

Solomon Islands Government

**Performance Assessment Framework report
2008-2010**

Ministry of Education and Human Resource Development

January 2012

Acknowledgements

This Performance Assessment Framework (PAF) report is the product of a cooperative effort. It has been written with the support from the internal divisions in the Ministry of Education and Human Resources Development and officers who are members of the Technical Working Group Monitoring (TWGM). The selection of the indicators used in this report is based on a participatory process of involving many staff in the selection of the main indicators targets and minimum standards for the education sector.

The PAF is based on the data provided by the Solomon Islands Education Management Information System (SIEMIS) which collects its data from the annual school census, financial data from the Ministry of Finance and Treasury (MoFT), 2009 population data from the National Statistics Office (NSO), examination data from the National Examination and Selection Unit (NESU) and SPBEA, human resources development data from the Human Resources Development Division (HRD), data from the Inspectorate Division, including the report on the study of literacy in Isabel Province and Renbel by the Coalition for Education Solomon Islands (COESI) and Asia South Pacific Basic Adult Literacy (ASPBAE).

The SIEMIS however is the main data base for each education sub sector within the Ministry of Education and Human Resources Development and is annually updated by a huge national data collection process which requires all schools and Education Authorities (EA) to fill in SIEMIS-forms 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.

Gratitude is given to the Technical Working Group Monitoring which has senior representatives from various divisions in MEHRD and donor partners, particularly NZ, UNICEF and AusAID and the Monitoring and Evaluation committee which is responsible for the Monitoring and Evaluation in the Education Sector for their advice on the process of producing and improving the PAF. This PAF 2008-2010 has more indicators compared to PAF 2007-2009, inclusion of new, important chapters and change in structure. Special appreciation is given to School Head Teachers, Principals and Education Authorities 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 (school census form) and for the production of the document.

The main message from these PAF-data 2008-2010 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.



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Acronyms and Abbreviations

CDD	Curriculum Development Division
CHS	Community High Schools
EA	Education Authorities
ECE	Early Childhood Education
EFA	Education for All
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
HRD	Human Resource Development
JS	Junior Secondary Education
MDG	Millenium Development Goals
M&E	Monitoring and Evaluation
MEHRD	Ministry of Education and Human Resources Development
MoFT	Ministry of Finance and Treasury
MPS	Ministry of Public Service
NER	Net Enrolment Rate
NIR	Net Intake Rate
NESU	National Examination and Selection Unit
NSO	National Statistics Office
NSS	National Secondary School
PAF	Performance Assessment Framework
PCRU	Planning, Coordination and Research Unit
PE	Primary Education
Pri	Primary Sector
PS	Primary School
PSS	Provincial Secondary School
PSSC	Pacific Secondary School Certificate
RTC	Rural Training Centre
SE	Secondary Education
SIEMIS	Solomon Islands Education Mangement Information System
SIF3	Solomon Islands Form 3 Examination
SIG	Solomon Islands Government
SISC	Solomon Islands Secondary Certificate
SISEE	Solomon Islands Secondary Entrance Examination
SISTA	Solomon Islands Standardized Test of Assessment
SS	Senior Secondary Education
TSC	Teaching Service Commission
TSD	Teaching Service Division
TWGQ	Technical Working Group Quality
TWGM	Technical Working Group Monitoring
ÙBE	Universal Basic Education

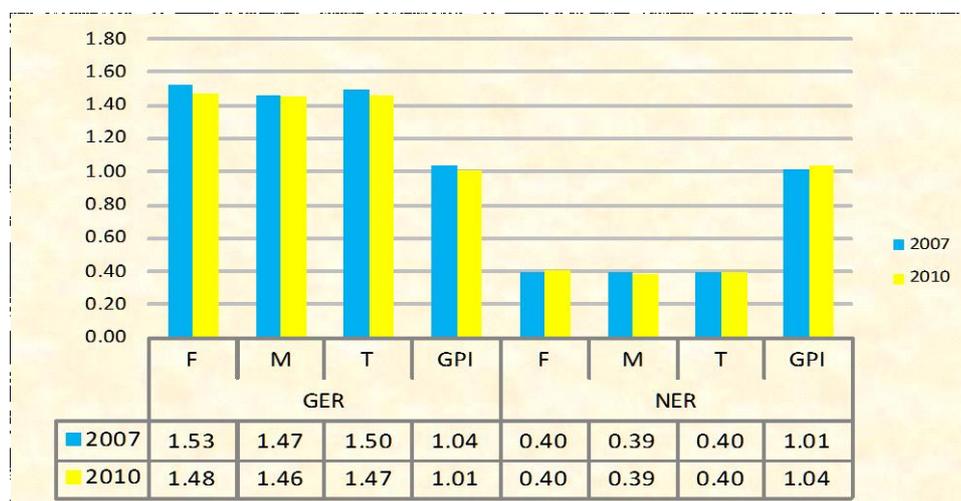
Overview summary for the Education For All Goals

This section summarises a snap shot of the progress made in the Solomon Islands education sector against the EFA goals comparing 2010 with the baseline year 2007. The other chapters report in more details about the progress made towards the national goals of improving Access, Quality and Management for the period 2008-2010.

Goal 1: Expanding and improving early childhood care and education for all children of age 3-5 in the Solomon Islands.

2,107 (10.3%) more children attended the ECE centres in 2010 than in 2007. This is an increase of 911 (43.2%) girls and 1196 (56.8%) boys. The Government of Solomon Islands through the Ministry of Education and Human Resources Development has recognised the importance of providing good quality Early Childhood Care and Education. The Early Childhood Education policy in 2008 has helped to make Early Childhood Centers accessible to every child with the age of 3-5 years in Solomon Islands.

Figure 1. Percent Change in GER and NER for ECE by Gender, NEAP Baseline Year (2007) to Current Year (2010)



Source: SIEMIS

The lower GER in 2010 (2% less) compared to 2007 indicates a positive development that we have now more children of the correct age group in ECE. The NER remains at 40% for the same period. It means that while more children did enroll in absolute numbers, compared to the increase of population for the age group of 3-5 years, the ratio of children going to ECE remained the same. The GPI was above 1 in 2007 and 2010 which means that more girls are registered in ECE-centres compared to boys.

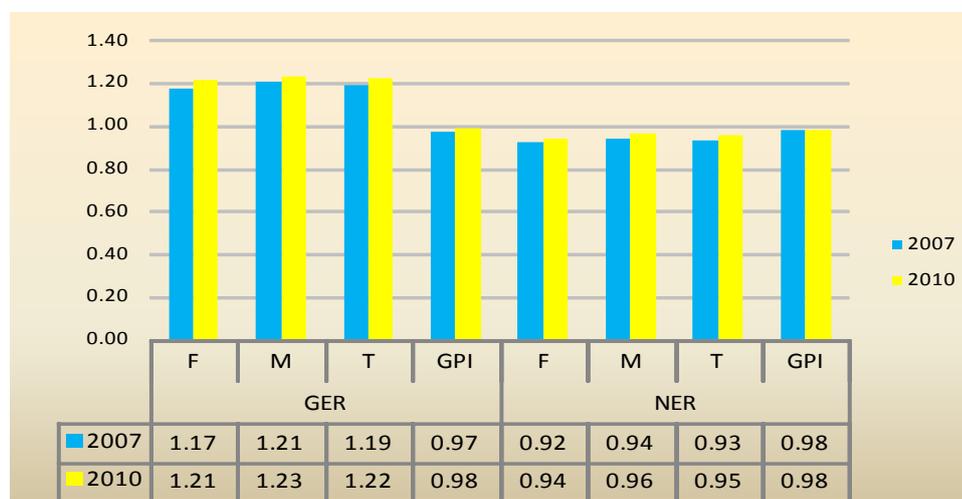
Goal 2. Achieving Universal Primary and Equitable Access to Basic Education

The GIR and NIR increased with 8.2% and 6.1% in 2010 compared to 2007. The increase in GIR has indicated that there are still over- aged children in year 1 primary. However, the increase in the NIR have shown that there is progress made in the enrolment of the right age (6 years) children in the first year of primary education.

About 12,915 (12.2%) more children with an increase of 6,661 (51.6%) female and 6,254 (48.4%) male went to primary education in 2010 compared to 2007 with a growth GPI of 1.1 for this period. The GPI for the total

enrolment also slightly increases from 0.89 in 2007 to 0.91 in 2010. This has indicated that the number of females attending primary education has increased.

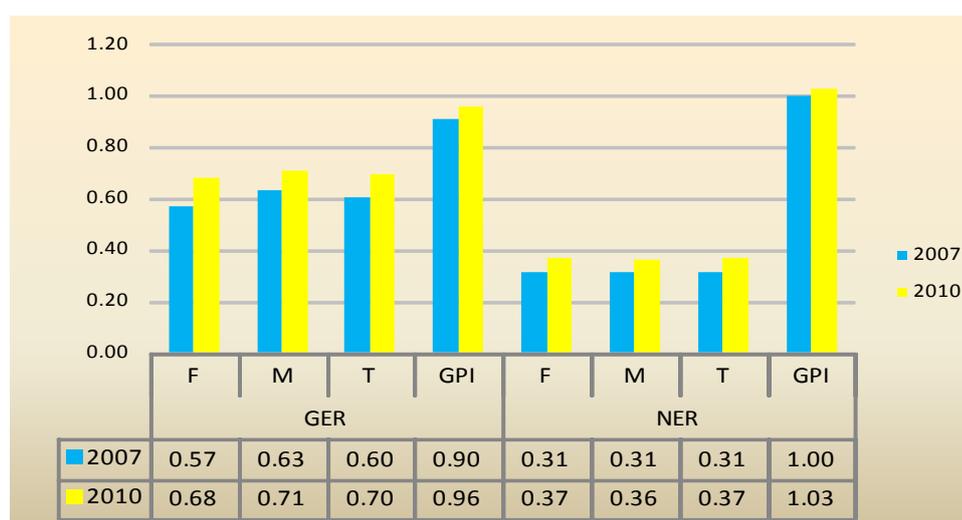
Figure 2: Percent Change in GER and NER for Primary Education by Gender, NEAP Baseline Year (2007) to Current Year (2010)



Source: SIEMIS

- The GER and NER for primary education increased with 2.5% and 2.1% respectively in 2010 compared to the baseline year, 2007. It means also the number of children beyond the age group from year 6-12 has increased, mostly because still a big number of children do start their education lately at the age of seven or later.

Figure 3: Percent Change in GER and NER for Junior Secondary Education by Gender, NEAP Baseline Year (2007) to Current Year (2010)



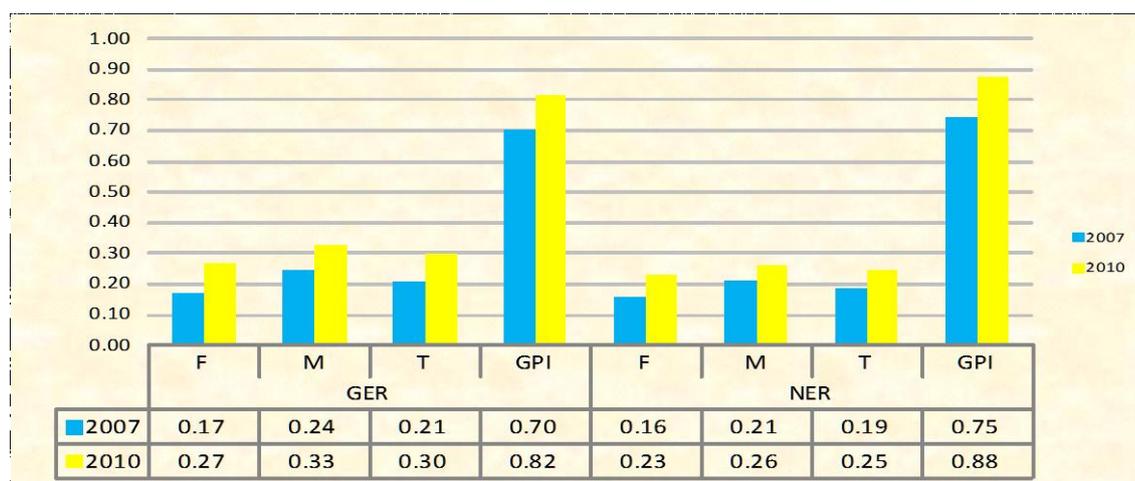
Source: SIEMIS

- The total GER and NER increased with 16.7% and 19.4% respectively in 2010 compared to 2007. The GPI for NER (1.00) in 2007 meant that there was perfect gender balance, which in 2010 has become 1.03, indicating there are now more girls in JSS than boys..

Goal 3: Promote quality learning and skills for both young people and adults.

Though, it is a bit difficult to report on Goal 3, the Solomon Islands Education Sector has incorporated programmes for achieving this goal at the Senior Secondary Education Level (year 10 to year 13) and at the Technical, Vocational, Education and Training (TVET) level. Unfortunately data from TVET subsector are still not complete.

Figure 4: Percent Change in GER and NER for Senior Secondary Education by Gender, NEAP Baseline Year (2007) to Current Year (2010)



Source: SIEMIS

At the senior education level, there is clear progress made in enrolments in 2010 (14,460) compared to 2007 (11,387). This is an increase of about 27%. The GER and NER also increase with 42.9% and 31.6% respectively. The GPI increase of 17.1% for GER and 17.3% for NER in 2010 compared to 2007 have shown improvement towards the participation of female at this education level.

Though we cannot report in details on the 2010 enrolment data on TVET, there is a progress made in the period 2007 and 2008. There were 4,534 students enrolled in 2008 compared to 1,129 in 2007.

Goal 4: To achieve 50% improvement of adult literacy by 2015 in the Solomon Islands for both women and men.

We have no complete or reliable data on literacy.. However, some NGOs and the National Statistics Office Bureau in the Ministry of Finance and Treasury have done surveys and census to collect data on adult literacy in 2008 and 2009.

Goal 5: Achieve gender parity in primary and secondary education by 2005, and achieve gender equality by 2015.

See before. GPI has clearly improved for ECE, Primary and Secondary Education. However we have no systematic data about gender equality which includes social-geographic, income and cultural information and data in our education system. A study is planned to know more about the main factors for lower girls' participation compared to boys' participation in secondary schools.

Goal 6: To improve quality of Education in the Solomon Islands.

The Government of Solomon Islands has fully recognised that by just simply providing schools and teachers full access to and participation by all students can not be guaranteed. It therefore has developed an education strategic framework to spend more attention to quality issues such as teacher training programmes, reform school curriculum and provision of curriculum materials to schools, focusing on school assessment systems, improving learning outcomes in particular in literacy and numeracy, the effectiveness of the inspectorate, school committee/board training, improving preparedness for emergencies etc. This should result in improving completion, drop out rates at all levels of education.

At year 4 and 6 at the primary level, we have conducted the Solomon Islands Standardized Test of Achievements 1 and 2 respectively with the support from the South Pacific Commission (SPC) through the South Pacific Board Education and Assessment (SPBEA) to measure the progress made in literacy and numeracy level at the two respective school levels. It is evident that, there was some progress made in literacy and numeracy in 2010 compared to 2005/2006, the baseline years, but there is still serious concern as almost half of the students in year 4 and 6 do not achieve the required levels for literacy and numeracy.

Introduction

The Performance Assessment Framework (PAF) reports about the ambitious national process in correlation with the international agreements to achieve the Millennium Development Goals (MDG's, 2 and 3) and Education for All (EFA) and to offer good and relevant learning opportunities for all children, youths and adults in the Solomon Islands. The purpose for developing the PAF is to facilitate the monitoring of the general progress of the Sector Wide Approach education programme in the Solomon Islands which has been implemented through the National Education Action Plans and the Provincial Education Action Plans. These plans relate to the longer term education frameworks, such as the Education Strategic Framework 2007-2015 and the Pacific Education Development Framework. The PAF was developed on the basis of a comprehensive set of agreed indicators related to all the main expected outputs and outcomes in the National Education Action Plan. The overarching goal is to measure the progress of the education sector against the ambitious targets of the EFA and the Millennium Development goals and three national strategic education goals to be met by 2015; improved access/infrastructure, quality and management.

The PAF aims to give a 'quick scan' of the education sector and to indicate the progress towards the three main goals of the medium term. This report is an assessment of the level of achievement of the national and the global MDG and EFA targets. It also helps the Ministry to identify and locate existing gaps and challenges related to policy areas in access, quality and equity and management, and to focus on disadvantaged and underserved areas in the Solomon Islands.

The indicators cover access, infrastructure, quality and efficient financial management of resources. The PAF 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). It also aims to capture data at the tertiary education sub sector for SICHE and USPSI since 2009. However, the complete collection of these sub sector data is yet to be done. Just 70.6% of the TVET-centres submitted their forms in 2010 and from SICHE and USP we have not been able to receive data through their SIEMIS-forms. The progress within the Education Sector has been based on the data available in the Solomon Islands Education Management Information System (SIEMIS). There are different survey forms (SIEMIS forms) developed and used for the education sub-sectors. These survey forms are to be completed by Head Teachers, Principals and Directors of schools and institutions. It is also their responsibility 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 to the Education Authorities for distribution to their respective schools 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. The first section collects general information about school; the second section collects statistical data about student enrolment classes, data on repeaters, drop outs, transfers and grade progression. The third section collects information about teacher and teacher training and the fourth section collects statistical data about school and classroom facilities and educational resources. The forms are now under review.

When assessing data quality there are many aspects 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 evaluation committee and the Technical Working Group Monitoring have been working on producing 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.

We have now utilised the population survey data in 2009 which clarifies some of the differences with data in the last PAF 2007-2009. We believe that GER and NER give more realistic information than what we have produced before, which was based on population data and estimations since 1999.

We 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 of the quality of education is also needed. In order to provide more data and information on the quality of teaching and learning in the schools, more classroom observations, assessments and research is needed. In 2010 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 of which SISTA 2 results are reflected in this PAF 2008-2010. In the long term, when the the Learners' Assessment Policy is fully implemented more information on the quality of education will be available in the PAF. Also the Ministry implemented studies on the Barriers of Education and school grants, which will add qualitative information to the PAF.

Though the PAF can be still improved in terms of accuracy, completeness and timeliness, we hope that the PAF will be used by all Ministry staff and other stakeholders to measure general progress. We also hope that it will encourage staff to utilise data for more result oriented reporting and planning. In the meantime we will make an effort to produce a timely PAF as we realise that this PAF 2008-2010 is more than a year behind. We are now already in 2012. Without these timely data we are lost and can't take informed decisions. Wish you a decisive and fruitful year.



Noelyne Biliki
Director Planning, Coordination and Researc Unit
Ministry of Education and Human Resources Development

Chapter One: Access Indicators

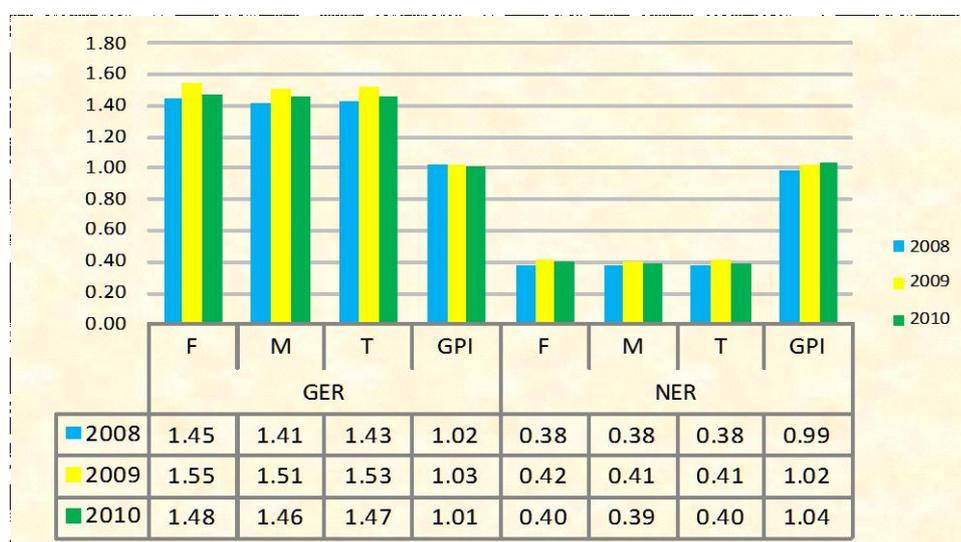
Demand

Participation in Early Childhood Education

Early Childhood Enrolment

- ECE total enrolment has increased with 9.9% in 2010 compared to 2008 with 9.5% and 10.3% increase for female and male children respectively. The gender balance enrolled in schools has indicated a steady GPI of 0.95 in 2008 and 2010.

1.0: Gross and Net Enrolment Rate for ECE by Gender, 2008-2010

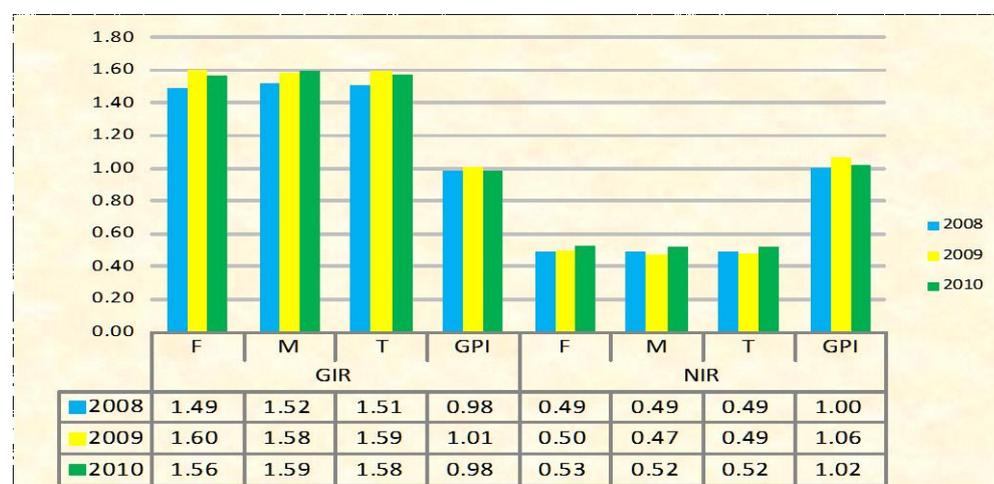


Source: SIEMIS

- There is an increase of 2.8% in gross enrolment rate in 2010 compared to 2008. The GER is very high (1.47). This means that there are still many over aged children enrolling in ECE. The NER also shows fluctuation for the period 2008 to 2010. However, there is a general trend that the NER has improved by 5.3% over this reporting period.
- The challenge in the ECE-sub-sector is that all (including non-registered) ECE-centres need to be taken in account to improve the consistency of data collection through the Solomon Islands Education Management Information System (SIEMIS).

Access to Primary Education

1.2: Gross Intake Rate (GIR) and Net Intake Rate (NIR) for Primary Education, 2008-2010



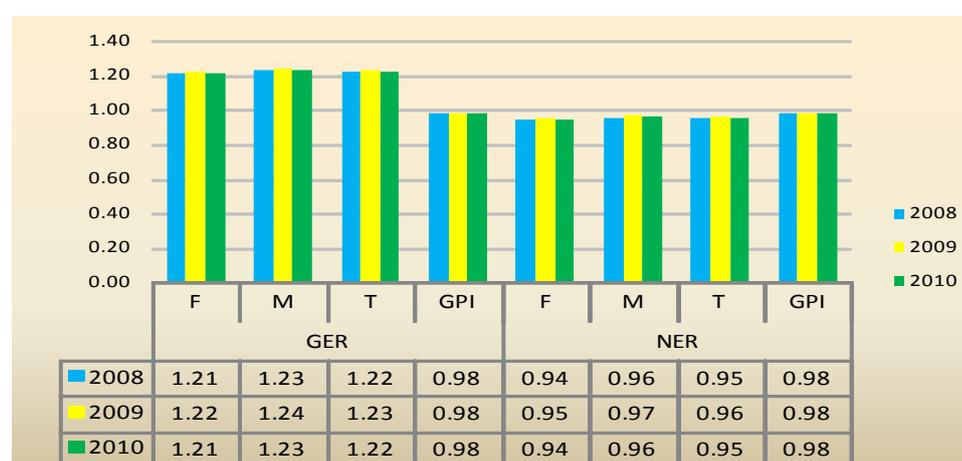
Source: SIEMIS

- There is a relative increase of 4.6% in GIR in 2010 relatively to 2008. The high GIR indicates many overaged children. The NIR indicates that of the total enrolled children in primary education, just above half are of the official age in 2010 are taken in the first year of primary education..
- The GPI figures indicate that the share of girls in the total intake rate is growing and is larger than that of boys now.

Participation in Primary Education

- 2010 enrolment in primary has increased with 7.1% in 2010 compared to 2008 with an increase of 7.4% and 6.8% respectively for girls and boys.. The GPI for primary education remains at 0.91 which shows there are still more boys than girls in primary education. . However, based on the 2009 population data, a GPI of 0.91 means that gender parity in the Solomon Islands has been achieved for primary education. The primary education has the highest enrolment compared to other education sub sectors. See annex 1, table 1.2..

1.3: Gross and Net Enrolment Rate for Primary Education by Gender, 2008-2010



Source: SIEMIS

- The total GER and NER remains the same in 2010 compared to 2008 but there is a slight drop in 2010 compared to 2009.

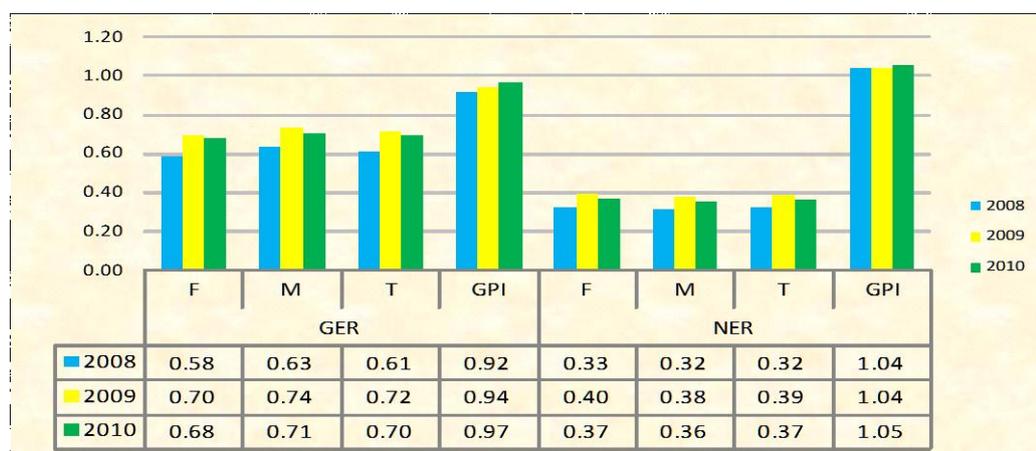
Pupils with special needs

- The reported number of pupils with special needs enrolled in primary education is relatively low and has even decreased in 2010 by 3.1% compared to 2008. Malaita has the highest number of children with special needs in its schools, followed by Guadalcanal and Western province. Renbel has the lowest number of enrolled children with special needs. See annex 1, table 1.20.

