



**Government of Solomon Islands**

**PERFORMANCE ASSESSMENT  
FRAMEWORK (PAF)**

**2007 - 2009**

**Ministry of Education and Human Resources Development**

**December 2010**

## Acknowledgement

The Performance Assessment Framework (PAF) is based on data provided by the Solomon Islands Education Management Information System (SIEMIS). The SIEMIS is the fundamental electronic warehouse that keeps all the data of each education sub sector within the Ministry of Education and Human Resources Development. The SIEMIS is annually updated by a huge national data collection process which requires all schools and Education Authorities (EA) to fill in SIEMIS-formats that are distributed by the Ministry. We would like to express our sincere gratitude to our Partners New Zealand Government for their financial and technical assistance and UNESCO for allowing us to use its documents for reference in producing this document and the workshops on monitoring and evaluation in the education sector.

The Performance Assessment Framework is based on a participatory process of involving many staff in the selection of main indicators for the education sector, in the determination of targets and minimum standards. The PAF aims to give a 'quick scan' of the education sector and to indicate the progress towards the three main goals of the National Education Action Plan 2007-2009; improved access, quality education and, efficient and effective management of education. We realise that the PAF can be still improved on accuracy, completeness and timeliness, but we hope that the PAF will be used by all Ministry staff and other stakeholders to measure general progress. We hope that it will encourage staff to utilise data for more result oriented reporting and planning.

Recently the SIEMIS has been independently reviewed and MEHRD will implement the recommendations which were partly related to general management of the SIEMIS in the Ministry and partly to other actors and the software development and maintenance. In particular this year 2010, we were faced with technical problems in the SIEMIS which contributes to the late production of the PAF for the 2010 AJR. We were at that time only able to present a general summary. Fortunately we are now in the position to present a more detailed PAF 2007-2009.

We also realise that the PAF (as a summary of data) and SIEMIS (the complete database) as statistic tools are not sufficient to understand all details of the progress and challenges in the education sector. Qualitative analysis on the quality of education is quite limited in the PAF because it contains mainly numbers. In order to provide data and information on the quality of teaching and learning in the schools, more classroom observations and assessments need to be done. This year MEHRD carried out the Solomon Island Standardised Test of Achievements I (SISTA I) and Solomon Island Standardised Test of Achievements II (SISTA II) on literacy and numeracy levels and that will be reflected in the 2011 PAF. In the long term, when the Assessment Policy is fully implemented more information on the quality of education will be available in the PAF..

Special thanks to the Monitoring Technical Working Group for their advice on the process of producing and improving the PAF. This PAF 2007-2009 was prepared with the assistance from the Monitoring Sub-committee and the Monitoring Technical Working Group. The School Head Teachers, Principals and Education Authorities are given credit for their effort in the process of completing and returning the SIEMIS-forms to the Ministry of Education. Thanks also go to the SIEMIS-team in the Planning, Coordination and Research Unit for their daily input of the information collected from the SIEMIS-forms and for the production of the document.

The main message from these PAF-data is that we have made considerable progress with access at all levels with increased number of children going to school. The gains in Primary, Junior and Senior Secondary are impressive. However, the quality of education and the

management of the human and financial resources must be much more effective and efficient. We need all actors at the national, provincial and school and community level to collaborate. Let these data be our tools for better planning and policy development that we may make good progress to the goals of our National Education Action Plan 2010-2012.

A handwritten signature in grey ink, appearing to read 'Mylyn Kuve', is centered within a light grey rectangular box.

Mylyn Kuve  
Permanent Secretary  
Ministry of Education and Human Resources Development

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## Acronyms

CDD	Curriculum Development Division
CHS	Community High School
DP's	Development Partners
EA	Education Authority
ECE	Early Childhood Education
EFA	Education for All
EIMU	Education Inspectorate Monitoring Unit
ERU	Education Resource Unit
ESF	Education Strategic Framework (2007-2015)
ESIRP	Education Sector Investment Reform Programme
ESCC	Education Sector Co-ordination Committee
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HCC	Honiara City Council
HRD	Human Resource Development
INST	In-Service Training
JS	Junior Secondary School
MDG	Millennium Development Goals
MEHRD	Ministry of Education and Human Resources Development
MOF	Ministry of Finance
MPS	Ministry of Public Service
NEAP	National Education Action Plan
NER	Net Enrolment Rate
NESU	National Examinations Standard Unit
NSO	National Statistics Office
NSS	National Secondary School
NZAP	New Zealand Aid Programme
PAF	Performance Assessment Framework
PCRU	Planning, Coordination and Research Unit
PE	Primary Education
PEAP	Provincial Education Action Plan
PRI	Primary Education
PS	Primary School
PSS	Provincial Secondary School
PSSC	Pacific Secondary School Certificate
RTC	Rural Training Centre
SE	Secondary Education
SIEMIS	Solomon Islands Education Management Information System
SIF3	Solomon Islands Form 3-(Exam)
SIG	Solomon Islands Government
SISC	Solomon Islands Secondary School Certificate
SISEE	Solomon Islands Secondary Entrance Examination
SISTA	Solomon Islands Standardized Test of Assessment
SPBEA	South Pacific Board for Education Assessment
SS	Senior Secondary Schools
SWAp	Sector Wide Approach
TSC	Teaching Service Commission
TSD	Teaching Service Division
TTDD	Teacher Training Development Division
TVET	Technical and Vocational Education and Training
TWGM	Technical Working Groups Monitoring
UBE	Universal Basic Education

## Introduction

The Performance Assessment Framework was developed to facilitate the monitoring of the general progress of the Sector Wide Approach which has been implemented through the National Education Action Plans and the Provincial Education Action Plans within wider education frameworks, such as the National Education Strategic Framework 2007-2015 and the Pacific Education Development Framework. It was developed on the basis of a comprehensive set of indicators related to all the main expected outputs and outcomes in the education sector. The overarching goal is to measure the progress of the education sector against the ambitious targets into achieving the EFA and the Millennium Development goals and three national strategic goals to be met by 2015; improved access/infrastructure, quality and management.

The indicators cover access, infrastructure, equity and efficient management of resources. It captures all sub sector levels: Early Childhood Education (ECE), Primary Education, Junior Secondary Education, Senior Secondary Education and Technical and Vocational Education and Training (TVET), although the data collection for this sub sector has just started and not all forms have been received yet. Only 47% of the TVET-centres submitted their forms till date. Since 2009, also SIEMIS-forms sent to SICHE and USP didn't come back yet, although PCRU have reminded the institutions several times.

The PAF also includes a monitoring and evaluation system, which determines and clearly explains the responsibilities for collection, processing, analyzing, presentation and distribution of data. All these processes are responsibilities of PCRU, the monitoring sub-committee and the SIEMIS-team.

The progress within the Education Sector has been measured against the data available in the Solomon Islands Education Management Information System (SIEMIS). There are different survey forms developed and used for the education sub-sectors (SIEMIS-forms). These survey forms are to be completed by Head Teachers, Principals and Directors of schools and institutions. It is the responsibility of the Head Teachers, Principals and Directors to ensure that all the information requested in the questionnaire is correctly and accurately recorded. The survey forms need to be submitted by the Ministry not later than 1st of November and the schools and Education Authorities should send the forms back on time in order the Ministry receives all forms not later than 31st March every year.

The survey forms have four sections that detail out all the information required for the PAF. The first section collects general information about school; the second section collects statistical data about student enrolment and classes, including data about repeaters, drop outs, transfers and grade progression. The third section collects information about teacher and teacher training and finally the fourth section collects statistical data about school and classroom facilities and educational resources.

When assessing data quality there are many facets that we have to consider. High quality statistics must be timely and accessible. Evidence based good decision making and policy making is very much based on reliable and complete data. Therefore the Monitoring Sub Committee and Technical Working Group Monitoring are working hard to produce national and international comparable data that we can monitor and use for benchmarking of the progress in the education sector towards achieving the MDG- and EFA goals. National and international comparable data are valuable resources for countries to learn from each other and they support policy and decision makers to make informed decisions in areas as policy making, education planning, review and reform.

There are some variations in the data for 2007 and 2008 which were published in the PAF 2006-2008 compared to what is now reflected in this PAF 2007-2009. These are caused by real changes in the data, by later entry of data because of later data collection and inputs, by errors in data collection and input and by not regularly refreshing the SIEMIS-data.

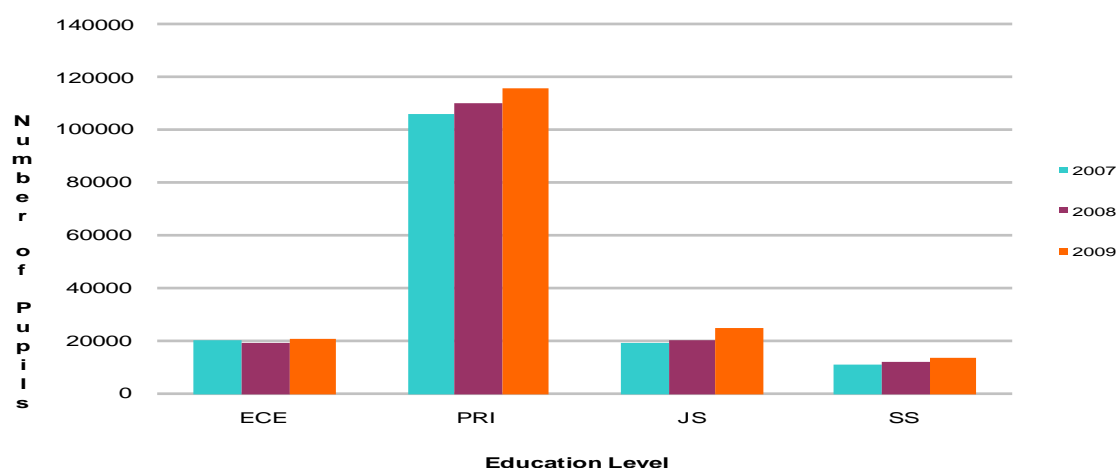
The population data that we have utilised for this PAF will be updated from the recent census in 2009. These population data have just been published, so they could not be used for this PAF 2007-2009. Using the recent population census data in the next PAF will show a variation in the GER and NER because the population numbers are a bit higher than the estimates we have used in our SIEMIS, which were based on the 1999 census.

## Chapter 1: Access Indicators

### Key Findings

#### I. Enrolment and gender parity

Figure 1.1: Chart of Total Enrolment by Education Level, 2007-2009.

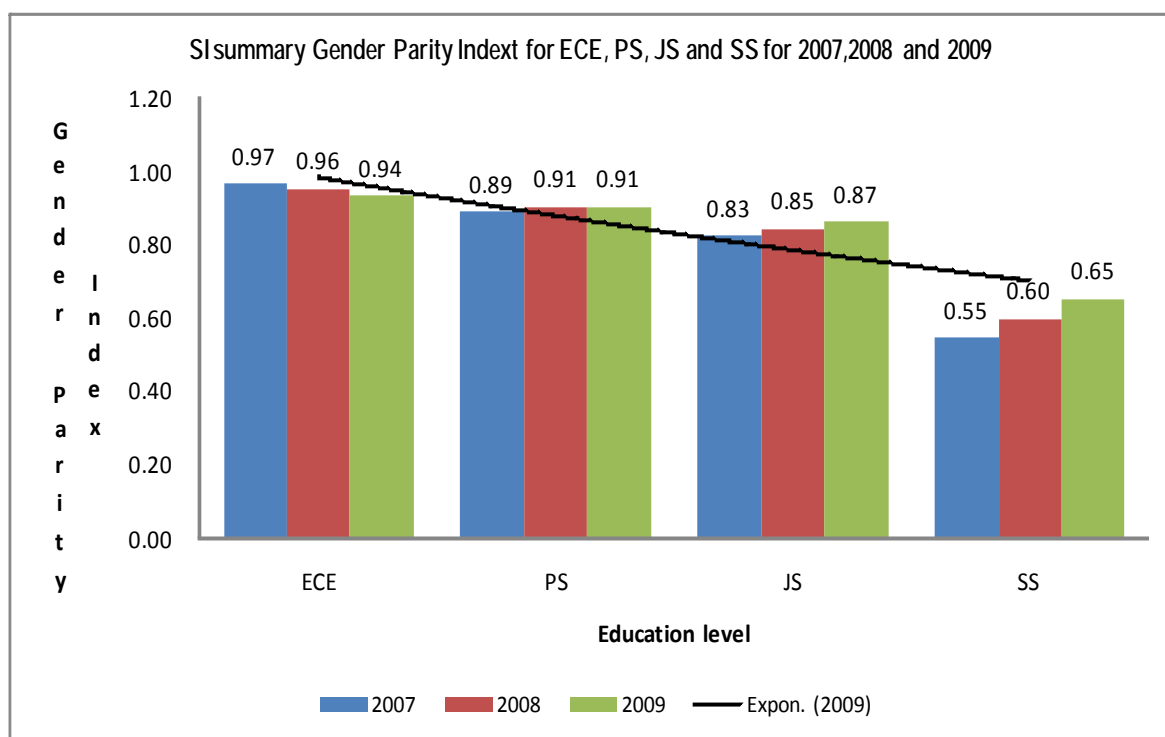


Source: SIEMIS

- The ECE enrolments have increased with 2.6% in 2009 compared to 2007. The gender balance shows a negative gender equity trend with 48.4% girls and 52.6% boys in 2009 compared to 49.2% girls and 50.8% boys in 2007.
- 2009 Enrolment numbers in Primary Education have increased with 8.9% compared to 2007 and with 4.9% compared to 2008, which is a good progress towards one of the Millennium Development Goals (MDG) namely Universal Primary Education.
- The Primary Education Level has the highest enrolment of all education sectors. The senior secondary education level has the least number of enrolled students. All of the education levels have indicated an increase in enrolment in 2009 compared to 2007
- Gender balance in Primary schools slightly improved in the period 2007-2009. In 2009, 47.5% girls and 52.5% boys compared to 47.2% girls and 52.8% boys in 2007. It is also a good progress towards the MDG of universal education for all and gender parity.
- 2009 Enrolment numbers in Junior Secondary Education have increased with 27.9% compared to 2007 and with 20.6% compared to 2008. The number of girl students grew faster (31%) than the male students (25.3%) compared to 2007.
- Gender balance in Junior Secondary schools has improved over the period 2007-2009. In 2009 46.4% girls against 53.6% boys compared to 45.3% girls and 54.7% boys in 2007.
- 2009 Enrolment numbers in Senior Secondary Education have increased with 19.4% compared to 2007 and with 13.7% compared to 2008. Compared with 2007 the female student population grew stronger with 33.6% than the male students with 11.7%.

- The biggest gains in enrolment were relatively made in Junior Secondary Schools, but also Senior Secondary Schools show positive gains in enrolment. This will have implications for the number or management and provision of (subject) teachers, school infrastructure, curriculum resources at Community High Schools, Provincial and National Secondary schools. The Ministry has to reflect on how to anticipate the increased enrolment to secondary school level under the current budget pressures.

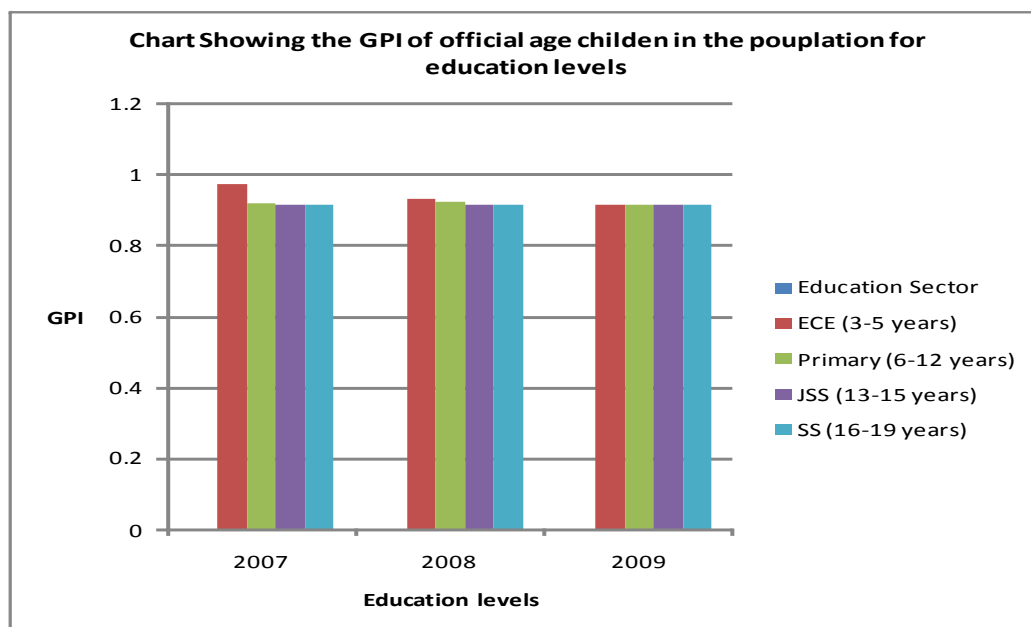
Figure 1.2: SI summary gender parity for ECE, PS, JS and SS for 2007, 2008 and 2009..



Source: SIEMIS

- The trend in gender parity index for enrolments in ECE for the period 2007-2009 reflects an increase in boys' enrolment and decrease in girls' enrolment indicated by a downward trend. The gender parity gap increases from 0.03 to 0.06. However, the gender parity index for the enrolment in Primary, Junior Secondary and Senior Secondary has indicated a progressive improvement over time since 2007, which is a good progress towards one of the Millennium Development Goals on the gender equity and participation in the education sector.
- The gender parity index for primary, junior secondary and senior secondary have shown an improved trend towards reducing the gender parity gap in 2009 compared to 2007. However, the gender equity for the senior secondary school is still the lowest meaning that more male attended the SS compared to female.

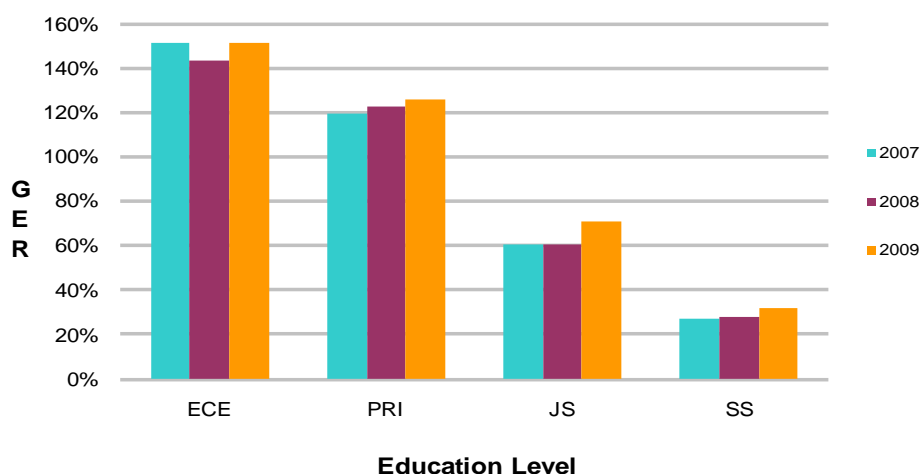
Figure 1.3: GPI of official age children in the national population for education levels for 2007, 2008 and 2009..



Source: SIEMIS

- The gender parity index of the population of official age school children at each education level indicates that the number of female to male is almost the same. This has indicated that the official age group of female and male for each education sector is almost the same in the national population. This information can be used to compare the percentage and GPI on enrolment to identify the progressive trend.

Figure 1.4: National Summary of GER for Education Levels, 2007-2009



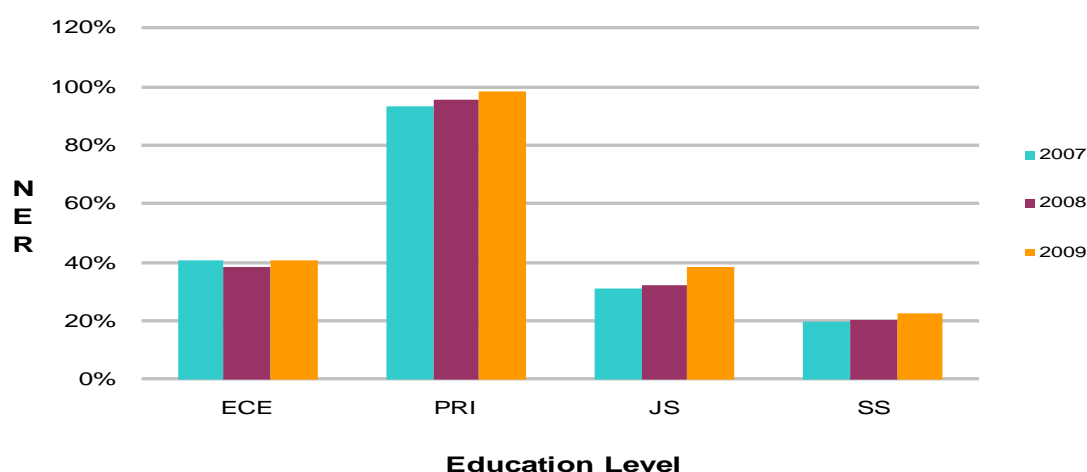
Source: SIEMIS

- The high Gross Enrolment Rate (GER) for ECE (152%) and Primary (126%) indicate a high degree of participation of both the official age and not official age enrolling in these two levels of education. It also indicates that under age or over age children enrolling in

ECE and Primary is relatively high compared to children of the official age group for these sectors. The higher GER may further indicate a high number of late starters and high repetition rate in these education levels.

- The GER for the Junior Secondary (71%) Senior Secondary (32%) in 2009 has improved compared to 2007 (respectively 60% for Junior Secondary and 27% for Senior Secondary). This also indicates that the aggregate participation number of the official age group population in this education level is still very low compared to other education levels.

Figure 1.5: National Summary of NER for Education Levels, 2007-2009



Source: SIEMIS

- The Net Enrolment Rates (NERs) for ECE, primary, junior secondary and senior secondary have all increased for the period 2007-2009. This reflects improved participation of the official age group children in these education levels. The primary has the highest NER, which is now 99%. A growth of 6% compared to 2007 which was 93%. This is a positive development towards achieving the universal education, one of the MDG-goals. Compared to 2007, 9,502 more children enrolled in the primary schools in 2009.
- The high NER of 99% for Primary in 2009 might be considered unrealistically high. However, these enrolment data are collected from SIEMIS-surveys divided by the projected population of the primary age group as supplied by the NSO-population estimates. The actual high enrolment rate might be 'inflated', because the population Estimates that are used might be too low or the enrolment numbers have been exaggerated by schools. Next year the Ministry will update the population data with the recent population survey results of 2009 and will also do more cross checking at schools where incorrect recording is suspected.
- There is a high possibility that the education system has many late starters who have never been to school and now "catch up". This might be a factor that contributes to high enrolments records and a high NER and GER. It is expected in the medium term that if the intake rate stays high, the NER will continue to rise, while the GER will taper.
- In this stage, the Ministry is advised to get repetition rates down while pushing the survival rates up.

- The senior secondary sub sector has the lowest NER (23%), which denotes that quite a big number of the official age group population for senior secondary education level are not enrolled in school yet.
- The biggest gain in enrolment is relatively made in Junior Secondary schools where the NER grew from 31% in 2007 to 38% in 2009. 5,415 more students were enrolled compared to year 2007. The parallel growth in NER and GER tells us that the Education Sector in the Solomon Islands is still in the phase of building up and expanding access. It is also important to take note that access is still recovering from both the tension and the tsunami. The trend of rising GER and NER may therefore continue for a few years.

## II. Students with specific needs

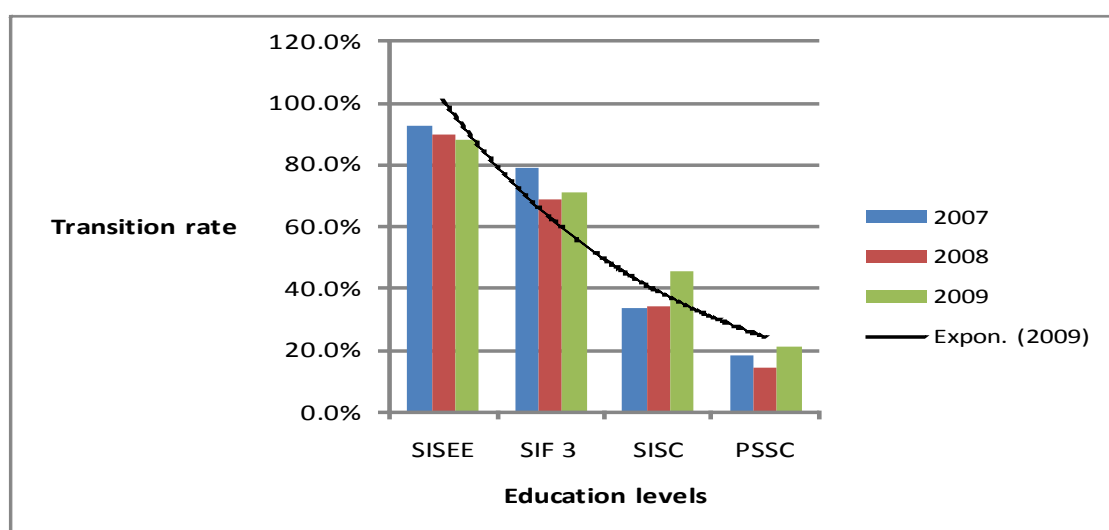
- The number of reported students with special needs in Primary Education is still relatively low (just 1% of total enrolment) and has even decreased over time. The number of reported students with special needs have gone down in all levels of education (Junior and Senior secondary)
- In Senior Secondary Education, the percentage of students with special needs is the lowest compared to other level of education (under 1%).

## III. Attendance rates

- Non-attendance rates at Primary Education have decreased overall (from 5% in 2007 to 3% in 2009), which is a good development.
- In Senior Secondary the non-attendance rates are the lowest.

## IV. Transition rates (after formal examinations)

Figure 1.6: Chart showing the transition rate after all examinations, 2007-2009..



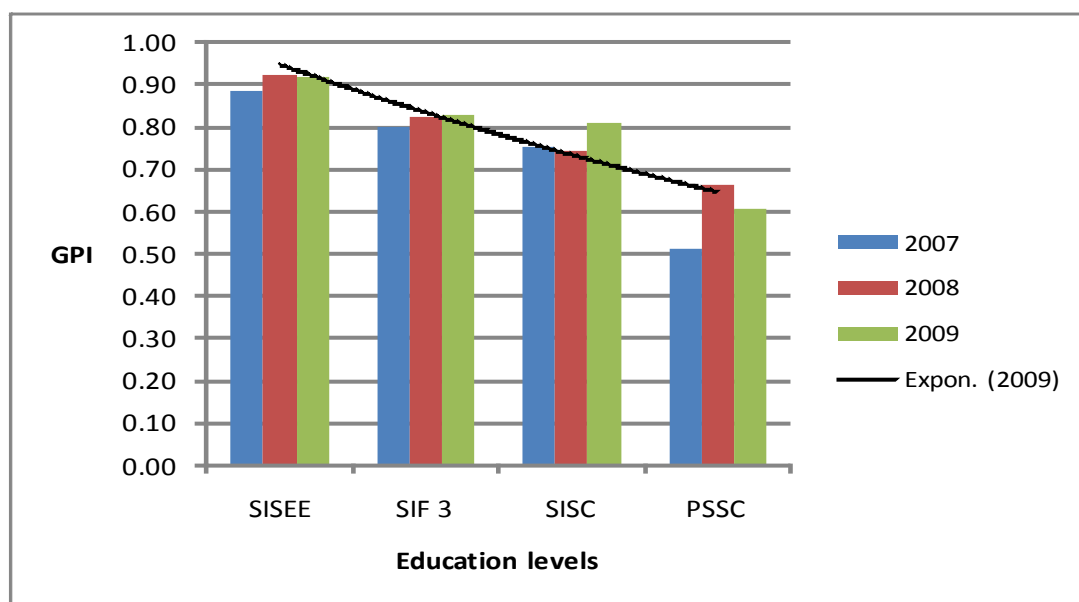
Source: SIEMIS

- The transition rate for SISEE decreases from 92.5% in 2007 to 88.1% in 2009.



- Transition rates for SIF 3 have also decreased in the period 2007-2009 (from 78.9% to 71.4%), although there seems to be a more positive development in 2009(71.4%) again compared to 2008 (68.7%). Female students did better in 2007, but in 2009 more male students than female were promoted to a higher level of education.
- The higher level of examination the lower the transition rates are, but over the period 2007-2009 transition rates have gone up for both SISC (from 33.8 % to 45.3%) and PSSC (from 18.3 % to 21.2%)
- Compared to 2007 relatively more male students than female students were continuing education after SISC. PSSC examination transition rates also show higher gender gap disparity results in favour of male compared to female. However, female students performance for both SISC and PSSC has improved just a little better in terms of transition to higher levels of education (respectively year 12 for SISC and year 13 for PSSC) in 2009 compared to 2007.
- The exponential trend graph has shown that the transition rate to the next level decreases as children go up to a higher school level. This indicates that fewer children have entered year 12 compared to year 6, year 9 and year 11. It could be that insufficient space (schools, classrooms, desks etc.) at the higher school level have caused this trend. The lower transition rate of girls into higher levels of education might be caused by other factors, such as lack of girl dormitories, distance, finance and cultural factors.

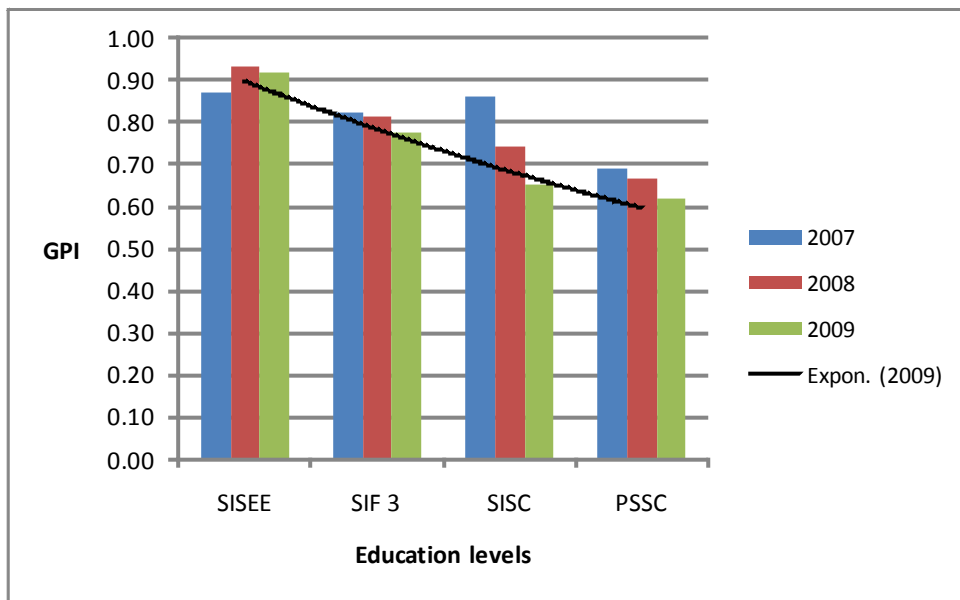
Figure 1.7: Chart showing the Total SI GPI for enrolment in the examination levels, 2007-2009



Source: SIEMIS

- The gender parity index (GPI) for SISEE and SIF 3-examination enrolment has shown a positive development over time for the period 2007-2009: The enrolment of girls has improved over the period 2007-2009 for SIF3, SISC and PSSC.
- GPI for enrolment across all examination levels shows that still more boys than girls enrol, in particular at Senior Secondary School-exams (SISC and PSSC).

