Solomon Islands Ministry of Education and Human Resources Development

Human Resources Development Plan 2011

4th of December 2010

Table of contents

List of Abbreviations

AJR	Annual Joint Review
ARTTLe	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
CDD	Curriculum Development Division
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
CTPDE	Certificate Training Primary by Distance Education
DEFL	Distance Education 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)
ESCC	Education Sector Co-ordination Committee
ESGC	Education Sector Governance Committee
EU	European Union
EU-SU	European Support Unit
FBT	Field Based Training
FC	Financial Controller
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
IIEP	International Institute for Educational Planning
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
MBA	Masters of Business Administration
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
NTC	National Training Committee
NTDEC	National Teacher Development and Education Committee
NTTDP	National Teacher Training and Development Plan
NZAP	New Zealand Aid Programme
OBC	Outcome Based Curriculum
PAF	Performance Assessment Framework
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
PSIP	Public Service Improvement Programme
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
SISE(E)	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
TAFE	Training and Further Education
ToR	Terms of Reference
TIT	Teachers in Training
TSC	Teaching Service Commission
TSD	Teaching Service Division
TSHB	Teacher Service Handbook
TTDD	Teacher Training Development Division
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

Introduction

Every year the Ministry of Education and Human Resources Development (MEHRD) produces an Annual Work plan and Provincial Work plan, which include a budget. The plans also assume that there is sufficient, capable and motivated staff at the national, provincial and school level to implement all these planned activities. As we all know, the quality of implementation is fully dependent on the staffing.

For 2011 the Ministry has a total approved establishment of 293 (compared to 307 in 2010) staff of which 110 persons work in the Ministry, 71 in Provinces, 73 in KGVI and WNNS, 11 super numeracy, 28 non-established. There are 15 vacancies (7 in Ministry, 5 in provinces and 3 in National Secondary schools) to be filled. Furthermore, there is a list of 44 so called 'reserved positions' which can't be filled yet, because of the national recruitment freeze for public servants. Within this list the Ministry has prioritized 10 positions which it would like to include in the permanent establishment, such as 3 more provincial accountants, an internal auditor, a SIEMIS/software specialist, some more inspectors (4) and an extra principal education officer for NESU. This specific preference for professional staff is related to the requirements of the National Education Action Plan, 2010-2012 to improve services in core areas such as finance/accounting, auditing, database management, monitoring of the quality of education and the learning process. However these positions can only be created when other staff resigns, retires or is terminated from public service, as the Ministry of Public Service (MPS) doesn't permit new recruitment. In this way the Ministry has succeeded to move 2 core 'reserved' positions into the establishment; the chief sector secretary and chief coordinating officer who will contribute to improved planning, coordination of the many activities planned by the Ministry and who will support with the communication to all stakeholders.

Since 2007 the Ministry introduced HRD-planning as an important tool to support the implementation of the Annual Work Programmes, Provincial Education Plans (PEAPs) and the National Education Action Plan (NEAP). There have been many different initiatives in the area of human resources development: In 2007 awareness was raised on HRM&D by the introduction of an Institutional and Organizational Assessment (IOA) in the Ministry. The IOA included an enquiry which clarified the main challenges and obstacles to manage and encourage the staff in the Ministry. This information resulted in the first HRD-plan in 2008, which attempted to react on the challenges such as leadership, job descriptions, structure/composition of the division, staff development needs, office needs, working environment and relationships with other institutions or customers. Also a local technical assistant on HRD was contracted in 2008 and 2009 to assist the Ministry with the review of job descriptions and the coordination of staff training. In 2010, more recently, staff attendance forms were reintroduced. Recently the Ministry initiated an open staff appraisal process and all Heads of Divisions were trained in organising appraisal meetings with the assistance from the Public Service Improvement Programme (PSIP). Some Heads have indeed started these appraisal meetings with their colleagues. In 2011 there will be an evaluation with PSIP to jointly review this process and to see how we could further improve staff performance and encourage professional coaching of staff by the Heads of Division. In 2010 we also spent a lot of time and energy to look at the administrative structure in our education sector. The report on a newly proposed education structure for national, provincial and school level is out and we already had a lot of good internal consultations on the report. The year 2011 we would like to utilise for making some initial changes and to start with a few pilots to improve teacher management and monitoring of schools at the provincial level. Also we will continue to discuss the proposed changes at the national level and in our Ministry and gradually implement these where agreed in good coordination with the Ministry of Public Service.

Generally all these activities in the last years and the production of HRD-plans have indeed contributed to more awareness about the importance of HRD and the organisation structure among Heads of Divisions (HoD's), individual staff in the Ministry and also in the provinces. The

Education Authorities now also would like to develop their own HRD-plans and reflect about their own internal organisation.

However increased awareness about HRD is simply not sufficient to make real changes in the culture of our organisation and in the performance of staff. To make real changes, action is needed from the senior management, the HOD's who all need to look more seriously at the HRD-plan and how to best implement it. But real change is hold back by many obstacles or shall we call them 'apologies'? Some factors are indeed out of our control, other can be well managed by us. A serious challenge at the moment has been the long term absence of a HRD-manager in our Admin/HRD-division, who could function as a 'champion' for HRD-matters and show serious interest in all personnel matters. The HRD-manager is expected to regularly question the Heads of Division about the progress in implementation of the HRD-plan. To have a strong lead from the Admin/HRD-division is necessary. Recently we have lost some promising young staff and it seems that we need to be more pro-active in facilitating a better work environment and career development. One of the HRD-division's important tasks is to coordinate the staff development plan, of which the basics are presented in the annex I, but it needs refining and above all, better selection and timing on the basis of career development planning. Ideally the staff development plan gives an answer to the question which future organisation we are building and what would be the role of the individual officer in this organisation. Training is then a tool to improve the organisation rather than support to an individual career which is now more or less the case. We plan for technical assistance to the Admin/HRD-division to coordinate the staff development plan and to assist with other important HRD-matters.

There is a long list of other obstacles that hinder improved performance of individual staff and the organisation overall such as; offices are not conducive, remuneration is not high, housing and transport are not well arranged for, communication facilities (such as computers, telephone, copiers etc.) in the office are there, but are poorly maintained, when you need them most, they fail, administrative supplies come too late or not at all, HRD-plans are good, but there are not sufficient funds to implement them etc. In reaction to the last item, similar as last year we can again confirm that we have budgeted 500.000 SBD for short term on the job or in-house training. We are also aware about another list of reasons which we know, but which I would like to summarise under ' it is because of the others that I can't perform to my full capacity'; not all officers come to the office on time and are productive, not even all Heads of Divisions work the full 8 hours, some important vacancies have not been filled in for a long time, there is a public service recruitment stop, some staff is not motivated or disappointed, because others do not see their problem or because they don't get advice or are never appraised or promoted etc.

This is what we hear and already know. I propose to discuss the wider HRD-issues (office, establishment scheme, housing, transport etc.) continuously with the Ministry of Public Service which we can ask to develop a more tailor made PSIP, which fit to our challenges and demands. But the more important question is 'What are we ourselves going to do about this? Though the factors above indeed have an impact on individual performance and the services of the Ministry, many of these are within our control. It does not cost anything to organise regular staff meetings to get and keep everyone actively involved in the activities and to communicate the expected work attitude and outputs. It just takes some basic discipline and good communication with individual staff to annually review the job descriptions and align them to new developments and duties. It doesn't take much to relate better to our clients and to inform the wider public about our plans and actions through radio communication, brochures or through the development of a website. It is simple to reorganize the way we receive our visitors and to better attend to them. It doesn't need a lot of energy and deep thinking to simply show interest in the work of colleagues and to stimulate them to do better or to find solutions for work or family related problems. In other words, many planned activities of this HRD-plan 2011 can indeed be realized. The HoD's are mainly responsible.

I am sure that many issues mentioned in this HRD-plan are basic conditions, which we could establish jointly without much fuss and apology. It is my opinion that we could still work more as a

team, as a professional group and as a learning organisation, which consciously tries to improve its education services to our main clients; the students, the teachers, the parents and the Education Authorities. There is an enormous amount of work to be done in our sector. I am convinced that we can only do it in a joint, well organized, motivated and enthusiastic way.

One of the first presentations on IOA and HRD in the Ministry in 2007 expressed, '*if you want to make changes, start changing yourself'.* I just would like to repeat this and to wish all staff success with the daily implementation of this HRD-plan and with our mission to improve our attention and services to all our clients and stakeholders, including our own colleagues.

Mylyn Kuve
Permanent Secretary
Ministry of Education and Human Resources Development

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 Ministries of Finance, Planning, and Public Service, and with 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	
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 was taken over by Accounts in 2010 and it now manages all school grants.

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 positions in Guadalcanal, Malaita and Central Islands are reserved so are filled with contract officers. The accountant in Temotu has expressed to move to another location.

Job Descriptions
The revised job descriptions were submitted to Administration Division during 2009 but will be up-dated in 2011 when the new Chief Accountant has started and the recently appointed Financial Controller has had an opportunity to review workloads.

Communications
Staff meetings are held fortnightly. Greater use of email with provinces is encouraged.

Staff needs:
- Staff in Honiara to continue formal education where they wish on day-release basis.
- On-going training in SIG Financial Instructions and procedures through SIGAS and in-house where not provided by SIGAS.
- Provincial Accountants – training course in the Ministry and visits to on-the-job training and support.
- All HODs to receive further training in FI, budgeting and necessary procedures. MoFT and Accounts to do.

Staff Development Plan
Department's Training Priorities for 2011

Name	Course name	Suggested Training Provider	When
Andrew Tahisihaka	Financial Management Frame work and SIG procedures.	IPAM/SIGAS	IPAM to advise date
Leanne Bouro	Bachelor in Commerce Financial Management Framework	USP (SI) DFL IPAM/SIGAS	Start 2011 – On unit basis. IPAM to advise date
Brenda Hiro	Bachelor in Commerce Financial Management Framework	USP (SI) DFL IPAM/SIGAS	Continue 2011 – On unit basis IPAM to advise date
Moffat Mona	Diploma In Finance Financial Management Framework	SICHE IPAM IPAM/SIGAS	Start 2011 IPAM to advise date
Samson Akwafa'asia	Degree in Accounting Financial Management Framework	UNITECH (SI) DFL IPAM/SIGAS	Start 2011 – On unit basis IPAM to advise date
Johnson Sokeni	Bachelor in Accounting Financial Management Framework	USP (SI) DFL IPAM/SIGAS	Start 2011 – On unit basis 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 attendance in the afternoon.
  .
Monitoring/Staff performance:
- Monitoring tool to be drawn up for each to report on the daily work.
- Job descriptions to be reviewed during 2011 to check to reflect changes in duties with changes in staff.
- 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), replace one air conditioner, 1 new printer, work stations, chairs (3).
- 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.
- Ensure old files move to storage area so not too crowded.

