**MINISTRY OF EDUCATION
AND
HUMAN RESOURCES DEVELOPMENT**

Policy Statement and Guidelines for Basic Education in Solomon Islands

30th of November 2009

Foreword

It is my pleasant duty to present this policy statement on Basic Education to you. It is an important statement as it advances our conviction that education is fundamental for progress and development of individual children as well as the nation. Relevant and good quality teaching and learning for children between six and fifteen years of age is therefore crucial. Hence, the people are the most important resource of a nation. Good health, hygiene and education are integral parts of a nation's growth and development strategy. The quality of life in a nation is very much dependent on the knowledge, creativity, skills, attitudes and values of its citizens. The acquisition and the appropriate application of quality basic education will assist a nation to formulate and progress a better future.

The Government recognizes the importance of education and has already shown its serious commitment by introducing the Fee Free Basic Education policy since the beginning of 2009. The declaration of United Nations 1948 that '*Education is a universal right'* is now a reality in Solomon Islands.

The implementation of this policy will be guided by the objectives in the Education Strategic Framework 2007-2015, the National Education Action Plans 2007-2009 and 2010-2012 as well as by the Policy Framework (chapter 7) in this policy statement for all children between the ages of six and fifteen to receive quality education.

In commending this statement, I invite everyone to assist in creating a better education system by making a contribution in kind, cash and more importantly by being a stimulating citizen who encourages his or her children to complete nine years of basic education. Our children who complete the full Basic Education program will be equipped with knowledge, skills and positive attitudes and be able to live a worthwhile and happy life.

In closing, I acknowledge, the financial and technical support from many different stakeholders, such as the Development Partners within the framework of the Sector Wide approach (SWAp) and through other co-operation such as the Pacific Regional Initiative in the Delivery of Education (PRIDE). I also wish the submit my sincere thanks to the members of the Technical Working Group on the Basic Education Policy, who included Ministry, Education Authority staff and representatives from Development Partners in assisting us with the development of this statement and guidelines for Basic Education.

Let us all work closely together to implement the policy and achieve the objectives.

Hon. Mathew Wale MP
Minister for Education and Human Resources Development

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Abbreviations

Acronym	Explanation
ARTTLE	Assessment Resources Tool for Teachers and Learners
BE	Basic Education
BOM	Board of Management
CHS	Community High School
CNURA	Coalition of National Unity for Rural Advancement
CRC	Convention on the Rights of Children
CTPDE	Certificate for Teaching Primary by Distance Education
ECE	Early Childhood Education
EFA	Education For All
FFBE	Fee Free Basic Education
FYCS	Florence Young Christian School
GO	Government Organization
ICU	Infrastructure Co-ordination Unit
IGO	Inter-Government Organization
IT	Information Technology
JSE	Junior Secondary Education
MDG	Millennium Development Goals
NEAP	National Education Action Plan
NESU	National Examination Standards Unit
NGO	Non Government Organization
NSS	National Secondary School
NTU	National Training Unit
PAF	Performance Assessment Framework
PCRU	Policy Coordinating Research Unit
PEAP	Provincial Education Action Plan
PRIDE	Pacific Regional Initiative in Delivery of Education
PSO	Private Sector Organizations
PSS	Provincial Secondary School
PTA	Parents and Teachers Association
SDP	School Development Plan
SICA	Solomon Islands Christian Association
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management Information System
SISEE	Solomon Islands Secondary Entrance Examination
SISTA	Solomon Islands Standardized Tests of Achievement
SITEC	Solomon Islands Tertiary Education Commission
SOE	School of Education
SPBEA	South Pacific Board of Examination and Assessment
SSEC	South Seas Evangelical Church
TIT	Teachers In Training
TSD	Teaching Service Division
TSHB	Teaching Service Hand Book
TTDO	Teacher Training Development Office
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group

UN	United Nations
UNESCO	United Nations Education Scientific Cultural Organisation
UNICEF	United Nations International Children's Education Fund
WSE	Whole School Evaluation

Terminology

Terms	Definition
Basic education	Early stages of basic formal education from Year 1 up to 9.
Child friendly environment	A place where the children feel safe, feel inspired and can play and learn with others and with sufficient resources and in a conducive learning environment.
Classroom based Assessment	Assessment that takes place in the classroom and focus on the teaching and learning process at school. Participatory class observation is of one of the techniques in this assessment.
Cross Cutting Issue	An issue that is not limited to one division, department or sector but interrelates with different levels, organizations or sectors. An issue that is of concern to everyone and everyone means every citizen, government, churches and private organizations. An issue that requires involvement from multiple stakeholders.
Enrolment	Children, students enroll in (register at) schools. There are gross and net enrollment ratios. The gross ratio compares the number of enrolled children, students at schools with the total number of children, students in the province or country independently from school age. The net ratio compares the total number of enrolled children, students with the total number of children, students in the province or country with that specific school age (e.g. for primary from 6-12 years of age).
Learners Assessment	The process of observing, describing, collecting, recording, scoring, measuring, evaluating and interpreting the group and individual learning process at school.
National Assessment system	A system of different assessment tools and organizations involved in the measuring of the quality of the formal education system and the quality of teaching and learning in the classroom.
Stakeholders in education	Teachers, students, parents, NGO's, Development Partners such as NZAID, EU, UNICEF etc,

government organizations such as Ministries who partner with the Ministry of Education and Human Resources Development to address policy issues, to jointly implement activities in the education sector programme and who all have an interest in education.

Performance Assessment framework is a Solomon Islands' Government framework for measuring progress in the Education sector. It contains a core set of indicators related to the expected outputs, outcomes, objectives in the sector programme (as articulated in the NEAP and ESF) and includes a monitoring and evaluation system, which determines the collection, processing, analysis, presentation and distribution of data.

Quality Relevant Education: Quality Relevant Education is interpreted here as learning experiences that are provided to the children under a formal school system which are of good quality and practically oriented on the local circumstances in which the children live or will live, study or work after leaving basic education.

School An institution that is registered with the Ministry of Education and Human Resources Development to provide education following the rules and regulations that govern the Solomon Islands Education system.
'Any registered institution or place at which any secular instruction (whether with or without religious instruction) is regularly given to 10 or more pupils or students outside their own homes. This includes: ECE-centres, primary and secondary schools, Rural Training Centres and Special Education Centres' (from Education Act 1978)

School Development Plan The outcome of a school community dialogue of 2 days, in which teachers, school committee/board, community members and children discuss problems, causes and solutions to improve the learning and teaching environment. The three years school development plan has expected outputs, activities in the areas of increasing access, quality and management and includes responsible people and a budget to implement the plan.

SIEMIS form

The forms which are annually distributed to every school and are the main source for data collection, analysis, reporting for the Solomon Islands Education Management Information System. There are specific forms for ECE, Primary, Secondary, TVET and Tertiary Education

Transition rate

The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year

Whole school evaluation

Comprehensive evaluation of a school in which equitable access, quality of teaching and learning, efficient and effective management and the whole school teaching and learning environment is assessed.

1.   Definition

This document is called the "Policy Statement and Guidelines for Basic Education in Solomon Islands" herein referred to as "Policy Statement". The document shall be the governing instrument for the provision of Basic Education in Solomon Islands

2.   Authority

This Policy Statement for Basic Education is issued under the Solomon Islands Education Act 1978.This Policy Statement can be read in conjunction with other related (inter)national policy documents and papers. See Annex 7.

3.   Application

This Policy Statement applies to all registered Education Authorities, schools, teachers, students and to all parents and communities in the Solomon Islands.

4.   Purpose

The purpose of this Policy Statement is to;

a) inform all stakeholders about the Solomon Islands' policy for Basic Education.

b) set the strategic direction for Basic Education in Solomon Islands.

c) prioritise the main issues that help to realise the effective and efficient planning, development and implementation of Basic Education in Solomon Islands.

d) achieve the Millennium Development and Education for All goals (see annex 3a and 3b)

e) explain the organisation, management and monitoring of Basic Education

5 Vision and Strategic goal

This Policy Statement fits in the education sector wide framework, which is set by the National Education Action Plans, 2007-2009 and 2010-2012 and the Education Strategic Framework, 2007-2015

5.1 Vision

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

5.2 Strategic goal

The strategic goal for this Policy Statement is to provide equitable access for all children to quality Basic Education in Solomon Islands.