Figure 1.8: Chart showing the Total GPI transition in all examinations, 2007-2009.



Source: SIEMIS

- The GPI transition for SISEE has shown a positive development, but for SIF 3, SISC and PSSC it has shown a downward trend. This denotes that more girls are eliminated from the schooling system as they go higher up the education levels from year 9 to year 13.

## Number of Pupils Enrolled by Province, Education Level and Gender

The Number of Pupils enrolled by Province reports on enrolments by Sector and not by school type. Table 1.2 reports on primary enrolments at Primary Schools and CHS. Table 1.3 reports on Junior Secondary School enrolments at CHS, PSS and NSS.

Table 1.1: No. of Pupils Enrolled in Early Childhood Education by Province and Gender, 2007 - 2009.

	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
Central	300	271	571	252	234	486	270	253	523
Choiseul	425	460	885	381	425	806	441	483	924
Guadalcanal	841	816	1657	921	886	1807	952	929	1881
Honiara	1014	1030	2044	1026	1055	2081	1059	1089	2148
Isabel	853	864	1717	773	796	1569	854	904	1758
Makira and Ulawa	1078	1153	2231	1014	1112	2126	1350	1430	2780
Malaita	3822	3919	7741	3532	3699	7231	3614	3968	7582
Rennell and Bellona	141	165	306	127	145	272	131	139	270
Temotu	410	440	850	260	313	573	278	321	599
Western	1217	1297	2514	1183	1248	2431	1238	1342	2580
<b>SI</b>	<b>10101</b>	<b>10415</b>	<b>20516</b>	<b>9469</b>	<b>9913</b>	<b>19382</b>	<b>10187</b>	<b>10858</b>	<b>21045</b>

Source: SIEMIS

- 2009 Enrolment numbers in ECE for Central, Malaita, Rennell and Belona and Temotu seem to decrease with Temotu the highest decrease (29..5%) while the enrolment in ECE for Guadalcanal, Choiseul, Honiara, Isabel, Makira and Western Province seems to increase for the period 2007-2009. The decrease in enrolment for some Provinces could be caused by inconsistent data collection. The increase in other Provinces could be caused by inclusion of children at all ECE-centres, registered and non-registered. At the moment the ECE-division organises a mapping of all ECE-centres to improve the data collection in this sub sector. The ECE- total enrolment has increased with 2.6% for the period 2007-2009.

Table 1.2: No. of Pupils Enrolled in Primary Education by Province and Gender, 2007 - 2009.

	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
Central	2380	2843	5223	2626	3064	5690	2776	3210	5986
Choiseul	2704	2744	5448	2726	2808	5534	2684	2896	5580
Guadalcanal	8665	9514	18179	9036	9668	18704	9463	10288	19751
Honiara	4811	5115	9926	5228	5494	10722	5950	6170	12120
Isabel	2256	2553	4809	2494	2810	5304	2528	2828	5356
Makira and Ulawa	3940	4405	8345	4084	4615	8699	4165	4787	8952
Malaita	15363	17919	33282	16084	18387	34471	17145	19384	36529
Rennell and Bellona	308	338	646	306	328	634	324	349	673
Temotu	2276	2514	4790	2358	2694	5052	2221	2498	4719
Western	7448	8130	15578	7440	7969	15409	7763	8299	16062
<b>SI</b>	<b>50151</b>	<b>56075</b>	<b>106226</b>	<b>52382</b>	<b>57837</b>	<b>110219</b>	<b>55019</b>	<b>60709</b>	<b>115728</b>

Source: SIEMIS

- 2009 Enrolment numbers in Primary Education have increased with 8.9% compared to 2007. and with 4.9% compared to 2008. Here the numbers of girls grew just more (with 9.7%) than the number of boys (with 8.2%) compared to 2007.

- Gender balance in Primary schools slightly improved in the period 2007-2009, with in 2009 47.5% girls and 52.5% boys. Central (46.4% girls), Makira (46.5% girls), Temotu (47.1%), Isabel (47.2%), G-province (47.4%) are all under the national average. Honiara shows the best results (49.1%), almost complete gender balance
- The provinces of Malaita (31.6% of total) and Guadalcanal (17.1% of total) have the highest enrolment numbers. They have also the highest population numbers. Temotu province is the only province where the number of enrolled students decreased (with 1.5% in 2009 compared to 2007).

Table 1.3: No. of Pupils Enrolled in Junior Secondary Education by Province and Gender, 2007 - 2009.

	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
Central	412	518	930	410	488	898	452	607	1059
Choiseul	414	420	834	414	406	820	554	492	1046
Guadalcanal	1514	1995	3509	1593	1995	3588	2146	2501	4647
Honiara	1277	1450	2727	1578	1781	3359	1788	1894	3682
Isabel	598	633	1231	567	619	1186	601	666	1267
Makira and Ulawa	707	1006	1713	830	1126	1956	860	1187	2047
Malaita	1942	2502	4444	1942	2467	4409	2569	3315	5884
Rennell and Bellona	83	113	196	89	120	209	110	150	260
Temotu	377	404	781	382	410	792	412	451	863
Western	1480	1587	3067	1645	1745	3390	2043	2049	4092
<b>SI</b>	<b>8804</b>	<b>10628</b>	<b>19432</b>	<b>9450</b>	<b>11157</b>	<b>20607</b>	<b>11535</b>	<b>13312</b>	<b>24847</b>

Source: SIEMIS

- 2009 Enrolment numbers in Junior Secondary Education have increased with 27.9% compared to 2007 and with 20.6% compared to 2008. Here the girl students grew faster (31%) than the male students compared to 2007 (15.3%).
- Gender balance in Junior Secondary schools has improved over the period 2007-2009; in 2009 46.4% girls against 53.6% boys compared to 45.3% girls to 54.7% in 2007.
- Malaita province (26.64%), Guadalcanal (21.0%) and Western Province (18.9%) show the highest growth in enrolment compared to 2007.

Table 1.4: No. of Pupils Enrolled in Senior Secondary Education by Province and Gender, 2007 - 2009.

	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
Central	35	55	90	73	89	162	181	130	311
Choiseul	97	136	233	54	91	145	85	110	195
Guadalcanal	846	1591	2437	844	1550	2394	1024	1718	2742
Honiara	1043	1829	2872	1273	1987	3260	1510	2226	3736
Isabel	230	330	560	309	332	641	318	358	676
Makira and Ulawa	333	665	998	404	685	1089	407	685	1092
Malaita	597	1270	1867	617	1186	1803	744	1331	2075
Rennell and Bellona	16	42	58	18	45	63	44	63	107
Temotu	149	197	346	149	197	346	169	200	369
Western	681	1245	1926	745	1309	2054	897	1398	2295
<b>SI</b>	<b>4027</b>	<b>7360</b>	<b>11387</b>	<b>4486</b>	<b>7471</b>	<b>11957</b>	<b>5379</b>	<b>8219</b>	<b>13598</b>

Source: SIEMIS

- 2009 Enrolment numbers in Senior Secondary Education have increased with 19.4% compared to 2007 and with 13.7% compared to 2008. Compared with 2007 the female student population grew stronger (with 33.6%) than the number of male students (with 11.7%).

- In Choiseul province the enrolment numbers went down (with -16.3%) and in Temotu province the enrolment increased the least with 6.6%.

Table 1.5: National Summary of Enrolment Numbers by Education Level, 2007 - 2009.

	2007	2008	2009
ECE	20516	19382	21045
PRI	106226	110219	115728
JS	19432	20607	24847
SS	11387	11957	13598
<b>SI</b>	<b>157561</b>	<b>162165</b>	<b>175218</b>

Source: SIEMIS

- The biggest gains in enrolment were relatively made in Junior Secondary schools (27.8 % increase compared to 2007) and also good progress was made in Senior Secondary schools (19.4% compared to 2007).

## School-Aged Population

Table 1.6: School-Aged Population for total Solomon Islands Children of age 1 to 25 for 2007-2009.

	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
1	6968	7463	14431	6969	7467	14436	6862	7473	14335
2	6962	7456	14418	6964	7458	14422	6813	7435	14248
3	6556	7021	13577	6956	7452	14408	6758	7388	14146
4	6515	6987	13502	6502	6980	13482	6696	7325	14021
5	6509	6979	13488	6497	6971	13468	6626	7252	13878
6	6500	6971	13471	6490	6964	13454	6549	7169	13718
7	6496	6965	13461	6484	6956	13440	6464	7076	13540
8	5928	6466	12394	6477	6950	13427	6372	6970	13342
9	5923	6460	12383	5923	6462	12385	6271	6855	13126
10	5916	6454	12370	5918	6455	12373	6165	6736	12901
11	5910	6447	12357	5912	6448	12360	6065	6619	12684
12	5906	6441	12347	5905	6443	12348	5937	6473	12410
13	5137	5600	10737	5901	6434	12335	5767	6288	12055
14	5129	5594	10723	5131	5594	10725	5575	6081	11656
15	5126	5588	10714	5124	5587	10711	5389	5875	11264
16	5121	5583	10704	5121	5583	10704	5191	5658	10849
17	5117	5577	10694	5115	5578	10693	5046	5493	10539
18	4850	5291	10141	5110	5571	10681	4976	5428	10404
19	4844	5288	10132	4840	5282	10122	4956	5415	10371
20	4839	5283	10122	4837	5278	10115	4932	5392	10324
21	4835	5277	10112	4833	5275	10108	4914	5376	10290
22	4830	5271	10101	4828	5266	10094	4866	5321	10187
23	4319	4578	8897	4824	5261	10085	4765	5191	9956
24	4316	4573	8889	4309	4569	8878	4633	5019	9652
25	4313	4569	8882	4307	4564	8871	4505	4856	9361
<b>Total</b>	<b>121087</b>	<b>131191</b>	<b>252278</b>	<b>123009</b>	<b>133188</b>	<b>256197</b>	<b>124324</b>	<b>135777</b>	<b>260101</b>

Source: National Statistics and SIEMIS

Table 1.7: School total official aged population per Education Level for 2007-2009.

Education Sector	Official Age	2007				2008				2009			
		F	M	T	GPI	F	M	T	GPI	F	M	T	GPI
ECE	3-5 years	19580	20087	39667	0.97	19955	21403	41358	0.93	20080	21965	42045	0.91
Primary	6-12 years	42579	46204	88783	0.92	43109	46678	89787	0.92	43823	47898	91721	0.91
JSS	13-15 years	15392	16782	32174	0.92	16156	17615	33771	0.92	16731	18244	34975	0.92
SS	16-19 years	19932	21739	41671	0.92	20186	22014	42200	0.92	20169	21994	42163	0.92

Source: SIEMIS-estimates from NSO

- For the ECE the 2009 population increased with 3.2% compared to 2007 and with 1.4% compared to 2008. The male population grew with 4.2% in 2009 compared 2007 and with 1.5% in 2008. The female population increased with 2.1% in 2009 compared to 2007 and with 1.6% in 2008.
- 2.2% increase in total primary population in 2009 compared to 2007 and with 1.1% compared to 2008. The male population grew with 2.6% compared to 2007 and with 1.0% compared to 2008. The female population grew with 1.7% compared to 2007 and 1.2% compared to 2008.
- The gender parity index of the official age school children at each education level indicates that the number of female to male is almost the same.

Table 1.8: Gross Enrolment Rate by Education level and Gender, 2007-2009.

## GER

	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
ECE	155%	149%	152%	146%	142%	144%	154%	150%	152%
PRI	118%	121%	120%	122%	124%	123%	126%	127%	126%
JS	57%	63%	60%	58%	63%	61%	69%	73%	71%
SS	20%	34%	27%	22%	34%	28%	27%	37%	32%

Source: SIEMIS

- The GER for primary, junior secondary and senior secondary increases while the GER for ECE is the same in 2009 compared to 2007 with an improvement in 2008 for the period 2007-2009.
- The high GER for ECE and Primary indicates a high degree of participation of both the official age and not official age enrolling in these two levels of education. It also indicates that the number of under age or over age children enrolled in ECE and Primary is relatively high. This may be caused by many late starters and high repetition rate.
- The GER for the Junior Secondary and Senior Secondary in 2009 has improved compared to 2007, but have indicated that the aggregate participation of the official age group population in the SS is still very low compared to other education levels.

Table 1.9: Net Enrolment Rate by Education Level and Gender, 2007-2009.

## NER

	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
ECE	41%	40%	40%	38%	39%	39%	41%	40%	41%
PRI	92%	95%	93%	95%	96%	96%	99%	98%	99%
JS	31%	31%	31%	33%	32%	32%	39%	37%	38%
SS	17%	23%	20%	18%	22%	20%	21%	24%	23%

Source: SIEMIS

- The NER for ECE, Primary, Junior Secondary and Senior Secondary education increased for the period 2007-2009. It reflects increased participation of the official age children in these education levels.
- The primary school sub sector has the highest NER for the period 2007-2009, which denotes a high degree of participation of the primary official school age group population. The senior secondary has the lowest NER for the same period which denotes that more children of official age group population of the senior education level are not enrolled in school. However, it cannot be absolutely concluded that these percentages for these education levels reflect all enrolled children from the relevant age groups. Some school age children may yet have enrolled in other levels. A more precise indicator is the Age-Specific Enrolment Rate (ASER), which shows the level of participation in education of the population at each particular age.
- The differences between the GER and the NER measure the incidence of under-age and over-age enrollment in the ECE, Primary, Junior Secondary and Senior Secondary for the period 2007-2009.

## Number and Percentage of Pupils with Special Needs

Table 1.10: Number and Percentage of Pupils with special needs enrolled in Primary Education by Province, 2007-2009.

	2007		2008		2009	
	No.	%	No.	%	No.	%
Central	63	1%	61	1%	67	1%
Choiseul	186	3%	187	3%	183	3%
Guadalcanal	569	3%	537	3%	384	2%
Honiara	163	2%	256	2%	94	1%
Isabel	123	3%	87	2%	57	1%
Makira and Ulawa	112	1%	156	2%	172	2%
Malaita	958	3%	584	2%	687	2%
Rennell and Bellona	5	1%	7	1%	9	1%
Temotu	99	2%	81	2%	63	1%
Western	437	3%	389	3%	272	2%
SI	2715	3%	2345	2%	1988	2%

Source: SIEMIS

- The number of reported students with special needs in Primary Education is relatively low and has decreased over time, in particular in Guadalcanal province, Honiara and Malaita province. Only in Makira and Ulawa and Renbel provinces their reported number grew.

Table 1.11: Number and Percentage of Pupils with special needs enrolled in Junior Secondary Education by Province 2007-2009.

	2007		2008		2009	
	No.	%	No.	%	No.	%
Central	8	1%	1	0%	15	1%
Choiseul	16	2%	4	0%	2	0%
Guadalcanal	37	1%	52	1%	20	0%
Honiara	13	0%	14	0%	8	0%
Isabel	8	1%	12	1%	3	0%
Makira and Ulawa	17	1%	11	1%	14	1%
Malaita	96	2%	108	2%	71	1%
Rennell and Bellona	7	4%	3	1%	0	0%
Temotu	3	0%	3	0%	3	0%
Western	20	1%	52	2%	32	1%
SI	225	1%	260	1%	168	1%

Source: SIEMIS

- The percentage of reported students with special needs in Junior Secondary Education is lower than in Primary and also has slightly decreased over the years.



Table 1.12: Number and Percentage of Pupils with special needs enrolled in Senior Secondary Education by Province 2007-2009.

	2007		2008		2009	
	No.	%	No.	%	No.	%
Central	2	2%	1	1%	1	0%
Choiseul	0	0%	1	1%	0	0%
Guadalcanal	3	0%	2	0%	2	0%
Honiara	6	0%	12	0%	4	0%
Isabel	2	0%	0	0%	1	0%
Makira and Ulawa	5	1%	7	1%	2	0%
Malaita	9	0%	3	0%	5	0%
Rennell and Bellona	0	0%	0	0%	0	0%
Temotu	1	0%	1	0%	3	1%
Western	5	0%	12	1%	10	0%
SI	33	0%	39	0%	28	0%

Source: SIEMIS

- In Senior Secondary Education, the percentage of students with disabilities is the lowest compared to other levels of education and also here, the total number of students with disabilities has gone down.

## Pupil/Student Attendance Rates

Table 1.13: Number and Percentage of Pupils Not Attending Regularly, Primary Education per total enrolment by Province, 2007 - 2009.

PRI	2007				2008				2009			
	F	M	T	%	F	M	T	%	F	M	T	%
Central	134	184	318	6%	147	210	357	6%	189	217	406	7%
Choiseul	72	126	198	4%	83	163	246	4%	53	90	143	3%
Guadalcanal	533	641	1174	6%	736	837	1573	8%	385	557	942	5%
Honiara	176	261	437	4%	120	176	296	3%	77	86	163	1%
Isabel	119	144	263	5%	62	72	134	3%	59	59	118	2%
Makira and Ulawa	140	217	357	4%	175	228	403	5%	105	168	273	3%
Malaita	835	1064	1899	6%	669	949	1618	5%	487	659	1146	3%
Rennell and Bellona	8	8	16	2%	4	12	16	3%	13	9	22	3%
Temotu	98	119	217	5%	148	163	311	6%	128	192	320	7%
Western	212	291	503	3%	209	338	547	4%	198	265	463	3%
<b>SI</b>	<b>2327</b>	<b>3055</b>	<b>5382</b>	<b>5%</b>	<b>2353</b>	<b>3148</b>	<b>5501</b>	<b>5%</b>	<b>1694</b>	<b>2302</b>	<b>3996</b>	<b>3%</b>

Source: SIEMIS

- Non-attendance rates at Primary Education have decreased overall, which seems to be a good development. Only in some provinces, such as Central, Renbel and Temotu province attendance has worsened. In particular in Honiara and Malaita province improvements were made in attendance rates over the years 2007-2009.

Table 1.14: Number and Percentage of Pupils Not Attending Regularly, Junior Secondary Education by Province 2007 - 2009.

JS	2007				2008				2009			
	F	M	T	%	F	M	T	%	F	M	T	%
Central	4	5	9	1%	0	6	6	1%	25	41	66	6%
Choiseul	3	3	6	1%	6	14	20	2%	10	17	27	3%
Guadalcanal	33	68	101	3%	45	80	125	3%	35	49	84	2%
Honiara	39	64	103	4%	20	37	57	2%	19	15	34	1%
Isabel	0	1	1	0%	0	0	0	0%	1	0	1	0%
Makira and Ulawa	8	38	46	3%	11	22	33	2%	10	36	46	2%
Malaita	42	48	90	2%	36	86	122	3%	42	75	117	2%
Rennell and Bellona	0	0	0	0%	0	0	0	0%	0	0	0	0%
Temotu	12	13	25	3%	11	15	26	3%	7	18	25	3%
Western	15	32	47	2%	9	10	19	1%	33	50	83	2%
<b>SI</b>	<b>156</b>	<b>272</b>	<b>428</b>	<b>2%</b>	<b>138</b>	<b>270</b>	<b>408</b>	<b>2%</b>	<b>182</b>	<b>301</b>	<b>483</b>	<b>2%</b>

Source: SIEMIS

- Non-attendance rates in Junior Secondary Education have been more or less the same over the period 2007-2009, however in Central, Choiseul and Temotu Province attendance has worsened. Good progress is made in Guadalcanal, Honiara and Makira province. In Isabel province the data show approximately 100% attendance rate.

Table 1.15: Number and Percentage of Pupils Not Attending Regularly, Senior Secondary Education by Province 2007 - 2009.

SS	2007				2008				2009			
	F	M	T	%	F	M	T	%	F	M	T	%
Central	0	0	0	0%	0	2	2	1%	5	6	11	4%
Choiseul	3	4	7	3%	0	1	1	1%	0	0	0	0%
Guadalcanal	10	16	26	1%	8	13	21	1%	9	17	26	1%
Honiara	13	35	48	2%	12	21	33	1%	36	34	70	2%
Isabel	0	0	0	0%	0	0	0	0%	0	0	0	0%
Makira and Ulawa	8	60	68	7%	3	1	4	0%	7	3	10	1%
Malaita	3	18	21	1%	8	16	24	1%	27	9	36	2%
Rennell and Bellona	0	0	0	0%	0	0	0	0%	0	0	0	0%
Temotu	2	2	4	1%	2	2	4	1%	1	6	7	2%
Western	6	9	15	1%	1	5	6	0%	15	15	30	1%
<b>SI</b>	<b>45</b>	<b>144</b>	<b>189</b>	<b>2%</b>	<b>34</b>	<b>61</b>	<b>95</b>	<b>1%</b>	<b>100</b>	<b>90</b>	<b>190</b>	<b>1%</b>

Source: SIEMIS

- In Senior Secondary the non-attendance rates are the lowest. Again, in Central Province attendance has decreased, but in Makira and Ulawa province the attendance has improved considerably.

## Examination Enrolments and transition rate

The examination enrolment and transition rate reported in this report is based on the examination data supplied by the National Examination and Standard Unit (NESU) for the period 2007 to 2009 as recorded in their Atlas software.

Table 1.16: Total candidates enrolled, promoted to higher level (transitioned) with the GPI enrolment and GPI transitioned for SISEE by Province, 2007-2009.

	2007								2008								2009							
	Total enrolled		Total transitioned		Transition rate		GPI enrolment	GPI transition	Total enrolled		Total transitioned		Transition rate		GPI enrolment	GPI transition	Total enrolled		Total transitioned		Transition rate		GPI enrolment	
	F	M	F	M	F	M			F	M	F	M	F	M			F	M	F	M	F	M		
Central	190	220	180	209	94.7%	95.0%	0.86	0.86	189	244	183	234	96.8%	95.9%	0.77	0.78	208	259	208	259	100.0%	100.0%	0.80	
Choisuel	237	216	207	205	87.3%	94.9%	1.10	1.01	272	230	258	216	94.9%	93.9%	1.18	1.19	269	253	221	207	82.2%	81.8%	1.06	
Guadalcanal	688	756	619	700	90.0%	92.6%	0.91	0.88	731	793	654	691	89.5%	87.1%	0.92	0.95	804	804	641	676	79.7%	84.1%	1.00	
Honiara City Council	511	561	418	471	81.8%	84.0%	0.91	0.89	604	583	540	513	89.4%	88.0%	1.04	1.05	649	662	586	587	90.3%	88.7%	0.98	
Isabel	204	225	203	218	99.5%	96.9%	0.91	0.93	221	231	209	220	94.6%	95.2%	0.96	0.95	231	263	211	239	91.3%	90.9%	0.88	
Makira and Ulawa	279	368	270	351	96.8%	95.4%	0.76	0.77	354	399	324	362	91.5%	90.7%	0.89	0.90	377	402	343	359	91.0%	89.3%	0.94	
Malaita	983	1231	928	1170	94.4%	95.0%	0.80	0.79	1013	1209	934	1123	92.2%	92.9%	0.84	0.83	1133	1373	1054	1261	93.0%	91.8%	0.83	
Rennel and Bellona	32	35	32	35	100.0%	100.0%	0.91	0.91	26	33	26	33	100.0%	100.0%	0.79	0.79	26	33	26	33	100.0%	100.0%	0.79	
Temotu	204	243	168	223	82.4%	91.8%	0.84	0.75	227	252	197	216	86.8%	85.7%	0.90	0.91	214	255	201	230	93.9%	90.2%	0.84	
Western Province	582	570	561	546	96.4%	95.8%	1.02	1.03	763	790	640	653	83.9%	82.7%	0.97	0.98	820	838	673	680	82.1%	81.1%	0.98	
SI Total by gender	3910	4425	3586	4128	91.7%	93.3%	0.88	0.87	4400	4764	3965	4261	90.1%	89.4%	0.92	0.93	4731	5142	4164	4531	88.0%	88.1%	0.92	
<b>SI Total</b>	<b>8335</b>		<b>7714</b>		<b>92.5%</b>				<b>9164</b>		<b>8226</b>		<b>89.8%</b>				<b>9873</b>		<b>8695</b>		<b>88.1%</b>			

Source: Atlas, NESU

- The transition rate after SISEE decreases from 92.5% in 2007 to 88.1% in 2009. The GPI for enrolment increases from 0.88 in 2007 to 0.92 in 2009. Also the GPI for the transition increases from 0.87 in 2007 to 0.92 in 2009, although there seems to be a slightly negative development in 2009 which is 0.92 compared to 0.93 in 2008.

Performance Assessment Framework 2007–2009

Table 1.17: Total candidates enrolled, promoted to higher level (transitioned) with the GPI enrolment and GPI transitioned for SIF3 by Province, 2007-2009.

	2007								2008								2009						
	Total enrolled		Total transitioned		Transition rate		GPI enrollment	GPI transition	Total enrolled		Total transitioned		Transition rate		GPI enrollment	GPI transition	Total enrolled		Total transitioned		Transition rate		GPI enrollment
	F	M	F	M	F	M			F	M	F	M	F	M			F	M	F	M	F	M	
Central	80	113	75	105	93.8%	92.9%	0.71	0.71	105	136	78	104	74.3%	76.5%	0.77	0.75	112	137	76	122	67.9%	89.1%	0.82
Choisuel	82	73	79	54	96.3%	74.0%	1.12	1.46	113	116	86	81	76.1%	69.8%	0.97	1.06	122	113	77	77	63.1%	68.1%	1.08
Guadalcanal	248	362	195	250	78.6%	69.1%	0.69	0.78	274	364	165	219	60.2%	60.2%	0.75	0.75	346	524	220	352	63.6%	67.2%	0.66
Honiara City Council	507	572	356	410	70.2%	71.7%	0.89	0.87	632	731	472	524	74.7%	71.7%	0.86	0.90	637	752	459	564	72.1%	75.0%	0.85
Isabel	152	154	144	148	94.7%	96.1%	0.99	0.97	161	173	104	117	64.6%	67.6%	0.93	0.89	143	184	140	180	97.9%	97.8%	0.78
Makira and Ulawa	142	229	116	179	81.7%	78.2%	0.62	0.65	185	253	125	174	67.6%	68.8%	0.73	0.72	199	254	122	185	61.3%	72.8%	0.78
Malaita	397	513	316	419	79.6%	81.7%	0.77	0.75	432	608	276	413	63.9%	67.9%	0.71	0.67	526	693	364	508	69.2%	73.3%	0.76
Rennel and Bellona	15	21	14	20	93.3%	95.2%	0.71	0.70	11	19	8	18	72.7%	94.7%	0.58	0.44	25	20	25	18	100.0%	90.0%	1.25
Temotu	84	98	62	86	73.8%	87.8%	0.86	0.72	129	133	64	85	49.6%	63.9%	0.97	0.75	117	114	81	86	69.2%	75.4%	1.03
Western Province	318	387	260	295	81.8%	76.2%	0.82	0.88	375	392	272	288	72.5%	73.5%	0.96	0.94	498	487	312	329	62.7%	67.6%	1.02
SI Total by gender	2025	2522	1617	1966	79.9%	78.0%	0.80	0.82	2417	2925	1650	2023	68.3%	69.2%	0.83	0.82	2725	3278	1876	2421	68.8%	73.9%	0.83
<b>SIG Total</b>	<b>4547</b>		<b>3583</b>		<b>78.9%</b>				<b>5342</b>		<b>3673</b>		<b>68.7%</b>				<b>6003</b>		<b>4297</b>		<b>71.4%</b>		

Source: Atlas, NESU

- Transition rates after SIF 3 have decreased in the period 2007-2009 (from 78.9% to 71.4%) , although there seems to be a more positive development since 2009 (71.4%) again compared to 2008 (68.7%). Female students did better in 2007, but in 2009 relatively more male students were continuing education at a higher level after SIF3.
- The GPI for enrolment in SIF3 increased steady from 0.80 in 2007 to 0.83 in 2009 showing that more girls are enrolling in the year 9-examination. However, the GPI for the transition rates after SIF3 decreased from 0.82 to 0.77 in the period 2007-2009 indicating that the number of girls getting a placement in year 10 decreased compared to the number of boys.

Performance Assessment Framework 2007-2008

Table 1.18: Total candidates enrolled, promoted to higher level (transitioned) with the GPI enrolment and GPI transitioned for SISC by Province, 2007-2009.

	2007								2008								2009					
	Total enrolled		Total transitioned		Transition rate		GPI Enrollment	GPI transition	Total enrolled		Total transitioned		Transition rate		GPI enrollment	GPI transition	Total enrolled		Total transitioned		Transition rate	
	F	M	F	M	F	M			F	M	F	M	F	M			F	M	F	M	F	M
Central	0	0	0	0	0.0%	0.0%	0.00	0.00	14	21	3	10	21.4%	47.6%	0.67	0.30	44	49	15	18	34.1%	36.7%
Choisuel	27	27	5	3	18.5%	11.1%	1.00	1.67	38	54	1	6	2.6%	11.1%	0.70	0.17	23	34	3	8	13.0%	23.5%
Guadalcanal	211	281	95	129	45.0%	45.9%	0.75	0.74	168	208	78	107	46.4%	51.4%	0.81	0.73	203	234	85	134	41.9%	57.3%
Honiara City Council	448	626	124	168	27.7%	26.8%	0.72	0.74	543	738	199	275	36.6%	37.3%	0.74	0.72	530	729	228	362	43.0%	49.7%
Isabel	87	120	39	39	44.8%	32.5%	0.73	1.00	88	115	33	38	37.5%	33.0%	0.77	0.87	101	113	46	66	45.5%	58.4%
Makira and Ulawa	92	193	38	62	41.3%	32.1%	0.48	0.61	98	146	32	50	32.7%	34.2%	0.67	0.64	98	156	43	85	43.9%	54.5%
Malaita	185	226	59	68	31.9%	30.1%	0.82	0.87	158	243	48	72	30.4%	29.6%	0.65	0.67	185	200	65	99	35.1%	49.5%
Rennel and Bellona	0	9	0	2	0.0%	22.2%	0.00	0.00	1	9	0	0	0.0%	0.0%	0.11		4	6	1	1	25.0%	16.7%
Temotu	26	44	17	15	65.4%	34.1%	0.59	1.13	45	61	2	13	4.4%	21.3%	0.74	0.15	47	50	13	20	27.7%	40.0%
Western Province	241	220	98	65	40.7%	29.5%	1.10	1.51	224	258	76	65	33.9%	25.2%	0.87	1.17	235	240	95	117	40.4%	48.8%
SI Total by gender	1317	1746	475	551	36.1%	31.6%	0.75	0.86	1377	1853	472	636	34.3%	34.3%	0.74	0.74	1470	1811	594	910	40.4%	50.2%
<b>SI Total</b>	<b>3063</b>		<b>1026</b>		<b>33.8%</b>				<b>3230</b>		<b>1108</b>		<b>34.3%</b>				<b>3281</b>		<b>1504</b>		<b>45.3%</b>	

Source: Atlas, NESU

Table 1.19: Total candidates enrolled, promoted to higher level (transitioned) with the GPI enrolment and GPI transitioned for PSSC by Province, 2007-2009.