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 (twice rather than once per year).
  - Email for provincial accountants.
  - Frequent distribution of reports to Head of Divisions (recurrent expenditure), from education authorities (status of grant releases).
  - Regular training for new 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, EA's on work performance and expenditure reports.
- On going training for Head of Divisions and MEHRD staff, Principals, Head Teachers, Education Authority staff on (new) Financial Regulations & approved budget allocation and Grant Management Procedures.
- Improved communication with HODs on poor requisition preparation and also reasons if there are likely to be delays with payments.
- Close checking of requisition before sent to PS for approval, includes funds available, FI adhered to and best price obtained.
- In close coordination with the PCRU-, TSD-, Inspectorate and HRD-division support the Education Sector Structure review recommendations for improved teacher management and stricter control by EA's on teacher absenteeism in the provinces.

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. Since last year the division has started to provide some on the job training (such as for open appraisal) and coordinate the training organized by IPAM. The division also organises 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

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

The manager is also responsible for

- o Distribution of tasks, proper co-ordination and monitoring of staffs under respective tasks
- o Job descriptions are clearly spelled out and distributed and explained to each of the staff. 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 6/7
Admin Officer [Registry] Level 6/7
Senior Typist Level 6/7.
Clerical Officer [Registry] Level 4/5
Receptionist/Typist Level 3/4

- **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

Name	Course name	Suggested Training provider	When
Margaret E Qoloni	HRD Management [of Public Servants]	Short Term Training	2011
Grace Koroi	Microsoft Word and Excel Processing of Payment Requests Stock Management	IT solutions, USP In-House Training Short Term Training	2011 2011 2011
Marylyn Wate	Diploma in Business Administration. Filing and Storage Data Analysis [Statistics-software]	SICHE Short Term Trainings Short Term Trainings	2011 continue 2011 2011
Jessie Faka	Registry Procedures of Govt. Secretarial Services Reception of Customers and handling of requests, queries etc.	IPAM IPAM Short Term Training	2011 2011 2011
Rita Bata'anisia	Diploma in Business Admin Data Management updating Security	SICHE Short Term Trainings	2011 continue 2011
Mary Niko	Secretarial studies Microsoft Excel	SICHE IT Solution	2011 2011
Donna Hasiau	Microsoft Word and Excel Internal Reporting System and Follow up on recommendations Contract Management of Fixed Term Contracts/Local International	USP/IT Solutions Short Term Training	2011 continue 27 March 2010 enrolment due date.
Julie Manusalo	Customer Service Delegation of Tasks	IPAM/Solomon Host] Short Term Training	2011 2011
Hemalyn Tolipio	Customer Orientation of Service Organizing good and quick feedback to range of different customers.	Short Term Training Short Term Training	2011 2011
Serah Houkura	Microsoft Word and Excel	USP/IT Solutions	2011

- **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.
  - Do regular open appraisal (bi-annually) of 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 with computer facility 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 1 computer, 1 Laptop for the division.
  - Ministry's File Index are yet for final printing.
  - Address housing problems, school fees, transport allowance, as to sick as to quick medication access.
  - Individual officers should be responsible for continuously taking care, maintain and clean up 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.
  - Improved service desk for receptionist (including computer for visitors' administration and basic administrative work that can be done in the meantime).
  - Improve communication by consultation, regular and timely feed back to responsible Authorities.

- o Clearly communicate feedback to all customers of administration division.
- o Improve on customer service to all customers including good telephone etiquette.

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Get clarity about manager's position in HRD/Admin-division. Current manager has been on sick leave for a long time.
- 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). Utilise the open appraisal forms. Make recommendations for individual and team/divisional improvements.
- Develop on the basis of all divisional HRD-plans one overall comprehensive Staff Development Plan for the Ministry which caters not only for training, but also for career planning and promotions. Have regular workshops, meetings about implementation of HRD in the Ministry.
- Extend these HRD-innovations and processes to Provinces.
- In close coordination with the Accounts, PCRU-, TSD-, and Inspectorate division support the Education Sector Structure review recommendations for improved teacher management and stricter control by EA's on teacher absenteeism in the provinces.
- Generally, monitor EA's performance much closer. Develop and update personal files of PEA's officers in the provinces against job descriptions. Document specific (disciplinary) cases. Encourage the other EA's to do the same, if not already done.
- Better utilise the share of the budget for local HRD-fund (about 250.000 SBD).
- Get advice from PCRU and short term TA to assist the Admin-division in managing the short term contracts for (local and some international) consultants.
- Improved and ethical selection and recruitment process. Utilise referees and get a better sense of motivation for working as public servant.

3) CURRICULUM DEVELOPMENT DIVISION AND EDUCATION RESOURCES UNIT

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

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

- **Job Descriptions**
  - o A review of the job descriptions and duties is completed

Positions (31 staff)

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

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

Secondary Section
- o Technology, Social Science, Mathematics, Agriculture, Science, Home Economics, English, Health Education and Business Studies
- o 3 Chairpersons for Physical Education, Christian Education and Arts & Culture

Primary Section
- o English, Mathematics, Social Studies, Health
- o 1 Chairlady for Science
- o No PCDOs for Christian Education, Physical Education, Creative Arts & Music and ICT

TVET Section
- o Principal Curriculum Development officer (RTC)
- o Curriculum Coordinator (TVET)

Recommendations:

Curriculum Unit

- o Primary Unit, require PCDOs for Christian Education, Physical Education, Creative Arts & Music & ICT- optional
- o Secondary Unit, require PCDOs for Christian Education, Physical Education, Arts and Culture & ICT-optional
- o Principal Curriculum Development officer - ECE. The post will be allocated under ECE establishment but will be housed at the Curriculum Development Division.

Administration

1. We recommend that there be two Chief Curriculum Development officers posts (Primary & Secondary Curriculum Units)
2. TVET and ECE. Posts for curriculum officers will be advertised
3. There are some PCDO's who haven't had their levels adjusted according to their PCDO posts since being appointed to CDD. We are waiting for our Head of Units to be trained on the new Open Appraisal system. Completion of such training by the CCDO and Heads of ERU and Production Units will assist the appraising of concern officers for the upgraded posts.

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

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

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

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

Recommendations:
- o 2 more telephone lines for CDD switchboard; 1 direct line for Production Section
- o 1 direct line for the teleconferencing phone. Currently is used with direct line 30738
- o An alarm system installed for the Production Unit. Phone to indicate incoming calls when machines are running.
- o ADSL (Broadband) internet system + networking system for ERU.

- **Staff needs**

  Essential areas to improve on and related to staff competency for effective work output or performance
  - o We suggest that current subject specialists to run in-house capacity building or to sent Personnel for off-shore short term training for all PCDO's including staff of ERU and Production units
  - o Long term specialized training for both professional and technical staff.
  - o IT training for staff.
  - o Capacity to address officer or personal needs
  - o Support to recruitment process – Division needs to be fully staffed in 2011
  - o 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 (Primary & Secondary)				
Linda Puia	Postgraduate studies – Curriculum Management & Evaluation	Victoria University of Wellington – NZ	2 Years	2012
Ian Waena	Postgraduate – Curriculum design & Assessment	James Cook University - Australia	2 Years	2012
David Sokaika	Bachelor of Education – Primary Mathematics curriculum	University of Queensland – Australia	3 Years	2012
Agnes Ne'e	Diploma in Administration	SICHE of offshore	2 years	2011
Production Unit				
Eunice Duna	Desktop Publishing	South Bank TAFE college, Australia	Short term	2011
Viqa Wong	Binding/Finishing	South Bank TAFE college, Australia	Short term	2011
Arnold Alepio	Printing processes training	South Bank TAFE college, Australia	Long term	2011
Michael Mamupio	Production management	South Bank TAFE college, Australia	Long term	2011
Education Resource Unit				
Albert Rex	Financial management	IPAM	Short term	2011
	Diploma in Business management	Offshore or SICHE	Long term	2012
Maclis Kaipua	Procurement & supply	NZAid or AusAid	Short term	2011
	Diploma in office administration	Eastern Institute of technology (NZ)	Long term	2012
Basil Naoka	Office administration	IPAM	Short term	2011
	Diploma in Business management	SICHE	Long term	2012
Jimmy Stanley	Warehouse management	Australia or NZ	Short term	2011
Assistant Stores person (vacant)	Inventory management	Australia or NZ	Short term	2011
Ruebenson Seni	Engine maintenance	SICHE	Short course	2011

Sam Tahisimae	Safety in the workplace training	Fire service	Short course	2011

- **Work Discipline**

This requires re-strengthening, monitoring and evaluation
  - Attendance register, monitoring system and evaluation
  - Use a systematic and open 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 with in 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 and Education Authorities
  - 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
  - Need a notice board, development of mass media materials (newsletter, brochures, preparation for radio, website and Membership of Regional Curriculum Association
  - Effective awareness on OBE model and curriculum approach
  - 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 DIVISION

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" or Extension 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 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.
- Trialing 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	Principal Education Officer-ECE	L8/9	Filled
3	Senior Education officer-ECE	L7/8	vacant
4	Senior Education Officers-ECE (9 provinces)	L6/7	9 post Filled & 3 new establishments
5	Principal CDO -ECE	L8/9	New Establishment –Curriculum Development Centre
6	Principal Inspectorate Officer -ECE	L7/8	New Establishment-Inspectorate Div.

Job Descriptions (See above, details with admin)

- **Communication**
  o To have regular informative meetings to update everyone of development/issues end of the month
  o Improve filling/information to flow.
  o Share ECE-programme information through MEHRD email access
  o To delegate duties to all officers
  o Officers to perform to their duty statement
  o Involve in radio broadcast organized by MEHRD
  o Public Relations need to be improved especially with clients outside.

- **Staff Needs**
  o In-service training for new officers (internal/external) relevant to the job.
  o Encourage officers to participate in conference/workshops, held in-country and overseas both MEHRD and province.
  o Capacity building: Officers are encouraged to be enrolled in any job-related training

Staff Development Plan

Name	Course name	Suggested Training provider	When
Bernadine Ha'amori	Master of Education IPAM Courses	DFL/Online University of Southern Queensland IPAM Honiara	2011 2011
Joanna Kekegolo	Certificate in Early Childhood Education (TOT) (2 weeks) IPAM Courses	SEED, Singapore IPAM Honiara	2011 2011
Crispin Dora	Diploma in ECE	USP/SI Campus	2011
Laisa Keniwa'ia	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
  2 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**
  o Education authorities.
  o Education secretaries
  o Individuals who want to start ECE schools
  o Teachers and parents
  o Organizations and researchers

- **Improvements required**
  o Make time line for visitors (Tuesdays and Thursdays) and
  o 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 finalizing its review of the inspectorate organisation. A new framework for the inspection has been approved, new standard assessment tools and a handbook for the whole school inspection. Now training of the teachers, school inspectors and EA's is planned in 2011 to practically work with the newly developed materials. The ultimate goal of this review is to assist in improving teaching and learning in the classrooms. 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 on time as required in the *National Education Action Plan 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 of its recommendations by schools and Education Authorities. However, the Education Authorities are very diverse in performance and capacity. The implementation of the recommendations from the review of the education sector structure hopefully assists in improving the education services to our main target groups, teachers, students and parents.