6. Policy Objectives

Access

6.1 Provide full enrolment opportunity to all children of the age of 6 up to 15 years on equitable basis;

6.2 Achieve 100% enrolment rate for primary education by 2015 and formulate basis for making Basic Education compulsory

6.3 Reduce drop out rates and improve completion rates for children from year 1 to year 9;

6.4 Achieve 100% transition rate of all children in year 6 to year 7 by 2015;

6.5 Establish and maintain a conducive learning environment for children in basic education by providing an adequate number of qualified teachers, curriculum materials, classrooms, dormitories and water and sanitation facilities.

Quality

6.6 Improve educational achievement for all students;

6.7 Improve the quality of teaching, instruction and learning;

6.8 Establish classroom-based assessment mechanisms;

6.9 Develop and implement revised outcome oriented curricula geared towards developing knowledge, skills and attitudes needed for continuous learning, life in community, employment and other life experiences;

6.10 Strengthen pre-vocational orientation in preparation for further education and training in technical and vocational skills;

Management

6.11 Ensure that all schools and Education Authorities adhere to the Government Policies for grants to schools and Education Authorities;

6.12 Ensure that the Ministry and Education Authorities establish and monitor quality and performance standards in institutions and programmes receiving public funds;

6.13 Ensure all basic education institutions maintain quality standards in infrastructure and equipment necessary to offer quality basic education;

6.14 Strengthen management, administration, and supervision of all aspects of the school programs to ensure higher learning achievement;

6.15 Every school must have a whole school development plan of activities to improve access/infrastructure, quality and management and which includes a budget based on the school grants and other financial income generated by the school;

6.16 Every school completes the SIEMIS-form annually and submits this form before the 31st of March to the Education Authority.

7.   Policy principles

This policy for Basic Education is based on the following principles:

7.1   Education is a fundamental human right. Every child regardless of race, gender, disabilities, family background, language and culture, is entitled to quality basic education.

7.2   The government will continue to promote Fee Free Basic Education which aims to remove all financial barriers for families and children to have easy access to basic education.

7.3   Basic Education is provided on the basis of partnership and cost sharing. (See annex 5 a and b).

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7.4   Basic Education is critical to the development of children and provides the foundation for life-long education

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7.5   Basic Education is holistic encompassing the physical, intellectual, social and spiritual development of a child's life;

7.6   Basic Education encourages and prepares a child to be self reliant and responsible, resourceful in the community, and promotes committed citizens and leaders;

7.7.   Basic education provides the basis for a child to recognize and accept the diversity of Solomon Islands' cultures, languages, religions and ethnic groups

7.8.   Basic education promotes understanding and tolerance between and among children to enable them to live in peace and harmony.

8.   Policy Priorities

The priorities in Basic Education are:

8.1   Improved Access and Infrastructure

Infrastructure

8.1.1 To provide and maintain good quality and sufficient school infrastructure and facilities.

8.1.2 All schools to have a chair and desk for every child by 2015.

8.1.3 All children including those with disabilities will have increased access to Basic Education.

8.1.4 All buildings and facilities are to be in line with the infrastructure design standards from Ministry of Education and Ministry of Health;

8.1.5 Provinces and EA's assist schools to acquire and register land ;

8.2 Teachers

8.2.1 Basic Education is delivered by an adequate number of competent, qualified and committed teachers.

8.2.2 EAs must strictly monitor teachers' attendance and act on teacher absenteeism;

8.2.3 Teaching Service Handbook to be regularly reviewed;

8.2.4 Good teacher housing must be provided by the Education Authorities and communities jointly. The latter is to contribute with the allocation of land, labor, material and transport as well as with funds.

8.3   Improved Quality

Quality of Teachers

8.3.1 Attract quality candidate-teachers to pre-service education and training; motivation should be assessed during the selection process and would be an important factor for admission;

8.3.2 Promote and develop Distance and Flexible Learning modes for in-service training that will make it possible for all teachers to either complete or continue to learn and upgrade their qualifications;

8.3.3 Reform the inspectorate in order to regularly appraise and coach teachers and ensure learners' assessment;

Quality of Learning

8.3.4 Continue to develop teaching and learning materials that are meaningful, outcomes based, challenging and inclusive;

8.3.5 Teaching and learning must firstly concentrate on improving literacy and numeracy rates;

8.3.6 Promote and gradually introduce learners' assessment mechanisms in all years to measure learners' progress from year 1 to year 9.

8.4 Improved management

8.4.1 Continue with the Sector Wide Approach in the education sector to maintain strong partnership between communities, NGO's, Development Partners, other Ministries and the Ministry of Education and to co-ordinate and efficiently manage the financial and human resources in the support to Basic Education;

8.4.2 All schools and Education Authorities must adhere to government policies for school grants and grants to Education Authorities and submit bi-annual narrative and financial reporting to the Ministry;

8.4.3 The Ministry must seek ways to provide basic education efficiently; with an adequate number of teachers and school facilities which are matching the demand for basic education.

8.4.4 The Ministry will therefore regularly update its data base on teacher establishment and regularly export these data to the payroll at the Ministry of Finance. Furthermore it will regularly implement studies on teacher demand and supply and improve its teacher establishment planning and closer link this to the specific and realistic demand in the provinces for the different levels of and subjects in education.

8.4.4 All Principals, Head Teachers and EA's should undergo annual training in management, school development planning and finance;

8.4.5 Whole School Evaluation (WSE) must be regularly implemented by Ministry of Education;

8.4.6 Ministry of Education to develop a comprehensive human resource development program and database for teachers, EA's and school committees and boards.

9. Guidelines

9.1 Access

9.1.1   Basic Education is delivered to all school children enrolled in the years 1 to 9.

9.1.2   The Ministry will develop a National Infrastructure Action Plan, based on infrastructure assessments and information in the education database (SIEMIS).

9.1.3   Increased opportunity is provided for all school aged children from 6 to 15 years of age to have access to Basic Education by maximising available space, and teaching time;

9.1.4   The SISE examination shall remain until enough space is created for all Year 6 pupils in Year 7 until a National Assessment System has been put in place.

9.2 Quality

9.2.1   Basic Education is delivered by competent, qualified and committed teachers.

9.2.2   The child is progressively introduced to information, knowledge, values and life skills including the introduction of ICT and practical vocational subjects.

9.2.3   The current curriculum review and development process and publishing of text books and teacher guides are to be continued;

9.2.4   There is to be more supplementary teaching and learning material at all levels of basic education;

9.2.5   The impact of the new outcomes based Basic Education curriculum will be reviewed after every three years;

9.2.6   Teachers are to encourage parents to participate in their children's learning;

9.2.7   All Primary and Junior Secondary schools must have well functioning basic libraries.

9.3 Teacher training, employment and support

9.3.1 The Ministry will encourage and provide training opportunities for all officers/teachers without a management or teaching qualification to acquire needed qualification;

9.3.2 The Ministry will support in-service training in child oriented and inclusive education;

9.3.3 Teachers who meet the requirements to enter tertiary and further education can be accepted into in-service training.

9.3.4 Ministry and EA's must provide standard induction manual for all beginning teachers;

9.3.5 EA's must provide on going professional staff development for teachers;

9.3.6 Only registered teachers with a teaching qualification are to be accepted to teach;

9.4 Management

9.4.1 Basic Education is to be managed according to the current national policies and guidelines set out in this document and other approved policies;

9.4.2 The necessary expansion of providing Basic Education opportunities for all must be managed according to appropriate action plans including School Development Plan (SDP), PEAP, NEAP and the Fee Free Basic Education programme;

9.4.3 The creation and establishment of new schools by Education Authorities must comply with official School Establishment and Registration Procedures;

9.4.4 Schools and Education Authorities are to manage SIG Grants according to their respective policies;

9.4.5 EA's promote the understanding of the Fee Free Basic Education.

9.4.6 The principles of partnership and cost sharing in financing Education are to be applied;

9.4.7 EA's have to ensure that schools have school committees or boards of management that are active in the management functions of schools. The school committee or board must have a constitution to guide its functions (see Annex 4a Constitution);

9.4.8   EA's have to ensure that the school committee or board of management put in place school policies (with a vision and some general principles, e.g. protection of children, a student code of conduct and disciplinary procedure policy);

9.4.9   Teachers have to adhere to the code of professional conduct in the Teaching Service   Handbook (chapter 10). EA's to monitor the conduct of teachers and act accordingly.

10. Roles and Responsibilities

10. 1 National Government

- The Solomon Islands Government through the Ministry of Education and Human Resources Development is managing and supporting the reforms in education including in Basic Education;

- The Government through Ministerial statements and government policies oversees the development of Basic Education;

- The Government has an overall authority in formulating policies and service delivery in the education sector and is responsible for the implementation of the policy for Basic Education;

- The Ministry through the National Education Board, Education Authorities and School Management will provide the necessary leadership, liaison and support in order to meet the goals of this policy for Basic Education and to achieve the global Millennium Development goals and Education for All;

- The Ministry will provide all possible financial support to implement the Fee Free Basic Education and the Basic Education policy, which are priorities of the Solomon Islands government. The Ministry will also negotiate additional financial and technical support from Development Partners for these priorities.

