 more telephone lines for CDC switchboard; 1 direct line for Production Section
- An alarm system installed for the Production Unit. Phone to indicate incoming calls when machines are running.
- ADSL (Broadband) internet system + networking system for ERU.

• **Staff needs**

An essential area to improve on and related to staff competency for effective work output or performance

- Currently we have capacity building (in house) for professional staff of primary and secondary units. However, capacity building is required for staff of ERU and production units to solve the problem of finding the right people
- We suggest bringing in experts to run in-house capacity building or that personnel are sent for off-shore short term training.
- Long term specialized training for both professional and technical staff.

- IT training for staff.
- Capacity to address officer or personal needs
- Support to recruitment process – Division needs to be fully staffed in 2010
- Support to housing/accommodation to motivate officers

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested Provider	Duration	When
Curriculum Unit				
Linda Puia	Postgraduate studies – Curriculum Management & Evaluation	Victoria University of Wellington – NZ	2 Years	2011
Ian Waena	Postgraduate – Curriculum design & Assessment	James Cook University - Australia	2 Years	2011
David Sokaika	Bachelor of Education – Primary Mathematics curriculum	University of Queensland – Australia	3 Years	2011
Agnes Ne'e	Diploma in Administration	SICHE of offshore	2 years	2010
Production Unit				
Eunice Duna	Desktop Publishing	South Bank TAFE college, Australia	Short term	2010
Viqa Wong	Binding/Finishing	South Bank TAFE college, Australia	Short term	2010
Arnold Alepio	Printing processes training	South Bank TAFE college, Australia	Long term	2010
Michael Mamupio	Production management	South Bank TAFE college, Australia	Long term	2010
Education Resource Unit				
Albert Rex	Financial management	IPAM	Short term	2010
	Diploma in Business management	Offshore or SICHE	Long term	2011
Maclis Kaipua	Procurement & supply	NZAid or AusAid	Short term	2010
	Diploma in office administration	Eastern Institute of technology (NZ)	Long term	2011
Basil Naoka	Office administration	IPAM	Short term	2010
	Diploma in Business management	SICHE	Long term	2011
Jimmy Stanley	Warehouse management	Australia or NZ	Short term	2010
Assistant Stores person (vacant)	Inventory management	Australia or NZ	Short term	2010
Ruebenson Seni	Engine maintenance	SICHE	Short course	2010
Sam Tahisimae	Safety in the workplace training	Fire service	Short course	2010

- **Work Discipline**

This requires re-strengthening, monitoring and evaluation

- Attendance register, monitoring system and evaluation
- Use a systematic staff appraisal system consistent with other Divisions at MEHRD.
- Monthly report and supervision
- Internal bonding system (Minimum of 5 years)

- **Monitoring/Staff performance:**

- Effective monitoring system and supervision
- Monthly report with supervision and common evaluation

II. WORK ENVIRONMENT

Necessary improvements

Improvement is required on the following:

- Filing system
- Recording system
- Lines of communication, procedures and systems within the 3 units
- Back-up generator
- Safety equipment for Production & ERU staff
- Logistic support for ERU (boat, paddles, life-jackets, etc)

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

Regular and potential/target groups:

- School teachers,
- SOE-lecturers and SOE-trainee teachers
- NGO's
- Representatives from other government ministries

Improvements required:

- Establish effective and collaborative links with regular, potential and target groups and possible regular meetings with them
- Needed are a notice board, development of mass media materials (newsletter, brochures, preparation for radio, website and Membership of Regional Curriculum Association)
- Customer services training for Administration staff.

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Review of job descriptions
- Improve internal and external communication
- Identify and address staff needs in capacity, office and accommodation
- Develop system for monitoring staff performance – an established and consistent appraisal system is needed to help managers and leaders to perform this.

4) EARLY CHILDHOOD EDUCATION

The Early Childhood Education is a new division within the Ministry of Education after the policy was approved in November 2008. The Early Childhood Education Division is responsible;

- To provide equitable access and appropriate quality education for young children aged 3-5 years in the Solomon Islands.
- To encourage children to enter the education system early so that it helps them to be ready for entrance to Primary Education.
- To encourage both children and parents see the importance of Early Childhood Education and its role and responsibilities in preparation for the basic education period.
- To offer opportunity that helps children acquire the necessary skills, knowledge, values and attitudes for meaningful participation in the Solomon Islands society.
- To increase participation of stakeholders in the education of young children.

The policy has paved the way through for the ECE division to ensure that it meets the Millennium, EFA and UNESCO Goals through the implementation of the NEAP 2007-2009, NEAP 2010-2012 and Education Strategic Framework 2007-2015.

1.1 ACCESS

To increase access for all young children aged 3-5 years in the Solomon Islands by;

- Attaching and establishing kindergarten to Primary and Community High Schools and model kindergartens approved by MEHRD as well as “Stand Alone” ECE-centres
- Undertaking community awareness on ECE Policy and the importance of Early Childhood Education.
- Gathering ECE-data on children aged 3-5 enrolled in ECE-centres and number of FBT-Teachers teaching in ECE-centres.
- Undertaking a baseline survey, mapping of kindergartens and registering of ECE-centres.

1.2. CURRICULUM

To provide aged appropriate Early Childhood Education programmes by;

- Developing ECE-curriculum and other supportive teaching and learning materials.
- Providing curriculum guidelines and supportive learning resources to trained ECE-teachers in the ECE-centres
- Training ECE-teachers on the new ECE-curriculum and supportive materials.
- Trialling out the ECE-curriculum in selected ECE-centres.
- Printing of ECE-curriculum and distributing it to ECE approved ECE-centres.

1.3 TEACHERS

To improve teacher supply and teacher quality for ECE-teachers by;

- Increasing number of trained teachers and FBT teachers in MEHRD approved ECE-centres.
- Increase number of trainees for enrollment in pre- service training.
- Provide inservice training programme for ECE-teachers such as financial training, Planning Programmes for ECE-centres, etc.
- Strengthen and continue providing FBT-training programme for untrained teacher in the province
- Increase number of FBT-teachers to undertake FBT-programme.

1.4 FACILITIES

To improve facilities in ECE-centres by;

- Constructing new ECE-facilities to kindergartens attached to Primary and Community High Schools and model kindergartens.
- Establish/Construct new ECE-facilities to “Stand Alone” community based ECE-centres

- Monitor and maintain all ECE-facilities by communities/ Primary and Community High Schools
- Construct boarding facilities for ECE-teachers where ECE-centres will be established.
- Provide Natural Learning Resources and child-size equipments for the ECE-centres

1.5 MANAGEMENT (FINANCIAL)

- To provide support through grants to MEHRD approved ECE-centres.
- Provide financial support to Provincial Education Office to enable ECE-officer to deliver and monitor ECE Programmes
- To provide support through allowances of FBT-teachers.

The Early Childhood Education Division envisages that to provide quality, effective, efficient and transparent management, it needs to develop and improve its internal organization and Human Resources, work environment, external and internal relationships.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

• Leadership/ Organisation/Delegation

The director will delegate more tasks to the other staff members to enable active participation in all TWG's, national, regional and international seminars and therefore have regular (at least monthly) staff meetings to co-ordinate all specific ECE-development and also to contribute to the implementation of the NEAP.

Manpower Establishment- 2010

No	Post	Level	Post filled/Vacant
1	Director-ECE	L12/13	Filled
2	Chief Education Officer-ECE	L10/11	Vacant
3	Principal Education Officer-ECE	L8/9	Filled
4	Senior Education officer-ECE	L7/8	Filled
5	Education Officer-ECE (MEHRD)	L6/7	Vacant
6	Education Officers-ECE (9 provinces)	L6/7	9 post Filled & 3 new establishments
7	Principal CDO -ECE	L8/9	New Establishment –Curriculum Development Centre
8	Senior Inspector-ECE	L7/8	New Establishment-Inspectorate Div.

Current Structure

- Ministry ECE-division, see above
- In provinces:12 ECE-officers all level 6/7
- Western 2 Malaita 3
- Guadalcanal 1 HCC/Renbel 1
- Isabel 1 Makira/Ulawa 1
- Temotu 1 Central 1

Job Descriptions (See above, details with admin)

- **Communication**
 - To have regular informative meetings to update everyone of development/issues end of the month
 - Improve filling/information to flow.
 - Share ECE-programme information through MEHRD email access

- To delegate duties to all officers
 - Officers to perform to their duty statement
 - Involve in radio broadcast organized by MEHRD
 - Public Relations need to be improved especially with clients outside.
- **Staff Needs**
 - In-service training for new officers (internal/external) relevant to the job.
 - Encourage officers to participate in conference/workshops, held in-country and overseas both MEHRD and province.
 - Capacity building: Officers are encouraged to be enrolled in any job-related training

Staff Development Plan

Department's training priorities for 2010

Name	Course name	Suggested Training provider	When
Bernadine Ha'amori	Master of Education	DFL/Online University of Southern Queensland	2010
Joanna Kekegolo	Bachelor of Education- Early Childhood Education	University of Southern Queensland (DFL)	2011
Frank Robo'olitee	Diploma in Leadership and Change	USP/SI Campus	2012
3 EO-ECE	Diploma in Early Childhood Education	USP/SI Campus	2011

- **Work Discipline**
 - Establish and advertise for needed vacant posts.
 - Provide opportunities for all colleagues to attend meetings/training/seminars internal and broad.
 - All staff are to be open minded to assist/consult when needs arise.
 - To reshuffle provincial ECE-officers who are not performing as expected.
 - Time in/Time out and attendance to be strengthened.
 - Inform colleague of staff movements
 - Keep confidentiality
- **Monitoring Staff Performance**
 - Encouragement of team work.
 - Set time line for staff to complete tasks given. E.g. Indicate Officers name and time expected.

II. WORK ENVIRONMENT

- **Necessary Improvement**

The working environment in the room to be conducive to working and should have enough space for freedom of movement by officers and clients
- **Basic Equipment needed**
 - 1 Overhead Projector
 - 1 Digital Camera
 - 1 Scanner
 - 1 Laminating Machine
 - 1 New Working station
 - 1 Shelf for filing

1 laptop
11 desktops- 3 MEHRD and 8 Provincial Offices

Making office more attractive

- Regular cleaning by cleaner.
- Neatly setting of files and proper working table are well arranged.
- In tray and out tray files to be neatly filed.

There is need for officers to work in a clean and attractive office, where visitors and regular clients are treated with respect and humility.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

Since ECE is a new area of development, the division has clients from different areas in all works of life daily. The division believes in public relations as an important tool in harnessing external relationships with other stake holders and organizations.

- **Regular and potential/target groups**

- Education authorities.
- Education secretaries
- Individuals who want to start ECE schools
- Teachers and parents
- Organizations and researchers

- **Improvements required**

Make time line for visitors (Tuesdays and Thursdays) and make special arrangements for those who arrive from the provinces.

5) INSPECTORATE

The Education Inspection and Monitoring Unit (EIMU) implements the requirements of Section 19 of the Education Act. The Inspectorate organizes inspections of every school and teaching staff in the Solomon Islands. It further provides for special inspections of any school to be made whenever this is desirable. There are different inspections like for confirmation of teachers, whole school evaluations, specific reasons as promotion or unsatisfactory conduct and performance of teachers and renewals of tenure appointment.

At the moment the Inspectorate is reflecting on its role in encouraging and mentoring teacher and teachers' supporting staff in the provinces for the appropriate implementation of the curriculum, in assessing the teaching and learning process and its learning outcomes in the area of language proficiency, numeracy and other subjects. However, the Inspectorate is still understaffed, under facilitated with limited means of transport, staff and funds. The consequence is that many schools and teachers are not visited, assessed in time as required in the *National Education Action Plans, 2007-2009 and 2010-2012*. Goals like improved quality of teaching and learning would be easier met and maintained with a strong support from the Inspectorate and follow up by the schools, monitored by strong Education Authorities. However, the Education Authorities are very diverse in performance and capacity. A review of the education sector and structure, also at the provincial level, hopefully assists to take measures to improve the quality of education.

This is a brief introduction on how to improve internal organization, the working environment and relationships to external organization/institutions

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

The director will be delegating specific tasks to officers according to their job descriptions. Furthermore also general tasks, such as the participation in the different TWG's, training, seminars etc. have to be done and therefore the director will have weekly staff meetings to coordinate all specific inspectorate and general tasks to be done for the implementation of the NEAP. The Inspectorate division has a total staff of 22. The staff positions for the division in the current structure are as follows:

1	Director,	L12/13
2	Chief Education Officer	Level 10/11(Primary & Secondary)
8	Principal Education Officers	Level 9/10 secondary
14	Senior Education Officers	L8/9 Primary
1	Senior Education Officer	L8/9 TVET

- **Job Descriptions (details with Admin)**

Composition Ministry-Inspectorate staff

Director
Inspector (Secondary)
Inspector (Primary)
Inspector (TVET)

- **Communications**

- Bi annual meeting for School inspectors in April and November. Headquarter staff conduct weekly staff meetings.

- **Staff needs:**
 - The staff needs to be given equal consideration for training for upgrading qualifications.
 - Short Term courses for IT, communication and job skills.
 - Training on formulating class tests, blue prints, forms of moderation and interpretation of mean deviation etc.
 - Report writing skills

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested provider	Training	When
Billy Arumae	Word and Excel	JAP Computers		2010 (to be organized)
Lyoyd Gwee	Word and Excel	JAP Computers		2010 (to be organized)
Daniel Lulu	Word and Excel	JAP Computers		2010 (to be organized)
Chris Sakari	Word and Excel	JAP Computers		2010(to be organized)
James Niutaloa	Word and Excel	JAP Computers		2010 (To be organized)
Merton Toata	Word and Excel	JAP Computers		2010 (To be organized)
Willie Etupio	Word and Excel	JAP Computers		2010 (To be organized)
Catherine Pule	Word and Excel	JAP Computers		2010 (To be organized)
Modesto Thugea	Word and Excel	JAP Computers		2010 (To be considered)
All above	Public Service Procedures	IPAM		16 to 20 June 2010

- **Work Discipline**
 - There is plenty of room for motivating the staff for the work they do and especially in terms of opportunities to expand their horizon such as: regional tours or participation in regional seminars
 - As front liners in the system participate in workshops and visits arranged by MEHRD and other stakeholders. E.g. Short courses arranged by IOE, Suva.
 - Attend incremental awards, appropriate remuneration for the job well done
 - Regular visits to officers in their work locations to monitor and also motivate the officers in their work.
 - Organise appraisal interviews and produce report on each officer using approved format.
- **Monitoring/Staff performance**
 - Make a checklist of the tasks to be carried out with deadlines indicated (this needs to be sent out to all school inspectors at the beginning of the year)
 - Arrange to visit them once a year at their work location
 - Some feed back from the various provincial education secretaries (monitoring and appraisal of EA-officers to be further discussed and pursued by Admin)

II. WORK ENVIRONMENT

. Necessary improvements

- The office needs to be spacious to accommodate the headquarter personnel and provincially based inspectors include proper storage (stack-up shelves) and one additional filing cabinet.
- Proper office furniture and equipment for provincial based school inspectors is needed such as chairs and tables.
- Provide cooler and utensils for office
- Make rearrangements in order confidential meetings can take place and to protect privacy
- Provide electronic power board that has photocopier function for WSE activity.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

Regular and potential/target groups:

- Education secretaries, school inspectors, teachers, school chairpersons, committees, MEHRD staff and donors.