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 co-ordinate 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

Name	Course name	Suggested Training provider	When	Mode	Comment
Billy Arumae	Computing Skills (Word and Excel)	JAP Computers	2011		
	Diploma In Educational Leadership and Management and Change	USP/SI Campus	2010-2011	DFL	Current/On Program
Chris Sakiri	Word and Excel	JAP Computers	2011		
	Bachelor in Education	USP/SI Campus	2011	DFL	
	Monitoring, Evaluation and Reporting Courses	IMA	2011	External	Short courses
	Research in International Education Project Management and Policy Development in Educational Planning	NZAP, AUSAID	2010-2012	Online	Short course
James Niutaloa	Monitoring, Evaluation and Reporting Courses	NZAP, AUSAID, UNICEF, World Bank, UNESCO, World Vision	2011-2012	Online	Short courses
	Research in International Education Project Management and Policy Development in Educational Planning	NZAP, AUSAID	2011	Online	Short courses
	Monitoring and Evaluation of TVET Institutions	PNG TVET Inspection	2011	External	Study tour
Charles Rouikera	Educational Evaluation and Assessment	USP/SI Campus	2012	DFL/Full time	
Sam Puka	Educational Evaluation and Assessment	USP/SI	2011-2012	DFL	
	Educational Cost Analysis	IIEP, UNESCO	2011	Online	Short courses
Joseph Tangi	Diploma In Educational Leadership and Management and Change	USP/SI Campus	2010-2011	DFL	Current/On Program

John Manengelea	Diploma In Educational Leadership and Management and Change	USP/SI Campus	2010-2011	DFL	Current/On Program
Elvis Kikolo	Diploma In Educational Leadership and Management and Change	USP/SI Campus	2010-2011	DFL	Current/On Program
Abraham Tahia	Diploma In Educational Leadership and Management and Change	USP/SI Campus	2010-2011	DFL	Current/On Program
Constance Nasi	Master of Assessment and Evaluation	Melbourne University	2011-June 2012	External	ALA
	Statistical tool and Educational Planning	IIEP-Paris	2010	Online	Current/On Program
Veronica Toben	Education Project Management and Planning	IIEP-Paris	2011	Online	Short courses

- **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 regional or international institutions or organizations.
  - 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.
  - Organize appraisal interviews bi-annually and produce report on each officer using approved format.

- **Monitoring/Staff performance**
  - Officers to identify key performance indicators in their various areas of responsibility to ensure the task is done in a given time frame.
  - Make a checklist of the tasks to be carried out with deadlines and targets 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.
  - Utilise the 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 properly secured and 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:
- o Education secretaries, school inspectors, teachers, school chairpersons, committees, MEHRD staff and donors.

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

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

6) 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.

I.   INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

The SI National Commission currently has the following structure:-

1 Chairman	Minister for Education
1 Secretary General	Under Secretary (Admin)
1 Deputy Secretary General	Director (Secondary)
1 SI National Commission Secretary	
7 Commissioners, representing: - Education - Science/Conservation - Culture - Communication - Youth - Women - Human Science	

The activities of the National Commission are co-ordinated, administered and facilitated by the Secretary which is a permanent post supervised by the Secretary General.   The seven Commissioners are representatives from UNESCO's line Ministries and institutions or non-government Organization. The National Commission Secretary has an office in the Ministry of Education and Human Resources Development.

- **Job Descriptions**

Post	Description
Chairman	Receives and sends formal communication on behalf of SI Government from and to UNESCO or other UN Agencies, Chair meetings of the National Commission.
Secretary General	Oversee the activities and programs implemented through the office of the National Commission.
Deputy Secretary General	Assists the Secretary General
Secretary	Provides the overall administration, co-ordination and monitoring the implementation of UNESCO's activities and programs in the country.
Commissioners	Co-ordinate the implementation of activities and programs under their special field.

- **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**
  - Involvement in Task force that relates to UNESCO disciplines
  - Training to better understand UNESCO as an organization and how it operates.
  - Training in the roles, responsibilities and functions of the National Commission.
  - Attend regional/international meetings and trainings to ensure that knowledge and skills in UNESCO-areas are updated and the Solomon's' Office can keep up with the National Commissions in other countries.
  - Need an assistant to assist in the massive logistics and general running of the office

Staff Development Plan

Name	Course name	Suggested Training provider	When
Christina Victoria Bakolo	Education and Planning	UNESCO, Paris	October 2011
	Policy Development	USP/IPAM	2011
	How to run a successful meeting	IPAM	2011
	Human Resources Development Courses	USP Campus ,SI	2011

- **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
  - Provide sufficient good working desks.

III.   EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

- **Regular and potential/target groups**
  - Public, Ministries, NGO's, UN-Agencies.

- **Improvements required**
  - Awareness of UNESCO role in the country 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 as well
  - 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

- o Appointment of a full time Secretary General and additional staff of the National Commission.
- o Effective communication between SI NATCOM, Head quarter in Paris, and UNESCO Cluster Office in Apia.
- o Monthly meetings of the National Commission for Commissioners to report on their field of expertise.
- o Needs stronger monitoring from PS and secretary general to avoid the NatCom-account is utilized for other business.
- o Large sum of funds released to project coordinators has to be properly facilitated to guarantee that there is accountability of the funds given.

7) 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, email and printer

- **Job Description**
  - Facilitate all meetings of the board and its subsequent sub-committees.
  - Coordinate development of policy areas including reviews of existing policies.
  - Assist PCRU/Admin with the selection and contracting of consultants hired for the policy process.
  - Assist PS with development of Cabinet Papers.
  - Assist Minister with explanation on all policies and good presentations to Cabinet.
  - After approval, disseminate policy content to target groups (schools, communities, teachers, students, EA's, other Ministries and MEHRD-staff)

- **Communication**
  - Communication to the Provinces 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

- **Staff Needs**
  - Staff appraisals with Admin to be followed up
  - Merging of UNESCO and NEB-secretariat to be reflected in establishment under the agreed remuneration
  - See also staff development plan under NatCom, as the secretary combines work for both Natcom and NEB.

- **Work Discipline**
  - Office space is very lacking and move to other room is needed.

- **Monitoring/Staff performance**
  - Office to work closely with Under-secretary (Administration)

II. WORK ENVIRONMENT

Necessary improvements
- **Basic Office Equipment**
  - This office must have its own Laptop, external drive for document back up and Projector for its own meetings. NEB cannot rely on any other machines because there are too 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 encourage establishment or support to provincial boards

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Make visits to EA's and Provincial Secretaries and organize meetings to find out areas of difficulties and need for policy development**.**

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8) NATIONAL EXAMINATIONS STANDARD UNIT

The National Examinations Standard Unit has the following objectives to:

- Provide professional and technical advice 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 year 6, SIF3 at year 9 and the SISC at year 11.
- Assist in the administration of year 12 (PSSC) that is directly under the South Pacific Board for Educational Assessment (SPBEA) qualification frame work.
- Develop a national PSCC
- Administer the promotion of students based on the selection procedures guided by the Legal Notice 9.
- Issue 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 and EGRA.
- Advise 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 monitor and implement a national policy for learners' assessment.
- To participate in the regional pilot on benchmarking for education quality (implemented by Samao, PNG and Solomon Islands' Ministries of Education)

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

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**

NESU division has never had any Director confirmed as yet since 2005. In addition, a Chief Education Officer (Exams) has always been the acting Director ever since, plus 2 Principal Education Officers and a Secretary. NESU has adopted a more open type of leadership role and mentoring with more delegation to staff members.

- **Job Descriptions**

Director	12/13	272-00061	Vacant	
Chief Education Officer (NESU)	10/11	272-00062	Mary	Hanadarana
Principal Education Officer (Exams)	8/9	272-00063	Kathleen	Sikapu
Principal Education Officer (Standards)	8/9	272-00064	Linda	Wate
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**
  o Discussions are held openly among the staff and ideas are being shared. Since communication is open, problems are being solved in a timely manner.
  o 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.
  o In our case, the access to emails has greatly improved our data/ information collections as more schools or EAs' start accessing emails or internet. Most of our enrollment forms can be updated directly from emails which will help greatly if all schools have email.
  o We have adopted an information pack system that is readily available to all secondary schools. However, in the future, it would be nice to have a website to upload and download information that can be used by schools, Education Authority and the rest of the public.
  o 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.
  o For the purposes of confidentiality, NESU needs a separate Server (ADSL) for its data storage. Currently, it is sharing with CDD and stored data can be accessed from there which is not safe for NESU.
  o Currently, it has one office phone that is currently used by the Director's room and the rest of the staff. If it can have a Telephone Extension System would be ideal for such an office.

- **Staff Needs**
  o 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 have not yet a realistic SDP for specialized skills; most of the staff is sent undergo general administrative trainings.
  o 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.
  o The division will be more pro-active and take an initiative in identifying and requesting specific skill training from SPBEA. Specific training was requested for ARTTLe, Life-skills and Exam Preparation in light of the Nationalisation of PSSC. One staff member was involved in the workshop for benchmarking education quality, for which there will be a regional pilot from which a lot is to learn about assessment of literacy and numeracy and monitoring learners' progress. For all these new and innovative tasks at least 1 extra permanent staff member (PEO-level) is needed and based on capacity and time availability of the division, also some short term TA.

Staff Development Plan

Name	Course name	Suggested Training provider	When
Kathleen Sikapu	International Computers Driver's License	IPAM	Feb-May 2011
	IT Maintenance	IPAM	
Tina Kisina Moli	International Computers Driver's License	IPAM	Feb-May 2011
	Certificate in Business Administration	IPAM	
Linda D Wate	Budgeting	Mathew Abel (Accounts)	
	Monitoring of Progress or Impact of	Any course available in	

	teaching and learning	this area	
Mary Kejoa Hanadarana	Power Point Presentation Skills Appraisal System and meetings with Staff	IPAM IPAM	March 2011

- **Work Discipline**
  - o Working in any assessment environment requires commitment and dedication.
  - o Setting deadlines will also help to meet the overall results produced in a timely manner.
  - o 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 is still not fully resolved at NESU. However, request is sent annually for additional help during peak times from other divisions. 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:
  - o Timeline is followed strictly although some tasks are being dragged by other key players or contributors especially the exam markers.
  - o Management and delegation of tasks to fully utilize the staff capacity, capability and time needs more improvement. Responsible staff must always plan ahead to ensure that rest of the staff are aware of the next line of tasks.