Participation in Junior Secondary Education

- The total enrolment in junior secondary education has increased with 24.8% in 2010 relatively to 2008. There is an increase of female, 27.9% and male students, 22.3%. See annex 1, table 1.3.
- The GPI of 0.89 in 2010 compared to 0.85 in 2008 means that there is positive progress towards more girls enrolling in junior secondary schools compared to boys. This GPI also indicates that the enrolment of girls compared to boys is about to reach gender equity which is 0.92 in the 2009 population census data.

1.4: Gross and Net Enrolment Rate for Junior Secondary Education by Gender, 2008-2010



Source: SIEMIS

GER for the junior secondary increased by 14.1% in 2010 compared to 2008 which indicates a positive progress of student's participation in this education level. Also, the NER reflects a higher participation in junior secondary schools by students from the official age group. There is a goodimprovement of 13.4% in 2010 compared to 2008.

- The GPI for NER shows that now more girls than boys with the right age are going to junior secondary schools.

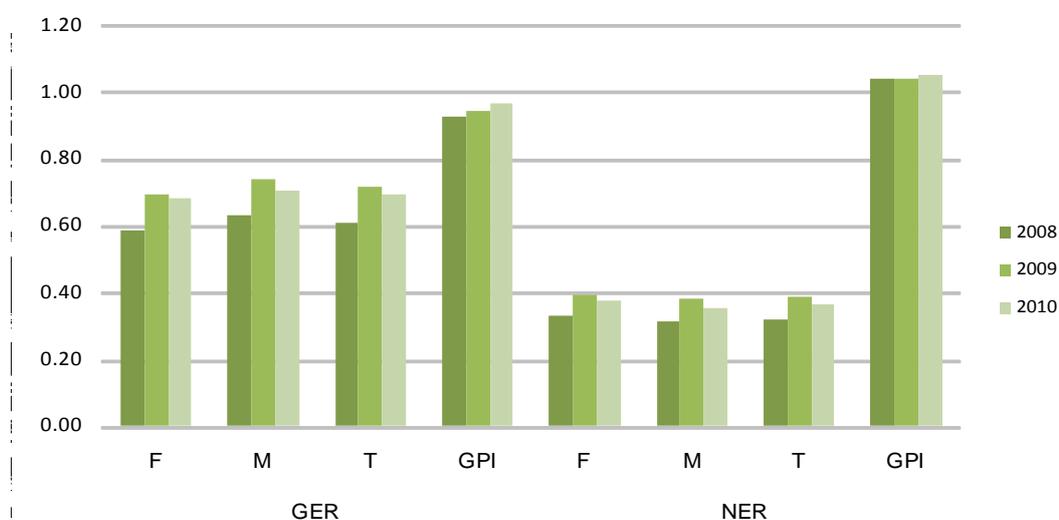
Students with special needs

- The number of reported students with special needs has increased with 13.5%. Malaita has the highest percentage of these students and Renbel and Temotu reflect the lowest numbers of children with special needs. See annex 1, table 1.20.

Participation in Senior Secondary Education

- There is a total increase of 20.9% in the total enrolment in senior secondary education with an increase by female of 28.0% and male student's of 16.7% in 2010 compared to 2008. It means that also at this education level the number of female students has increased. The NER has increased from 0.19 in 2008 to 0.25 in 2010; the GER has increased as well to 0.30, but is close to the NER which means there are still some over-aged students in senior secondary schools. See annex 1, table 1.4
- The GPI of 0.66 in 2010 however indicates that there are still more male than female students in senior secondary schools.

1.5: Gross and Net Enrolment Rate for Secondary Education by Gender, 2008-2010



Source: SIEMIS

- The GER and NER for the senior secondary education show positive progress, but this is still low compared to the basic education level.

Students with special needs

- The number of reported students with special needs in the senior secondary education increased, which is now 1% compared to 2008 (0%). However, this percentage is still very low. Some provinces have no students with special needs enrolled such as Renbel. Makira Ulawa reported the highest number of students with special needs in their senior secondary schools.

Chapter Two: Infrastructure Indicators

Schools

- According to the ECE division 2010 annual report, there is a total of 226 registered ECE centres (51% of the total) throughout the Solomon Islands. Malaita has the highest number of ECE (18.1%), followed by Western Province (15%) and Honiara (11.9%) respectively. The mapping exercise that continues in 2012 will assist in verifying the actual number of ECE centres both registered and not registered.
- The number of primary schools remains steady throughout the reporting period. Some primary schools that were converted into a CHS.
- The number of Community High Schools increased with 7.3% in 2010 compared to 2008. This growth is a result of some primary schools being converted into CHS.
- The number of PSS in 2010 remains the same compared to 2008 while the number of NSS increased by 1 school compared to 2008.

Pupil to classroom ratio

- Pupil to classroom ratio in primary has generally improved over the years 2008-2010. All provinces show ratio under the standard of the Ministry which is 35. (1 classroom occupied by a maximum of 35 students). However, it worsened for Honiara to 49.7 in 2010 compared to 47.5 in 2008. The increase may be explained as the result of the urban migration and the impact of the fee free basic education and the thinking by parents that schools in town are generally better facilitated than rural schools.
- Pupil to classroom ratio for CHS has improved in 2010 compared to 2009. Honiara shows a different pattern of overcrowded classes as explained above. Also Guadalcanal province shows higher ratios than the standards (1/40) from the Ministry.
- Pupil to classroom ratio for the PSS has worsened over the period of reporting with 46.0 in 2010 compared to 36.7 in 2008. Honiara with a very high 97.9 ratio shows that it has many overcrowded classrooms that affect the quality of teaching and learning. The majority of provinces show ratios for provincial secondary schools that are above the accepted level from the Ministry (1/40). This indicates that the increasing demand is not meeting the availability of facilities and that more classrooms should be built.
- Pupil to classroom ratio for the NSS has improved, but still indicates very crowded classrooms. Malaita has the highest (56.1) and Makira Ulawa the lowest (44.9) ratio. This ratio has indicated that the demand for NSSs is high, but that these schools have not sufficient classrooms (and dormitories, see other tables).

Pupil to desk ratios

- The Ministry's standard ratio is 1:1. However schools provide information on both 2- or 1-seaters, which makes the data a bit unreliable.
- Pupil to desk ratio in primary schools remained the same in 2010 compared to 2008 at 3.0. (= three children sharing one desk) Malaita, Honiara, Central and Makira have the highest ratios (more than 3

students per desk). However, there seems to be some improvement in all provinces except for Choiseul Province.

- It seems that the pupil to desk ratio in CHS has improved as well in 2010 (3.0) compared to 2009 (4.0), with Rennel and Bellona showing a worsening and high ratio in 2010 (more than 8 children sharing a desk) while Central (more than 4 children sharing a desk) and Guadalcanal (more than 5 children per desk) also show high ratios.
- The pupil to desk ratio in PSS has improved in 2010 (1.9) compared to 2008 (4.0) though it was not as good as in 2007 (2.8). Isabel province shows the most negative trend, while Temotu seems to reach the standard ratio. All other provinces have shown a positive trend towards achieving the ratio of 1:1.
- The pupil to desk ratio in NSS improved from 6.0 in 2008 to 2.9 in 2010. However, some NSS report the enrolment but they do not report the number of desks that they have. So no clear conclusions can be drawn from such incomplete data. The same also applies to other education sectors such as TVET.

Dormitory to boarder ratios

- The minimum standard for dormitory to boarder ratio is 40 students to 1 open dormitory with a minimum space of 4m² per student for single bed dorms and 3m² for bunk bed dorms. However, as found through monitoring visits¹, most schools do not meet the required minimum standards as prescribed. Most schools have run down dormitories which do not have enough space and ventilation for the students.
- The dormitory to boarder ratio in CHS seems to meet the required minimum standard of 1:40. However, most of these dormitories do not meet the required conditions for space to sleep and put some possessions. Most dormitories are crowded and do not have good ventilation. Temotu, Honiara and Isabel province reflect the worst situation.
- Dormitory to boarder ratio for PSS (47.3) is worsening compared to 2008 (39.2). Only Renbel and Temotu show ratios that are within the Ministry standard of 1:40. Not any other province meets the minimum standards.
- The NSS present a worsening situation; from 36.5 in 2008 the ratio has now worsened to 49.3. Not any province with NSS meets the minimum standards. Furthermore, the condition of most of these dormitories has been deteriorating as well and many are no longer fit for student populations.

Pupil to toilet ratios

The definition of what type of toilet seems not clear to most head teachers and principals when they report. The report therefore may not reflect the actual number of toilets that have been in use or are not used. It was found during MEHRD monitoring visits² that in some provinces the toilet facilities were far below the expected requirements and in many cases were not even available at the school. Students generally therefore use daps, holes and seashores.

- For the ECE, the ratio has increased to now 23.4, probably because of enrolment increase. The ratio is worst in Honiara, where more than 40 little children share one toilet.

¹ Southern region of Malaita monitoring report 2010 and Isabel /Western province monitoring tour report 2011

² Rennel and Bellona monitoring report 2009.

- In primary education, the pupil to toilet ratio has improved slightly from 80.1 in 2008 to 78.0 in 2010, but it remains high. Only Isabel and Renbel province meet the minimum standards of 1/40 for girls and 1/60 for boys. .
- In the CHS the situation has worsened from 113 in 2008 to 120.6 in 2010. This means that the sanitation situation for CHS is the worst compared to ECE, Primary or provincial and national secondary schools. None of the provinces meet the minimum standards. Makira has even more than 170 students per toilet. .
- Though increased to 35.5, the pupil to toilet ratio in PSS is still within the minimum standards and only Temotu province doesn't meet these standards.
- Pupil to toilet ratio for the NSS has e increased in 2010 (22) compared to 2008 (19.8), but is still well within the minimum standard required.

Access to clean and safe water

Clean and safe water is defined as a source of reliable water supply which is clean and drinkable by all school children and is available from clean water tanks, wells, streams and boreholes. The children should at least have 3 litres of water per day for day schools and 10 litres of water per day for boarding schools.

- The provision of clean and safe water provision to ECE has slightly worsened in the period 2008-2010. However, for the schools that have reported, only 35% have clean and safe water. This is a concern, in particular with the growing enrolment of small children in ECE. It is clear that that the minimum requirement for safe and drinking water as stated in the ECE policy is not met.
- The primary schools show a delining negative trend below 50%. This indicates that most primary schools do not have access to clean and safe water. Only Temotu (78%) and Honiara (73%) show reasonable provision of clean and safe water.
- Though the CHS have shown improvement (from 44% in 2008 to 53% in 2010), the provision of clean and safe water is just above 50%. The PSS and NSS have indicated a higher percentage of clean and safe water provision than other schools of respectively 81% and 78%.

Workshops

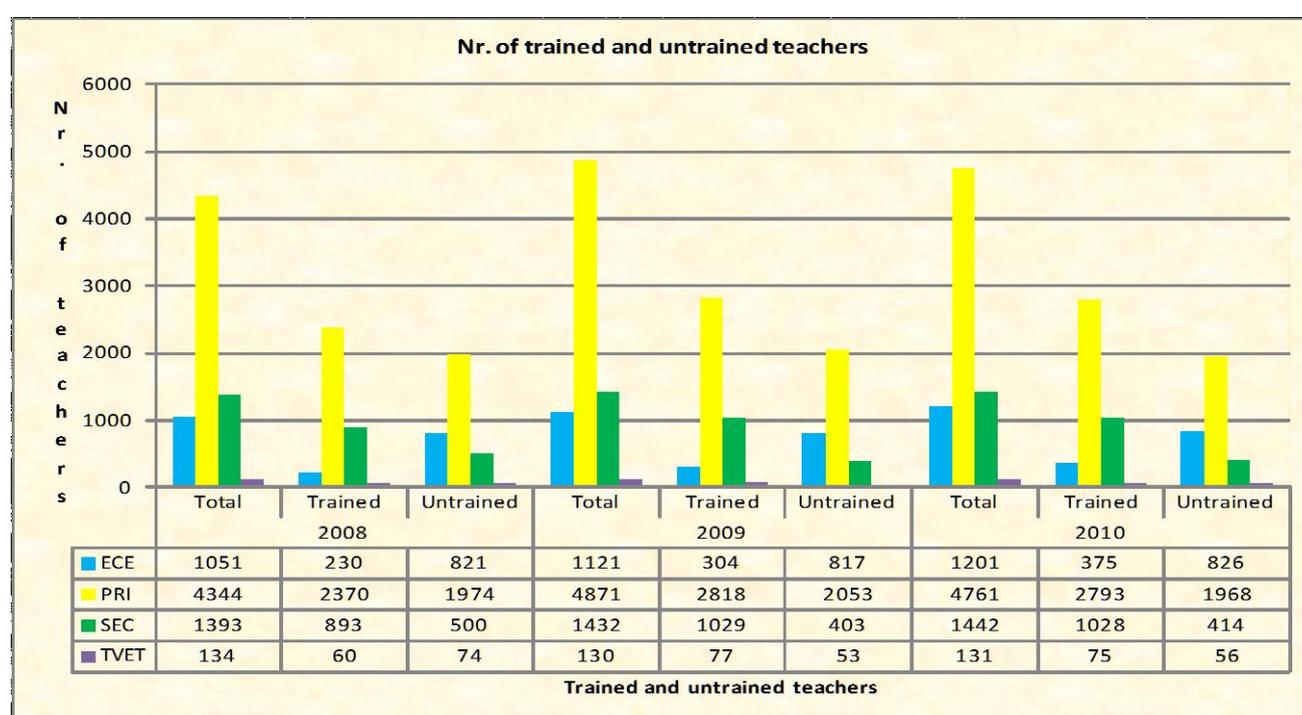
- Most NSS and PSS have workshops while most CHS do not have workshops. The number of workshops in CHS grows gradually, but is still insufficient to meet the demands of a growing school population while the number of workshops in PSS and NSS remained the same as in 2008 and 2009.

Chapter three: Quality Indicators

Most of the indicators used in this section such as the trained and untrained teachers, pupil/teacher ratio, pupil to text book ratios, and access to computers are some of the proxy indicators for measuring quality. This year, 2010 we have the results for the Solomon Islands Standardised Test of Achievement 1 and 2 implemented at year four and six level in the primary education sub sector. We show here the results for SISTA 2. The results for SISTA 1 will be incorporated in the 2011 Performance Assessment Frame Work.

Trained and Untrained Teachers

3.1: Trained and untrained teacher by sector for 2008-2010



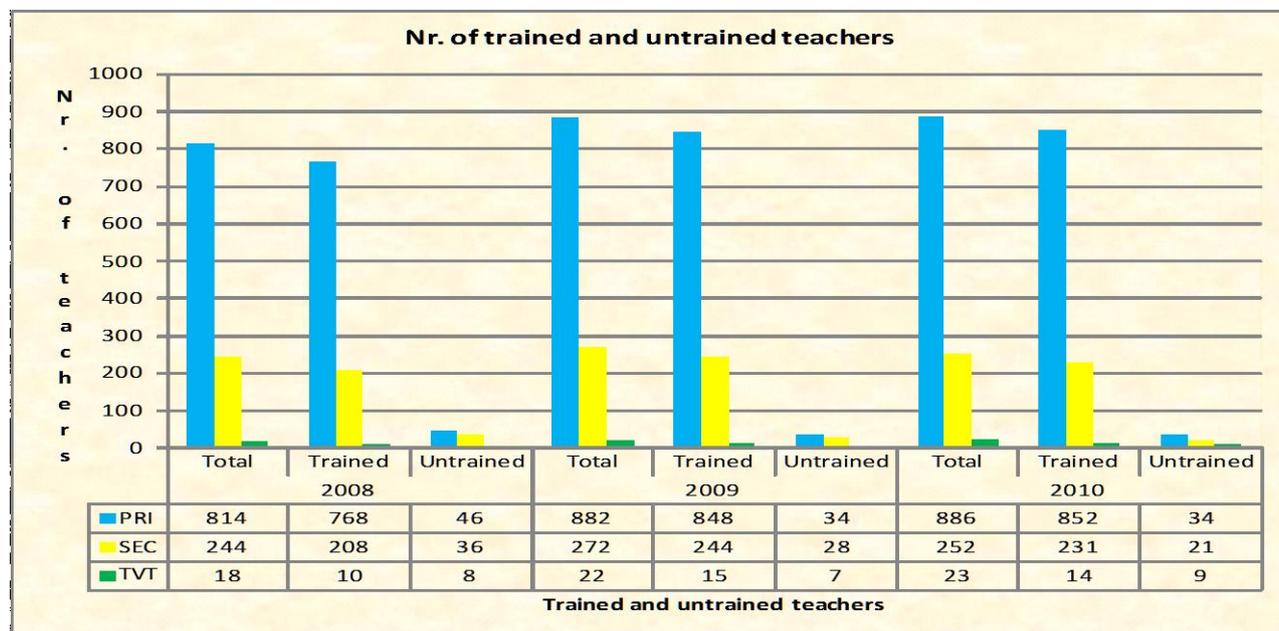
Source: SIEMIS

- The percentage of trained teachers in ECE has increased by 63% in 2010 compared to 2008. This indicated that more ECE teachers have been undergoing ECE training in this reporting period and have been successful. However, the share of untrained teachers in this subsector is still the highest compared to other sub sectors.
- In the primary education, the number of trained teachers increased by 17.8% in 2010 compared to 2008. See annex 3, table 3.2. The number of untrained teachers just slightly reduces by 0.3%, which means in this period EAs have continued to recruit untrained teachers.
- At the secondary education level, the trained teachers have increased by 15.1% in 2010 compared to 2008 with a reduction of 17.2% in untrained teachers in the same reporting period.

- In TVET the percentage of trained teachers rose impressively by 25% in 2010 relatively to 2008 while the number of untrained teachers has decreased by 24.3%.

Teachers in management roles

3.2: Total nr. of trained and untrained teachers in management positions, 2008-2010

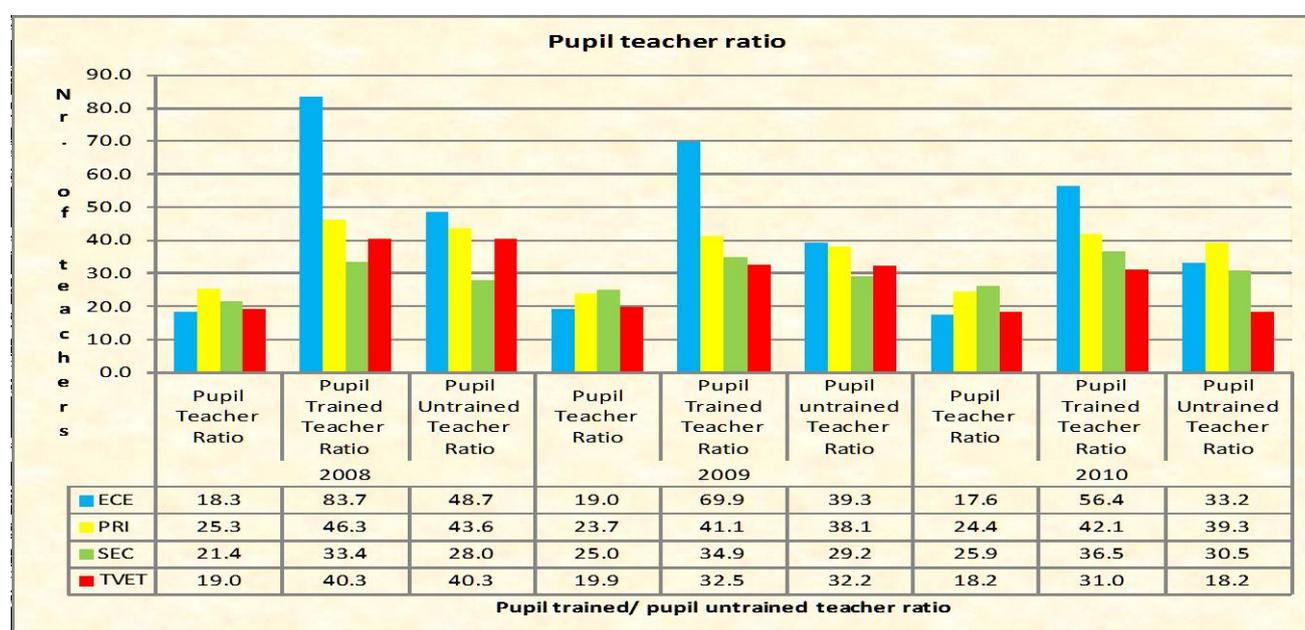


Source: SIEMIS

- 96.1% of the primary school managers were trained in 2010 compared to 94.3% in 2008. However, the participation of female teachers at the management level which is already very low further declined in 2010 compared to 2008 and 2009. See Annex 3, table 3.6.
- The number of trained teachers in the secondary education level increases by 11.1% in 2010 relatively to 2008 and untrained teachers also reduces by 41.1% for the same period. Though there has been some improvements made over time, there is still a very low representation of females in management positions at secondary schools. See Annex 3, table 3.7.

Pupil/teacher/Trained/Untrained ratio

3.3: The ratio of pupil/teacher/trained and untrained ratio by education sector, 2008-2010



Source: SIEMIS

- The pupil-teacher ratio for ECE has improved with 17.6 in 2010 compared to 18.3 in 2008. It is just above the ECE-policy target ratio of 1:15 expected to be achieved by 2015. Evidently, some ECE centres are still over crowded and showed high pupil-teacher ratios (even up to 1:30 observed during MEHRD monitoring visits. Because the percentage of trained teachers is still very low consequently the certified (trained) teacher-student ratio is relatively high. In other words, few children have a certified teacher.
- Pupil-teacher ratio for primary schools is well below the expected ratio 1:35 according to policy and further gains were made from 1:25.3 to 1:24.4 in 2010. However, it varies strongly at the provincial level. Honiara for instance has the highest ratio of 31.5 and in Rennel and Bellona with the lowest ratio of 12.5.
- The pupil-teacher ratio reported in 2010 for secondary education is 1: 25.9, which is worsening over this period, but is still below the maximum ratio from the policy of 1:40. However, this ratio also varies at the provincial level with Honiara showing again the highest ratio of 1: 47.5, above the policy maximum ratio. Central province showed 1:16.1 in 2010.

Percentage of schools with libraries

A library is defined as a place in which literacy and reading materials such as books, periodicals, news papers, pamphlets, tapes, manuscripts and other materials are made available for students. Based on the infrastructure minimum standards list, library shelving should be secure and water resistant. It can be a separate room as stand alone or part of the administration building or a classroom. This definition however, is not always well understood by all teachers when filling in the school census form. It was found that sometimes a storage room is considered as a library by some teachers. Such misunderstanding contributes to the limitation of analyzing information on libraries and storages.

- The percentage of libraries at primary schools declined from 73% in 2008 to 67% in 2010 while community high schools showed an upward trend from 54% in 2008 to 56% in 2010, but just over a half of the CHS has a library.
- 81% of the provincial secondary schools and 80% of the national secondary schools have libraries. However, during monitoring tours it became clear that some of these libraries are in poor condition with no proper updated library materials and resources for teachers and students to use.

Schools with storage

- Although still not every primary and Community High School has a store, the percentage of schools with stores is growing for all schools, except for PSS where all schools already have storage. . In particular the number of stores in CHS's grew by 27 more stores available compared to 2008.

Pupil to textbook ratios

The Ministry's target is 1 textbook set per subject per student by 2015.

- The text book ratio is most favourable at primary schools where one child has 6 books. However, the ratio increases with the level of education. The highest ratio and worst situation is at provincial secondary schools where children get only approximately about 1 text book (and thus sharing other textbooks among many students).
- Overall, the textbook pupil ratios in 2010 have slightly worsened for all levels compared to 2008.
- In the period 2008-2010 pupil textbook ratio went down for primary from 1:8.6 to 1:6.2; for CHS from 1:4.3 to 1:3;3: PSS from 1:2 to 1:1.4. The only improvement is seen for NSS from 1:1.1 to 1:1.6 in 2010..

Access to computers

- Very few ECE-centres and primary schools do have computers; only Honiara, Guadalcanal, Malaita, Western Province and Renbel have procured or received some in the period 2008-2010.
- National secondary, provincial secondary and community high schools have relatively more computers than primary and ECE. However, some of these computers might not be functioning well or not functioning at all. A proper stock take on computers is necessary to make better use of modern information and communication technology in schools.

Literacy and Numeracy Achievement Levels³

The literacy and numeracy rates reported in this PAF are based on the Solomon Islands Standardized Tests of Achievements 2 of year 6 in selected schools in August 2010. The baseline for the SISTA 2 was set in the year 2005/2006. The detailed report from NESU covers literacy and numeracy by gender, province, strands and skills. However, only the overall data at national level are presented here below. There are six levels of achievement that are used to benchmark the pupils' level of achievement as outlined below⁴.

- L5: Full mastery of the learning outcome
- L4: Substantial mastery of the learning outcome

³ Solomon Islands Standardized Tests of Achievement SISTA 2, February 2011, SPBEA, and SPC.

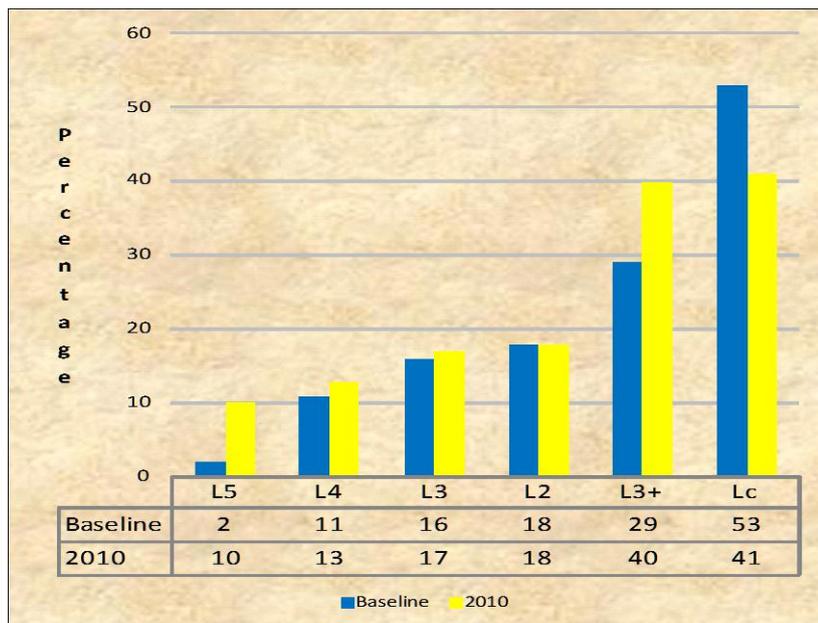
⁴ Solomon Island Standardized Test of Achievements SISTA 2, p5.