10.2 Curriculum Development Centre and Education Resources Unit

- The Curriculum Development Centre is responsible for curriculum development;

- The Education Resources Unit is responsible for the distribution of the curriculum materials to all schools.

10.3 National Examination and Standards Unit

- The National Examination Standards Unit is responsible for all assessment and examination in Basic Education;

- Examinations at the completion of year 6 and year 9 are tests for achievement levels. The examination results are also used for selection into year 7 and 10;

- The examination given at the end of year 6 will remain until enough spaces are available to cater for all year 7 children and until a national assessment system is put in place, in particular for literacy and numeracy;

- NESU will develop a national assessment policy based on the experiences from the achievement test (SISTA) and the ARTTLE-project.

10.4   Teacher Training and Development Office

- The TTDO is responsible for the
  - Teacher training and development policy implementation and review,
  - Development and delivery of national in-service training for teachers,
  - Co-ordination of all teacher in-service education, training and HRD-development for teachers in close collaboration with TSD and SoE,
  - Continuous professional development of teachers and school managers
  - Co-ordination of stakeholders and organisations involved in the development of new teaching practices, teaching courses and new methodologies for pre-and in service training for teachers, TVET-instructors and teachers for practical subjects.

10.5   Policy Planning Research Unit and Infrastructure Co-ordination Unit

- PCRU is responsible for:
  - National infrastructure action planning,
  - Planning and budgeting,
  - Co-ordination of all planning and monitoring at all levels (national, provincial and schools/communities),
  - Planning for emergency response,
  - Infrastructure planning,
  - ICT

- The Infrastructure Co-ordination Unit within the PCRU is responsible to develop standard designs and minimum standards for all school infrastructures that meet the criteria of
  - Quality,
  - Safety,
  - Sustainability,
  - Community participation,
  - Child and environment friendliness.

10.6   Teaching Service Division

- The Teaching Service Division is responsible for
  - Registration of teachers,
  - Support and advice to EA's and teachers,
  - Raise payment of teacher salaries,
  - Regularly updating of the payroll at MoFT
  - Planning and budgeting for the teacher establishment,
  - Monitoring adherence to Teaching Service Handbook,
  - Communication with EA's on teacher matters,
  - Confirming appointment of teachers, submission for teacher training and teacher recruitment by EA's.

- The TSHB (2006) incorporates regulations for teacher training, recruitment, appraisal, remuneration, posting, transfer, travel, allowances etc. and includes

professional working ethics for teachers and regulations for teacher attendance.

10.7 Inspectorate Division

- The Inspectorate Division is responsible for
  - Quality control in all non-formal and formal sub sector programmes including primary and junior secondary education,
  - Appropriate implementation of the curriculum to ensure that schools provides quality education and a conducive learning environment for children,
  - Measuring learners' progress at schools and contributing to the development of a school based assessment system,
  - Whole school evaluations, teacher and learners' assessments,
  - Teaching standards and performance,
  - Reporting recommendations for the improvement of the quality of teaching and learning at all levels of education.

10.8 School of Education at SICHE

- The School of Education at SICHE is responsible for
  - Continuation of the provision of good quality pre-service teacher training in different sub sectors; Early Childhood Education, Primary and Secondary Education,
  - Continuous review and updating of its courses in order to maintain effectiveness and relevancy and matching these with the highest teaching standards, new policies from the Ministry of Education and the changing context in Solomon Islands,
  - In collaboration with the (proposed) SITEC to internationally benchmark its courses,
  - On the basis of a Memorandum of Understanding, in the medium term and in good collaboration with and support from the Ministry of Education, other education providers and Development Partners to initiate and develop new courses, new methodologies for pre-and in service training for teachers, TVET-instructors, teachers for practical subjects etc.

10.9 Provincial Government

Provincial Governments are responsible for the following:

- The physical growth and development of education institutions under their authority as well for establishing and maintaining education standards;

- The leadership in each province, through the Provincial Education Authority and the Provincial Education Board in the education sector and development and implementation of the provincial education plan;

- Ensuring that the PEA will co-ordinate the efforts of all providers of Basic Education to achieve that all school aged children will have the full opportunity to receive quality education in the province;

- Ensuring that Provincial support is granted to co-finance the implementation of the Provincial Education Action Plan and to consistently monitoring the plan;

- Ensuring that the PEA will adhere to grant policies for schools and EA's, which means
  a) timely submission of SIEMIS-forms, financial and narrative reports to the Ministry.
  b) monitoring the performance (including attendance) of teachers, school management and acting when necessary.

10.10 Provincial Education Authorities and Church and Private Authorities

- Provincial Education Authorities are responsible for
  - Implementation of the national and/or provincial education policies through an Annual Work programme;
  - Production, co-ordination, implementation, monitoring of the three year Provincial Education Action plan and budget;
  - Overall management and coordination of education development in the province;

- All Education Authorities are responsible for
  - Promotion and improvement of access, the quality and management at all schools under their authority;
  - Promotion of Fee Free Basic Education up to year 9 including clear communication on contributions;
  - Monitoring of appropriate utilization of government grants to schools;
  - Support to school managers in financial management and bi-annual reporting on grants;
  - In collaboration with Inspectorate, regularly monitoring performance of schools, teachers (and maintaining teaching standards), school managers and learners' progress;
  - Efficiently and effectively managing the Education Office and staff;
  - Management and bi-annual reporting on grants to Ministry;
  - Setting terms and conditions for ancillary staff (bursars, typists);
  - Liaising with infrastructure Co-ordination Unit, PCRU on the assessment, maintenance and improvement of school infrastructure;
  - Assisting TSD with the planning and budgeting for the national teacher establishment based on regular visits to schools and fact finding about teacher shortages, needs, retirements, travel, inducement etc;
  - Assisting TTDO with the planning, identification of teacher training and capacity building needs and selection of teachers for pre-and in-service training or continuous professional development;
  - Promoting the importance of quality Basic Education for all;

o Promoting ethics and moral development of the province and its citizens, in particular its teachers and education staff, who must act as role-models.

10.11 School Board or Committee

- The school board (secondary schools) or committee (primary schools) will jointly manage the school and assist the Principal/Head Teacher and the Education Authority to implement the national education policies, the Whole School Development Plan. See for specific tasks Annex 4a;
- The school board or committee can have sub-committees to carry out different functions
  o Finance,
  o School development and planning,
  o Discipline (see annex 4b & 4c).

10.12 Development Partners

- The support from Development partners must fit in the Sector Wide Approach and the National Education Action Planning of the Ministry. Development Partners are strongly encouraged to sign the general Partnership principles (2009);

- The Development Partners select in collaboration with the Ministry a Co-ordinating Development Partner who represents all the other Development Partners in the communication with the Ministry. This mechanism will facilitate the Ministry in managing the National Education Plans and negotiating financial and technical support from Development Partners.

- The support from Development Partners in principle would be:
  o Demand oriented and based on the initiative from the Ministry,
  o Aligned with the national government procedures, processes of the Government,
  o Predictable and meant for a longer term period (with exception of short term Technical Assistance),
  o Transparent; the amounts, criteria and procedures of the specific support are clear to all providers of Basic education and to other Development Partners,
  o In case of project support, it must meet the same principles; demand oriented, aligned with government procedures, predictable, longer term and transparent.

10.13 Other Stakeholders

- The school is the most important stakeholder and it is where the government would like to see the achievement of the national goals of improved access, infrastructure, quality and management;

- The school is the learning center and the local stakeholders such as parents, students, community members should invest or show interest in its development;

- Fee Free Basis Education provides basic support by the national government. However, contributions from local stakeholders (parents, community members) for special projects are still needed and must be agreed upon in school committee or board meetings by majority decisions;

- Every school should have a well functioning school committee or board (see annex 4a). School committee and school daily management together from the leadership at the school;

- The leadership at the school must regularly provide opportunities to the local stakeholders to air their views and aspirations for the school and community. Other stakeholders then can provide co-leadership in their area of expertise for the benefit of the school;

- Other important local stakeholders include teacher unions, NGO's, private sector organizations and business and other government Ministries such as Ministry of Finance, Ministry of Development Planning and Aid Co-ordination, Ministry of Public Service, Ministry of Health, Women Affairs and Youth, Infrastructure, Provincial Government etc.