	2007								2008								2009					
	Total enrolled		Total transitioned		Transition rate		GPI Enrollment	GPI transition	Total enrolled		Total transitioned		Transition rate		GPI Enrollment	GPI transition	Total enrolled		Total transitioned		Transition rate	
	F	M	F	M	F	M			F	M	F	M	F	M			F	M	F	M	F	M
Central	0	0	0	0	0.0%	100.0%	0.00	0.00	0	0	0	0	0.0%	0.0%	0.00	0.00	0	0	0	0	0.0%	0.0%
Choisuel	27	25	0	0	0.0%	0.0%	1.08	0.00	3	8	0	0	0.0%	0.0%	0.38	0.00	2	5	0	0	0.0%	0.0%
Guadalcanal	86	168	3	4	3.5%	2.4%	0.51	0.75	76	146	2	3	2.6%	2.1%	0.52	0.67	31	35	1	0	3.2%	0.0%
Honiara City Council	134	267	73	121	54.5%	45.3%	0.50	0.60	387	622	78	112	20.2%	18.0%	0.62	0.70	370	655	88	133	23.8%	20.3%
Isabel	17	27	0	2	0.0%	7.4%	0.63	0.00	28	31	9	17	32.1%	54.8%	0.90	0.53	19	38	3	14	15.8%	36.8%
Makira and Ulawa	46	90	19	11	41.3%	12.2%	0.51	1.73	57	97	6	9	10.5%	9.3%	0.59	0.67	50	79	9	15	18.0%	19.0%
Malaita	130	244	10	16	7.7%	6.6%	0.53	0.63	54	56	7	13	13.0%	23.2%	0.96	0.54	46	66	17	26	37.0%	39.4%
Rennel and Bellona	0	0	0	0	0.0%	0.0%	0.00	0.00	0	0	0	0	0.0%	0.0%	0.00	0.00	0	0	0	0	0.0%	0.0%
Temotu	0	0	0	0	0.0%	0.0%	0.00	0.00	0	0	0	0	0.0%	0.0%	0.00	0.00	0	0	0	0	0.0%	0.0%
Western Province	109	246	10	12	9.2%	4.9%	0.44	0.83	140	163	7	10	5.0%	6.1%	0.86	0.70	81	110	10	19	12.3%	17.3%
SI Total by gender	549	1067	115	166	20.9%	15.6%	0.51	0.69	745	1123	109	164	14.6%	14.6%	0.66	0.66	599	988	128	207	21.4%	21.0%
<b>SI Total</b>	<b>1616</b>		<b>281</b>		<b>18.3%</b>				<b>1868</b>		<b>273</b>		<b>14.6%</b>				<b>1587</b>		<b>335</b>		<b>21.2%</b>	

Source: Atlas, NESU

- The higher level of examination the lower the transition rates are to the next level, but over the period 2007-2009 transition rates have generally gone up after SISC (from 33.8 % to 45.3%) and PSSC (from 18.3 % to 21.2%). Compared to 2007 more male than female students seem to continue after the SISC- examinations. After PSSC-transition rates now have indicated almost the gender balanced results, with more female students continuing their education. .
- The enrolment GPI for the period 2007-2009 have gone up for both SISC (0.75 to 0.81) and PSSC (0.51 to 0.61) although there seems to be a negative development for both SISC in the period 2007 (0.75) compared to 2008 (0.74) and PSSC in 2008 (0.66) compared to 2009 (0.61). The GPI of the transition rate for the period 2007-2009 has gone down for both SISC (0.86 to 0.65) and PSSC (0.69 to 0.62) indicating that the number of female students gradually decreases when the level of education level increases.

# Chapter 2: Infrastructure Indicators

## **Key Findings:**

- There is a steady growing number of Community High Schools.
- Pupil-classroom ratio for primary education has improved over the years 2007-2009.
- Pupil-classroom ratio for Community High Schools has worsened; higher enrolment and relatively less classrooms.
- In National Secondary Schools, in particular in Makira and Ulawa, Western and Guadalcanal province the classroom-student ratio has improved.
- Desk-student ratios have worsened in Community High Schools, but have improved at Primary Schools and Provincial Secondary Schools.
- Student-dormitory rates at Community High Schools improved in the period 2007-2009.
- Student-toilet ratios improved overall, at CHS, Primary schools and Early Childhood, although more students enrolled into school.
- The situation of clean and safe water provision to ECE and Primary Education didn't change much in the period 2007-2009., which means that the majority of ECE-centres and Primary schools still don't have access to clean and safe water.
- For Community High Schools the clean and safe water provision has worsened over the period 2007-2009.
- Although more teacher houses were provided by the province to teachers, the ratio went down for both Primary school and Community High School teachers, because of the quickly growing number of teachers.
- Very few Community High Schools have workshops, but the situation at Provincial Secondary Schools is much better.



## Number of Schools

Table 2.1: Number of ECE Centres by Province, 2007 - 2009

	2007	2008	2009
Central	12	10	10
Choiseul	30	24	23
Guadalcanal	55	55	54
Honiara	27	18	15
Isabel	63	60	60
Makira and Ulawa	82	76	76
Malaita	191	193	190
Rennell and Bellona	14	11	7
Temotu	26	20	20
Western	68	59	57
<b>SI Total</b>	<b>568</b>	<b>526</b>	<b>512</b>

Source: SIEMIS

Table 2.3: Number of CHS by Province, 2007 - 2009

	2007	2008	2009
Central	9	9	10
Choiseul	10	11	11
Guadalcanal	26	28	28
Honiara	14	15	16
Isabel	4	4	5
Makira and Ulawa	14	14	15
Malaita	47	47	46
Rennell and Bellona	2	2	2
Temotu	5	6	6
Western	22	27	28
<b>SI Total</b>	<b>153</b>	<b>163</b>	<b>167</b>

Source: SIEMIS

Table 2.5: Number of NSS by Province, 2007 - 2009

	2007	2008	2009
Central			
Choiseul			
Guadalcanal	3	3	3
Honiara	1	1	1
Isabel			
Makira and Ulawa	2	2	2
Malaita	1	1	1
Rennell and Bellona			
Temotu			
Western	2	2	3
<b>SI Total</b>	<b>9</b>	<b>9</b>	<b>10</b>

Source: SIEMIS

Table 2.2: Number of Primary Schools by Province, 2007 - 2009

	2007	2008	2009
Central	30	31	30
Choiseul	40	39	39
Guadalcanal	77	77	77
Honiara	13	12	10
Isabel	26	26	25
Makira and Ulawa	60	60	59
Malaita	130	130	129
Rennell and Bellona	9	9	9
Temotu	35	34	31
Western	104	99	96
<b>SI Total</b>	<b>524</b>	<b>517</b>	<b>505</b>

Source: SIEMIS

Table 2.4: Number of PSS by Province, 2007 - 2009

	2007	2008	2009
Central	1	1	1
Choiseul	1	1	1
Guadalcanal	3	3	3
Honiara	1	1	1
Isabel	2	2	2
Makira and Ulawa	1	1	1
Malaita	3	3	3
Rennell and Bellona	1	1	1
Temotu	1	1	1
Western	2	2	2
<b>SI Total</b>	<b>16</b>	<b>16</b>	<b>16</b>

Source: SIEMIS

Table 2.6: Number of RTC's by Province, 2007 - 2009

	2007	2008	2009
Central	0	0	0
Choiseul	1	1	1
Guadalcanal	7	7	7
Honiara	1	1	1
Isabel	1	1	1
Makira and Ulawa	3	3	3
Malaita	6	6	6
Rennell and Bellona	1	1	1
Temotu	1	1	1
Western	6	6	6
<b>SI Total</b>	<b>27</b>	<b>27</b>	<b>27</b>

Source: SIEMIS

- The number of registered centres in Early Childhood and Primary Education schools seems to have decreased and the number of Provincial and National Secondary Schools and RTC's have been the same over the period 2007-2009. However, not all ECE-and TVET-centres and primary schools have been sending SIEMIS-formats. There is a steady growing number of Community High Schools.

## Number of Classrooms and Pupil-to-Classroom Ratios

Table 2.7, 2.8 and 2.9 reports enrolments by school type and not on sector. The table showing pupils and classrooms at CHS is reporting both primary and secondary enrolments at that school type. The classroom-to-pupil ratio tables shows different enrolment total because SIEMIS only counts the enrolments and classrooms for the schools that have responded to this part in the school census.

Table 2.7: Primary Schools – Number of Classrooms and Pupil-to-Classroom Ratios by Province, 2007 - 2009

PS	2007			2008			2009		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	174	3574	20.5	185	3960	21.4	189	3969	21.0
Choiseul	158	3663	23.2	159	3658	23.0	172	3771	21.9
Guadalcanal	410	11609	28.3	421	11550	27.4	475	11859	25.0
Honiara	82	3785	46.2	77	3661	47.5	77	3135	40.7
Isabel	157	4077	26.0	168	4297	25.6	167	4062	24.3
Makira and Ulawa	262	6142	23.4	290	6531	22.5	295	6607	22.4
Malaita	687	20038	29.2	753	20804	27.6	784	21531	27.5
Rennell and Bellona	28	539	19.3	28	510	18.2	30	527	17.6
Temotu	165	3894	23.6	185	4056	21.9	176	3489	19.8
Western	478	11315	23.7	469	10425	22.2	468	10377	22.2
<b>SI Total</b>	<b>2601</b>	<b>68636</b>	<b>26.4</b>	<b>2735</b>	<b>69452</b>	<b>25.4</b>	<b>2833</b>	<b>69327</b>	<b>24.5</b>

Source: SIEMIS

- Pupil-classroom ratio for primary education has improved over the years 2007-2009.

Table 2.8: Community High Schools- Number of Classrooms and Pupil-to-Classroom Ratios by Province, 2007 - 2009

CHS	2007			2008			2009		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	76	2597	34.2	78	2597	33.3	96	2997	31.2
Choiseul	65	2572	39.6	103	2578	25.0	42	2449	58.3
Guadalcanal	277	9378	33.9	300	10262	34.2	159	10800	67.9
Honiara	215	9860	45.9	217	11800	54.4	242	12546	51.8
Isabel	37	1496	40.4	48	1799	37.5	36	2139	59.4
Makira and Ulawa	110	3557	32.3	129	3827	29.7	68	3937	57.9
Malaita	480	17701	36.9	502	17949	35.8	395	17651	44.7
Rennell and Bellona	13	206	15.8	13	236	18.2	10	280	28.0
Temotu	51	1545	30.3	58	1650	28.4	60	1764	29.4
Western	193	6722	34.8	262	7810	29.8	155	8427	54.4
<b>SI Total</b>	<b>1517</b>	<b>55634</b>	<b>36.7</b>	<b>1710</b>	<b>60508</b>	<b>35.4</b>	<b>1263</b>	<b>62990</b>	<b>49.9</b>

Source: SIEMIS

- Pupil-classroom ratio for Community High Schools has worsened; higher enrolment and relatively less classrooms. However, the SIEMIS-data forms, in particular of Choiseul, Makira, Malaita and Western province need to be checked for verification.

Table 2.9: Provincial Secondary Schools- Number of Classrooms and Pupil-to-Classroom Ratios by Province, 2007 - 2009

PSS	2007			2008			2009		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	6	72	12.0	6	193	32.2	6	284	47.3
Choiseul	6	260	43.3	6	243	40.5	7	223	31.9
Guadalcanal	28	1032	36.9	28	734	26.2	27	999	37.0
Honiara	10	929	92.9	10	929	92.9	10	901	90.1
Isabel	15	776	51.7	15	784	52.3	15	844	56.3
Makira and Ulawa	10	328	32.8	9	255	28.3	9	302	33.6
Malaita	26	652	25.1	28	710	25.4	27	850	31.5
Rennell and Bellona	3	128	42.7	3	128	42.7	3	128	42.7
Temotu	9	340	37.8	9	340	37.8	8	340	42.5
Western	20	636	31.8	23	710	30.9	23	688	29.9
<b>SI Total</b>	<b>133</b>	<b>5153</b>	<b>38.7</b>	<b>137</b>	<b>5026</b>	<b>36.7</b>	<b>135</b>	<b>5559</b>	<b>41.2</b>

Source: SIEMIS

- Also in Provincial Secondary Schools, the student-classroom ratio has worsened; more student enrolment against more or less the same number of classrooms.

Table 2.10: National Secondary Schools- Number of Classrooms and Pupil-to-Classroom Ratios by Province, 2007 - 2009

NSS	2007			2008			2009		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	0	0	0.0	0	0	0.0	0	0	0.0
Choiseul	0	0	0.0	0	0	0.0	0	0	0.0
Guadalcanal	27	1219	45.1	34	1253	36.9	34	1483	43.6
Honiara	10	951	95.1	10	951	95.1	10	951	95.1
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	10	822	82.2	10	903	90.3	20	823	41.2
Malaita	9	274	30.4	10	314	31.4	10	363	36.3
Rennell and Bellona	0	0	0.0	0	0	0.0	0	0	0.0
Temotu	0	0	0.0	0	0	0.0	0	0	0.0
Western	22	806	36.6	22	807	36.7	31	917	29.6
<b>SI Total</b>	<b>78</b>	<b>4072</b>	<b>52.2</b>	<b>86</b>	<b>4228</b>	<b>49.2</b>	<b>105</b>	<b>4537</b>	<b>43.2</b>

Source: SIEMIS

- In National Secondary Schools, in particular in Makira and Ulawa, Western and Guadalcanal province the classroom-student ratio has improved by an increased number of classrooms but has worsened for Malaita and Honiara.

## Number of Desks and Pupil-to-Desk Ratios

The desks-to-pupil ratio tables shows different enrolment total because SIEMIS only counts the enrolments and number of desks for the schools that have responded to this section in the census.

Table 2.11: Primary Schools – Number of Desks and Pupil-to-Desk Ratios by Province, 2007 - 2009

PS	2007			2008			2009		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	1181	3574	3.0	1119	3960	3.5	883	3969	4.5
Choiseul	1293	3663	2.8	1548	3658	2.4	1489	3771	2.5
Guadalcanal	3342	11609	3.5	3729	11550	3.1	3267	11859	3.6
Honiara	1221	3785	3.1	980	3661	3.7	942	3135	3.3
Isabel	1924	4077	2.1	2341	4297	1.8	2265	4062	1.8
Makira and Ulawa	2003	6142	3.1	2193	6531	3.0	1887	6607	3.5
Malaita	4847	20038	4.1	4736	20804	4.4	5497	21531	3.9
Rennell and Bellona	230	539	2.3	179	510	2.8	190	527	2.8
Temotu	716	3894		1362	4056	3.0	1076	3489	3.2
Western	3122	11315	3.6	3734	10425	2.8	3405	10377	3.0
<b>SI Total</b>	<b>19879</b>	<b>68636</b>	<b>3.5</b>	<b>21921</b>	<b>69452</b>	<b>3.2</b>	<b>20901</b>	<b>69327</b>	<b>3.3</b>

Source: SIEMIS

Table 2.12: Community High Schools – Number of Desks and Pupil-to-Desk Ratios by Province, 2007 - 2009

CHS	2007			2008			2009		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	571	2597	4.5	824	2597	3.2	815	2997	3.7
Choiseul	754	2572	3.4	1530	2578	1.7	579	2449	4.2
Guadalcanal	3180	9378	2.9	3427	10262	3.0	1471	10800	7.3
Honiara	1613	9860	6.1	3987	11800	3.0	4650	12546	2.7
Isabel	308	1496	4.9	862	1799	2.1	624	2139	3.4
Makira and Ulawa	1381	3557	2.6	1528	3827	2.5	799	3937	4.9
Malaita	5904	17701	3.0	5836	17949	3.1	3080	17651	5.7
Rennell and Bellona	77	206	2.7	31	236	7.6	62	280	4.5
Temotu	188	1545	8.2	207	1650	8.0	476	1764	3.7
Western	2151	6722	3.1	3496	7810	2.2	2148	8427	3.9
<b>SI Total</b>	<b>16127</b>	<b>55634</b>	<b>3.4</b>	<b>21728</b>	<b>60508</b>	<b>2.8</b>	<b>14704</b>	<b>62990</b>	<b>4.3</b>

Source: SIEMIS

Table 2.13: Provincial Secondary Schools - Number of Desks and Pupil-to-Desk Ratios by Province, 2007 - 2009

PSS	2007			2008			2009		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	123	72	0.6	95	193	2.0	0	284	0.0
Choiseul	93	260	2.8	113	243	2.2	122	223	1.8
Guadalcanal	778	1032	1.3	137	734	5.4	280	999	3.6
Honiara	0	929	0.0	0	929	0.0	700	901	1.3
Isabel	360	776	2.2	97	784	8.1	588	844	1.4
Makira and Ulawa	276	328	1.2	320	255	0.8	354	302	0.9
Malaita	693	652	0.9	390	710	1.8	290	850	2.9
Rennell and Bellona	0	128	0.0	0	128	0.0	0	128	0.0
Temotu	210	340	1.6	0	340	0.0	326	340	1.0
Western	171	636	3.7	114	710	6.2	178	688	3.9
<b>SI Total</b>	<b>2704</b>	<b>5153</b>	<b>1.9</b>	<b>1266</b>	<b>5026</b>	<b>4.0</b>	<b>2838</b>	<b>5559</b>	<b>2.0</b>

Source: SIEMIS

Table 2:14: National Secondary Schools - Number of Desks and Pupil-to-Desk Ratios by Province, 2007 - 2009

NSS	2007			2008			2009		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	0	0	0.0	95	193		0	284	0.0
Choiseul	0	0	0.0	113	243	2.2	122	223	1.8
Guadalcanal	0	1219	0.0	137	734	5.4	280	999	3.6
Honiara	0	951	0.0	0	929		700	901	1.3
Isabel	0	0	0.0	97	784	8.1	588	844	1.4
Makira and Ulawa	0	822	0.0	320	255	0.8	354	302	0.9
Malaita	404	274	0.7	390	710	1.8	290	850	2.9
Rennell and Bellona	0	0	0.0	0	128	0.0	0	128	0.0
Temotu	0	0	0.0	0	340	0.0	326	340	1.0
Western	0	806	0.0	114	710	0.0	178	688	3.9
<b>SI Total</b>	<b>404</b>	<b>4072</b>	<b>10.1</b>	<b>1266</b>	<b>5026</b>	<b>4.0</b>	<b>2838</b>	<b>5559</b>	<b>2.0</b>

Source: SIEMIS

- Desk-student ratios have worsened in Community High Schools, but have improved at Primary Schools, Provincial and National Secondary Schools.

## Number of Dormitories, and Boarder-to-Dormitory Ratios

Table 2.14: Community High Schools – Number of Dormitories, Number of Boarders and Boarder-to-Dorm Ratios, 2007 - 2009

CHS	2007			2008			2009		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	6	0	0.0	5	36	7.2	5	36	7.2
Choiseul	8	273	34.1	13	233	17.9	17	303	17.8
Guadalcanal	12	660	55.0	18	587	32.6	22	266	12.1
Honiara	0	0	0.0	0	0	0.0	0	0	0.0
Isabel	16	844	52.8	19	984	51.8	24	955	39.8
Makira and Ulawa	20	365	18.3	17	811	47.7	20	340	17.0
Malaita	7	108	15.4	8	98	12.3	9	50	5.6
Rennell and Bellona	3	0	0.0	3	43	14.3	3	31	10.3
Temotu	3	58	19.3	3	58	19.3	0	0	0.0
Western	38	997	26.2	43	1509	35.1	45	786	17.5
<b>SI Total</b>	<b>113</b>	<b>3305</b>	<b>29.2</b>	<b>129</b>	<b>4359</b>	<b>33.8</b>	<b>145</b>	<b>2767</b>	<b>19.1</b>

Source: SIEMIS

- Student-dormitory rates at Community High Schools improved in the period 2007-2009, in particular because of increased nr. of dormitories in Choiseul, Guadalcanal, Isabel and Western province.

Table 2.15: Provincial Secondary Schools – Number of Dormitories, Number of Boarders and Boarder-to-Dorm Ratios, 2007 - 2009

PSS	2007			2008			2009		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	6	72	12.0	6	193	32.2	6	284	47.3
Choiseul	2	258	129.0	5	230	46.0	6	7	1.2
Guadalcanal	24	1022	42.6	24	607	25.3	24	836	34.8
Honiara	0	0	0.0	0	0	0.0	0	0	0.0
Isabel	16	754	47.1	16	774	48.4	14	844	60.3
Makira and Ulawa	6	317	52.8	5	253	50.6	7	296	42.3
Malaita	17	573	33.7	17	626	36.8	18	804	44.7
Rennell and Bellona	1	85	85.0	1	85	85.0	1	85	85.0
Temotu	7	340	48.6	7	340	48.6	7	340	48.6
Western	12	616	51.3	16	693	43.3	12	684	57.0
<b>SI Total</b>	<b>91</b>	<b>4037</b>	<b>44.4</b>	<b>97</b>	<b>3801</b>	<b>39.2</b>	<b>95</b>	<b>4180</b>	<b>44.0</b>

Source: SIEMIS

- Student-dormitory- rates at Provincial Secondary Schools remained the same; on average 44 student share one dormitory, however in Renbel, Isabel, Western province the numbers sharing one dormitory are much higher.

Table 2.16: National Secondary Schools-Number of Dormitories, Number of Boarders and Boarders to Dorm Ratio, 2007-2009.

NSS	2007			2008			2009		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	0	0	0.0	0	0	0.0	0	0	0.0
Choiseul	0	0	0.0	0	0	0.0	0	0	0.0
Guadalcanal	30	1145	38.2	26	1152	44.3	26	814	31.3
Honiara	8	0	0.0	8	0	0.0	8	0	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	9	822	91.3	17	445	26.2	19	452	23.8
Malaita	10	271	27.1	10	318	31.8	10	342	34.2
Rennell and Bellona	0	0	0.0	0	0	0.0	0	0	0.0
Temotu	0	0	0.0	0	0	0.0	0	0	0.0
Western	14	787	56.2	13	788	60.6	19	756	39.8
<b>SI Total</b>	<b>71</b>	<b>3025</b>	<b>42.6</b>	<b>74</b>	<b>2703</b>	<b>36.5</b>	<b>82</b>	<b>2364</b>	<b>28.8</b>

Source: SIEMIS

- In National Secondary Schools on average student-dormitory rates have improved by a decrease of boarding students and increase of number of dormitories in Makira and Western province.

## Number of Toilets, and Pupil-to-Toilet Ratios

Enrolment totals reported represents the schools that have responded to this section in the school census.

Table 2.17: Early Childhood-Pupil to Toilet Ratio for 2007-2009

ECE	2007			2008			2009		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	14	238	17.0	14	329	23.5	13	329	25.3
Choiseul	40	388	9.7	28	448	16.0	24	466	19.4
Guadalcanal	45	709	15.8	60	1180	19.7	80	1326	16.6
Honiara	45	1191	26.5	37	1152	31.1	53	1002	18.9
Isabel	37	1168	31.6	38	1143	30.1	46	1383	30.1
Makira and Ulawa	59	1255	21.3	105	1419	13.5	119	1535	12.9
Malaita	216	4785	22.2	277	5228	18.9	349	5672	16.3
Rennell and Bellona	52	114	2.2	49	147	3.0	47	99	2.1
Temotu	18	358	19.9	17	270	15.9	23	379	16.5
Western	101	841	8.3	98	1291	13.2	109	1431	13.1
<b>SI Total</b>	<b>627</b>	<b>11047</b>	<b>17.6</b>	<b>723</b>	<b>12607</b>	<b>17.4</b>	<b>863</b>	<b>13622</b>	<b>15.8</b>

Source: SIEMIS

Table 2.18: Primary Schools-Pupil to Toilet Ratio for 2007-2009.

PS	2007			2008			2009		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	46	2785	60.5	48	3272	68.2	66	3219	48.8
Choiseul	57	3004	52.7	52	2943	56.6	47	3062	65.1
Guadalcanal	112	10283	91.8	110	10579	96.2	122	11663	95.6
Honiara	49	3709	75.7	55	3661	66.6	50	3135	62.7
Isabel	44	3967	90.2	55	4297	78.1	70	4062	58.0
Makira and Ulawa	88	4979	56.6	96	5825	60.7	103	5797	56.3
Malaita	212	17796	83.9	228	19428	85.2	239	20424	85.5
Rennell and Bellona	4	495	123.8	9	510	56.7	8	527	65.9
Temotu	48	2740	57.1	55	3581	65.1	55	3048	55.4
Western	88	9212	104.7	80	8931	111.6	68	9081	133.5
<b>SI Total</b>	<b>748</b>	<b>58970</b>	<b>78.8</b>	<b>788</b>	<b>63027</b>	<b>80.0</b>	<b>828</b>	<b>64018</b>	<b>77.3</b>

Source: SIEMIS

Table 2.19: Community High Schools-Pupil to Toilet Ratio for 2007-2009

CHS	2007			2008			2009		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	20	2229	111.5	17	2237	131.6	25	2997	119.9
Choiseul	19	2096	110.3	19	2416	127.2	13	2256	173.5
Guadalcanal	70	9064	129.5	79	10262	129.9	92	10800	117.4
Honiara	91	9121	100.2	106	11800	111.3	116	12546	108.2
Isabel	23	1496	65.0	20	1799	90.0	42	2139	50.9
Makira and Ulawa	26	3557	136.8	27	3827	141.7	28	3937	140.6
Malaita	129	15789	122.4	136	17461	128.4	133	17222	129.5
Rennell and Bellona	2	206	103.0	4	236	59.0	4	280	70.0
Temotu	4	1422	355.5	4	1527	381.8	22	1764	80.2
Western	72	6302	87.5	111	7513	67.7	108	8162	75.6
<b>SI Total</b>	<b>456</b>	<b>51282</b>	<b>112.5</b>	<b>523</b>	<b>59078</b>	<b>113.0</b>	<b>583</b>	<b>62103</b>	<b>106.5</b>

Source: SIEMIS

- Student-toilet ratios improved overall, at CHS, Primary schools and Early Childhood, although more students enrolled into school.



Table 2.20: Provincial Secondary Schools-Pupil to Toilet Ratio for 2007-2009.

PSS	2007			2008			2009		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	2	72		2	193		0	284	0.0
Choiseul	24	260	10.8	24	243	10.1	0	223	0.0
Guadalcanal	18	1032	57.3	15	734	48.9	28	999	35.7
Honiara	14	929	66.4	14	929	66.4	20	901	45.1
Isabel	40	776	19.4	41	784	19.1	30	844	28.1
Makira and Ulawa	0	328		4	255	63.8	2	302	151.0
Malaita	35	652	18.6	40	710	17.8	23	850	37.0
Rennell and Bellona	2	128	64.0	2	128	64.0	2	128	64.0
Temotu	6	340	56.7	6	340	56.7	4	340	85.0
Western	39	636	16.3	36	710	19.7	69	688	10.0
<b>SI Total</b>	<b>180</b>	<b>5153</b>	<b>28.6</b>	<b>184</b>	<b>5026</b>	<b>27.3</b>	<b>178</b>	<b>5559</b>	<b>31.2</b>

Source: SIEMIS

- Apart from the overall success in student/toilet ratios at other schools, the Provincial Secondary Schools show an opposite trend; student-toilet ratios on average, although there were successes in Western, Honiara and Guadalcanal province.

Table 2.21: National Secondary Schools-Pupil to Toilet Ratio for 2007-2009.

NSS	2007			2008			2009		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	0	0	0.0	0	0	0.0	0	0	0.0
Choiseul	0	0	0.0	0	0	0.0	0	0	0.0
Guadalcanal	69	1219	17.7	68	1253	18.4	68	1483	21.8
Honiara	58	951	16.4	58	951	16.4	58	951	16.4
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	4	445	111.3	4	445	111.3	28	823	29.4
Malaita	38	274	7.2	32	314	9.8	32	363	11.3
Rennell and Bellona	0	0	0.0	0	0	0.0	0	0	0.0
Temotu	0	0	0.0	0	0	0.0	0	0	0.0
Western	24	806	33.6	24	807	33.6	23	917	39.9
<b>SI Total</b>	<b>193</b>	<b>3695</b>	<b>19.1</b>	<b>186</b>	<b>3770</b>	<b>20.3</b>	<b>209</b>	<b>4537</b>	<b>21.7</b>

Source: SIEMIS

- At National Secondary Schools the student-toilet ratio has improved, similarly as for ECE-centres, Primary and Community High Schools.

## Number and % of Schools with Access to Clean and Safe Water

Number of schools are taken from schools that have responded to the access to clean and safe water section in the SIEMIS Form.

Table 2.22: ECE-Number of schools with access to clean and safe water by province, 2007-2009

ECE	2007			2008			2009		
	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water
Central	10	4	40%	9	1	11%	10	3	30%
Choiseul	24	9	38%	24	10	42%	25	8	32%
Guadalcanal	32	9	28%	48	14	29%	52	14	27%
Honiara	25	7	28%	22	9	41%	23	9	39%
Isabel	51	19	37%	53	27	51%	55	28	51%
Makira and Ulawa	65	19	29%	70	22	31%	70	23	33%
Malaita	147	59	40%	171	62	36%	177	66	37%
Rennell and Bellona	10	4	40%	11	4	36%	12	5	42%
Temotu	18	8	44%	17	6	35%	18	7	39%
Western	47	20	43%	51	17	33%	53	17	32%
<b>SI Total</b>	<b>429</b>	<b>158</b>	<b>37%</b>	<b>476</b>	<b>172</b>	<b>36%</b>	<b>495</b>	<b>180</b>	<b>36%</b>

Source: SIEMIS

Table 2.23: PS-Number of schools with access to clean and safe water by province, 2007-2009

PS	2007			2008			2009		
	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water
Central	31	11	35%	30	15	50%	30	13	43%
Choiseul	40	26	65%	39	20	51%	39	21	54%
Guadalcanal	73	29	40%	74	33	45%	77	33	43%
Honiara	11	7	64%	11	10	91%	9	7	78%
Isabel	26	18	69%	26	15	58%	26	11	42%
Makira and Ulawa	55	27	49%	58	28	48%	58	30	52%
Malaita	116	38	33%	121	45	37%	128	45	35%
Rennell and Bellona	9	6	67%	9	8	89%	9	8	89%
Temotu	32	22	69%	32	16	50%	34	20	59%
Western	100	53	53%	97	56	58%	100	50	50%
<b>SI Total</b>	<b>493</b>	<b>237</b>	<b>48%</b>	<b>497</b>	<b>246</b>	<b>49%</b>	<b>510</b>	<b>238</b>	<b>47%</b>

Source: SIEMIS

The situation of clean and safe water provision to ECE and Primary Education didn't change much in the period 2007-2009., which means that the majority of ECE-centres and Primary schools still don't have access to clean and safe water. Only in Renbel province access to safe and clean water has improved and also Honiara shows a positive development.