- L3: Moderate mastery of the learning outcome
- L2: Minor mastery of the learning outcome
- L1: Minimal mastery of the learning outcome
- L0: No mastery of the learning outcome

L1 and L0 are denoted as the Lc (critical underachievement levels).

Literacy Achievement Level

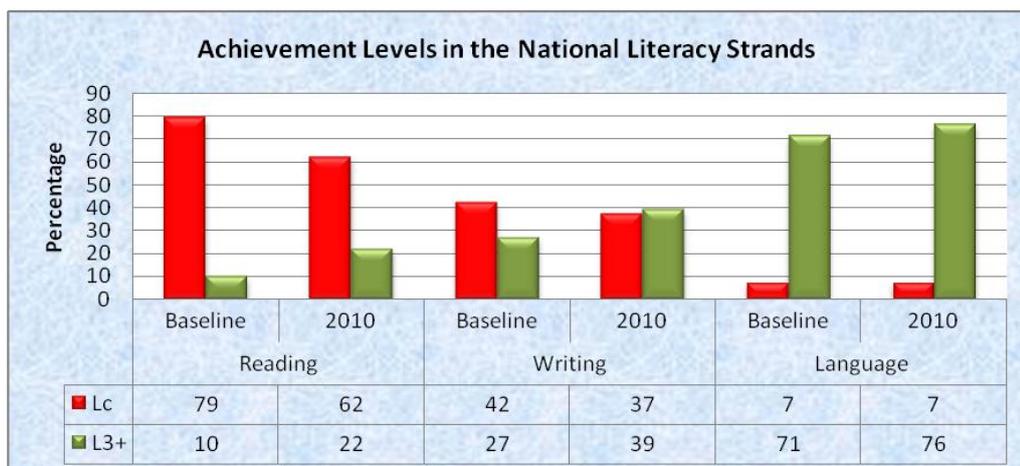
3.4: The national overall literacy achievement levels at year 6 in 2010 compared to the baseline year 2005/2006.



Source: NESU, SPBEA, SPC

- There is positive progress which indicates the reduction of the Lc levels with 12% while at the same time the L3+ levels grows by 11% in 2010 compared to the baseline year. This means an overall improvement in literacy rate at year 6. The disaggregation of this result by province is shown in figure 3.7. Though there is improvement in the literacy rate, there is also still a significant concern for the overall Lc which is 41% in 2010. This reflects that just 59% performs satisfactorily in literacy.

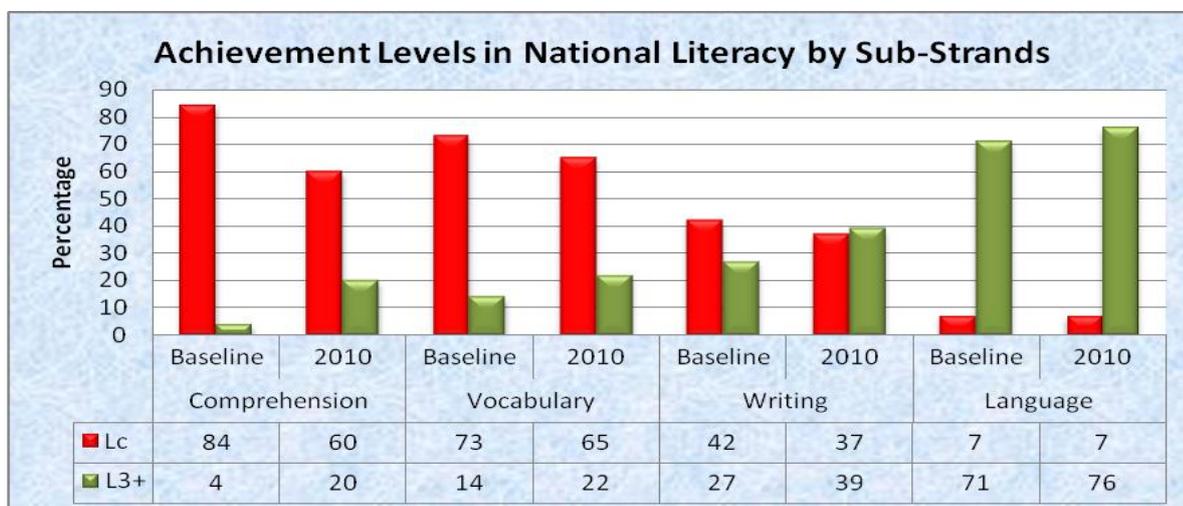
3.5: Achievement levels in the national literacy strands at year 6 in 2010 compared to 2005/2006.



Source: NESU, SPBEA, SPC

- The results shown for the three key strands have indicated that there are some improvements at the L3+ levels for Reading skills (12%), Writing skills (12%) and Language skills (6%) compared to the baseline year. However, at the Lc level, though there are improvements in Reading (17%) and Writing (5%) there is no change in the Language skills which still remains at 7% in 2010. The high level of L3+ achievement for Language skills which is 76% is encouraging but the high Lc level of 62% for Reading skills is a concern. .

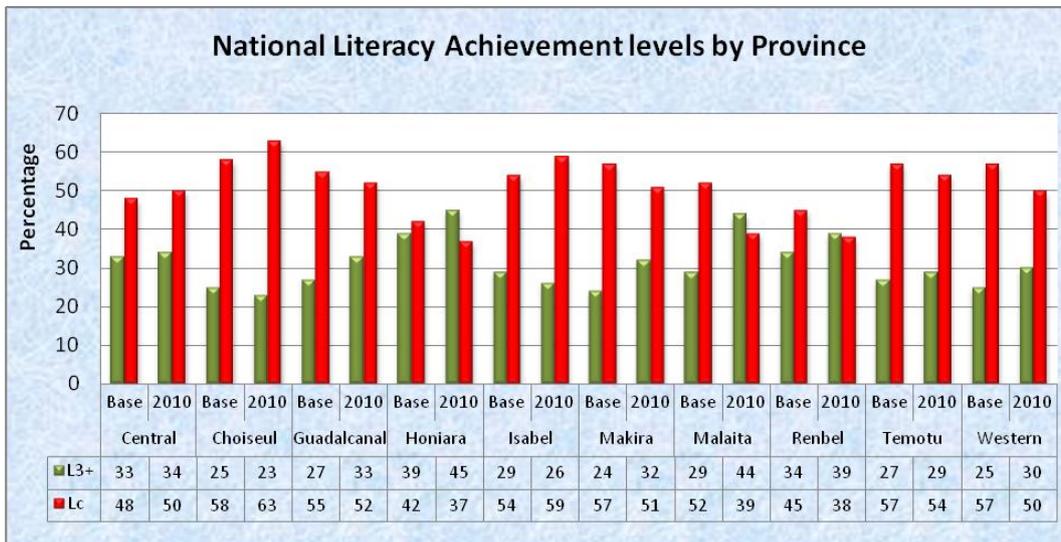
3.6: Achievement levels in National Literacy by Sub-Strands at year 6 in 2010 compared to the baseline year 2005/2006.



Source: NESU, SPBEA, SPC

- The Lc level for comprehension and vocabulary shows some positive progress by 24% and 8% respectively in 2010 compared to 2005/2006, but these Lc levels are still high indicating that the majority of the learners don't perform satisfactorily in these areas.

3.7: National Literacy achievement levels by Province at year 6 in 2010 compared to the baseline year 2005/2006.

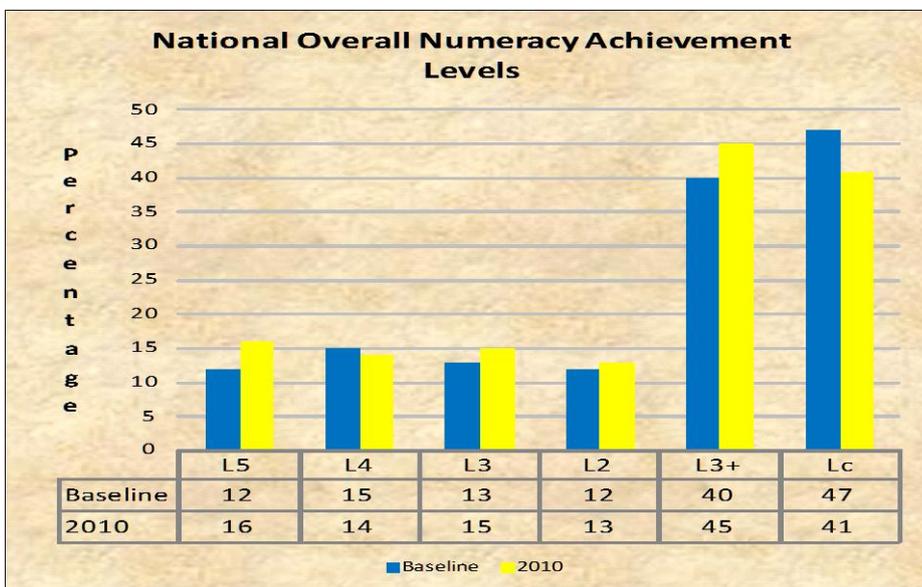


Source: NESU, SPBEA, SPC

- While the critical level has been reduced nationally, the results for Central, Choiseul and Isabel indicated a negative trend compared to the baseline year. .

Numeracy Achievement Level

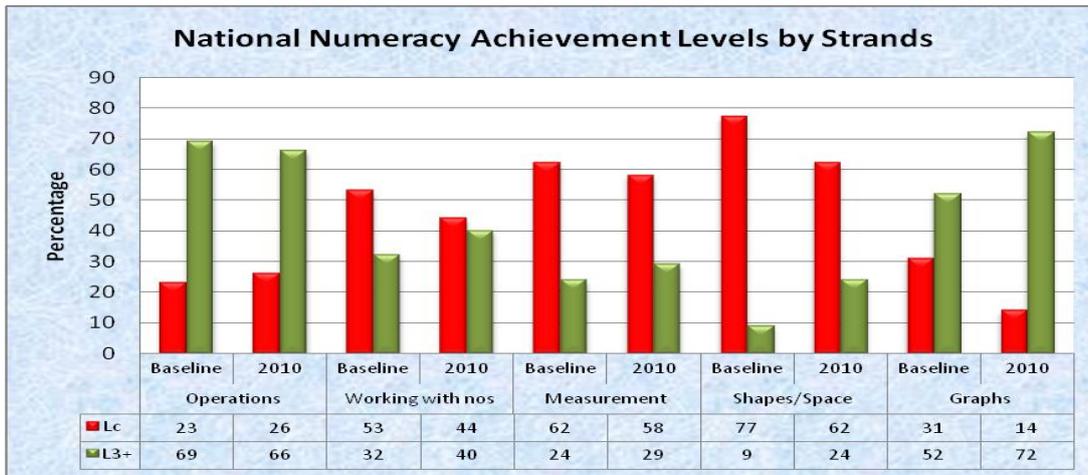
3.8: National Overall Numeracy Achievements levels in 2010 compared to 2005/2006.



Source: NESU, SPBEA, SPC

- It is encouraging to note that the L3+ level increased by 5% with L5 (full mastery) showing the greatest improvement of 4%. Overall numeracy results have improved, corresponding with a 6% decrease in the Lc level, yet the Lc level of 41% indicates that there is a large share of students (59%) still underperforming

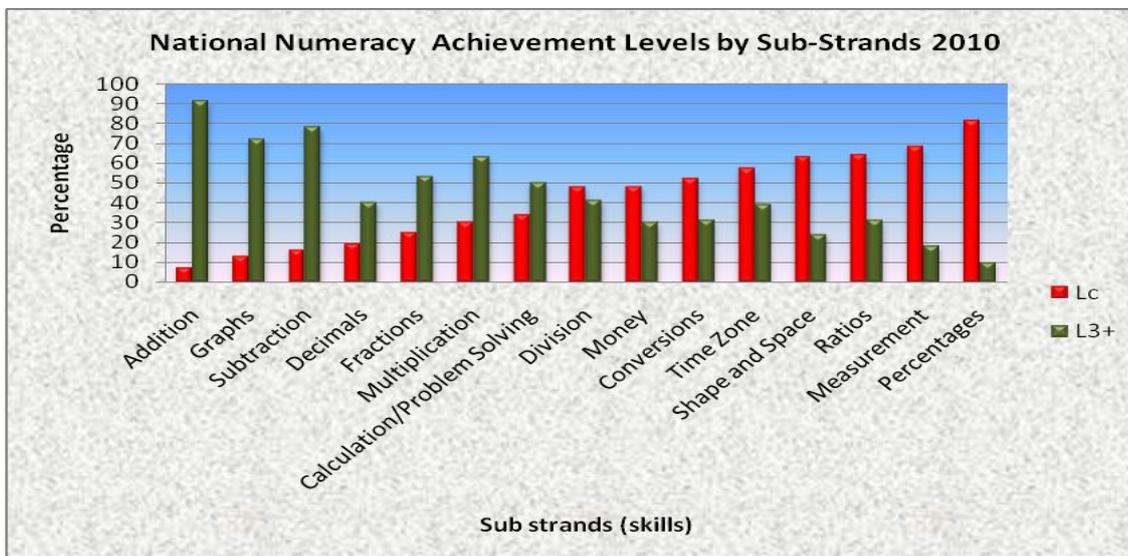
3.9: National Numeracy Achievements levels by strands in 2010 compared to 2005/2006.



Source: NESU, SPBEA, SPC

- A progressive improvement at the Lc level for working with numbers (9%), Measurement (4%), Shapes/Space (15%), and Graphs (17%) is reflected in the graph above. Yet there is more work to do for education policy makers and teachers in improving Shapes/Spaces and Measurement where more than half of the students is underperforming.

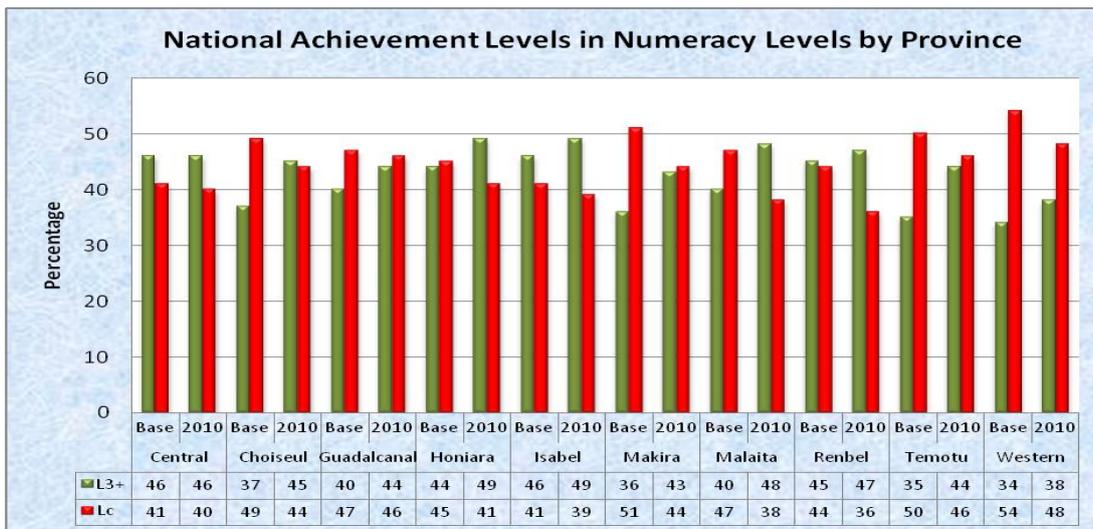
3.10: National Numeracy Achievements levels by sub-strands in 2010 compared to 2005/2006.



Source: NESU, SPBEA, SPC

- The data indicate that Conversions, Time zone, Shape and Space, Ratios Measurement and Percentage have a Lc level of above 50% and relatively a L3+-level. It is important NESU and other responsible divisions in MEHRD identify the reasons behind these scores and identify strategies on how to improve learners' achievement at year 6.

3.11: National Numeracy achievement levels by Province at year 6 in 2010 compared to the baseline year 2005/2006.



Source: NESU, SPBEA, SPC

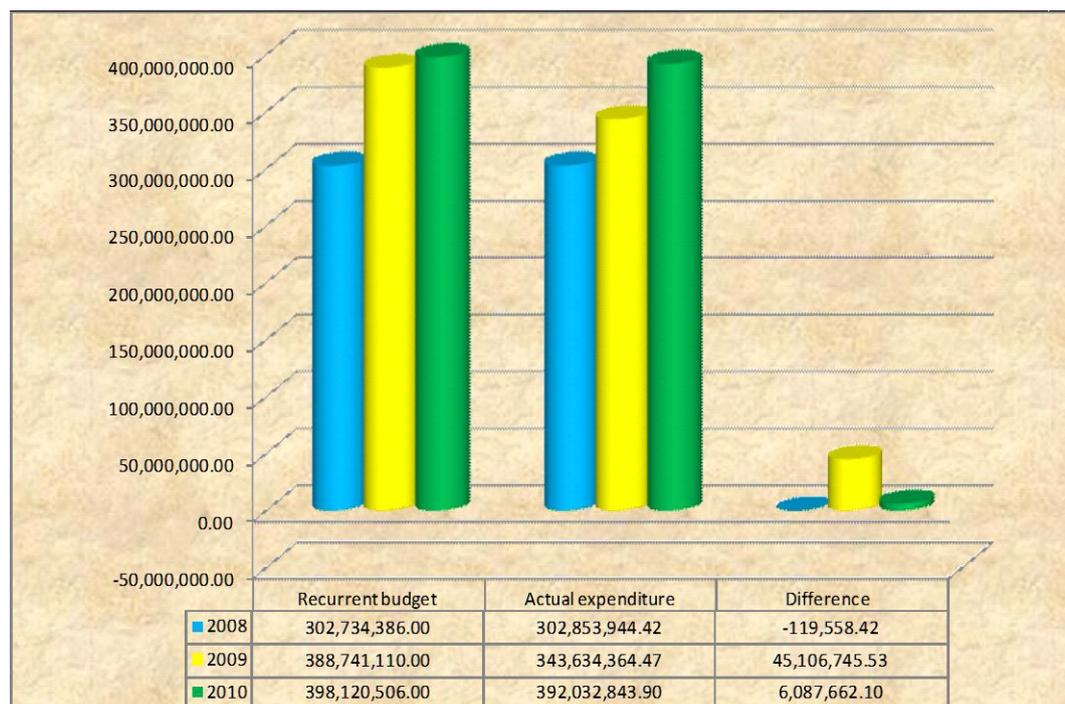
- A general improvement at L3+ level is demonstrated by all provinces with Malaita Province showing the best improvement in 2010 compared to the baseline year. This also corresponds to the general decrease in the Lc level. However, all provinces have indicated a high Lc ranging from 36% to 48% that means that in some provinces just over half of the students do perform satisfactorily (e.g in Guadalcanal and Temotu).

Chapter Four: Financial Management Indicators

Recurrent Budget

The estimated figures for 2008 and 2009 are different from the previous PAF 2007-2009 because we included the NZ education budget support. In the graph below only the total SIG support to MEHRD is presented.

4.1: Recurrent budget estimates and actual expenditure, 2008-2010

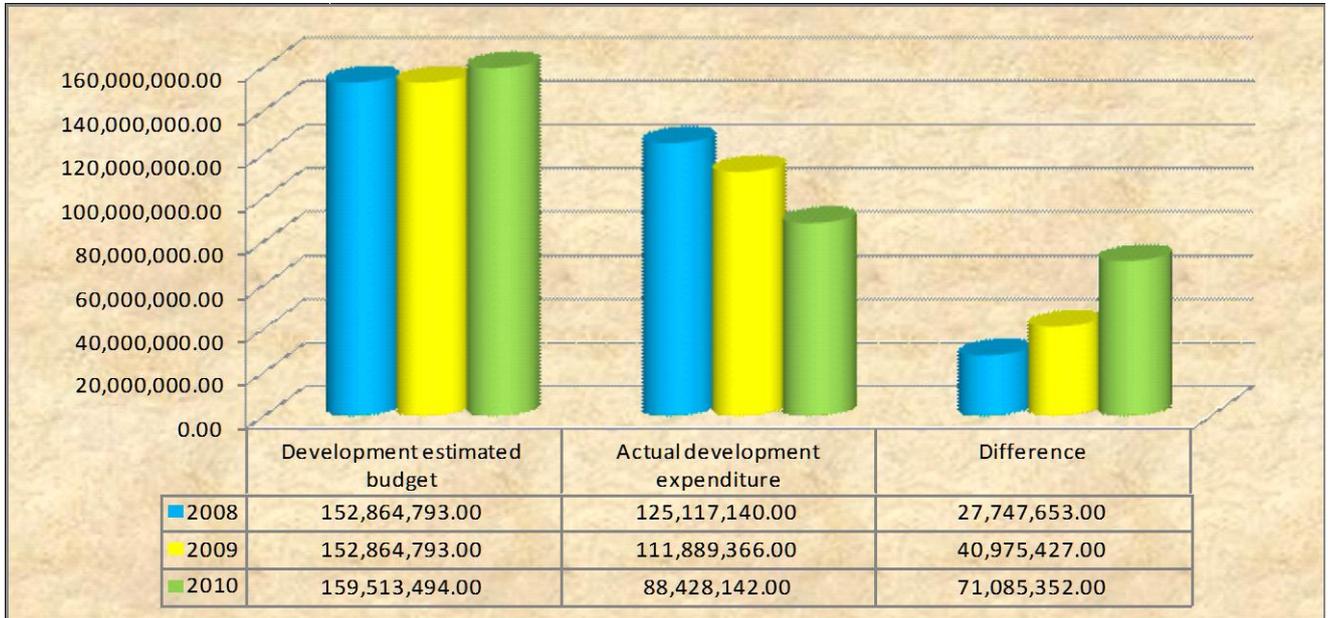


Source: Accounts division and MoFT

- The total recurrent budget estimate for education of the total SIG national budget has increased in the period 2008-2010 with 31.5%. The Ministry of Education has the biggest share of the total national recurrent budget over this reporting period, 22% in 2008, 26% in 2009 and 34% in 2010.
- The total expenditure have increased by 29.4% and the budget performance has improved with smaller difference between total budget and total expenditure in the period 2008-2010 with over spending of 0.039% in 2008.
- The sub sector of Primary Education indicated the highest expenditure compared to other sub sectors. 41.3% in 2008, 42.2% in 2009 and 42.4% in 2010. This corresponds with the highest numbers and share of total enrolment in this education level.
- A total of 66.8% of the MEHRD budget was spent on Basic Education (year 1-year 9), that includes Junior Secondary Education as well, compared to 33.2% spent on Senior Secondary education, TVET, ECE and Tertiary education in 2010. The ECE and TVET sub sector have the lowest expenditure. TVET in particular experienced a decrease of its expenditures compared to 2008.

Development Budget

4.2: Development budget estimates and actual expenditure, 2008-2010

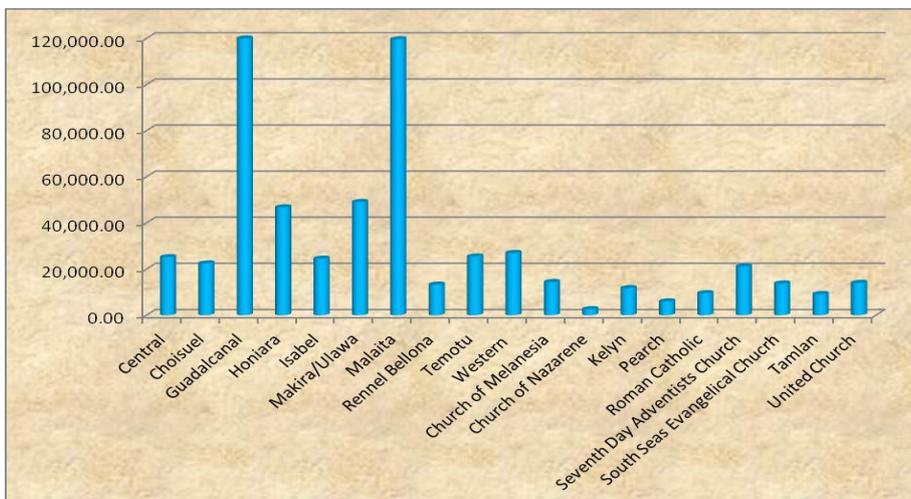


Source: Accounts division and MoFT

- The development budget also increased compared to 2008. However, development budget performance is much lower than with recurrent spending and also less when compared to 2008. We just spent 56% in 2010.

School Grants

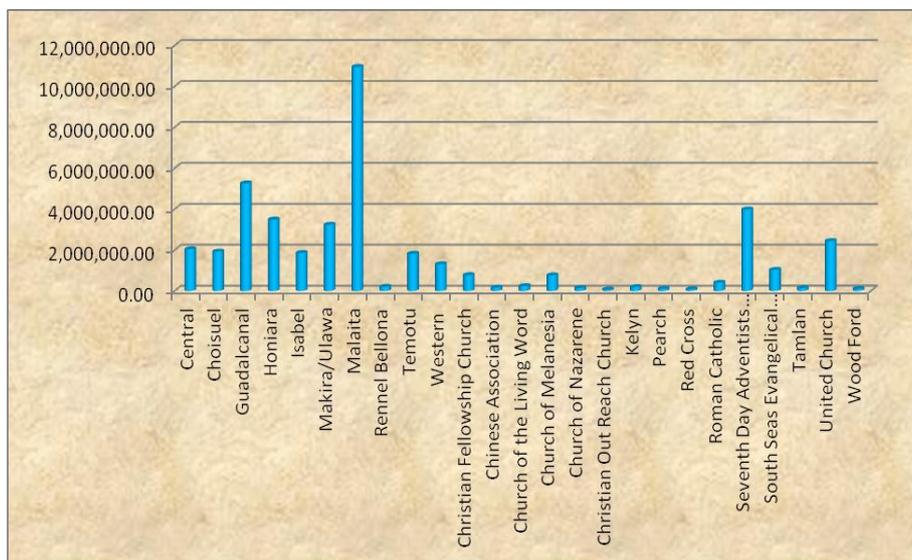
4.3: School grants disbursement to ECE providers by province in 2010



Source: Accounts division

- Only about 0.6% of the total amount of disbursed school grants were spent on ECE grants. Malaita (20.9%) and Guadalcanal (20.8%) received the highest amount of school grants.