• Improvements required:

- Times to be tabled for different clients. Front desk officer to control the flow of visitors and note appointment times.
- Workable telephone lines (need two (4 extensions) for subordinates).

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Set time frame for management, control and reporting process.
- Regular briefing with professional divisions to update one another on issues or matters of relevance or for action.
- The accounts section to update on new financial instructions or changes to processes in the imprest or budget
- Teacher assessment to be forwarded at the third week of each month for TSC for administrative convenience.

6) KING GEORGE VI NATIONAL SECONDARY SCHOOL

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

Review, establish and communicate roles and responsibilities to all teachers
Redefine existing roles and responsibilities to reflect changing needs of school setting.
Manage budget and monitor expenses regularly
Monitor and make records of teacher attendance and report serious cases to Admin/HRD-division in the Ministry.
Monitor staff performance and introduce appraisal system for teachers

- **Job descriptions**

Review job descriptions of all teachers and administration staff of the school.

- **Communication**

- Staff meetings are scheduled on monthly basis.
- Heads of Departments meetings are scheduled monthly.
- Departmental meetings should be often depending on arising needs and issues.
- Yearly school calendar must be produced.
- Meeting needs to be improved and minutes of the meeting needs to be accurately documented and resolutions effectively implemented.
- Regular meetings with MEHRD and other stakeholders for review of School Development Plan and be aware of any policy changes

- **Staff Needs**

There is a need for specialized short term and long term courses and the Staff Development Plan needs to be developed. To improve staff needs:

- Short courses in specialized areas like IPAM-courses and others can be provided as well as in-house training can be planned and implemented during the mid year holidays.
- To create effectiveness and efficiency, staff is already taking Special Duty Allowances across the board. Those with extra responsibilities and Acting positions need to be remunerated for Responsibility Allowances.
- The non-monetary incentives, e.g. staff taking a day off during the year and award certificates of merit for diligence and consistent work commitment.
- Ancillary staff needs training on improving their duties for example hygiene.
- New recruitment: Chaplain, IT- supervisor, Form 6/7 Master - Technology, Groundsman, Housemaster.

- **Work Discipline**

A need for effective work discipline by following a plan has to be identified. Work discipline to be effective and efficient:

- Work plans for the school and the various departments needs to be drawn up and monitored by the School Administration and the Heads of Departments and Senior Staff.
- Monitor staff attitude to work and work performance, punctuality to classes and attend to extracurricular duties.
- Regular monitoring and control of school discipline.

- **Monitoring Staff Performance**

- There is a lack of effective monitoring through log book is provided. To monitor staff performance, log books need to be administered in the subject departments by Heads of Departments and Senior Staff.
- Staff appraisal system needs to be developed to reward performing staff.

II. WORK ENVIRONMENT

- **Necessary improvements**

- Basic equipment is needed such as internet connection for communication with MEHRD, USP, SPBEA, and other stakeholders.
- Additional telephone lines in departments and to cater for internet connection.
- Basic office improvements for departments.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

- **Regular and potential/target groups**

- Parents
- Institutional Education bodies
- Students
- Government Ministries

- **Improvements required**

- Establish KGVl advisory board
- Develop closer relationship with MEHRD, Parents Teacher's Association, SPBEA, USP, SICHE and other stakeholders

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Design criteria for measuring job performance, productivity and effective monitor performance
- Effective implementation of log book
- Develop school work plan to incorporate departmental operations that link to Annual Work Plan 2010.
- Attend regular workshops to support implementation of HRD Plan 2010 and Annual Work Plan.

7) SOLOMON ISLANDS NATIONAL COMMISSION FOR UNESCO

The function of the SI National Commission is to involve in UNESCO's activities the various ministerial departments, agencies, institutions, organizations and individuals working for the advancement of education, science, culture and information and UNESCO cross-cutting issues.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

The SI National Commission currently has the following structure:-

- 1 Chairman - Minister for Education and Human Resources Development
- 1 Secretary General- Undersecretary Ministry of Education and Human Resources Development.
- 1 Deputy- Secretary General- Director of the Secondary Division
- 1 Secretary Solomon Islands National Commission for UNESCO

- 7 Commissioners, representing:
 - a. Education Sector (Education Institutions)
 - b. Social Science- Conservation, Environment and Hydrology
 - c. Culture and Heritages
 - d. Communication and freedom of Expression
 - e. Natural and Human Science- Youth and Children
 - f. Women and Gender

The activities of the National Commission are administered, co-ordinated and facilitated by the Secretary. The Secretary's post is permanent and supervised by the Secretary General of the NATCOM for UNESCO. The National Commission for UNESCO office is in the Ministry of Education and Human Resources Development.

The seven Commissioners are representatives from UNESCO's line Ministries and institutions or non-government Organization. The secretary is responsible to liaise with the Commissioners and update them on UNESCO disciplines and ongoing programmes.

- **Job Descriptions**

Post	Description
Chairman	Receives and sends formal communication on behalf of Solomon Islands Government (in consultation with Foreign Affairs) from and to UNESCO or other UN Agencies. Chair meetings of the National Commission.
Secretary General	Oversees the activities and programs implemented through the Office of the National Commission. Assists the chair.
Deputy Secretary General	Assists the Secretary General

Secretary Provides the overall administration, co-ordination and monitoring of the implementation of UNESCO's activities and programs in the country.

Commissioners Co-ordinate the implementation of activities and programs under their special field work /expertise.

• **Communications**

- Information is communicated to members of the National Commission for UNESCO by the NATCOM Secretary. The Secretary in consultation by the Chairman and the Secretary General can call the meeting of the National Commission.

• **Staff needs**

- Full-time Secretary-General. National Commission for UNESCO needs a full-time Secretary-General. The Secretary-General is responsible to administrate, update country reports on UNESCO-programmes, liaise with the government, UN-agencies, represent the country in important meetings regionally and internationally and meetings either locally or overseas. Also to oversee, monitor, evaluate the activities and programs implemented through the office of the National Commission
- NATCOM Registry Officer level 3-4, who can assist in managing the NATCOM Office, monitoring UNESCO activities/projects, registering of NATCOM local/ international /regional circulars, assist in file management of UNESCO-documents and books, and assist in logistics for workshops, awareness, seminars, world celebrated days and activities run by National commission.
- The secretary post should be upgraded since there are additional tasks now compared to the original job description (general secretarial support to education sector, co-ordination of radio programme etc.).
- Secretary and staff to attend regional/international meetings and trainings to ensure that knowledge and skills in UNESCO-areas are updated and the Solomons' Natcom-office can keep up with the National Commissions in other countries and the world.
- A capacity building for the secretary to continually build in knowledge to better understand UNESCO as an organisation, how it operates, its specific roles, responsibilities and functions of National Commission in the country, regionally and internationally.

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested Training provider/Where	When	Why doing this?
Christina Victoria Bakolo	1.Records Management, 2.Customer Services, 3.How to successfully organize meetings, 4.Management Skills	IPAM– Solomon Islands	2010 (to be organized)- Short term training	Assist in everyday office work. Very significant
	Basic Financial Management /Basic Accounting	USP/SICHE- Solomon Islands	2010/2011 (1 st and 2 nd Semester)	Financial accounting and budgeting skills are prominent in this office thus to ensure that better management and coordination of UNESCO project funds is in place.

Work Discipline

- National Commission to be implementing and completing its program in time as a motivation to attracting additional programs.
 - Providing office space for better organization of the office specific sectors, and well equipped and conducive office area for commissioners, researchers and the public. This will motivate commissioners to perform more effectively and efficiently
- **Monitoring/Staff performance**
 - Monitoring tool be drawn up to report on the implementation of programs.
 - Job descriptions will be more specific to measure performance

II. WORK ENVIRONMENT

Provide good office space-this is an office that needs its own space (room)
Provide sufficient good working desks for researchers and customers.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

- Regular and potential/target groups
 - Public, Ministries, NGO's, UN Agencies, Policy Makers, Government-representatives
- **Improvements required**
 - Awareness of UNESCO role in the country, most especially to MEHRD-staff as this Organization is housed by the Ministry of Education and Human Resources Development. In addition, NATCOM budget comes under the MEHRD.
 - Proactive work, support and participation in the implementation of UNESCO-activities by NATCOM Staff.
 - Conduct advocacy programs on UNESCO field of competencies.
 - Frequent distributions of UNESCO-reports, materials and booklets to relevant institutions and stakeholders.
 - Regular consultation meeting of the National Commission.
 - Participation of relevant commissioner in workshops and conferences.

IV. IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Appointment of a full time Secretary General and additional staff of the National Commission.
- Effective communication between SI NATCOM, Head quarter in Paris, and UNESCO Cluster Office in Apia.
- Monthly meetings of the National Commission for Commissioners to report on their field of expertise.
- Needs a divisional (UNESCO NATCOM) account of its own so that the accounts division will know which and who's money is in the EDUCATION SECTOR TRUST ACCOUNT. This is to ensure that acquittal of projects funds and UNESCO contribution to support to UNESCO line Ministries and project coordinators is properly managed and monitored.
- Large sum of funds released to project coordinators has to be properly facilitated to guarantee that there is accountability of the funds given.

8) NATIONAL EDUCATION BOARD

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**
 - The Chairman needs to work closely with the Secretary which means that the Chair must have access to communication facilities like a phone and email facilities, desktop and printer
 - The secretary needs to have more regular meetings with the sub committee to prepare the first detailed comments on the draft policies to be shared with the Ministry, before having one plenary meeting which can be asked to discuss and reflect the main issues.
 - All documents to be discussed need to be submitted to the NEB-members at least 2 weeks before a NEB-meeting, enabling the members to prepare for good comments and discussions.
- **Job Descriptions**
 - The secretary need to facilitate all meetings of the board and its subsequent sub-committees
 - Coordinate development of policy areas including reviews of existing policies.
 - Participate, encourage and support the different TWG's on policies
 - Write minutes and support the chairs of the different TWG's on policies
 - Contribute actively to the review of the education sector and structure
- **Communication**
 - Communication to the provinces and provincial members can still be improved
 - Communication between members of the board to be improved
 - Transportation in the Ministry could be improved so that staff can move around easily and correspondence (letters of invitation, policy documents) can be easily distributed
- **Staff Needs**
 - Staff appraisals with Admin to be followed up
- **Work Discipline**
 - Office space is very lacking and affects motivation
- **Monitoring/Staff performance**
 - Office to work more closely with Under-Secretary (Administration)

II. WORK ENVIRONMENT

Necessary improvements

- Basic Office Equipment. This office MUST have its own laptop and projector for its own meetings and editing of policies. NEB cannot rely on any other machines because there are many meetings in the Ministry.
- Records Management. To seek help in organizing records management
- Office Appearance. Currently no choice of office appearance
- Visitors Management. No choice as the room is lacking in space

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

Regular and potential/target groups:

- Members of NEB
- Education Authorities
- Potential education providers
- Technical working groups on policy formulation

Improvements required:

- Collect all minutes of board meeting minutes and recommendations by EAs
- Visits to Education Authorities to set up their provincial boards

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Make visits and organise meetings with EA's in HCC and find out areas of difficulties. Later move on to the Provinces. Take full part in the review of the education sector and structure.

9) NATIONAL EXAMINATIONS STANDARD UNIT

The National Examinations Standard Unit has the following objectives:

- NESU provides professional and technical advice to the Minister through the Permanent Secretary on issues pertaining to the National Examinations, Standards, Selection Procedures and the Progression of students from the two exit points in the education system in which national examinations are administered.
- Administer three National examinations namely SISE at grade 6, SIF3 at Form 3 and the SISC at Form 5.
- Assist in the administration of Form 6 (PSSC) that is directly under South Pacific Board for Educational Assessment (SPBEA) qualification frame work.
- Administer the promotion of students based on the selection procedures guided by the Legal Notice 9.
- Grant certification and approval for repeat.
- Monitor educational standards through the conduct of Solomon Islands Standardized Test of Achievement (SISTA 1 & 2) trials and other support assessment tools such as ARTTLe.
- The NESU also advises on new approaches or policies in examination and assessment, particularly the development of the Solomon Islands Standardized Test of Achievement (SISTA) to set national baseline data for literacy, numeracy and Life Skills.
- To develop a national policy for learners' assessment.

Here below is a brief introduction on how to improve internal organization, the working environment and relationships to external organization/institutions.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

NESU division has been provided with a Director on FTA this year. In addition, a Chief Education Officer (Exams) has also been appointed to NESU, 2 Principal Education Officers and a Secretary. NESU has adopted a more open type of leadership role and mentoring.

- **Job Descriptions**

Director	12/13	272-00061	Moffat	Behulu
Chief Education Officer (NESU)	10/11	272-00062	Adrian	Alamu
Principal Education Officer	8/9	272-00063	Kathleen	Sikapu
Principal Education Officer	8/9	272-00064	Linda	Wate
Senior Admin Officer	7/8		Vacant	
Secretary (Assessment)	7/8	272-00065	Tina	Moli

Job descriptions are in place but they need to be reviewed as it is vital that all officers are aware about new, changed tasks and that management supports the new requirements for the job with adequate and suitable on the job or in-service training for efficient service delivery. Responsibilities are being delegated by the Head and are also monitored on a daily basis to avoid accumulation of scheduled tasks.

- **Communication**
 - Discussions are held openly among the staff and ideas are being shared. Since communication is open, problems are being solved in a timely manner.
 - There has been a communication improvement to and from EAs' and regional bodies (SPBEA). There are also challenges faced, for example, the untimely feedback from EAs' and schools on relevant forms or requests. This is an area which needs constantly updating and reminding the agents of the importance and urgency of whatever information to be supplied.
 - In our case, the access to emails has greatly improved our data/ information collections as more schools or EAs' start accessing emails or internet.
 - However, for next year we've planned to make whatever forms or information readily available to them full time, that is why we'll adopt an information pack system that will be stored by them and update regularly where necessary. This will be in place for all secondary schools and EA's for primary schools.
 - It is recommended that schools without access to emails, fax or phone must have a two-way radio. NESU must have a two-way radio as well.

- **Staff Needs**
 - So far none of the staff are qualified, it's just experience that counts at the moment, but in order to progress and keep up to date, we need people with specific assessment qualifications; other regional countries have met these, except Solomon Islands. Our government and even the MEHRD has no realistic SDP for specialized skills; most of the staff are sent undergo general administrative trainings.
 - There is a great need for this division to have qualified personnel in assessment. This is very crucial so that good and sound decisions are made, since this is a technical division which should offer sound assessment procedures, techniques, processes, analysis and regular reports.
 - The division has undergone in-house trainings from time to time assisted by SPBEA. Request for training by attachment has been forwarded to SPBEA for March/April 2010. The division will be more pro-active and take an initiative in identifying and requesting specific skill training from SPBEA.