10.14 Cross Cutting Issues

- All Education Authorities must accommodate the cross cutting issues in their planning, delivery and monitoring of Basic Education. Such cross cutting issues, which are all challenges to quality of life and development are:
  - HIV/Aids, which is a threat to the survival of the human race;
  - Gender issues;
  - Equity;
  - Education for Sustainable Development and awareness about environmental and climate changes;
  - Rapid Population growth.

11. Finance

11.1 The Government gives the highest priority to the Fee Free Basic Education and Basic Education Policy, as the foundation for learning and development. It will therefore finance Basic Education as much as it can afford within the existing resources.

11.2 The Ministry will seek to balance the expenditures for tertiary education (scholarships) and at least aim to spend 22% of its discretionary recurrent budget to basic education.

11.3 The government seeks to encourage partnership and cost sharing in the financing of Basic Education involving various stakeholders such as the National Government, Provincial, Government, Education Authorities, Development Partners, Private Sector, parents and communities.

11.4 The principle in the Fee Free Basic Education policy is to abolish all school fees in Public and Church schools for year 1 up to year 9. For that purpose the Ministry will disburse school grants which include student, administration and remote area grants. See Policy Statement and Guidelines for Grants to Schools, amended version, 30th of November 2009.

11.5 The school grants aim to cover all basic operation costs of the schools which offer year 1 up to year 9. Other additional costs e.g. to develop new school infrastructure, to rehabilitate school buildings are covered by limited school contributions, which must be agreed upon by the school committee or board meeting to which parents need to be invited. All parents need to be notified of the decision. See Annex 5a.

11.6 Community members and parents can contribute in fund raising and in other ways such as with provision of labour, locally available material for construction and repair or with provision of transport. See Annex 5b.

11.7 The Ministry will regularly implement surveys on the school operation costs to enable informed decisions on the amount of the school grants. The Permanent Secretary will review the amount of the school grants when it is deemed necessary.

11.8 The survey on school operation costs and the quarterly monitoring tours of the Ministry will also reveal information on the utilization of the grants and (in)efficient or ineligible expenditure. The grants serve another purpose as well. They have been initiated not only to eliminate school fees, but also to improve the quality of teaching and learning. Day schools need to spend at least 40% of their grants on teaching and learning materials and/or school based capacity building and boarding schools at least 20%.

11.9 The Ministry will also attempt to continue with specific public expenditure reviews in the area of access and quality; who can seize the opportunity of Free Fee Education, who is still out of school, why and what is the impact of

the grants and other investments on enrolment, the quality of teaching and learning and on the individual households in the rural and urban areas. This qualitative research can assist the Ministry with increased efficiency and review of the different policies and plans.

11.10 The government will assist with capacity building in financial management. Education Authorities as part of their annual work programme should also regularly initiate capacity building to new school managers and members of school committees and boards.

11.11 All school managers and Education Authorities must fulfill their tasks according to the Policy Statement and Guidelines for Grants to Schools (amended version November 2009) in the areas of accounting, eligible expenditures, financial and narrative reporting.

11.12 All Education Authorities will receive grants to assist in the basic operation of their offices, to regularly visit, assist and monitor schools and other education staff during the implementation of the Provincial and National Education Action Plan according to the Policy Statement and Guidelines for grants to Education Authorities.

11.13 All Education Authorities must fulfill their tasks according to the Policy Statement and Guidelines for Grants to Education Authorities (amended version November 2009) in the areas of accounting, eligible expenditures, financial and narrative reporting.

12. Monitoring and Evaluation

12.1 **Aims**

- The aims of monitoring and evaluation in Basic Education are to measure progress with the implementation of the Fee Free Basic Education and this policy and the progress towards achieving the goals of the National Education Action Plans 2010-2012 and the goals for EFA and MDG's;

- Every year an Annual Joint Review for all stakeholders will be organized, with a strong focus on the achievements and challenges in Basic Education..

12.2 **Monitoring tours**

- The Ministry of Education will continue to make quarterly monitoring tours to selected areas in the country;

- The Education Authorities will visit their schools at least once per year;

- EA's can request special Ministry of Education inspection visits to their schools.

12,3   Reporting

- The Ministry of Education and EA's will produce bi-annual financial and narrative reports;

- The Inspectorate will receive quarterly reports from their provincial inspectors.

12.4   Performance Assessment Framework and SIEMIS

- Monitoring, reporting and review will be based on the Ministry's Performance Assessment Framework, which is a selection of indicators for the different goals of the National Education Action Plans 2010-2012. This enables the Ministry to produce a 'quick scan' about the progress in the education sector, including basic education;

- All data collection, processing, analysis and production is based on the continuing development of the Solomon Islands Education Information System (SIEMIS);

- All registered schools and Education Authorities have therefore the obligation to annually complete the SIEMIS-formats and submit these timely, before 31st of March, to the Ministry.

12.5   Minimum Standards

- The Ministry must make all teachers aware about codes of conduct or behaviour expressed in the Teaching Service Handbook;

- The Ministry through Inspectorate and EA's must ensure that all teachers understand and maintain satisfactory performance according to the standards of performance as stipulated in TSHB;

- The PAF also includes national minimum standards for infrastructure such as:
  - Specialist rooms
  - Library
  - Dormitories
  - Toilets
  - Clean water
  - Communication Facilities
  - Staff houses;

- These minimum standards as stated in PAF must be agreed upon by the Ministry. The Ministry must ensure that all Education Authorities and schools are aware about these minimum standards and that these are adhered to by all registered schools.

12.6 Research

- Research will deliver qualitative data which might give good in-depth insights in education matters. Research therefore contributes to well informed decision making and planning by the Ministry;

- Research is therefore an important tool within the monitoring and evaluation framework of the Ministry. It adds to the PAF, SIEMIS data collection and reporting, minimum standards, regularly school visits by the Ministry, EA's and inspectors.

- The Ministry will initiate research when and where deemed necessary. In particular in Basic Education topics such as attendance, drop outs, out-of-school children, gender issues, instruction language, school based assessment, remedial and multi-grade teaching etc. are relevant areas for research;

- Research is ideally implemented on an action-oriented and participatory basis in order the Ministry and other staff learn how to do research independently and to react on the outcomes of research with practical actions.

12.7 Cross sector wide monitoring

- It is the responsibility of the Ministry, Education Authorities and School Management to liaise or schedule visits from special monitors who can also assist to maintain standards such as the health inspectors, infrastructure specialists, special labour staff, fire officers and police to offer guidance regarding health and safety standards in the school system.

12.8 Acknowledgement and reinforcement

- The teachers and schools that sustain and improve standards should be acknowledged for their achievement.

- In the same manner where the performance of a teacher or a school is below set standards corrective measures already available in the education system should apply.

12.9 Consolidation

- It is important to consolidate all research and statistic results, recommendations and to utilise the outputs of all monitoring and evaluation for new revised and improved planning for Basic Education.

- The Ministry must therefore act a strong co-ordinator of the Sector Wide Approach. The Annual Joint Review and other national forums for stakeholders, such as the Education Sector Co-ordination Committee and Education Sector Governance Committee meetings must aim to review and improve planning and implementation of the National Education Action Planning, including the programme for Basic Education.

Annex 1 Policy Framework and strategic action plan

	Access			
No.	**Policy Objectives**	**Constraints and Barriers**	**Strategies and priorities (in italic)**	**Targets and timing**
1	Provide full enrolment opportunity to all children of the age of 6 up to 15 years in Solomon Islands on equitable basis	• Currently not all school children with the age of 6 up to 15 attend school. • Geographical location of schools is not easily accessible to children • Not enough spaces in junior secondary schools • Not all parents aware about the importance of education • Cultural and language barriers	• *Continue to implement Basic Fee Free Education Year 1 up till Year 9* • Advocate jointly with MoH and UNFPI family planning • Emphasize enrolling all girls, in particular at junior secondary school level • *Organise communication campaign on importance of basic education and provide education awareness for parents and the community* • *Implement a research on the Barriers of Education, in particular in areas where there are high school drop out, low transition and completion rates. Make recommendations for Universal Basic Education* • Develop policy for language in education	• 2010-2015 • 2010 and beyond • Gender balance in 2015 • 2010 in all provinces and among all EA's • 2010 • Policy approved in 2010 and new pilot implemented in 2011
2	Achieve 100% enrolment rate for primary education by 2015 and formulate basis for making Basic Education compulsory	• Inadequate number of classrooms, schools, qualified teachers, curriculum materials etc. See above 9.1	• *Maximise available space and teacher time, before embarking on further expansion of school facilities* • *Prioritise national infrastructure action programme and include facilities for children with disabilities and minimum standards* • Acquire land for establishment of schools • *Improve teacher establishment planning, training, distribution and deployment* • *Continue to develop, revise and publish outcome oriented curriculum materials for all subjects taught at basic education*	• Implement self audit by schools on efficient use of classroom space in 2010 • 2010-2015 • MEHRD determines teacher numbers in all sub sectors from 2010 onwards • Revise Teacher Service Handbook; 2010 • Continue with TA to curriculum development and with Pearson contract till 2014