Table 2.24: CHS-Number of schools with access to clean and safe water by province, 2007-2009

CHS	2007			2008			2009		
	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water
Central	8	3	38%	9	5	56%	10	6	60%
Choiseul	9	5	56%	11	9	82%	11	7	64%
Guadalcanal	26	14	54%	28	10	36%	28	13	46%
Honiara	13	5	38%	15	6	40%	17	5	29%
Isabel	4	3	75%	4	3	75%	5	3	60%
Makira and Ulawa	14	8	57%	14	5	36%	15	11	73%
Malaita	42	21	50%	45	17	38%	45	25	56%
Rennell and Bellona	2	1	50%	2	1	50%	2	0	0%
Temotu	5	3	60%	6	3	50%	7	4	57%
Western	18	11	61%	26	12	46%	28	10	36%
<b>SI Total</b>	<b>141</b>	<b>74</b>	<b>52%</b>	<b>160</b>	<b>71</b>	<b>44%</b>	<b>168</b>	<b>84</b>	<b>50%</b>

Source: SIEMIS

For Community High Schools the clean and safe water provision has worsened over the period 2007-2009. Only Makira province shows a better result and also Central province, although the percentage is still low, has experienced a positive development; double number of schools report access to clean and safe water.

Table 2.25: PSS-Number of schools with access to clean and safe water by province, 2007-2009

PSS	2007			2008			2009		
	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water
Central	1	1	100%	1	1	100%	1	1	100%
Choiseul	1	1	100%	1	1	100%	1	0	0%
Guadalcanal	3	3	100%	3	3	100%	3	3	100%
Honiara	1	1	100%	1	1	100%	1	0	0%
Isabel	2	1	50%	2	0	0%	2	1	50%
Makira and Ulawa	1	1	100%	1	1	100%	1	1	100%
Malaita	3	2	67%	3	3	100%	3	3	100%
Rennell and Bellona	1	1	100%	1	1	100%	1	1	100%
Temotu	1	0	0%	1	0	0%	1	1	100%
Western	2	2	100%	2	2	100%	2	2	100%
<b>SI Total</b>	<b>16</b>	<b>13</b>	<b>81%</b>	<b>16</b>	<b>13</b>	<b>81%</b>	<b>16</b>	<b>13</b>	<b>81%</b>

Source: SIEMIS

- Provincial Secondary Schools show no progress over the years, but have higher access rates to clean and safe water than ECE-centres, Primary and Community High Schools.

Table 2.26: NSS-Number of schools with access to clean and safe water by province, 2007-2009

NSS	2007			2008			2009		
	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water
Central	0	0	0%	0	0	0%	0	0	0%
Choiseul	0	0	0%	0	0	0%	0	0	0%
Guadalcanal	3	3	100%	3	3	100%	3	3	100%
Honiara	1	1	100%	1	1	100%	1	1	100%
Isabel	0	0	0%	0	0	0%	0	0	0%
Makira and Ulawa	1	1	100%	2	2	100%	2	2	100%
Malaita	1	1	100%	1	1	100%	1	1	100%
Rennell and Bellona	0	0	0%	0	0	0%	0	0	0%
Temotu	0	0	0%	0	0	0%	0	0	0%
Western	2	2	100%	2	2	100%	3	3	100%
<b>SI Total</b>	<b>8</b>	<b>8</b>	<b>100%</b>	<b>9</b>	<b>9</b>	<b>100%</b>	<b>10</b>	<b>10</b>	<b>100%</b>

Source: SIEMIS

- All National Secondary schools do have access to clean and safe water.

## Number of Teachers with Housing Provided

Number of schools are taken from schools that have responded to the teachers with housing provided section in the SIEMIS Form.

Table 2.27: PS-Number of Teachers with housing provided by province, 2007-2009.

PS	2007			2008			2009		
	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House
Central	172	88	51%	190	98	52%	196	98	50%
Choiseul	159	80	50%	163	86	53%	176	86	49%
Guadalcanal	444	239	54%	503	250	50%	522	250	48%
Honiara	135	8	6%	126	9	7%	126	9	7%
Isabel	168	114	68%	178	114	64%	179	114	64%
Makira and Ulawa	259	110	42%	292	119	41%	297	119	40%
Malaita	820	187	23%	882	212	24%	902	214	24%
Rennell and Bellona	35	8	23%	35	8	23%	45	8	18%
Temotu	175	90	51%	218	92	42%	198	92	46%
Western	489	252	52%	513	245	48%	495	245	49%
<b>SI Total</b>	<b>2856</b>	<b>1176</b>	<b>41%</b>	<b>3100</b>	<b>1233</b>	<b>40%</b>	<b>3136</b>	<b>1235</b>	<b>39%</b>

Source: SIEMIS

Table 2.28: CHS-Number of Teachers with housing provided by province, 2007-2009.

CHS	2007			2008			2009		
	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House
Central	115	35	30%	141	44	31%	169	44	26%
Choiseul	103	37	36%	121	62	51%	117	62	53%
Guadalcanal	408	122	30%	467	134	29%	461	134	29%
Honiara	317	38	12%	337	40	12%	454	40	9%
Isabel	58	33	57%	53	41	77%	109	41	38%
Makira and Ulawa	169	67	40%	199	77	39%	242	77	32%
Malaita	722	180	25%	713	185	26%	740	183	25%
Rennell and Bellona	21	8	38%	17	6	35%	11	6	55%
Temotu	65	19	29%	76	20	26%	106	20	19%
Western	230	97	42%	347	172	50%	371	172	46%
<b>SI Total</b>	<b>2208</b>	<b>636</b>	<b>29%</b>	<b>2471</b>	<b>781</b>	<b>32%</b>	<b>2780</b>	<b>779</b>	<b>28%</b>

Source: SIEMIS

- Although more teacher houses were provided by the province to teachers, the ratio went down for both Primary school and Community High School teachers, because of the quickly growing number of teachers. Only a small percentage, in particular for CHS-teachers, could be given a teacher house. However the province of Isabel does well for primary school teachers and Renbel and Choiseul provided relatively a good number of houses to their CHS-teachers.

Table 2.29: PSS-Number of Teachers with housing provided by province, 2007-2009.

PSS	2007			2008			2009		
	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House
Central	10	12	120%	15	15	100%	17	15	88%
Choiseul	15	17	113%	3	18	600%	12	18	150%
Guadalcanal	50	40	80%	41	46	112%	52	46	88%
Honiara	30	10	33%	30	10	33%	35	10	29%
Isabel	32	32	100%	28	23	82%	41	23	56%
Makira and Ulawa	17	13	76%	18	12	67%	18	12	67%
Malaita	48	55	115%	40	57	143%	46	57	124%
Rennell and Bellona	9	2	22%	9	2	22%	9	2	22%
Temotu	17	20	118%	17	20	118%	20	20	100%
Western	21	45	214%	41	45	110%	29	45	155%
<b>SI Total</b>	<b>249</b>	<b>246</b>	<b>99%</b>	<b>242</b>	<b>248</b>	<b>102%</b>	<b>279</b>	<b>248</b>	<b>89%</b>

Source: SIEMIS

Table 2.30: NSS-Number of Teachers with housing provided by province, 2007-2009.

NSS	2007			2008			2009		
	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House
Central	0	0	0%	0	0	0%	0	0	0%
Choiseul	0	0	0%	0	0	0%	0	0	0%
Guadalcanal	70	71	101%	68	86	126%	57	86	151%
Honiara	39	32	82%	39	32	82%	0	32	0%
Isabel	0	0	0%	0	0	0%	0	0	0%
Makira and Ulawa	21	11	52%	36	37	103%	40	37	93%
Malaita	10	19	190%	4	15	375%	4	15	375%
Rennell and Bellona	0	0	0%	0	0	0%	0	0	0%
Temotu	0	0	0%	0	0	0%	0	0	0%
Western	44	38	86%	43	42	98%	28	42	150%
<b>SI Total</b>	<b>184</b>	<b>171</b>	<b>93%</b>	<b>190</b>	<b>212</b>	<b>112%</b>	<b>129</b>	<b>212</b>	<b>164%</b>

Source: SIEMIS

Table 2.31: RTC-Number of Teachers with housing provided by province, 2007-2009.

RTC	2007			2008			2009		
	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House	No. of Tchrs	No. with House	% with House
Central	0	0	0%	0	0	0%	0	0	0%
Choiseul	0	0	0%	0	0	0%	0	0	0%
Guadalcanal	8	4	50%	34	31	91%	31	31	100%
Honiara	0	0	0%	0	0	0%	0	0	0%
Isabel	10	13	130%	11	13	118%	11	13	0%
Makira and Ulawa	28	10	36%	32	10	31%	27	10	37%
Malaita	12	8	67%	27	28	104%	27	28	104%
Rennell and Bellona	6	6	100%	6	0	0%	6	0	0%
Temotu	0	0	0%	0	0	0%	0	0	0%
Western	19	20	105%	24	37	154%	24	37	154%
<b>SI Total</b>	<b>83</b>	<b>61</b>	<b>73%</b>	<b>134</b>	<b>119</b>	<b>89%</b>	<b>126</b>	<b>119</b>	<b>94%</b>

Source: SIEMIS

- The situation of teacher housing for PSS, NSS and TVET-teachers is much better (compared to Primary and CHS-schools).

## Number and % of Secondary Schools with workshops

Number of schools are taken from schools that have responded to the secondary schools with workshops in the SIEMIS Form.

Table 2.32: CHS-Number of schools with workshops by province, 2007-2009

CHS	2007			2008			2009		
	No. of Schools	No. of W'shop	Ratio	No. of Schools	No. of W'shop	Ratio	No. of Schools	No. of W'shop	Ratio
Central	9	0	0.0	9	0	0.0	10	0	0.0
Choiseul	10	2	0.2	11	2	0.2	11	3	0.3
Guadalcanal	26	1	0.0	28	3	0.1	28	3	0.1
Honiara	14	3	0.2	15	4	0.3	16	6	0.4
Isabel	4	2	0.5	4	3	0.8	5	3	0.6
Makira and Ulawa	14	5	0.4	14	6	0.4	15	6	0.4
Malaita	47	4	0.1	47	4	0.1	46	4	0.1
Rennell and Bellona	2	0	0.0	2	0	0.0	2	0	0.0
Temotu	5	1	0.2	6	1	0.2	6	1	0.2
Western	22	5	0.2	27	6	0.2	28	7	0.3
<b>SI Total</b>	<b>153</b>	<b>23</b>	<b>0.2</b>	<b>163</b>	<b>29</b>	<b>0.2</b>	<b>167</b>	<b>33</b>	<b>0.2</b>

Source: SIEMIS

Table 2.33: PSS-Number of schools with workshops by province, 2007-2009

PSS	2007			2008			2009		
	No. of Schools	No. of W'shop	Ratio	No. of Schools	No. of W'shop	Ratio	No. of Schools	No. of W'shop	Ratio
Central	1	1	1.0	1	1	1.0	1	1	1.0
Choiseul	1	1	1.0	1	1	1.0	1	1	1.0
Guadalcanal	3	3	1.0	3	3	1.0	3	3	1.0
Honiara	1	0	0.0	1	0	0.0	1	1	1.0
Isabel	2	2	1.0	2	2	1.0	2	2	1.0
Makira and Ulawa	1	1	1.0	1	1	1.0	1	1	1.0
Malaita	3	3	1.0	3	3	1.0	3	3	1.0
Rennell and Bellona	1	0	0.0	1	0	0.0	1	0	0.0
Temotu	1	1	1.0	1	1	1.0	1	1	1.0
Western	2	2	1.0	2	2	1.0	2	2	1.0
<b>SI Total</b>	<b>16</b>	<b>14</b>	<b>0.9</b>	<b>16</b>	<b>14</b>	<b>0.9</b>	<b>16</b>	<b>15</b>	<b>0.9</b>

Source: SIEMIS

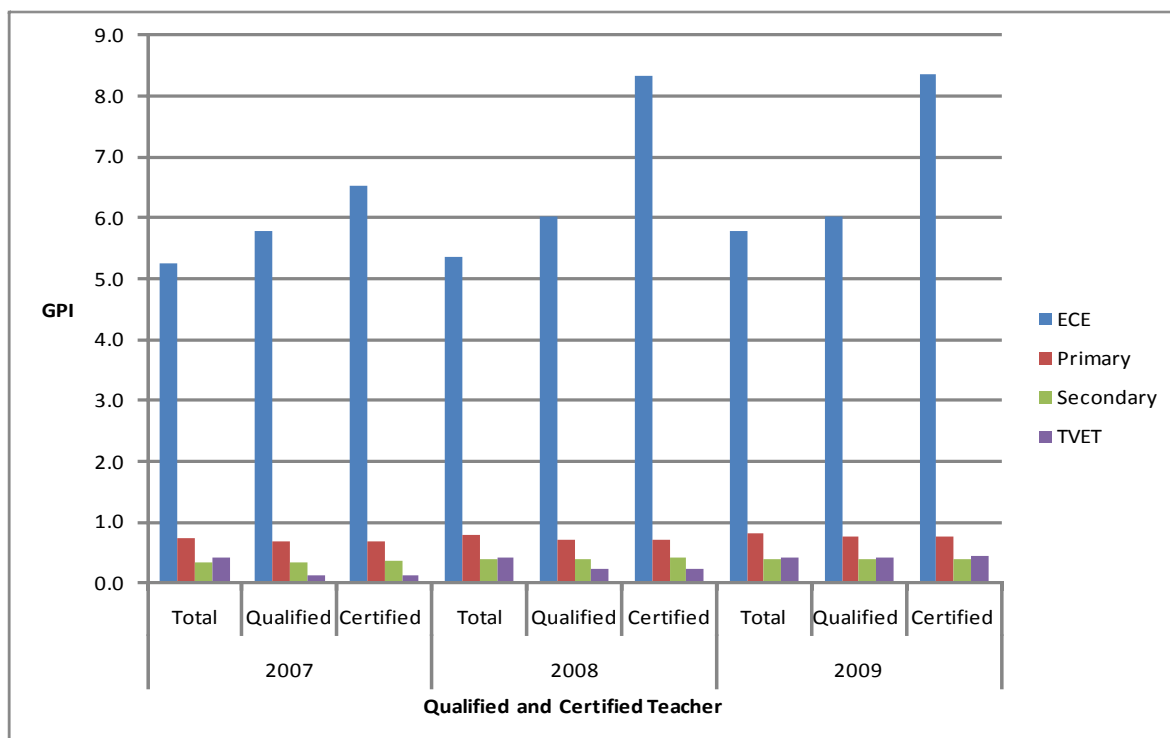
- Very few Community High Schools have workshops, but the situation at Provincial Secondary Schools is much better.

## Chapter 3: Quality Indicators

### Key Findings:

#### I. Number, qualification, GPI of teachers

Figure 2.1: Chart Showing the Total SI GPI for qualified and certified teachers for ECE, Primary, Secondary and TVET, 2007-2009



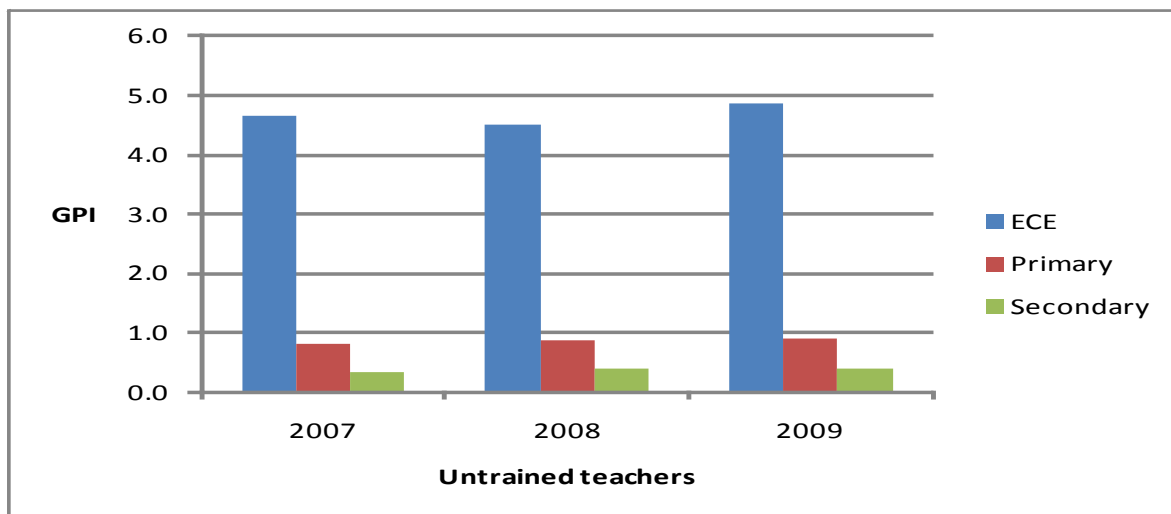
Source: SIEMIS

- In the ECE, number of female teachers increased by 3.9% in 2009 compared to 2007. However, the total number of male teachers continues to decline in ECE with 5.8% over the same period.
- The percentage of certified teachers in ECE has increased from 30% in 2007 to 47% in 2009
- Generally the number of untrained teachers in ECE went down with 35% compared to 2007.
- The total number of both female and male qualified (minimum qualifications) and certified teachers in the primary education level has increased over time in the period 2007-2009. Now more than half of the primary teachers seem either qualified or certified.
- Yet still many teachers in primary are untrained and the number of untrained teachers seems to have increased in the period 2007-2009. The total number of untrained teachers has increased in primary education with 5% compared to 2007. There were 1812 untrained teachers in 2009.
- The percentage of certified teachers in primary schools has increased with 5% from 53% in 2007 to 58% in 2009.
- There is growing gender equity in the primary level between the number of female and male teachers.
- Both the number of female and male teachers at the secondary school level has increased with 24.8% and 7.1% respectively in 2009 compared to 2007. There is now also relatively more qualified and certified female and male teachers for this level.

Performance Assessment Framework 2007-2008

- Percentages of certified teachers are higher in secondary schools than in primary and early childhood centres. Progress is made compared to 2007, yet 27% of the female and 29% of the male teachers have no certificate for secondary teaching
- In secondary schools and the Technical Vocational Education and Training, it seems that the participation of female at these levels is very low compared to other sub sectors.

Figure 2.2: Chart Showing the Total SI GPI for Untrained teachers for ECE, Primary, Secondary and TVET, 2007-2009

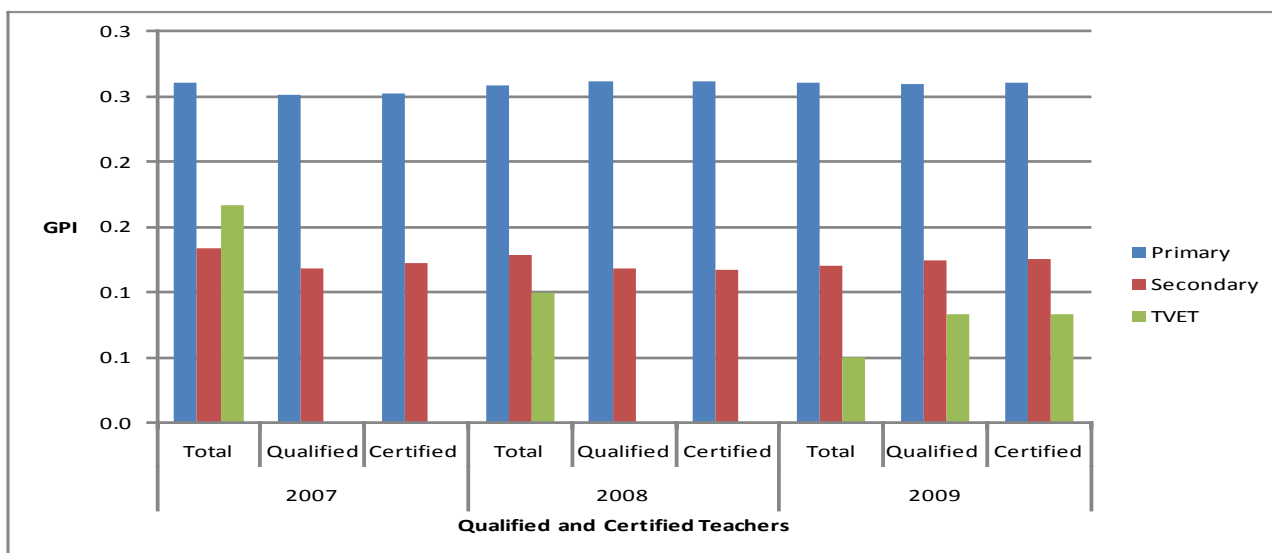


Source: SIEMIS

- The GPI for untrained teachers is high for ECE which means that because of the mayor share of female teachers in ECE, also the number of untrained female teachers is high.
- The GPI for untrained teachers in primary schools is almost 1, which means that almost a similar number of female and male teachers are untrained.
- In secondary schools, the GPI reflects a bigger share of male teachers that is untrained.

## II. Management of schools

Figure 2.3: Chart Showing the Total SI GPI for qualified and certified on management responsibilities in Primary, Secondary and TVET, 2007-2009



Source: SIEMIS



- More male and female primary school managers are now certified (97%) in 2009 compared to 2007 (87%). There was no change in the GPI for primary school managers.
- More male and female secondary school managers are now certified (90%) in 2009 compared to 2007 (79%).
- In 2009 a bigger percentage of the TVET-managers have certificates; 62% in 2009 compared to only 22% in 2007.
- For all education levels the management responsibilities are mostly in male hands. The number of female managers is still low participation of female at all levels is very low and shows no improvement over the period of reporting.

### **III. Pupil-teacher ratio**

- Generally all pupil-teacher ratios have improved for all levels in the period 2007-2009, except for secondary schools. This is a positive trend against the increased enrolment at all levels.
- The pupil teacher ratio for ECE has improved from 19.3 in 2007 to 18.8 in 2009.
- The pupil teacher ratio for primary schools has slightly improved (from 25.4 in 2007 to 23.7 in 2009),
- The pupil teacher ratio for secondary schools has worsened (from 22.1 in 2007 to 24.9 in 2009).
- The student-teacher ratios for TVET have improved in the period 2007-2009. They went down from 32.4 in 2007 to 19.9 in 2009.

### **IV. Libraries, stores and computers**

- The number of libraries has increased at both Primary and Community High schools in the period 2007-2009. However just over a half of the Community High Schools has a library.
- Although still not every Primary and Community High School has a store, the percentage of schools with stores is growing rapidly. In particular the number of stores at CHS's grew; 33 more stores are now available compared to 2007. All PSS and NSS have stores.
- The textbook pupil ratio is most favourable at primary schools where one child has about 8 textbooks. However the ratio increases with the level of education. The highest ratio is at National Secondary Schools where children don't even 2 textbooks.
- Overall, the textbook pupil ratios in 2009 have slightly worsened for all levels compared to 2007
- Very few ECE-centres and Primary schools do have computers.
- National, Provincial Secondary and Community High schools have relatively more computers than Primary schools and ECE-centres, however the total numbers are still low. Some schools still don't have any or have not completed in their SIEMIS-forms.

### **V. Completion and drop out rates**

- Generally, compared to 2007 completion rates have decreased at all years in Primary and Secondary education.
- Honiara shows the best results for year 1, year 9, 11 and 12. Renbel shows the best scores for year 6. Guadalcanal also performs well for year 9.

Performance Assessment Framework 2007–2008

- Drop out rates at primary schools have increased in the period 2007-2009 from 8% to 11% and in particular for girls (from 7% to 11%). In Junior Secondary schools the girls show higher drop out rates than boys.
- Drop out rates in Junior Secondary schools have increased from -1% in 2007 to 4% in 2009
- In Senior Secondary schools drop out rates are highest compared to other levels of education. They have increased in the period 2007-2009. However, at this level more boys drop out than girls

## Number of qualified and certified teachers

The number of qualified (with minimum levels) and certified teachers presented in this table represents the data of the schools that have responded to the teachers section in the Solomon Islands Education Management Information system (SIEMIS) survey form, the school census as entered and recorded in the SIEMIS.

Table 3.1: Early Childhood Education total numbers of teachers, number of qualified teachers, number of certified teachers by gender and Province, 2007-2009

ECE No. of Teachers, No. Qualified and No. Certified	2007						2008						2009					
	Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	20	8	6	1	5	0	14	5	6	1	4	0	23		14		6	
Choiseul	48	2	5	0	5	0	36	2	13	0	8	0	42	3	23	2	11	1
Guadalcanal	70	10	22	2	13	1	104	18	41	4	27	2	108	14	49	4	35	2
Honiara	95	7	47	5	39	5	88	4	46	3	42	3	90	3	57	3	49	3
Isabel	140	7	32	1	17	1	150	7	44	2	21	2	151	4	60	2	25	2
Makira and Ulawa	118	33	36	12	34	11	111	38	49	13	43	11	125	41	68	22	57	17
Malaita	241	88	41	15	18	4	231	76	92	29	39	6	233	80	120	36	48	6
Rennell and Bellona	22	2	0	0	0	0	23	4	2	2	1	0	24	4	3	2	1	0
Temotu	30	4	11	2	8	1	30	4	21	2	10	1	25	3	16	1	12	0
Western	117	11	26	1	11	0	106	9	29	1	13	0	115	10	36	2	15	0
<b>SI Totals</b>	<b>901</b>	<b>172</b>	<b>226</b>	<b>39</b>	<b>150</b>	<b>23</b>	<b>893</b>	<b>167</b>	<b>343</b>	<b>57</b>	<b>208</b>	<b>25</b>	<b>936</b>	<b>162</b>	<b>446</b>	<b>74</b>	<b>259</b>	<b>31</b>

Source: SIEMIS

- The total number of female teachers in ECE increased by 3.9% in 2009 compared to 2007. However, the total number of male teachers seems to decline with 5.8% over the same period.
- The number of qualified and certified female and male teachers has increased considerably in the period 2007-2009 with more than half of the teachers either qualified or certified in 2009.
- The percentages of qualified and certified females are higher in 2009 than for male teachers. (65% for male and 76% for female).

Table 3.2: Primary Education total numbers of teachers, number of qualified teachers, number of certified teachers by gender and Province, 2007-2009

PRI No. of Teachers, No. Qualified and No. Certified	2007						2008						2009					
	Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	67	162	47	113	47	110	89	170	57	121	55	115	103	186	61	130	59	122
Choiseul	135	94	57	54	57	52	123	99	69	63	65	55	145	107	85	70	77	62
Guadalcanal	302	380	172	208	161	191	341	400	202	229	187	207	391	461	259	277	237	257
Honiara	227	129	134	74	130	69	203	98	116	52	108	46	286	136	210	96	203	89
Isabel	66	119	56	104	54	103	83	125	65	108	62	107	92	136	73	123	66	119
Makira and Ulawa	120	221	78	159	76	150	146	249	85	172	83	159	167	286	105	197	98	174
Malaita	459	811	212	408	200	394	470	774	218	400	202	381	493	826	248	453	228	423
Rennell and Bellona	11	32	4	8	4	8	10	30	3	10	3	10	14	39	3	18	3	16
Temotu	76	135	30	78	27	77	95	152	42	99	40	97	84	162	44	109	42	108
Western	329	318	135	153	131	147	371	332	193	224	185	210	395	356	225	244	211	224
<b>SI Totals</b>	<b>1792</b>	<b>2401</b>	<b>925</b>	<b>1359</b>	<b>887</b>	<b>1301</b>	<b>1931</b>	<b>2429</b>	<b>1050</b>	<b>1478</b>	<b>990</b>	<b>1387</b>	<b>2170</b>	<b>2695</b>	<b>1313</b>	<b>1717</b>	<b>1224</b>	<b>1594</b>

Source: SIEMIS

Performance Assessment Framework 2007–2008

- The total number of both female and male qualified and certified teachers has increased in the period 2007-2009. This shows a positive development and improvement in the teacher development in the country to cater for the number of increasing schools and students. However, the number of qualified teachers (with minimum levels) seems to be higher than the certified teachers.
- The percentage of certified teachers has increased with 5% from 53% in 2007 to 58% in 2009.

Table 3.3: Secondary Education total numbers of teachers, number of qualified teachers, number of certified teachers by gender and Province, 2007-2009

SEC	2007						2008						2009					
	Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	17	51	14	44	13	35	23	62	16	50	15	38	18	75	17	67	16	54
Choiseul	17	31	11	20	11	17	15	39	14	31	8	27	17	35	14	28	11	25
Guadalcanal	66	209	44	141	40	120	78	208	58	148	54	133	68	177	57	146	55	138
Honiara	57	108	33	56	33	47	76	118	53	79	52	68	92	128	75	99	71	86
Isabel	11	61	10	57	10	48	15	35	12	33	9	30	20	81	19	78	14	69
Makira and Ulawa	23	100	19	85	17	65	36	114	32	102	29	80	36	107	33	103	29	82
Malaita	75	241	63	192	47	148	73	206	57	168	40	126	80	238	72	208	53	152
Rennell and Bellona	4	18	1	7	1	3	2	17	1	12	1	4	1	9	1	5	1	3
Temotu	11	35	6	19	4	17	12	41	7	23	6	21	23	53	22	41	8	29
Western	43	94	28	75	26	66	67	157	54	119	46	106	49	112	39	95	35	87
<b>SI Totals</b>	<b>324</b>	<b>948</b>	<b>229</b>	<b>696</b>	<b>202</b>	<b>566</b>	<b>397</b>	<b>997</b>	<b>304</b>	<b>765</b>	<b>260</b>	<b>633</b>	<b>404</b>	<b>1015</b>	<b>349</b>	<b>870</b>	<b>293</b>	<b>725</b>

Source: SIEMIS

- The number of female and male teaching at the secondary level has increased with 24.8% and 7.1% respectively in 2009 compared to 2007. A positive development is also shown for the same period for the number of qualified and certified female and male teachers that has grown.

Table 3.4: TVET total numbers of teachers, number of qualified teachers, number of certified teachers by gender and Province, 2007-2009

TVT	2007						2008						2009					
	Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Choiseul	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guadalcanal	7	1	0	0	0	0	18	16	2	6	2	6	15	16	12	11	12	11
Honiara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Isabel	4	6	0	0	0	0	4	7	0	0	0	0	4	7	0	0	0	0
Makira and Ulawa	7	20	0	1	0	1	7	25	1	5	1	5	6	21	1	4	1	4
Malaita	3	9	0	0	0	0	7	20	6	14	6	14	9	22	8	16	8	15
Rennell and Bellona	2	4	1	3	1	3	2	4	1	2	1	2	2	4	1	2	1	2
Temotu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Western	1	18	1	12	1	12	2	22	1	21	1	21	2	22	1	21	1	21
<b>SI Totals</b>	<b>24</b>	<b>58</b>	<b>2</b>	<b>16</b>	<b>2</b>	<b>16</b>	<b>40</b>	<b>94</b>	<b>11</b>	<b>48</b>	<b>11</b>	<b>48</b>	<b>38</b>	<b>92</b>	<b>23</b>	<b>54</b>	<b>23</b>	<b>53</b>

Source: SIEMIS

- The number of female and male teachers in TVET has increased compared to 2007 but it also indicates a decline in 2009 compared to 2008.