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested provider	Training	When
Kathleen Sikapu	Data & System maintenance and Communications	SPBEA		March 2010
Tina Kisina Moli	Data & System maintenance and Communications	SPBEA		March 2010
Linda D Wate	Computerizing Assessment Systems (B2) Processing and Analyzing Assessment Information (B3) Identifying and Using Assessment Data for Research	SPBEA		April 2010

Work Discipline

- Working in any assessment environment requires commitment and dedication.
- Setting deadlines will also help to meet the overall results produced in a timely manner.
- Daily monitoring of each assigned tasks will be applied throughout.

• Monitoring/Staff performance

This is crucial for the day to day operation and delegation of tasks and to achieve timely outputs. The issue of staff shortage has been solved with the appointment of a Director on FTA, a CEO (Exams) and a temporary Secretary to NESU. This has a positive impact on the general staff performance. However, encouraging and monitoring staff performance is a difficult area. In SI, it's the terms and conditions from SIG/MEHRD that makes things really difficult, for e.g. very low rental scheme, salaries mismatch with the increase inflation rates. All in all we have to be very patient with our staff performance. The best therefore is to discuss this with staff in a positive and polite manner and in a broader view for their personal gain.

Some measures to improve staff performance:

- Timeline is followed strictly although some tasks are being dragged by other key players or contributors especially the exam markers.
- Management and delegation of tasks to fully utilize the staff capacity, capability and time needs more improvement.

II. WORK ENVIRONMENT

• Necessary improvements

- Reliable IT on standby is required and maintenance of IT equipment is crucial for the assessment database which accommodates all the examination data and processes.
- Conducive office space is needed to accommodate all our needs, e.g. filing, storage, marking, workshops, visitors, etc.
- With the current working space there is limited room to welcome visitors, clients, to accommodate all other necessities.
- Needs laptop replacement and 2 additional new computers (SISTA and ARTTLe)
- NESU must be full part of the infrastructure developments, as we are not always made aware by the CCD-officer technical who is handling the case. Any future infrastructure development for NESU must take into account the above needs for improvement.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

• Regular and potential/target groups:

- Schools,
- Education Authorities,
- Public Colleagues
- CDC
- Regional institution (SPBEA).
- MEHRD
- SICHE
- Ministry of Finance

• Improvements required:

- *Schools and EA's*: Creation of NESU information package (CDs.). It will be dispatched to all secondary schools and EAs' which contains; all registration and application forms, chief markers' and moderators' reports, past papers, regulations, prescriptions, timelines, etc. This will ease the tension of late registration, applications and so forth
- *MEHRD/MOFT*:
 - Finance is one of our crucial needs in particular the timely release of funds/payment from MoF and within our account divisions to see that whatever urgent payments must be done to speed up the processes.
 - Budget allocation has improved a lot for 2010; an increase of 2.1 million (126% increase compared to last year).
 - *CDC*: Examination prescription updates are still pending with the current review on syllabus.

IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Review job descriptions
- Monitoring of job performance
- Prepare NESU-information package for all EA's (to be shared with primary and secondary schools)
- Request specific skills training for staff from SPBEA
- Expand office for NESU (Storage space is still a huge problem)
- Install a two-way radio
- Division must have a full staff. New Posts must be created to cater for increasing National responsibility in terms of Assessment.
- Needs an auxiliary staff (cleaner).

10) NATIONAL LIBRARY SERVICE

The National Library Service has the following main objectives:

- Provide opportunities for all Solomon Islands and the General Public to have access to reading materials for the purpose of individual development and creation.
- Promote literacy, encourage reading and dissemination information and ideas through the establishment of Public Libraries, Mobile Library Service, Provincial and Community Library Services.
- Provide Library Services to Parliament, Government Departments, Authorities and Institutions including schools and others requesting libraries.
- Co-ordinate under the National Library Services. Professional Procedures for libraries which are members of the service in Solomon Islands.
- Advice on, coordinate and rationalize the resources and services of Government Department Libraries.
- Maintain, develop and preserve a National Collection of Library resource, including a comprehensive collection of library resources relating to Solomon Islands and its people.
- Set standards by training library personnel.

This is a brief introduction on how to improve internal organization, the working environment and relationships to external organization/institutions.

1. INTERNAL ORGANIZATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

The Director must know her responsibilities. Be able to undertake difficult tasks on behalf of the organization, review or assess staff performance and point out areas of improvement. The National Library Division has a total of eight established positions of which one is yet to be filled and three non-established positions. The director will attempt to delegate more tasks to the different staff and encourage more staff members to participate in the different TWGs in the Ministry.

- **Job Descriptions**

The job descriptions for the following positions have been revised this year.

- Director Level 12/13
- Chief Librarian Level 10/11
- Principal Librarian (Libraries Advisory Section) Level 8/9
- Senior Librarian (Technical Services Section) Level 7/8
- Assistant Librarian (Central Reference Collection) Level 5/6
- Assistant Librarian (Solomon Islands Collection) Level 5/6
- Library Assistant (Central Reference Collection) Level 4/5
- Office Cleaner Level 2
- Gardener Level 2
- Security Level 2

- **Communications**

- Convene monthly meetings with sectional heads in order to monitor their work performances and the progress of their sectional work plan.
- Having monthly meetings with staff
- All staff must have access to email in order to communicate with the MEHRD staff and have access to outside libraries for information purposes.

- **Staff needs**
 - In-service training locally or overseas
 - Attend attachment/workshops/seminars locally or overseas.
 - IT training
 - Monitor and attend IPAM courses

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested Training Provider	When
Jackson W. Ray	BA Admin. & ICT	USP, Laucala Campus	2011
Miriam Lisi	Dip. Library	USP (SI) Centre	2010
Claudette Malah	Dip. Library	USP (SI) Centre	2010
Samuel Warakohia	Dip. Library	USP (SI) Centre	2010
Lillian Horokou	Cert. Library	USP (SI) Centre	2010

- **Work Discipline**
 - Emphasize punctuality
 - Work according to time lines
 - Maintain attendance register
 - Staff Counseling
 - Issue warning letters if staff are not performing
- **Monitoring/Staff performance**
 - Hold meetings assessing the progress with the work programme and keep a record of tasks to be undertaking by staff and speak to them about performances
 - Staff promotion and confirmed in substantive level
 - Set time line for staff to complete tasks given
 - Bi-annual staff appraisal that assesses staff performance over the past year.

II. WORK ENVIRONMENT

- **Necessary improvements**
 - Basic equipment – The National Library urgently needs
 - One lap top computer
 - Photocopier/Scanner
 - Fax machine
 - Shelves
 - 2 desktop
 - Transport to do mail run and also to visit school libraries in Honiara City and nearby schools in Guadalcanal Province
 - Improve the interior and exterior of the Library
 - Provide pot plants in the Library
 - Mural (Painting)

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

- **Regular and potential/target groups**
 - MEHRD staff
 - High school students
 - USP students
 - SICHE students
 - Librarians from School Libraries, Special Libraries and Provincial Libraries
 - Individual visitors

- **Improvements required**

- Visitors Management – Visitors wishing to pay any visit to any of the staff will have to make an appointment with the staff concerned.
- Regular visit/tour to Provincial and School Libraries.
- Organize school library workshops in the Provinces.
- Provide attachment to libraries that need basic library training.
- Seek guidance, ask for advice from well developed library organizations.
- Enter into new relationship with potential customers. Maintain constant contact and share information.

IV. IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Identify and address staff needs in capacity, office and accommodation.
- Install bar coding system to monitor book movement.
- Library Automation

11) NATIONAL TRAINING UNIT

The National Training Unit is vested with the following seven (7) major tasks:

1. To prepare decision making on selection of scholarships by the National Training Committee (NCT) and ensure that all NTC's decisions on training policies are implemented;
2. To co-ordinate all training at the tertiary level so that national workforce needs are met in a consistent systematic manner;
3. To be a resource base from which information on the availability of training programs can be obtained;
4. To ensure that all awarding of training opportunities are consistent with national priorities, the National Policy for Tertiary Education and the workforce requirements from time to time derived from the National Human Resources Development and Training Council and Skills Training Plan;
5. To monitor progress of those who are undergoing training;
6. To administer all national training committee approved training
7. To provide academic and professional counseling to students on matters concerning scholarships.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

● Leadership/organization/delegation

To ensure that the tasks above are effectively carried out the director of the National Training Unit anticipates doing the following:

- Assess the current leadership and management scenario and recommending appropriate improvements; the director will organize weekly meetings to co-ordinate all work in the unit and delegate more tasks to the different staff and to allow for more participation of other staff members in the different TWGs in the Ministry.
- Assess the current staff training needs and making recommendations for capacity building for staff;
- Assess and improve the existing procedures for attending to public queries and correspondences and making improvements where required;
- Assess and improve the current processes of submitting requisitions for payments and following up procedures to ensure confirmations of payment are received in a timely manner;
- Monitor and assess staff performance in relation to their job description and organize bi-annual appraisal meetings for all staff and submit reports to US Admin.

● Job Descriptions

The job descriptions for the following current positions at the National Training Unit will be reviewed commencing January 2010:

- Registry Clerk(recommended for upgrading – 5/6) - Level 3/4
- Senior Administration Officer (Accounts) - Level 7/8
- Senior Administration Officer (Counseling/guidance) - Level 7/8 (Vacant)
- Senior Administration Officer (Data) - Level 7/8
- Principal Administration Officer - Level 8/9
- Secretary to NTC - Level 10/11
- Chief Administration Officer - Level 10/11(Vacant)
- Director - Level 12/13

- **Communication**

The assessment of the current leadership and management scenario of the division will be done through the following approaches:

- Having one-on-one discussions with staff.
- Having weekly staff meetings.
- Creating a suggestion-for-improvement box.
- Going on short term attachments with institutions that deal with students in a like manner in the region and elsewhere.

- **Staff needs**

The desire to address staff training needs and provide incentives for staff will be addressed in the following manner:

- Seeking short term attachment or training for staff.
- Allowing staff to take on higher responsibilities with full authority.
- Allowing staff to participate in meetings and workshops.
- Allowing staff to complete mandatory jobs and on completion taking time off.
- In-house training of skills necessary for day to day running of the office.

- **Staff Development Plan**

Department's Training Priorities for 2010

Name	Course Name	Suggested Training Provider	When
Hudson Kupenga	Degree studies in Accounting	USP	2011
Emmanuel Seuvia	Short Term Training in Scholarship Management and Administration	To be arranged	2010
Claire Damutalau	Degree studies at master's level in Human Resource Management	To be identified	2011
Robert Peupelu	Degree studies at master's level in Human Resource Management	To be identified	2012
Morris Toiraena	Degree studies at master's level in Computing	USP	2012
Selu Maezama	PhD studies in Higher Education	To be identified	2011

- **Work discipline**

The issue in communicating with the Public queries and incoming correspondences will be dealt with in the following manner:

- All enquiries and incoming correspondences will be received by the Registry Clerk, who will route them to the Director for initial sighting and directions for actions.
- To devise an appropriate procedure to circulate correspondences requiring staff attention.
- To devise a system of check that ensures all staff are aware of issues relating to the division.

- **Monitoring/Staff performance**

To liaise with the Education Permanent Secretary, the Finance Permanent Secretary and the Education Chief Accountant to determine more effective and efficient procedures in confirming payments for student allowances and fees payments.

To have bi-annual appraisal meetings with individual staff based on the new appraisal format/job description and submit reports to US Admin and PS.

II. WORK ENVIRONMENT

Necessary improvements

- To make available space for an enquiry counter

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

Regular and potential/target groups

- AUSAID
- NZAID
- JICA
- Embassy of Japan
- Government Ministries and Departments
- Provincial Governments
- Private Sector Organizations
- Secondary Schools
- Statutory Authorities
- International Organizations – UNESCO, UNDP.
- Overseas Tertiary Institutions – Regional and International
- Non-Government Organizations

Improvements required

- Computerized network for all staff.

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Staffing
- Computerized network for all staff.
- Filing Cabinets
- Answering Machine Facilities
- Controlled Access
- Typist/Receptionist

12) PLANNING COORDINATION AND RESEARCH UNIT (PCRU)

The PCRU was established to address the serious shortcomings of the education system by providing management capacity for major projects, collecting data, carry out studies and analysis of the system. With the Education Sector Investment Reform Programme (ESIRP) and the SWAp, the Sector Wide Approach, there is a need for better coordination between the different programmes, development partners and stakeholders. PCRU's main roles are:

- Lead and co-ordinate the planning, monitoring, reporting and review process in the education sector;
- Develop, Coordinate and Implement the monitoring and reporting process;
- Contribute to the development and review of the medium term Sector Planning for the Education Sector Investment and Reform Programme (ESIRP, phase III, 2010-2012) and its follow up in other 3-year phases towards 2015, the year of the Millennium Development Goals (MDG) both for national (NEAP) and provincial level (PEAP's);
- Prepare the recurrent and development budget for the Ministry in close co-ordination with accounts and other stakeholders like the provinces and development partner;
- Assist the Sector Co-ordination Team, Programme Management Team and providing Advisory Services to the National Education Board, Permanent Secretary, ESGC and ESCC;
- Co-ordinate and mainstream the different project activities in the Ministry with development partners in order they fit in the framework of the Sector Wide Approach, National Education Action Plan, 2010-2012 and Education Strategic Framework (ESF), 2007-2015;
- Develop and support a coherent monitoring system in the Ministry and therefore sustain the Solomon Islands Education Management Information System and the Performance Assessment Framework (PAF);
- Develop coherent and strong support to the provinces and schools and co-ordinate the monitoring visits to provinces and schools;
- Develop and monitor the implementation of a National School Infrastructure Action Plan on the basis of a sector wide assessment of school infrastructure;
- Coordinate and provide support to the implementation of infrastructure programs and projects
- Coordinate and provide supports to EAs, Schools and Communities in the implementation of the whole school development plan process;
- Develop and manage the SIEMIS through the timely distribution, collection and data input of the annual school survey forms;
- Analysis and provide users friendly presentation of data to all educational stakeholders;
- Conduct relevant training on SIEMIS for MEHRD officers and other education stakeholders;
- Provide the Ministry with adequate and professional ICT-services and capacity building in this area;
- Lead the communication with stakeholders, other Ministries, provinces, communities, teachers, development partners and NGO's.