II. WORK ENVIRONMENT
- **Necessary improvements**
  - o 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.
  - o Conducive office space is needed to accommodate all our needs, e.g. filing, storage, marking, workshops, visitors, etc.
  - o With the current working space there is limited room to welcome visitors, clients, to accommodate all other necessities.
  - o Needs laptop replacement and 2 replacement new computers (SISTA and ARTTLe).
  - o 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:**
  - o Schools
  - o Education Authorities
  - o Public Colleagues
  - o CDD
  - o Regional institution (SPBEA).
  - o MEHRD
  - o SICHE
  - o Ministry of Finance
  - o Private Business houses

- **Improvements required**:
  - o *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.

- o Schools to have access to email services so that forms can be sent by email and uploaded into ATLAS. Saves time and energy to retype whole school lists again.
- o *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 since 2010; an further increase to 4.8 million (from 3.8 million in 2010).
- o *CURRICULUM*
  - Examination prescription updates are still pending with the current review on syllabus.
  - SBA for the optional subjects were requested, but only one subject was submitted (Social Studies). Other 4 subjects yet to be submitted.

IV. IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- Review of job descriptions.
- Monitoring of job performance and attendance.
- Prepare NESU-information package for all EA's (to be shared with primary and secondary schools).
- Request specific skills training for staff from SPBEA and/or other organizations in the region.
- 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 learners' assessment and monitoring the quality of education, especially the proposed PEO (for the nationalization of PSSC and the work with stakeholders (e.g. development partners) on development of early grade assessment) is urgently needed.
- Needs an auxiliary staff (cleaner) or the cleaner from the Tongs-building need to come to NESU as well.

9) 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 disseminate information through the establishment of Public Libraries, School Libraries, Mobile Library Service, Provincial and Community Library Services.
- Provide Library Services to Government Departments, Authorities and Institutions including schools and others requesting libraries.
- 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.
- Support the school curriculum.

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 seven established positions 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 TWG's in the Ministry.

- **Job Descriptions**
The job descriptions for the following positions will be reviewed next 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 (internal/external) relevant to the job
  - Encourage officers to participate in workshop/conferences held in- country and overseas
  - IT training
  - Monitor and attend IPAM courses
  - Consult with Admin. on staff accommodation
  - Capacity building – officers are encouraged to be enrolled or attend any job-related training.

Staff Development Plan
Department's training priorities for 2011

Areas	Course	In-house/Institute	When	Names
ICT and Communication	MS-software: Word	IPAM	Different dates	Claudette, Lillian, Samuel
	Excel (basic and advance)	IPAM		Margaret
	Microsoft office Access	IPAM		Jackson
	Power Point Presentation skills	IPAM	Different dates	Jackson, Margaret
	Outlook/Internet	IPAM	Different dates	Claudette, Lillian, Samuel
	Customers Services	IPAM	Different dates	Claudette, Lillian, Samuel
	Public relations	IPAM	Different dates	Claudette, Lillian, Samuel
Administration	Report Writing	IPAM	Different dates	Jackson, Margaret
	Managing Meetings	IPAM	Different dates	Jackson, Margaret
HRD	Appraisal systems and meetings with staff Mentoring, coaching and counseling of staff	IPAM		Jackson
	Public Service Procedures	IPAM		Lillian
Management of staff and division	Library Studies	USP Laucala Campus	2012	Jackson
		USP (SI) Centre	2011	Claudette, Lillian, Samuel
Planning and budgeting	Budgeting	In-house	2011	Jackson, Margaret
Other matters	Hygiene and cleanliness in the office	In-house		Anna

- **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
  - Laptop
  - Fax machine
  - Video screen and deck
  - 2 desktop
  - Shelves
  - Tables and chairs
  - 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
  - Schools
  - Libraries
  - Education Authorities
  - Students
  - Public
  - Book Suppliers

- **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

10) 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 (NTC) and ensure that all NTC's decisions on training policies are implemented;
2.	To co-ordinate all training supported by SIG and Development Partners 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 scholarship awardees 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*:*
  o	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.
  o	Assess the current staff training needs and making recommendations for capacity building for staff;
  o	Assess and improve the existing procedures for attending to public queries and correspondences and making improvements where required;
  o	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;
  o	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 2011*:*
  o	Assistant Administration Officer (Accounts)	- Level 5/6
  o	Principal Administration Officer (Counseling/guidance)	- Level 7/8 (Vacant)
  o	Principal Administration Officer (Data)	- Level 8/9 (Vacant)
  o	Secretary to NTC	- Level 10/11
  o	Chief Administration Officer	- Level 10/11
  o	Director	- Level 12/13

- **Communication**
The assessment of the current leadership and management scenario of the division will be done through the following approaches:
  o	Having one-on-one discussions with staff.
  o	Having weekly staff meetings.

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

- **Staff Development Plan**

Name	Course Name	Suggested Training Provider	When
Hudson Kupenga	Planning and Budgeting	In-house	2011
Emmanuel Seuvia	ICT and Communication	IPAM	2011
Claire Damutalau	Monitoring of progress or impact	World Bank	2011
Robert Peupelu	Administration	IPAM	2011
Selu Maezama	Management of Staff and Divisions	External	2011

- **Work discipline**

The issue in communicating with the Public queries and incoming correspondences will be dealt with in the following manner:
- o 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.
- o To device an appropriate procedure to circulate correspondences requiring staff attention.
- o To device a system of check that ensures all staff are aware of issues relating to the division.

- **Monitoring/Staff performance**
- o 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.
- o 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
- Slowness of all computers; they might need to be replaced because of age

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS
Regular and potential/target groups
- AUSAID
- NZAP
- 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 (could be the same as the receptionist working under Admin/HRD)

11) 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 SWAp, the Sector Wide Approach, there is a need for better coordination between the different national, provincial education action plans and school development plans, the project support from some of the development partners and other stakeholders and the coordination between the different core Ministries involved in the education sector. PCRU's main roles are to:

- Lead and co-ordinate the planning, monitoring, reporting and review process in the education sector;
- Develop, review three-year National and Provincial Education Action Plans, school development plans and annual working plans at all levels (national, provincial and schools);
- Assist in preparation of the recurrent and development budget for the Ministry in close co-ordination with accounts and other stakeholders like the provinces and development partners;
- Assist the Sector Co-ordination Team, Heads of Division meetings
- Provide advice to the National Education Board, Permanent Secretary, ESGC and ESCC on strategic planning matters;
- 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 and regularly review the Solomon Islands Education Management Information System and the Performance Assessment Framework (PAF);
- Develop coherent and strong supporting the areas of planning/budgeting, monitoring and reporting 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 Policy and Action Plan on the basis of a sector wide assessment of school infrastructure;
- Coordinate and provide support to the implementation and monitoring 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 and regular production of data analysis and education sector reports (bi-annual reporting and PAF);
- Analysis and provide users friendly presentation of data to all educational stakeholders;
- Conduct relevant training on SIEMIS for SIEMIS-core team and other MEHRD-officers;
- 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.
- Assist the senior management with the implementation of recommendations from the Education Sector Structure review 2010.

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 2-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 it has subunits which 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 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
SIEMIS/software specialist	L8/9
2 Planning Data officers	L6/7
IT-management and maintenance basis	outsourced to companies on half year evaluation

- **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 NZAP short term programs/TAFE IPAM	2012 2011
Anita B, DPO	Short Term courses on project management	NZAP short term programs, TAFE	2011
Sophie K, DPO	Short Term courses on project management	NZAP short term programs/TAFE	2011
Benjamin Rockson	Short courses on Quantity Surveying or Building Technology	NZAP short term programs/TAFE/JICA	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 NZAP short term programs/TAFE/JICA IPAM	2013 2011 2011
Joe Ririmae	Research in International Education Management and Policy Development Monitoring and Evaluation NZAP short term programs Introduction to management	MEXT, Japan's Government, NZAP NZAP IPAM	2011 2011 2012

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 increased 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 studies need 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

12) 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 good quality 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:
- Assisting in gathering data about the number of boys and girls enrolled at each level in each primary school.
- Assist in registration of schools.
- Ensuring there is 100% participation in primary schooling, also of girls and children with special needs.
- Undertaking 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 based curriculum (OBC).

1.3 TEACHERS
To improve teacher supply and teacher quality for primary school sector by:
- Ascertaining and monitoring the attendance of teachers and advice the EA's with HRD-matters.
- Assist in the development of the Teacher Service Handbook and its correct implementation.
- 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 DEFL.
- 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 monitoring tours.
- 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. Monitor correct use of the grants and assist with timely retirement of school grants.
- To support whole school development plans and training to school committees/boards.
- To monitor the implementation of the 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 for the administration and implementation of the Education Act, the Constitution and the statutory requirements in all registered Primary schools. The division is fully aware of the principles and challenges in our Human Resources Development plan (HRD) 2011. 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**
  o Current Structure: 1 Director who manages 1 CEO,1 PEO
  o The director will delegate duties to all officers
  o Other officers perform to their job descriptions/duty statements
  o Director will organize at least 2-weekly staff meetings

Job Descriptions
  o Besides the job description officers can be involved in other related tasks. e.g. TWG's
  o To accommodate all these changes, the duty statement of all officers had been reviewed.

- **Communication**
  o For improved communication the director and primary division staff, one office working space should be reviewed.
  o Continue regular informative meetings to update each other on current development issues.
  o Consultative discussions with other divisions for information sharing.

- **Staff Needs**
  o In-service training (internal/ external) relevant to the job description.
  o Capacity building- officers are encouraged to be enrolled in courses offered
  o Re-enforcement of computer training and other necessary skills for job improvement

Staff Development Plan

Name	Course name	Suggested Training provider	When
Marion D. Luihenua (PEO)	Public Service Procedures - Admin - Management - Financial instruction - General Orders - Training in SIEMIS	IPAM UNIQUEST	2011
Silas Bako (CEO)	Admin/Management	IPAM/SIG	2011
Benedict Esibaea (Director)	Admin/Management Leadership	IPAM	2011

- **Work discipline**
  - 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
  - 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 2011.