No.	Policy Objectives	Constraints and Barriers	Strategies and priorities (in italic)	Targets and timing
3	Reduce drop out rates and improve completion rates for children from year 1 to year 9;	• Untrained and unqualified teachers • Insufficient number of curriculum materials • Provided education is not relevant, attractive , effective and interesting enough • Distance to school • Not all parents aware about importance of education, in particular for girls • Cultural, language barriers	• *Promote (DFL-) pre- and in-service training for untrained, unqualified teachers* • *Continue to develop, publish and distribute new and relevant outcomes based curriculum materials* • Introduce new student oriented learning techniques • *Introduce learners' assessment mechanisms*	• Implement CTPDE in Guadalcanal and Malaita province firstly; 2010, 2011 • See 9.2 • Promote and introduce CFS in more provinces and multi-grade and remedial teaching and life skills education • Finalise the national assessment policy in 2010 • Gradually expand learners' assessment system to all years at primary school, firstly for literacy and numeracy, later on for all subjects. In 2015 all schools will have school based assessment for literacy and numeracy.
4	Achieve 100% transition of all children from year 6 to year 7 by 2015	• Not enough space in year 7 • Increased number of drop outs after SISE • Inadequate number of classrooms, schools, qualified teachers, curriculum materials etc • See above 9.1	• *Prioritise classrooms, dormitories and water and sanitation facilities at junior secondary schools to cater for growing number of students* • Strengthen parents' support to continuing education • Promote girls' education and access to Junior Secondary schools • *Improve teachers' condition of service and review teacher service handbook.* *Implement* a comprehensive HRD-plan for teachers • *Increase number of trained quality teachers*	• All children given sufficient space to participate in secondary junior education by 2015 • Phasing out of SISEE by 2015 • In the campaign (see 9.1) include specific awareness for parents with girls • TTDO, Inspectorate and TSD jointly need to review the TSHB and develop an HRD-plan for teachers in 2010 • Improved teacher/certified teachers ratios

No.	Policy Objectives	Constraints and Barriers	Strategies and priorities (in italic)	Targets and timing
5	Establish and maintain a conducive learning environment for children in basic education by providing an adequate number of qualified teachers, curriculum materials, classrooms, dormitories, water and sanitation facilities	• Inadequate number of classrooms, schools, water and sanitation facilities, qualified teachers, curriculum materials etc.	• *Prioritise national infrastructure action programme and include facilities for children with disabilities and minimum standards* • *Improve teacher establishment planning, training, distribution and deployment* • *Continue to develop, revise and publish outcome oriented curriculum materials for all subjects taught at basic education*	• See 9.2 and 9.4 • See 9.4 • See 9.2 and 9.3
	Quality			
6	Improve educational achievements for all students	• Insufficient number of qualified teachers and relevant curriculum materials • Teacher absenteeism • Lack of support from communities, parents • No provision of continuing education • School is examination oriented and doesn't have an assessment system in place • No libraries • Limited capacity of Inspectorate	• *Train sufficient number of qualified primary and secondary school teachers based on actual demand* • *Promote (DFL-) pre- and in-service training for untrained, unqualified teachers* • Encourage more teacher training providers to offer teacher training • *Reform Inspectorate to increase teacher appraisal and coaching* • Raise awareness for school committees and boards • *Continue to develop, revise and publish outcome oriented curriculum materials for all subjects taught at basic education* • *Develop and finalise national assessment policy and gradually introduce school based assessment systems of learners in particular on literacy and numeracy* • *Establish school libraries*	• MEHRD determines number of teachers per sub sector to be trained per 2010 • CTPDE implemented in 2010, 2011 in Guadalcanal and Malaita province • Inspectorate working in new evaluation framework per 2011 • See 9.1 • See 9.2, 9.3 and 9.5 • Gradually expand learners' assessment system to all years at primary school, firstly for literacy and numeracy, later on for all subjects. In 2015 all schools will have school based assessment for literacy and numeracy Every primary, junior sec. school has a well functioning school library in 2015

No.	Policy Objectives	Constraints and Barriers	Strategies and priorities (in italic)	Targets and timing
7	Improve the quality of teaching, instruction and learning	• Insufficient number of qualified teachers and relevant curriculum materials • No national in-service system for teachers in place • No HRD-system for teachers in place	• *Continue to invest in quality improvement of pre-service training for teachers* • EA's organise induction training for new teachers • *Develop a national in-service training system for teachers* • *Reform Inspectorate to increase teacher appraisal and coaching* • *Develop a national assessment policy and school based assessment system for measuring learners' progress in particular on literacy and numeracy* • Review incentives for teachers working in remote locations • Provision of teacher houses by EA's and communities jointly	• MEHRD determines nrs. of teachers needed for all sub sectors from 2010 onwards • Selection procedure for pre-service includes assessment of motivation in 2010 • Continuation of partnership between SoE and Waikato • See 9.4 • Inspectorate review in place in 2011 • National Assessment policy in place in 2010. In 2015 all schools will have school based assessment for literacy and numeracy. • Review TSHB in 2010 • Provincial governments and EA's include planning for teacher housing in their PEAP's 2010-2012.
8	Establish classroom-based assessment mechanisms	• School transition and completion is dependent on examinations • There is no national assessment system of learners'	• *Develop a national assessment policy and school based assessment system for measuring learners' progress* • *Reform Inspectorate to increase teacher appraisal and coaching in measuring learners' progress* • Introduce remedial teaching for learners at risk	• See 9.6 and 9.7 • See 9.6 and 9.7 • Promote and introduce CFS in more provinces and multi-grade and remedial teaching and life skills education, 2010-2015

No.	Policy Objectives	Constraints and Barriers	Strategies and priorities (in italic)	Targets and timing
9	Develop and implement revised outcome oriented curricula geared towards developing knowledge, skills and attitudes needed for continuous learning, life in community, employment and other life experiences,	• Inadequate supply of relevant curriculum materials to schools • Current curriculum does not cater for an integrated approach which ensures that relevant subjects are taught and outcomes are met. • Subject syllabuses are not fully covered, which creates gaps in children's progressive learning • Vocational, practical subjects get insufficient attention also because there are no (or not enough) practical tools • Young drop outs have no employment related skills	• Assess current situation • *Continue to develop, revise and publish outcome oriented curriculum materials for all subjects taught at basic education* • *Organise efficient curriculum materials distribution to all schools, including practical tools and equipment* • *Implement the National Curriculum Statement for Basic Education* • Combine in-service training in the new curriculum to teachers with the development and distribution of curriculum materials to schools • Pre-service training for teachers need to continuously include new curriculum developments • Monitoring by Inspectorate of curriculum implementation • Teachers must be trained in producing and utilising teaching and learning tools made from local materials	• SIEMIS-forms from all schools timely recollected before 31st of March annually • Continue with TA to curriculum development and with Pearson contract till 2014 (see 9.2) • Implement policy for distribution of curriculum materials, books etc. distributed once per year to all schools • 2010 onwards • 2010 onwards; all provinces trained in new curricula in 2010-2012 • Review of pre-service teacher training 2011 • Inspectorate review in place in 2011 • In-service training in working with local materials in place from 2012 onwards
10	Strengthen pre-vocational orientation in preparation for further education and training in technical and vocational skills	• Basic education curriculum does not sufficiently put emphasis on practical subjects	• *Quality Basic education includes skills training; provide tools and equipment to selected Junior Secondary schools* • Encourage teachers to choose practical subjects • *Develop specific training for secondary school teachers teaching practical subjects*	• Tools and equipment provided in 2011 • Shortage of teachers in practical subjects decreased • Training course developed by TVET for secondary school teachers of 5 core practical subjects in 2010 and implemented from 2011 onwards