The development of human resources, staff is important for improved efficiency and effectiveness of the PCRU and improved performance of individual staff.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

Leadership/organization/delegation

- Delegation of tasks to subordinates by responsible officers
- Conduct weekly meeting for all senior officers of PCRU
- Formulate and develop a checklist or log book on weekly tasks for the subunits
- Communication through regular staff meetings
- Conduct a monthly divisional staff meeting for PCRU

Job Descriptions

PCRU has expanded in number of staff and has many tasks. The coordination roles of PCRU remain a challenge as subunits under its functions are yet to be fully resourced with manpower. The research function of the Unit has been neglected, because it does not have the capacity in terms of manpower and skills. There are also huge challenges in the formulation of an infrastructure action plan, upgrading of the quality of the monitoring and reporting system and the IT-services. Given these challenges, there is a need to review the roles and functions of the PCRU and the job descriptions of the individual officers. Details are with Admin division.

Director	Level 12/13
Chief Planning Officer	Level 10/11
Chief Infrastructure Officer	L10/11
Chief Coordinating Officer	L10/11
Principal Planning Officer	L8/9
Principal Infrastructure Officer	L8/9
Reporting and Monitoring Officer	L8/9
Principal ICT officer	L8/9
Planning Data officers	L6/7
Data Officer (SIEMIS)	L6/7
PRIDE Sub-Project Officer	L7/8
Contracts and Administration Assistants	L7/8
Infrastructure Project Coordination Officer	L7/8
Assistant Clerks of Works (Project)	L6/7

• Communication

- To utilize the network communication within the Ministry and Division through group email distribution list
- To share information through regular meetings and distribution of relevant documents such as reports.
- To share information through the conduct of regular divisional meetings (at least 2-weekly).

Staff needs and capacity building

Improve capacity building through short trainings and workshops as incentive to improve job performance. Identified areas:

- Planning
- Project formulation and Appraisals
- Statistics
- Public service management
- Project management
- Monitoring
- SIEMIS training
- Relevant ICT training for PCRU officers

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested Training provider	When
Director	Master Degree in Education Management	DFL – Open UPNG	2011
Ema Furai, CPO	Masters Degree in Development Planning (Education) Short Term courses on project management Introduction to Management	USP Laucala campus NZAID short term programs/TAFE IPAM	2012 2010
Anita B, DPO	Statistics Short Term courses on project management	DFL – USP SI/ UPNG SI NZAID short term programs/TAFE	2010
Sophie K, DPO	Statistics Short Term courses on project management	DFL – USP SI/ UPNG SI NZAID short term programs/TAFE	2010
Ben Karai	Education Planning and Management Short Term courses on project management	IIEP – Paris NZAID short term programs/TAFE	Nov 2010
Benjamin Rockson	Short courses on Quantity Surveying or Building Technology	NZAID short term programs/TAFE/JICA	2010 – 2011
Lency Olitisa	<ul style="list-style-type: none"> • Completion of Bachelor Civil Engineering or Bachelor in Construction Management • Short Term courses on project management • Introduction to Management 	<ul style="list-style-type: none"> • Auckland University or Queensland University of Technology • NZAID short term programs/TAFE/JICA • IPAM 	2011 2010 2010
Joe Ririmae	<ul style="list-style-type: none"> • Education Project Management and Planning • Research in International Education Management and Policy Development • Monitoring and Evaluation NZAID short term programs • Introduction to management 	<ul style="list-style-type: none"> • IIEP-Paris • MEXT, Japan's Government, NZAID • NZAID • IPAM 	Nov 2010 2011 2010 2010

I.4 Work Discipline

- Introduce flexi-time
- Staff Counseling
- Professional work code of ethics to be practiced at all times

I.5 Monitoring/Staff performance

- Improve monitoring of staff performance through monthly reporting and staff meetings
- Have bi-annual appraisal meetings with all individual staff based on new JDs and submit reports to US Admin and PS
- Develop weekly checklist of priority activities to be done on weekly basis
- Develop individual work plans
- Mentoring and coaching of officers in specific skills required

II. WORKING ENVIRONMENT

Necessary improvements

- Tidying up office to make more attractive
- Improving office filing system review index and procure new files
- Expand server storage capacity to accommodate electronic filing system and increase security and virus control
- Improve internal communication through email
- Improve client/ visitors management by providing waiting area appointment book
- Need more office space currently due to increase number of staff

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

Regular and potential/target groups

- Head teachers and Principals and Teachers regarding school annual returns and school infrastructure projects
- Provincial and Education Authorities for planning needs
- Students doing needing data and information for research
- International and regional organizations/ donors for consultative meetings
- Conduct consultation meetings with other Government Ministries in relation to development programmes and projects coordination

Improvements required

- Improve communication with Schools through radio programmes, production and distribution of statistics/ school profiles and information related to schools
- Implementation of wide area network to improve communication to provinces
- Improve communication/consultation with education authorities through radio programmes and annual planning workshop and monitoring of provincial action plans
- Improve coordination of donors
- Improve provision of information through up to date data

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Improve work environment, complete work stations and shelving
- More on the job training and mentoring
- Continuing review job descriptions of staff

13) PRIMARY EDUCATION DIVISION

The overall purpose of the Primary Education division 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 science; community studies; agriculture; art; music and physical education. The desired policy outcome however; is that there will be Universal Basic Education in the Solomon Islands from year 1 up to year 9 in the Education Sector. According to the National Education Action Plan; (NEAP) 2010-2012 and the Education Strategic Framework; (ESF) 2007- 2015 the following are the general and special sub-sector objectives:

1.1 ACCESS

To increase access to Primary Schooling throughout the Solomon Islands by:

- Assist in gathering data about the number of boys and girls enrolled at each level in each primary school.
- Ensure there is 100% participation in primary schooling, in particular girls and children with special needs.
- Undertake community awareness programmes on the importance of education, taking into account the importance of parents and community roles towards primary education.

1.2 CURRICULUM

To develop Primary education programmes by:

- Continuing to assist in the review of the primary school curriculum
- Ascertaining that sufficient teaching and learning curriculum materials are provided for primary schools.
- Developing strategies to improve language development in education.
- Improving the teaching of mathematics, science, social studies and other subjects to achieve the outcome base curriculum (OBC).

1.3 TEACHERS

To improve teacher supply and teacher quality for primary school sector by:

- Ascertaining that there is fair and equitable distribution of trained primary school teachers to all primary schools.
- Ascertaining that there is a good analysis and awareness about how many teachers are needed in primary schools and to adapt the number of trainees to be enrolled for pre-service primary teacher training.
- Ascertaining that there are continuous in-service training programmes for primary teachers in training (TIT), preferably through DFL.
- Ascertaining that there is provision for upgrading of serving teachers to the upgraded Diploma in teaching primary.

1.4 FACILITIES

To improve Primary school facilities by;

- Assisting PCRU and other divisions in conducting a national assessment to gather information on the number and condition of school buildings, classrooms, teacher houses, storage, toilets, water supply etc. at existing primary schools and access occupancy rates of each classroom.
- Taking note of the data and information through Child Friendly School(CFS) school management information system (SMIS)
- Promoting community and parental support awareness to schools to improve facilities that are sub- standard at existing primary schools.
- Assisting in monitoring of the primary infrastructure programme.

1.5. (FINANCIAL) MANAGEMENT

- To support and implement the policy of Fee Free Basic Education by a grants system for operation of schools based on the number of students enrolled at schools.
- To support whole school development plans and training to school committees/boards.
- To develop policies for Basic Education and the language in education.
- To assist in training and monitoring of the primary school grants.

In general the Primary Education Division is responsible to the Permanent Secretary for the administration and implementation of the Education Act, the Constitution and the statutory requirements in all registered Early Childhood Education (centers) and Primary schools.

The division is fully aware of the principles and challenges in our Human Resources Development plan (HRD) 2010. It will address these in order to improve its internal organization. This Human Resources Development plan, supports goal number 3 of the National Education Action Plan (NEAP) emphasizing, management of resources in an effective and efficient.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**
 - Current Structure: 1 Director who manages 1 CEO,1 PEO
 - The director will delegate duties to all officers
 - Other officers perform to their job descriptions/duty statements
 - Director will organize at least 2-weekly staff meetings

Job Descriptions

- Besides the job description officers can be involved in other related tasks. e.g. TWG's
 - To accommodate all these changes, the duty statement of all officers had been reviewed.
 - Proposed new establishment in 2010 is: 1 director, 1 CEO, 1 PEO, (1 SEO). This 2010 proposed establishment is to cater for increased number of primary schools and monitoring of NEAP 2010-2012, on student enrolment, teacher attendance and registration of schools.
- **Communication**
 - For improved communication the director and primary division staff, one office working space should be reviewed.
 - Continue regular informative meetings to update each other on current development issues.
 - Consultative discussions with other divisions for information sharing.
- **Staff Needs**
 - In-service training (internal/ external) relevant to the job description.
 - Capacity building- officers are encouraged to be enrolled in courses offered
 - Re-enforcement of computer training and other necessary skills for job improvement

Staff Development Plan

Department's training priorities for 2010

Name	Course name	Suggested provider	Training	When
Silas Bako	Management	IPAM/SIG		On going 2010
Donation Houkura	B. Ed and Mgmt	USP-incomplete		2010/2011
Benedict Esibaea	M. Ed. Management	Waikato University / UPNG (DFL)		2010-2011

- **Work discipline**
 - The CEO (Primary) post to be confirmed.
 - Opportunities for staff to attend meetings/trainings/seminars internal and abroad.
 - All staff are to be open minded to assist/consult when needs arise.
 - The need to have a permanent office/ housing estate for MEHRD staff.
 - Officers to be provided with accommodation.
 - To reshuffle Provincial education officers who are not performing as expected.
 - When work performance of an officer deteriorates, the director will call for consultation
 - Time in /time out attendance to be strengthened
 - If an officer wishes to leave, he/she must inform colleagues.
- **Monitoring staff performance**
 - Produce staff weekly task tracking performance(STP)
 - Having bi-annual appraisal meetings with all staff and submit reports to US Admin and PS
 - Encouragement of team work
 - Maintain staff attendance register

II. WORK ENVIRONMENT

Necessary improvements

- There is need for officers to work in a clean and attractive office, where visitors and regular clients are treated with respect and humility.
- The division recommended work on the work stations to remaining divisions to be connected to email and internet services.
- Provision of basic furniture, IT-needs, filings, and other office materials will be communicated to respective divisional heads.
- For an officer to work long hours comfortably, office environment must be improved and basic working equipments provided like:
 - Basic Equipment
 - Computers – 2 desk top and one needs replacement. IT-manager needs to do more regular checking
 - Furniture – need three proper office tables and three chairs.
- Making office more attractive
 - Regular cleaning of office by cleaner (make a weekly Roster for cleaner)
 - No smoking, chewing betel nut
 - Neatly setting of files and placement of tables

III. EXTERNAL ORGANIZATION/ INSTITUTIONAL RELATIONSHIPS

There are clients who came through our office who are really finding it hard to communicate with officers responsible. The division believes in public relations as an important tool in harnessing external relationships with other stakeholders and organizations. Steps will be taken to address this in its HRD-plan 2010.

Regular and potential/ target groups:

- Education Secretaries,
- Provincial Education officers,
- Individuals and organizations who want to start schools
- Teachers and parents
- Organizations and
- Researchers.

- **Improvements required:**
 - Visitors Management
 - Make appointments to see officers at the reception counter
 - Admin to appoint somebody to take care of visitors
 - Allocate chairs for visitors in cubical area.
 - Maintain good public relations.
 - Maintain consistency in providing information/ or decision been made to the public.
 - Stick to principles and fairness in decision making
 - Apply good judgment on the issues clients come with.
 - Prepare relevant information for SIBC-weekly programmes

IV. IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS.

- Avoid any delay of budget allocation
- Have own office space
- Strengthen support to provinces
- Present room too crowded
- Continue to review the divisional job descriptions and adapt to new needs
- Review staff condition of service

14) SECONDARY DIVISION

With the Sector Wide Approach (SWAp) undertaken by the Ministry of Education and its development partners, Secondary Division's objectives for 2010-12 are set out as follows;

- Implement Basic Education Policy and Fee Free Education Policy
- To improve equitable access to quality basic education for all young Solomon Islanders
- To improve the way school operational grants are managed, disbursed, and monitored
- To provide teacher supply and teacher demand requirements for the junior and senior secondary school sectors to TTDO
- To support the National Teacher Education and Development Policy and Action Plan (In-service/Pre-service)
- To strengthen the School Boards and Management Committees to be re-vitalised, operating and monitored by EAs and support the implementation of School Committee/Board training and constitution (part of Basic Education Policy)
- To develop a policy for the development and implementation of senior secondary schooling throughout the Solomon Islands by July 2010
- To develop a policy for registration and opening of new schools by July 2010
- To assist ICU to develop and implement and monitor a school infrastructure development plan for all secondary schools

There is an underlying issue with reference to human resource and capacity which requires change at all levels. This includes a need for a refocus, revitalization and renewal in attitude, behaviour and character of personnel and colleagues. In this regard the identified areas are noted and divided into two parts in order to achieve better results.

Part one and two will look at the *internal organization* and *working environment* of the division and its vision on how it will improve them. In the third part of this HRD plan it will focus its efforts to demonstrate how it will improve the external organization/institutional relationships. The following elements are identified and considered as crucial in assisting the division to improve its performance in delivering the required services to its clients.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**
 - This requires short term in-service training and mentoring to inject necessary skills and knowledge to maximize the input. It is envisaged that the leader will acquire and practice shared, open understanding and parallel leadership style.
 - Delegation of duties must be clear and encourage consultation and talk openly on issues of divisional relevance so that difficulties in addressing the problems are ironed out. This must then result in delegation of tasks, participation in the many TWGs by different staff and regular staff meetings (at least monthly).
- **Job Descriptions**

2009 Estab No.	2010 Estab No.	Secondary	Salary Scale Level	Comments
1	1	Director	12/13	
1	1	CEO	10/11	1 post filled by acting officer Incumbent on study leave
2	1	PEO	8/9	One officer move up to CEO acting

- Re-look at job descriptions to maximize output.
- Identify cross-cutting job tasks to be harmonized and synchronized to encourage improved work performance and efficiency in the division.
- **Communication**
 - At least 12 Divisional Meetings should be scheduled and attended by whomever is available
 - Produce handover notes if one goes on tour.
 - Informal in-house meetings to be encouraged so that views are shared as well and to gauge progress of work.
 - Fortnightly work activity schedules for each officer to be drawn up to enhance implementation and monitoring of division work programme.
- **Staff Needs**
 - Staff to be encouraged to undertake on the job training in line with HRD Plan
 - Mentoring of staff specifically for administration and management capacity building.
 - Consult with Administration on staff needs especially with their accommodation.
 - Staff must be remunerated according to the established position held and its due entitlements.
 - Staff development and training plan to be developed to encourage staff work morale especially to further skills and knowledge in their job related areas.
 - Identify staff needs and organize tailored courses for officers and secondary schools.
 - Replacement plan for the sake of continuity of work is required should one go on study leave. A three year phase arrangement is proposed.