Performance Assessment Framework 2007–2009

Table 3.5: Early Childhood Education total percentage of qualified teachers, number of certified teachers by gender and Province, 2007-2009

ECE	2007				2008				2009			
	% Qualified		% Certified		% Qualified		% Certified		% Qualified		% Certified	
	F	M	F	M	F	M	F	M	F	M	F	M
Central	30%	13%	25%	0%	43%	20%	29%	0%	61%		26%	
Choiseul	10%	0%	10%	0%	36%	0%	22%	0%	55%	67%	26%	33%
Guadalcanal	31%	20%	19%	10%	39%	22%	26%	11%	45%	29%	32%	14%
Honiara	49%	71%	41%	71%	52%	75%	48%	75%	63%	100%	54%	100%
Isabel	23%	14%	12%	14%	29%	29%	14%	29%	40%	50%	17%	50%
Makira and Ulawa	31%	36%	29%	33%	44%	34%	39%	29%	54%	54%	46%	41%
Malaita	17%	17%	7%	5%	40%	38%	17%	8%	52%	45%	21%	8%
Rennell and Bellona	0%	0%	0%	0%	9%	50%	4%	0%	13%	50%	4%	0%
Temotu	37%	50%	27%	25%	70%	50%	33%	25%	64%	33%	48%	0%
Western	22%	9%	9%	0%	27%	11%	12%	0%	31%	20%	13%	0%
<b>SI Totals</b>	<b>25%</b>	<b>23%</b>	<b>17%</b>	<b>13%</b>	<b>38%</b>	<b>34%</b>	<b>23%</b>	<b>15%</b>	<b>48%</b>	<b>46%</b>	<b>28%</b>	<b>19%</b>

Source: SIEMIS

- The percentage of certified teachers in ECE has increased from 30% in 2007 to 47% in 2009

Table 3.6: Primary Education total percentage of qualified teachers, number of certified teachers by gender and Province, 2007-2009

PRI	2007				2008				2009			
	% Qualified		% Certified		% Qualified		% Certified		% Qualified		% Certified	
	F	M	F	M	F	M	F	M	F	M	F	M
Central	70%	70%	70%	68%	64%	71%	62%	68%	59%	70%	57%	66%
Choiseul	42%	57%	42%	55%	56%	64%	53%	56%	59%	65%	53%	58%
Guadalcanal	57%	55%	53%	50%	59%	57%	55%	52%	66%	60%	61%	56%
Honiara	59%	57%	57%	53%	57%	53%	53%	47%	73%	71%	71%	65%
Isabel	85%	87%	82%	87%	78%	86%	75%	86%	79%	90%	72%	88%
Makira and Ulawa	65%	72%	63%	68%	58%	69%	57%	64%	63%	69%	59%	61%
Malaita	46%	50%	44%	49%	46%	52%	43%	49%	50%	55%	46%	51%
Rennell and Bellona	36%	25%	36%	25%	30%	33%	30%	33%	21%	46%	21%	41%
Temotu	39%	58%	36%	57%	44%	65%	42%	64%	52%	67%	50%	67%
Western	41%	48%	40%	46%	52%	67%	50%	63%	57%	69%	53%	63%
<b>SI Totals</b>	<b>52%</b>	<b>57%</b>	<b>49%</b>	<b>54%</b>	<b>54%</b>	<b>61%</b>	<b>51%</b>	<b>57%</b>	<b>61%</b>	<b>64%</b>	<b>56%</b>	<b>59%</b>

Source: SIEMIS

- The percentage of certified teachers in Primary schools has increased from 49% for female and 54% for male teachers in 2007 to 56% for female and 59% for male teachers in 2009. Though the progress is positive, it is still a slow progress which also indicates there are many untrained teachers as well. See graphs for untrained teachers (3.10-3.12).

Performance Assessment Framework 2007-2008

Table 3.7: Secondary Education total percentage of qualified teachers, number of certified teachers by gender and Province, 2007-2009

SEC	2007				2008				2009			
	% Qualified		% Certified		% Qualified		% Certified		% Qualified		% Certified	
	F	M	F	M	F	M	F	M	F	M	F	M
Central	82%	86%	76%	69%	70%	81%	65%	61%	94%	89%	89%	72%
Choiseul	65%	65%	65%	55%	93%	79%	53%	69%	82%	80%	65%	71%
Guadalcanal	67%	67%	61%	57%	74%	71%	69%	64%	84%	82%	81%	78%
Honiara	58%	52%	58%	44%	70%	67%	68%	58%	82%	77%	77%	67%
Isabel	91%	93%	91%	79%	80%	94%	60%	86%	95%	96%	70%	85%
Makira and Ulawa	83%	85%	74%	65%	89%	89%	81%	70%	92%	96%	81%	77%
Malaita	84%	80%	63%	61%	78%	82%	55%	61%	90%	87%	66%	64%
Rennell and Bellona	25%	39%	25%	17%	50%	71%	50%	24%	100%	56%	100%	33%
Temotu	55%	54%	36%	49%	58%	56%	50%	51%	96%	77%	35%	55%
Western	65%	80%	60%	70%	81%	76%	69%	68%	80%	85%	71%	78%
<b>SI Totals</b>	<b>71%</b>	<b>73%</b>	<b>62%</b>	<b>60%</b>	<b>77%</b>	<b>77%</b>	<b>65%</b>	<b>63%</b>	<b>86%</b>	<b>86%</b>	<b>73%</b>	<b>71%</b>

Source: SIEMIS

- Percentages of certified teachers are higher in secondary schools than in primary and early childhood centres. Progress is made compared to 2007, yet 27% of the female and 29% of the male teachers have no certificate for secondary teaching.

Table 3.8: TVET total percentage of qualified teachers, number of certified teachers by gender and Province, 2007-2009

TVT	2007				2008				2009			
	% Qualified		% Certified		% Qualified		% Certified		% Qualified		% Certified	
	F	M	F	M	F	M	F	M	F	M	F	M
Central	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Choiseul	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Guadalcanal	0%	0%	0%	0%	11%	38%	11%	38%	80%	69%	80%	69%
Honiara	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Isabel	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Makira and Ulawa	0%	5%	0%	5%	14%	20%	14%	20%	17%	19%	17%	19%
Malaita	0%	0%	0%	0%	86%	70%	86%	70%	89%	73%	89%	68%
Rennell and Bellona	50%	75%	50%	75%	50%	50%	50%	50%	50%	50%	50%	50%
Temotu	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Western	100%	67%	100%	67%	50%	95%	50%	95%	50%	95%	50%	95%
<b>SI Totals</b>	<b>8%</b>	<b>28%</b>	<b>8%</b>	<b>28%</b>	<b>28%</b>	<b>51%</b>	<b>28%</b>	<b>51%</b>	<b>61%</b>	<b>59%</b>	<b>61%</b>	<b>58%</b>

Source: SIEMIS

- The total number of qualified and certified female and male teachers has increased for ECE, primary, secondary and TVET for the period 2007-2009.
- The number of qualified teachers (with minimum level) seems higher than the certified teachers at all levels of education with the secondary level reflecting the highest and ECE the lowest percentages for (minimum) qualified teachers.

Table 3.9: GPI for qualified and certified teachers presented by education level, 2007-2009

	2007			2008			2009		
	Total	Qualified	Certified	Total	Qualified	Certified	Total	Qualified	Certified
ECE	5.2	5.8	6.5	5.3	6.0	8.3	5.8	6.0	8.4
Primary	0.7	0.7	0.7	0.8	0.7	0.7	0.8	0.8	0.8
Secondary	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.4	0.4
TVET	0.4	0.1	0.1	0.4	0.2	0.2	0.4	0.4	0.4

Source: SIEMIS

- The percentage of females who are teaching at the ECE level is higher than at any other level. The number of female teachers has even increased more than male teachers in ECE.
- The gender equity in the primary level shows a positive trend for the year 2007-2009, which indicates almost a full balance between female and male teachers.
- In secondary schools and the Technical Vocational Education and Training, it seems that the participation of female at these levels is very low compared to other sub sectors.

## Number of untrained teachers

The number of untrained teachers presented in this table represents the schools that have responded to the teachers section in the Solomon Islands Education Management Information system (SIEMIS) survey form, the school census as entered and recorded in the SIEMIS.

Table 3.10: Early Childhood Education total numbers of untrained teachers by gender and Province, 2007-2009

ECE	2007				2008				2009			
	F	M	T	GPI	F	M	T	GPI	F	M	T	GPI
Central	15	8	23	1.9	10	5	15	2.0	7	3	10	2.3
Choisuel	37	1	38	37.0	20	2	22	10.0	9	1	10	9.0
Guadalcanal	82	18	100	4.6	65	19	84	3.4	54	16	70	3.4
Honiara City Council	38	1	39	38.0	18	0	18	18.0	17	0	17	17.0
Isabel	128	4	132	32.0	124	5	129	24.8	108	2	110	54.0
Makira and Ulawa	75	22	97	3.4	61	23	84	2.7	34	10	44	3.4
Malaita	207	87	294	2.4	165	63	228	2.6	143	55	198	2.6
Rennel and Bellona	20	1	21	20.0	11	2	13	5.5	6	2	8	3.0
Temotu	22	3	25	7.3	18	3	21	6.0	18	3	21	6.0
Western Province	97	10	107	9.7	85	6	91	14.2	81	6	87	13.5
<b>SI Total</b>	<b>721</b>	<b>155</b>	<b>876</b>	<b>4.7</b>	<b>577</b>	<b>128</b>	<b>705</b>	<b>4.5</b>	<b>477</b>	<b>98</b>	<b>575</b>	<b>4.9</b>

Source: SIEMIS

- Malaita and Isabel have the highest number of untrained teachers in ECE in the period 2007-2009. Generally the number of untrained teachers went down with 35% compared to 2007.
- The GPI reflects the relatively high number of untrained female teachers compared to male and the decreasing participation of male teachers in ECE..

Table 3.11: Primary Education total numbers of untrained teachers by gender and Province, 2007-2009

PRI	2007				2008				2009			
	F	M	T	GPI	F	M	T	GPI	F	M	T	GPI
Central	19	43	62	0.4	34	49	83	0.7	33	48	81	0.7
Choisuel	66	37	103	1.8	59	46	105	1.3	59	46	105	1.3
Guadalcanal	133	187	320	0.7	150	197	347	0.8	150	197	347	0.8
Honiara City Council	54	45	99	1.2	68	34	102	2.0	61	30	91	2.0
Isabel	12	12	24	1.0	21	18	39	1.2	21	18	39	1.2
Makira and Ulawa	42	65	107	0.6	60	90	150	0.7	58	90	148	0.6
Malaita	256	404	660	0.6	258	379	637	0.7	253	368	621	0.7
Rennel and Bellona	6	16	22	0.4	7	18	25	0.4	6	5	11	1.2
Temotu	25	15	40	1.7	42	40	82	1.1	40	37	77	1.1
Western Province	170	130	300	1.3	179	123	302	1.5	176	116	292	1.5
<b>SI Total</b>	<b>783</b>	<b>954</b>	<b>1737</b>	<b>0.8</b>	<b>878</b>	<b>994</b>	<b>1872</b>	<b>0.9</b>	<b>857</b>	<b>955</b>	<b>1812</b>	<b>0.9</b>

Source: SIEMIS

- Malaita, Guadalcanal and Western Province have the highest number of untrained teachers in primary schools partly caused by the highest number of teachers and students. The total number of untrained teachers has increased in primary education with 5% compared to 2007. There were 1812 untrained teachers in 2009. There is a growing gender balance between female and male untrained teachers.



Table 3.12: Secondary Education total numbers of untrained teachers by gender and Province, 2007-2009

SEC	2007				2008				2009			
	F	M	T	GPI	F	M	T	GPI	F	M	T	GPI
Central	2	3	5	0.7	6	21	27	0.3	5	20	25	0.3
Choisuel	7	10	17	0.7	8	14	22	0.6	8	14	22	0.6
Guadalcanal	16	53	69	0.3	19	52	71	0.4	15	41	56	0.4
Honiara City Council	12	38	50	0.3	9	13	22	0.7	5	12	17	0.4
Isabel	1	10	11	0.1	5	5	10	1.0	5	5	10	1.0
Makira and Ulawa	5	29	34	0.2	6	26	32	0.2	6	26	32	0.2
Malaita	27	83	110	0.3	29	68	97	0.4	27	65	92	0.4
Rennel and Bellona	2	13	15	0.2	1	11	12	0.1	1	11	12	0.1
Temotu	5	5	10	1.0	4	7	11	0.6	2	4	6	0.5
Western Province	17	32	49	0.5	19	41	60	0.5	19	41	60	0.5
<b>SI Total</b>	<b>94</b>	<b>276</b>	<b>370</b>	<b>0.3</b>	<b>106</b>	<b>258</b>	<b>364</b>	<b>0.4</b>	<b>93</b>	<b>239</b>	<b>332</b>	<b>0.4</b>

Source: SIEMIS

- The number of untrained teachers in secondary education has declined from 2007-2009. Malaita and Western Province reflect the highest numbers of untrained teachers..

Table 3.13: GPI of untrained teachers by education level, 2007-2009

Summary for SI	2007				2008				2009			
	F	M	T	GPI	F	M	T	GPI	F	M	T	GPI
ECE	721	155	876	4.7	577	128	705	4.5	477	98	575	4.9
Primary	783	954	1737	0.8	878	994	1872	0.9	857	955	1812	0.9
Secondary	94	276	370	0.3	106	258	364	0.4	93	239	332	0.4
<b>SI Total</b>	<b>877</b>	<b>1230</b>	<b>2107</b>	<b>0.7</b>	<b>1561</b>	<b>1380</b>	<b>2941</b>	<b>1.1</b>	<b>1427</b>	<b>1292</b>	<b>2719</b>	<b>1.1</b>

Source: SIEMIS

- The number of untrained teachers increased over time for primary education while it has decreased for ECE and Secondary. Generally, it seems that more female are untrained across all education levels compared to male teachers. The ECE level reflects many untrained female teachers, which have resulted in the GPI of 4.9 in 2009. However, the number of untrained male teachers in secondary level remains relatively very high.

## Number of Qualification of Teachers in Management Roles

The number of qualifications of teachers in management roles represents the schools that had responded to this section in the school survey forms, the school census for the period 2007-2009.

The management responsibilities categorized in this report refer to the Head Teachers and Deputy Head Teachers in Primary Education Level and Principals with Deputy Principals in Secondary Education level.

Table 3.14: Number of Primary Education Teacher in Management Roles by Qualification and Certification by Province, 2007-2009

PRI	2007						2008						2009					
	Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	4	54	4	50	4	50	4	56	4	54	4	54	4	61	4	61	4	61
Choiseul	19	30	17	25	17	25	22	31	21	29	21	29	25	36	25	34	25	34
Guadalcanal	32	86	26	77	26	77	34	95	34	95	34	95	40	111	40	110	40	109
Honiara	20	15	14	10	14	10	15	10	13	6	13	6	21	20	20	19	20	19
Isabel	5	38	5	36	5	36	4	40	3	40	3	40	3	42	3	42	3	42
Makira and Ulawa	8	69	8	66	8	66	7	68	7	65	7	65	8	67	8	67	8	67
Malaita	33	171	31	155	31	154	28	179	28	165	28	164	34	189	31	178	31	177
Rennell and Bellona	3	8	2	4	2	4	2	8	2	6	2	6	1	9	0	7	0	7
Temotu	4	47	1	33	1	33	3	49	3	46	3	46	2	49	2	48	2	48
Western	35	107	26	77	26	77	49	113	45	106	45	106	45	118	43	112	43	111
<b>SI Totals</b>	<b>163</b>	<b>625</b>	<b>134</b>	<b>533</b>	<b>134</b>	<b>532</b>	<b>168</b>	<b>649</b>	<b>160</b>	<b>612</b>	<b>160</b>	<b>611</b>	<b>183</b>	<b>702</b>	<b>176</b>	<b>678</b>	<b>176</b>	<b>675</b>

Source: SIEMIS

- More male and female primary school managers are now certified (97%) in 2009 compared to 2007 (87%) There was no change in the GPI for primary school managers.
- More male teachers than female teachers took up the position of primary school manager (GPI=0.26).

Table 3.15: Number of Secondary Education Teacher in Management Roles by Qualification and Certification by Province, 2007-2009

SEC	2007						2008						2009					
	Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central		16		14		14		18		16		15		21		21		20
Choiseul	4	8	3	5	3	4	3	9	3	8	3	8	5	13	5	11	5	11
Guadalcanal	5	43	4	35	4	35	4	51	4	47	4	47	4	48	4	46	4	45
Honiara	7	8	3	4	3	2	7	10	3	4	3	2	5	13	5	6	5	4
Isabel		10		10		9		8		8		8		12		12		10
Makira and Ulawa		22		20		20	1	25	1	24	1	24	1	30	1	30	1	30
Malaita	7	59	7	52	7	50	9	51	9	51	9	49	8	64	8	62	8	59
Rennell and Bellona		4		2		2		3		2		2		2		1		1
Temotu		8		4		4		9		5		5		12		11		11
Western	3	16	2	15	2	15	4	33	3	29	2	27	6	26	5	25	4	24
<b>SI Totals</b>	<b>26</b>	<b>194</b>	<b>19</b>	<b>161</b>	<b>19</b>	<b>155</b>	<b>28</b>	<b>217</b>	<b>23</b>	<b>194</b>	<b>22</b>	<b>187</b>	<b>29</b>	<b>241</b>	<b>28</b>	<b>225</b>	<b>27</b>	<b>215</b>

Source: SIEMIS

- More male and female secondary school managers are now certified (90%) in 2009 compared to 2007 (79%).
- The trend of having much more male secondary school managers has continued. GPI worsened from a low 0.14 in 2007 to 2009 0.12.

Table 3.16: TVET Teacher in Management Roles by Qualification and Certification by Province, 2007-2009

TVT	2007						2008						2009					
	Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified		Total Teachers		No. Qualified		No. Certified	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Choiseul	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guadalcanal	2	0	0	0	0	0	2	5	0	1	0	1	1	5	1	3	1	3
Honiara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Isabel	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0
Makira and Ulawa	0	4	0	0	0	0	0	4	1	1	0	1	0	4	0	2	0	2
Malaita	0	3	0	0	0	0	0	6	0	3	0	3	0	6	0	3	0	3
Rennell and Bellona	0	2	0	2	1	2	0	1	2	1	1	1	0	1	0	1	0	1
Temotu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Western	0	2	0	1	0	1	0	3	0	3	0	3	3	3	3	3	3	3
<b>SI Totals</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>20</b>	<b>3</b>	<b>9</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>20</b>	<b>1</b>	<b>12</b>	<b>1</b>	<b>12</b>

Source: SIEMIS

- The management responsibilities are again mostly in hands of male teachers. In 2009 a bigger percentage of the TVET-managers have certificates; 62% in 2009 compared to only 22% in 2007.
- Not all SIEMIS-forms from TVET could be collected, which prevents a more comprehensive picture.

Table 3.17: SI summary of Teacher in Management Roles by Qualification and Certification by education sector by Province, 2007-2009

	2007			2008			2009		
	Total	Qualified	Certified	Total	Qualified	Certified	Total	Qualified	Certified
Primary	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Secondary	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
TVET	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

Source: SIEMIS

- For all education levels the management responsibilities are mostly in male hands. The number of female managers is still low participation of female at all levels is very low and shows no improvement over the period of reporting.

Table 3.18: Primary Education-Percentage of qualified and certified Managers, 2007-2009

PRI	2007				2008				2009			
	% Qualified		% Certified		% Qualified		% Certified		% Qualified		% Certified	
	F	M	F	M	F	M	F	M	F	M	F	M
Central	100%	93%	100%	93%	100%	96%	100%	96%	100%	100%	100%	100%
Choiseul	89%	83%	89%	83%	95%	94%	95%	94%	100%	94%	100%	94%
Guadalcanal	81%	90%	81%	90%	100%	100%	100%	100%	100%	99%	100%	98%
Honiara	70%	67%	70%	67%	87%	60%	87%	60%	95%	95%	95%	95%
Isabel	100%	95%	100%	95%	75%	100%	75%	100%	100%	100%	100%	100%
Makira and Ulawa	100%	96%	100%	96%	100%	96%	100%	96%	100%	100%	100%	100%
Malaita	94%	91%	94%	90%	100%	92%	100%	92%	91%	94%	91%	94%
Rennell and Bellona	67%	50%	67%	50%	100%	75%	100%	75%	0%	78%	0%	78%
Temotu	25%	70%	25%	70%	100%	94%	100%	94%	100%	98%	100%	98%
Western	74%	72%	74%	72%	92%	94%	92%	94%	96%	95%	96%	94%
<b>SI Totals</b>	<b>82%</b>	<b>85%</b>	<b>82%</b>	<b>85%</b>	<b>95%</b>	<b>94%</b>	<b>95%</b>	<b>94%</b>	<b>96%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>

Source: SIEMIS

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Table 3.19: Secondary Education-Percentage of qualified and certified Mangers, 2007-2009

SEC	2007				2008				2009			
	% Qualified		% Certified		% Qualified		% Certified		% Qualified		% Certified	
	F	M	F	M	F	M	F	M	F	M	F	M
Central	0%	88%	0%	88%	0%	89%	0%	83%	0%	100%	0%	95%
Choiseul	75%	63%	75%	50%	100%	89%	100%	89%	100%	85%	100%	85%
Guadalcanal	80%	81%	80%	81%	100%	92%	100%	92%	100%	96%	100%	94%
Honiara	43%	50%	43%	25%	43%	40%	43%	20%	100%	46%	100%	31%
Isabel	0%	100%	0%	90%	0%	100%	0%	100%	0%	100%	0%	83%
Makira and Ulawa	0%	91%	0%	91%	100%	96%	100%	96%	100%	100%	100%	100%
Malaita	100%	88%	100%	85%	100%	100%	100%	96%	100%	97%	100%	92%
Rennell and Bellona	0%	50%	0%	50%	0%	67%	0%	67%	0%	50%	0%	50%
Temotu	0%	50%	0%	50%	0%	56%	0%	56%	0%	92%	0%	92%
Western	67%	94%	67%	94%	75%	88%	50%	82%	83%	96%	67%	92%
<b>SI Totals</b>	<b>73%</b>	<b>83%</b>	<b>73%</b>	<b>80%</b>	<b>82%</b>	<b>89%</b>	<b>79%</b>	<b>86%</b>	<b>97%</b>	<b>93%</b>	<b>93%</b>	<b>89%</b>

Source: SIEMIS

Table 3.20: TVET Education-Percentage of qualified and certified Managers, 2007-2009

TVT	2007				2008				2009			
	% Qualified		% Certified		% Qualified		% Certified		% Qualified		% Certified	
	F	M	F	M	F	M	F	M	F	M	F	M
Central	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Choiseul	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Guadalcanal	0%	0%	0%	0%	0%	20%	0%	20%	100%	60%	100%	60%
Honiara	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Isabel	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Makira and Ulawa	0%	0%	0%	0%	0%	25%	0%	25%	0%	50%	0%	50%
Malaita	0%	0%	0%	0%	0%	50%	0%	50%	0%	50%	0%	50%
Rennell and Bellona	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%	0%	100%
Temotu	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Western	0%	50%	0%	50%	0%	100%	0%	100%	0%	100%	0%	100%
<b>SI Totals</b>	<b>0%</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>	<b>150%</b>	<b>45%</b>	<b>50%</b>	<b>45%</b>	<b>100%</b>	<b>60%</b>	<b>100%</b>	<b>60%</b>

Source: SIEMIS

- The percentages of qualified and certified teachers for primary, secondary and TVET have indicated a positive development over the period 2007-2009. More qualified and certified teachers are taking up the management responsibilities in schools.
- TVET has shown the best improvements in terms of increased percentage of qualified and certified teachers now management the RTC's.

## Numbers of Pupil/Teacher/Qualified/Certified Ratio

The pupil teacher ratio, qualified and certified ratio represents schools that have responded to this section in the school census survey form.

Table 3.21: Early Childhood Pupil/Teacher ratio, pupil qualified teacher ratio and Pupil Certified Teacher Ratio, 2007-2009

ECE	2007			2008			2009		
	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher
Central	20.4	81.6	114.2	25.6	69.4	121.5	18.0	27.5	58.1
Choiseul	17.7	221.3	221.3	21.2	62.0	100.8	20.5	37.0	77.0
Guadalcanal	20.2	69.0	118.4	14.6	41.1	64.5	15.2	36.2	52.3
Honiara	22.5	45.4	55.2	25.1	48.4	53.4	25.6	39.8	46.7
Isabel	11.7	52.0	95.4	10.0	34.1	68.2	11.3	27.9	62.8
Makira and Ulawa	14.8	45.5	48.5	14.3	34.3	39.4	15.1	26.5	33.1
Malaita	23.6	135.8	336.6	23.6	59.8	160.7	24.0	48.0	135.4
Rennell and Bellona	12.8	0.0	0.0	10.1	0.0	0.0	9.6	0.0	0.0
Temotu	25.8	65.4	94.4	16.9	24.9	52.1	21.4	35.2	49.9
Western	19.6	93.1	228.5	21.1	81.0	187.0	20.6	67.9	172.0
SI Totals	<b>19.3</b>	<b>79.2</b>	<b>122.9</b>	<b>18.4</b>	<b>49.3</b>	<b>85.8</b>	<b>18.8</b>	<b>39.3</b>	<b>70.4</b>

Source: SIEMIS

- The ECE-pupil teacher ratio, pupil qualified teacher ratio and pupil teacher certified ratio have improved in 2009 compared to 2007. Honiara, Malaita and Western Province have the highest ratios and Rennell Bellona the lowest ratio. Low ratios could have a positive impact on the quality of teaching, as children get generally more individual attention from the teacher. But there are other factors that also influence the quality of education.
- Generally the pupil teacher ratio for ECE has improved from 19.3 in 2007 to 18.8 in 2009.

Table 3.22: Primary Sector Pupil/Teacher ratio, pupil qualified teacher ratio and Pupil Certified Teacher Ratio, 2007-2009

PRI	2007			2008			2009		
	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher
Central	22.8	32.6	33.3	22.1	32.0	33.5	20.8	31.3	33.1
Choiseul	24.0	49.1	50.0	25.0	41.9	46.1	22.1	36.0	40.1
Guadalcanal	26.7	47.8	51.6	25.2	43.4	47.5	23.1	36.8	39.9
Honiara	27.9	47.7	49.9	35.6	63.8	69.6	28.6	39.6	41.5
Isabel	26.0	30.1	30.6	25.5	30.7	31.4	23.5	27.3	29.0
Makira and Ulawa	24.4	35.1	36.8	22.0	33.8	35.9	19.8	29.7	33.0
Malaita	26.2	53.8	56.1	27.7	55.8	59.1	27.4	51.4	55.6
Rennell and Bellona	15.0	53.8	53.8	15.9	48.8	48.8	12.7	32.0	35.4
Temotu	22.8	44.4	46.1	20.5	35.8	36.9	19.2	31.0	31.7
Western	24.1	54.1	56.0	21.9	37.0	39.0	21.3	34.2	36.9
SI Totals	<b>25.4</b>	<b>46.5</b>	<b>48.5</b>	<b>25.3</b>	<b>43.6</b>	<b>46.4</b>	<b>23.7</b>	<b>38.1</b>	<b>41.0</b>

Source: SIEMIS

- Honiara has the highest pupil teacher ratio (28.6) at primary schools in 2009, but generally the pupil teacher ratio for primary schools has slightly improved (from 25.4 in 2007 to 23.7 in 2009), which is good progress against the increased enrolment.
- Malaita province also has a high pupil teacher ratio and very few of its teachers are qualified or certified (less than half).

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Table 3.23: Secondary Sector Pupil/Teacher ratio, pupil qualified teacher ratio and Pupil Certified Teacher Ratio, 2007-2009

SEC	2007			2008			2009		
	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher	Pupil Teacher Ratio	Pupil Qualified Teacher	Pupil Certified Teacher
Central	15.0	17.6	21.3	12.5	16.1	20.0	14.7	16.3	19.6
Choiseul	21.8	33.8	37.4	17.5	21.0	27.0	23.5	29.1	33.9
Guadalcanal	18.8	27.9	32.3	18.2	25.2	27.8	26.8	32.4	34.0
Honiara	33.4	61.8	68.8	33.6	49.4	54.4	32.3	42.1	46.6
Isabel	24.5	26.4	30.5	36.1	40.1	46.2	19.0	19.8	23.1
Makira and Ulawa	20.4	24.1	30.5	18.8	21.0	25.8	20.4	21.4	26.2
Malaita	17.8	22.0	28.8	19.8	24.5	33.2	22.1	25.0	33.8
Rennell and Bellona	10.3	28.4	56.8	12.6	18.5	48.0	33.5	55.8	83.8
Temotu	22.5	41.4	49.3	19.7	34.9	38.7	14.8	17.8	30.0
Western	31.2	41.5	46.5	21.1	27.3	31.0	35.2	42.2	46.4
SI Totals	<b>22.1</b>	<b>30.4</b>	<b>36.7</b>	<b>21.4</b>	<b>27.9</b>	<b>33.4</b>	<b>24.9</b>	<b>29.0</b>	<b>34.7</b>

Source: SIEMIS

- Western province has the highest pupil teacher ratio (35.2) in 2009. Most of its teachers are not qualified or certified.
- Generally the pupil teacher ratio for secondary schools has worsened (from 22.1 in 2007 to 24.9 in 2009).
- Renbel province also has a high pupil teacher ratio in 2009 compared to other provinces.

Table 3.24: TVET Pupil/Teacher ratio, pupil qualified teacher ratio and Pupil Certified Teacher Ratio, 2007-2009

TVT	2007			2008			2009		
	Pupil Teacher Ratio	Qualified Teacher Ratio	Certified Teacher Ratio	Pupil Teacher Ratio	Qualified Teacher Ratio	Certified Teacher Ratio	Pupil Teacher Ratio	Qualified Teacher Ratio	Certified Teacher Ratio
Central	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Choiseul	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Guadalcanal	98.0	0.0	0.0	23.1	98.0	98.0	25.3	34.1	34.1
Honiara	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Isabel	2.4	0.0	0.0	2.2	0.0	0.0	2.2	0.0	0.0
Makira and Ulawa	7.7	207.0	207.0	7.1	38.0	38.0	8.4	45.6	45.6
Malaita	57.5	0.0	0.0	25.9	35.0	35.0	22.6	29.2	30.4
Rennell and Bellona	4.5	6.8	6.8	5.3	10.7	10.7	5.3	10.7	10.7
Temotu	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Western	37.7	55.2	55.2	30.3	33.0	33.0	30.3	33.0	33.0
SI Totals	<b>32.4</b>	<b>147.6</b>	<b>147.6</b>	<b>19.0</b>	<b>40.9</b>	<b>40.9</b>	<b>19.9</b>	<b>32.5</b>	<b>32.9</b>

Source: SIEMIS

- The student-teacher ratios for TVET have improved in the period 2007-2009. They went down from 32.4 in 2007 to 19.9 in 2009.