No.	Policy Objectives	Constraints and Barriers	Strategies and priorities (in italic)	Targets and timing
	Management			
11	Ensure all schools and EA's adhere to the Government Policies for grants to schools and EA's	• Not all school managers able to prepare and submit acquittals	• *Organise annual training for school managers in (financial) management of schools*	• Annual training organized for new school managers
12	Ensure that the Ministry and EA's establish and monitor quality and performance standards in institutions and programmes receiving public funds	• Monitoring systems (such as PAF) and more specific monitoring for procurement, infrastructure, accounting, training, teaching and learning However, the main problem is staff discipline, adherence to policies and agreed procedures.	• *Management (Permanent Secretary, Undersecretaries) in collaboration with Provincial Government will monitor education staff in provinces to adhere to the agreed policies and procedures.* • *EA's will monitor their own staff and schools on the adherence to education policies.* • The PAF and SIEMIS in the Ministry will be the general monitoring system for measuring progress in the education sector • In general, staff needs to adhere to the General Orders for public servants (MPS) and the Financial Guidelines (MoF) • *Ministry should put sanctions in place for non-disciplinary personnel*	• After the planned review in the the education sector in 2010 onwards • EA's obliged to submit bi-annual narrative reports • PAF is produced annually • All new staff induced in the GO's and FG's from 2010 onwards • Co-operation from MPS on these matters sought at ESCC and AJR
13	Ensure all basic education institutions maintain quality standards in infrastructure and equipment necessary to offer quality basic education	• School maintenance programme and handbook not available • Standards designs developed, but not yet known to all communities, schools • Capacity building in constructing, maintenance of schools not yet designed	• *Produce school maintenance programme and handbook* • Disseminate standard designs to EA's and communities • *Develop and implement training on construction and maintenance of schools*	• 2010 • Training developed in 2010 • Training implemented from 30th of July 2010 onwards

No.	Policy Objectives	Constraints and Barriers	Strategies and priorities (in italic)	Targets and timing
	Management			
14	Strengthen management, administration and supervision of all aspects of the school programme to ensure higher learning achievement	• New policies for grants to schools and EA's are not yet internalised • Limited capacity Inspectorate • EA's and school committees, boards have limited capacity in managing and monitoring their schools	• *Continue with (financial) management training for school managers and EA's* • Develop a HRD-programme for EA's and school committees and boards • Review of school registration policy • *Reform inspectorate and utilize opportunities for school based monitoring and assessment* • Implement whole school evaluations	• Every first quarter of the year, financial management training given to new school managers • Training to school committees and boards implemented in 2010 • Policy reviewed in 2010 • See Inspectorate review 9.6-9.9 • See Inspectorate review 9.6-9.9
15	Every school must have a whole school development plan of activities to improve access/infrastructure, quality and management and which includes a budget based on the school grants and other financial income generated by the school	• School committees and boards need more capacity building • Funding to school development plan is limited • Insufficient encouragement and follow up from EA's	• Implement training to school committees and boards • Outsource training and involve NGO's as much as possible in the capacity building to school committees and boards	• 2010 • 2010
16	Every school completes the SIEMIS-form annually and submits this form before the 31st of March to the Education Authority	• Some schools and EA's don't submit their SIEMIS-forms to the Ministry • Some schools and EA's don't complete their forms	• Strictly monitor submission of SIEMIS-forms and react according to grant policies	• From 2010 onwards

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Annex 2:   Background to Basic Education Policy

The United Nations' 1948 declaration article 26 expressed that everyone has a right to education. The Millennium Development Goals (MDG's) and Education for All (EFA) goals as well as the Convention on the Rights of Children resulted in the introduction of Basic Education to comprehensively address the issues of access, infrastructure, quality and management of year 1 up to year 9. The latest Solomon Islands governments have integrated Basic Education into national government programmes and policies for national development. The Coalition for National Unity and Rural Advancement explicitly set Fee Free Basic Education on top of its national programme.

Basic Education in the Solomon Islands Education system refers to the foundation stage of education in a child's life beginning at Year 1 up to Year 9. The basic knowledge, skills, attitudes and values acquired at this stage are essential for further academic, vocational, family, community and personal development.

United Nations through Education for All (EFA) and Millennium Development Goals (MDG's), state that Universal Basic Education (UBE) must be achieved by 2015. Solomon Islands Government is a member of the UN and shall pursue the MDG's.
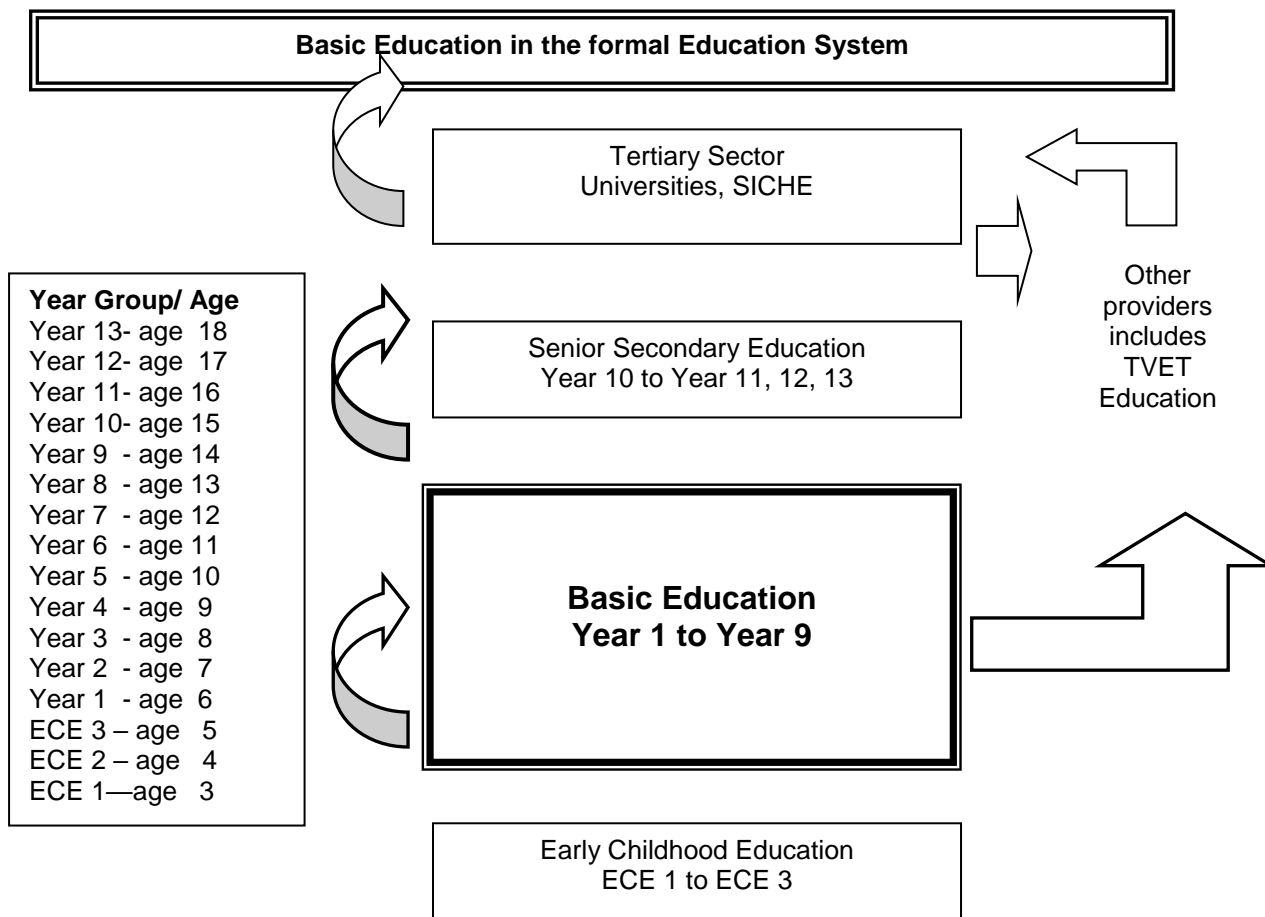
For Solomon Islands to achieve Universal Basic Education by 2015 the Government must provide the finance and human resources to the Education Sector with clear priority. The essential goal in medium term must focus on the establishment of quality Basic Education. This shall require undertaking of immediate and appropriate actions to enhance the quality of Basic Education being provided to address the literacy and numeracy situation as well as the steady growth of the school population and growing share of out-of-school children in the country. An independent Education Watch Group-Solomon Islands 2007 concluded that:

'Solomon Islands faces a crisis in literacy – as evidenced by low literacy rates in the community, dramatically lower than officially reported rates; a crisis in school quality – as evidenced by low literacy rates for those who have completed school; and a crisis in youth engagement in learning – as evidenced by low school participation rates for 15 to 19 year olds.' The report further stated that 'only 28% of those who completed primary school are literate'.