**Staff Development Plan
Department's training priorities for 2010**

Name	Course name	Suggested Training provider	When
Director- Aseri Yalangono	Management course	USP, Honiara	2010
CEO- James Bosamata	Master in Ed	Waikato, NZ	2010
CEO(ag)- David Sanga	Public Services Course Excel Computer training	IPAM Other providers	2010
PEO- Ruth Waririu	Public service courses Excel Computer Training	IPAM Other providers	2010

- **Work Discipline**
 - Reinforce rewards to encourage inputs and outputs by officers.
 - Advise and be firm in principle to staff, but not criticizing.
 - Organise proactive discussion with officers which needs to be open and honest.
 - Encourage good working habits amongst officers and adhere to it.
 - Organise study visits to a neighbouring country to learn and gain experience from and to boost performance.
 - Officers must take leave or extended leave.
 - Officers deserve commendation certificate or letter by responsible officer to acknowledge officer's achievement for their excellent service.
 - Foster a good working relationship amongst officers

Monitoring of Staff Performance

- Set datelines on tasks delegated and keep checking by consulting to see progress of work
- Devise weekly schedule of activities.
- Where necessary advise officers in their difficulties or on any unclear information/policies/regulation etc.
- Organise bi-annual appraisal meetings with individual staff and submit reports to US admin and PS

II. WORK ENVIRONMENT

Necessary improvements

Although the office space is small and therefore not conducive for working and receiving visitors, there is a desire for increase of staff. The compensation to this would require changes in systems filing, modern equipment provided to meet the required technological standard for instance;

- Basic equipment, two Desktop computers in the Division must be replaced, 5 chairs required for the Division clients, replacement chair required for Director, 2 new shelves needed archive and filing.
- Filing
 - Filing system be reintroduced, and centrally located
 - Making office more attractive, cleaning, tidying up
 - School photos theatre, posters, official workshops photos on display on a schedule basis, have a display board outside and inside office.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

● Regular and potential/target groups

There are key institutions and stakeholders who are directly involved to achieve the desired NEAP-goals. The regular and potential customers/target groups are:

- Education authorities
 - Board of Management and Communities
 - School Administration and schools
 - SICHE especially on teacher training issues
 - NGO's
 - UNESCO
-
- **Improvements required**
 - Visitors' management - assign two days a week for public consultation and prepared schedules or notices for visitors to read. An Appointment book system has been introduced.
 - Encourage constant dialogue and correspondence by dissemination of reports, pamphlets and printed matters to officers informing them of the involvement of the division and its achievement and challenges.
 - In order to improve the service delivery to clients these mentioned target groups should be consulted as partners especially to get feed backs and other relevant information on how best to improve the secondary education system in the Solomon Islands.

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Job descriptions have been revised and will be discussed in Divisional meetings.
- Organise at 12 regular staff meetings for 2010
- Develop weekly work schedules.
- Identify demands for on the job training and capacity building
- Strengthen support to provinces
- Improve work environment
- Manage visitors

15) TEACHING SERVICE DIVISION

Objectives

The Solomon Islands Teaching Service Office (TSO) is established as the administrative office of the Teaching Service Commission (TSC). Its functions are:

- a) Act as a Secretariat for the Teaching Service Commission (TSC).
- b) Maintain and keep under review the Register of Teachers.
- c) Issue teacher registration certificates.
- d) Monitor and facilitate teacher appointments, promotion, demotion and salary payments.
- e) Deal with salaries of teachers appointed by the Teaching Service Commission (TSC).
- f) Implement policy matters that may be approved by the Solomon Islands Government from time to time.
- g) Manage and planning the teacher establishment and budget process.
- h) Implement decisions of the Teaching Service Commission and the Ministry of Education and Human Resources Development.
- i) Develop and review the national scheme of service for teachers and teaching services handbook.
- j) Maintain professional and administrative links with Education Authorities, SINTA and any other stakeholders dealing with teacher related issues.
- k) Implement any such other functions the Teaching Service Commission (TSC) may delegate to it.

• Leadership/organization/delegation

The director will organize at least monthly staff meetings and also discuss the delegation of tasks within the division as well to meet the requirements of NEAP and stimulate participation by more staff members in the several TWG's, seminars etc. in the Ministry. The director will also start with bi-annual appraisal meetings with individual staff based on the new JDs and submit reports to Under Secretary Admin and PS.

• Job Descriptions (See Chart Internal Organisation and Human Resources)

○ Approved TSD establishment and manpower for 2010

1	Director	12/13
1	Chief Education Officer (Admin)	10/11
1	Chief Admin Officer /Establishment (TSD/MEHRD HQ)	10/11
1	Secretary to Teaching Service Commission	10/11
1	Principal Education Officer (Professional)	8/9
5	<i>Total TSD Management</i>	
	SUPPORT SERVICES (TSD)	
1	Principal Administrative Officer (ESTAB)	8/9
6	Senior Admin. Officers	7/8
	Senior Admin. Officer	7/8
1	Administrative Officer (Registry)	6/7
1	Clerical Assistant (Registry)	3/4
9	Total TSD Support Services	
14	<i>Total TSD Division</i>	

- **Communication**

Improve on internal communication techniques through:

Regular face to face consultations with staff on work related matters.

- Use email to inform staff of very important MEHRD developments.
- Conduct monthly staff meetings.

- **Staff Needs**

- Staff requires feedback from appropriate division and commission on the outcome of their assessment.

Staff Development Plan
Department's training priorities for 2010

Name	Course name	Suggested Training provider	When
1. Rolland Sikua	Diploma (Public Admin)	USP (SI Centre)	2010
2. John Wate	BA (HRD) or MEd	USQ (Aust) or Victoria University of Wellington,NZ	2010
3. Judith Teiykala	BA (Public Admin)	USP (SI Centre)	2010
4. Chris Mae	Diploma (Information Technology/basic Statistics)	USP (SI Centre)	2010
5. Silverio Mangapanga	B Ed (Admin & Leadership)	USP, Laucala Campus	2011
6. Alice T Baru	Diploma (Admin)	SICHE, School of Finance	2010
7. Audrey Qula	Diploma (Admin)	SICHE, School of Finance	2010
8. Janet Ramo	Diploma (Public Relations)	USP (SI Centre)	2011
9. Mellisah Kologeto	Diploma in Finance	SICHE, School of Finance	2010
10. Argenta Aumana	Certificate in Secretarial Studies.	SICHE, School of Finance	2010
11. Hellen Mona	Certificate (Business and Admin)	SICHE, School of Finance	2010
12. Norman Donua	Certificate (Business and Admin)	SICHE, School of Finance.	2010

- **Work Discipline**

As a means of motivating staff performance and increase work discipline, staff should be given the opportunity for such things as:

- Attending regular IPAM-short term courses to enhance work performance as well as broad understanding of government policies and regulations.
- Given additional leave days for outstanding work performance.
- Participating in workshops and visits arranged by MEHRD and other stakeholders relevant to their jobs.
- Being paid appropriate allowances for performing work above their current level.
- Time management on staff attendance and work performance as well to improve punctuality.
- Develop a tool to address officer's performance that does not meet expectation.

- **Monitoring Staff performance**

Regular monitoring of staff performance through:

- Observation.
- Interviews and open dialogue with staff members.
- Written reports i.e using approved standard appraisal for staff assessment appraisals. Assessment to be carried bi-annually to identify strengths and weakness of staff work performance based on agreed JD's.

II. WORK ENVIRONMENT

• Necessary improvements

- It is very crucial that the division is provided with an office that is spacious to cater for the big number of officers needed to adequately staff the division and to also create a conducive and healthy working environment. A separate registry room would also be ideal to free up space to allow for more room to move around in the current office.
- All staff are supplied with basic equipment however, there two officers that really need computers to do their work as well as to connect their computers to network. This equipment (computers) is very essential to enhance their work in order to achieve the division's expected outcomes.
- Uncontrolled visiting times, especially teachers wishing to make enquiries with the division contribute enormously to slow work progress.
- Current regulations in the Teaching Service Handbook (TSHB) do not encourage teachers to enquire directly at the Teaching Service Office if they have queries regarding their salaries and other conditions of service. Most information should be shared by their employers, the Education Authorities
- A better system to control query by teachers and other clients into the MEHRD must be devised. The visiting days have been reviewed and now one day of the week is ideal to attend to teacher's queries and other clients. However, Education Authorities officers are encouraged to see TSD staff or officer in charge of their Authority's schools at any time of the week.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

• Regular and potential/target groups:

- Education Officers
- SINTA Officials
- Ministry of Finance (Budget and payroll division)
- Teachers
- Parents
- Labour Division of Ministry of Commerce
- Ombudsman office
- School Communities
- Other stakeholders who have interest in teacher's welfare

• Improvements required:

Communication links with education authorities are very important for the division and must be improved with the provision of the following IT-facilities to all education authorities:

- E-mail
- Telephones
- Fax machines to be stationed at TSO
- 2 way radio station at MEHRD to communicate to EA's

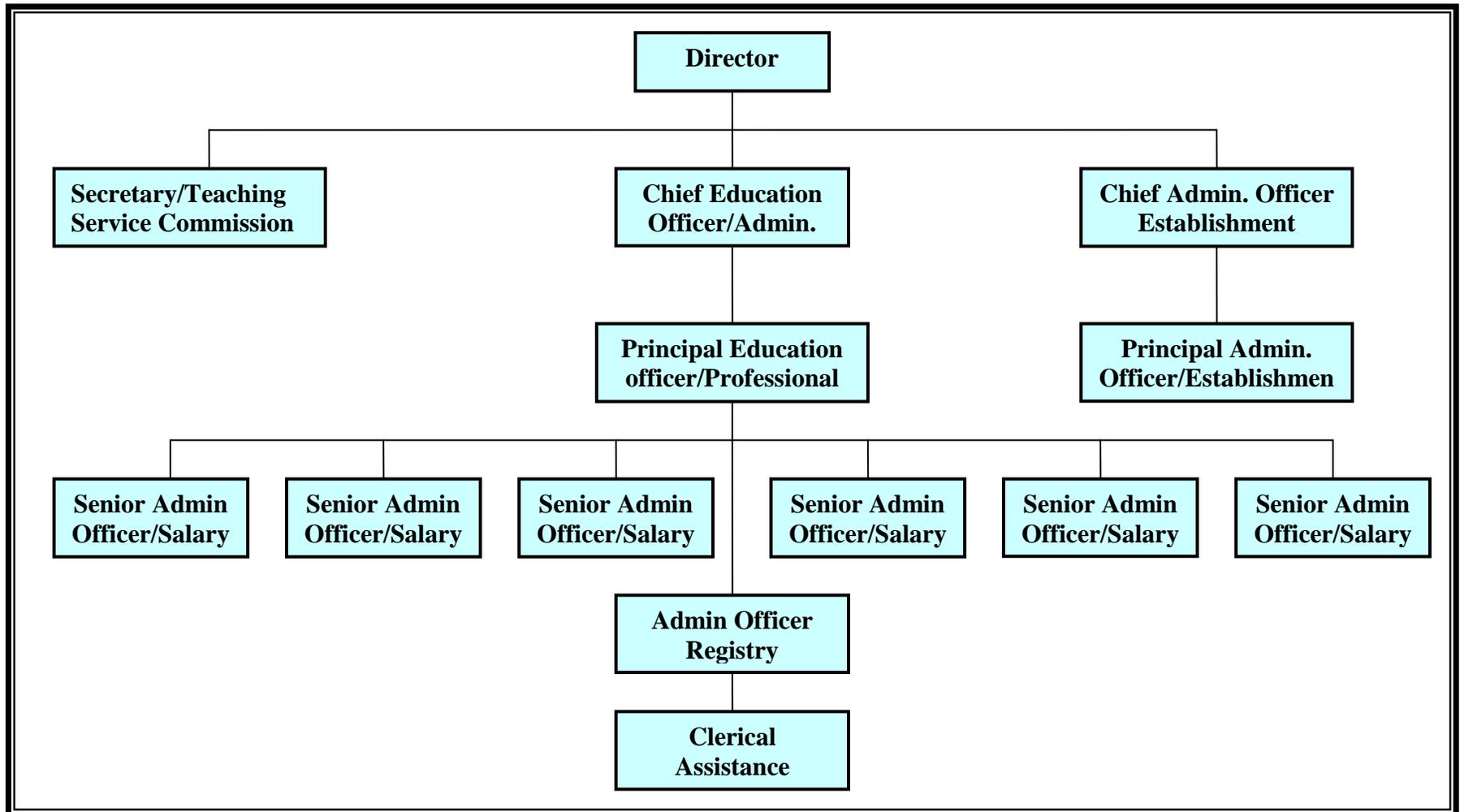
IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

For improved performance of the division, the following measures should be taken:

- Provide regular short term training for staff in courses related to their job.
- Award **staff incentives** for outstanding performance and give support and encouragement to those who need to improve.
- Staff is constantly being made aware of new developments affecting the Ministry.
- Equip the division with the required equipment and other facilities to assist them in their work.
- Improve Public Relation skills and training in customer service delivery.
- Revisiting the Job descriptions of officers and also update them to suit current expectations of the Ministry of Education and Government.

INTERNAL ORGANISATION AND HUMAN RESOURCES

- TSD organization Chart



16) TEACHER TRAINING AND DEVELOPMENT DIVISION.

The National Teacher Training Office has been upgraded to a Division in 2009. It is the aim of the Teacher Training and Development Division (TTDD) to contribute to the improvement in accessibility to education, management and the quality of education through training and developing quality teachers, which in themselves are central to an effective education system.

The main tasks of TTDD are:

- To explore options that will increase the opportunities for teacher training and development including the use of school-based, distance and flexible learning, continuing professional development and on-the-job training, in addition to traditional on-campus training for teachers.
- To work with the School of Education at SICHE to review its teacher training programmes in order to meet current and future teacher training needs.
- To facilitate, design and implement professional development courses to help teachers improve their skills in areas of leadership, management, teaching and learning.
- To work with training providers in training and development of teachers.
- To continue with on-campus and distance education teacher training with our traditional teacher training institutions locally and abroad.
- Improve the use of data for quality decision-making regarding the training and development of teachers.