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 programme

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

13) SECONDARY DIVISION

Introduction

The Secondary Division has similar roles as the Primary Division. However, its main divisional functional roles and responsibilities focuses on the secondary school system especially on the expansion of schools to cater for the upper bracket of the good quality Basic Education as stipulated in the National Education Action Plan 2010 -2012 and the Education Strategic Framework 2007-2015. In the areas of access, quality and improving management of human and financial resources, the Division collaborates with other divisions of MEHRD and the Education Authorities. Also with the Sector Wide Approach (SWAp) undertaken by the Ministry of Education and its development partners, the Secondary Division will participate in any relevant Technical Working Group. The division has the following objectives:

Objectives /Goals

- To implement the Basic Education Policy and Fee Free Education Policy;
- To improve equitable access to quality basic education for all young Solomon Islanders and to create good quality senior secondary education;
- 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 be utilized by TSD, TTDD and SICHE(SoE);
- To support the National Teacher Education and Development Policy and Action Plan (In-service/Pre-service);
- To strengthen the School Boards and Management Committees, operating well and monitored by EAs and support the implementation of School Committee/Board training and school constitution (part of Basic Education Policy);
- To develop a policy for the development and implementation of senior secondary schools throughout the Solomon Islands by July 2011;
- To develop a policy for registration and opening of new schools by July 2011;
- To assist ICU to develop and implement and monitor a school infrastructure development plan for all secondary schools;

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Leadership/organization/delegation**
  - o This requires short term in-service training and mentoring to inject the necessary skills and knowledge to maximize the input. It is envisaged that the leader will acquire and practice a shared, open understanding with staff and show a parallel leadership style.
  - o Delegation of duties must be clear and encourage consultation and talked openly about
  - o Staff team building must be looked at and improved by better delegation and distribution of tasks and open discussions.
  - o Participation in the TWGs by different staff will be encouraged.
  - o Regular staff meetings (at least monthly) will be held.

- **Job Descriptions**

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

- o It is important to re-look at job descriptions to maximize output.
- o Identify cross-cutting job tasks which need to be clearly delegated.

- **Communication**
  - o At least 12 Divisional Meetings per year should be scheduled and attended by whoever is available.
  - o Produce handover notes if one goes on tour.
  - o Informal in-house meetings to be encouraged so that views are shared as well and to gauge progress of work.
  - o Fortnightly work activity schedules for each officer to be drawn up to enhance implementation and monitoring of divisional work programme.

- **Staff Needs**
  - o Staff to be encouraged to undertake on the job training in line with HRD Plan 2011.
  - o Mentoring of staff specifically for administration and management capacity building.
  - o Consult with Administration on staff needs especially with their accommodation.
  - o Staff must be remunerated according to the established position held and its due entitlements.
  - o Identify staff needs and organize tailored courses for officers and teaching staff at secondary schools.
  - o 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

Name	Position	Course name	Suggested Training provider	When
James Iroga	Director-	Management course Excel Computer training	USP, Honiara IPAM Other providers	2011
James Bosamata	CEO	Master in Ed	Waikato, NZ	2011
David Sanga	CEO(Ag)	Public Services Course Excel Computer training	IPAM Other providers	2011
Ruth Waririu	PEO	Educational Management	USP-Course, Honiara	2011

- **Work Discipline**
  - o Reinforce rewards to encourage inputs and outputs by officers.
  - o Advise and be firm in principle to staff.
  - o Encourage proactive discussion with officers which needs to open and honest.
  - o Encourage good working habits amongst officers and adhere to it.
  - o Encourage study visits to a neighboring country to learn and gain experience from and to boost performance.
  - o Officers must take leave or extended leave.
  - o Officers deserve commendation certificate or letter by responsible officer to acknowledge officer's achievement for their excellent service.
  - o Foster a good working relationship amongst officers

- **Monitoring of Staff Performance**
  - o Set datelines on tasks delegated and keep checking by consulting to see progress of work
  - o Revise weekly schedule of activities.
  - o Where necessary advise officers in their difficulties or on any unclear information/policies/regulation etc.

- o 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. There is also a need to improve the office facilities:
  - o 2 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.
  - o Filling
    - 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 in achieving the desired NEAP-goals. The regular and potential customers/target groups are:
  - o Education authorities
  - o Board of Management and Communities
  - o School Administration and schools
  - o SICHE especially on teacher training issues
  - o NGO's
  - o UNESCO
  - o Waimapuru National Secondary Secondary School.
  - o King George National Secondary School.

- **Improvements required**
  - o 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.
  - o 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.
  - o 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.

III. **IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS**

- Job descriptions have been revised and will be discussed and updated through divisional meetings.
- Organise 12 regular staff meetings in 2011
- Develop 2-weekly work schedules.
- Strengthen support to provinces and schools
- Participate in relevant TWG's
- Improve work environment
- Manage visitors

14) TEACHING SERVICE DIVISION

INTRODUCTION

The Teaching Service Division is established as the administrative office of the Teaching Service and 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) Regularly update any changes in teacher establishment in the SIEMIS-manpower data base
f) Regularly inform the payroll-management about any changes in the establishment.
g) Deal with salaries of teachers appointed by the Teaching Service Commission (TSC).
h) Implement all policy matters that are approved by the Solomon Islands Government
i) Manage the teacher establishment and budget process for teacher establishment, which includes salaries, allowances, travel and long service benefits.
j) Work closely with all employers (EA's) to manage teachers in a better way and within the budget ceilings set by the Ministry of Finance and Treasury.
k) Implement decisions of the Teaching Service Commission.
l) Develop and review the national scheme of service and teaching service handbook for teachers.
m) Maintain professional and administrative links with Education Authorities, SINTA and any other stakeholders dealing with teacher related issues.
n) Implement any such other functions the Teaching Service Commission (TSC) may delegate to it.

I. INTERNAL ORGANISATION AND HUMAN RESOURCES

- **Approved TSD establishment and manpower for 2011**

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

- **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**
  - Fill in position of chief education officer
  - Urgently fill in the staff appraisal forms and update the divisional Staff Development Plan on the basis of these appraisals to enhance performance.
  - Staff requires feedback from appropriate division and commission on the outcome of their assessment.

Staff Development Plan

Name	Course name	Suggested Training provider	When
1. Rolland Sikua	Diploma Public Administration	USP (SI Centre)	2011
2. Judith Teiykala	Masters in Business Administration	USP (SI Centre)	2011 - 2012
3. Chris Mae	Diploma Information Technology/Basic Statistics	USP (SI Centre)	2011
4. Silverio Mangapanga	B Ed (Leadership & Change)	USP, SI Centre	2011
5. Alice T Baru	Diploma Public Administration	SICHE, School of Finance	2011
6. Audrey Qula	Diploma Public Administration	USP (SI Centre)	2011
7. Janet Ramo	Diploma Public Administration	USP (SI Centre)	2011
8. Mellisah Kologeto	BA Management	USP (SI Centre)	2011
9. Argenta Aumana	Diploma Finance & Administration.	SICHE, School of Finance	2011
10. Grace Wale	Certificate (Business and Admin)	SICHE, School of Finance,	2012
11. Norman Donua	Certificate (Business and Admin)	SICHE, School of Finance.	2011
12. Riding Sau'e	Diploma Finance & Admin.	SICHE, School of Finance	2011

- **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 forms for staff assessment appraisals. Assessment to be carried annually to identify strengths and weakness of staff work performance.

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 is 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.

15) NATIONAL 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 TTDO are:
- To explore options that will increase 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 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 in the future one for each Province in the country and to recruit an additional staff for the position of PEO next year 2010 as it is currently vacant. Currently the Division is headed by a Divisional Director. The positions, salary levels and functions of the Division's current officers are as outlined below.

- **Establishment and Organization Chart for TTDO in 2011**
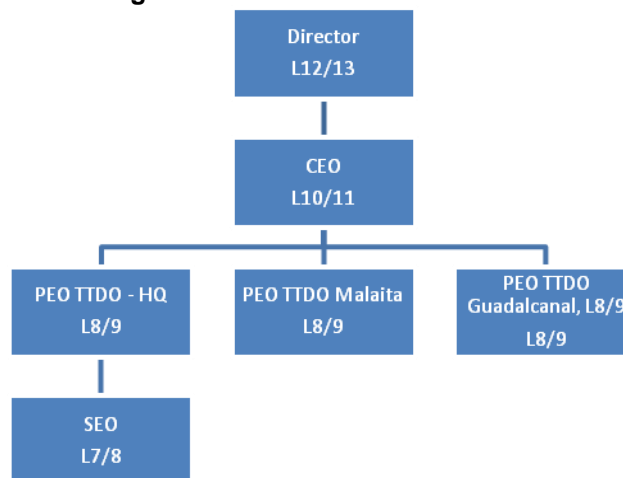
- **Job Descriptions**

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. At the moment the tasks and positions are as follow:

Director (TTDD): The core duties of the post are to:

1. To lead in, manage, execute and maintain an overall view of Teacher Education, Development and Training programmes in accordance with SIG policy statements.
2. To ensure effective functioning of the National Teacher Education and Development Committee (NTEDC), including reporting and execution of decisions of the Committee.
3. To prepare annual work programmes, human resource plans, reports, project proposals, teacher education scholarship schemes, budget estimates, manage and approve expenditures for all teacher education and development programmes.
4. To assist in the management of technical assistances, including the design of Terms of References, contracting implementation relating to functions and projects under the Division.
5. To establish linkages with key teacher education providers with a view to develop innovative teaching and learning opportunities to teachers.
6. To lead in the development and the review of teacher education programmes and policies to cater for necessary innovations, projections and expansions in relation to identified teacher training needs.
7. To be the focal point of contact for partnerships, negotiations and public relations; and to strengthen linkages and work programmes with all key stakeholders and organizations within Government and with NGOs.
8. To assist in the management of DFL delivery of teacher education programmes, including seconded staff based in Provinces.
9. To lead and manage subordinates in accordance to SIG policies and regulations.
10. To delegate responsibilities to subordinates from time to time as and when the needs arise.
11. To perform other duties within the scope of the Ministry's policies and plans as may be directed by the Undersecretaries or PS.

Chief Education Officer: The core duties of the post are to:

1. To assist the Director in leading, managing, executing and maintaining an overall view of Teacher Education, Development and Training programmes in accordance with SIG policy statements.
2. To contribute to the effective functioning of the National Teacher Education and Development Committee (NTEDC), including planning of meetings, reporting and execution of decisions of the Committee and its sub-committee as directed by the Chairperson.
3. To assist the Director in the preparation of annual work programmes, human resource plans, reports, project proposals, teacher education scholarship schemes, and budget estimates for all teacher education and development programmes.
4. To assist in the supervision of technical assistances in the area of Teaching programmes by Distance Education, from the design of Terms of References, to contract implementation and evaluation.
5. To take responsibility for the coordination of all phases, systems development and reporting in the pilot of the Certificate in Primary Teaching by Distance Education in Guadalcanal and Malaita Provinces and any subsequence extension and expansion of the programme in the country.

6. To take responsibility for the management of technical and professional functions and related entitlements of staff involved in implementing teacher education programmes by Distance Learning, including mentors and seconded Divisional staff based in Provinces.
7. To establish electronic database and manual filing system for effective record keeping of Teachers-in-Training (TITs) pursuing studies by Distance Education leading to the Certificate in Primary Teaching.
8. To establish linkages with key teacher education providers and organizations with expertise in the area of Distance Education with a view to develop teaching and learning opportunities to teachers and students through Distance Learning.
9. To assist the Director in the development and the review of teacher education programmes and policies that cater for necessary. Innovations and projections to meet identified teacher training and development needs of communities.
10. To assist in leading and managing subordinates in accordance to SIG policies and regulations.
11. To perform other duties within the scope of the Ministry's policies and plans as may be directed by the Undersecretaries or PS through the Director - TTDD.