## Numbers of Libraries and Percentage of Schools with Libraries

The number of libraries reported represents the schools that reported this section in the school census survey form. .

Table 3.25: Number and percentage of Primary schools with libraries

PS	2007			2008			2009		
	No. of Schools	No. of Libraries	% of Schs with	No. of Schools	No. of Libraries	% of Schs with	No. of Schools	No. of Libraries	% of Schs with
Central	30	27	90%	31	26	84%	30	26	87%
Choiseul	40	34	85%	39	34	87%	39	32	82%
Guadalcanal	77	42	55%	77	48	62%	77	54	70%
Honiara	13	8	62%	12	7	58%	10	7	70%
Isabel	26	25	96%	26	26	100%	25	27	108%
Makira and Ulawa	60	47	78%	60	49	82%	59	50	85%
Malaita	130	83	64%	130	85	65%	129	92	71%
Rennell and Bellona	9	3	33%	9	5	56%	9	6	67%
Temotu	35	29	83%	34	29	85%	31	29	94%
Western	104	72	69%	99	74	75%	96	79	82%
SI Totals	<b>524</b>	<b>370</b>	<b>71%</b>	<b>517</b>	<b>383</b>	<b>74%</b>	<b>505</b>	<b>402</b>	<b>80%</b>

Source: SIEMIS

Table 3.26: Number and percentage of CHS schools with libraries

CHS	2007			2008			2009		
	No. of Schools	No. of Libraries	% of Schs with	No. of Schools	No. of Libraries	% of Schs with	No. of Schools	No. of Libraries	% of Schs with
Central	9	4	44%	9	5	56%	10	6	60%
Choiseul	10	7	70%	11	7	64%	11	10	91%
Guadalcanal	26	11	42%	28	13	46%	28	13	46%
Honiara	14	9	64%	15	10	67%	16	10	63%
Isabel	4	3	75%	4	3	75%	5	3	60%
Makira and Ulawa	14	8	57%	14	9	64%	15	11	73%
Malaita	47	21	45%	47	22	47%	46	22	48%
Rennell and Bellona	2	1	50%	2	1	50%	2	1	50%
Temotu	5	3	60%	6	4	67%	6	7	117%
Western	22	11	50%	27	15	56%	28	15	54%
SI Totals	<b>153</b>	<b>78</b>	<b>51%</b>	<b>163</b>	<b>89</b>	<b>55%</b>	<b>167</b>	<b>98</b>	<b>59%</b>

Source: SIEMIS

- The number of libraries has increased at both Primary and Community High schools in the period 2007-2009. However just over a half of the Community High Schools has a library.

Table 3.27: Number and percentage of PSS schools with libraries

PSS	2007			2008			2009		
	No. of Schools	No. of Libraries	% of Schs with	No. of Schools	No. of Libraries	% of Schs with	No. of Schools	No. of Libraries	% of Schs with
Central	1	0	0%	1	0	0%	1	0	0%
Choiseul	1	1	100%	1	1	100%	1	1	100%
Guadalcanal	3	3	100%	3	3	100%	3	3	100%
Honiara	1	1	100%	1	1	100%	1	1	100%
Isabel	2	2	100%	2	2	100%	2	2	100%
Makira and Ulawa	1	1	100%	1	1	100%	1	1	100%
Malaita	3	1	33%	3	1	33%	3	1	33%
Rennell and Bellona	1	1	100%	1	1	100%	1	1	100%
Temotu	1	1	100%	1	1	100%	1	1	100%
Western	2	2	100%	2	2	100%	2	2	100%
SI Totals	<b>16</b>	<b>13</b>	<b>81%</b>	<b>16</b>	<b>13</b>	<b>81%</b>	<b>16</b>	<b>13</b>	<b>81%</b>

Table 3.28: Number and percentage of NSS schools with libraries

NSS	2007			2008			2009		
	No. of Schools	No. of Libraries	% of Schs with Libraries	No. of Schools	No. of Libraries	% of Schs with Libraries	No. of Schools	No. of Libraries	% of Schs with Libraries
Central	0	0	0%	0	0	0%	0	0	0%
Choiseul	0	0	0%	0	0	0%	0	0	0%
Guadalcanal	3	3	100%	3	3	100%	3	3	100%
Honiara	1	0	0%	1	0	0%	1	0	0%
Isabel	0	0	0%	0	0	0%	0	0	0%
Makira and Ulawa	2	1	50%	2	2	100%	2	2	100%
Malaita	1	1	100%	1	1	100%	1	1	100%
Rennell and Bellona	0	0	0%	0	0	0%	0	0	0%
Temotu	0	0	0%	0	0	0%	0	0	0%
Western	2	2	100%	2	2	100%	3	3	100%
<b>SI Totals</b>	<b>9</b>	<b>7</b>	<b>78%</b>	<b>9</b>	<b>8</b>	<b>89%</b>	<b>10</b>	<b>9</b>	<b>90%</b>

Source: SIEMIS

- The number of libraries at Provincial Secondary Schools remained the same but there was an improvement at the National Secondary Schools compared to 2007, where (almost) all schools have now a library.



## School with Storage

The number of storages reported in this report represents the schools that have reported this section in the school census survey form.

Table 3.29: PS-Number and percentage of schools with storage

PS	2007			2008			2009		
	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room
Central	30	25	83%	31	27	87%	30	28	93%
Choiseul	40	33	83%	39	36	92%	39	36	92%
Guadalcanal	77	62	81%	77	66	86%	77	68	88%
Honiara	13	9	69%	12	9	75%	10	9	90%
Isabel	26	24	92%	26	26	100%	25	25	100%
Makira and Ulawa	60	49	82%	60	54	90%	59	54	92%
Malaita	130	98	75%	130	101	78%	129	103	80%
Rennell and Bellona	9	7	78%	9	8	89%	9	8	89%
Temotu	35	29	83%	34	27	79%	31	27	87%
Western	104	84	81%	99	89	90%	96	92	96%
SI Totals	<b>524</b>	<b>420</b>	<b>80%</b>	<b>517</b>	<b>443</b>	<b>86%</b>	<b>505</b>	<b>450</b>	<b>89%</b>

Source SIEMIS

Table 3.30: CHS- Number and percentage of schools with storage

CHS	2007			2008			2009		
	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room
Central	9	6	67%	9	7	78%	10	9	90%
Choiseul	10	7	70%	11	8	73%	11	10	91%
Guadalcanal	26	21	81%	28	25	89%	28	25	89%
Honiara	14	9	64%	15	13	87%	16	13	81%
Isabel	4	3	75%	4	4	100%	5	5	100%
Makira and Ulawa	14	13	93%	14	13	93%	15	14	93%
Malaita	47	28	60%	47	34	72%	46	35	76%
Rennell and Bellona	2	1	50%	2	2	100%	2	2	100%
Temotu	5	4	80%	6	5	83%	6	6	100%
Western	22	13	59%	27	19	70%	28	19	68%
SI Totals	<b>153</b>	<b>105</b>	<b>69%</b>	<b>163</b>	<b>130</b>	<b>80%</b>	<b>167</b>	<b>138</b>	<b>83%</b>

Source: SIEMIS

- Although still not every Primary and Community High School has a store, the percentage of schools with stores is growing rapidly. In particular the number of stores at CHS's grew; 33 more stores are now available compared to 2007.

## Performance Assessment Framework 2007–2008

Table 3.31: PSS- Number and percentage of schools with storage

PSS	2007			2008			2009		
	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room
Central	1	1	100%	1	1	100%	1	1	100%
Choiseul	1	1	100%	1	1	100%	1	1	100%
Guadalcanal	3	3	100%	3	3	100%	3	3	100%
Honiara	1	1	100%	1	1	100%	1	1	100%
Isabel	2	2	100%	2	2	100%	2	2	100%
Makira and Ulawa	1	1	100%	1	1	100%	1	1	100%
Malaita	3	2	67%	3	3	100%	3	3	100%
Rennell and Bellona	1	1	100%	1	1	100%	1	1	100%
Temotu	1	1	100%	1	1	100%	1	1	100%
Western	2	2	100%	2	2	100%	2	2	100%
SI Totals	<b>16</b>	<b>15</b>	<b>94%</b>	<b>16</b>	<b>16</b>	<b>100%</b>	<b>16</b>	<b>16</b>	<b>100%</b>

Source: SIEMIS

Table 3.32: NSS- Number and percentage of schools with storage

NSS	2007			2008			2009		
	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room
Central	0	0	0%	0	0	0%	0	0	0%
Choiseul	0	0	0%	0	0	0%	0	0	0%
Guadalcanal	3	2	67%	3	2	67%	3	2	67%
Honiara	1	1	100%	1	1	100%	1	1	0%
Isabel		0	0%	0	0	0%	0	0	0%
Makira and Ulawa	2	0	0%	2	1	50%	0	1	0%
Malaita	1	1	100%	1	1	100%	1	1	100%
Rennell and Bellona	0	0	0%	0	0	0%	0	0	0%
Temotu	0	0	0%	0	0	0%	0	0	0%
Western	2	1	50%	2	2	100%	3	3	100%
SI Totals	<b>9</b>	<b>5</b>	<b>56%</b>	<b>9</b>	<b>7</b>	<b>78%</b>	<b>8</b>	<b>8</b>	<b>100%</b>

Source: SIEMIS

- Provincial and National Secondary schools show 100% coverage of stores per school in 2009.

## Number of Textbooks and Pupil-to-Textbook Ratio

The enrolment reported in this section (number of textbooks) is only for those schools that have reported this section in the annual school census survey form and not the enrolment of school that have not reported or filled up this section in the survey form. Therefore, there is a difference for the enrolment tabulated here compared to the school enrolment in chapter 1 particularly for the Primary Education Level. This has to be done to make sure that the analysis of data entered is consistent and correct.

Table 3.33: PS-Number of textbooks and pupil-to-Textbook ratio

PS	2007			2008			2009		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	29090	3574	0.1	26462	3960	0.1	26380	3969	0.2
Choiseul	52733	3663	0.1	71304	3658	0.1	62142	3771	0.1
Guadalcanal	84012	11609	0.1	72424	11550	0.2	68789	11908	0.2
Honiara	13908	3785	0.3	13867	3661	0.3	6987	3135	0.4
Isabel	43252	4077	0.1	38348	4297	0.1	40914	4062	0.1
Makira and Ulawa	69617	6142	0.1	62549	6531	0.1	59973	6607	0.1
Malaita	120515	20038	0.2	129958	20804	0.2	121399	21532	0.2
Rennell and Bellona	3863	539	0.1	6375	510	0.1	5065	527	0.1
Temotu	38961	3894	0.1	41586	4056	0.1	46677	3516	0.1
Western	113236	11315	0.1	138024	10425	0.1	123071	10377	0.1
<b>SI Total</b>	<b>569187</b>	<b>68636</b>	<b>0.1</b>	<b>600897</b>	<b>69452</b>	<b>0.1</b>	<b>561397</b>	<b>69404</b>	<b>0.1</b>

Source: SIEMIS

Table 3.34: CHS-Number of textbooks and pupil-to-Textbook ratio

CHS	2007			2008			2009		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	17589	2597	0.1	9298	2597	0.3	14801	2997	0.2
Choiseul	14334	2572	0.2	21794	2578	0.1	19894	2748	0.1
Guadalcanal	43825	9378	0.2	37599	10262	0.3	24377	11102	0.5
Honiara	30240	9860	0.3	35891	11800	0.3	37667	12686	0.3
Isabel	2355	1496	0.6	5498	1799	0.3	6338	2139	0.3
Makira and Ulawa	9245	3557	0.4	16113	3827	0.2	11243	4080	0.4
Malaita	86613	17701	0.2	79735	17949	0.2	81868	18561	0.2
Rennell and Bellona	1522	206	0.1	1942	236	0.1	1942	280	0.1
Temotu	5469	1545	0.3	4790	1650	0.3	9618	1803	0.2
Western	30822	6722	0.2	46137	7810	0.2	31797	8724	0.3
<b>SI Total</b>	<b>242014</b>	<b>55634</b>	<b>0.2</b>	<b>258797</b>	<b>60508</b>	<b>0.2</b>	<b>239545</b>	<b>65120</b>	<b>0.3</b>

Source: SIEMIS

Table 3.35: PSS-Number of textbooks and pupil-to-Textbook ratio

PSS	2007			2008			2009		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	837	72		919	193	0.2	0	284	0.0
Choiseul	1279	260	0.2	1273	243	0.2	2522	223	0.1
Guadalcanal	1377	1032	0.7	1213	734	0.6	1059	999	0.9
Honiara	1468	929	0.6	1468	929	0.6	1337	901	0.7
Isabel	2516	776	0.3	0	784	0.0	0	844	0.0
Makira and Ulawa	2892	328	0.1	455	255	0.6	1589	302	0.2
Malaita	1337	652	0.5	2023	710	0.4	1309	850	0.6
Rennell and Bellona	0	128	0.0	0	128	0.0	0	128	0.0
Temotu	757	340	0.4	757	340	0.4	525	340	0.6
Western	3058	636	0.2	1951	710	0.4	2825	688	0.2
<b>SI Total</b>	<b>15521</b>	<b>5153</b>	<b>0.3</b>	<b>10059</b>	<b>5026</b>	<b>0.5</b>	<b>11166</b>	<b>5559</b>	<b>0.5</b>

Source: SIEMIS

Table 3.36: NSS-Number of textbooks and pupil-to-Textbook ratio

NSS	2007			2008			2009		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	0	0	0	0	0	0	0	0	0
Choiseul	0	0	0	0	0	0	0	0	0
Guadalcanal	4824	1219	0.3	2666	1253	0.5	2636	1483	0.6
Honiara	0	951		0	951	0.0	0	0	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	0	822		0	903	0.0	900	823	0.0
Malaita	850	274	0.3	418	314	0.8	418	363	0.9
Rennell and Bellona	0	0	0	0	0	0	0	0	0
Temotu	0	0	0	0	0	0	0	0	0
Western	2169	806	0.4	1345	807	0.6	2934	1153	0.4
<b>SI Total</b>	<b>7843</b>	<b>4072</b>	<b>0.5</b>	<b>4429</b>	<b>4228</b>	<b>1.0</b>	<b>6888</b>	<b>3822</b>	<b>0.6</b>

Source: SIEMIS

- The textbook pupil ratio is most favourable at primary schools where one child has 8 textbooks. However the ratio increases with the level of education. The highest ratio is at National Secondary Schools where children don't even 2 textbooks.
- Overall, the textbook pupil ratios in 2009 have slightly worsened for all levels compared to 2007.
- In the period 2007-2008 textbook pupil ratios went slightly down for primary from 1/8.3 to 1/8.1, for CHS from 1/4.3 to 1/3.7, for PSS from 1/3 to 1/2 and for NSS from 1/9 to 1/8.

## Access to Computers

The computers presented in this section is for the only the schools that have reported on this section in the school sensus survey form.

Table 3.37: ECE-Access to computer by province, 2007-2009

ECE	2007			2008			2009		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	12	0	0.0	10	0	0.0	10	0	0.0
Choiseul	30	0	0.0	24	0	0.0	23	0	0.0
Guadalcanal	55	0	0.0	55	0	0.0	54	2	0.0
Honiara	27	7	0.3	18	12	0.7	15	4	0.3
Isabel	63	0	0.0	60	0	0.0	60	0	0.0
Makira and Ulawa	82	0	0.0	76	0	0.0	76	0	0.0
Malaita	191	1	0.0	193	6	0.0	190	2	0.0
Rennell and Bellona	14	0	0.0	11	0	0.0	7	0	0.0
Temotu	26	0	0.0	20	0	0.0	20	0	0.0
Western	68	1	0.0	59	6	0.1	57	4	0.1
<b>SI Total</b>	<b>568</b>	<b>9</b>	<b>0.0</b>	<b>526</b>	<b>24</b>	<b>0.0</b>	<b>512</b>	<b>12</b>	<b>0.0</b>

Source: SIEMIS

Table 3.38: PS-Access to computer by Province, 2007-2009

PS	2007			2008			2009		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	30	0	0.0	31	0	0%	30	0	0.0
Choiseul	40	0	0.0	39	0	0%	39	0	0.0
Guadalcanal	77	2	0.0	77	7	9%	77	16	0.2
Honiara	13	92	7.1	12	17	142%	10	4	0.4
Isabel	26	0	0.0	26	0	0%	25	0	0.0
Makira and Ulawa	60	0	0.0	60	18	30%	59	0	0.0
Malaita	130	1	0.0	130	0	0%	129	0	0.0
Rennell and Bellona	9	0	0.0	9	0	0%	9	0	0.0
Temotu	35	0	0.0	34	0	0%	31	0	0.0
Western	104	0	0.0	99	4	4%	96	2	0.0
<b>SI Total</b>	<b>524</b>	<b>95</b>	<b>0.2</b>	<b>517</b>	<b>46</b>	<b>9%</b>	<b>505</b>	<b>22</b>	<b>0.0</b>

Source: SIEMIS

- Very few ECE-centres and Primary schools do have computers; only Honiara and Guadalcanal have procured or received some in the period 2007-2009.

Table 3.39: CHS- Access to computer by Province, 2007-2009

CHS	2007			2008			2009		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	% with PCs	No. of Schools	No. of PCs	Ratio
Central	9	7	0.8	9	5	0.6	30	0	0.0
Choiseul	10	2	0.2	11	5	0.5	39	0	0.0
Guadalcanal	26	28	1.1	28	27	1.0	77	16	0.2
Honiara	14	16	1.1	15	45	3.0	10	4	0.4
Isabel	4	2	0.5	4	2	0.5	25	0	0.0
Makira and Ulawa	14	8	0.6	14	9	0.6	59	0	0.0
Malaita	47	14	0.3	47	24	0.5	129	0	0.0
Rennell and Bellona	2	0	0.0	2	0	0.0	9	0	0.0
Temotu	5	0	0.0	6	0	0.0	31	0	0.0
Western	22	12	0.5	27	6	0.2	96	2	0.0
<b>SI Total</b>	<b>153</b>	<b>89</b>	<b>0.6</b>	<b>163</b>	<b>123</b>	<b>0.8</b>	<b>505</b>	<b>22</b>	<b>0.0</b>

Source: SIEMIS

Table 3.40: PSS-Access to computer by province, 2007-2009

PSS	2007			2008			2009		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	1	0	0.0	1	1	100%	1	0	0.0
Choiseul	1	2	2.0	1	2	200%	1	4	4.0
Guadalcanal	3	3	1.0	3	10	333%	3	4	1.3
Honiara	1	0	0.0	1	0	0%	1	28	28.0
Isabel	2	8	4.0	2	6	300%	2	6	3.0
Makira and Ulawa	1	1	1.0	1	1	100%	1	6	6.0
Malaita	3	0	0.0	3	0	0%	3	2	0.7
Rennell and Bellona	1	0	0.0	1	0	0%	1	0	0.0
Temotu	1	4	4.0	1	0	0%	1	4	4.0
Western	2	2	1.0	2	3	150%	2	0	0.0
<b>SI Total</b>	<b>16</b>	<b>20</b>	<b>1.3</b>	<b>16</b>	<b>23</b>	<b>144%</b>	<b>16</b>	<b>54</b>	<b>3.4</b>

Source: SIEMIS

Table 3.41: NSS-Access to computer by province, 2007-2009

NSS	2007			2008			2009		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	0	0	0.0	0	0	0.0	0	0	0.0
Choiseul	0	0	0.0	0	0	0.0	0	0	0.0
Guadalcanal	3	0	0.0	3	20	6.7	3	40	13.3
Honiara	1	0	0.0	1	0	0.0	1	0	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	2	0	0.0	2	5	2.5	2	0	0.0
Malaita	1	0	0.0	1	3	3.0	1	0	0.0
Rennell and Bellona	0	0	0.0	0	0	0.0	0	0	0.0
Temotu	0	0	0.0	0	0	0.0	0	0	0.0
Western	2	0	0.0	2	45	22.5	3	2	0.7
<b>SI Total</b>	<b>9</b>	<b>0</b>	<b>0.0</b>	<b>9</b>	<b>73</b>	<b>8.1</b>	<b>10</b>	<b>42</b>	<b>4.2</b>

Source: SIEMIS

- National, Provincial Secondary and Community High schools have relatively more computers than Primary schools and ECE-centres; however the total numbers are still low. Some schools still don't have any or have not completed in their SIEMIS-forms.

## Survival (Completion) Rates

The survival rate is calculated as the estimated proportion of a cohort of pupils who have completed the last grade of that education level as a percentage of pupils enrolled in the first grade of a given cycle in a given school year. However, the survival rate that is presented in this report is not a completion of one education cycle but a grade completion rate based on the promotion rate, repetition rate and dropout rate for that given grade. The completion rate will also indicate the retention rate and the internal efficiency of the education system

Table 3.42: Survival (completion) rates by Province, 2007-2009

Central	2007	2008	2009
Prep	98.15%	74.75%	71.66%
Std 1	93.16%	99.45%	100.00%
Std 2	100.00%	95.92%	83.74%
Std 3	96.98%	90.83%	88.30%
Std 4	97.42%	100.00%	93.98%
Std 5	84.74%	83.56%	79.01%
Std 6	71.13%	94.07%	73.83%
Form 1	64.53%	71.15%	57.21%
Form 2	82.95%	100.00%	100.00%
Form 3	23.62%	70.92%	64.96%
Form 4	100.00%	100.00%	60.67%
Form 5			
Form 6			
Form 7			

Choiseul	2007	2008	2009
Prep	82.77%	86.88%	80.56%
Std 1	98.31%	90.31%	98.02%
Std 2	98.73%	93.87%	83.21%
Std 3	100.00%	98.49%	100.00%
Std 4	94.64%	85.78%	77.30%
Std 5	97.92%	85.79%	91.35%
Std 6	65.83%	76.44%	81.26%
Form 1	68.31%	97.79%	85.92%
Form 2	77.97%	92.77%	65.25%
Form 3	41.67%	63.50%	54.98%
Form 4	47.62%	100.00%	57.94%
Form 5	13.04%	9.62%	8.06%
Form 6	0.00%	0.00%	0.00%
Form 7			

Guadalcanal	2007	2008	2009
Prep	83.99%	77.87%	76.70%
Std 1	97.69%	93.27%	93.50%
Std 2	90.21%	100.00%	93.04%
Std 3	91.52%	99.16%	90.68%
Std 4	85.55%	89.60%	88.61%
Std 5	93.60%	89.61%	83.69%
Std 6	78.82%	97.69%	86.79%
Form 1	90.03%	100.00%	88.49%
Form 2	83.24%	100.00%	85.82%
Form 3	100.00%	100.00%	100.00%
Form 4	82.34%	98.60%	74.30%
Form 5	38.96%	52.92%	42.09%
Form 6	53.81%	50.93%	28.57%
Form 7	0.00%	0.00%	0.00%

Honiara	2007	2008	2009
Prep	100.00%	100.00%	100.00%
Std 1	100.00%	99.34%	98.15%
Std 2	100.00%	96.81%	95.87%
Std 3	100.00%	100.00%	98.42%
Std 4	100.00%	98.55%	95.95%
Std 5	100.00%	91.29%	85.71%
Std 6	94.55%	90.83%	84.51%
Form 1	100.00%	99.50%	92.78%
Form 2	100.00%	97.86%	86.53%
Form 3	100.00%	100.00%	100.00%
Form 4	100.00%	89.44%	97.01%
Form 5	53.08%	51.15%	52.46%
Form 6	21.99%	44.47%	40.90%
Form 7	0.00%	0.00%	0.00%

Makira and Ulawa	2007	2008	2009
Prep	94.19%	97.93%	99.09%
Std 1	92.55%	91.41%	89.00%
Std 2	97.84%	100.00%	92.87%
Std 3	94.04%	94.92%	89.07%
Std 4	96.34%	92.54%	87.18%
Std 5	93.02%	90.86%	87.02%
Std 6	100.00%	83.78%	85.56%
Form 1	87.60%	75.53%	74.27%
Form 2	91.11%	83.56%	91.81%
Form 3	100.00%	100.00%	86.21%
Form 4	90.39%	66.97%	74.83%
Form 5	53.47%	31.33%	42.15%
Form 6	20.83%	0.00%	0.00%
Form 7	0.00%	0.00%	

Malaita	2007	2008	2009
Prep	74.31%	70.34%	67.59%
Std 1	90.38%	93.04%	92.04%
Std 2	92.17%	90.34%	89.64%
Std 3	91.23%	86.84%	87.67%
Std 4	90.72%	90.07%	91.75%
Std 5	82.09%	80.87%	76.16%
Std 6	71.02%	75.18%	69.29%
Form 1	79.08%	96.02%	91.91%
Form 2	74.13%	88.65%	73.35%
Form 3	100.00%	100.00%	94.75%
Form 4	89.92%	100.00%	98.17%
Form 5	21.56%	22.92%	22.77%
Form 6	30.70%		26.36%
Form 7	0.00%		0.00%

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Rennell and Bellona	2007	2008	2009
Prep	100.00%	100.00%	71.84%
Std 1	87.23%	88.66%	98.78%
Std 2	86.08%	100.00%	100.00%
Std 3	100.00%	89.77%	80.00%
Std 4	97.33%	100.00%	100.00%
Std 5	89.53%	100.00%	64.49%
Std 6	94.12%	93.67%	98.67%
Form 1	100.00%	100.00%	100.00%
Form 2	95.59%	100.00%	100.00%
Form 3	85.00%	73.91%	57.95%
Form 4	5.26%	5.26%	5.26%
Form 5			
Form 6			
Form 7			

Temotu	2007	2008	2009
Prep	87.76%	77.53%	76.10%
Std 1	86.61%	73.77%	68.81%
Std 2	100.00%	100.00%	100.00%
Std 3	100.00%	78.05%	63.23%
Std 4	89.24%	85.26%	83.94%
Std 5	90.57%	83.99%	73.99%
Std 6	87.59%	68.76%	52.91%
Form 1	68.47%	61.96%	40.55%
Form 2	71.91%	78.28%	50.23%
Form 3	100.00%	100.00%	82.14%
Form 4	78.42%	78.42%	20.00%
Form 5			
Form 6			
Form 7			

Western	2007	2008	2009
Prep	87.22%	91.86%	82.98%
Std 1	95.97%	95.01%	85.85%
Std 2	98.72%	99.07%	100.00%
Std 3	89.94%	87.78%	87.81%
Std 4	92.32%	100.00%	96.28%
Std 5	90.05%	96.44%	86.89%
Std 6	82.10%	97.53%	92.07%
Form 1	88.21%	100.00%	88.44%
Form 2	98.26%	85.41%	75.17%
Form 3	100.00%	100.00%	100.00%
Form 4	81.59%	100.00%	87.26%
Form 5	47.45%	52.49%	40.13%
Form 6	13.10%	6.96%	6.61%
Form 7	0.00%	0.00%	0.00%

Solomon Islands	2007	2008	2009
Prep	85.33%	81.18%	78.00%
Std 1	94.86%	93.32%	92.36%
Std 2	95.61%	95.89%	92.48%
Std 3	94.89%	91.94%	89.42%
Std 4	93.01%	93.11%	91.82%
Std 5	90.40%	87.73%	81.86%
Std 6	80.71%	86.67%	80.37%
Form 1	86.32%	96.06%	85.29%
Form 2	91.82%	93.04%	80.83%
Form 3	100.00%	100.00%	100.00%
Form 4	90.86%	91.77%	83.35%
Form 5	39.72%	40.65%	36.98%
Form 6	26.85%	29.24%	25.71%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

- Completion rates are highest at Form 3 (Year 9) and lowest at Form 6 (Year 12).
- Generally, compared to 2007 completion rates have decreased at all years in Primary and Secondary education.
- Honiara shows the best results for year 1, year 9, 11 and 12. Renbel shows the best scores for year 6. Guadalcanal also performs well for year 9.
- The completion rates are lowest in Malaita for year 1, Temotu for year 6, Choiseul for year 9 and 11 and in Malaita for year 12.
- As mentioned above the rate tabulated above is based on grade completion and not a one cohort within an education cycle.



## Drop Out Rates

The drop out rate represents the proportion of pupils and students who have left school without completing a given grade within a given school year. This indicator shows the pupils leaving and abandoning school. The drop out rate is calculated as 100 subtracting the promotion rate and repetition rate.

The drops out rates are calculated by gender and by Province. This means that the promotion rate and repetition rate for each province is subtracted from 100. Some provinces have shown negative developments in particular at the Junior Secondary School.

Table 3.43: Primary Education Dropout Rates by total enrolment by Province and Gender, 2007 - 2009.

PRI	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
Central	7%	6%	6%	9%	9%	9%	13%	13%	13%
Choiseul	8%	4%	6%	10%	10%	10%	4%	3%	3%
Guadalcanal	8%	10%	9%	7%	6%	6%	10%	11%	11%
Honiara	0%	-2%	-1%	-8%	-7%	-8%	3%	3%	3%
Isabel	0%	0%	0%	6%	8%	7%	11%	10%	11%
Makira and Ulawa	4%	1%	3%	6%	4%	5%	4%	7%	5%
Malaita	13%	14%	13%	13%	11%	12%	18%	17%	18%
Rennell and Bellona	-2%	-3%	-3%	1%	-2%	0%	13%	11%	12%
Temotu	5%	3%	4%	9%	10%	10%	12%	12%	12%
Western	4%	8%	6%	1%	2%	1%	10%	8%	9%
<b>SI</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>7%</b>	<b>6%</b>	<b>6%</b>	<b>11%</b>	<b>11%</b>	<b>11%</b>

Source: SIEMIS

- Drop out rates at primary schools have increased in the period 2007-2009 from 8% to 11% and in particular for girls (from 7% to 11%). Malaita shows the highest drop out rate in 2009, but also Central, Renbel and Temotu provinces reflect relatively high drop out rates.

Table 3.44: Junior Secondary Education Drop Out Rates by total enrolment by Province and Gender, 2007 - 2009.