4.4: School grants disbursement to Primary Schools by province in 2010



Source: Accounts division

- 48.2% of the total grants disbursed in 2010 were allocated to primary education level. Malaita with the highest number of primary schools and highest enrolment received about 25.7% of the total school grants..

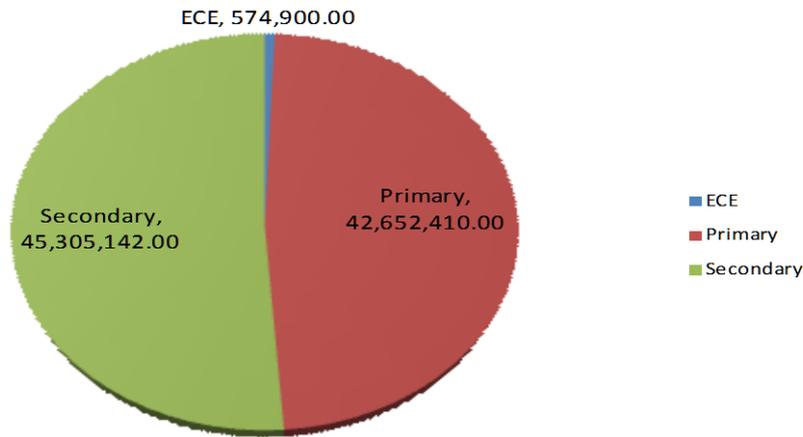
4.5: School grants disbursement to Secondary Schools by province in 2010



Source: Accounts division

- The secondary education has the biggest share of the total school grants disbursed in 2010 which is 51.2%. Though the sub sector has a lower total amount of schools and children, the school grants in particular for junior secondary schools is much higher, in particular for boarding schools. Malaita received the highest amount (11.4%) followed by Guadalcanal (9.7%) and SDA (9.0%).

4.6: Summary of school grants disbursement to ECE, Primary and Secondary Schools in 2010

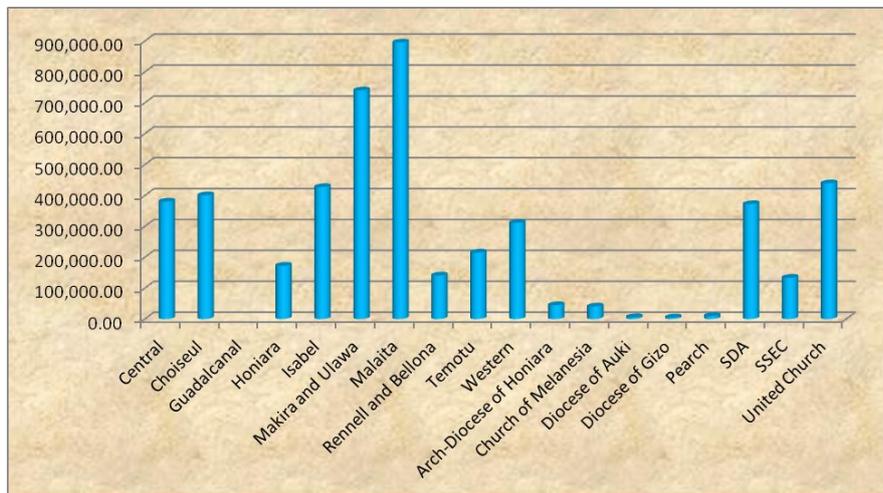


Source: Accounts division

- The pie chart above displayed the proportion share of the total school grants for 2010. ECE (0.6%), primary (48.2%) and secondary (51.2%). The secondary education level has the largest share while the ECE has the smallest share.

Education Authority Grants

4.7: Total education authority grants disbursement in 2010



Source: Accounts division

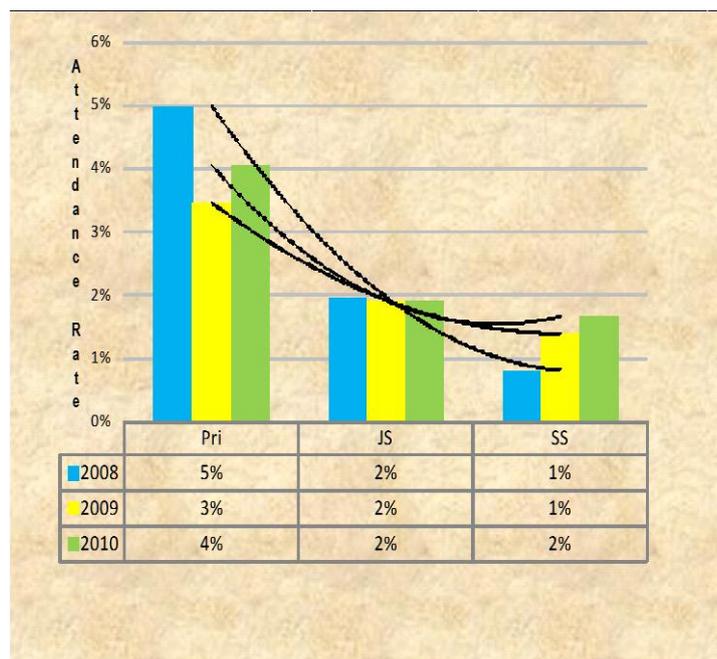
- About 36.8% of Education Authorities did not receive their school grants for the 1st biannual in 2010 and 5.6% of Education Authorities did not receive their grants for both the 1st and 2nd biannual periods in 2010. Malaita though only received the second biannual grant and received the highest share of grants of 18.9%. The smaller education authorities received the smaller amount of education authority grants.

Chapter Five: Efficiency Indicators

The information from the indicators below helps to assess if all the different inputs (funds, teachers, books, buildings, training etc.) have improved the effectiveness and efficiency of education.

Pupil/student Attendance Rates

5.1: Pupil/student attendance rates for primary, junior secondary and senior secondary, 2008-2010



Source: SIEMIS

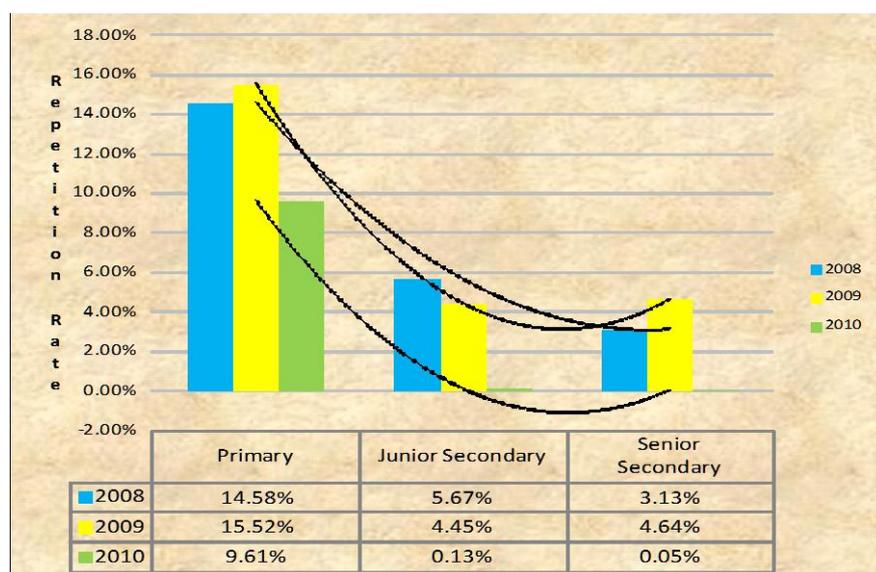
- Non-attendance rates at the primary school level have generally decreased in 2010 from 5% to 4%, which is a good sign, but remained constant in the period 2009 and 2010, which seems not a good progress for the period 2009-2010. Guadalcanal, Honiara, Malaita and Western indicate worsened attendance rates while improvements were clearly made in Temotu for the period 2009 to 2010.
- Non-attendance rate in junior secondary education have been the same over the period 2008-2010. However, in Honiara, Malaita, Rennel Bellona and Temotu attendance has worsened for the period 2009-2010. In Isabel province the attendance data shows approximately 100 % attendance.
- In senior secondary education the non-attendance rates have increased in 2010 compared 2008. However, Central, Choisuel, Isabel, Makira and Rennel Bellona data indicate approximately 100% attendance while Honiara and the Western Provinces have contributed to the overall national downwards trend with worsened attendance rates in 2010 compared to 2008 and 2009.

Repetition Rates

The repetition rate measures the proportion of pupils who repeat years or classes. The pupils repeating rates can cause that already limited school places are occupied by the same pupils limiting the accommodation and

access of other eligible children. A high repetition rate therefore implies low internal efficiency in education, as a part of the resource inputs are being used by repeaters⁵.

5.2: Repetition rates for primary, junior secondary and senior secondary for 2008-2010



Source: SIEMIS

- There is an improvement in the repetition rate for all education levels reported in figure 4.1. The repetition rate is still high at the primary education level compared to the junior and senior secondary education which has improved greatly over time in 2010 compared to 2008.

Dropout Rates

The drop out rate is the proportion of pupils or students in specific education levels who left school without completing a given grade in a given school year. The drop out rate indicates the extent to which pupils leave schooling and correlate with completion rates. High dropout rates imply that despite high and intensive inputs of funds, teachers, books, training, school buildings etc. there are low outcomes (completion) and this leads to low internal efficiency in any education level or the whole education sector⁶. Unfortunately this year we had technical problems with producing the drop out rates. We will sort out this problem and publish these in the next PAF.

Survival (completion) Rates

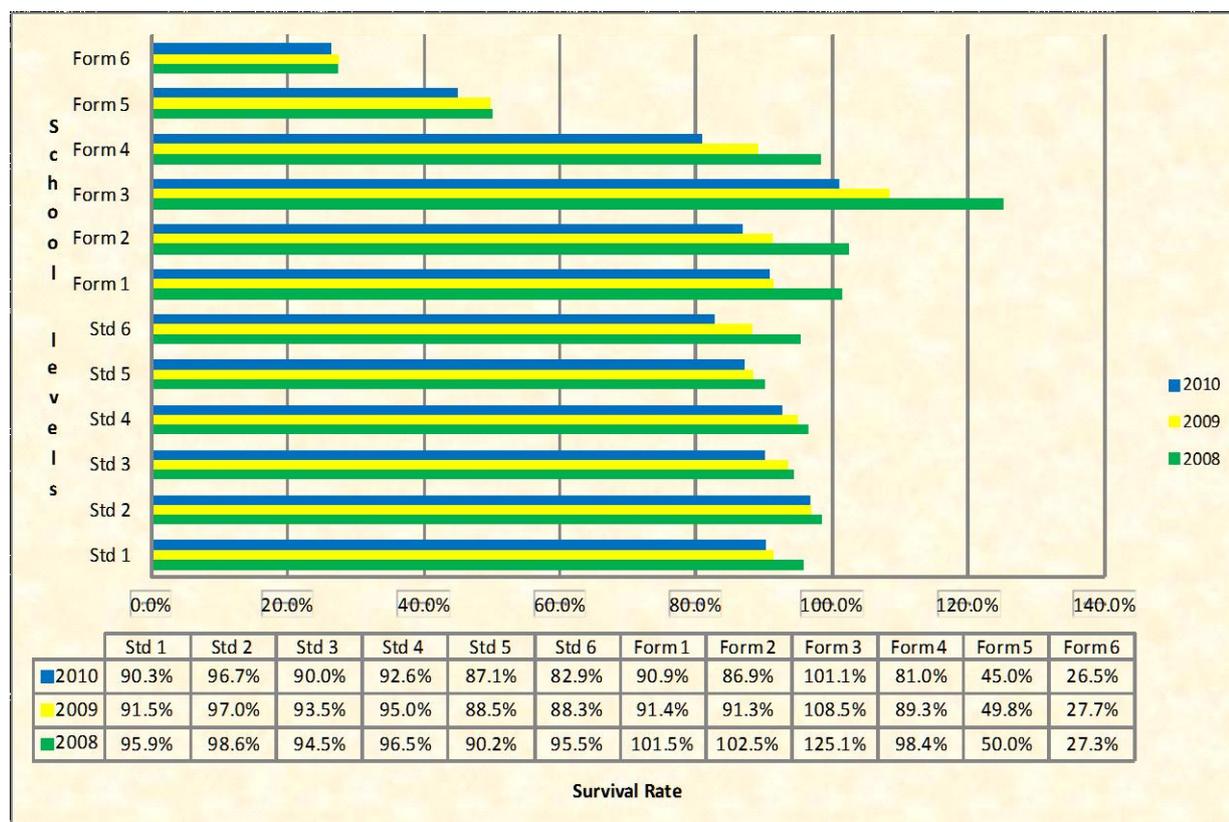
The survival rate of any education level is the percentage of a cohort of pupils enrolled in year 1 of a particular education level (primary or secondary education for instance) in a given school year who are expected to reach the last year of that education level (primary or secondary school), regardless of repetition.

This will show to what extend the school system has the capacity to retain pupils and students. High survival rates mean a high level of retention and low drop out rates, hence high internal efficiency.

⁵ Guidelines for EFA. Monitoring, Evaluation and Assessment. Identifying and Reaching the Unreached.

⁶ Guidelines for EFA. Monitoring, Evaluation and Assessment. Identifying and Reaching the Unreached.

5.3: National survival rates for all school levels from prep to form six, 2008-2010



Source: SIEMIS

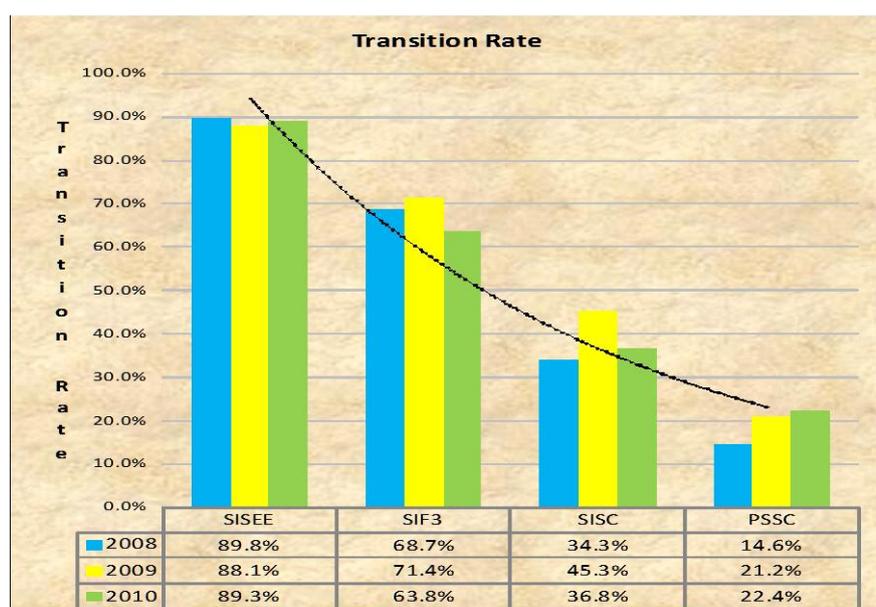
- The survival rates of 100% for the different grades mean that there are more children enrolled in that grade in the current report year compared to the enrolment in the lower grade the previous year. This means that children have repeated and some children that might have been out of school for a while might have re-entered school.
- Generally, compared to 2008, survival rates have decreased at all levels in primary and secondary education in 2010.
- The survival rate in 2010 also decreased per education level; from the last year of primary (year 6) with 83% to 45% in year 11 and even 26% in year 12. This indicates that a just minority completes a full cycle of both primary and secondary education. In 2008 the results were better; 95% in year 6, 50% in year 11 and 27% of the students in year 12 survived these levels.
- The survival rate per grades seems highest at (year 9 and lowest at year 12).

Transition Rates

The transition rate is an indicator that can be considered as an output indicator when viewed from the perspective of lower cycle to the higher cycle of education e.g. transition rate from primary to secondary education. .

High transition rates indicate high access or transition from one level of education to the next. They also reflect the intake capacity of the higher next level of education which is considered in this report. Inversely, low transition rates indicate problems in bridging the different levels of education, due to the examination results or inadequate admission capacity in the higher cycle or level of education or both.

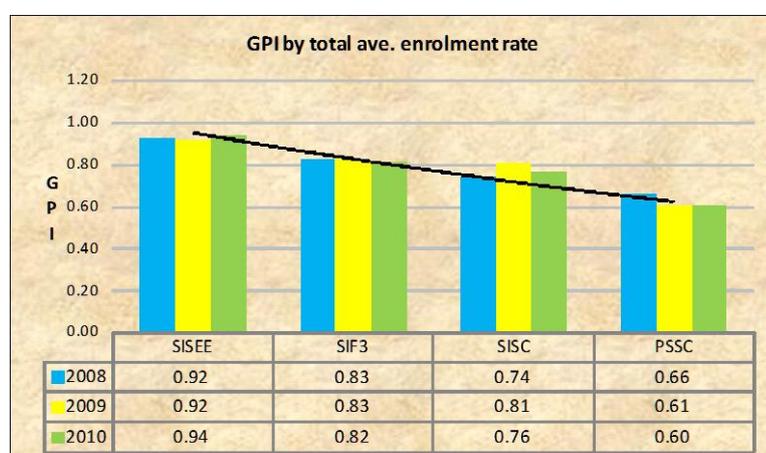
5.4: National transition rates for SISEE, SIF3, SISC and PSSC, 2008-2010



Source: Atlas, NESU

- The transition rate for SISEE (children who move on from primary to secondary education) decreased slightly from 89.8% in 2008 to 89.3% in 2010. The transition rate for SIF3 (students who enter into year 10) also decreased in the period 2008-2010 (from 68.7 to 63.8%), although there seems to be a more positive development in 2009 (71.4%) compared to 2008 (68.7%).
- The transition for SISC shows progress in 2010 (36.8%) compared to 2008 (34.3%) but has declined in comparison with 2009 (45.3%). The transition rate for PSSC shows a positive development steady progress in the period 2008 (14.6%) compared to 2009 (21.2%) and 2010 (22.9%).
- The data also show that the higher the level of education or examination, the lower the transition rate. This might indicate the limited capacity at the higher level to retain all the students from the lower previous level. The graph (5.4) shows that fewer children have entered year 12 compared to year 6, 9 and 11.

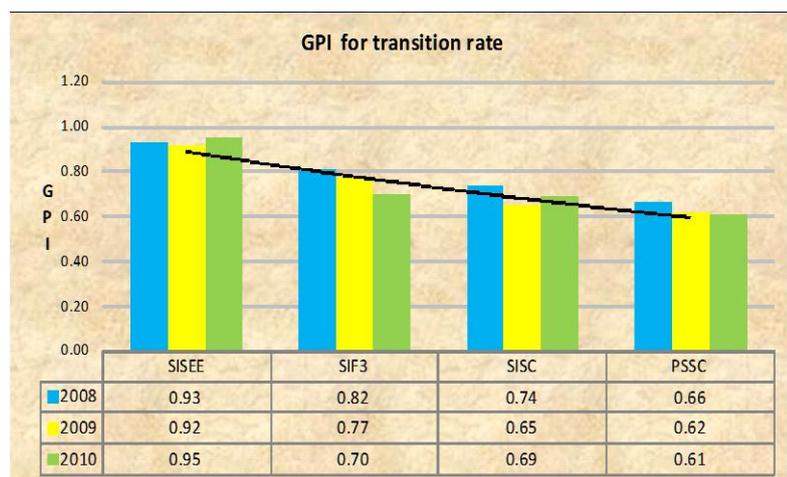
5.5: GPI for enrolment rates for SISEE, SIF3, SISC and PSSC, 2008-2010



Source: Atlas, NESU

- The GPI for SISEE and SISC indicates an increase in female participation in 2010 in examinations compared to 2008 while this female participation for SIF3 and PSSC has decreased in the period 2008-2010.
- The GPI for enrolment into all examination levels shows that there are still more boys than girls doing examinations, in particular for senior secondary school exams (SISC and PSSC).

5.6: GPI for xtransition rates for SISEE, SIF3, SISC and PSSC, 2008-2010



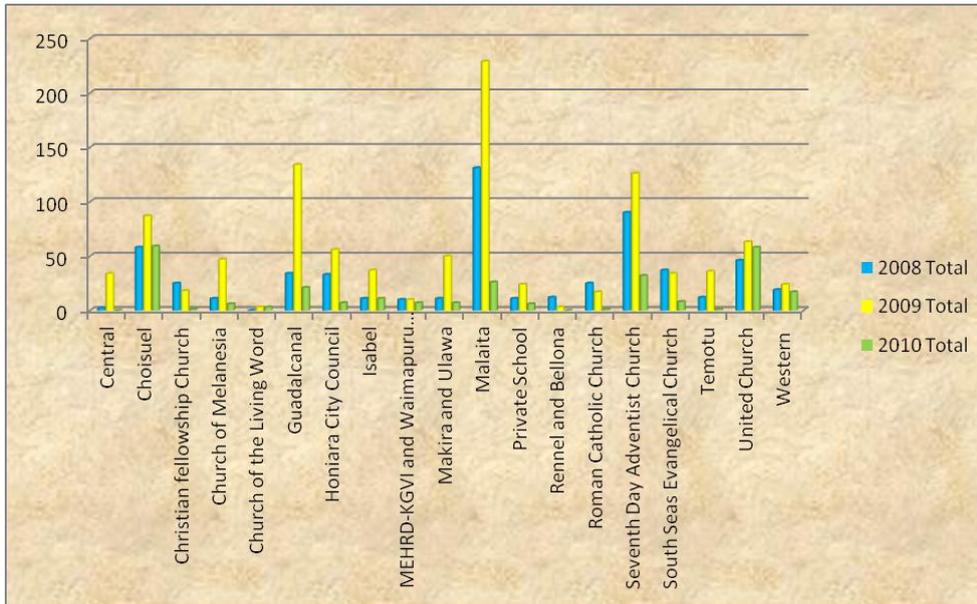
Source: Atlas, NESU

- The GPI transition rate for SISEE has shown a positive development with more girls enrolling in junior secondary education, but for SIF3, SISC and PSSC a downward trend is shown. This means that more girls are eliminated from the school system as they go higher up the education levels from year 9 to year 13.

Chapter Six: Human Resources Development

Teacher establishment

6.1: Number of vacancies for teachers and trainers approved by TSC by province, 2008-2010



Source: Teacher Master File, TSD

- Malaita, Guadalcanal, Choiseul and Seventh Day Adventist Church the highest number of vacancies for teachers over time while Rennel and Temotu province has the number of vacancies over time for the same reporting period for the provincial education authorities.

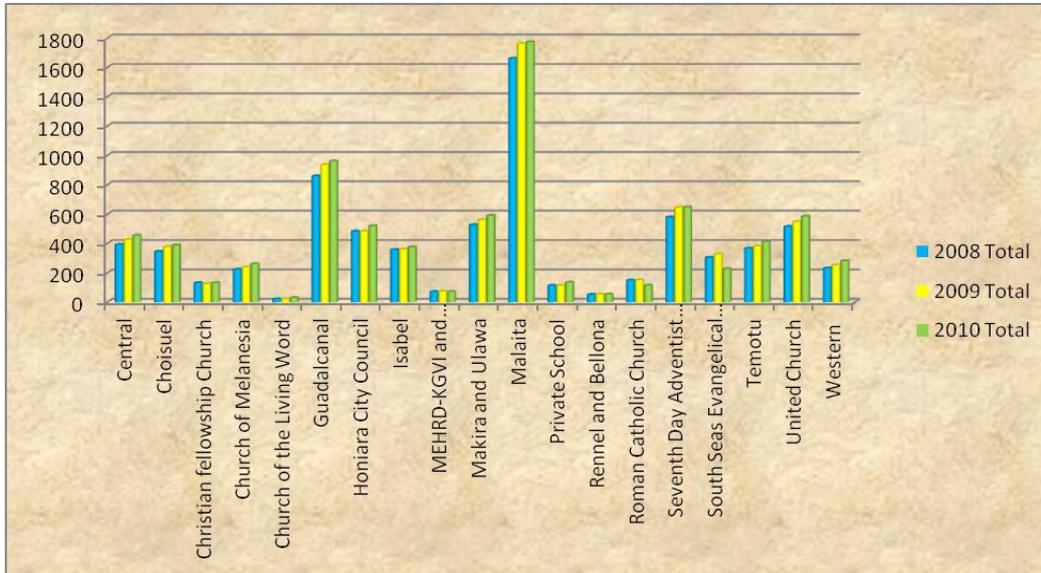
6.2: Number of vacancies for teachers and trainers approved by TSC for Solomon Islands, 2008-2010



Source: Teacher Master File, TSD

- The number of vacancies for teachers approved by TSC is higher in 2009 compared to 2008 and 2010. The drop in vacancies for 2010 was caused by higher recruitment in 2009, who filled many vacant positions.

6.3: Number of teachers, trainers and instructors approved by TSC by province, 2008-2010



Source: Teacher Master File, TSD

Malaita and Guadalcanal provinces have the highest number of teacher establishment posts compared to other provinces. These two provinces are the most populated in Solomon Islands and have the highest number of schools.

6.4: Number of teachers, trainers and instructors approved by TSC for Solomon Islands, 2008-2010



Source: Teacher Master File, TSD

- The TSC approved teacher establishment is highest in 2010 compared to 2008 and 2009. These increase is caused by filling many teacher vacant positions in 2009.

MEHRD establishment

6.5. Number of education staff reported by province, 2008-2010



Source: HRD

- Malaita and Western Province have the highest number of education staffs. Renbel and Temotu Province have the least number of education staff.

6.6. Number of vacancies for education staff reported by province, 2008-2010



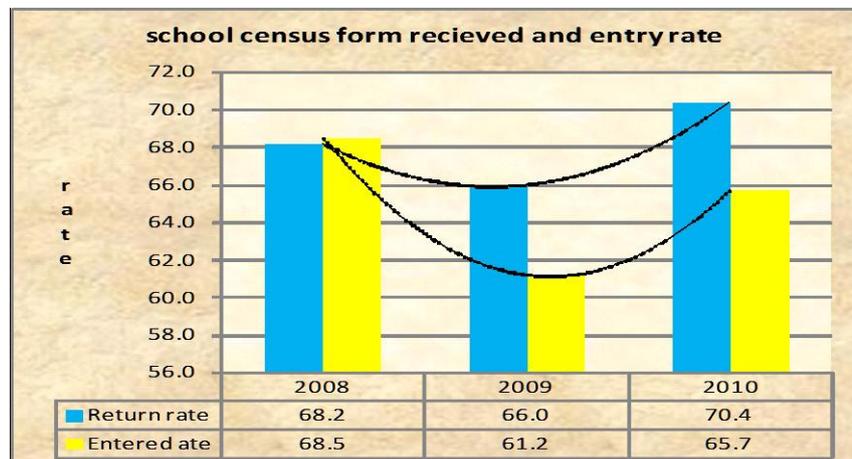
Source: HRD

- Central, Guadalcanal, Malaita and Western Province have the highest vacancies in 2010 compared to other provinces. Renbel seems to be fully staffed with no vacancies identified for 2009 and 2010.