Principal education Officers: The core duties of the post are to:

1. Assist the CEO-Teacher Training and Development in overseeing the functions of the Teacher Training and Development and to perform other supervisory duties delegated from time to time.
2. Lead in the Training Needs Analysis of the Teaching profession.
3. Assist in the design and facilitation of professional development short term training programmes relating to the training and development needs of teachers.
4. Manage the training of Untrained Teachers, jointly with SICHE's School of Education and other stakeholders.
5. Assist in implementation of Work Programmes and policy matters relating to teacher training and development.
6. Liaise with teachers regarding the training and development needs of teachers.
7. Liaise with the National Training Unit and National Training Committee relating to the In-service and Pre-service training and development needs of teachers.
8. Assist in producing and updating electronic data on teacher training and development activities.
9. Assist in producing Teacher Training functional reports to stakeholders.
10. Assist in acquiring information through SIEMIS and other sources that will facilitate the teacher training planning process.
11. Liaise with Senior Education Officers (TTD) in Provinces.

Senior Education Officer: The core duties of the post are to:

1. To assist in the implementation of the Teacher Education, Development and Training policy, plans and programmes in accordance with SIG policy statements.
2. To provide learner support services to officers and mentors based in the provinces in the implementation of the Certificate in Primary Teaching programme by Distance Education in a pilot in Guadalcanal and Malaita Provinces and subsequent extension and expansion of such programme or similar ones throughout the country.
3. To assist in the preparation of annual work programmes, develop budget estimates, procurement of materials, raise payments, ensure timely deployment of resources and keep records of financial expenditure of the Division in the pilot project for Teachers-in-Training (TITs) by Distance Education.
4. To develop and review annual work plans outlining how specific activities of the National and Provincial Education Action Plans (NEAP and PEAP) in the Certificate in Primary Teaching by Distance Education pilot project for TITs in Guadalcanal and Malaita Provinces will be implemented.

5. To facilitate effective communication with education authorities, mentors and other stakeholders regarding the delivery of the Certificate in Primary Teaching by Distance Learning.
6. To manage electronic and manual filing systems, gather and store data in an accurate database on TITs pursuing studies in the Certificate in Primary Teaching by Distance Education, and retrieve data to decision makers when requested through the Divisional Director.
7. To assist seconded staff in Provinces and make monitoring and evaluation visits to TITs pursuing the Certificate in Primary Teaching by Distance Learning.
8. To assist in the delivery of professional development programmes and in-service training activities.
9. To perform other duties within the scope of the Ministry's policies and plans as may be directed by the Undersecretaries or PS through the Divisional Director.

The teaching profession currently exceeds 7000 and there is a need to fully cater for its training and development needs in the areas of leadership and management, teaching and learning skills. The profession is also facing new demands in a rapidly changing society, where communities and other stakeholders are demanding quality education requiring teachers to have multi-facet skills. To effectively serve such an enormous demand, the TTDD needs to make a full review of all job descriptions, the Division's structure with a view to deliver its services in the provinces.

In terms of internal organization relationships, TTDD plans to increase and improve the:

- Coordination of tasks within the Office by regular staff meetings,
- Implementation of the National Teacher Development Plan, 2010-2012 and National Teacher Education and Development Policy Statement, 2008 by continuing with the work of the National Teacher Education and Development Committee (NTEDC) and the Project (for CTPDE) Coordination Team meetings.
- Coordination of office functions with other Ministry Divisions, in particular CDD, ECE, Primary, Secondary, TVET, TSD, NTU and Inspectorate Divisions as well as the MEHRD Coordination Team.
- Delegation of more challenging tasks to office staff, including membership of Technical Working Groups and Committees.
- Overall Annual Work Plan with regular review to accommodate changes.
- Reviewing, re-defining and clarification of responsibilities according to job descriptions.
- Allocation of new tasks to officers
- Establish strong mentoring support system for TTDD officers based in provinces.

- **Communication**
  - o Meetings – Divisional Staff meetings on a more regular basis for purposes of information sharing, participatory decision making, effective work programme implementation and to inform management of progress.
  - o Frequency of Meetings – Fortnightly Divisional formal staff meetings and reporting to inform of progress
  - o Stakeholder communication – TTDD will assist stakeholders to have access to email. Newsletters and information fliers to share information on TTDD roles and tasks.
  - o Participation in MEHRD radio programmes.
  - o 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**:
  - o 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, DEFL, on-line e-Learning,

workplace visits, in-house organizational training, local and overseas conference/workshop attendance.

- o Assist the two 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 2011.
- o 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.
- o 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

Name	Position	Current qualification	Proposed qualification	Proposed provider	Proposed year for study	Action
Stanley Karuo'o	Director		Masters of Business Administration (MBA)	USP/Honiara-Summer School.	1st Semester 2011	
Elvis Kekegolo	CEO-TTDD	Bachelor in Public Administration & Management & Education.	Masters of Business Administration (MBA)	USP/Honiara-Summer School.	Semester I 2011	Completed MBA432 & MBA 433 in 2010-Ten more units to go - continue in 2011 and complete in 2012.
Josette Batanisia	SEO-TTDD	Bachelor in Education (Primary)	Postgraduate Diploma in Education	USP, Honiara		
Michael Houkaria	SEO-TTDD	Certificate in Business	Bachelor in Accounting	USP Centre	Semester I, 2011	
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**
    - o Management support to improve individual staff performance and team building,
    - o Good time management,
    - o Self motivation,

- o Creating conducive work environment, including rewards management, improving physical workplace, health and safety, training and development,
- o 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,
- o 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**
  - o Performance assessment (Open Staff Appraisal): Bi-Annual Staff Appraisal that assesses staff performance over the past year 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**
  - o TTDD has moved to SICHE Panatina and has improved the office with better communication and computer facilities.

- **Visitors**
  - o Customer consultation time management.
  - o Information fliers and newsletters on roles and activities in the TTDD.
  - o TTDD as a point of contact in sharing information on teacher education and development opportunities.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS

- **Regular and potential/target stakeholders:**
  - o Education Authorities,
  - o Individual Teachers,
  - o School Principals,
  - o Education Training Providers including SICHE, USP, PNG, regional and other institutions of education,
  - o Scholarship providers,
  - o Funding agencies including NZAID, JICA,
  - o UNESCO, UNICEF
  - o Other Government Ministries,
  - o NGOs,
  - o Other services providers identified from time to time.

- **Improvements required**
  - o Information leaflets/Fliers, Business Cards, Identification Cards, Uniforms,
  - o Website, mobile phone support

IV IMPROVEMENT OF EFFICIENCY AND EFFECTIVENESS

- **Better recruitment, management, rewarding, appraisal of human resources in the Division**
  - o Review and implement Staff Appraisal System

- o Develop a Teacher HR Skills Inventory using SIEMIS and other sources.
- o Produce individual Staff work plans linking to Annual Work Programme and National Teacher Education and Development Implementation Plan, 2010-2012.
- o Divisional Filing System (Manual and Electronic)

- **Create a safe and conducive work environment**
  - o Facilitate effective work culture for better performance.
  - o Involvement in management workshops and seminars.
  - o Assess occupational health and safety needs for touring officers.

- **Effective internal and external communication links with internal and external customers.**
  - o Email systems for EAs and stakeholders without emails.
  - o Develop information and management processes and procedures.
  - o Produce information newsletters and fliers.
  - o Participate in radio programmes.

- **Increasing Teacher Training and Development activities in the Province:**
  - o Recruitment, if allowed by Public Service and if not, transfer of current TTDD Officers in 2011-2015 to other provinces to better serve the training and development needs of more than 7,000 teachers of which 40% is untrained and mostly working in the rural areas.
  - o Regular conduct of professional development programmes in schools.
  - o Continuation of training of mentors based in the provinces around clusters of schools to assist in serving teacher education and development needs in 2011.

16) TECHNICAL VOCATIONAL EDUCATION AND TRAINING DIVISION

Vision

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.

Goal

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.

Functions

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

(a) **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;

(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 TWG's and other meetings to contribute to the implementation of the NEAP.

(b) **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 2011 and to improve performance.

The 2011 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

Note: 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 quality assurance, assessment of teachers and centre inspection.

The TVET- division will be assisted by the following local support staff under the EU-EDF 9 - funded TVET Programme: - Integration of TVET into the Formal and Non Formal Education   System in the Solomon Islands.

6.	Procurement Adviser	International TA Contract
7.	Finance Adviser	International TA Contract
8.	TVET Training Coordinator	Local TA contract
9.	Curriculum Coordinator	Local TA contract
10.	Grants Coordinator	Local TA contract
11.	Senior Account Officer	Local TA contract
12.	Office Receptionist/Secretary	Local TA contract
13.	Logistics Officer/Driver	Local TA contract
14.	Office Cleaner	Local TA contract

- **Communication**
  - o 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.
  - o 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.
  - o 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.
  - o To ensuring effective communication with training institutions in rural communities, a two-way VHF radio will be installed in the TVET Division in 2011.
  - o To maintain a database of all the e-mail addresses and websites of all other stakeholders.
  - o Set up of internet local network in TVET Division for communication and learning support for staff. Also linkages with the main MEHRD headquarter stakeholders and TVET providers.

- **Staff needs**
  The following staff needs and concerns will be addressed:
  (i) Staff training in computing, (ii) email and internet usage, and (iii) Project management training.

  Staff Professional Development:
  - (i) Training at the IPAM (Institute of Public Administration and Management). (ii) Better staff conditions such as housing. (iii) Specific training to improve work efficiency.

  Staff Development Plan

Name	Course name	Suggested Training provider	When
John A Wate	MBA Knowing Your Public Service	USP, Honiara Centre IPAM	2011-12 2011
Bernard Rapasia	Project Management Training MS Excel (Basic & intermediate) Information & Communication (Internet usage)	USP IPAM IPAM	2011 2011 2011
Charles Pegoa	Project Management Training	USP	2011

	MS Excel (Basic & Intermediate) Information & Communication (Internet usage)	IPAM	2011
Benedict Kausua	BEd.(Education & Management) In Country Knowing your Public Service.	USP IPAM	2011 2011
	MS Excel (Intermediate and Advance)	IPAM	2011
Batholomew Sanau	TVET Curriculum Development	USP or Fiji University of Science and Technology	2011
	Knowing your Public Service	IPAM	2011

- **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. All staff is encouraged to sign for their attendance and also indicate on the dashboard if they leave office during the day.

- **Monitoring Staff performance**
  - o 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.
  - o The director will organise bi-annual appraisal meetings for all staff based on the approved job descriptions and report to US Admin and PS.
  - o 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.
  - o Monitoring of RTC's 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.
  - o Monitoring of the work performances of the non-formal education officers in the provincial 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. 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'.* The moving to the new office will enable the TVET Division to implement PE 1 and 2 in 2011 and part of 2012 as well as other SIG programmes.