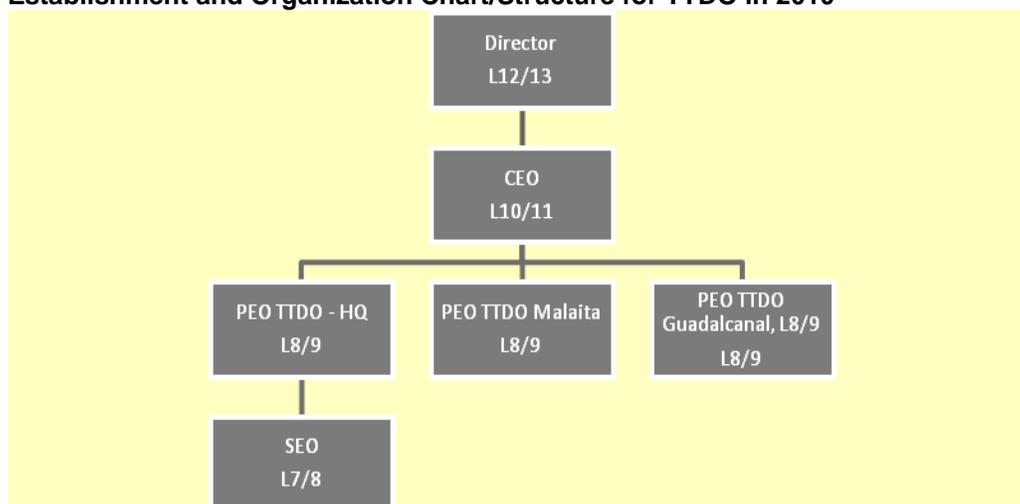
This is a brief introduction on how to improve internal organization, the working environment and relationships to external organization/institutions.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

There are four officers now in the Teacher Training and Development Division in Honiara and two officers are posted to Malaita and Guadalcanal Provinces respectively which increases the number of staff to 6. It is anticipated that the Office will recruit additional staff and seconded one for each Province in the country. The next two officers to be recruited next year 2010 would be one for Western Province and one for Makira Province. Training for more than 7000 teachers needed proper manpower supervision and management that's why recruitment of officers for all the Provinces is very vital. Currently the Division is headed by a Divisional Director and has three other officers as CEO, PEO and SEO. The positions structures, salary levels and job description of the Division's current officers are as outlined below.

- **Establishment and Organization Chart/Structure for TTDO in 2010**



- **Job Descriptions**

The Teacher Training Development Division (TTDD) intends to make a full job analysis of the positions to reassign tasks in order to effectively serve the needs of teachers and Education Authorities in the country. This is to meet the changing needs of teachers and learners. Details of the job descriptions are with Admin. The TTDO-office has 1 Director, 1Chief Education Officer, 2 Provincial Principal Education Officers and Senior Education Officer:

- **Communication**

- Meetings – Divisional Staff meetings on a more regular basis (at least 2-weekly) for purposes of information sharing, participatory decision making, effective work programme implementation and to inform management of progress.
- Stakeholder's communication – TTDD will assist stakeholders to have access to email. Newsletters and information fliers to share information on TTDD roles and tasks.
- Participation in MEHRD-radio programme
- TTDD to produce its monthly brochures, fliers and newsletters on roles and activities in TTDD for information dissemination to stakeholders and the public.

- **Staff Needs**

- Capacity Building /Training – All staff in the division will have access to some form of staff development, through professional development in the areas of planning, monitoring, evaluation, leadership and management, DFL, on-line e-Learning, workplace visits, in-house organizational training, local and overseas conference/workshop attendance.
- Assist the two newly appointed Education Officers for Guadalcanal and Malaita Provinces (EO- TTDD) to undergo proper induction and professional development capacity building activities to prepare them for their roles in coordinating distance and flexible learning and other programmes for teachers in their provinces as a pilot in early 2010.
- A mentoring programme will be developed to assist in the delivery of distance and flexible learning in the two pilot province of Guadalcanal and Malaita.
- TTDD will adapt a cross-divisional staff training approach to utilize Ministry staff in the delivery of teacher education programmes.
- Local and international technical assistance (TA), international volunteers, local mentors will be used in the development and implementation of the Division's Work Programme.

Staff Development Plan

Department's training priorities for 2010

Name	Position	Current qualification	Proposed qualification	Proposed provider	Proposed year for study
Stanley Karuo'o	Director	BA, Education & History Politics	Masters of Business Administration (MBA)/	USP/Honiara-Summer School.	1 st Semester 2010
Elvis Kekegolo	CEO-TTDD	Bachelor in Public Administration & Management & Education.	Masters of Business Administration (MBA)/	USP/Honiara-Summer School.	Semester I 2010
Josette Batanisia	SEO-TTDD	Bachelor in Education (Primary)	Postgraduate Diploma	USP, Honiara	Semester I 2011
Michael Houkaria	SEO-TTDD	Certificate in Business	Bachelor in Accounting	USP Centre	Semester I, 2010

Trevor Bele TTDD-Guadalcanal	PTTDD	Certificate in Teaching. Currently doing Diploma in educational leadership & change	Bachelor in Education (Primary)	USP Centre	2017
Jackson Rahemae-TTDD – Malaita	PTTDD	-Cert. in Teaching. -Diploma in Educational Leadership & Change, 2008	Bachelor in Education (Primary)	USP Centre	2014

- **Work Discipline**
 - Management support to improve individual staff performance and team building,
 - Good time management,
 - Self motivation,
 - Creating conducive work environment, including rewards management, improving physical workplace, health and safety, training and development.
 - Employer (MEHRD and Public Service Management) to take responsibility for Staff physiological needs (basic needs according to Maslow’s hierarchy Needs) including Re-grading/Upgrading of salary levels, promotion opportunities, housing/accommodation needs, security needs, transport needs of staff.
 - Creating an organizational culture that promotes collegiality, sharing of ideas in an open and team building environment, self motivation for performance with minimum supervision.
- **Monitoring staff performance**
 - Performance assessment (Staff Appraisal): The director will organize bi-annual staff appraisals that assesses staff performance over the past year based on the agreed JDs with a view to set new targets for the next 12 months and find out how performance over the next 12 months can be improved.
 - Areas of focus also include identifying obstacles or barriers to performance and to identify training needs that will enhance performance.

II. WORK ENVIRONMENT

Necessary improvements

- **Provision of Basic equipment including IT**
 - 1 Laptop Computer for Director - TTDO
 - 2 Desktop computers for two new officers at TTDO office-Head Quarter.
 - Photocopier/Scanner, Colour Printer.
 - Internet/Email, Telephone communication,
 - Hardware and Software support
 - Work place improvement, air conditioning.
 - Furniture-provide cushion for customers and visitors outside of office to accommodate visitors.
 - Improve telephone system by having extension lines for all four officers
- **Filing**
 - Manual system
 - Cabinets

- **Making the Office more Attractive**
 - Regular Cleaning
 - Customer service management system.
- **Visitors**
 - Customer consultation time management.
 - Information fliers and newsletters on roles and activities in the TTDO.
 - TTDO as a point of contact in sharing information on teacher education and development opportunities.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

- **Regular and potential/target stakeholders:**
 - Education Authorities,
 - Individual Teachers,
 - School Principals,
 - Education Training Providers including SICHE, USP, PNG, regional and other institutions of education,
 - Scholarship providers,
 - Funding agencies including NZAID, JICA,
 - UNESCO, UNICEF
 - Other Government Ministries,
 - NGOs,
 - Other services providers identified from time to time.
- **Improvements required**
 - Information leaflets/Fliers, Business Cards, Identification Cards, Uniforms,
 - MEHRD-website, email, mobile phone support
 - (Annual/semi-annual) Reports,
 - Stakeholder visits and meetings

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- **Better recruitment, management, rewarding, appraisal of human resources in the Division**
 - Develop and implement Staff Appraisal System
 - Develop a Teacher HR Skills Inventory using SIEMIS and other sources.
 - Develop management processes and procedures
 - Produce individual staff work plans linking to Annual Work Programme and National Teacher Education and Development Implementation Plan, 2010-2012.
 - Divisional Filing System (Manual and Electronic)
- **Create a safe and conducive work environment**
 - Facilitate effective work culture for better performance.
 - Involvement in management workshops and seminars.
 - Assess occupational health and safety needs for touring officers.
- **Effective internal and external communication links with internal and external customers.**
 - Email systems for EA's and stakeholders without emails
 - Develop information and management processes and procedures
 - Produce information newsletters and fliers
 - Participate in radio programmes
- **Increasing Teacher Training and Development activities in the Province:**
 - Recruitment of additional TTDD Officers in other provinces in 2010-2015 to better serve the training and development needs of more than 7,000 teachers based mostly in provinces.
 - Regular conduct of professional development programmes in schools.
 - Identification and training of mentors based in the provinces around clusters of schools to assist in serving teacher education and development needs in 2010.

17) TECHNICAL VOCATIONAL EDUCATION TRAINING

The vision of the TVET-Division is to mainstream TVET as a vehicle for empowering Solomon Islanders, especially the youth, for sustainable livelihoods and also the socio-economic development of the nation. The overall goal or purpose of the division is to promote skills acquisition through competency-based training with proficiency testing for empowerment, sustainable livelihoods and responsible citizenship. The main roles and responsibilities of the TVET-division are to programme, administer, evaluate/monitor and report on the effective delivery of skills training.

This HRD-plan presents a set of practical recommendations which the division plans to implement to achieve its overall vision, goal and purpose and to improve its performance.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

• Leadership/organization/delegation

Effective leadership is critical to the way the TVET Division functions to fulfill its plans. The following measures will be implemented to ensure effective leadership within the division.

- (i) Frequent staff meetings (at least 2-weekly), clear communication, consultation and dialogue to promote good working atmosphere; and
- (ii) Clear procedures for day to day management and monitoring of the staff and other resources to be put in place.
- (iii) Improved delegation of tasks in order the divisional plan can be implemented with the contribution from all staff and also to encourage more staff to participate in the different TWGs and other meetings to contribute to the implementation of the NEAP.

• Job Descriptions

In close collaboration with current staff, job descriptions for all staff within the division have been developed. These have to be reviewed in the line of new HRD-format. This will assist staff to set individual work plans and goals to meet measurable objectives in 2010 and to improve performance.

The 2010 staffing for the TVET Division will be as follows:

1. Director, TVET Division	Level 12/13
2. Chief Education Officer	Level 10/11
3. Principal Curriculum Development Officer	Level 9
4. Principal Education Officer (PEO TVET Admin)	Level 9
5. Principal Education officer (Adult Com Education)	Level 9

* An inspectorate officer was recruited but is now mainly working under the Inspectorate Division and will still assist the TVET-division in several key areas such as confirmation of probationers.

The TVET-division will be assisted by the following local staff under the EU-funded TVET Programme:

6. TVET Adviser	International TA Contract
7. Finance Adviser	International TA Contract
8. TVET Coordinator	Local TA contract
9. Curriculum Coordinator	Local TA contract
10. Program Accountant	Local TA contract
11. Office Secretary	Local TA contract
12. Office Cleaner	Local TA contract

- **Communication**

- Communication will be improved with the installation of direct telephone lines in the new renovated Vavaya ridge TVET office. At the moment the TVET-office has one telephone line (Ph 20314) and EU-TVET start –up program has purchased 5 mobile phones for TVET officers. This will further improve the communication between other stakeholders.
- Communication with non-formal education officers in the Provinces is also very effective because most have personal mobile phones and official telephones in their offices.
- To ensuring effective reporting, all officers on tour or attending a conference either locally or abroad must submit a report to the Director immediately afterwards
- To ensuring effective communication with training institutions in rural communities, a two-way VHF radio will be installed in the TVET Division in 2010
- To maintain a database of all the e-mail addresses and websites of all other stakeholders

- **Staff needs**

The following staff needs and concerns will be addressed:

- Staff training in computing, email and internet usage, and Project management training.
- Staff promotion;
- Training at the IPAM (Institute of Public Administration and Management).
- Better staff conditions such as housing.
- Specific training to improve work efficiency.

Staff Development Plan

Department’s training priorities for 2010

Name	Course name	Suggested provider	Training	When
James Iroga	Project Management	USP		2010
	Training Excel	Jap coputers		2010
Bernard Rapasia	Project Management	USP		2010
	Training Excel	Jap Computers.		2010
Charles Pegoa	Project Management	USP		2010
	Training ICDL	IPAM		2010
Benedict Kausia	Project Management Training. B ed.	USP		2010

- **Work Discipline**

The Division supports staff work discipline by encouraging self discipline, upholding ethical working standards and respect for each other, and adherence to the Regulations for normal work hours which start at 7.30 am and end at 4.30 pm.

- **Monitoring Staff performance**

- TVET-staff will be required to set annual goals and plans which they should implement to achieve the overall goals and plans of the TVET Division. Plans should clearly state objectively verifiable indicators to measure achievement of goals.
- The director will organize bi-annual appraisal meetings for all staff based on the approved job descriptions and report to US Admin and PS.
- Monitoring could be done to verify the successful completion of the work or to know the reasons why there is delay in implementing the plans
- Monitoring of RTCs is very important and this should be done by the inspectorate personal within the TVET-sector. This is also important for the confirmation of the instructors.

- Monitoring of the work performances of the non-formal education officers in the provinces education offices is also very important. The non-formal education officers need to have work program on annual basis. This will assist in the budget allocation which will enable them to carry out their tasks

II. WORK ENVIRONMENT.

Under the EU-TVET start up program funding, the office ground level has been renovated. Six new chairs and 10 new desks were bought. 2 lap tops and five computers components were purchased. These resources would be used by the International TAs and their local counter parts. Under the lead of the TVET-division they will be responsible for the advising the TVET-staff how to implement the new programme “*The integration of TVET into the formal and Non-formal education systems in the country*’.

• Necessary improvements

The basic equipment that would enable effective execution of duties includes the following:

- IT needs: improved e-mail network for all staff.
- Office-equipment: telephone for EU-TVET office.
- Communication tools: digital camera , two-way radio.
- Transport: 1 vehicle
- 1 Generator, to react on the frequent power cuts at the Vavaya-ridge.
- Non-formal education officers to be supported with office equipment and relevant resources such as desktop computers.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

• Regular and potential/target groups:

- Vanga Training College (VTC)
- Solomon Island College of Higher Education (SICHE)
- Vocational & Rural Training Centres (VRTC)
- Solomon Island Association of Vocational Training Centre.(SIAVRTC)
- Schools for Special Needs
- Literacy Association (LASI)
- Fiji University of Science and Technology (FUST)
- Commonwealth of Learning(COL)
- Pacific Regional Initiative for the Delivery of Education (PRIDE)
- Sector ministries
- NGOs and Non State Actors
- Private Sector, Industries
- External Education Institutions
- UNESCO, UNICEF
- Churches Education Authorities.
- Secretariat of the Pacific Community (SPC)
- Asia South Pacific Bureau of Adult Education (ASPBAE).
- Community education coordinators.

• Improvements required

- Accreditation process for Vanga Training College is important; to be accredited by National Accreditation Board. It would be important if Vanga could upgrade to offer Diploma-programmes in order we can prepare graduated instructors/teachers to teach at secondary schools in practical subjects.
- Currently there are no vacant posts for Vanga-graduates at the Vocational Rural Training Centres. The EU-TVET project could assist in the in-service training of current VRTC instructors.
- Logistics in place for other TVET officers, also at provincial level, to perform their work program as required and especially to implement assessment visits to Rural Training Centres and Community Learning Centres.