Chapter Seven: Process Indicators

SIEMIS Return Rate

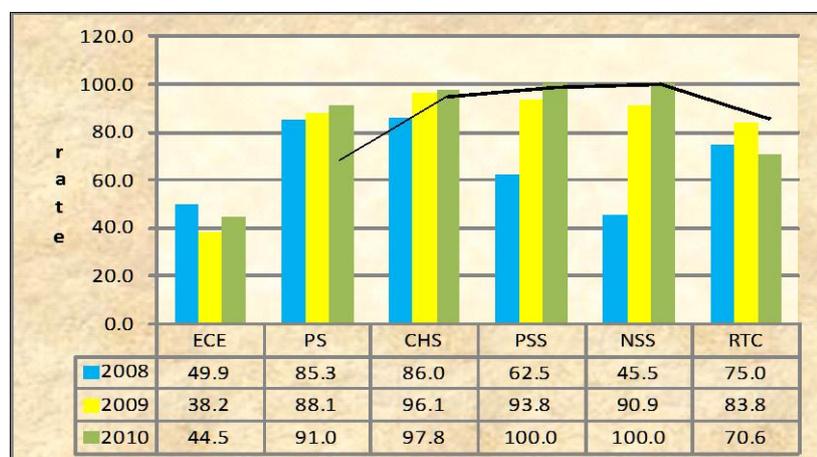
7.1: Total school census form received from schools and entered into SIEMIS, 2008-2010



Source: SIEMIS

- The percentage of SIEMIS-forms received has improved with 3.2% in 2010 compared to 2008. However, the entry rate has declined by 4.1% for the same period. Also the overall return rate is still low; 70.4% in 2010 which means that more than a quarter of the schools don't submit their forms or that EAs have not forwarded these forms to the MEHRD. Also data entry is relatively slow causing that we have not been able to produce the PAF 2008-2010 and 2009-2011 on time.
- The 2009 and 2010 return rates and entered rates are not the same because of the technical problem that we had with the system in entering the Rural Training Centres (RTC) school census forms. The RTC forms were received but not entered into the SIEMIS. That is also why TVET-data are not well presented in this PAF.

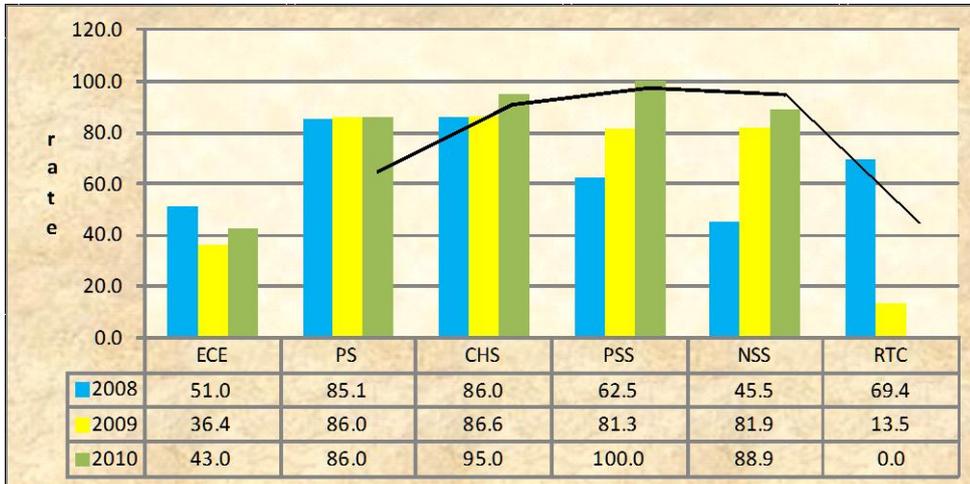
7.2: Total school census form received by education sector, 2008-2010



Source: SIEMIS

- The PSS and NSS have the highest return rate in 2010 while the ECE subsector shows the lowest return rate of SIEMIS school census forms. The return rate for PSS and CHS has remained consistently high over time in this reporting period. However, it is still not a 100% return rate. .

7.3: Total school census form entered into SIEMIS by education sector, 2008-2010

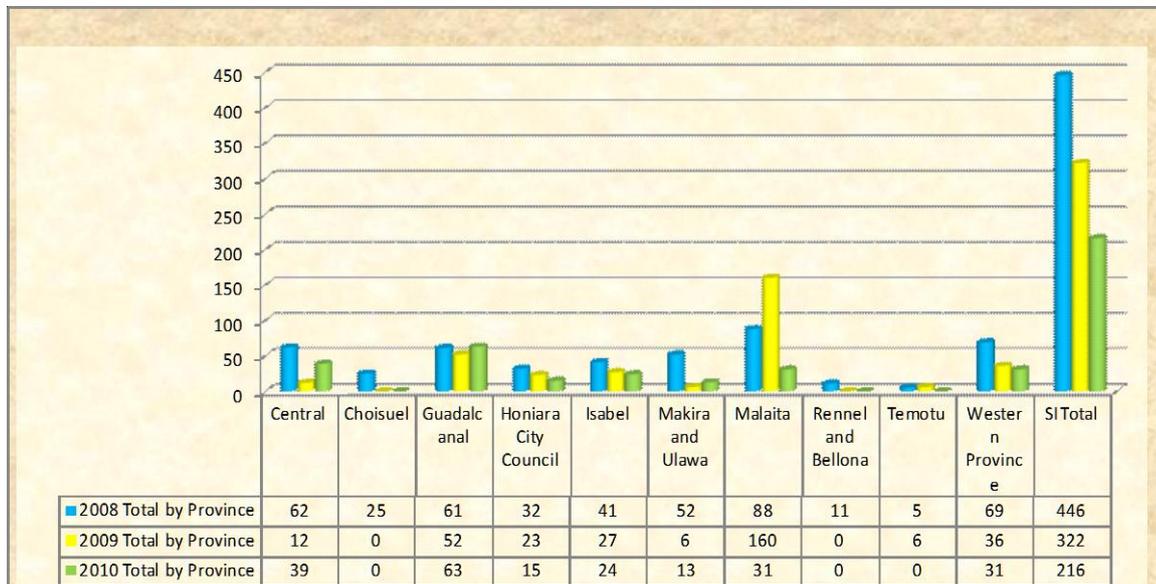


Source: SIEMIS

- All PSS forms were received and entered. However, the RTC school census forms were not entered because of the technical problem that we had with SIEMIS. The entry rate for PS, CHS, PSS and NSS has improved over the reporting period.

Inspectorate visits

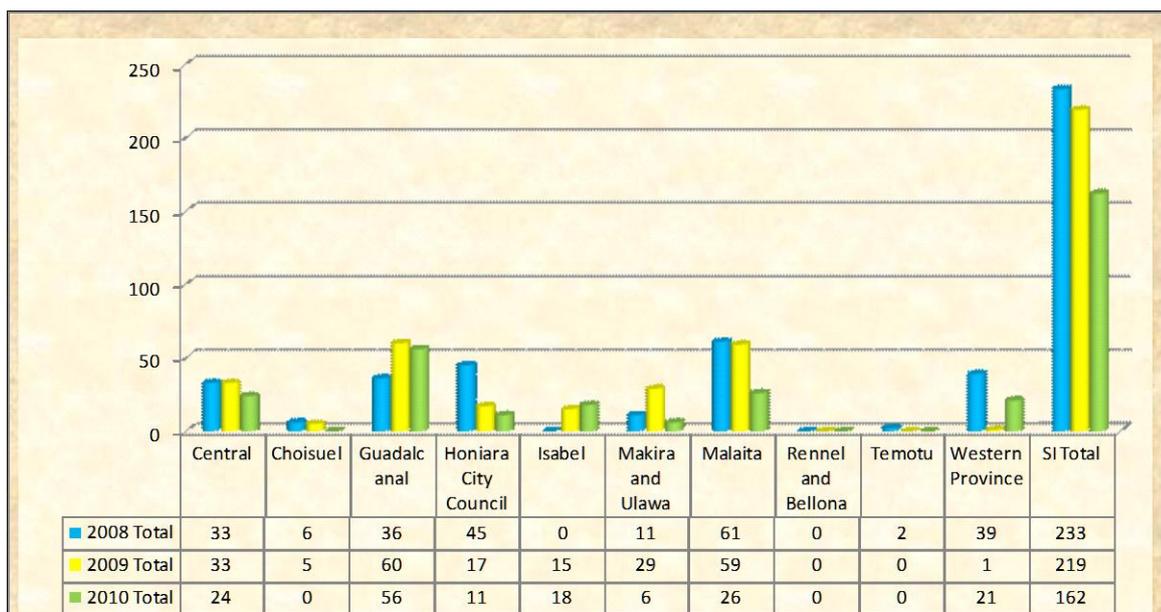
7.4: Total number of assessment visits contacted by inspectors by province, 2008-2010



Source: Inspectorate division

- The number of inspectorate assessment visits decreased over time in 2008-2010. Only Guadalcanal experienced a small increase of 3.2% more assessment visits from the inspectorate in 2010 than in 2008. The rest of the provinces showed a negative trend. Choiseul, Renbel and Temotu indicate that there was no visit from the Inspectorate in 2010.

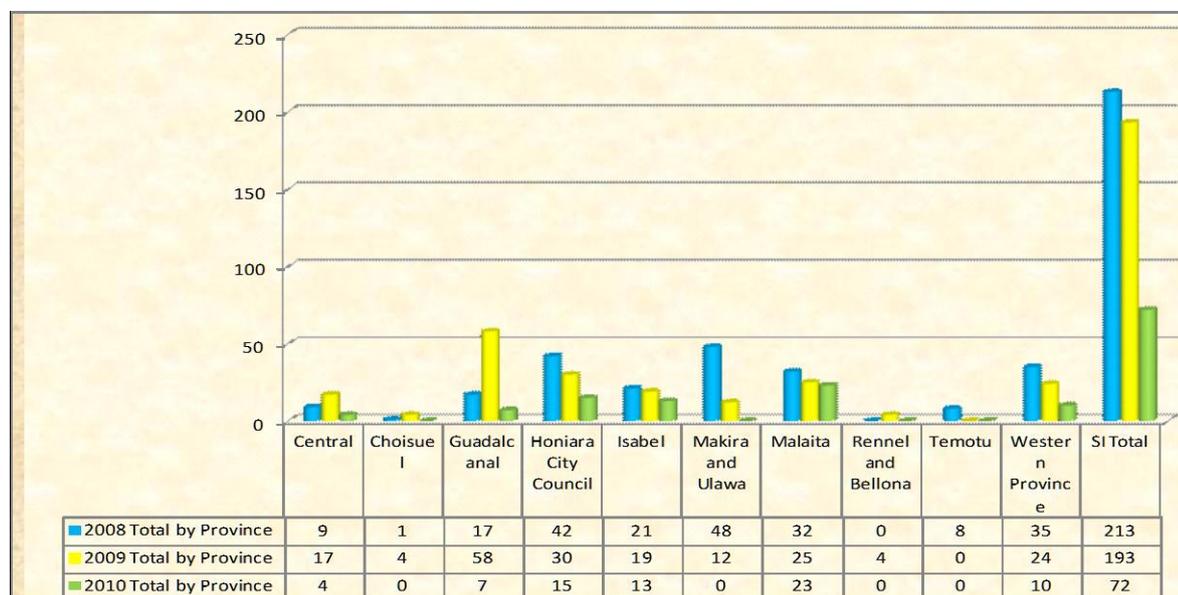
7.5: Total number of probationers inspected by inspectors by province, 2008-2010



Source: Inspectorate division

The number of probationers inspected reduced by 23.2% in 2010 compared to 2008. The number of these inspections of probationers decreased over time for all provinces in 2010 compared to 2008 except for Isabel.

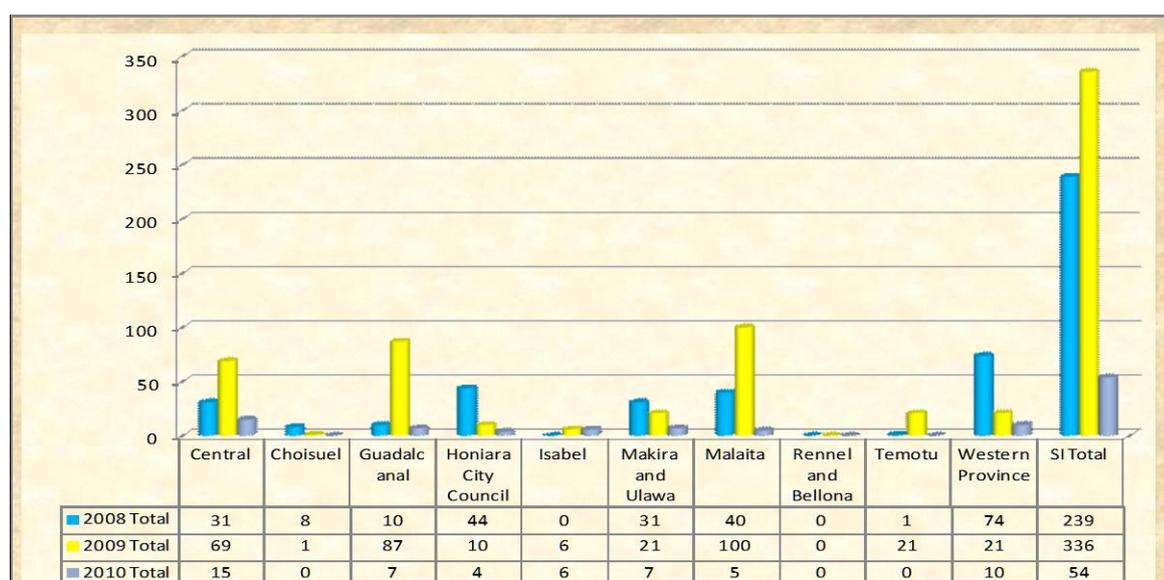
7.6: Total number of confirmed probationers inspected by province, 2008-2010



Source: Inspectorate division

- The number of confirmed probationers by the Inspectorate decreased in 2010 with 67% compared to 2008. In Choisuel, Makira, Renbel and Temotu no probationers were confirmed.

7.7: Total number of responsibility post on trial promotion inspected by province, 2008-2010

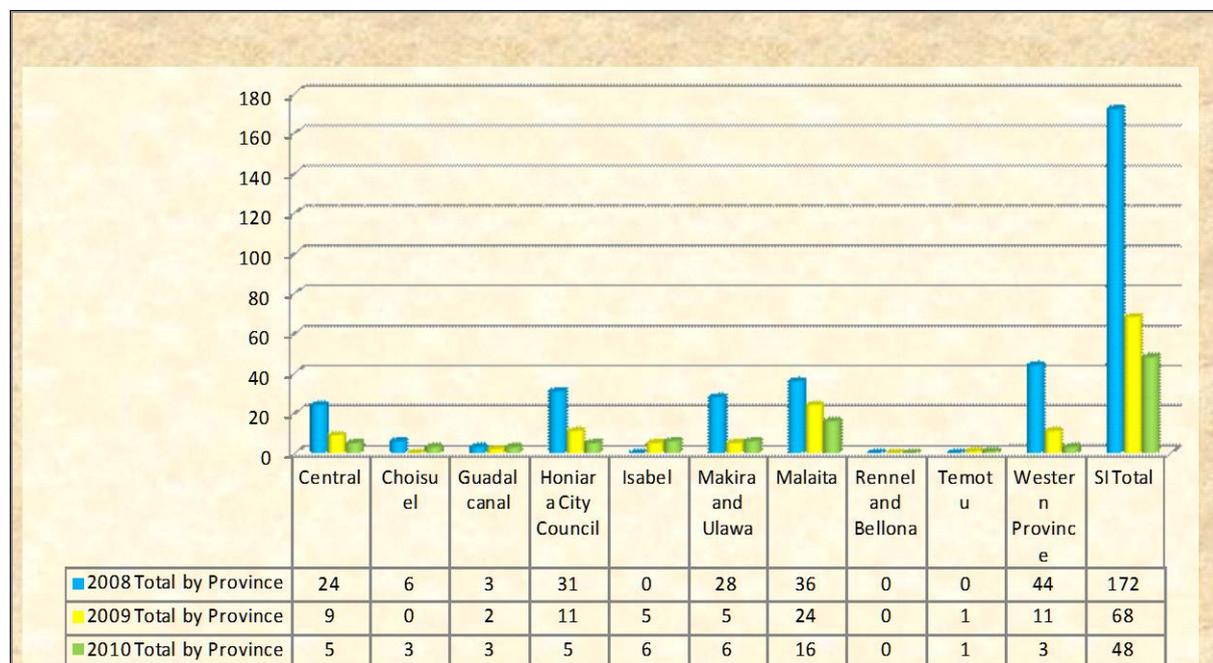


Source: Inspectorate division

- There was no inspection of the responsibility post holders on trial promotion in Renbel for this whole reporting period. Also no visits were made by the Inspectorate in 2010 for these responsibility post holders

in Choiseul and Temotu. All provinces have also indicated a negative trend for this type of inspectorate activity. .

7.8: Total number of confirmed probationers on responsibility post on trial promotion inspectors by province, 2008-2010



Source: Inspectorate division

- The total number of confirmation of responsibility holders on trial promotion reduced over the period 2008-2010 with 72%. Renbel indicated that no confirmation of these responsibility holders took place in this period. .

Policies Developed and Approved by Cabinet

- The number of policies developed has increased over time. The year 2010 was the best year with 5 policies developed. In 2008 the highest number (5) of policies were approved by Cabinet. A total of 12 new policies were approved by Cabinet in the period 2006-2009.

Annex one: Access data tables

Number of pupils enrolled by Province, Education Level and Gender

1.1: Number of pupils enrolled in earlychildhood education by province and gender, 2008-2010.

	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
Central	293	275	568	311	294	605	293	270	563
Choiseul	374	418	792	504	563	1067	509	587	1096
Guadalcanal	960	911	1871	1037	999	2036	1040	1040	2080
Honiara	1092	1138	2230	1142	1190	2332	1387	1394	2781
Isabel	831	846	1677	912	954	1866	884	931	1815
Makira and Ulawa	990	1086	2076	1391	1458	2849	1391	1475	2866
Malaita	3520	3699	7219	3698	4052	7750	3724	3963	7687
Rennell and Bellona	109	124	233	131	139	270	78	106	184
Temotu	271	325	596	289	333	622	403	427	830
Western	1144	1221	2365	1274	1368	2642	1355	1463	2818
SI	9584	10043	19627	10689	11350	22039	11064	11656	22720

Source: SIEMIS

1.2: Number of pupils enrolled in primary education by province and gender, 2008-2010.

	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
Central	2626	3064	5690	2776	3210	5986	2827	3181	6008
Choiseul	2709	2783	5492	2684	2896	5580	2801	3044	5845
Guadalcanal	8982	9619	18601	9463	10288	19751	9589	10345	19934
Honiara	5473	5755	11228	6195	6431	12626	6565	6692	13257
Isabel	2494	2810	5304	2528	2828	5356	2511	2781	5292
Makira and Ulawa	4084	4615	8699	4165	4787	8952	4395	4927	9322
Malaita	15936	18225	34161	17189	19449	36638	17602	19773	37375
Rennell and Bellona	306	328	634	324	349	673	316	321	637
Temotu	2358	2694	5052	2221	2498	4719	2376	2634	5010
Western	7411	7931	15342	7872	8375	16247	7821	8638	16459
SI	52379	57824	110203	55417	61111	116528	56803	62336	119139

Source: SIEMIS

1.3: Number of pupils enrolled in junior secondary education by province and gender, 2008-2010.

	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
Central	410	488	898	452	607	1059	497	598	1095
Choiseul	414	406	820	554	492	1046	575	551	1126
Guadalcanal	1593	1995	3588	2146	2501	4647	2178	2384	4562
Honiara	1578	1781	3359	1788	1894	3682	1939	2129	4068
Isabel	567	619	1186	601	666	1267	632	695	1327
Makira and Ulawa	830	1126	1956	860	1187	2047	997	1200	2197
Malaita	1942	2467	4409	2569	3315	5884	2621	3266	5887
Rennell and Bellona	89	120	209	110	150	260	97	138	235
Temotu	382	410	792	512	589	1101	483	589	1072
Western	1626	1724	3350	2024	2028	4052	2005	2068	4073
SI	9431	11136	20567	11616	13429	25045	12024	13618	25642

Source: SIEMIS

1.4: Number of pupils enrolled in senior secondary education by province and gender, 2008-2010.

	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
Central	73	89	162	181	130	311	156	210	366
Choiseul	54	91	145	85	110	195	108	112	220
Guadalcanal	844	1550	2394	1024	1718	2742	1048	1810	2858
Honiara	1273	1987	3260	1510	2226	3736	1638	2375	4013
Isabel	309	332	641	318	358	676	357	410	767
Makira and Ulawa	404	685	1089	407	685	1092	410	652	1062
Malaita	617	1186	1803	744	1331	2075	788	1377	2165
Rennell and Bellona	18	45	63	44	63	107	65	80	145
Temotu	149	197	346	169	200	369	201	227	428
Western	685	1034	1719	897	1398	2295	954	1458	2412
SI	4426	7196	11622	5379	8219	13598	5725	8711	14436

Source: SIEMIS

1.5: National summary of enrolment numbers by education level, 2008-2010.

	2008		2009		2010	
		%		%		%
ECE	19627	12.1%	22039	12.4%	22720	12.5%
PRI	110203	68.0%	116528	65.8%	119139	65.5%
JS	20567	12.7%	25045	14.1%	25642	14.1%
SS	11622	7.2%	13598	7.7%	14436	7.9%
SI	162019	100.0%	177210	100.0%	181937	100.0%

Source: SIEMIS

School aged population

1.6: School-aged population for total Solomon Islands of the age range yr 1 to 25 by gender, 2008-2010.

	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
1	6969	7467	14436	7327	7913	15240	7327	7913	15240
2	6964	7458	14422	7061	7924	14985	7061	7924	14985
3	6956	7452	14408	7274	7943	15217	7274	7943	15217
4	6502	6980	13482	7315	7671	14986	7315	7671	14986
5	6497	6971	13468	7403	7940	15343	7403	7940	15343
6	6490	6964	13454	7197	7597	14794	7197	7597	14794
7	6484	6956	13440	6455	7012	13467	6455	7012	13467
8	6477	6950	13427	6295	6895	13190	6295	6895	13190
9	5923	6462	12385	6776	7501	14277	6776	7501	14277
10	5918	6455	12373	6300	7198	13498	6300	7198	13498
11	5912	6448	12360	6065	6515	12580	6065	6515	12580
12	5905	6443	12348	5778	6635	12413	5778	6635	12413
13	5901	6434	12335	5701	6194	11895	5701	6194	11895
14	5131	5594	10725	5508	5998	11506	5508	5998	11506
15	5124	5587	10711	5680	5671	11351	5680	5671	11351
16	5121	5583	10704	5282	5524	10806	5282	5524	10806
17	5115	5578	10693	4820	5100	9920	4820	5100	9920
18	5110	5571	10681	4746	4991	9737	4746	4991	9737
19	4840	5282	10122	4475	4882	9357	4475	4882	9357
20	4837	5278	10115	5087	4973	10060	5087	4973	10060
21	4833	5275	10108	4055	3991	8046	4055	3991	8046
22	4828	5266	10094	4319	4205	8524	4319	4205	8524
23	4824	5261	10085	5103	4763	9866	5103	4763	9866
24	4309	4569	8878	4438	4437	8875	4438	4437	8875
25	4307	4564	8871	5051	4838	9889	5051	4838	9889
Total	123009	133188	256197	126600	136068	262668	126600	136068	262668

Source: National Statistics and SIEMIS based on 1999 population census projection data.