- **Necessary improvements**
  The basic equipment that would enable effective execution of duties includes the following:
  - o IT needs: improved e-mail network for all staff, on-the job training on computer tools for using network and e-mailing, 3 lap tops for MEHRD mainstream officers (touring and work related assignments).

- o Office-equipment: telephone for EU-TVET office, proper filing for EU – TVET projects, 4 cabinets for intra filing system.
- o Communication tools: digital camera, GPS safety equipment, 2-way radio, USB 3G mobile internet/Dongles devises,
- o Transport: 1 vehicle
- o Non-formal education officers to be supported with office equipment and relevant resources such as desktop computers as well as basic computer skills training.

III. EXTERNAL ORGANIZATION/INSTITUTIONAL RELATIONSHIPS
- Regular and potential/target groups:
  - o Vanga Training College (VTC),Solomon Island College of Higher Education (SICHE),Vocational & Rural Training Centres (VRTC),Solomon Island Association of Vocational Training Centre.(SIAVRTC)
  - o Schools for Special Needs
  - o Literacy Association (LASI)
  - o Fiji University of Science and Technology (FUST)
  - o Commonwealth of Learning(COL)
  - o Pacific Regional Initiative for the Delivery of Education (PRIDE)
  - o NGOs and Non State Actors, Private Sector, Industries, External Education Institutions
  - o UNESCO, UNICEF
  - o Churches and Private Education Authorities
  - o Ministry of Trade, Commerce and Labour Division
  - o Ministry of Agriculture and Lands
  - o Ministry of Women, youth, children and Sports
  - o Secretariat of the Pacific Community (SPC), Asia South Pacific Bureau of Adult Education (ASPBAE).
  - o Community education coordinators

- **Improvements required**
  - o 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 and appraise staff on a regular basis every 6 months.
- Improve networking with potential customers and existing target groups and create virtual platform for purpose of sharing and learning from each other.
- 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.
- Monitoring 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 2011 and division to set up a monitoring mechanism oversee that this task is undertaken properly and adhere to by all concern.
- Timely disbursement of RTC-grants by TVET- division and Accounts. Put in place a mechanism for RTCs to use in order to access information about their grants rather than undermining official line of communication.
- 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.

Annex I. Introduction to the Staff Development Plan

I. Introduction

It is clear that the management of a sector wide national education plan requires the availability of an adequate number and capable staff in the Ministry, province and at the schools. Many different reviews in 2009 such as the evaluation of the NEAP 2007-2009 and the Sector Wide Approach, 2004-2009, the Public Expenditure Review and in 2010 such as the costing of NEAP 2010-2012, the SIEMIS-review and the Education Sector Structure review have revealed that though there is considerable progress made in the education sector, there are still challenges, in particular in the area of human resources management and development. Regular reporting from the different permanent advisors in the Ministry (such as the Education Sector Advisor, Financial Advisor and DFL/Teaching and Learning advisor) and reports from other short term advisors or consultants have also expressed these HRM/HRD-challenges in the management of the NEAP and SWAp. Generally, staff in the Ministry, the provinces and the schools has not been equipped or supported adequately or not at all in a range of skills which are needed to fulfill individual job descriptions and the overall teamwork in the education sector which help to meet the goals of the NEAP, namely to improve access, quality and management in the education sector. The respective reviews and reports have revealed that the Ministry, EA's and teachers generally have problems in the following skill areas and these are prioritized in our HRD-plan

II. Prioritised areas for training and capacity building

1) ICT and communication
a. Customer orientation of service
b. Organizing good and quick feedback to range of different customers
c. Formulating a communication strategy
d. Development of web page
e. Ensuring good communications with schools and EA's
f. ICT-professional maintenance and development of ICT-network (computers hard and software, telephone, fax, email/internet) within Ministry and between its divisions, EA's and schools
g. Proficiency in computer software (all MS- and other software such as Pineapples/Access/ATLAS etc.)

2) Administration
a. Internal reporting system and follow up on recommendations
b. Filing and storage (also electronic files)
c. Stock management
d. Logistics (managing, coordinating means of transport)
e. Preparation and processing of payment requests, updating divisional, national recurrent and development budget and of development partners
f. Secretarial services (correspondence, coordination of meetings, timely invitations, updating customers' or participants' lists etc.)
g. Reception of customers and handling of requests, queries etc.
h. Contract management of fixed term staff and local/international consultants
i. HRD-database management of public servants (salary payment, housing scheme, travel, leave, training etc.)
j. Teacher database management (payroll control, updating, probation, confirmation, renewal or termination of contracts etc.)
k. Scholarship database management (timely payments to USP and other providers, allowances, travel, budget control, monitoring study progress, termination, changes in studies etc.)

3) Management of staff and division (HRM and HRD)
a. Induction
b. Delegation of tasks
c. Monitoring of staff performance and short and longer term TA
d. Contract management (of fixed term staff, short and longer term TA)
e. Coaching, mentoring of staff
f. Staff appraisal and assessment, performance management and linking promotion and studies to staff performance and career management
g. Internal communication (preparation and organisation of meetings, follow up on meetings' decisions, reporting)
h. Management of organisation change
i. Education leadership (pragmatic, charismatic, innovative, inspiring, promoting improvements in the education sector at national, provincial and school level)

4) Planning, budgeting and financial management
a. Preparing research
b. Informed decision making (through SIEMIS and other tools as research)
c. Identifying, planning and managing research
d. Managing and utilizing international technical assistance (identifying demands for TA, production of ToRs, selection of TA, reporting about progress and evaluation of TA)
e. Implementing results of research for planned change
f. Education database management (SIEMIS-development, maintenance and updating)
g. Strategic planning (value for money, impact at customer level)
h. Financial management (budget preparation, costing by utilizing software such as Excel, Access, output oriented budgeting, efficiency measures, budget and expenditure control, reporting, retirement reporting, promoting and monitoring efficiency)

5) Monitoring of progress or impact
a. Data collection
b. Data processing and analysis (statistics-software such as SPSS)
c. Data management and updating, security
d. Identification and review of indicators
e. Reporting and distributing to all stakeholders at all levels
f. Inviting feed back on reporting
g. Implementing (action) research to anticipate or react on specific developments and to review plans or policies

6) Managing emergencies in education sector (earthquake, tsunami, fire, cyclone and injured personnel etc.)
a. Coordination with NDMO and developments in region
b. Quick and informative assessments
c. Planning at school, provincial and national level
d. Costing, budgeting and negotiating funding from SIG and DP's

7) Education specific knowledge and skills
a. Learners assessment process and tools
b. Learners' oriented teaching
c. Multi-grade teaching
d. Teaching for specific groups (students with disabilities)
e. Teaching in indigenous language or vernacular
f. Promoting literacy, numeracy and readership
g. Development of tertiary education
h. Development of TVET

III. Strategies

The Ministry will prioritise the 7 areas mentioned above in its Staff Development Plan and consider a mix of supporting HRD-tools: Capacity building/training for staff and senior management, review of the whole organisation (such as implementing the agreed recommendations of the sector structure review), selecting promising and capable staff for leadership positions and high level, appraisals etc. Practical, professional training is just some of the tools to encourage changes and improved performance in the organisation. Other very important aspects of organisation change are attitudes, motivation and job satisfaction and meeting the interests of individual staff. The HRD-division plans to give attention in 2011 therefore to:

1) Individual and group training (by in-house, local and international in-service with a strong preference for short term, practical, local and on-line training);
2) Participation of selected staff (and not only directors) in national and international seminars or workshops;
3) Monitoring the implementation of new skills or change after courses or seminars
4) Open staff appraisals for all staff; twice per year;
5) Within the public servants' freeze yet look how the divisions could function more effectively and efficiently and to replace the less relevant positions by prioritised positions. Also the updating of Job Descriptions is important, which is a task for the HoDs;
6) Attracting technical assistance and special advice for several divisions (such as from the financial advisor in accounts division, from the DFL/Teaching and Learning advisor in TTDD, TA for SIEMIS in PCRU, TA for career and staff development planning in Admin/HRD etc.)
7) Continuation of advice on HRM/HRD and organisation change from the Education Sector Advisor;
8) Closer collaboration with the Public Service Improvement Programme;
9) Implementation of an evaluation day in the end of the year or beginning of the next year;
10) Annual HRD-plans and improved monitoring of the HRD-plans at least bi-annually;
11) Better follow up on HRD-matters by Head HRD/Admin division and US HRD/Admin through regular discussions during HoD-meetings and special quarterly meetings on the progress in HRD-development. This includes discussions and stricter follow up on advice or decisions on staff travel, housing, leave, overtime, attendance, disciplinary matters, promotion etc.

III. Selection of participants for (inter)national seminars, workshops and training

Generally the selection of individuals or groups for training or participation in seminars will be based on the following criteria:
• Job performance
• Motivation to work longer term for the organisation
• Nr. of training already participated in recently
• Planned career path in the organisation
• Strong preference for short term training on line or in any other DEFL-mode
• Training needs to relate to prioritized areas in the staff development plan

IV. Evaluation of seminars, courses, training, capacity building

The Ministry also would like to spend some more time on evaluating the training or capacity building on the following:
• Opinion of the participant (a simple reporting and evaluation format for participants in any seminar, training or capacity building need to be developed)
• Observed practical impact by other staff on improved individual work performance and/or positive change in the organisation.
• Costs
• Duration (short term or long term)

- Quality of course, institution etc. Referees and independent evaluation reports will be checked.
- Value for money

V. Finance

The Ministry has budgeted 250.000 SBD for the implementation of short term, on the job or in-house training in the skill areas mentioned above. Furthermore there is a budget of 42.000 SBD for overseas travel to enable participation in seminars.