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Select indicators from JD's for work performance and bi-annually evaluate staff's performance accordingly.
- Improve networking with potential customers and existing target groups.
- The key studies on TVET revealed that the Vocational Training Centres lack quality instructors, lack of quality tools and equipment, lack of curriculum materials, inadequate staff houses and toilet facilities. All centres offer the same subjects and lack diversity to meet national needs and quality standards. Furthermore, TVET does not address the training needs for the female population. The EU-funded TVET Programme will assist in these areas.
- The EU-funding is only a short or medium term measure. Financial support should therefore continue from the SIG-recurrent budget for the salary of all instructors/teachers and TVET-staff in the Ministry and to support the individual students in the Vocational Training Centres through operational grants and the community education programmes.
- The planned establishment and development of a *National Human Resources Development and Training Council and Secretariat*, which is expected to coordinate all capacity building and training in the Solomon Islands at all levels and for private and public sector would assist very much to achieve more impact and improved alignment of training to demands of the labour market and needs for the non formal sector.
- Implementation of the new MOA signed by Vanga Teachers College, Gizo Diocese and the MEHRD.
- Effective completion of SIEMIS- forms by RTCs and return to PCRU on schedule time by 30th of March 2010.
- Timely disbursement of RTC-grants by TVET- division and Accounts.
- Timely retirement of RTC-school grants through their education authorities
- Regular narrative reporting from provinces, EA's on the performance of RTC's and CLC's.

18) WAIMAPURU NATIONAL SECONDARY SCHOOL

Waimapuru is a State School and was built since 1985 through Australian Government Aid Assistance. The school is located on Makira, 15km. west of the provincial capital Kira Kira and 7km. east of Kaonasugu, the main seaport in and out for the school. We continue to be disadvantaged by its rural, isolated location away from the national capital Honiara unlike the other organisations.

The school was originally built for year 1-5, but has been hosting year 6 and 7 over the years. It also has accommodated these extra teachers and students within the current infrastructure.

Teaching and working at Waimapuru National Secondary School can only be meaningful and satisfying if good care is taken of the teachers. We know what we teach (subjects to teach in classes), because there is a syllabus and resources to use. As teachers, we are also professionally/technically trained to teach such particular subjects.

But as teachers of this co-educational boarding secondary school, we are also expected to do non-teaching boarding responsibilities/duties. There are the boarding and the extra-curricular activities which are essential to the school's maintenance and welfare, and are indeed integral or inherent to the teachers' daily practice. Very often, due to unclear presentation of responsibilities and duties, teachers are blamed or seen as incapable of fulfilling teaching and boarding responsibilities/duties. This has often resulted in the frustration and feeling by the teachers of being a failure in the school.

This is a brief introduction on how to improve internal organization, the working environment and relationships to external organization/institutions

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

Leadership/organization/delegation

i) INTRODUCTION

As teachers, managers, supervisors, administrators and councilors in the school, Responsibilities and Duties should give the teachers some directions as to what areas we are required as teachers to help in, in the running of the school. Our two main subjects of note are:

- 1) **RESPONSIBILITIES** – are duties one is liable to be called upon to give account of or is being expected to administer;
- 2) **DUTIES** – are activities one is expected to manage or get done.

ii) The AIMS in the DELEGATION of RESPONSIBILITIES and DUTIES are to:

- 1) **SHARE** responsibilities and duties in order to bring about this sense of TEAM WORK management in the school under the Ministry of Education and Human Resources Development, which is the Education Authority;
- 2) **AVOID** over loading of work on individuals and **ENABLE** each teacher to have some freedom to exercise one's leadership qualities;
- 3) **GIVE** clear directions as to who is doing what; this should assist teachers in finding the right persons(colleagues) for help in terms of advice, assistance and support;;
- 4) **DIRECT** our attention and fulfillment of responsibilities and duties towards the students and the school as a whole. This will enable the students to see that all teachers are concertedly administering or managing the school and not only the principal, the deputy or just a few senior teachers. The principal, the deputy, the tutor or the school bursar are there to co-ordinate the overall functions of the school,

iii) OBJECTIVES

During the course of the school terms each teacher should be able to:

- 1) **Give** clear directions to the students at work, be it in the classrooms, kitchen, gardens, sports fields and in the assembly hall, etc
- 2) **Write** reports about one's areas of responsibilities and duties
- 3) **Supervise** programs in the school as duty staff or just being at certain locations of the school, portraying authorities as teachers and not students
- 4) **Fullfill aspects of :**
 - a) professional duties;
 - b) administrative duties;
 - c) spiritual duties
 - d) management duties
 - e) counselors' duties
 - f) cultural duties
 - g) national/provincial/ethnical/family duties etc

iv) EVALUATION

Evaluation is to be seen largely in the following ways:

- 1) Self assessment through:-
 - a) Department/subject reports;
 - b) Discussions with principal
 - c) Discussions with colleagues;
 - d) Discussions and feedbacks from students.
- 2) Principal's assessments through :-
 - a) Their own assessments as teachers
 - b) Observations of their work and teachings of students

Inherent at the school and supporting the principal are the deputy principal; the school tutor, and the school bursar in the administration, and the heads of departments and subjects as the academic and professionals of the various subjects taught in the school and assisted by their fellow subject teachers in ensuring the teaching under the national and centralized curriculum as directed by the national government.

- The School Principal has the overall leadership, administrative and management responsibilities in the School; he is accountable to the Public Service, through the Ministry of Education and Human Resources Development, the School Advisory Board, the Staff Colleagues and the Students and of course the Public;
- Furthermore, responsibilities and duties are shared in order to bring about this sense of "teamwork" management in the School; avoid over loading of work on individuals and enable each teacher to have some freedom to exercise their leadership qualities; give clear direction as to who is doing what, which should help the teachers find the right persons for help in terms of advice, assistance and support; directing the attention, and fulfilling of responsibilities and duties towards the students and the School. This should help the students to see that the teachers are concertedly administering or managing the School and not only the principal, the deputy, or just senior teachers.
- The Principal or the Deputy Principal are there to coordinate the overall functions of the School

v) CONCLUSION

The overall aim is for the betterment of the school's Teaching Profession and for the benefit of the school students, who have come away from their parents, and homes to be boarding or attending the school we are teaching in the Makira Ulawa Province

Job Descriptions

The principal as the leader and with some consultation with the staff, if necessary may reshuffle some delegation of responsibilities and if so wished for the purposes of bringing about effectiveness or resolving certain difficulties/issues/problems in a boarding co-educational institution like Waimapuru NSS which could arise in the course of the school year. There can be specialist and some overlaps of responsibilities between the teachers, but the secondary school teaching is subject specialist teaching by each staff member. These are samples/examples and can be adapted to help us out in our respective schools to know whom to see first(may be) for any assistance and for the day to day running of the school.

Principal

Deputy principal

Heads of All Departments and Subjects(Academic/Technical: responsible to Deputy

Note: Other teachers will be given various work responsibilities and duties as assistants in the School's Technical subjects either by the Technical Subject Heads or the Principal/Deputy Principal which will include : Class Teachers; Dormitory Teachers; Form Teachers; Generator Teacher or Food/Ration Teacher etc

There are also the School's various Working Committees that are also set up in order to help give special attention to important areas of the School's general interest or welfare with membership from both the Staff and Students who are usually Appointed by the School Principal which include : Dinning Hall/Kitchen Committee, Sports/Physical Education Committee; Social and Entertainment Committee and Finance Committee etc, etc

Information and Communication

All forms of information and communication, formal or informal are very important to the School. There are three 'staff pre-school assembly' meeting days,a week on Mondays, Wednesdays and Fridays which are School Assembly mornings for the whole School. Teachers do have the opportunity to raise amongst themselves things worth knowing or reminding each other concerning the school or outside communities. Where required students will be reminded on things during these morning assemblies.

There needs to be at least one to two full staff meetings per term by two term, usually at the start and end of each term of not less than two or so hours regarding the academic and boarding aspects of the school.

Staff on duty or school prefects do make some announcements and reminders in the dining hall for the students during meal times.

The staff do get access to communicate outside using two telephone lines, principally with the Ministry Headquarters and Suva regarding the senior forms' requirement. Any email inter net services could be done at Kira Kira or Pamua Distance Learning Centre. We will soon hope to get access to mobile phone service.

We continue to communicate with the Headquarters, but because of our outside location here in the Province we would be taken note of only when we arrive here and forgotten again once we return to school making things stay the same.

Staff needs

Special skills amongst school staff need to be shared with other colleague staff in the in-house staff development. There is great need to run internal induction session each new academic year for all teachers, to be run by experienced teachers and officials from the education ministry. Computer literacy is essential to school staff and qualified teacher-colleagues could lead such sessions.

Distance/remoteness inherent to our situation out here in the Province has not helped much in getting our new teachers who earnestly began their teaching at the term's start. They have to teach the students at the start of each term, but new arrivals have their salaries with held They need to participate more in national in-service-training for upgrading to first degree level.

Staff Development Plan

Department's training priorities for 2010/2012

Consistent annual offer of in-service training to the School's Public Service Teachers will prevent further back log. Developing them will enable us to be competitive. The Teaching Cadre - the Public Service Teachers of KGV1 and Waimapuru must be realized for their unique role as leaders who are engaged in building up the young minds, as they must also pledge to create an integrated man out of the child by correctly instructing its formative mind. Teachers are different from their fellow other public servants. Please find below our teachers lineup for intended in-service training.

Name	Course name	Suggested Training provider	When
Naphtali Lakwol	Bachelor inScienc	USP	2010/2011
Alban Hou	BEd. Accounting	Waikato/NZ	2010/2011
Simon Melive	Dip. IA	SICHE/Panatina	2010/2011
Lucy B. Rahea	B. Ed. Maths	Waikato/NZ	2010/2011
Bobby Bau	B. Ed. Hist/Dev.St.	Waikato/NZ	2010/2011
William Kokete'e	B.Ed.Lang.Studies	Victoria(ELI)/NZ	2011/2012
Flore Vahimae	M.Ed. S/Science	USP	2011/2012
Edgar Takeli	B.Ed. Technology	USP	2011/2012
Max N. Sitai	Master.Ed. Math.	QU/Australia	2011/2012
Philip Funubana	B.Ed. Counselling	USP/Fiji	2011/2012
James Rofoi	B.Ed. Science	USP	2011/2012
HODs and HOS	Admin/Mgmt	IPAM	June & Dec
Principal	Admin/Mgmt	IPAM	April
2012D/Principal	Admin/Mgmt	IPAM	April
Staff	Admin/Mgmt	IPAM	June & Dec
Staff	Disaster Awareness	NDC	June
Staff	IT Systems	MEHRD-IT Others	June
Presidents	School Leadership	School Admin	On going

Work discipline:

Regularly monitor Staff work output

Regular assessments of staff by the School Principal through the Heads of Departments /Subjects. (Departmental Meetings, to check teacher's work/unit programmes.

Monitoring staff performance.

The school is entitled to 30 teaching staff and around 10 support staff to be able to teach and look after about four hundred and fifty plus co-educational students, doing forms one to seven. There are several ways as to how we monitor the staff performances, such as the attendance to their teaching and boarding duties throughout the two school terms each year. The teachers and support staff live on site and are involved in the school run activities. Usually teachers will be noticed fairly quickly, if they are attending to their duties or not. They are either teaching in their classrooms or they are elsewhere. Students will most likely be advising staff and administration if certain teachers are doing work or not. Teachers' efforts are assessed through end of term or external national and regional examinations results. It is also possible that teachers are checked by their presence in and around the school at any one time, carrying out of the boarding and extra curricular activities on top of the teachers' academic duties are indications of teachers doing their responsibilities ably.

II. WORK ENVIRONMENT

Necessary improvements

Over the past 24 years, this nicely built school has under-gone so much wear and tear period and even vandalised by both the school and outside communities; the students dormitories, the staff residences, classrooms, educational materials and contents have either vanished and destroyed; the open spaces in the school campus have enabled many big trees to grow close to the buildings; the electrical, plumbing have caused so much concern; the school simply has been exposed to great threats, fortunately the locals there have been reasonably peaceful. There is severe water leakage throughout the school – the taps and the main gate valves in the piping systems have been destroyed.

There is great need to repair the whole school:

The dormitories, classrooms, the water plumbing and the electrical all underground and the selected cutting down of some trees, especially mangoes or other big trees close to the buildings and the lawns. Their roots are destroying the underground electrical cables and water plumbing system. Classroom, dormitory, residential furniture and beds must be replaced or repaired. The school's unique furniture have been destroyed or found themselves in some residences in the surrounding communities. These must be replaced.

On the whole, the school and its contents, human and its equipment, stand to benefit, if the school campus can be fenced so as to control entry and departure of the school.

The school outside its campus is blessed with very large fertile land for school gardening and livestock development. Currently only the staff and families and utilising these places for gardening, and it will be nice when students can also tap into this.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

Regular and potential/target groups:

The villagers from the surrounding communities, especially the women, come daily, except on Sundays to sell their local produce in the community market to the students and staff or themselves. There is potential for inviting the nearby schools to get involved in sporting, cultural, social and spiritual activities and exchange with them. There are the parents and relatives of students, especially those living in the host province, which we can develop close relationship with and can do a lot with the school.

Improvements required

There is potential to improving relationship with the school's different target groups. The school has liaised with the communities around has now built a primary school, principally for our own primary school-age children and nearby communities-Riri,Rongogeni, Kokana, Ago and Wakataha, instead of walking down to the closest school at Kaonasugu some 7 km. away. This has greatly helped our primary school children and their living closer to the school.

We can also initiate sports competitions on regular basis with the youths in these nearby communities and secondary schools as we have various sports venues in the school, including soccer, netball, basketball, rugby union, athletics, volleyball etc. for these positive developments, initiated by our school, will enable real positive development to nearby youths and schools, resulting in them respecting the school, and potential athletes identified from our competitions may well represent the country one day

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Review of job descriptions and tasks and repositioning of staff
- More regular staff meetings
- Induction meetings and capacity building for staff in IT
- Participation in national in-service training to be regular and consistent
- Registration and monitoring of teacher presence and (also out of) school activities
- Organise fundamental repair to school infrastructure (in particular water delivery)
- Replace all school furniture (including in dormitories)
- Plan for permanent building materials for the primary school.