JS	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
Central	34%	36%	35%	1%	5%	3%	15%	20%	18%
Choiseul	36%	30%	33%	9%	8%	8%	22%	11%	17%
Guadalcanal	1%	-17%	-10%	-12%	-35%	-25%	12%	-8%	1%
Honiara	-23%	-31%	-27%	-10%	-17%	-14%	-6%	-17%	-12%
Isabel	6%	10%	8%	5%	2%	3%	0%	3%	1%
Makira and Ulawa	4%	-9%	-4%	13%	-6%	2%	8%	10%	9%
Malaita	21%	4%	11%	-2%	-19%	-12%	18%	10%	14%
Rennell and Bellona	19%	8%	13%	-24%	-26%	-25%	0%	-9%	-5%
Temotu	17%	10%	13%	-16%	-27%	-22%	1%	-5%	-2%
Western	4%	-25%	-11%	-3%	-23%	-13%	13%	-8%	2%
<b>SI</b>	<b>7%</b>	<b>-7%</b>	<b>-1%</b>	<b>-4%</b>	<b>-18%</b>	<b>-11%</b>	<b>10%</b>	<b>-1%</b>	<b>4%</b>

Source: SIEMIS

- In Junior Secondary schools the girls show higher drop out rates than boys.
- Drop out rates in Junior Secondary schools have increased from -1% in 2007 to 4% in 2009

Table 3.45: Senior Secondary Education Drop out Rates by total enrolment by Province and Gender, 2007 - 2009.

SS	2007			2008			2009		
	F	M	T	F	M	T	F	M	T
Central	-46%	-16%	-28%	-4%	46%	23%	60%	27%	46%
Choiseul	75%	70%	72%	46%	57%	53%	39%	61%	51%
Guadalcanal	53%	63%	60%	44%	61%	55%	54%	62%	59%
Honiara	31%	31%	31%	30%	27%	29%	31%	28%	29%
Isabel	48%	48%	48%	51%	42%	46%	49%	40%	44%
Makira and Ulawa	42%	58%	53%	52%	56%	55%	44%	48%	47%
Malaita	54%	69%	64%	51%	67%	61%	60%	68%	65%
Rennell and Bellona	94%	74%	79%	64%	76%	71%	77%	84%	81%
Temotu	66%	68%	67%	63%	69%	67%	49%	61%	55%
Western	53%	68%	63%	44%	65%	57%	56%	69%	64%
<b>SI</b>	<b>46%</b>	<b>56%</b>	<b>52%</b>	<b>42%</b>	<b>52%</b>	<b>49%</b>	<b>48%</b>	<b>52%</b>	<b>51%</b>

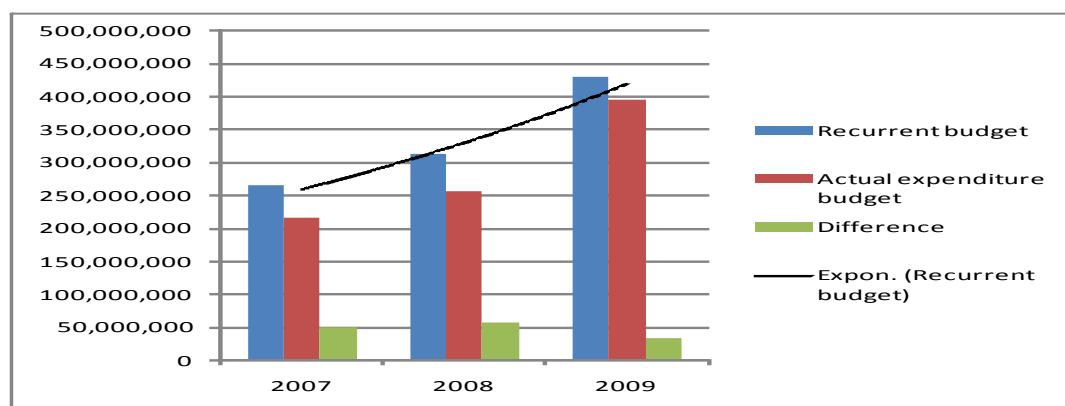
Source: SIEMIS

- In Senior Secondary schools drop out rates are highest compared to other levels of education. They have increased in the period 2007-2009. However, at this level more boys drop out than girls. In Renbel province drop out rates are the highest, followed by Malaita and Western province.

## Chapter 4: Financial Management

### I. Recurrent budget

Figure 4.1: Recurrent budget estimates and actual expenditure, 2007-2009

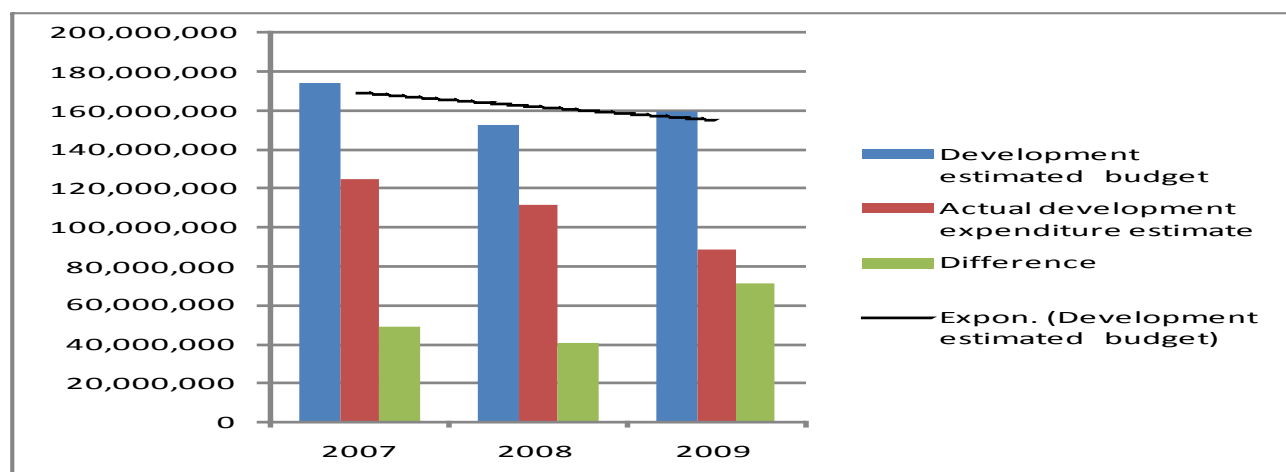


Source: Accounts Division, MEHRD

- The recurrent budget for education has increased in the period of 2007-2009 with 62%. Its share of the total SIG recurrent budget has decreased from 31% in 2007 to 26% in 2009.
- The expenditures have increased by 84% and the budget performance has improved with smaller differences between total budget and total expenditures in the period 2007-2009.
- The highest expenditures were for support to Primary Education (42.4%) of the total expenditures in 2009. In total 66.9% of the budget was spent to Basic Education (Junior Secondary Education) included.
- The lowest expenditures were made for the TVET and ECE-subsector. In particular TVET experienced a decrease of its expenditures compared to 2007.

### II. Development budget

Figure 4.2: Development budget estimates and actual expenditure for 2007-2009



Source: Accounts Division, MEHRD

- The development budget decreased in the period 2007-2009 with 9%.

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- Development Budget performance decreased; just 56% was spent of the total approved development budget in 2009 compared to 2007 when 72% was spent from a larger budget.
- The Ministry still has to do some more analysis to present the development expenditures per sub sector. The mayor share of the development expenditures goes into scholarships for tertiary education.

## Recurrent Budget

Table 4.1 Total recurrent budget estimates for the period 2007 - 2009.

Recurrent budget estimate for SIG		2007		2008		2009	
Indicators	Budget	% share in SIG budget	Budget	% share in SIG budget	Budget	% share in SIG budget	
SIG budget estimate for MEHRD	265,810,560.00	31%	313,226,611.00	22%	429,741,111	26%	
Total	265,810,560.00		313,226,611.00		429,741,111		

Source: accounts division MEHRD

Table 4.2 Total recurrent actual expenditure for the period 2007 - 2009.

Recurrent actual expenditure for SIG		2007		2008		2009	
Indicators	Actual	% share in SIG actual	Actual	% share in SIG actual	Actual	% share in SIG actual	
SIG actual expenditure for MEHRD	216,089,448.83	31%	256,003,020.00	22%	395,669,267.18	26%	
Total	216,089,448.83		256,003,020.00		395,669,267.18		

Source: accounts division MEHRD

Table 4.3 Total recurrent budget estimates for the period 2007 - 2009.

Total recurrent MEHRD actual expenditure for education sub-sectors	2007		2008		2009	
	Expenditure	% exp./ education sector	Expenditure	% exp./ education sector	Expenditure	% exp./ education sector
Actual recurrent expenditure						
Total recurrent exp. for ECE in SBD	5,258,966	3.0%	1,320,374	0.4%	8,624,674	2.2%
Total recurrent exp. for PS in SBD	127,164,796	45.1%	124,931,135	39.4%	168,006,193	42.4%
Total recurrent exp. for JS	30,446,822	21.2%	46,963,706	24.0%	96,963,862	24.5%
Total recurrent exp. for SS	36,502,138	21.1%	13,818,812	3.8%	29,680,500	7.5%
Total recurrent exp. for TVET	14,897,056	6.7%	40,933,921	10.6%	7,816,090	2.0%
Total recurrent exp. for SICHE	670,159	1.1%	26,384,811	8.2%	35,590,200	9.0%
Total recurrent exp. for USP & others	783,583	1.4%	1,398,384	13.5%	49,495,349	12.5%
Total recurrent exp. not allocated	365,929	0.2%	251,876	0.1%	0	0.0%
Grand Total/year	216,089,449	100%	256,003,019	100.0%	396,176,868	100.0%

Source: Accounts division MEHRD

Performance Assessment Framework 2007-2009  
Table 4.4 Total actual recurrent expenditure for the period 2007 - 2009.

Total recurrent MEHRD actual expenditure for education sub-sectors	2007		2008		2009	
	Expenditure	% exp./ education sector	Expenditure	% exp./ education sector	Expenditure	% exp./ education sector
Indicators						
Actual recurrent expenditure						
Total recurrent exp.for ECE in SBD	5,258,966	3.0%	1,320,374	0.4%	8,624,674	2.2%
Total recurrent exp. for PS in SBD	127,164,796	45.1%	124,931,135	39.4%	168,006,193	42.4%
Total recurrent exp. for JS	30,446,822	21.2%	46,963,706	24.0%	96,963,862	24.5%
Total recurrent exp. for SS	36,502,138	21.1%	13,818,812	3.8%	29,680,500	7.5%
Total recurrent exp. for TVET	14,897,056	6.7%	40,933,921	10.6%	7,816,090	2.0%
Total recurrent exp. for SICHE	670,159	1.1%	26,384,811	8.2%	35,590,200	9.0%
Total recurrent exp. for USP & others	783,583	1.4%	1,398,384	13.5%	49,495,349	12.5%
Total recurrent exp. not allocated	365,929	0.2%	251,876	0.1%	0	0.0%
Grand Total/year	216,089,449	100%	256,003,019	100.0%	396,176,868	100.0%

Source: Accounts division MEHRD

Table 4.5 Summary of total recurrent and actual expenditure for the period 2007 - 2009.

Summary of of recurrent budget and actual expenditure	2007	2008	2009
Recurrent budget	265,810,560	313,226,610	429,741,111
Actual expenditure budget	216,089,449	256,003,019	396,176,868
Difference	49,721,111	57,223,591	33,564,243
Comment	under spent	under spent	under spent

Source: Accounts division MEHRD

## Development budget

Table 4.6 Total development budget estimates for 2007 - 2009.

Development budget estimates	2007		2008		2009	
	Budget	% share in dev. budget	Budget	% share in dev. budget	Budget	% share in dev. budget
Total expenditure	174,069,664		152,864,793		159,513,494	

Source: accounts division MEHRD

Table 4.7 Total development actual expenditure for 2007 - 2009.

Development actual expenditure	2007		2008		2009	
	Actual	% share in dev. actual	Actual	% share in dev. actual	Actual	% share in dev. actual
Development actual expenditure	125,117,140		111,889,366		88,428,142	

Source: Accounts division MEHRD

Table 4.8. Summary of development budget estimates and actual expenditure for 2007 - 2009.

Summary of development budget and actual expenditure	2007	2008	2009
Development estimated budget	174,069,664	152,864,793	159,513,494
Actual development expenditure estimate	125,117,140	111,889,366	88,428,142
Difference	48,952,524	40,975,427	71,085,352
Comment	under spent	under spent	under spent

Source: accounts division MEHRD



## Chapter 5: Human Resources Development

### **Key findings:**

- Number and percentage of teacher vacancies in the approved establishment decreased from 23.2% in 2007 to 13.2% in 2009.
- In the period 2007-2009 the approved teacher establishment grew with 20%.
- In 2008 almost all education authorities have been able to fill many vacancies. In 2009 the total number of education authorities on average performed less than in 2008. In 2009 13.2% of the total approved establishment was still vacant, but this is an improvement compared to 2007 when 23.2% of the total approved establishment was vacant.
- The total number of supernumerary teachers in in-service training has decreased compared to 2007 with 36.3%.
- In the period 2007-2009 Honiara city council and Malaita have had the highest number and percentages of awarded teachers in in-service training.
- Malaita and Western province have the highest number and percentage of other education staff.
- The number and percentage of vacancies for other education staff were highest in Malaita province in 2007. In 2009 the highest number of vacancies was in Central province.
- The highest number and percentage of vacancies have been always in CDC during the period 2007-2009.

Performance Assessment Framework 2007–2008

Table 5.1: Number and percentage of vacancies for teachers approved by TSC for Education Authorities total vacancies per year for 2007-2009.

Education Authority	2007		2008		2009	
	Total	%	Total	%	Total	%
Central	21	1.4%	2	0.3%	34	3.3%
Choisuel	73	4.8%	58	10.0%	87	8.4%
Christian fellowship Church	25	1.7%	25	4.3%	18	1.7%
Church of Melanesia	40	2.6%	11	1.9%	47	4.6%
Church of the Living Word	3	0.2%	0	0.0%	3	0.3%
Guadalcanal	203	13.4%	34	5.9%	134	13.0%
Honiara City Council	85	5.6%	33	5.7%	56	5.4%
Isabel	46	3.0%	11	1.9%	37	3.6%
MEHRD-KGVI and Waimapuru NSS	2	0.1%	10	1.7%	10	1.0%
Makira and Ulawa	129	8.5%	11	1.9%	50	4.8%
Malaita	366	24.2%	131	22.7%	229	22.2%
Private School	21	1.4%	11	1.9%	24	2.3%
Rennel and Bellona	8	0.5%	12	2.1%	3	0.3%
Roman Catholic Church	26	1.7%	25	4.3%	17	1.6%
Seventh Day Adventist Church	180	11.9%	90	15.6%	126	12.2%
South Seas Evangelical Church	37	2.4%	37	6.4%	34	3.3%
Temotu	57	3.8%	12	2.1%	36	3.5%
United Church	100	6.6%	46	8.0%	63	6.1%
Western	92	6.1%	19	3.3%	24	2.3%
<b>SI Total</b>	<b>1514</b>	<b>100.0%</b>	<b>578</b>	<b>100.0%</b>	<b>1032</b>	<b>100.0%</b>
<b>SI Total Establishment</b>	<b>6532</b>		<b>7381</b>		<b>7833</b>	
<b>% vacancies in total establishment</b>		<b>23.2%</b>		<b>7.8%</b>		<b>13.2%</b>

Source: TSD

- Number and percentage of teacher vacancies in the approved establishment decreased from 23.2% in 2007 to 13.2% in 2009. Malaita province has the highest number and percentage of vacancies. Guadalcanal, Western, Temotu and Isabel province in 2008 and Renbel province in 2009 have done well in filling their number of vacancies compared to the years before.

Table 5.2: Required number and percentage of teacher establishment approved for Education Authorities by TSC by year for 2007-2009.

Education Authority	2007		2008		2009	
	Total	%	Total	%	Total	%
Central	328	5%	391	5.3%	426	5.4%
Choisuel	297	5%	345	4.7%	376	4.8%
Christian fellowship Church	117	2%	132	1.8%	125	1.6%
Church of Melanesia	192	3%	223	3.0%	239	3.1%
Church of the Living Word	17	0%	21	0.3%	21	0.3%
Guadalcanal	806	12%	860	11.7%	936	11.9%
Honiara City Council	397	6%	483	6.5%	483	6.2%
Isabel	304	5%	357	4.8%	361	4.6%
MEHRD-KGVI and Waimapuru NSS	72	1%	72	1.0%	73	0.9%
Makira and Ulawa	465	7%	526	7.1%	561	7.2%
Malaita	1484	23%	1661	22.5%	1762	22.5%
Private School	73	1%	113	1.5%	113	1.4%
Rennel and Bellona	40	1%	52	0.7%	53	0.7%
Roman Catholic Church	137	2%	149	2.0%	150	1.9%
Seventh Day Adventist Church	570	9%	579	7.8%	646	8.2%
South Seas Evangelical Church	281	4%	304	4.1%	327	4.2%
Temotu	280	4%	366	5.0%	380	4.9%
United Church	318	5%	515	7.0%	548	7.0%
Western	354	5%	232	3.1%	253	3.2%
<b>SI Total</b>	<b>6532</b>	<b>100%</b>	<b>7381</b>	<b>100.0%</b>	<b>7833</b>	<b>100.0%</b>

Source: TSD

In the period 2007-2009 the approved teacher establishment grew with 20%. Highest growth is noticed in Private schools (in 2008) and SDA, Western, Central, Choiseul and Guadalcanal province in 2009.

Table 5.3: Percentage of filled and vacant teacher's position recorded against the total establishment approved by TSC for Education Authorities by year for 2007-2009

Education Authority	2007		2008		2009	
	Total	%	Total	%	Total	%
Central	328	5%	391	5.3%	426	5.4%
Choisuel	297	5%	345	4.7%	376	4.8%
Christian fellowship Church	117	2%	132	1.8%	125	1.6%
Church of Melanesia	192	3%	223	3.0%	239	3.1%
Church of the Living Word	17	0%	21	0.3%	21	0.3%
Guadalcanal	806	12%	860	11.7%	936	11.9%
Honiara City Council	397	6%	483	6.5%	483	6.2%
Isabel	304	5%	357	4.8%	361	4.6%
MEHRD-KGVI and Waimapuru NSS	72	1%	72	1.0%	73	0.9%
Makira and Ulawa	465	7%	526	7.1%	561	7.2%
Malaita	1484	23%	1661	22.5%	1762	22.5%
Private School	73	1%	113	1.5%	113	1.4%
Rennel and Bellona	40	1%	52	0.7%	53	0.7%
Roman Catholic Church	137	2%	149	2.0%	150	1.9%
Seventh Day Adventist Church	570	9%	579	7.8%	646	8.2%
South Seas Evangelical Church	281	4%	304	4.1%	327	4.2%
Temotu	280	4%	366	5.0%	380	4.9%
United Church	318	5%	515	7.0%	548	7.0%
Western	354	5%	232	3.1%	253	3.2%
<b>SI Total</b>	<b>6532</b>	<b>100%</b>	<b>7381</b>	<b>100.0%</b>	<b>7833</b>	<b>100.0%</b>

Source: TSD

- In 2008 almost all education authorities have been able to fill many vacancies. Renbel province and CFC relatively still had the highest number of vacancies. Church of the Living Word, Central province and Makira province relatively filled the highest percentage of vacancies. In 2009 the total number of education authorities on average performed less than in 2008, however Renbel, Central and Makira province filled relatively the highest percentage of their vacancies. In 2009 13.2% of the total approved establishment was still vacant, but this is an improvement compared to 2007 when 23.2% of the total approved establishment was vacant.

Table 5.4: Total nr. of supernumerary teacher in-service training by Education Authority for 2007-2009.

Education Authority	2007		2008		2009	
	% filled	% vacant	% filled	% vacant	% filled	% vacant
Central	93.6%	72.4%	99.5%	93.5%	92.0%	39.4%
Choisuel	75.4%	-6.0%	83.2%	-114.7%	76.9%	-75.6%
Christian fellowship Church	78.6%	7.8%	81.1%	-141.9%	85.6%	-9.3%
Church of Melanesia	79.2%	10.1%	95.1%	37.0%	80.3%	-49.3%
Church of the Living Word	82.4%	23.9%	100.0%	100.0%	85.7%	-8.4%
Guadalcanal	74.8%	-8.7%	96.0%	49.5%	85.7%	-8.7%
Honiara City Council	78.6%	7.6%	93.2%	12.8%	88.4%	12.0%
Isabel	84.9%	34.7%	96.9%	60.7%	89.8%	22.2%
MEHRD-KGVI and Waimapuru NSS	97.2%	88.0%	86.1%	-77.4%	86.3%	-4.0%
Makira and Ulawa	72.3%	-19.7%	97.9%	73.3%	91.1%	32.4%
Malaita	75.3%	-6.4%	92.1%	-0.7%	87.0%	1.4%
Private School	71.2%	-24.1%	90.3%	-24.3%	78.8%	-61.2%
Rennel and Bellona	80.0%	13.7%	76.9%	-194.7%	94.3%	57.0%
Roman Catholic Church	81.0%	18.1%	83.2%	-114.3%	88.7%	14.0%
Seventh Day Adventist Church	68.4%	-36.2%	84.5%	-98.5%	80.5%	-48.0%
South Seas Evangelical Church	86.8%	43.2%	87.8%	-55.4%	89.6%	21.1%
Temotu	79.6%	12.2%	96.7%	58.1%	90.5%	28.1%
United Church	68.6%	-35.7%	91.1%	-14.1%	88.5%	12.7%
Western	74.0%	-12.1%	91.8%	-4.6%	90.5%	28.0%
<b>SI Total</b>	<b>76.8%</b>	<b>0.0%</b>	<b>92.2%</b>	<b>0.0%</b>	<b>86.8%</b>	<b>0.0%</b>

Source: TTDD

- In 2007 Malaita province had the highest number and percentage of supernumerary teachers in in-service training. In 2008 it was Honiara City Council and in 2009 it was again Malaita province that had the highest numbers of supernumerary teachers. The total number of supernumerary teachers in 2009 in in-service training has decreased compared to 2007 with 36.3%.

Table 5.5: Total nr. of teachers in in-service training (awarded) by Education Authority for 2007-2009.

Education Authority	2007		2008		2009	
	Total	%	Total	%	Total	%
Central	7	6.2%	4	6.2%	2	2.8%
Choisuel	3	2.7%	2	3.1%	2	2.8%
Christian fellowship Church	1	0.9%		0.0%	0	0.0%
Church of Melanesia	7	6.2%	3	4.6%	4	5.6%
Church of the Living Word	0	0.0%		0.0%	0	0.0%
Guadalcanal	11	9.7%	6	9.2%	7	9.7%
Honiara City Council	17	15.0%	11	16.9%	12	16.7%
Isabel	10	8.8%	3	4.6%	4	5.6%
MEHRD-KGVI and Waimapuru NSS	0	0.0%		0.0%	0	0.0%
Makira and Ulawa	4	3.5%	5	7.7%	3	4.2%
Malaita	18	15.9%	8	12.3%	14	19.4%
Private School	1	0.9%	1	1.5%	1	1.4%
Rennel and Bellona	5	4.4%	4	6.2%	3	4.2%
Roman Catholic Church	4	3.5%	2	3.1%	3	4.2%
Seventh Day Adventist Church	3	2.7%	3	4.6%	4	5.6%
South Seas Evangelical Church	7	6.2%	5	7.7%	5	6.9%
Temotu	6	5.3%	3	4.6%	3	4.2%
United Church	1	0.9%	1	1.5%	1	1.4%
Western	8	7.1%	4	6.2%	4	5.6%
<b>SI Total</b>	<b>113</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>72</b>	<b>100.0%</b>

Source: TTDD

- In the period 2007-2009 Honiara city council and Malaita have had the highest number and percentages of awarded teachers in in-service training. In 2009 they took a share of 45.2% of the total scholarships for teachers.

Table 5.6: Number of 'other education staff by province, 2007-2009.

Province	2007		2008		2009	
	Total/ Province	%/SI Total	Total/Province	%/SI Total	Total/ Province	% SI Total
Central	5	8.2%	6	8.5%	4	6.0%
Choisuel	5	8.2%	6	8.5%	6	9.0%
Guadalcanal	7	11.5%	8	11.3%	7	10.4%
Honiara City Council	5	8.2%	6	8.5%	6	9.0%
Isabel	5	8.2%	6	8.5%	6	9.0%
Makira and Ulawa	6	9.8%	7	9.9%	6	9.0%
Malaita	12	19.7%	13	18.3%	14	20.9%
Rennel Belona	2	3.3%	3	4.2%	4	6.0%
Temotu	4	6.6%	5	7.0%	5	7.5%
Western	10	16.4%	11	15.5%	9	13.4%
<b>SI Total</b>	<b>61</b>	<b>100.0%</b>	<b>71</b>	<b>100.0%</b>	<b>67</b>	<b>100.0%</b>

Source: HRD

- Malaita and Western province have the highest number and percentage of other education staff.

Table 5.7: Number of vacancies for other education staff by province requested by MEHRD for 2007-2009

Province	2007		2008		2009	
	Total/Province	%/SI Total	Total/Province	%/SI Total	Total/ Province	%/SI Total
Central	1	14.3%	1	10.0%	4	16.0%
Choisuel	1	14.3%	1	10.0%	3	12.0%
Guadalcanal	0	0.0%	1	10.0%	3	12.0%
<b>Honiara City Council</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>10.0%</b>	<b>1</b>	<b>4.0%</b>
Isabel	0	0.0%	1	10.0%	3	12.0%
Makira and Ulawa	1	14.3%	1	10.0%	2	8.0%
Malaita	3	42.9%	1	10.0%	3	12.0%
Rennel Belona	0	0.0%	1	10.0%	0	0.0%
Temotu	0	0.0%	1	10.0%	3	12.0%
Western	1	14.3%	1	10.0%	3	12.0%
SI Total	7	100.0%	10	100.0%	25	100.0%

Source: HRD

- The number and percentage of vacancies for other education staff were highest in Malaita province in 2007. In 2009 the highest number of vacancies was in Central province.

Table 5.8: Number of vacancies for MEHRD officers requested by MEHRD by Division.

MEHRD divisions	2007		2008		2009	
	Total/Division	%/SI Total	Total/Division	%/SI Total	Total/Division	%/SI Total
Head Quarter Administration	1	2.7%	2	6.5%	1	4.5%
Administration or support services	3	8.1%	3	9.7%	0	0.0%
Accounts	3	8.1%	0	0.0%	0	0.0%
Professional and Technical services	1	2.7%	0	0.0%	2	9.1%
Support Service	4	10.8%	4	12.9%	0	0.0%
Secretariate	2	5.4%	0	0.0%	0	0.0%
Teacher training and development division	3	8.1%	0	0.0%	0	0.0%
Secondary division	0	0.0%	0	0.0%	1	4.5%
Primary Division	0	0.0%	1	3.2%	0	0.0%
Curriculum Development Centre (CDC)	7	18.9%	9	29.0%	8	36.4%
National Examinations and Standard Unit	1	2.7%	2	6.5%	2	9.1%
Education Inspection and Monitoring Unit	1	2.7%	1	3.2%	0	0.0%
Teaching Service Unit	1	2.7%	0	0.0%	0	0.0%
Planning Cordination and Research Unit	3	8.1%	4	12.9%	1	4.5%
National Training Unit	2	5.4%	2	6.5%	2	9.1%
National Library Service	2	5.4%	1	3.2%	4	18.2%
Technical Vocational, Education and Training	3	8.1%	2	6.5%	1	4.5%
SI Total	37	100.0%	31	100.0%	22	100.0%

Source: HRD

- The highest number and percentage of vacancies have been always in CDC during the period 2007-2009. Another division with a relative high number of vacancies is the National Library Services.

## Chapter 6: Process Indicators

### **Key findings:**

#### ***I. SIEMIS-return rates***

- The SIEMIS-return rate has slightly improved in the period 2007-2009, from 57.7% in 2007 to 66% in 2009. The same goes for the entrance rate, 56.9% was entered in 2007 and in 2009 it is 61.2%. However, both return rate and entrance rates are still very low and do affect the quality of the data collection and analysis.
- The CHS (98.3%) and PSS (93%) have shown the highest improvement on the receipted survey forms in 2009 compared to 73.6% and 75% in 2007. The entrance rate for the PS (86%) and CHS (86.6%) in 2009 compared to 77% and 73% in 2007 respectively.
- Central Islands return rate (87.9) was the highest of the Provincial Education Authorities in 2007 (75%) and in 2009 (89.9%) while the smaller education authority have a 100%

#### ***II. Inspectorate visits***

- Most inspectorate contact visits were made in Guadalcanal in the years 2007 and 2008, but in 2009 Isabel province experienced the highest number of inspectorate visits. In all these years there were provinces without any Inspectorate visit to schools such as Renbel province
- Malaita, Guadalcanal and Western Province have the highest number of assessment visits in the period 2007-2009. Choiseul, Rennel Bellona have had no assessment visits in 2009. The total number of assessment visits improved with 75% compared to 2007.
- Guadalcanal and Malaita have the highest number of probationers inspected in the reported period and in particular 2009. Generally the number of inspections for probation has gone down The number of trial promotions has has increase

#### ***III. Policies developed and approved by cabinet.***

- The number of policies developed increases over time. The highest number is in 2010 which is 6. More policies were approved by cabinet in 2008 and a total of 9 policies were approved by cabinet in the period 2006-2009.

## I. SIEMIS Return rate

Table 6.1: Total SI SIEMIS return rate for 2007-2009

2007											2008											2009										
matching surveys	sent		collected		received				entered		matching survey	sent		collected		received				entered		matching survey	sent		collected		received				entered	
	total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%	total	%
1473	1252	85.0	386	26.2	850	57.7	58	3.9	832	56.4	1445	1288	89.1	425	29.4	986	68.2	93	6.4	990	68.5	1448	1315	90.8	179	12.4	956	66.0	12	0.8	887	61.2

Source: SIEMIS

- The SIEMIS-return rate has slightly improved in the period 2007-2009, from 57.7% in 2007 to 66% in 2009. The same goes for the entrance rate, 56.9% was entered in 2007 and in 2009 it is 61.2%. However, both return and entrance rates are still very low and do affect the quality of the data collection and analysis.

Table 6.2: SIEMIS return rate per sub sector for 2007-2009

Sector Type	2007											2008											2009										
	matching surveys	sent		collected		received				entered		matching survey	sent		collected		received				entered		matching survey	sent		collected		received					
		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%		
ECE	698	521	74.6	112	16.0	278	39.8	12	1.7	274	39.3	667	539	80.8	186	27.9	333	49.9	50	7.5	340	51.0	668	554	82.9	89	13.3	255	38.2	1	0.1		
PS	534	501	93.8	214	40.1	414	77.5	38	7.1	411	77.0	536	516	96.3	188	35.1	457	85.3	35	6.5	456	85.1	537	526	98.0	66	12.3	473	88.1	7	1.3		
CHS	178	175	98.3	53	29.8	131	73.6	5	2.8	130	73.0	179	176	98.3	40	22.3	154	86.0	8	4.5	154	86.0	179	176	98.3	18	10.1	172	96.1	2	1.1		
PSS	16	15	93.8	4	25.0	12	75.0	1	6.3	12	75.0	16	15	93.8	6	37.5	10	62.5	0	0.0	10	62.5	16	15	93.8	1	6.3	15	93.8	1	6.3		
NSS	11	11	100.0	1	9.1	4	36.4	0	0.0	3	27.3	11	11	100.0	0	0.0	5	45.5	0	0.0	5	45.5	11	11	100.0	0	0.0	10	90.9	0	0.0		
RTC	36	29	80.6	2	5.6	11	30.6	2	5.6	2	5.6	36	31	86.1	5	13.9	27	75.0	0	0.0	25	69.4	37	33	89.2	5	13.5	31	83.8	1	2.7		

Source: SIEMIS

- The CHS (98.3%) and PSS (93%) have shown the highest improvement in submission of survey forms in 2009 compared to 73.6% and 75% in 2007. The entrance rate for the PS (86%) and CHS (86.6%) in 2009 has improved compared to 77% and 73% in 2007 respectively.