VI. Proposed training programme

Based on the prioritised areas and preferred mode of training, the Ministry will develop a more detailed staff development plan based on the following demands from individual staff for 2011 and 2012:

Annex 2. Requested training/capacity building 2011-2012

Areas	Division	Course	In-house/Inst.	When	Names
ICT and communication	Admin ERU, NESU, TVET	IT solutions, USP (Word, Excel) International computer Driver's license (ICDL)	IPAM	Aug/Oct.2011	Grace, Donna, Serah Albert, Kathleen, Tina, Bernard
	ERU, NESU Inspectorate, NLS, NTU, Primary	IT-maintenance MS-Software (e.g. Word, Outlook)	IPAM IPAM or JAP-computers	Aug.2011 2011	Jimmy, Kathleen Billy, Chris, Claudette, Lillian, Samuel, Emmanuel, all staff from Primary
	ERU, Primary	Training in SIEMIS	UNIQUEST		All staff from Primary, selected staff from ERU
	Inspectorate, ERU, NLS, Primary, TVET Secondary	Excel(basic and advanced)	IPAM		Billy, Albert, Margaret, all staff from Primary, Charles, Bernard, Benedict, James I., David Jackson
	NLS NESU, NLS, Primary	MS-Access Presentation skills/Powerpoint	IPAM IPAM		Mary, Jackson, Margaret, all staff from Primary
	Admin, NLS, Primary HQ Administration, ERU	Customer Service/Public relations	IPAM		Jessie, Claudette, Lillian, Samuel, all staff from Primary, Julie, Hema, Jimmy, Basil, Maclis, Seni
Administration	TVET Admin Admin ERU	Introduction to Public Service Processing of Payment Requests Stock Management Diploma in office administration	IPAM Eastern Institute of Technology	2011 2012	Benedict, Batholomew Grace Grace Maclis
	ERU NESU, TSD Admin, TSD, CDD, TDD	Office administration Certificate in Business Administration Diploma in Business Administration.	IPAM IPAM SICHE, USP	2011 continue	Basil Tina, Grace, Norman Mary, Rita, Riding, Basil Michael
	TSD, TTDD, TVET	Masters in Business Administration	USP		Agnes, Stanley, Elvis,

Areas	Division	Course	In-house/Inst.	When	Names
	ERU, NTU, Secondary	General administration and management	SICHE or IPAM	2011	John Judith, Basil, Robert , James I.
	Admin	Filing and Storage	IPAM		Mary W.
	Admin	Data Analysis [Statistics-software]	IPAM	2011	Mary W., Rita
	TSD	Basic statistics/Information technology	USP		Chris
	Admin	Registry Procedures of Govt.	SICHE		Jessie
	Admin	Secretarial services			Jessie
	Admin	Secretarial studies			Mary N.
	Admin	Internal Reporting System and Follow up	IPAM		Donna
	Admin	Contract Management	IPAM		Donna
	ERU, NLS, Primary	Report writing			Jimmy, Basil, Jackson, Margaret, Marion
	ERU, NatCom. NLS, NTU	Managing meetings	IPAM	2011	Maclis, Basil, Christina, Jackson, Margaret, Robert
	ERU	Diploma in procurement and supply	Overseas	2011	Maclis
	TSD	Diploma in public administration	USP, SICHE		Rolland, Alice, Audrey, Janet
	TSD	Bachelors Management	USP		Melissah
Financial management	Accounts, CDD	Financial Management Framework and SIG procedures.	IPAM/SIGAS	IPAM to advise date	Andrew, Leanne, Brenda, Moffat, Sam, Johnson, Albert
	Accounts	Bachelor in Commerce	USP (SI) DFL	Start 2011 – On unit basis.	Leanne, Brenda
	Accounts, TSD	Diploma In Finance (and Administration)	SICHE	2011	Moffat, Argenta
	Accounts	Degree in accounting	UNITECH-DFL	2011	Sam
	Accounts	Bachelor in accounting	USP (SI) DFL	2011	Johnson
	ERU	Procurement and supply	overseas	2011	Maclis
Management of staff and division	Admin, ERU, NatCom, NLS, NTU, PCRU, Primary	Introduction to (HRD) Management [of Public Servants], including coaching, counseling staff	Short term courses or modules	2011	Margaret, Albert, Maclis, Christina, Lillian, Selu, Benedict
	ERU, NESU, NLS	Staff meetings and appraisals	In-house	2011	Albert, Mary, Jackson
Planning and budgeting	ERU, NESU, NLS, NTU, Primary	Budgeting, costing	In-house (Matthew)	2011	Albert, Maclis, Linda, Jackson, Margaret, Silas, Hudson, Marion

Areas	Division	Course	In-house/Inst.	When	Names
	Inspectorate	Educational cost analysis	EPP UNESCO on line	2011	Sam P.
	PCRU, TVET	Project management	short term training	2011	Anita, Sophie, Bernard, Charles
	PCRU	Introduction to management	IPAM	2011 2012	Lency, Emma Joe
Monitoring of progress or impact	Inspectorate, PCRU, Primary	Monitoring, reporting and evaluation	IMA or elsewhere	2011	Chris, James N., Joe, Marion
	Inspectorate	Monitoring and Evaluation of TVET Institutions	PNG TVET Inspection-study tour	2011	James N.
	Inspectorate	Educational Evaluation and Assessment	USP/SI Campus-DFL	2011 2012	Sam P. Charles R.
	Inspectorate	Master of Assessment and Evaluation	Melbourne University	2011-June 2012	Constance
	Inspectorate	Statistical tool and Educational Planning	IEEP-UNESCO on line	Current	Constance
	NESU, NTU	Measuring/assessment of teaching/learning impact			Linda, Claire
Managing emergencies in education sector	ECE, Primary, Secondary, TVET, TTDD, CDD	Overall training of Ministry staff, teachers, principles, head teachers in emergency preparedness	UNICEF/Save the Children	2011	All staff from ECE, Primary, Secondary, TVET, TTDD and selected officers from CDD
Education specific knowledge and skills	CDD	Post graduate Curriculum Management and Evaluation	Victoria University Wellington, NZ	2012	Linda P.
	CDD	Post graduate Curriculum design and Assessment	James Cook University, Austral.	2012	Ian
	CDD	Bachelor, Primary Maths curriculum	University of QLD	2012	David
	TVET	TVET Curriculum Development	USP, Fiji University of Science and Technology	2011	Batholomew
	CDD	Desktop publishing	TAFE, South Bank	2011	Eunice
	CDD	Binding/finishing	TAFE, South Bank	2011	Viqa
	CDD	Printing processes	TAFE, South Bank	2011	Arnold
	CDD	Production management	TAFE, South Bank	2011	Michael

Areas	Division	Course	In-house/Inst.	When	Names
	ERU, NLS	Health, hygiene and safety in the office	IPAM	2011	All ERU-staff, Anna
	ERU	Warehouse management	Overseas	2011	Albert, Jimmy
	ERU	Engine maintenance	SICHE	2011	Ruebenson
	ERU	Safety in the workplace	Fire service	2011	Sam
	ECE	Masters, Early Childhood Education	University of Southern Queensland-online	2011	Bernadine
	ECE	"Train the Trainer" Certificate in ECE – Short Tern Training (2 weeks)	SEED, Singapore	2011	Joanna
	ECE	Diploma in ECE	USP/SI Campus	2011	Crispin, Laisa
	Inspectorate, TSD	Diploma in educational leadership, management and change	USP, SI-campus-DFL	Continue	Billy, Joseph T., John M., Elvis K, Abraham T, Silverio
	Inspectorate, TTDD, TVET	Bachelor in education	USP/ SI-campus-DFL	2011	Chris, Trevor, Jackson, Benedict
	Inspectorate, Natcom, PCRU	Research in International Education Project Management and Policy	Overseas, NZ or Australia	2011	Chris, James N.
	Inspectorate, NatCom, PCRU	Development in Educational Planning (Education) project management and planning	IEEP-UNESCO-on line, short courses, TAFE, USP	2011	Veronica, Christina, Joe Christina, Emma
	PCRU	Masters in Education Management	DFL-Open UPNG	2011	Noelyne
	Secondary	Masters in Education	University Waikato	2011	James B.
	PCRU	Masters in Development Planning (Education)	USP	2012	Emma
	TTDD	Post graduate in Education		2011	Josette
	Secondary	Education management	USP-course	2011	Ruth
	NatCom	Policy development		2011	Christina
		Library studies	USP-Laucala	2011	Jackson
	NLS	Library studies	USP-centre Honiara	2011	Claudette, Lillian, Samuel
	PCRU/ICU	Quantity Surveying or Building Technology	TAFE/JICA-short term courses	2013	Benjamin
		Completion of Bachelor Civil Engineering or Bachelor in Construction Management	Auckland or Queensland University of Technology		Lency

Annex 3. Requested office supplies

Division	General	IT-equipment	Means of transport
Accounts	• Work environment, particularly air-conditioner, not very good – improvements might help work attendance in the afternoon. • Replace one air conditioner, 1 new printer, work stations, chairs (3). • 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. • Ensure old files move to storage area so not too crowded.	• 1 new printer, work stations, chairs (3).	• 1 vehicle
Admin	• Larger office space; solve inconvenience to the restriction of our Registry office and other staff. • A reception counter to be established with computer facility and visitors' waiting room needed. • 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 1 computer, 1 Laptop • Ergonomic workstations	• 1 vehicle for e.g. access to medical service.
CDD/ERU	• Filing system • Recording system • Lines of communication, procedures and systems with in the 3 units • Back-up generator • Safety equipment for Production & ERU staff • Logistic support for ERU (boat, paddles, life-jackets, etc)		

Division	General	IT-equipment	Means of transport
ECE	• Shelf for filing	• 1 Overhead Projector • 1 Digital Camera • 1 Scanner • 1 Laminating Machine • 1 New Working station • 2 laptop • 11 desktops - 3 MEHRD and 8 Provincial Offices	
Inspectorate	• The office needs to be properly secured and spacious to accommodate the headquarter personnel • 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	
NATCOM and NEB	• Provide good office space • Provide sufficient good working desks.		
NESU	• 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. • 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.	• Needs laptop replacement and 2 replacement new computers (SISTA and ARTTLe).	

Division	General	IT-equipment	Means of transport
NLS	• Shelves • Tables and chairs • Improve the interior and exterior of the Library • Provide pot plants in the Library • Mural (Painting)	• Laptop • Fax machine • Video screen and deck • 2 desktop	• Vehicle to do mail run and also to visit school libraries in Honiara City and nearby schools in Guadalcanal Province
NTU	• To make available space for an enquiry counter	• Slowness of all computers; they might need to be replaced because of age	
PCRU	• 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 client/ visitors management by providing waiting area and appointment book • Need more office space currently due to increased number of staff		
Primary Education	• There is need for officers to work in a clean and attractive office, where visitors and regular clients are treated with respect and humility. • For an officer to work long hours comfortably, office environment must be improved and basic working equipments provided like: 　▪ Basic Equipment 　▪ 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	• Computers – 2 desk top and one needs replacement. IT-manager needs to do more regular checking	

Division	General	IT-equipment	Means of transport
Secondary education	• 5 chairs required for the division clients, replacement chair required for director, 2 new shelves needed archive and 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	• 2 desktop computers in the division must be replaced	
TSD	• 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. • Better control visiting times. • Refer teachers to their employers (EA's) according to Teaching Service Handbook (TSHB).	• 2 desktop computers	
TVET	• IT needs: improved e-mail network for all staff, on- the job training on computer tools for using network and e-mailing • Office-equipment: 4 cabinets for intra filing system. • Non-formal education officers in provinces to be supported with office equipment and relevant resources such as desktop computers as well as basic computer skills training.	• 3 lap tops for MEHRD mainstream officers (touring and work related assignments). • Telephone for EU-TVET office • Digital camera • GPS safety equipment • 2-way radio, USB 3G mobile internet/Dongles devises, • Desktop computers for non-formal education officers	• 1 vehicle