Based on the findings in that report and a series of other studies such as SISTA 1 and 2 that quality Basic Education must be addressed urgently. The areas highlighted in this regard include teacher training and in-service training for teachers, school infrastructure, availability of curriculum materials, access equity and issues regarding school attendance. In addition, it is imperative that a sector-wide approach is adopted in addressing issues of quality. Quality Basic Education development must include enhancement of school governance, infrastructure, facilities, school management and teacher management.

The priority given to the implementation of the Basic Education policy will assist to formulate a foundation upon which qualitative and quantitative improvements can be built and which will have a positive impact on the higher levels of education and in general for the development of the Solomon Islands society.

Annex 3: Proposed Basic Education School Structure in Education System.

Basic Education in the formal Education System

Year Group/ Age
Year 13- age 18
Year 12- age 17
Year 11- age 16
Year 10- age 15
Year 9 - age 14
Year 8 - age 13
Year 7 - age 12
Year 6 - age 11
Year 5 - age 10
Year 4 - age 9
Year 3 - age 8
Year 2 - age 7
Year 1 - age 6
ECE 3 – age   5
ECE 2 – age   4
ECE 1—age   3

Tertiary Sector
Universities, SICHE

Other providers includes TVET Education

Senior Secondary Education
Year 10 to Year 11, 12, 13

**Basic Education
Year 1 to Year 9**

Early Childhood Education
ECE 1 to ECE 3

Basic Education in the Education System.

All children at the age of 3 year are expected to start ECE and to complete ECE at the age of 5 years. Pre-primary will be phased out within 3 years. It is expected that all children of the age 6 start Year 1 of Basic Education, previously referred to as Primary Grade standard 1. At the age of 14 years students are expected to complete Year 9 of Basic Education previously referred to as Form 3.

All children at the end of year 9 will go through the Solomon Islands Year 9 Assessment (formerly known as SIF3). As long as there are not sufficient spaces in Senior Secondary, the examination will be used to select year 9 pupils into year 10.

On approval of this policy there will be a transition period of three years 2010 to 2012 and the following decisions will have to be made:

a) all NSS, PSS, some selected Community Colleges will become Senior Secondary Schools that only offer senior classes (year 10 to 12). Students are selected from year 9.
b) In order to prepare for the abolishment of SISEE, all Education Authorities must establish a school system that will offer 9 years of Basic Education. All children must be offered accessible Basic Education.

Annex 3a: UNESCO Education for All goals

The six EFA-goals

1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

2 Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

3 Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes

4 Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

6 Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Annex 3b: UNDP Millennium Development Goals

Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Develop a global partnership for development

Annex 4a: Sample Constitution School committee or board

CONSTITUTION
SCHOOL COMMITTEE OR SCHOOL BOARD

1. ESTABLISHMENT

As provided for in the Education Act (1978), Teacher Service Handbook (2006) and Fee Free Basic Education Policy (2009) we have hereby established the School Committee for …………………………………(name of Primary School) or the School Board for…………………………………(name of Secondary School) ……………………….(to be referred to as the School Committee or School Board in this document) and registered under the …………………………… Education Authority.

2. TRUSTEES

There shall be 3 trustees appointed; one from the Education Authority and two prominent citizens where the school is located. The functions of trustees are to conduct the election of the school committee or board in absence of a Parents Teachers Association. If a PTA is there, it can appoint the school committee and board according to this constitution.

3. PURPOSE

The purpose of the school committee or board is to provide a governing body to manage the school.

4. FUNCTIONS

In good collaboration with the (deputy) head teacher or principal:
- To co-manage the school as delegated from the Education Authority;
- To approve and endorse school policies;
- To recommend school fees and contributions and get approval from the Education Authority
- To endorse rules and regulations including disciplinary recommendations from the Disciplinary Sub-committee through the Head Teacher or Principal;
- To promote community support for the school;
- To develop every three years a whole school development plan and annually review the plan;
- To monitor the implementation of the plan;
- To monitor school management, teachers' and children attendance;
- To monitor students' behaviour and collaborate with head teacher or principal on disciplinary matters for students
- To monitor financial management of school grants and encourage transparency in financial reporting;
- To liaise with Inspectorate and Education Authorities and to co-monitor the appropriate implementation of the curriculum, school hours and infrastructure, health and environmental standards;
- To organise regular school committee or board meetings and produce minutes;
- To monitor and report any cases of inappropriate, non-professional behaviour of teaching staff and corruption to the Education Authority. In serious cases also reporting to the police is required.

5. MEMBERSHIP

There shall be two members representing the different communities or catchments areas of the school.

6. SCHOOL COMMITTEE OR BOARD MEMBERS

1 Chairperson	community member
1 Deputy Chairperson	professional staff member
1 Secretary	principal or head teacher
2-4 Students	from year 6 in case of Primary School

2-4 Community members	from year 9-12 in case of Community College/National or Provincial Secondary School two or four members dependent on the number of different community or catchment area (see 5)

Total: Minimum of 7 and maximum of 11 members of which maximum 2 professional staff members, 4 students and 5 community members. There must be gender balance in male and female members and students. The school committee or board should therefore at least have 3 or 5 female members depending on a committee for a primary school only or whole Community College.

7. TERM
The school committee or board has a term of three years, corresponding with the three years school development, provincial and national education plans. Every three years an election of new adult members must be held. Students will have their representation and annual rotation as reflected in 6. The school manager assists in the selection of students, which are elected by student elections for the committee or boards rather than by appointment of the school manager.

8. MEETINGS
- The school committee or board shall meet at least four times a year.
- The meeting must have at least 5 members from the three different categories (teachers, students and community) to take place, including the (deputy) chair and secretary.
- The school Principal or Head Teacher shall be the secretary of all meetings. He/she is responsible for the writing, distribution and filing of the minutes.
- The school committee or board shall take decisions and pass resolutions on items of the agenda through motions being moved and seconded. The motion is then voted by the show of hands which shall be passed by a majority. All members, including the chairperson and deputy chair have a vote.
- The chair shall call for a secret ballot if the majority of the committee or board members think there is a need for one.

9. SUB COMMITTEE
- The committee or board can establish sub committees which can carry out the specific functions of the committee or board. E.g. on budget/finance/fund raising, school infrastructure development, community support or disciplinary matters.
- The sub committees should have a minimum of three members and should reflect gender balance and also have a minimum of 2 students participating.
- The resolutions of sub committee(s) shall be tabled in the next committee or board meeting.
- The subcommittees shall be chaired by the one of the members of the school committee or board.
- Members are nominated and endorsed by the chairperson of the school committee or board.

10. SIGNATORIES
- The expenditures of the school shall be conducted through a cheque account and petty cash systems as stated in the school committee or board Financial Regulations and in the National Policy Statement for Grants to Schools (2008) of the Ministry.
- Signatories to the school accounts shall be:
  - the Head Teacher or (Deputy) Principal as party A and
  - the Chair person or Bursar as party B

11. AMENDMENT
The constitution once adopted and signed shall be endorsed by the ………………………..(name of Education Authority). Amendments to the constitution shall be approved by the way of a motion and the appropriate resolution in a school committee or board meeting which is submitted to the Education Authority as amendment.

12. DISSOLUTION
The dissolution of the board shall be made by the three Trustees.

13. SIGNATORIES

Signed on (date………………………….)   Name of the school:

Signature: Signature:

Name of Chair person school committee/board: Name of Head Teacher or Principal:

Note: This is only a sample and schools may wish to have other items included, which are relevant and applicable to them.
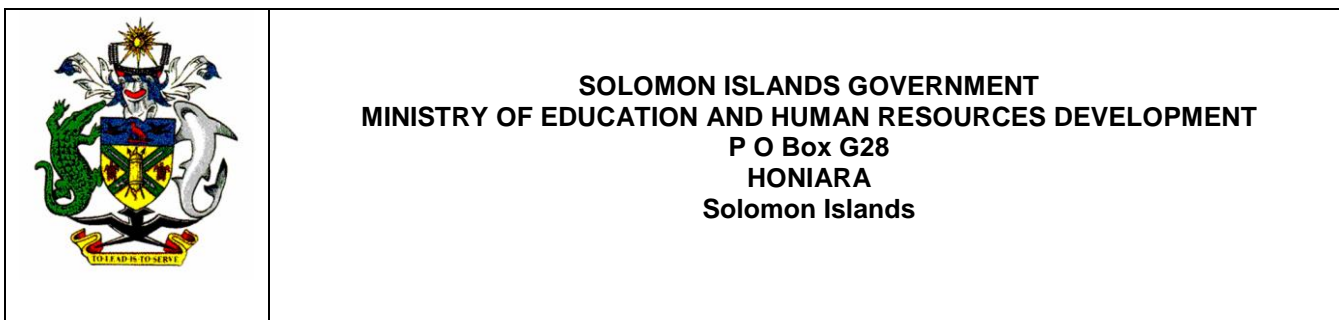
Annex 4b: School disciplinary procedure

- The school committee or board should establish a sub committee of at least 3 members (see Annex 4a) for disciplinary cases for both teacher and student matters.
- The sub committee must firstly identify what has happened and listen to the different witnesses or check the different sources of information or verification (documents, reports etc.) in order an objective judgment can be prepared.
- Minor disciplinary actions should be handled at school level, more serious cases of inappropriate student behaviour or non-professional behaviour of teaching staff should be reported to the Education Authority and cases of corruption, theft and other crimes should be reported to the police.