Annex I. Requested training

Division/ Name	Course name	Suggested Training Provider	When
Accounts			
Beverly Wale	Financial Management Frame work	IPAM/SIGAS	IPAM to advise date
Leanne Bouro	Diploma In Finance Financial Management Framework	SICHE IPAM/SIGAS	Continue 2010 IPAM to advise date
Brenda Hiro	Bachelor in Commerce Financial Management Framework	USP (SI) DFL IPAM/SIGAS	Continue 2010 IPAM to advise date
Moffat Mona	Diploma In Finance Financial Management Framework	SICHE IPAM/SIGAS	Start 2010 IPAM to advise date
Allen Bale	Degree in Accounting Financial Management Training	UNITECH (SI) DFL IPAM/SIGAS	Start 2010 IPAM to advise date
Samson Akwafa'asia	Degree in Accounting Financial Management Framework	UNITECH (SI) DFL IPAM/SIGAS	Start 2010 IPAM to advise date
Thomas Bea	Financial Management Framework	IPAM/SIGAS	IPAM to advise date
Thomas Misibini	Financial Management Framework	IPAM/SIGAS	IPAM to advise date
Admin/HRD			
Grace Koroï	Microsoft Word and Excel	IT solutions, USP	2010
Marylyn Wate	Certificate in Business Administration. Microsoft word	SICHE IT Solutions	2010 continue
Jessie Faka	Registry Procedures of Govt. Microsoft Word	IPAM IT Solutions	2010
Rita Bata'anisia	Cert. in Business Admin	SICHE	2010
Mary Niko	Secretarial studies	SICHE	2010
Tom Rarakani	Foundation in Human Resources BA. Edu/Mgt	Australia Human Resource Institute USP/DFL	27 March 2010 enrolment due date.
Donna Hasiâu	Microsoft Word and Excel Foundation in Human Resources	USP/IT Solutions Australia Human Resource Institute	2010 27 March 2010 enrolment due date.
Julie Manusalo	Customer Service	IPAM/Solomon Host	2010
Serah Houkura	Microsoft Word and Excel	USP/IT Solutions	2010
Ridding Sauhe	Public Service Procedures/Microsoft Word	IPAM/IT Solutions	2010
CDC			
Linda Puia	Postgraduate studies – Curriculum Management & Evaluation	Victoria University of Wellington – NZ	2011

Division/ Name	Course name	Suggested Training Provider	When
Ian Waena	Postgraduate – Curriculum design & Assessment	James Cook University - Australia	2011
David Sokaika	Bachelor of Education – Primary Mathematics curriculum	University of Queensland – Australia	2011
Agnes Ne'e	Diploma in Administration	SICHE of offshore	2010
CDC-printery			
Eunice Duna	Desktop Publishing	South Bank TAFE college, Australia	2010
Viqa Wong	Binding/Finishing	South Bank TAFE college, Australia	2010
Arnold Alepio	Printing processes training	South Bank TAFE college, Australia	2010
Michael Mamupio	Production management	South Bank TAFE college, Australia	2010
ERU			
Albert Rex	Financial management	IPAM	2010
	Diploma in Business management	Offshore or SICHE	2011
Maclis Kaipua	Procurement & supply	NZAid or AusAid	2010
	Diploma in office administration	Eastern Institute of technology (NZ)	2011
Basil Naoka	Office administration	IPAM	2010
	Diploma in Business management	SICHE	2011
Jimmy Stanley	Warehouse management	Australia or NZ	2010
Assistant Stores person (vacant)	Inventory management	Australia or NZ	2010
Ruebenson Seni	Engine maintenance	SICHE	2010
Sam Tahisimae	Safety in the workplace training	Fire service	2010
ECE			
Bernadine Ha'amori	Master of Education	DFL/Online University of Southern Queensland	2010
Joanna Kekegolo	Bachelor of Education-Early Childhood Education	University of Southern Queensland (DFL)	2011
Frank Robo'olitee	Diploma in Leadership and Change	USP/SI Campus	2012
3 EO-ECE	Diploma in Early Childhood Education	USP/SI Campus	2011
Inspectorate			
Billy Arumae	Word and Excel	JAP Computers	2010
Lyoyd Gwee	Word and Excel	JAP Computers	2010
Daniel Lulu	Word and Excel	JAP Computers	2010
Chris Sakari	Word and Excel	JAP Computers	2010
James Niutaloa	Word and Excel	JAP Computers	2010

Division/ Name	Course name	Suggested Training Provider	When
Merton Toata	Word and Excel	JAP Computers	2010
Willie Etupio	Word and Excel	JAP Computers	2010
Catherine Pule	Word and Excel	JAP Computers	2010
Modesto Thugea	Word and Excel	JAP Computers	2010
All above	Public Service Procedures	IPAM	16 to 20 June 2010
KGVI			
All staff	Develop a staff development plan for follow up		Immediate, first quarter 2010
NATCOM			
Christina Victoria Bakolo	1.Records Management 2.Customer Services 3.How to successfully organize meetings 4. Management Skills 5. Basic Financial Management, Basic Accounting	IPAM–Solomon Islands USP/SICHE-Solomon Islands	2010-Short term training 2010/2011 (1 st and 2 nd Semester)
NEB			
Charles Matanani	Record management/filing		
NESU			
Kathleen Sikapu	Data & System maintenance and Communications	SPBEA	March/April 2010
Tina Kisina Moli	Data & System maintenance and Communications	SPBEA	March/April 2010
Linda D Wate	Computerizing Assessment Systems (B2) Processing and Analyzing Assessment Information (B3) Identifying and Using Assessment Data for Research	SPBEA	March/April 2010
Hemalyn Tolipio	Customer Services Microsoft word	IPAM IT Solutions	2010
NLS			
Jackson W. Ray	BA Admin. & ICT	USP, Laucala Campus	2011
Miriam Lisi	Dip. Library	USP (SI) Centre	2010
Claudette Malah	Dip. Library	USP (SI) Centre	2010
Samuel Warakohia	Dip. Library	USP (SI) Centre	2010
Lillian Horokou	Cert. Library	USP (SI) Centre	2010
NTU			
Hudson Kupenga	Degree studies in Accounting	USP	2011
Emmanuel Seuvia	Short Term Training in Scholarship Management and Administration	To be arranged	2010

Division/ Name	Course name	Suggested Training Provider	When
Claire Damutalau	Degree studies at master's level in Human Resource Management	To be identified	2011
Robert Peupelu	Degree studies at master's level in Human Resource Management	To be identified	2012
Morris Toiraena	Degree studies at master's level in Computing	USP	2012
Selu Maezama	PhD studies in Higher Education	To be identified	2011
PCRU			
Director	Master Degree in Education Management	DFL – Open UPNG	2011
Ema Furai, CPO	Masters Degree in Development Planning (Education) Short Term courses on project management Introduction to Management	USP Laucala campus NZAID short term programs/TAFE IPAM	2012 2010
Anita B, DPO	Statistics Short Term courses on project management	DFL – USP SI/ UPNG SI NZAID short term programs/TAFE	2010
Sophie K, DPO	Statistics Short Term courses on project management	DFL – USP SI/ UPNG SI NZAID short term programs/TAFE	2010
Ben Karai	Education Planning and Management Short Term courses on project management	IIEP – Paris NZAID short term programs/TAFE	Nov 2010
Benjamin Rockson	Short courses on Quantity Surveying or Building Technology	NZAID short term programs/TAFE/JICA	2010 – 2011
Lency Olitisa	Completion of Bachelor Civil Engineering or Bachelor in Construction Management Short Term courses on project management Introduction to Management	Auckland University or Queensland University of Technology NZAID short term programs/TAFE/JICA IPAM	2011 2010 2010
Joe Ririmae	Education Project Management and Planning Research in International Education Management and Policy Development Monitoring and Evaluation NZAID short term programs Introduction to management	IIEP-Paris MEXT, Japan's Government, NZAID NZAID IPAM	Nov 2010 2011 2010 2010
PE			
Silas Bako	Management	IPAM/SIG	On going 2010
Donation Houkura	B. Ed and Mgmt	USP-incomplete	2010/2011

Division/ Name	Course name	Suggested Training Provider	When
Benedict Esibaea	M. Ed. Management	Waikato University/ UPNG (DFL)	2010-2011
SE			
Director- Aseri Yalangono	Management course	USP, Honiara	2010
CEO- James Bosamata	Master in Ed	Waikato, NZ	2010
CEO(ag)- David Sanga	Public Services Course Excel Computer training	IPAM Other providers	2010
PEO- Ruth Waririu	Public service courses Excel Computer Training	IPAM Other providers	2010
TSD			
Rolland Sikua	Diploma (Public Admin)	USP (SI Centre)	2010
John Wate	BA (HRD) or MEd	USQ (Aust) or Victoria University of Wellington,NZ	2010
Judith Teiykala	BA (Public Admin)	USP (SI Centre)	2010
Chris Mae	Diploma (Information Technology/basic Statistics)	USP (SI Centre)	2010
Silverio Mangapanga	B Ed (Admin & Leadership)	USP, Laucala Campus	2011
Alice T Baru	Diploma (Admin)	SICHE, School of Finance	2010
Audrey Qula	Diploma (Admin)	SICHE, School of Finance	2010
Janet Ramo	Diploma (Public Relations)	USP (SI Centre)	2011
Mellisah Kologeto	Diploma in Finance	SICHE, School of Finance	2010
Argenta Aumana	Certificate in Secretarial Studies.	SICHE, School of Finance	2010
Hellen Mona	Certificate (Business and Admin)	SICHE, School of Finance,	2010
Norman Donua	Certificate (Business and Admin)	SICHE, School of Finance.	2010
TTDD			
Stanley Karuo'o	Masters of Business Administration (MBA)/	USP/Honiara-Summer School.	1 st Semester 2010
Elvis Kekegolo	Masters of Business Administration (MBA)/	USP/Honiara-Summer School.	Semester I 2010
Josette Batania	Postgraduate Diploma	USP, Honiara	Semester I 2011
Michael Houkaria	Bachelor in Accounting	USP Centre	Semester I, 2009
Trevor Bele TTDD- Guadalcanal	Bachelor in Education (Primary)	USP Centre	2017
Jackson Rahemae- TTDD – Malaita	Bachelor in Education (Primary)	USP Centre	2014

Division/ Name	Course name	Suggested Training Provider	When
TVET			
James Iroga	Project Management Training Excel	USP Jap coputers	2010 2010
Bernard Rapasia	Project Management Training Excel	USP Jap Computers.	2010 2010
Charles Pegoa	Project Management Training ICDL	USP IPAM	2010 2010
Benedict Kausia	Project Management Training. B ed.	USP	2010
WNNS			
Naphtali Lakwol	Bachelor inScienc	USP	2010/2011
Alban Hou	BEd. Accounting	Waikato/NZ	2010/2011
Simon Melive	Dip. IA	SICHE/Panatina	2010/2011
Lucy B. Rahea	B. Ed. Maths	Waikato/NZ	2010/2011
Bobby Bau	B. Ed. Hist/Dev.St.	Waikato/NZ	2010/2011
William Kokete'e	B.Ed.Lang.Studies	Victoria(ELI)/NZ	2011/2012
Flore Vahimae	M.Ed. S/Science	USP	2011/2012
Edgar Takeli	B.Ed. Technology	USP	2011/2012
Max N. Sitai	Master.Ed. Math.	QU/Australia	2011/2012
Philip Funubana	B.Ed. Counselling	USP/Fiji	2011/2012
James Rofoi	B.Ed. Science	USP	2011/2012
HODs and HOS	Admin/Mgmt	IPAM	June & Dec
Principal	Admin/Mgmt	IPAM	April
2012D/Principal	Admin/Mgmt	IPAM	April
Staff	Admin/Mgmt	IPAM	June & Dec
Staff	Disaster Awareness	NDC	June
Staff	IT Systems	MEHRD-IT Others	June
Presidents	School Leadership	School Admin	On going

Annex II. General capacity building in MEHRD

Areas	Course	In-house/Institute	When
Administration	Email training	In-house	
	Writing memo training	In-house	
	Hand over notes training	In-house	
	ToR-writing	In-house	
	Report writing	In-house	
	Formulating project proposals	In-house	
	Report analysis and commenting	In-house	
	Organising, chairing meetings and minutes writing		
	Budgeting, accounting and financial reporting		
	Data management, statistics and analysis		
	SIEMIS-training	UNIQUEST and internal training team in MEHRD	
HRM/HRD	Appraisal systems and meetings with staff		
	Mentoring, coaching and counseling of staff		
	Public service procedures	IPAM	
	Public relations and customer services		
ICT	MS-software: Word, Excel, Power Point, Outlook		
Other matters	Hygiene and cleanliness in the office		

Annex III Office maintenance, equipment needs

Division	Equipment/office needs	Repair/maintenance/review	When
Accounts	3 Chairs 3 Work stations 1 Printer 1 extra Air conditioner Filing cabinets External space for old files Separate area for cashier	1 Air conditioner	
Admin/HRD	Larger office space, in particular for registry office and typist Counter needed 3 computers 1 laptop 2 executive chairs and tables 1 photocopier	Review of file index	Action plan to follow up on all office needs will be produced within January 2010
CDC	Back up generator Safety equipment for ERU and printery staff Boat, paddle and life jackets for ERU-staff 2 more telephone lines for CDC-Switchboard 1 direct telephone line for printery Alarm system for production unit Broadband internet for ERU	Filing system Recording system	
ECE	1 Overhead Projector 1 Digital Camera 1 Scanner 1 Laminating Machine 1 New Working station 1 Shelf for filing 1 laptop 11 desktops: 3 for MEHRD and 8 Provincial Offices		
Inspectorate	Chairs and tables for new officers in Ministry (2) A cooler and utensils Create room for confidential meeting		
KGVI	Additional telephone lines for departments E-mail, Internet connection Basic office improvement for departments		
NATCOM	Own office space		

Division	Equipment/office needs	Repair/maintenance/review	When
NEB	Laptop and digital projector Own office space		
NESU	More space for receiving visitors 1 laptop 2 computers (for ARTTle and SISTA) Two-way radio More space for storage 1 Cleaner	Maintenance of IT-equipment (in particular to safeguard electronic exam data) and email/internet connection.	
NLS	One lap top computer Photocopier/Scanner Fax machine Shelves 2 Desktops Means of transport	Mural Pot plants	
NTU	Make enquiry counter Computerized network for all staff Filing Cabinets Answering Machine		
PCRU	Create more office space Files		
PE	Create office space for staff meetings and receiving visitors 3 Desk top computers 3 Office tables and chairs	IT officer needs to increase IT-support to individual officers and guarantee email/internet connection Replacement of old computers	
SE	2 Desktop computers 5 chairs required for the Division including clients, 1 new chair required for Director 2 new shelves needed archive and filing.	Replacement of old computers	
TSD	More spacious office Space for registry room 2 Desk top computers Fax Machine Two way radio		
TTDD	1 Laptop Computer 2 Desktop computers 1 Photocopier, Scanner, Colour Printer Work place improvement, air conditioning. Furniture for customers Telephone lines for all four officers Filing cabinets	Improve email and internet communication, too many interruptions for long time IT-maintenance and virus control	

Division	Equipment/office needs	Repair/maintenance/review	When
TVET	Two way radio 1 Telephone for EU-TVET office. 1 digital camera Transport: 1 vehicle 1 Generator, to react on the frequent power cuts at the Vavaya-ridge. Non-formal education officers in province to be supported with office equipment and relevant resources such as desktop computers	Improved e-mail and internet communication	

Annex IV Transport needs

Division	Need	Repair/maintenance	When
Accounts	Vehicle		
Admin/HRD	Vehicle		
NLS	Vehicle		
TVET	Vehicle		