Gross and Net Enrolment Rates and Age –Specific Net Enrolment Rates

Early Childhood Education

1.7: Gross and Net Enrolment Rate for ECE by Gender, 2008-2010

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2008	1.48	1.44	1.46	1.02	0.39	0.39	0.39	0.99
2009	1.44	1.43	1.44	1.01	0.39	0.38	0.39	1.01
2010	1.49	1.47	1.48	1.02	0.41	0.39	0.40	1.04

Source: SIEMIS

1.8: Percent Change in GER and NER for ECE by Gender, NEAP Baseline Year (2007) to Current Year (2010)

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2007	1.52	1.46	1.49	1.04	0.40	0.39	0.39	1.01
2010	1.49	1.47	1.48	1.02	0.41	0.39	0.40	1.04
% Change	-0.02	0.00	-0.01	-0.02	0.03	0.00	0.02	0.03

Source: SIEMIS

Primary Education

1.9: Gross intake rate (NIR) and net intake rate (NIR) for Primary Education by gender, 2008-2010

	GIR				NIR			
	F	M	T	GPI	F	M	T	GPI
2008	1.50	1.53	1.52	0.98	0.50	0.50	0.50	1.01
2009	1.48	1.51	1.49	0.98	0.46	0.45	0.46	1.03
2010	1.43	1.48	1.45	0.97	0.48	0.48	0.48	1.00

Source: SIEMIS

1.10: Gross and Net Enrolment Rate for Primary Education by Gender, 2008-2010

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2008	1.22	1.24	1.23	0.98	0.95	0.96	0.96	0.99
2009	1.24	1.24	1.24	1.00	0.97	0.96	0.97	1.01
2010	1.27	1.26	1.26	1.00	0.99	0.98	0.99	1.01

Source: SIEMIS

1.11: Percent Change in GER and NER for Primary Education by Gender, NEAP Baseline Year (2007) to Current Year (2010)

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2007	1.15	1.19	1.17	0.97	0.91	0.93	0.92	0.98
2010	1.27	1.26	1.26	1.00	0.99	0.98	0.99	1.01
% Change	0.10	0.06	0.08	0.03	0.10	0.06	0.08	0.03

Source: SIEMIS

Junior Secondary Education

1.12: Gross and Net Enrolment Rate for Junior Secondary Education by Gender, 2008-2010

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2008	0.58	0.63	0.61	0.92	0.33	0.31	0.32	1.04
2009	0.69	0.75	0.72	0.91	0.39	0.39	0.39	1.01
2010	0.71	0.76	0.74	0.93	0.39	0.38	0.39	1.02

Source: SIEMIS

1.13: Percent Change in GER and NER for Junior Secondary Education by Gender, NEAP Baseline Year (2007) to Current Year (2010)

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2007	0.56	0.63	0.60	0.90	0.31	0.31	0.31	1.02
2010	0.71	0.76	0.74	0.93	0.39	0.38	0.39	1.02
% Change	0.26	0.22	0.24	0.03	0.25	0.25	0.25	0.02

Source: SIEMIS

Senior Secondary Education

1.14: Gross and Net Enrolment Rate for Senior Secondary Education by Gender, 2008-2010

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2008	0.19	0.24	0.22	0.78	0.17	0.21	0.19	0.84
2009	0.25	0.30	0.27	0.83	0.21	0.24	0.23	0.88
2010	0.27	0.33	0.30	0.82	0.23	0.26	0.25	0.88

Source: SIEMIS

1.15: Percent Change in GER and NER for Senior Secondary Education by Gender, NEAP Baseline Year (2007) to Current Year (2010)

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2007	0.17	0.24	0.21	0.70	0.16	0.21	0.19	0.75
2010	0.27	0.33	0.30	0.82	0.23	0.26	0.25	0.88
% Change	0.55	0.34	0.42	0.16	0.45	0.23	0.32	0.13

Source: SIEMIS

Number and Percentage of pupils with special needs

1.16: Number and percentage of pupils with special needs enrolled in Primary Education by province, 2008-2010

	2008		2009		2010	
	No.	%	No.	%	No.	%
Central	61	1%	67	1%	64	1%
Choiseul	184	3%	183	3%	151	3%
Guadalcanal	537	3%	397	2%	476	2%
Honiara	256	2%	99	1%	133	1%
Isabel	87	2%	57	1%	61	1%
Makira and Ulawa	156	2%	172	2%	161	2%
Malaita	574	2%	687	2%	763	2%
Rennell and Bellona	7	1%	9	1%	3	0%
Temotu	81	2%	63	1%	79	2%
Western	385	3%	272	2%	402	2%
SI	2328	2%	2006	2%	2293	2%

Source: SIEMIS

1.17: Number and percentage of pupils with special needs enrolled in Junior Secondary Education by province, 2008-2010

	2008		2009		2010	
	No.	%	No.	%	No.	%
Central	1	0%	15	1%	7	1%
Choiseul	4	0%	2	0%	13	1%
Guadalcanal	52	1%	20	0%	60	1%
Honiara	14	0%	8	0%	9	0%
Isabel	12	1%	3	0%	5	0%
Makira and Ulawa	11	1%	14	1%	32	1%
Malaita	108	2%	71	1%	133	2%
Rennell and Bellona	3	1%	0	0%	5	2%
Temotu	3	0%	3	0%	6	1%
Western	52	2%	33	1%	29	1%
SI	260	1%	169	1%	299	1%

Source: SIEMIS

1.18: Number and percentage of pupils with special needs enrolled in Senior Secondary education by province, 2008-2010

	2008		2009		2010	
	No.	%	No.	%	No.	%
Central	1	1%	1	0%	1	0%
Choiseul	1	1%	0	0%	2	1%
Guadalcanal	2	0%	2	0%	27	1%
Honiara	12	0%	4	0%	8	0%
Isabel	0	0%	1	0%	4	1%
Makira and Ulawa	7	1%	3	0%	56	5%
Malaita	3	0%	5	0%	5	0%
Rennell and Bellona	0	0%	0	0%	0	0%
Temotu	1	0%	3	1%	0	0%
Western	12	1%	10	0%	12	0%
SI	39	0%	29	0%	115	1%

Source: SIEMIS

Annex two: Infrastructure data tables

Number of Schools

2.1: Number of ECE Centers by Province, 2008-2010

	2008	2009	2010
Central	13	13	13
Choiseul	24	25	23
Guadalcanal	57	55	45
Honiara	28	28	34
Isabel	61	61	55
Makira and Ulawa	78	83	72
Malaita	201	204	192
Rennell and Bellona	11	10	7
Temotu	21	21	22
Western	60	59	59
SI Total	554	559	522

2.2: Num of Primary Schools by Province, 2008-2010

	2008	2009	2010
Central	31	30	31
Choiseul	39	39	39
Guadalcanal	77	79	79
Honiara	12	12	14
Isabel	29	28	28
Makira and Ulawa	60	59	59
Malaita	131	134	133
Rennell and Bellona	9	9	9
Temotu	35	33	32
Western	103	101	101
SI Total	526	524	525

2.3: Number of CHS by Province, 2008-2010

	2008	2009	2010
Central	9	10	10
Choiseul	11	11	11
Guadalcanal	28	28	28
Honiara	15	17	17
Isabel	4	5	5
Makira and Ulawa	14	15	15
Malaita	47	48	50
Rennell and Bellona	2	2	2
Temotu	6	7	8
Western	28	30	30
SI Total	164	173	176

2.4: Number of PSS by Province, 2008-2010

	2008	2009	2010
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
SI Total	16	16	16

2.5: Number of NSS by Province, 2008-2010

	2008	2009	2010
Central	0	0	0
Choiseul	0	0	0
Guadalcanal	3	3	3
Honiara	1	1	1
Isabel	0	0	0
Makira and Ulawa	2	2	2
Malaita	1	1	1
Rennell and Bellona	0	0	0
Temotu	0	0	0
Western	2	3	3
SI Total	9	10	10

2.6: Number of RTC by Province, 2008-2010

	2008	2009	2010
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	2
Malaita	6	6	6
Rennell and Bellona	1	1	1
Temotu	1	1	1
Western	6	6	6
SI Total	27	27	26

Source: SIEMIS

Number of Classrooms and Pupils-to- Classroom Ratios

2.7: Number of classroom and pupil to classroom ratios for Primary Schools by Province, 2008-2010

PS	2008			2009			2010		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	185	3960	21.4	189	3909	20.7	195	4014	20.6
Choiseul	159	3658	23.0	172	3790	22.0	172	3848	22.4
Guadalcanal	426	11550	27.1	480	12176	25.4	488	12177	25.0
Honiara	77	3661	47.5	77	3711	48.2	88	4372	49.7
Isabel	168	4524	26.9	174	4292	24.7	181	4178	23.1
Makira and Ulawa	290	6531	22.5	295	6658	22.6	312	6870	22.0
Malaita	747	20840	27.9	802	22538	28.1	836	22312	26.7
Rennell and Bellona	28	510	18.2	30	530	17.7	35	527	15.1
Temotu	185	4108	22.2	185	3803	20.6	186	3643	19.6
Western	469	10760	22.9	482	10808	22.4	498	11039	22.2
SI Total	2734	70102	25.6	2886	72215	25.0	2991	72980	24.4

Source: SIEMIS

2.8: Number of classroom and pupil to classroom ratios for CHS by Province, 2008-2010

CHS	2008			2009			2010		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	78	2597	33.3	96	3163	32.9	109	3204	29.4
Choiseul	103	2578	25.0	42	2788	66.4	114	3071	26.9
Guadalcanal	300	10262	34.2	173	11623	67.2	266	11868	44.6
Honiara	217	11800	54.4	254	13975	55.0	244	14435	59.2
Isabel	48	1799	37.5	36	2139	59.4	71	2356	33.2
Makira and Ulawa	129	3827	29.7	68	4080	60.0	142	4441	31.3
Malaita	502	17949	35.8	434	19959	46.0	588	20740	35.3
Rennell and Bellona	13	236	18.2	10	327	32.7	14	333	23.8
Temotu	58	1650	28.4	63	2108	33.5	66	2298	34.8
Western	262	7850	30.0	155	9055	58.4	240	8889	37.0
SI Total	1710	60548	35.4	1331	69217	52.0	1854	71635	38.6

Source: SIEMIS

2.9: Number of classroom and pupil to classroom ratios for PSS by Province, 2008-2010

PSS	2008			2009			2010		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	6	193	32.2	6	284	47.3	8	320	40.0
Choiseul	6	243	40.5	7	223	31.9	8	252	31.5
Guadalcanal	28	734	26.2	21	1057	50.3	21	986	47.0
Honiara	10	929	92.9	10	901	90.1	10	979	97.9
Isabel	15	784	52.3	15	844	56.3	16	828	51.8
Makira and Ulawa	9	255	28.3	9	302	33.6	10	320	32.0
Malaita	28	710	25.4	27	963	35.7	25	1005	40.2
Rennell and Bellona	3	128	42.7	3	151	50.3	5	125	25.0
Temotu	9	340	37.8	8	186	23.3	8	321	40.1
Western	23	710	30.9	23	707	30.7	15	654	43.6
SI Total	137	5026	36.7	129	5618	43.6	126	5790	46.0

Source: SIEMIS

2.10: Number of classroom and pupil to classroom ratios for NSS by Province, 2008-2010

NSS	2008			2009			2010		
	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	34	1253	36.9	34	1500	44.1	30	1483	49.4
Honiara	10	856	85.6	10	856	85.6	0	951	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	10	903	90.3	20	823	41.2	20	823	41.2
Malaita	10	314	31.4	10	363	36.3	7	393	56.1
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	807	36.7	31	1153	37.2	25	1123	44.9
SI Total	86	4133	48.1	105	4695	44.7	82	4773	58.2

Source: SIEMIS

2.11: Number of classroom and pupil to classroom ratios for RTC by Province, 2008-2010

RTC	2008			2009			2010		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	0	0	0.0	0	0	0.0	0	0	0.0
Choiseul	0	20	0.0	0	20	0.0	0	20	0.0
Guadalcanal	11	784	71.3	11	784	0.0	11	784	0.0
Honiara	0	95	0.0	0	95	0.0	0	95	0.0
Isabel	1	24	24.0	1	24	0.0	1	24	0.0
Makira and Ulawa	10	228	22.8	10	228	22.8	8	127	15.9
Malaita	14	699	49.9	14	700	50.0	14	700	50.0
Rennell and Bellona	3	32	10.7	3	32	0.0	3	32	0.0
Temotu	4	92	23.0	4	92	0.0	4	92	0.0
Western	7	726	103.7	7	726	0.0	7	726	103.7
SI Total	50	2700	54.0	50	2701	54.0	48	2600	54.2

Source: SIEMIS

Number of Desks and Pupil-to-desk Ratios

2.12: Number of desks and pupil to desk ratios for Primary Schools by Province, 2008-2010

PS	2008			2009			2010		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	1119		0.0	883	3909	4.4	1186	4014	3.4
Choiseul	1548	3658	2.4	1489	3790	2.5	1411	3848	2.7
Guadalcanal	3834	11550	3.0	3421	12176	3.6	4102	12177	3.0
Honiara	980	3661	3.7	942	3711	3.9	1230	4372	3.6
Isabel	2341	4524	1.9	2325	4292	1.8	2319	4178	1.8
Makira and Ulawa	2193	6531	3.0	1887	6658	3.5	2192	6870	3.1
Malaita	4736	20840	4.4	5497	22538	4.1	6280	22312	3.6
Rennell and Bellona	179	510	2.8	190	530	2.8	243	527	2.2
Temotu	1362	4108	3.0	1153	3803	3.3	1336	3643	2.7
Western	3734	10760	2.9	3405	10808	3.2	3769	11039	2.9
SI Total	22026	66142	3.0	21192	72215	3.4	24068	72980	3.0

Source: SIEMIS

2.13: Number of desks and pupil to desk ratios for CHS by Province, 2008-2010

CHS	2008			2009			2010		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	824	2597	3.2	815	3163	3.9	724	3204	4.4
Choiseul	1530	2578	1.7	579	2788	4.8	1383	3071	2.2
Guadalcanal	3427	10262	3.0	3034	11623	3.8	2195	11868	5.4
Honiara	3987	11800	3.0	4650	13975	3.0	6042	14435	2.4
Isabel	862	1799	2.1	624	2139	3.4	1050	2356	2.2
Makira and Ulawa	1528	3827	2.5	799	4080	5.1	1675	4441	2.7
Malaita	5836	17949	3.1	4115	19959	4.9	7475	20740	2.8
Rennell and Bellona	31	236	7.6	62	327	5.3	39	333	8.5
Temotu	207	1650	8.0	476	2108	4.4	682	2298	3.4
Western	3496	7850	2.2	2148	9055	4.2	2827	8889	3.1
SI Total	21728	60548	2.8	17302	69217	4.0	24092	71635	3.0

Source: SIEMIS

2.14: Number of desks and pupil to desk ratios for PSS by Province, 2008-2010

PSS	2008			2009			2010		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	95	193	2.0	0	284		0	320	
Choiseul	113	243	2.2	122	223	1.8	151	252	1.7
Guadalcanal	137	734	5.4	470	1057	2.2	400	986	2.5
Honiara	0	929		700	901	1.3	600	979	1.6
Isabel	97	784	8.1	588	844	1.4	116	828	7.1
Makira and Ulawa	320	255	0.8	354	302	0.9	144	320	2.2
Malaita	390	710	1.8	290	963	3.3	733	1005	1.4
Rennell and Bellona	0	128		0	151		81	125	1.5
Temotu	0	340		326	186	0.6	297	321	1.1
Western	114	710	6.2	178	707	4.0	463	654	1.4
SI Total	1266	5026	4.0	3028	5618	1.9	2985	5790	1.9

Source: SIEMIS

2.15: Number of desks and pupil to desk ratios for NSS by Province, 2008-2010

NSS	2008			2009			2010		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	0	0		0	0		0	0	
Choiseul	0	0		0	0		0	0	
Guadalcanal	355	1253	3.5	72	1500	20.8	883	1483	1.7
Honiara	0	856		0	856		0	951	
Isabel	0	0		0	0		0	0	
Makira and Ulawa	0	903		0	823		0	823	
Malaita	308	314	1.0	0	363		292	393	1.3
Rennell and Bellona	0	0		0	0		0	0	
Temotu	0	0		0	0		0	0	
Western	0	807		435	1153	2.7	452	1123	2.5
SI Total	663	4133	6.2	507	4695	9.3	1627	4773	2.9

Source: SIEMIS

2.16: Number of desks and pupil to desk ratios for RTC by Province, 2008-2010

RTC	2008			2009			2010		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	0			0	0		0	0	
Choiseul	20			0	20		0	20	
Guadalcanal	784			0	784		0	784	
Honiara	95			0	95		0	95	
Isabel	24			0	24		0	24	
Makira and Ulawa	228			0	228		0	127	
Malaita	699			0	700		0	700	
Rennell and Bellona	32			0	32		0	32	
Temotu	92			0	92		0	92	
Western	726			0	726		0	726	
SI Total	0	2700		0	2701		0	2600	

Source: SIEMIS

Number of Dormitories, and Boarder to Toilet Ratios

2.17: Number of dormitories, number of enrolled boarders in CHS and boarder to dorm ratio by Province, 2008-2010

CHS	2008			2009			2010		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	5	36	7.2	5	152	30.4	5	93	18.6
Choiseul	13	233	17.9	17	336	19.8	14	373	26.6
Guadalcanal	18	587	32.6	21	428	20.4	20	55	2.8
Honiara	0	0		0	0		0	0	
Isabel	19	984	51.8	24	955	39.8	28	1177	42.0
Makira and Ulawa	17	811	47.7	20	340	17.0	22	1061	48.2
Malaita	8	98	12.3	9	435	48.3	9	208	23.1
Rennell and Bellona	3	43	14.3	3	31	10.3	4	45	11.3
Temotu	3	58	19.3	3	238	79.3	4	238	59.5
Western	43	1549	36.0	45	538	12.0	53	1730	32.6
SI Total	129	4399	34.1	147	3453	23.5	159	4980	31.3

Source: SIEMIS

2.18: Number of dormitories, number of enrolled boarders in PSS and boarder to dorm ratio by Province, 2008-2010

PSS	2008			2009			2010		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	6	193	32.2	6	284	47.3	6	320	53.3
Choiseul	5	230	46.0	6	7	1.2	6	242	40.3
Guadalcanal	24	607	25.3	17	836	49.2	21	881	42.0
Honiara	0	0		0	0		0	0	
Isabel	16	774	48.4	14	844	60.3	14	828	59.1
Makira and Ulawa	5	253	50.6	7	296	42.3	5	324	64.8
Malaita	17	626	36.8	18	608	33.8	17	739	43.5
Rennell and Bellona	1	85	85.0	1	0	0.0	2	68	34.0
Temotu	7	340	48.6	7	186	26.6	8	311	38.9
Western	16	693	43.3	12	680	56.7	13	638	49.1
SI Total	97	3801	39.2	88	3741	42.5	92	4351	47.3

Source: SIEMIS

2.19: Number of dormitories, number of enrolled boarders in NSS and boarder to dorm ratio by Province, 2008-2010

NSS	2008			2009			2010		
	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	26	1152	44.3	26	971	37.3	29	1383	47.7
Honiara	8	0	0.0	8	0	0.0	0	519	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	17	445	26.2	19	823	43.3	19	823	43.3
Malaita	10	318	31.8	10	342	34.2	9	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	13	788	60.6	19	756	39.8	22	1169	53.1
SI Total	74	2703	36.5	82	2892	35.3	79	3894	49.3

Source: SIEMIS

2.20: Number of dormitories, number of enrolled boarders in RTC and boarder to dorm ratio by Province, 2008-2010

RTC	2008			2009			2010		
	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	8	0	0.0	8	0	0.0	8	0	0.0
Honiara	0	0	0.0	0	0	0.0	0	0	0.0
Isabel	3	0	0.0	3	0	0.0	3	0	0.0
Makira and Ulawa	11	0	0.0	11	0	0.0	4	0	0.0
Malaita	10	0	0.0	10	0	0.0	10	0	0.0
Rennell and Bellona	2	0	0.0	2	0	0.0	2	0	0.0
Temotu	3	0	0.0	3	0	0.0	3	0	0.0
Western	10	0	0.0	10	0	0.0	10	0	0.0
SI Total	47	0	0.0	47	0	0.0	40	0	0.0

Source: SIEMIS

Number of Toilets and Pupil to Toilet Ratios

2.21: Pupil to toilet ratio in Early Childhood Education by Province, 2008-2010

ECE	2008			2009			2010		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	14	329	23.5	15	378	25.2	15	341	22.7
Choiseul	28	448	16.0	24	573	23.9	21	657	31.3
Guadalcanal	62	1228	19.8	80	1343	16.8	45	1469	32.6
Honiara	41	1289	31.4	55	1737	31.6	58	2393	41.3
Isabel	38	1143	30.1	47	1428	30.4	45	1402	31.2
Makira and Ulawa	105	1369	13.0	123	1948	15.8	85	2005	23.6
Malaita	277	5189	18.7	353	5862	16.6	345	6361	18.4
Rennell and Bellona	49	147	3.0	47	125	2.7	8	166	20.8
Temotu	17	270	15.9	23	401	17.4	27	517	19.1
Western	98	1291	13.2	109	1559	14.3	81	1766	21.8
SI Total	729	12703	17.4	876	15354	17.5	730	17077	23.4

Source: SIEMIS

2.22: Pupil to toilet ratio in Primary Schools Education by Province, 2008-2010

PS	2008			2009			2010		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	48	3272	68.2	66	3159	47.9	55	3463	63.0
Choiseul	52	2943	56.6	47	3081	65.6	42	3031	72.2
Guadalcanal	112	10784	96.3	123	11827	96.2	136	11888	87.4
Honiara	55	3661	66.6	50	3353	67.1	45	3857	85.7
Isabel	55	4297	78.1	72	4210	58.5	74	4178	56.5
Makira and Ulawa	96	5825	60.7	103	5848	56.8	84	6104	72.7
Malaita	226	19288	85.3	237	21258	89.7	253	21838	86.3
Rennell and Bellona	9	510	56.7	8	530	66.3	14	527	37.6
Temotu	55	3581	65.1	55	3266	59.4	50	3090	61.8
Western	80	8931	111.6	68	9196	135.2	121	10160	84.0
SI Total	788	63092	80.1	829	65728	79.3	874	68136	78.0

Source: SIEMIS

2.23: Pupil to toilet ratio in CHS by Province, 2008-2010

CHS	2008			2009			2010		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	17	2237	131.6	25	3163	126.5	24	3204	133.5
Choiseul	19	2416	127.2	13	2595	199.6	25	2846	113.8
Guadalcanal	79	10262	129.9	94	11623	123.6	91	11868	130.4
Honiara	106	11800	111.3	116	13975	120.5	106	14435	136.2
Isabel	20	1799	90.0	42	2139	50.9	20	2356	117.8
Makira and Ulawa	27	3827	141.7	28	4080	145.7	26	4441	170.8
Malaita	136	17461	128.4	450	19418	43.2	148	19754	133.5
Rennell and Bellona	4	236	59.0	4	327	81.8	4	333	83.3
Temotu	4	1527	381.8	22	1870	85.0	30	2298	76.6
Western	111	7513	67.7	108	8675	80.3	110	8889	80.8
SI Total	523	59078	113.0	902	67865	75.2	584	70424	120.6

Source: SIEMIS

2.24: Pupil to toilet ratio in PSS by Province, 2008-2010

PSS	2008			2009			2010		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	2	193	96.5	0	284	0.0	0	320	0.0
Choiseul	24	243	10.1	0	223	0.0	18	252	14.0
Guadalcanal	15	734	48.9	40	1057	26.4	32	986	30.8
Honiara	14	929	66.4	20	901	45.1	20	979	49.0
Isabel	41	784	19.1	30	844	28.1	34	828	24.4
Makira and Ulawa	4	255	63.8	2	302	151.0	14	320	22.9
Malaita	40	710	17.8	23	963	41.9	32	1005	31.4
Rennell and Bellona	2	128	64.0	2	151	75.5	4	125	31.3
Temotu	6	340	56.7	4	186	46.5	4	321	80.3
Western	36	710	19.7	69	707	10.2	5	654	130.8
SI Total	184	5026	27.3	190	5618	29.6	163	5790	35.5

Source: SIEMIS

2.25: Pupil to toilet ratio in NSS by Province, 2008-2010

NSS	2008			2009			2010		
	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	68	1253	18.4	68	1500	22.1	74	1483	20.0
Honiara	58	856	14.8	58	856	14.8	0	0	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	4	445	111.3	28	823	29.4	28	823	29.4
Malaita	32	314	9.8	0	363	0.0	45	393	8.7
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	807	33.6	23	1153	50.1	27	1123	41.6
SI Total	186	3675	19.8	177	4695	26.5	174	3822	22.0

Source: SIEMIS

Number and Percentage of Schools with Access to Clean and Safe Water

2.26: Number of ECE centres with access to clean and safe water by Province, 2008-2010

ECE	2008			2009			2010		
	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	9	1	11%	11	3	27%	12	5	42%
Choiseul	24	10	42%	25	7	28%	24	8	33%
Guadalcanal	49	14	29%	52	14	27%	46	10	22%
Honiara	22	9	41%	23	9	39%	25	10	40%
Isabel	53	27	51%	56	29	52%	57	24	42%
Makira and Ulawa	69	23	33%	74	27	36%	75	30	40%
Malaita	170	62	36%	179	66	37%	188	64	34%
Rennell and Bellona	11	4	36%	12	5	42%	9	5	56%
Temotu	17	6	35%	19	9	47%	20	9	45%
Western	50	17	34%	53	17	32%	54	16	30%
SI Total	474	173	36%	504	186	37%	510	181	35%

Source: SIEMIS

2.27: Number of PS centres with access to clean and safe water by Province, 2008-2010

PS	2008			2009			2010		
	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	30	15	50%	30	13	43%	31	12	39%
Choiseul	39	20	51%	39	21	54%	39	19	49%
Guadalcanal	75	33	44%	78	32	41%	79	37	47%
Honiara	11	10	91%	9	7	78%	11	8	73%
Isabel	26	15	58%	27	11	41%	28	16	57%
Makira and Ulawa	58	28	48%	58	30	52%	58	30	52%
Malaita	120	45	38%	127	45	35%	129	43	33%
Rennell and Bellona	9	8	89%	9	8	89%	9	7	78%
Temotu	32	16	50%	34	20	59%	33	21	64%
Western	97	56	58%	100	50	50%	101	41	41%
SI Total	497	246	49%	511	237	46%	518	234	45%

Source: SIEMIS

2.28: Number of CHS centres with access to clean and safe water by Province, 2008-2010

CHS	2008			2009			2010		
	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	9	5	56%	10	6	60%	10	6	60%
Choiseul	11	9	82%	11	7	64%	11	10	91%
Guadalcanal	28	10	36%	28	13	46%	28	17	61%
Honiara	15	6	40%	17	5	29%	17	10	59%
Isabel	4	3	75%	5	3	60%	5	2	40%
Makira and Ulawa	14	5	36%	15	11	73%	15	8	53%
Malaita	45	17	38%	46	27	59%	49	27	55%
Rennell and Bellona	2	1	50%	2	0	0%	2	1	50%
Temotu	6	3	50%	7	4	57%	8	3	38%
Western	26	12	46%	28	10	36%	30	8	27%
SI Total	160	71	44%	169	86	51%	175	92	53%

Source: SIEMIS

2.29: Number of PSS centres with access to clean and safe water by Province, 2008-2010

PSS	2008			2009			2010		
	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	0	0%	1	1	100%
Guadalcanal	3	3	100%	3	3	100%	3	3	100%
Honiara	1	1	100%	1	0	0%	1	0	0%
Isabel	2	0	0%	2	1	50%	2	1	50%
Makira and Ulawa	1	1	100%	1	1	100%	1	1	100%
Malaita	3	3	100%	3	3	100%	3	2	67%
Rennell and Bellona	1	1	100%	1	1	100%	1	1	100%
Temotu	1	0	0%	1	1	100%	1	1	100%
Western	2	2	100%	2	2	100%	2	2	100%
SI Total	16	13	81%	16	13	81%	16	13	81%

Source: SIEMIS

2.30: Number of NSS centres with access to clean and safe water by Province, 2008-2010

NSS	2008			2009			2010		
	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	
Choiseul	0	0		0	0		0	0	
Guadalcanal	3	3	100%	3	3	100%	3	2	67%
Honiara	1	1	100%	1	1	100%	0	0	
Isabel	0	0		0	0		0	0	
Makira and Ulawa	2	2	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	
Temotu	0	0		0	0		0	0	
Western	2	2	100%	3	3	100%	3	2	67%
SI Total	9	9	100%	10	10	100%	9	7	78%