In dealing with Disciplinary Cases the process generally will be according the following steps:

1. The case must be reported to the Head Teacher or Principal

2. The Head Teacher or Principal directs the Chairperson of the Disciplinary Committee to investigate the case.

3. Both suspects and witnesses are interviewed and their interviews must be recorded and signed by the interviewees.

4. The Disciplinary sub committee meets and discusses the cases with the suspects/witnesses appearing before the committee.

5. The Disciplinary sub committee decides whether the suspect(s) is guilty of the offence or not.

6. The Disciplinary sub committee submit a formal advice (documented in a letter) to the Chair person of the school committee and board, who calls for an extra ordinary meeting to endorse or revise the decision.

7. If the decision is endorsed and the suspect(s) is/are considered guilty of the offence(s) committed, the Chair person of the Disciplinary sub committee or board will write a letter on the action taken (corrective measures, social tasks, suspension etc.). The main school committee or board and Education Authority will receive a copy of the letter. Cases of suspension longer than 1 trimester or definitive expulsion need approval from the Education Authority. Suspension of teachers must be reported to Education Authority and will be handled at EA-level.

8. The Head Teacher or Principal will bring the letter to the concerning student or teacher.

9. Only in serious cases and judgments (suspension, expulsion), there is the opportunity for appeal to the Disciplinary committee and Education Authority within 14 days after the receipt of the letter. The case is now taken to higher level of the Education Authority or Provincial Secretary.

Annex 5a: Fee Free Basic Education (FFBE) and parents contributions

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SOLOMON ISLANDS GOVERNMENT
MINISTRY OF EDUCATION AND HUMAN RESOURCES DEVELOPMENT
P O Box G28
HONIARA
Solomon Islands

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FEE FREE BASIC EDUCATION (FFBE) and PARENTS CONTRIBUTIONS

Introduction
From the beginning of 2009, the CNURA-Government implements the policy of Fee Free Basic Education, from Standard 1 up to Form 3. Basic Education is a right of every child. The policy aims to encourage all children of Solomon Islands to attend school up to Form 3. One of the barriers to education is the school fee. That is why the Government has increased the grants to all public and church primary and secondary junior schools. Grants to private schools have been maintained as well, but will not receive this year's increase. Also Early Childhood Education (ECE) is now supported, because the Government wants to encourage early enrolment of children in the school system. ECE is not part of the Basic Education sub sector, but it lays an important foundation.
The government is now disbursing student and administration grants to all schools and remote area grants to selected schools. All public and church schools are therefore now receiving more than the years before.

Does it mean that everything is Free?
No. The Fee Free Basic Education programme only covers the operation costs of the schools. School management can still ask parents for **contributions** for the development of the school through cash contribution, materials, labour and school fundraisings.

Some important rules about parent contributions
- No children can be pushed out from school, because of not paying fees or contributions. But parents must know that the fee free education is not covering all costs, in particular not in the urban areas, such as Honiara. Contributions (in money or kind) are therefore necessary.
- However, every parent has the right to know where contributions are meant for. Schools need to have a school development plan that is discussed and agreed upon by teachers, school committee or board and a representation of students. Without this plan there is no basis to ask for contributions.
- Every parent also has the right to know the income and expenses of the school and the possible shortfalls for planned expenditures. Without correct documentation and proper accounting, there is no basis to ask for contributions from parents.
- The school management which is formed by the head teacher or principal and the school committee or board must agree upon which contributions can be asked for. At least one school board of committee meeting is therefore necessary.

Survey and possible review
The Ministry will regularly implement surveys on the school grants and assess if the grants are sufficient to cover the operation costs of the schools. Schools and school committees/boards are also invited to submit information to the Ministry on their actual basic operation costs. A school development plan, budget and expenditures are the basic supporting documentation.

Annex 5b: Parental Contributions

Rules and procedures for payment of Parental Contribution in kind to School Projects and Plans

These rules are set to guide those parents and guardians who cannot afford to pay parental contributions in cash. They have the opportunity through which they can pay for the cash equivalent through material goods or their labour. This method of contribution will only be allowed for parental contributions that are approved in the School Development Plan.

A. RULES

1. Genuine/Sincerity

Both parties must be sincere. The parents or guardians must be able to demonstrate that they cannot afford the cash payments for the parental contributions. Also witnesses, such as a community leader or chief can be utilized to defend their case. The school committee or board must then confirm that the parents and guardians are in a state, where it is true that they cannot afford the cash to pay the parental contributions.

2. Approval by Authority

Any decision about parent contributions is taken by the school committee or board.

3. Respect

Both parties, school and parents, must respect each other. In carrying out the decision to pay the parent contribution, the school and the parents or guardians must respect each other.

4. Mutual Benefit:

The arrangement to pay the parental contributions in kind must benefit both the parents and the school. That means that both should mutually agree upon the amount of the time, quantity, quality of the kind that will be given as the contribution.

5. Time Bound

The arrangement to pay for the parental contributions must be for a fixed period. This is important because their child is learning and makes use of facilities for which other parents have paid their cash contributions.

6. Responsible/Accountable

The school should as part of the Financial Manual for the school grants, account for all revenues, including the payment of parental contributions in kind. The accountable officer(s) should make a report for the school on the payment of parental contributions in kind.

7 Disputes

While this method of payment is proposed, it is very important for all to understand that the school needs cash to purchase materials and other goods for its operation. If there is a dispute/disagreement during the implementation of the contribution in kind, both parties should settle it in an amicable way.

B. PROCEDURES

1. Establish the facts

The parents and or guardian who cannot afford the cash must make a written submission to the school stating clearly the reasons why they cannot afford the cash to pay the parental contributions.

2.   Assess the Request.

The School will assess the request. The school committee or board will organize a school meeting that will consider the request(s) and make a decision on the request.

3.   Make a Decision.

In making the decision the board will consider the following: whether the request is sincere, both the school and the parents and guardians will benefit; that both are committed to the arrangement and that the payment will be completed by a certain date.

4.   Implement the Decision.

The school will communicate the decision to the parents and or guardians. The parents or guardians and the school committee or board will implement the decision.

5.   Account for the payment

The accountable officer(s) will submit a written report to the school board on the state of the payment of the parental contributions. This report should also be placed in the school financial accounts records for audit purposes.

Annex 6: List of relevant documents

1. Draft National Education Master Plan, 1999-2010

2. National Curriculum Statement Final Draft, 29th September 2008

3. Solomon Islands Review of the School of Education Partnership Link Programme Report, May 2008

4. Solomon Islands Government MEHRD Education Policy and Administrative Handbook, 1997

5. Education Act, 1978

6. MEHRD, Solomon Islands Teaching Service-Teaching Service Hand Book, January 2007

7. MEHRD, Policy Statement and Guidelines for Grants to Schools in Solomon Islands, amended version, 30th of November 2009

8. MEHRD, Policy Statement and Guidelines for Grants to Education Authorities in Solomon Islands, amended version, 30th of November 2009

9. MEHRD, School financial management guidelines and manual, March 2009

10. MEHRD, Early Childhood Education Policy, 2007

11. MEHRD, Education Strategic Framework 2007-2015

12. MEHRD, National Education Action Plan, 2007-2009, April 2007

13. MEHRD, National Education Action Plan, 2010-2012, December 2009

14. MEHRD, Review of National Education Action Plan, 2007-2009, 4th of July 2009

15. MEHRD, Review of the Sector Wide Approach 2004-2009, September 2009

16. MEHRD, Provincial Education Action Plans, 2007-2009

17. MEHRD, Provincial Education Action Plans, 2010-2012

18. MEHRD, Performance Assessment Framework, July 2009

19. MEHRD, Annual Reports, 2006, 2007, 2008

20. MEHRD, Human resource Development Plans, 2008 and 2009

21. MEHRD, Annual Work Programmes, 2007, 2008 and 2009

22. MEHRD, Solomon Islands Education Sector Statement of Partnership Principles between Solomon Islands Government and Development Partners, 28th of September 2009