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Table 6.3: SIEMIS return rate by Education Authority for 2007-2009

By Education Authority	2007											2008											2009										
	matchi ng surveys	sent		collected		received		entered			matchi ng survey	sent		collected		received		entered			matchin g survey	sent		collected		received		entered			o n t i m e		
		total	%	o n t i m e	%	total	%	o n t i m e	%	total	%		total	%	o n t i m e	%	total	%	o n t i m e	%	total	%		total	%	o n t i m e	%	total	%	o n t i m e	%		
Central	60	52	86.7	20	33.3	25	75.0	6	10.0	45	75.0	58	51	87.9	15	25.9	42	72.4	1	1.7	42	72.4	58	52	89.7	4	6.9	51	87.9	1	1.7		
Choisuel	69	62	89.9	25	36.2	44	63.8	0	0.0	43	62.3	66	63	95.5	26	39.4	52	78.8	0	0.0	55	83.3	66	63	95.5	11	16.7	53	80.3	1	1.5		
Guadalcanal	151	126	83.4	32	21.2	84	55.6	4	2.6	84	55.6	152	137	90.1	3	2.0	116	76.3	1	0.7	114	75.0	152	152	100.0	16	10.5	113	74.3	1	0.7		
Honiara	34	20	58.8	2	5.9	5	14.7	1	2.9	5	14.7	33	20	66.6	0	0.0	12	36.4	0	0.0	12	36.4	34	20	58.8	1	2.9	17	50.0	1	2.9		
Isabel	103	90	87.4	23	22.3	61	59.2	0	0.0	60	58.3	101	93	92.1	72	71.3	80	79.2	1	1.0	80	79.2	101	94	93.1	22	21.8	73	73.0	0	0.0		
Makira/Ulawa	160	142	88.8	79	49.4	98	61.3	2	1.3	98	61.3	155	147	94.8	103	66.5	121	78.1	56	36.1	121	78.1	156	147	94.2	27	17.3	112	71.8	1	0.6		
Malaita	345	310	89.9	56	16.2	251	72.8	3	0.9	248	71.9	347	333	96.0	100	28.8	222	64.0	3	0.9	225	64.8	347	333	96.0	45	13.0	208	59.9	2	0.6		
Rennel Bellona	21	21	100.0	5	23.8	6	28.6	4	19.0	6	26.6	21	21	100.0	7	33.3	10	47.6	4	19.0	10	47.6	21	21	100.0	4	19.0	10	47.6	0	0.0		
Temotu	71	69	97.2	22	31.0	28	39.4	10	14.1	28	39.4	66	64	97.0	20	30.3	44	66.7	9	13.6	44	66.7	66	64	97.0	8	12.1	40	60.6	1	1.5		
Western	70	47	67.1	24	34.3	30	42.9	4	5.7	30	42.9	65	44	67.7	12	18.5	40	61.5	1	1.5	40	61.5	65	44	67.7	5	7.7	26	40.0	1	1.5		
Christian Fellowship Church	26	25	96.2	7	26.9	18	69.2	0	0.0	18	69.2	26	25	96.2	9	34.6	24	92.3	1	3.8	24	92.3	26	25	96.2	2	7.7	19	73.1	0	0.0		
Chinese Association	1	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	1	100.0	1	100.0	1	100.0	0	0.0	1	100.0	1	1	100.0	0	0.0	1	100.0	0	0.0		
Church of the Living Word	2	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	2	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	2	2	100.0	0	0.0	1	100.0	0	0.0		
Church of Melanesia	23	18	78.3	5	21.7	6	26.1	2	8.7	5	21.7	22	18	81.8	2	9.1	9	40.9	1	4.5	8	36.4	22	18	81.8	3	13.6	16	72.7	0	0.0		
Church of Nazarene	4	3	75.0	1	25.0	2	50.0	0	0.0	2	50.0	4	4	100.0	0	0.0	3	75.0	0	0.0	3	75.0	4	4	100.0	0	0.0	4	100.0	0	0.0		
Kelyn	5	4	80.0	2	40.0	4	80.0	2	40.0	4	80.0	5	4	80.0	2	40.0	3	60.0	2	40.0	3	60.0	5	4	80.0	0	0.0	4	80.0	0	0.0		
MEHRD	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	2	2	50.0	0	0.0	1	50.0	0	0.0	1	50.0	2	2	100.0	0	0.0	2	100.0	0	0.0		
Pearch	2	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	2	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	2	2	100.0	0	0.0	2	100.0	0	0.0		
Roman Catholic	17	13	76.5	1	5.9	6	35.3	0	0.0	4	23.5	18	17	94.4	3	16.7	11	61.1	0	0.0	12	66.7	18	18	100.0	2	11.1	10	55.6	1	5.6		
Seventh Day Adventists Church	125	114	91.2	33	26.4	77	61.6	1	0.8	75	60.0	121	111	91.7	35	28.0	88	72.7	11	9.1	88	72.7	121	115	95.0	15	12.4	84	69.4	1	0.8		
South Seas Evangelical Church	33	29	87.9	7	21.2	23	69.7	2	6.1	19	57.6	33	31	93.9	7	21.2	24	84.4	0	0.0	28	84.4	33	32	97.0	4	12.1	27	81.8	0	0.0		
Tamran	2	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	2	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	2	2	100.0	0	0.0	2	100.0	0	0.0		
United Church	115	79	68.7	39	33.9	49	42.6	15	13.0	46	40.0	113	77	68.1	4	3.5	63	55.8	0	0.0	63	55.8	113	77	68.1	5	4.4	65	57.5	0	0.0		
Wood Ford	2	1	50.0	1	50.0	1	50.0	0	0.0	1	50.0	2	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	2	1	50.0	0	0.0	0	0.0	0	0.0		

Source: SIEMIS

- Central Islands return rate (87.9%) was the highest of the Provincial Education Authorities in 2007 (75%) and in 2009 (87.9%) while the smaller education authority have a 100% return rate except for Wood Ford school in 2009. The Ministry has improved the submission of its own forms of the two National Secondary Schools from zero to 100%



## II. Inspectorate visits

Table 6.4: Number of inspectorate contact visits done by province in 2007-2009

Province	2007		2008		2009	
	Total by Province	% of Total SI	Total by Province	% of SI Total	Total by Province	% of SI Total
Central	2	6.7%	2	6.7%	2	4.2%
Choisuel	2	6.7%	2	6.7%	0	0.0%
Guadalcanal	8	26.7%	8	26.7%	6	12.5%
Honiara City Council	0	0.0%	0	0.0%	1	2.1%
Isabel	2	6.7%	2	6.7%	27	56.3%
Makira and Ulawa	4	13.3%	4	13.3%	2	4.2%
Malaita	6	20.0%	6	20.0%	6	12.5%
Rennel and Bellona	0	0.0%	0	0.0%	0	0.0%
Temotu	2	6.7%	2	6.7%	2	4.2%
Western Province	4	13.3%	4	13.3%	2	4.2%
SI	30	100.0%	30	100.0%	48	100.0%

Source: Inspectorate Division

- Most inspectorate contact visits were made in Guadalcanal in the years 2007 and 2008, but in 2009 Isabel province experienced the highest number of inspectorate visits. In all these years there were provinces without any Inspectorate visit to schools such as Renbel province, but also Honiara city council had just one in the last three years.

Table 6.5: Number of inspectorate assessment visits done by province in 2007-2009

Province	2007		2008		2009	
	Total by Province	% of SI Total	Total by Province	% of SI Total	Total by Province	% of SI Total
Central	5	3.6%	62	13.9%	12	3.7%
Choisuel	0	0.0%	25	5.6%	0	0.0%
Guadalcanal	16	11.6%	61	13.7%	52	16.1%
Honiara City Council	6	4.3%	32	7.2%	23	7.1%
Isabel	0	0.0%	41	9.2%	27	8.4%
Makira and Ulawa	35	25.4%	52	11.7%	6	1.9%
Malaita	56	40.6%	88	19.7%	160	49.7%
Rennel and Bellona	0	0.0%	11	2.5%	0	0.0%
Temotu	1	0.7%	5	1.1%	6	1.9%
Western Province	19	13.8%	69	15.5%	36	11.2%
SI Total	138	100.0%	446	100.0%	322	100.0%

Source: Inspectorate Division

- Malaita, Guadalcanal and Western Province have the highest number of assessment visits in the period 2007-2009. Choiseul, Rennel Bellona provinces have had no assessment visits in 2009. The total number of assessment visits improved with 75% compared to 2007.

Table 6.6: Number of probationers inspected by province in 2007-2009

Province	2007		2008		2009	
	Total by Province	% of SI Total	Total	% of SI Total	Total	% of SI Total
Central	5	1.8%	33	14.2%	33	15.1%
Choisuel	0	0.0%	6	2.6%	5	2.3%
Guadalcanal	11	3.9%	36	15.5%	60	27.4%
Honiara City Council	75	26.9%	45	19.3%	17	7.8%
Isabel	0	0.0%	0	0.0%	15	6.8%
Makira and Ulawa	92	33.0%	11	4.7%	29	13.2%
Malaita	45	16.1%	61	26.2%	59	26.9%
Rennel and Bellona	0	0.0%	0	0.0%	0	0.0%
Temotu	3	1.1%	2	0.9%	0	0.0%
Western Province	48	17.2%	39	16.7%	1	0.5%
<b>SI Total</b>	<b>279</b>	<b>100.0%</b>	<b>233</b>	<b>100.0%</b>	<b>219</b>	<b>100.0%</b>

Source: Inspectorate Division

- Guadalcanal and Malaita have the highest number of probationers inspected in the reported period and in particular 2009. Also Honiara, Makira and Western Province experienced a relatively high number of probationer assessments. Rennel Bellona and Temotu didn't receive an inspectorate visit for the probation teachers in 2007, 2008 and 2009. Generally the number of inspections for probation has gone down.

Table 6.7: Total number of responsibility post on trial promotion inspected by province for 2007-2009

Province	2007		2008		2009	
	Total by Province	% of SI Total	Total	% of SI Total	Total	% of SI Total
Central	0	0.0%	31	13.0%	69	20.5%
Choisuel	0	0.0%	8	3.3%	1	0.3%
Guadalcanal	5	3.3%	10	4.2%	87	25.9%
Honiara City Council	35	23.0%	44	18.4%	10	3.0%
Isabel	0	0.0%	0	0.0%	6	1.8%
Makira and Ulawa	36	23.7%	31	13.0%	21	6.3%
Malaita	36	23.7%	40	16.7%	100	29.8%
Rennel and Bellona	0	0.0%	0	0.0%	0	0.0%
Temotu	0	0.0%	1	0.4%	21	6.3%
Western Province	40	26.3%	74	31.0%	21	6.3%
<b>SI Total</b>	<b>152</b>	<b>100.0%</b>	<b>239</b>	<b>100.0%</b>	<b>336</b>	<b>100.0%</b>

Source: Inspectorate Division

- The highest number of trial promotion for responsibility posts is in Guadalcanal and Malaita, Rennel and Bellona has not got any trial promotion in 2007, 2008 and 2009. The number of trial promotion visit has increased over time in the reporting period.

Table 6.8: Total number of probationers confirmed *upon inspection* by province for 2007-2009

Province	2007		2008		2009	
	Total by Province	% of SI Total	Total by Province	% /SI Total	Total by SI	% / SI Total
Central	0	0.0	9	4.2%	17	8.8%
Choisuel	0	0.0	1	0.5%	4	2.1%
Guadalcanal	0	0.0	17	8.0%	58	30.1%
Honiara City Council	0	0.0	42	19.7%	30	15.5%
Isabel	0	0.0	21	9.9%	19	9.8%
Makira and Ulawa	0	0.0	48	22.5%	12	6.2%
Malaita	0	0.0	32	15.0%	25	13.0%
Rennel and Bellona	0	0.0	0	0.0%	4	2.1%
Temotu	0	0.0	8	3.8%	0	0.0%
Western Province	0	0.0	35	16.4%	24	12.4%
<b>SI Total</b>	<b>0</b>	<b>0.0</b>	<b>213</b>	<b>100.0%</b>	<b>193</b>	<b>100.0%</b>

Source: Inspectorate Division

- Guadalcanal, Honiara and Malaita have the highest number of confirmed probationers for 2008 and 2009. RenBel shows some improvement from the previous years in 2009.

Table 6.9: Total number of confirmed probationers responsibility post on trial promotion inspected by province 2007-2009

Province	2007		2008		2009	
	Total by Province	% of SI Total	Total by Province	% /SI Total	Total by SI	% / SI Total
Central	0	0.0	9	4.2%	17	8.8%
Choisuel	0	0.0	1	0.5%	4	2.1%
Guadalcanal	0	0.0	17	8.0%	58	30.1%
Honiara City Council	0	0.0	42	19.7%	30	15.5%
Isabel	0	0.0	21	9.9%	19	9.8%
Makira and Ulawa	0	0.0	48	22.5%	12	6.2%
Malaita	0	0.0	32	15.0%	25	13.0%
Rennel and Bellona	0	0.0	0	0.0%	4	2.1%
Temotu	0	0.0	8	3.8%	0	0.0%
Western Province	0	0.0	35	16.4%	24	12.4%
<b>SI Total</b>	<b>0</b>	<b>0.0</b>	<b>213</b>	<b>100.0%</b>	<b>193</b>	<b>100.0%</b>

Source: Inspectorate Division

- Honiara and Malaita have the highest number of confirmations for the responsibility post on trial promotions while Renbel has the lowest number with no promotion in 2008 and 2009.

### III. Policies developed and approved by cabinet

Table 6.10: Total number of policies developed and approved by cabinet in 2006-2010.

	2006	2007	2008	2009	2010
Policies developed	1	2	4	4	6
Policies approved	1	0	5	3	
Policies	Teacher Service Handbook	Teacher Training and Development, Early Childhood	School grants, grants to EA's, Book distribution, 2 policies of 2007	National Curriculum Statement, Tertiary education, Basic Education, FFBE	Learners Assessment, DEFL, Language policy, ECE-framework and National Curriculum Statement, Review TSHB

Source: Head Quarter/Administration

- The number of policies developed has increased over time. The year 2010 was the best year with 6 policies developed. In 2008 the highest number of policies were approved by cabinet (5). A total of 9 policies were approved by cabinet in the period 2006-2009.

## Annex: MEHRD Performance Assessment Framework

MEHRD-Performance Assessment Framework (PAF)				
	Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>I. Access Indicators</b>				
1	Gross enrolment rate	105% for ECE and PE		Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. For the tertiary level, the population used is that of the five-year age group following on from the secondary school leaving age. The GER can exceed 100% due to early or late entry and/or grade repetition.
2	Net enrolment rate	100% for boys and girls for basic Education and 40% for Senior SE		Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.
3	Pupil/Students' attendance rate	100% for boys and girls Universal basic education		Enrolment of official age group for a given level of education expressed as a percentage of the population in that age group.
4	Transition Rate			The transition rate measures the new entrants in a given level of education as a percentage of those enrolled the previous year in the final grade of the preceding level. For Solomon Islands, the transition rate is calculated between primary (grade 6) and secondary education (form 1), between junior (form 3) and senior (form 4) secondary education, between senior (form 5) and senior (form 6) Secondary education and between Senior (form 6) and Senior (form 7) secondary education.
4b	Transition rate (SISE and SIF3)	100% SISE		Transition rate between grade six and form 1
		80% SIF3		Transition rate between form 3 and form 4.
4c	Transition rates (SISC and PSSC)	50% SISC		Transition between form 5 and form 6
		50% PSSC		Transition rate between form 6 and form 7

MEHRD-Performance Assessment Framework (PAF)			
Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>II Infrastructure Indicators</b>			
5	Nr. of kindy's, schools, RTC's, tertiary institutions		Total area of school facilities: 650m <sup>2</sup> , Minimum additional area for the School Site: 650m <sup>2</sup> x 3 = 1,950m <sup>2</sup> for basic education
6	Nr. of classrooms		PS: 30 pupils x 1.2 m <sup>2</sup> = 36 m <sup>2</sup> ; if the width of the classroom intended to be build is 5.50 m then add 2 m x 5.50 m = 11 m <sup>2</sup> + 36 m <sup>2</sup> = 49 m <sup>2</sup> . A classroom with a width of 5.50 meters has therefore a minimum length of: 49 m <sup>2</sup> / 5.50m = 8.91 meters CHS: 40 pupils x 1.2 m <sup>2</sup> = 48 m <sup>2</sup> ; if the width of the classroom intended to be build is 6.5 m then add 2 m x 6.5 m = 13 m <sup>2</sup> + 48 m <sup>2</sup> = 61 m <sup>2</sup> . A classroom with a width of 6.5 meters has therefore a minimum length of: 61 m <sup>2</sup> / 6.5 m = 9.38 meters ECE: 30 children x 1.6 m <sup>2</sup> = 48 m <sup>2</sup> . A classroom with a width of 6 meters has therefore a minimum length of: 48 m <sup>2</sup> / 6.00 m = 8.00 meters
6b	Classroom/student/pupil ratio	1/15 ECE	1.6 m <sup>2</sup> per child
		1/35 PE	1.2m <sup>2</sup> per pupil
		1/40 SE	1.2m <sup>2</sup> per student
		1/25 TVET	
6c	Specialized Classrooms		One-Stream Community High Schools with 120 Students need:
			1 Multipurpose Classroom which is used for Home Economics and Science classes (min. 2 m <sup>2</sup> per student)
			1 Workshop which is used for Industrial Arts and Agriculture classes (min. 3 m <sup>2</sup> per student)
			Two-Stream Community High Schools with 240 Students need:
			1 Science Laboratory (min. 2 m <sup>2</sup> per student)
			1 Home Economic Classroom (min. 2 m <sup>2</sup> per student)
7	Nr. of desks.		1 Workshop which is used for Industrial Arts and Agriculture classes (min. 3 m <sup>2</sup> per student)
7b	Desk/student/pupil ratio	1/1 or	Desk ratio is 1: 1.
		1/2 for 2 seater desk	For ECE. Chair: child ratio is 1: 1. .
			ECE, one seat which preferably should be a stackable chair or benches which seat 2 or 3 children

MEHRD-Performance Assessment Framework (PAF)				
	Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>II Infrastructure Indicators</b>				
8	Nr. of dormitories		Open room dormitories: 40 students. Dormitories preferably have lockable subdivisions (cubicles) that sleep a maximum of 10 students on bunk or single beds. Minimum spacing between single beds 1 meter and between bunk beds at least 1.4 meters.	Dormitories have lockable subdivisions that sleeps students on bunk beds or singlebeds that a student has his /her own locker with dormitories having evacuation doors for emergency using one door for emergency escape.
8b	Dormitory/student/pupil ratio	4 per shared room	4 m2 per student for single bed dorms and 3 m2 for bunk bed dorms. Each student should have a locker. Beds should allow easy affixing of mosquito nets	
9	Nr. of toilets		At Day schools. ECC / PS / CHS / PSS / NSS	A clean flush or slap toilet that can be used by students and staffs.
			Female Students: 1 : 40	
			Male Students: 1 : 60	
			1 Urinal for every 50 Male Students	
			Minimum 2 Hand Basins (male/female) per School and	
			1 hand basin for every 60 Students	
			At Boarding School: CHS/PSS/NSS	
			Female Students: 1 : 25	
			Male Students: 1 : 35	
			1 Urinal for every 50 Male Students	
Shower Ratio: 1: 25				
Minimum 2 Hand Basins (male/female) per School and				
1 hand basin for every 35 Students				
9b	Toilet/student/pupil ratio	1/40 per female and 1/60 male students in non-boarding 1/25 per female and 1:35 male students in boarding schools		
10	Computer ratio per school	1 per school (and it works)		A well functioned computer established in a school.
11	Nr. of textbooks per subject /per child/student	1 textbook "set" per subject per student		A set of textbook per subject/per child/student
12	Nr. of schools with access to safe and clean water supply		Drinkable water supply;	A source of reliable water supply that is clean and drinkable. Community water supply, wells, streams and boreholes.
			Day school: 3 liters/student/day Boarding school: 10 liters/student/day	
12b	Percentage of schools with access to safe, clean water supply	100%	Water harvesting systems in place	
13	Nr. Of teacher houses/accommodation provided by province or community		1 or 2 standard bed room house with toilet, kitchen and access to water	1 or 2 standard bed room staff houses with toilet, kitchen and access to water supply.
13b	Percentage of teachers being provided houses/accommodation	100%		

Performance Assessment Framework 2007–2008

MEHRD-Performance Assessment Framework (PAF)				
	Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>III. Quality Indicators</b>				
14	Nr. of certified teachers, trainers, instructors		Graduated with teaching subject and a qualification in education	Teachers graduated with teaching subjects and have a teaching qualification.
14b	Percentage of certified teachers, trainers, instructors	100%		
15	Nr. of certified head teachers, principals, directors/heads		Qualified in Education Administration and a teaching subject	Head teachers with qualification in education administration, teaching subject and teaching qualification
15b	Percentage of qualified head teachers, principals, directors/heads	100%		
16	Attendance rate of teachers, principals, instructors	100%	Attend to school duties and present at school during official hours at all times.	Attendance record of head teachers, principals, directors and instructors to their duties and presence at their place of work.
17	Attendance rate of head teachers, principals, directors/heads	100%	Attend to school duties and present at school during official hours at all times.	
18	Pupil/student/teacher-instructor ratio	1/15 ECE		Average number of pupils per teacher at a specific level of education, based on head counts for both pupils and teachers
		1/35 PE		
		1/35 SE		
		1/25 TVET		
19	Nr. of libraries/no. of resources rooms (ECE)		library shelving in a secure and water tight classroom/ storage or separate room as part of an administration building or attached to a classroom or separate classroom either standalone or part of administration building.	A place in which literary and artistic materials, such as books, periodicals, newspapers, pamphlets, prints, records, and tapes, are kept for reading, reference, or lending. A collection of such materials, especially when systematically arranged.
19b	Percentage of schools with libraries	100%		
20	Nr. of storage			Secure room at the end or between classrooms or an administration building, separate storage/ tool facility either standalone or part of administration building
20b	Percentage of schools with storage	100%		
21	Completion rates			Number of pupils and students who have completed their level of education in each sub education sector out of the total progressive 100% enrolment.
21b		For ECE and PE 100%		Retention rate of ECE and Primary school pupil-years
		For SE-jun: 100%		Retention rate of Junior Secondary school student-years
		For SE-sen: 100%		Retention rate of Senior school student-years
		For TVET: 100%		Retention rate of school student-years
22	Drop out rates			The dropout rate is the proportion of pupils (students) who left school without completing a given grade in a given school year. This rate shows the extent to which pupils abandon schooling. High dropout rates imply input/output ratios and hence lead to low internal efficiency in the education level or the education sector.
22b	For all education Levels	0% dropout		



MEHRD-Performance Assessment Framework (PAF)			
Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>IV. Financial Management Indicators</b>			
23	Total recurrent budget for education sector (in SBD)		Total recurrent budget for education sector (in SBD) of the National recurrent budget
23b	Share of recurrent education budget within total SIG recurrent budget (in %)	22%	
24	Total development budget for education sector (in SBD)		Total development budget for education sector (in SBD) of the National development budget
25	Share of education development budget within total SIG development budget (in %)		
26	Total recurrent budget per education sub sector (In SBD)		Total recurrent budget per education sub sector (in SBD) of the total recurrent Education sector budget
26b	Share of sub sector recurrent budget within total recurrent education budget (in %)	% Basic Education	
		% Secondary Senior Education	
		% TVET	
		% Higher Education	
27	Total development budget per education sub sector (in SBD)		Total development budget per education sub sector (in SBD) of the total Education sector development budget.
27b	Share of sub sector development budget within total SIG education development budget (%)	% Basic Education	
		% Secondary Senior Education	
		% TVET	
		% Higher Education	
28	Unit estimates per different sub-sector level		Unit estimates per different education sub-sector of the total units of the Education sector budget.
29	Unit costs/expenditures per different sub-sector level		Unit costs/ expenditures for different education sub-sector level of the unit costs of the total education sector budget.
30	Total recurrent expenditures for education sector (in SBD)		Total recurrent expenditure of the education sector (in SBD) of the total national recurrent expenditure
30b	Total recurrent education expenditures compared to SIG total recurrent budget (in %)		
31	Total development expenditures in education (in SBD)		Total development expenditures in education (in SBD) of the national total development expenditure.
31b	Total development education expenditures compared to SIG total development budget (in %)		
32	Total recurrent expenditures per education sub sector (In SBD)		Total recurrent expenditure per education sub-sector (in SBD) to the total SIG education sector recurrent budget
32b	Total recurrent expenditures per education sub sector compared to SIG total education recurrent budget (%)	% Basic Education	
		% Secondary Senior Education	
		% TVET	
		% Higher Education	
33	Total development expenditures per education sub sector (in SBD)		Total development expenditures per education sub sector (in SBD) to the total development SIG sub sector development budget.
33b	Total development expenditures per education sub sector compared to SIG sub sector development budgets (in %)	% Basic Education	
		% Secondary Senior Education	
		% TVET	
		% Higher Education	

MEHRD-Performance Assessment Framework (PAF)				
	Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>V. Human Resources Development Indicators</b>				
	V Human Resource Development			Human Resources Development is the framework for helping employees develops their personal and organizational skills, knowledge, and abilities which includes opportunities as employee training, employee career development, performance management and development, coaching, succession planning, key employee identification. Leadership/ management/ decision making, inetrnal communication/ task distribution, staff composition, promotion, transfer, staff capacity building/ training, monitoring staff performance, working environment (office, IT-needs, furniture, improvements etc) and external communication (with clients, customers, visitors etc..)
34	Required nr. of teachers/trainers, instructors		TS handbook	The number of teachers, trainers and instructors that are required to be trained to cater for the increasing number of schools and increasing population of the age group children per school.
35	Required nr. of other education staff		GO/ LCC	Number of other education staff proportional to the nature and size of the school.
36	Number of vacancies for teachers, trainers, instructors approved by TSC		"	The vacancies for teachers and trainers approved by TSC per year.
37	Number of vacancies for other education staff approved by Ministry of Public Service		"	The Public Service Education officers approved by the Ministry of Public Service
38	Percentage of vacancies for teachers/trainers/instructors approved by TSC and filled	100%	"	The number of teachers vacancies filled in relation to the total number of teaching vacancies within a year.
39	Percentage of vacancies for other education staff approved by Ministry of Public Service and filled	100%	"	The number of education officers filled in relation to the total number of education officers vacancies within a year.

MEHRD-Performance Assessment Framework (PAF)				
	Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>VI Process indicators</b>				
<b>A</b>	<b>Policies</b>			
40	Nr. of policies developed/reviewed/finalized	3 per year	Approved by NEB and Cabinet	Number of MEHRD policies developed, reviewed and finalized per year.
41	Nr. of policies approved by NEB	100%		Number of MEHRD education policies approved by the National Education Board
<b>B</b>	<b>Financial management</b>			
42	Quarterly recurrent expenditure reporting produced for all sub sectors and against account codes in recurrent budget	100%; 4 per year		Quarterly recurrent expenditure financial report produced by the sub sectors within MEHRD to the Accounts Division against their account codes.
43	Quarterly development expenditure reporting produced for all sub sectors against account codes in development budget	100%; 4 per year		Quarterly development expenditure financial report produced by the sub sectors within MEHRD to the Accounts Division against their account codes.
44	MTEF developed	2009		Mid Term Expenditure Framework
<b>C</b>	<b>Organization reform and HRD</b>			
45	IOA developed	2009 for provinces		Institutional and Organizational Assessment (IOA). Assessment of MEHRD staff to get them involved more in the aspects of Human Development, improvement of the divisional and whole organization performance.
46	Organization reform plan/ HRD-plan produced	Annually	Semi and annual progress reports	
47	Nr. of In-service training for teachers organized			Number of Inservice Teachers Training organized by the MEHRD through the TTDO as workshops, long and short term trainings.
48	Nr. of In-service training for PEA's organized			Number of Inservice Teachers Training organized for EA's education officers, head teachers and principles and teachers.
49	Teachers ratio in Teacher in Training (TIT) (compared to total nr. of teachers)	100%	All not certified to attend to training	Number of Teachers in Training compared to the total number of not certified teachers nationally.
50	PEA-staff ratio in training (compared to total nr. Of PEA-staff)	100%	All PEA staff to be trained	Number of EA's staff who are on training compared to the total number of staff in a particular education authority.
<b>D</b>	<b>Monitoring</b>			
51	Feedback (return) rate of SIEMIS - forms per 31st of March	100%	Completed forms	The return rate of all SIEMIS forms from schools, ECE, PE and SE. MEHRD should receive all by the end of March in the current year.
52	Nr. of inspectorate-visits to schools	1 visit per school per year	Evaluation reports produced	Number of visits the Inspectorate division to do to all schools in the Solomon Islands in a year.
53	Nr. Of EA-visits to schools	1 visit per school per year	PAWP-progress reports produced bi-annually	Number of Education Authority officers visit to the schools under their management within a year.
54	Nr. Of MEHRD-inspectorate/monitoring visits to provinces	4 per year	Reports produced and distributed to provinces/EA's	The MEHRD monitoring visits to schools to take a snap shot of the current status of the school to be reported back to the MEHRD to measure the progress within the education sector.
<b>E</b>	<b>Curriculum development</b>			
55	Syllabi developed for different subjects	100% by 2009	Text Books and Tr. guides produced for all subjects and levels	The syllabi developed by the curriculum for each subject from ECE to Form five secondary level education.

MEHRD-Performance Assessment Framework (PAF)				
	Indicators	Targets for 2015	Minimum standards	Definition and Meaning
<b>F</b>	<b>Local management of schools</b>			
56	Nr. of school committees 'functioning'	100% (=number of schools, centres)	min. 2 meetings, minutes/year produced and participation from teachers, community members, students, annually reviewing school development plan	The number of school committees that are actively in operation to help in the management of the schools.
56b	Percentage of school committees functioning compared to total number	100% for all schools		The number of school committees that are actively in operation to the number of schools committees that are not operational or not existed.
56c	Nr. of school boards functioning	100%	See above	The number of school boards that are actively in operation to help in the management of the schools.
56d	Percentage of school boards functioning compared to total number	100%		The number of school boards that are actively in operation to the number of school committees that are not operational or not existed.