Source: SIEMIS

Number and Percentage of Secondary Schools with Workshops

2.31: Number of CHS with workshops by Province, 2008-2010

CHS	2008			2009			2010		
	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	10	0	0.0	10	0	0.0
Choiseul	11	2	0.2	11	3	0.3	11	3	0.3
Guadalcanal	28	3	0.1	28	5	0.2	28	6	0.2
Honiara	15	4	0.3	17	6	0.4	17	8	0.5
Isabel	4	3	0.8	5	3	0.6	5	3	0.6
Makira and Ulawa	14	6	0.4	15	6	0.4	15	6	0.4
Malaita	47	4	0.1	48	4	0.1	50	6	0.1
Rennell and Bellona	2	0	0.0	2	0	0.0	2	0	0.0
Temotu	6	1	0.2	7	1	0.1	8	1	0.1
Western	28	6	0.2	30	7	0.2	30	8	0.3
SI Total	164	29	0.2	173	35	0.2	176	41	0.2

Source: SIEMIS

2.32: Number of PSS with workshops by Province, 2008-2010

PSS	2008			2009			2010		
	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	1	1.0	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	1	1.0
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
SI Total	16	14	0.9	16	15	0.9	16	16	1.0

Source: SIEMIS

2.33: Number of NSS with workshops by Province, 2008-2010

NSS	2008			2009			2010		
	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	0	0		0	0		0	0	
Choiseul	0	0		0	0		0	0	
Guadalcanal	3	3	1.0	3	3	1.0	3	3	1.0
Honiara	0	0		0	0		0	0	
Isabel	0	0		0	0		0	0	
Makira and Ulawa	2	2	1.0	2	2	1.0	1	1	1.0
Malaita	1	1	1.0	1	1	1.0	1	1	1.0
Rennell and Bellona	0	0		0	0		0	0	
Temotu	0	0		0	0		0	0	
Western	2	2	1.0	3	3	1.0	3	3	1.0
SI Total	8	8	1.0	9	9	1.0	8	8	1.0

Source: SIEMIS

Annex three: Quality data tables

Number of qualified and certified teachers

3.1: Total Number of trained and untrained teachers for ECE by gender and Province, 2008-2010

ECE No. of Trained and untrained Teachers.	2008						2009						2010					
	Total Teachers		Trained		Untrained		Total Teachers		Trained		Untrained		Total		Trained		Untrained	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	14	5	4	0	10	5	28	0	9	0	19	0	27	2	10	1	17	1
Choiseul	36	2	8	0	28	2	42	2	11	1	31	1	49	5	14	1	35	4
Guadalcanal	105	17	26	1	79	16	108	4	34	2	74	2	104	12	47	3	57	9
Honiara	88	4	42	3	46	1	90	3	49	3	41	0	114	3	71	2	43	1
Isabel	150	7	21	2	129	5	152	2	26	2	126	0	147	8	34	2	113	6
Makira and Ulawa	107	39	42	11	65	28	136	24	65	18	71	6	143	39	66	16	77	23
Malaita	228	75	39	6	189	69	234	37	49	7	185	30	284	75	64	6	220	69
Rennell and Bellona	23	4	1	0	22	4	24	2	1	0	23	2	25	3	3	0	22	3
Temotu	30	4	10	1	20	3	25	1	12	0	13	1	34	1	16	0	18	1
Western	104	9	13	0	91	9	115	2	15	0	100	2	113	13	18	1	95	12
SI Totals	885	166	206	24	679	142	954	77	271	33	683	44	1040	161	343	32	697	129

Source: SIEMIS

3.2: Total Number of trained and untrained teachers for PS by gender and Province, 2008-2010

PRI No. of Trained and untrained Teachers.	2008						2009						2010					
	Total Teachers		Trained		Untrained		Total Teachers		Trained		Untrained		Total		Trained		Untrained	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	89	250	55	115	34	135	103	185	59	122	44	63	113	185	67	127	46	58
Choiseul	123	95	66	54	57	41	145	107	78	61	67	46	137	112	80	63	57	49
Guadalcanal	340	455	187	207	153	248	392	459	237	256	155	203	381	409	227	237	154	172
Honiara	203	49	108	46	95	3	286	135	202	88	84	47	281	119	202	87	79	32
Isabel	83	211	62	107	21	104	92	136	66	119	26	17	95	133	70	121	25	12
Makira and Ulawa	146	345	83	159	63	186	167	285	98	173	69	112	154	258	91	150	63	108
Malaita	462	885	199	378	263	507	498	830	235	421	263	409	539	848	253	447	286	401
Rennell and Bellona	10	33	3	10	7	23	14	39	3	16	11	23	14	34	5	17	9	17
Temotu	94	195	40	97	54	98	83	163	42	107	41	56	95	170	45	107	50	63
Western	371	354	185	209	186	145	396	356	211	224	185	132	356	328	197	200	159	128
SI Totals	1921	2872	988	1382	933	1490	2176	2695	1231	1587	945	1108	2165	2596	1237	1556	928	1040

Source: SIEMIS

3.3: Total Number of trained and untrained teachers for Secondary by gender and Province, 2008-2010

SEC No. of Trained and Untrained Teachers	2008						2009						2010					
	Total Teachers		Trained		Untrained		Total Teachers		Trained		Untrained		Total		Trained		Untrained	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	23	62	15	38	8	24	18	75	16	54	2	21	25	66	18	45	7	21
Choiseul	15	39	8	27	7	12	17	35	11	25	6	10	15	34	6	20	9	14
Guadalcanal	78	207	54	133	24	74	68	178	55	139	13	39	77	200	65	151	12	49
Honiara	76	118	52	68	24	50	94	128	71	86	23	42	76	91	67	71	9	20
Isabel	15	35	9	30	6	5	20	81	14	69	6	12	22	75	17	69	5	6
Makira and Ulawa	36	114	29	80	7	34	36	107	29	82	7	25	43	137	27	96	16	41
Malaita	72	207	39	127	33	80	81	247	55	160	26	87	71	218	46	144	25	74
Rennell and Bellona	2	17	1	4	1	13	1	9	1	3	0	6	3	13	2	4	1	9
Temotu	12	41	6	21	6	20	23	53	8	29	15	24	21	45	10	30	11	15
Western	67	157	46	106	21	51	49	112	35	87	14	25	72	138	44	96	28	42
SI Totals	396	997	259	634	137	363	407	1025	295	734	112	291	425	1017	302	726	123	291

Source: SIEMIS

3.4: Total Number of trained and untrained teachers for TVET by gender and Province, 2008-2010

TVT No. of Trained and No. of Untrained	2008						2009						2010					
	Total Teachers		Trained		Untrained		Total Teachers		Trained		Untrained		Total	Trained		Untrained		
	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	18	16	2	6	16	10	15	16	12	11	3	5	12	11	12	11	3	0
Honiara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Isabel	4	7	0	0	4	7	4	7	0	0	4	7	0	0	0	0	4	0
Makira and Ulawa	7	25	1	6	6	19	6	21	1	5	5	16	1	6	1	6	6	0
Malaita	7	20	6	14	1	6	9	22	8	15	1	7	6	14	6	14	1	0
Rennell and Bellona	2	4	1	2	1	2	2	4	1	2	1	2	1	2	1	2	1	0
Temotu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Western	2	22	1	21	1	1	2	22	1	21	1	1	1	21	1	21	1	0
SI Totals	40	94	11	49	29	45	38	92	23	54	15	38	21	54	21	54	16	0

Source: SIEMIS

Number of qualification of teachers in management roles**3.5: Number of Primary Education teacher in management roles by trained and untrained by Province, 2008-2010**

PRI No. of Teachers in Management Roles	2008						2009						2010					
	Total Teachers		Trained		Untrained		Total Teachers		Trained		Untrained		Total	Trained		Untrained		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	4	56	4	54	0	2	4	61	4	61	0	0	6	60	6	60	0	0
Choiseul	22	31	21	29	1	2	25	36	25	34	0	2	24	37	24	36	0	1
Guadalcanal	34	95	34	95	0	0	39	111	39	109	0	2	35	115	35	110	0	5
Honiara	15	10	13	6	2	4	20	20	19	19	1	1	25	18	22	17	3	1
Isabel	4	40	3	40	1	0	3	42	3	42	0	0	5	41	5	41	0	0
Makira and Ulawa	7	68	7	65	0	3	8	67	8	67	0	0	8	71	8	71	0	0
Malaita	27	178	27	163	0	15	34	190	31	178	3	12	34	202	31	192	3	10
Rennell and Bellona	2	8	2	6	0	2	1	9	0	7	1	2	1	10	0	9	1	1
Temotu	3	49	3	46	0	3	2	47	2	46	0	1	2	47	2	47	0	0
Western	49	112	45	105	4	7	45	118	43	111	2	7	38	107	36	100	2	7
SI Totals	167	647	159	609	8	38	181	701	174	674	7	27	178	708	169	683	9	25

Source: SIEMIS

3.6: Number of Secondary Education teacher in management roles by trained and untrained by Province, 2008-2010

SEC No. of Teachers in Management Roles	2008						2009						2010					
	Total Teachers		Trained		Untrained		Total Teachers		Trained		Untrained		Total	Trained		Untrained		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	0	18	0	15	0	3	0	41	0	20	0	21	0	18	0	17	0	1
Choiseul	3	9	3	8	0	1	5	24	5	11	0	13	0	11	0	7	0	4
Guadalcanal	4	51	4	47	0	4	4	93	4	45	0	48	5	49	5	47	0	2
Honiara	7	10	3	2	4	8	5	17	5	4	0	13	6	6	6	3	0	3
Isabel	0	8	0	8	0	0	0	22	0	10	0	12	0	11	0	11	0	0
Makira and Ulawa	0	25	0	24	0	1	1	60	1	30	0	30	2	31	2	30	0	1
Malaita	8	52	8	50	0	2	8	127	8	61	0	66	5	56	5	52	0	4
Rennell and Bellona	0	3	0	2	0	1	0	3	0	1	0	2	0	4	0	2	0	2
Temotu	0	9	0	5	0	4	0	23	0	11	0	12	0	10	0	10	0	0
Western	4	33	2	27	2	6	6	48	4	24	2	24	7	31	6	28	1	3
SI Totals	26	218	20	188	6	30	29	458	27	217	2	241	25	227	24	207	1	20

Source: SIEMIS

3.7: Number of TVET teacher in management roles by trained and untrained by Province, 2008-2010

TVT No. of Teachers in Management Roles	2008						2009						2010						
	Total Teachers		Trained		Untrained		Total Teachers		Trained		Untrained		Total		Trained		Untrained		
	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	0
Choiseul	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guadalcanal	2	0	0	0	2	0	1	8	1	3	0	5	1	5	1	3	0	2	0
Honiara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Isabel	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	1
Makira and Ulawa	0	5	0	2	0	3	0	8	0	3	0	5	0	6	0	3	0	3	0
Malaita	0	6	0	3	0	3	0	9	0	3	0	6	0	6	0	3	0	3	0
Rennell and Bellona	0	1	1	1	-1	0	1	2	1	1	0	1	0	1	0	1	0	0	0
Temotu	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Western	0	3	0	3	0	0	0	6	0	3	0	3	0	3	0	3	0	0	0
SI Totals	2	16	1	9	1	7	2	34	2	13	0	21	1	22	1	13	0	9	0

Source: SIEMIS

Number of pupil/teacher/qualified/certified ratio

3.8: Pupil/teacher ratio, pupil trained teacher ratio and pupil untrained teacher ratio for ECE, 2008-2010

ECE	2008			2009			2010		
	Pupil Teacher Ratio	Trained Teacher Ratio	Pupil Untrained Teacher Ratio	Pupil Teacher Ratio	Trained Teacher Ratio	Untrained Teacher Ratio	Pupil Teacher Ratio	Pupil Trained Teacher Ratio	Pupil Untrained Teacher Ratio
Central	25.6	121.5	69.4	18.0	58.1	27.5	16.6	43.7	25.3
Choiseul	21.2	100.8	62.0	22.0	82.5	39.6	18.6	67.0	28.7
Guadalcanal	14.8	66.9	42.0	15.2	51.4	35.6	15.8	36.6	28.1
Honiara	24.3	49.6	45.5	24.5	43.9	38.1	23.4	37.4	32.9
Isabel	10.0	68.2	34.1	11.3	62.8	27.9	10.4	44.7	21.4
Makira and Ulawa	14.2	39.2	34.0	15.4	33.6	26.8	14.7	32.6	25.7
Malaita	23.8	160.4	59.7	24.7	138.4	49.1	20.9	107.4	40.6
Rennell and Bellona	8.6	0.0	0.0	9.6	0.0	0.0	6.6	0.0	0.0
Temotu	16.9	52.1	24.9	21.4	49.9	35.2	20.3	44.4	33.9
Western	19.9	172.8	80.2	19.5	162.5	64.1	19.1	126.7	56.0
SI Totals	18.3	83.7	48.7	19.0	69.9	39.3	17.6	56.4	33.2

Source: SIEMIS

3.9: Pupil/teacher ratio, pupil trained teacher ratio and pupil untrained teacher ratio for Primary, 2008-2010

PRI	2008			2009			2010		
	Pupil Teacher Ratio	Trained Teacher Ratio	Pupil Untrained Teacher Ratio	Pupil Teacher Ratio	Trained Teacher Ratio	Pupil Untrained Teacher Ratio	Pupil Teacher Ratio	Pupil Trained Teacher Ratio	Pupil Untrained Teacher Ratio
Central	22.1	33.5	32.0	20.8	33.1	31.3	20.4	31.3	29.4
Choiseul	25.0	46.1	41.9	22.1	40.1	36.0	23.0	40.9	37.5
Guadalcanal	25.1	47.2	43.2	23.1	40.0	36.8	25.1	42.8	39.0
Honiara	35.6	69.6	63.8	28.7	41.8	39.9	31.5	44.1	43.2
Isabel	25.5	31.4	30.7	23.5	29.0	27.3	23.2	27.7	26.6
Makira and Ulawa	22.0	35.9	33.8	19.8	33.0	29.7	22.6	38.7	34.4
Malaita	27.7	59.2	55.8	27.4	55.7	51.4	26.3	53.0	49.4
Rennell and Bellona	15.9	48.8	48.8	12.7	35.4	32.0	12.5	29.0	27.7
Temotu	20.5	36.9	35.8	19.2	31.7	31.0	17.8	31.4	29.8
Western	22.0	39.1	37.0	21.3	36.9	34.2	22.9	40.1	37.9
SI Totals	25.3	46.3	43.6	23.7	41.1	38.1	24.4	42.1	39.3

Source: SIEMIS

3.10: Pupil/teacher ratio, pupil trained teacher ratio and pupil untrained teacher ratio for Secondary, 2008-2010

SEC	2008			2009			2010		
	Pupil Teacher Ratio	Trained Teacher Ratio	Untrained Teacher Ratio	Pupil Teacher Ratio	Trained Teacher Ratio	Untrained Teacher Ratio	Pupil Teacher Ratio	Pupil Trained Teacher Ratio	Pupil Untrained Teacher Ratio
Central	12.5	20.0	16.1	14.7	19.6	16.3	16.1	23.2	18.0
Choiseul	17.5	27.0	21.0	23.5	33.9	29.1	27.1	51.0	40.2
Guadalcanal	18.2	27.8	25.4	26.8	34.0	32.4	23.6	30.6	27.7
Honiara	33.6	54.4	49.4	32.3	46.6	42.1	47.5	57.9	55.5
Isabel	36.1	46.2	40.1	19.0	23.1	19.8	21.1	24.1	22.5
Makira and Ulawa	18.8	25.8	21.0	20.4	26.2	21.4	17.2	25.3	19.6
Malaita	19.8	33.2	24.5	22.1	33.8	25.0	25.4	38.7	29.6
Rennell and Bellona	12.6	48.0	18.5	33.5	83.8	55.8	21.8	58.0	34.8
Temotu	19.7	38.7	34.9	17.9	36.3	21.5	22.3	36.4	23.7
Western	21.1	31.0	27.3	35.2	46.4	42.2	27.5	41.3	36.1
SI Totals	21.4	33.4	28.0	25.0	34.9	29.2	25.9	36.5	30.5

Source: SIEMIS

3.11: Pupil/teacher ratio, pupil trained teacher ratio and pupil untrained teacher ratio for TVET, 2008-2010

	2008			2009			2010		
	Pupil Teacher Ratio	Trained Teacher Ratio	Untrained Teacher Ratio	Pupil Teacher Ratio	Trained Teacher Ratio	Untrained Teacher Ratio	Pupil Teacher Ratio	Pupil Trained Teacher Ratio	Pupil Untrained Teacher Ratio
TVT									
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	23.1	0.0	0.0	25.3	34.1	34.1	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	2.2	0.0	0.0	2.2	0.0	0.0	2.2	0.0	0.0
Makira and Ulawa	7.1	32.6	32.6	8.4	38.0	38.0	4.0	18.1	18.1
Malaita	25.9	0.0	0.0	22.6	30.4	29.2	25.9	35.0	35.0
Rennell and Bellona	5.3	10.7	10.7	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	30.3	33.0	33.0	30.3	33.0	33.0	30.3	33.0	33.0
SI Totals	19.0	40.3	40.3	19.9	32.5	32.2	18.2	31.0	31.0

Source: SIEMIS

Number of libraries and percentage of schools with libraries

3.12: Number and percentage of primary schools with libraries, 2008-2010

	2008			2009			2010		
	No. of Schools	No. of Libraries	Schs with Libraries	No. of Schools	No. of Libraries	Schs with Libraries	No. of Schools	No. of Libraries	Schs with Libraries
PS									
Central	31	26	84%	30	26	87%	31	23	74%
Choiseul	39	34	87%	39	32	82%	39	26	67%
Guadalcanal	77	48	62%	79	55	70%	79	55	70%
Honiara	12	7	58%	12	7	58%	14	9	64%
Isabel	29	26	90%	28	27	96%	28	26	93%
Makira and Ulawa	60	49	82%	59	50	85%	59	45	76%
Malaita	131	84	64%	134	91	68%	133	66	50%
Rennell and Bellona	9	5	56%	9	6	67%	9	6	67%
Temotu	35	29	83%	33	29	88%	32	26	81%
Western	103	74	72%	101	79	78%	101	72	71%
SI Totals	526	382	73%	524	402	77%	525	354	67%

Source: SIEMIS

3.13: Number and percentage of CHS with libraries, 2008-2010

	2008			2009			2010		
	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
CHS									
Central	9	5	56%	10	6	60%	10	7	70%
Choiseul	11	7	64%	11	10	91%	11	10	91%
Guadalcanal	28	13	46%	28	14	50%	28	14	50%
Honiara	15	10	67%	17	10	59%	17	8	47%
Isabel	4	3	75%	5	3	60%	5	5	100%
Makira and Ulawa	14	9	64%	15	11	73%	15	10	67%
Malaita	47	22	47%	48	23	48%	50	20	40%
Rennell and Bellona	2	1	50%	2	1	50%	2	0	0%
Temotu	6	4	67%	7	7	100%	8	8	100%
Western	28	15	54%	30	15	50%	30	17	57%
SI Totals	164	89	54%	173	100	58%	176	99	56%

Source: SIEMIS

3.14: Number and percentage of PSS with libraries, 2008-2010

PSS	2008			2009			2010		
	No. of Schools	No. of Libraries	Schs with Libraries	No. of Schools	No. of Libraries	Schs with Libraries	No. of Schools	No. of Libraries	Schs with Libraries
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	16	13	81%	16	13	81%	16	13	81%

Source: SIEMIS

3.15: Number and percentage of NSS with libraries, 2008-2010

NSS	2008			2009			2010		
	No. of Schools	No. of Libraries	Schs with Libraries	No. of Schools	No. of Libraries	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	2	100%	2	2	100%	2	1	50%
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%	3	3	100%	3	3	100%
SI Totals	9	8	89%	10	9	90%	10	8	80%

Source: SIEMIS

Schools with storage

3.16: Number of primary schools with storage, 2008-2010

PS	2008			2009			2010		
	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	31	27	87%	30	28	93%	31	28	90%
Choiseul	39	36	92%	39	36	92%	39	37	95%
Guadalcanal	77	66	86%	79	69	87%	79	72	91%
Honiara	12	9	75%	12	9	75%	14	9	64%
Isabel	29	26	90%	28	25	89%	28	27	96%
Makira and Ulawa	60	54	90%	59	54	92%	59	56	95%
Malaita	131	101	77%	134	102	76%	133	100	75%
Rennell and Bellona	9	8	89%	9	8	89%	9	8	89%
Temotu	35	27	77%	33	27	82%	32	27	84%
Western	103	89	86%	101	92	91%	101	92	91%
SI Totals	526	443	84%	524	450	86%	525	456	87%

Source: SIEMIS

3.17: Number of CHS with storage, 2008-2010

CHS	2008			2009			2010		
	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	7	78%	10	9	90%	10	9	90%
Choiseul	11	8	73%	11	10	91%	11	10	91%
Guadalcanal	28	25	89%	28	25	89%	28	25	89%
Honiara	15	13	87%	17	13	76%	17	15	88%
Isabel	4	4	100%	5	5	100%	5	5	100%
Makira and Ulawa	14	13	93%	15	14	93%	15	15	100%
Malaita	47	34	72%	48	36	75%	50	44	88%
Rennell and Bellona	2	2	100%	2	2	100%	2	2	100%
Temotu	6	5	83%	7	6	86%	8	7	88%
Western	28	19	68%	30	19	63%	30	25	83%
SI Totals	164	130	79%	173	139	80%	176	157	89%

Source: SIEMIS

3.18: Number of PSS with storage, 2008-2010

PSS	2008			2009			2010		
	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	3	100%	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	16	16	100%	16	16	100%	16	16	100%

Source: SIEMIS

3.19: Number of NSS with storage, 2008-2010

NSS	2008			2009			2010		
	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	0	0%
Isabel		0	0%	0	0	0%	0	0	0%
Makira and Ulawa	2	1	50%	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	2	100%	3	3	100%	3	3	100%
SI Totals	9	7	78%	10	8	80%	8	7	88%

Source: SIEMIS

Number of text books and pupil to textbook ratios

3.20: Number of textbooks and pupil to textbook ratio for primary schools, 2008-2010

PS	2008			2009			2010		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	26462	3960	0.1	26380	3909	0.1	27199	4014	0.1
Choiseul	71304	3658	0.1	62142	3790	0.1	43176	3848	0.1
Guadalcanal	72424	11550	0.2	69015	12176	0.2	61610	12177	0.2
Honiara	13867	3661	0.3	6987	3711	0.5	7133	4372	0.6
Isabel	38348	4524	0.1	40924	4292	0.1	22106	4178	0.2
Makira and Ulawa	62549	6531	0.1	59973	6658	0.1	58304	6870	0.1
Malaita	129656	20840	0.2	121375	22538	0.2	97522	22312	0.2
Rennell and Bellona	6375	510	0.1	5065	530	0.1	4052	527	0.1
Temotu	41586	4108	0.1	46975	3803	0.1	38208	3643	0.1
Western	138024	10760	0.1	123071	10808	0.1	94040	11039	0.1
SI Total	600595	70102	0.1	561907	72215	0.1	453350	72980	0.2

Source: SIEMIS

3.21: Number of textbooks and pupil to textbook ratio for CHS, 2008-2010

CHS	2008			2009			2010		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	9298	2597	0.3	14801	3163	0.2	11213	3204	0.3
Choiseul	21794	2578	0.1	19894	2788	0.1	18875	3071	0.2
Guadalcanal	37599	10262	0.3	23995	11623	0.5	30011	11868	0.4
Honiara	35891	11800	0.3	37667	13975	0.4	23686	14435	0.6
Isabel	5498	1799	0.3	6338	2139	0.3	5903	2356	0.4
Makira and Ulawa	16113	3827	0.2	11243	4080	0.4	20360	4441	0.2
Malaita	79735	17949	0.2	82066	19959	0.2	78652	20740	0.3
Rennell and Bellona	1942	236	0.1	1942	327	0.2	1881	333	0.2
Temotu	4790	1650	0.3	9626	2108	0.2	9919	2298	0.2
Western	46137	7850	0.2	31797	9055	0.3	34306	8889	0.3
SI Total	258797	60548	0.2	239369	69217	0.3	234806	71635	0.3

Source: SIEMIS

3.22: Number of textbooks and pupil to textbook ratio for PSS, 2008-2010

PSS	2008			2009			2010		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	919	193	0.2	0	284		0	320	
Choiseul	1273	243	0.2	2522	223	0.1	516	252	0.5
Guadalcanal	1213	734	0.6	1299	1057	0.8	1498	986	0.7
Honiara	1468	929	0.6	1337	901	0.7	1404	979	0.7
Isabel	0	784		0	844		200	828	4.1
Makira and Ulawa	455	255	0.6	1589	302	0.2	813	320	0.4
Malaita	2023	710	0.4	1309	963	0.7	1312	1005	0.8
Rennell and Bellona	0	128		0	151		490	125	0.3
Temotu	757	340	0.4	525	186	0.4	1257	321	0.3
Western	1951	710	0.4	2825	707	0.3	558	654	1.2
SI Total	10059	5026	0.5	11406	5618	0.5	8048	5790	0.7

Source: SIEMIS

3.23: Number of textbooks and pupil to textbook ratio for NSS, 2008-2010

NSS	2008			2009			2010		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central									
Choiseul									
Guadalcanal	2666	1253	0.5	2636	1500	0.6	1713	1483	0.9
Honiara	0	856		0	856		0	951	
Isabel									
Makira and Ulawa	0	903		900	823	0.9	900	823	0.9
Malaita	418	314	0.8	418	363	0.9	480	393	0.8
Rennell and Bellona									
Temotu									
Western	1345	807	0.6	2934	1153	0.4	4749	1123	0.2
SI Total	4429	4133	0.9	6888	4695	2.7	7842	4773	0.6

Source: SIEMIS

Access to computers

3.24: Number of ECE with access to computer by province, 2008-2010

ECE	2008			2009			2010		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	13	0	0.0	13	0	0.0	13	0	0.0
Choiseul	24	0	0.0	25	0	0.0	23	0	0.0
Guadalcanal	57	0	0.0	55	1	0.0	45	0	0.0
Honiara	28	12	0.4	28	2	0.1	34	48	1.4
Isabel	61	0	0.0	61	0	0.0	55	0	0.0
Makira and Ulawa	78	0	0.0	83	0	0.0	72	0	0.0
Malaita	201	8	0.0	204	3	0.0	192	0	0.0
Rennell and Bellona	11	0	0.0	10	0	0.0	7	0	0.0
Temotu	21	0	0.0	21	0	0.0	22	0	0.0
Western	60	8	0.1	59	6	0.1	59	0	0.0
SI Total	554	28	0.1	559	12	0.0	522	48	0.1

Source: SIEMIS

3.25: Number of Primary Schools with access to computer by province, 2008-2010

PS	2008			2009			2010		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	31	0	0.0	30	0	0%	31	0	0.0
Choiseul	39	0	0.0	39	0	0%	39	0	0.0
Guadalcanal	77	7	0.1	79	8	10%	79	10	0.1
Honiara	12	18	1.5	12	2	17%	14	56	4.0
Isabel	29	0	0.0	28	0	0%	28	0	0.0
Makira and Ulawa	60	24	0.4	59	0	0%	59	0	0.0
Malaita	131	0	0.0	134	0	0%	133	10	0.1
Rennell and Bellona	9	0	0.0	9	0	0%	9	2	0.2
Temotu	35	0	0.0	33	0	0%	32	0	0.0
Western	103	3	0.0	101	1	1%	101	10	0.1
SI Total	526	52	0.1	524	11	2%	525	88	0.2

Source: SIEMIS

3.26: Number of CHS with access to computer by province, 2008-2010

CHS	2008			2009			2010		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	9	4	0.4	10	9	0.9	31	0	0.0
Choiseul	11	5	0.5	11	11	1.0	39	0	0.0
Guadalcanal	28	11	0.4	28	82	2.9	79	10	0.1
Honiara	15	38	2.5	17	52	3.1	14	56	4.0
Isabel	4	2	0.5	5	3	0.6	28	0	0.0
Makira and Ulawa	14	9	0.6	15	16	1.1	59	0	0.0
Malaita	47	20	0.4	48	1	0.0	133	10	0.1
Rennell and Bellona	2	0	0.0	2	0	0.0	9	2	0.2
Temotu	6	0	0.0	7	7	1.0	32	0	0.0
Western	28	6	0.2	30	23	0.8	101	10	0.1
SI Total	164	95	0.6	173	204	1.2	525	88	0.2

Source: SIEMIS

3.27: Number of PSS with access to computer by province, 2008-2010

PSS	2008			2009			2010		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	1	1	1.0	1	0	0%	1	2	2.0
Choiseul	1	2	2.0	1	2	200%	1	12	12.0
Guadalcanal	3	10	3.3	3	2	67%	3	8	2.7
Honiara	1	0	0.0	1	14	1400%	1	28	28.0
Isabel	2	6	3.0	2	3	150%	2	2	1.0
Makira and Ulawa	1	1	1.0	1	3	300%	1	6	6.0
Malaita	3	0	0.0	3	1	33%	3	4	1.3
Rennell and Bellona	1	0	0.0	1	0	0%	1	2	2.0
Temotu	1	0	0.0	1	2	200%	1	0	0.0
Western	2	3	1.5	2	0	0%	2	22	11.0
SI Total	16	23	1.4	16	27	169%	16	86	5.4

Source: SIEMIS

3.28: Number of NSS with access to computer by province, 2008-2010

NSS	2008			2009			2010		
	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	
Choiseul	0	0		0	0		0	0	
Guadalcanal	3	20	6.7	3	20	6.7	3	90	30.0
Honiara	1	0	0.0	1	0	0.0	1	8	8.0
Isabel	0	0		0	0		0	0	
Makira and Ulawa	2	5	2.5	2	0	0.0	2	0	0.0
Malaita	1	2	2.0	1	0	0.0	1	6	6.0
Rennell and Bellona	0	0		0	0		0	0	
Temotu	0	0		0	0		0	0	
Western	2	30	15.0	3	3	1.0	3	26	8.7
SI Total	9	57	6.3	10	23	2.3	10	130	13.0

Source: SIEMIS

Literacy and numeracy rates

3.29: National overall Literacy level of achievements in 2010 compared to baseline year 2005/2006

	Baseline	2010
L5	2	10
L4	11	13
L3	16	17
L2	18	18
L3+	29	40
Lc	53	41

Source: NESU, SPBEA, SPC

3.30: National overall Numeracy level of achievements in 2010 compared to baseline year 2005/2006

	Baseline	2010
L5	12	16
L4	15	14
L3	13	15
L2	12	13
L3+	40	45
Lc	47	41

Source: NESU, SPBEA, SPC

Annex four: Financial Management data tables

Recurrent Budget

4.1: Total recurrent budget estimates for the period 2007-2010

MEHRD Recurrent budget estimate in total SIG budget	2008		2009		2010	
Indicators	Budget	% share in SIG budget	Budget	% share in SIG budget	Budget	% share in SIG budget
SIG budget estimate for MEHRD	302,734,386.00	22%	388,741,110.00	26%	398,120,506.00	34%
Total	302,734,386.00		388,741,110.00		398,120,506.00	34%

Source: Accounts Division and MoFT

4.2: Total recurrent actual expenditure for the period 2007-2010

MEHRD Recurrent actual expenditure	2008		2009		2010	
Indicators	expenditure	% share in SIG budget	expenditure	% share in SIG budget	expenditure	% share in SIG budget
MEHRD actual expenditure of total SIG budget	302,853,944.42	22%	396,176,868.00	26%	392,032,843.90	34%
Total	302,853,944.42		396,176,868.00		392,032,843.90	34%

Source: Accounts Division and MoFT

4.3: Total recurrent budget estimates for the period 2007-2010

Indicators	2008		2009		2010	
	Budget	%/ education sector	Budget	%/ education sector	Budget	% share in SIG budget
Actual recurrent budget						
Total recurrent budget for ECE in SBD	1,418,812.15	0.5%	6,970,842.92	1.8%	7,564,289.61	1.9%
Total recurrent budget for PS in SBD	120,395,606.00	39.8%	159,348,179.28	41.0%	159,248,201.40	40.0%
Total recurrent budget for JS	89,268,048.50	29.5%	106,603,153.85	27.4%	103,511,331.56	26.0%
Total recurrent budget for SS	20,973,330.80	6.9%	38,163,941.95	9.8%	37,025,207.06	9.3%
Total recurrent budget for TVET	6,966,493.10	2.3%	12,244,124.70	3.1%	7,962,410.12	2.0%
Tertiary	63,491,802.45	21.0%	65,410,867.30	16.8%	82,809,066.25	20.8%
Total recurrent budget not allocated	220,293.00	0.1%	0.00	0.0%	0.00	
Grand Total/year	302,734,386.00	100.0%	388,741,110.00	100.0%	398,120,506.00	100.0%

Source: Accounts Division and MoFT

4.4: Total recurrent expenditure for the period 2007-2010

Indicators	2008		2009		2010	
	expenditure	%/ education sector	expenditure	%/ education sector	expenditure	% share in SIG budget
Actual recurrent expenditure						
Total recurrent budget for ECE in SBD	1,320,373.97	0.4%	8,539,189	2.5%	6,272,525.10	1.6%
Total recurrent budget for PS in SBD	124,931,134.98	41.3%	145,102,543	42.2%	166,037,860.00	42.4%
Total recurrent budget for JS	75,563,706.00	25.0%	79,147,900	23.0%	95,748,047.00	24.4%
Total recurrent budget for SS	23,818,812.00	7.9%	28,874,993	8.4%	35,374,989.00	9.0%
Total recurrent budget for TVET	40,933,921.18	13.5%	7,719,001	2.2%	7,840,656.96	2.0%
Tertiary	36,034,120.29	11.9%	74,250,738	21.6%	80,758,765.84	20.6%
Total recurrent budget not allocated	251,876.00	0.1%	0	0.0%	0.00	
Grand Total/year	302,853,944.42	100.0%	343,634,364	100.0%	392,032,843.90	100.0%

Source: Accounts Division and MoFT

4.5: Total summary recurrent budget estimates and expenditure for the period 2007-2010

	2008	2009	2010
Recurrent budget	302,734,386.00	388,741,110.00	398,120,506.00
Actual expenditure	302,853,944.42	343,634,364.47	392,032,843.90
Difference	-119,558.42	45,106,745.53	6,087,662.10
Comments	over spent	under spent	under spent

Source: Accounts Division and MoFT

Development budget**4.6: Total development budget estimates for the period 2007-2010**

MEHRD development budget estimates	2008		2009		2010	
Indicators	Budget	% share in SIG budget	Budget	% share in SIG budget	Budget	% share in SIG budget
SIG budget estimate for MEHRD	152,864,793.00		159,513,494.00		143,537,987.00	
Total	152,864,793.00		159,513,494.00		143,537,987.00	

Source: Accounts Division and MoFT

4.7: Total development expenditure for the period 2007-2010

MEHRD actual development expenditure	2008		2009		2010	
Indicators	expenditure	% share in SIG budget	expenditure	% share in SIG budget	expenditure	% share in SIG budget
MEHRD actual expenditure of total SIG budget	125,117,140.00		111,889,366.00		88,428,142.00	
Total	125,117,140.00		111,889,366.00		88,428,142.00	

Source: Accounts Division and MoFT

4.8: Total summary development budget estimates and expenditure for the period 2007-2010

	2008	2009	2010
Development estimated budget	152,864,793.00	159,513,494.00	
Actual development expenditure	111,889,366.00	88,428,142.00	
Difference	40,975,427.00	71,085,352.00	
Comment	under spent	under spent	under spent

Source: Accounts Division and MoFT

School Grants

4.9: School grants disbursement for ECE providers by Education Authority in 2010

	2010		
	1st Biannual	2nd Biannual	Total
Central	12,000.00	13,100.00	25,100.00
Choisuel	6,660.00	15,760.00	22,420.00
Guadalcanal	91,250.00	28,710.00	119,960.00
Honiara	11,050.00	35,670.00	46,720.00
Isabel	6,940.00	17,520.00	24,460.00
Makira/Ulawa	27,750.00	21,310.00	49,060.00
Malaïta	52,280.00	67,350.00	119,630.00
Rennel Bellona	10,800.00	2,400.00	13,200.00
Temotu	13,700.00	11,700.00	25,400.00
Western	16,210.00	10,740.00	26,950.00
Christian Fellowship Church			
Chinese Association			
Church of the Living Word			
Church of Melanesia	7,430.00	6,930.00	14,360.00
Church of Nazarene	2,570.00		2,570.00
Christian Out Reach Church			
Don Bosco			
Kelyn	10,150.00	1,550.00	11,700.00
MEHRD			
Pearch	2,750.00	3,210.00	5,960.00
Red Cross			
Roman Catholic	5,000.00	4,500.00	9,500.00
Seventh Day Adventists Church	11,820.00	9,250.00	21,070.00
South Seas Evangelical Church	7,390.00	6,330.00	13,720.00
Tamian	4,820.00	4,320.00	9,140.00
United Church	3,200.00	10,780.00	13,980.00
Wood Ford			
Grand Total for ECE	303,770.00	271,130.00	574,900.00

Source: Accounts Division

4.10: School grants disbursement for Primary Schools by Education Authority in 2010

	2010		
	1st Biannual	2nd Biannual	Total
Central	990,880.00	1,047,610.00	2,038,490.00
Choisuel	1,001,220.00	920,680.00	1,921,900.00
Guadalcanal	2,943,130.00	2,312,680.00	5,255,810.00
Honiara	1,798,680.00	1,690,780.00	3,489,460.00
Isabel	986,000.00	869,380.00	1,855,380.00
Makira/Ulawa	1,673,160.00	1,558,860.00	3,232,020.00
Malaïta	5,829,400.00	5,117,680.00	10,947,080.00
Rennel Bellona	103,160.00	97,380.00	200,540.00
Temotu	930,860.00	887,770.00	1,818,630.00
Western	680,290.00	625,060.00	1,305,350.00
Christian Fellowship Church	406,880.00	364,480.00	771,360.00
Chinese Association	81,800.00	75,660.00	157,460.00
Church of the Living Word	118,460.00	115,960.00	234,420.00
Church of Melanesia	375,060.00	387,680.00	762,740.00
Church of Nazarene	72,080.00	67,080.00	139,160.00
Christian Out Reach Church	32,400.00	32,500.00	64,900.00
Don Bosco			
Kelyn	112,310.00	75,810.00	188,120.00
MEHRD			
Pearch	65,290.00	39,690.00	104,980.00
Red Cross	41,500.00	39,000.00	80,500.00
Roman Catholic	220,600.00	180,790.00	401,390.00
Seventh Day Adventists Church	1,994,720.00	1,986,090.00	3,980,810.00
South Seas Evangelical Church	556,820.00	473,340.00	1,030,160.00
Tamian	0.00	137,970.00	137,970.00
United Church	1,374,400.00	1,061,470.00	2,435,870.00
Wood Ford	71,400.00	26,510.00	97,910.00
Grand Total for Primary	22,460,500.00	20,191,910.00	42,652,410.00

Source: Accounts Division and MoFT

4.11: School grants disbursement for Secondary Schools by Education Authority in 2010

	2010		
	1st Biannual	2nd Biannual	Total
Central	784,290.00	841,230.00	1,625,520.00
Choisuel	615,970.00	768,980.00	1,384,950.00
Guadalcanal	2,230,975.00	2,165,695.00	4,396,670.00
Honiara	1,757,000.00	2,036,750.00	3,793,750.00
Isabel	1,630,350.00	1,797,930.00	3,428,280.00
Makira/Ulawa	1,719,070.00	2,149,230.00	3,868,300.00
Malaita	2,630,905.00	2,541,265.00	5,172,170.00
Rennel Bellona	194,245.00	194,245.00	388,490.00
Temotu	1,104,885.00	978,375.00	2,083,260.00
Western	1,091,530.00	1,127,000.00	2,218,530.00
Christian Fellowship Church	816,225.00	777,855.00	1,594,080.00
Chinese Association			
Church of the Living Word	77,750.00	77,750.00	155,500.00
Church of Melanesia	1,244,150.00	1,097,902.00	2,342,052.00
Church of Nazarene	29,000.00	29,000.00	58,000.00
Christian Out Reach Church			
Don Bosco	30,500.00	12,500.00	43,000.00
Kelyn	18,250.00	46,250.00	64,500.00
MEHRD	\$ 951,455.00	1,050,535.00	2,001,990.00
Pearch			
Red Cross			
Roman Catholic	568,320.00	586,800.00	1,155,120.00
Seventh Day Adventists Church	2,171,115.00	1,887,775.00	4,058,890.00
South Seas Evangelical Church	1,172,050.00	1,272,010.00	2,444,060.00
Tamian			0.00
United Church	1,503,330.00	1,524,700.00	3,028,030.00
Wood Ford			
Grand Total for Sec	22,341,365.00	22,963,777.00	45,305,142.00

Source: Accounts Division and MoFT

4.12: Summary of school grants disbursement for ECE, Primary and Secondary in 2010

ECE	Primary	Secondary	Total
574,900.00	42,652,410.00	45,305,142.00	88,532,452.00

Source: Accounts Division and MoFT

Education Authority Grants**4.13: Total education authorities grants disbursement in 2010**

Education Authority	2010		
	1st biannual	2nd biannual	Total
Central	185,000.00	194,750.00	379,750.00
Choiseul	197,500.00	202,750.00	400,250.00
Guadalcanal			
Honiara	76,750.00	95,500.00	172,250.00
Isabel	208,500.00	218,500.00	427,000.00
Makira and Ulawa	361,000.00	379,000.00	740,000.00
Malaita		895,000.00	895,000.00
Rennell and Bellona	68,750.00	71,750.00	140,500.00
Temotu		215,000.00	215,000.00
Western	151,500.00	159,500.00	311,000.00
Arch-Diocese of Honiara	17,500.00	27,250.00	44,750.00
Church of Melanesia		40,250.00	40,250.00
Diocese of Auki		5,750.00	5,750.00
Diocese of Gizo		4,750.00	4,750.00
Pearch	4,750.00	4,750.00	9,500.00
SDA		372,000.00	372,000.00
SSEC	61,750.00	71,500.00	133,250.00
United Church	196,750.00	242,250.00	439,000.00
Grand Total	1,529,750.00	3,200,250.00	4,730,000.00

Source: Accounts Division and MoFT

Annex five: Efficiency data tables

Pupil/student attendance rates

5.1: Number of pupils not attending regularly in Primary Schools by Province, 2008-2010

PRI	2008				2009				2010			
	F	M	T	%	F	M	T	%	F	M	T	%
Central	147	210	357	6%	189	217	406	7%	117	128	245	4%
Choiseul	83	163	246	4%	53	90	143	3%	37	106	143	2%
Guadalcanal	736	837	1573	8%	409	577	986	5%	665	840	1505	8%
Honiara	120	176	296	3%	86	93	179	1%	98	141	239	2%
Isabel	62	72	134	3%	59	59	118	2%	52	78	130	2%
Makira and Ulawa	175	228	403	5%	105	168	273	3%	102	177	279	3%
Malaita	671	949	1620	5%	489	660	1149	3%	655	906	1561	4%
Rennell and Bellona	4	12	16	3%	13	9	22	3%	6	5	11	2%
Temotu	148	163	311	6%	128	192	320	7%	75	94	169	3%
Western	209	335	544	4%	193	255	448	3%	217	335	552	3%
SI	2355	3145	5500	5%	1724	2320	4044	3%	2024	2810	4834	4%

Source: SIEMIS

5.2: Number of pupils not attending regularly in Junior Secondary Schools by Province, 2008-2010

JS	2008				2009				2010			
	F	M	T	%	F	M	T	%	F	M	T	%
Central	0	6	6	1%	25	41	66	6%	9	19	28	3%
Choiseul	6	14	20	2%	10	17	27	3%	0	7	7	1%
Guadalcanal	45	80	125	3%	35	49	84	2%	40	49	89	2%
Honiara	20	37	57	2%	19	15	34	1%	35	61	96	2%
Isabel	0	0	0	0%	1	0	1	0%	2	3	5	0%
Makira and Ulawa	11	22	33	2%	10	36	46	2%	11	21	32	1%
Malaita	36	86	122	3%	42	75	117	2%	51	97	148	3%
Rennell and Bellona	0	0	0	0%	0	0	0	0%	0	2	2	1%
Temotu	11	15	26	3%	7	18	25	2%	12	14	26	2%
Western	9	10	19	1%	33	50	83	2%	23	37	60	1%
SI	138	270	408	2%	182	301	483	2%	183	310	493	2%

Source: SIEMIS

5.3: Number of pupils not attending regularly in Senior Secondary Schools by Province, 2008-2010

SS	2008				2009				2010			
	F	M	T	%	F	M	T	%	F	M	T	%
Central	0	2	2	1%	5	6	11	4%	0	1	1	0%
Choiseul	0	1	1	1%	0	0	0	0%	0	0	0	0%
Guadalcanal	8	13	21	1%	9	17	26	1%	15	27	42	1%
Honiara	12	21	33	1%	36	34	70	2%	55	74	129	3%
Isabel	0	0	0	0%	0	0	0	0%	0	0	0	0%
Makira and Ulawa	3	1	4	0%	7	3	10	1%	0	1	1	0%
Malaita	8	16	24	1%	27	9	36	2%	7	10	17	1%
Rennell and Bellona	0	0	0	0%	0	0	0	0%	0	0	0	0%
Temotu	2	2	4	1%	1	6	7	2%	1	6	7	2%
Western	1	5	6	0%	15	15	30	1%	17	27	44	2%
SI	34	61	95	1%	100	90	190	1%	95	146	241	2%

Source: SIEMIS

Repetition Rate

5.4: Repetition rate at primary education level by province, 2008-2010

Pri	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
Central	6.81%	7.62%	14.42%	8.93%	8.19%	17.13%	0.14%	0.06%	0.20%
Choiseul	7.22%	9.25%	16.47%	7.23%	9.70%	16.93%	0.00%	0.00%	0.00%
Guadalcanal	7.98%	9.26%	17.24%	9.23%	9.41%	18.64%	0.70%	0.43%	1.12%
Honiara	2.22%	2.54%	4.76%	3.30%	8.49%	11.79%	0.53%	0.54%	1.07%
Isabel	7.94%	8.54%	16.48%	7.71%	8.49%	16.20%	0.00%	0.00%	0.00%
Makira and Ulawa	7.89%	7.97%	15.86%	7.56%	9.23%	16.79%	1.00%	0.45%	1.44%
Malaita	7.61%	8.12%	15.73%	7.86%	8.46%	16.32%	1.47%	1.44%	2.91%
Rennell and Bellona	5.43%	5.45%	10.89%	5.01%	5.14%	10.15%	0.00%	0.00%	0.00%
Temotu	9.86%	9.82%	19.69%	8.04%	8.84%	16.88%	1.00%	1.24%	2.24%
Western	6.68%	7.60%	14.28%	7.06%	7.37%	14.43%	0.35%	0.27%	0.62%
SI Totals	6.96%	7.62%	14.58%	7.19%	8.33%	15.52%	5.19%	4.42%	9.61%

Source: SIEMIS

5.5: Repetition rate at junior secondary education level by province, 2008-2010

JS	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
Central	4.29%	4.84%	9.12%	4.20%	4.61%	8.82%	0.00%	0.00%	0.00%
Choiseul	0.97%	1.97%	2.94%	0.18%	1.02%	1.20%	0.17%	0.54%	0.72%
Guadalcanal	9.23%	4.32%	13.56%	1.16%	1.68%	2.84%	0.05%	0.04%	0.09%
Honiara	0.06%	0.16%	0.22%	0.11%	0.21%	0.32%	0.00%	0.00%	0.00%
Isabel	0.53%	1.29%	1.82%	1.33%	2.85%	4.18%	0.00%	0.00%	0.00%
Makira and Ulawa	5.78%	7.37%	13.15%	6.86%	6.32%	13.18%	0.00%	0.08%	0.08%
Malaita	3.73%	2.95%	6.67%	0.35%	0.90%	1.26%	0.15%	0.15%	0.31%
Rennell and Bellona	0.00%	0.00%	0.00%	0.91%	0.00%	0.91%	0.00%	0.00%	0.00%
Temotu	3.35%	4.00%	7.35%	2.73%	4.07%	6.81%	0.00%	0.00%	0.00%
Western	0.76%	1.11%	1.87%	2.71%	2.24%	4.96%	0.05%	0.10%	0.15%
SI Totals	2.87%	2.80%	5.67%	2.06%	2.39%	4.45%	0.04%	0.09%	0.13%

Source: SIEMIS

5.6: Repetition rate at senior secondary education level by province, 2008-2010

SS	2008			2009			2010		
	F	M	T	F	M	T	F	M	T
Central	4.11%	1.12%	5.23%	1.10%	3.85%	4.95%	0.00%	0.00%	0.00%
Choiseul	0.00%	1.10%	1.10%	1.18%	0.91%	2.09%	0.00%	0.00%	0.00%
Guadalcanal	2.03%	2.09%	4.12%	1.95%	1.86%	3.82%	0.10%	0.06%	0.15%
Honiara	0.43%	0.81%	1.24%	0.60%	1.08%	1.67%	0.00%	0.08%	0.08%
Isabel	0.00%	0.60%	0.60%	3.14%	1.68%	4.82%	0.00%	0.00%	0.00%
Makira and Ulawa	3.22%	4.09%	7.31%	1.72%	0.44%	2.16%	0.24%	0.00%	0.24%
Malaita	2.75%	1.65%	4.40%	2.42%	1.50%	3.92%	0.00%	0.00%	0.00%
Rennell and Bellona	0.00%	0.00%	0.00%	11.36%	4.76%	16.13%	0.00%	0.00%	0.00%
Temotu	3.66%	1.98%	5.64%	1.78%	3.00%	4.78%	0.00%	0.00%	0.00%
Western	0.88%	0.82%	1.71%	1.11%	1.00%	2.12%	0.00%	0.00%	0.00%
SI Totals	1.71%	1.43%	3.13%	2.64%	2.01%	4.64%	0.03%	0.01%	0.05%

Source: SIEMIS

Survival (completion) rates and cumulative survival rate.**5. 7: Survival (completion) rate and cumulative survival rate from prep for all Provinces and SI, 2008-2010****Survival rate**

Central	2008	2009	2010
Prep	77.45%	82.87%	90.63%
Std 1	97.24%	90.15%	81.01%
Std 2	95.58%	91.69%	97.42%
Std 3	90.53%	90.26%	81.74%
Std 4	102.11%	97.71%	98.77%
Std 5	82.31%	86.83%	88.46%
Std 6	85.44%	86.22%	72.84%
Form 1	97.96%	92.87%	94.67%
Form 2	105.01%	85.93%	73.40%
Form 3	69.67%	64.67%	67.60%
Form 4	116.50%	77.96%	74.74%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

cumulative survival rate

Central	2008	2009	2010
Prep	77.45%	82.87%	90.63%
Std 1	75.31%	74.71%	73.42%
Std 2	71.99%	68.50%	71.53%
Std 3	65.17%	61.83%	58.47%
Std 4	66.54%	60.41%	57.75%
Std 5	54.77%	52.46%	51.08%
Std 6	46.80%	45.23%	37.21%
Form 1	45.85%	42.01%	35.23%
Form 2	48.14%	36.10%	25.86%
Form 3	33.54%	23.34%	17.48%
Form 4	39.08%	18.20%	13.06%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Choiseul	2008	2009	2010
Prep	86.56%	95.49%	115.23%
Std 1	90.16%	94.61%	82.34%
Std 2	93.62%	101.74%	101.15%
Std 3	98.18%	102.77%	87.86%
Std 4	84.67%	99.50%	96.47%
Std 5	88.51%	94.60%	86.36%
Std 6	78.15%	79.52%	68.93%
Form 1	99.45%	89.93%	100.26%
Form 2	101.20%	97.50%	84.38%
Form 3	64.47%	49.01%	35.33%
Form 4	103.33%	80.56%	83.65%
Form 5	9.62%	9.84%	6.90%
Form 6	0.00%	25.00%	16.67%
Form 7			

Source: SIEMIS

Choiseul	2008	2009	2010
Prep	86.56%	95.49%	115.23%
Std 1	78.04%	90.34%	94.88%
Std 2	73.07%	91.91%	95.97%
Std 3	71.74%	94.46%	84.32%
Std 4	60.74%	93.99%	81.35%
Std 5	53.76%	88.91%	70.25%
Std 6	42.02%	70.70%	48.42%
Form 1	41.78%	63.58%	48.55%
Form 2	42.29%	61.99%	40.96%
Form 3	27.26%	30.38%	14.47%
Form 4	28.17%	24.47%	12.11%
Form 5	2.71%	2.41%	0.83%
Form 6	0.00%	0.60%	0.14%
Form 7			

Source: SIEMIS

Guadalcanal	2008	2009	2010
Prep	79.89%	82.80%	85.41%
Std 1	95.77%	87.65%	84.92%
Std 2	100.04%	94.07%	100.68%
Std 3	101.35%	91.79%	88.39%
Std 4	93.10%	94.80%	91.30%
Std 5	89.09%	87.61%	86.27%
Std 6	106.77%	95.20%	87.93%
Form 1	105.92%	88.40%	91.93%
Form 2	112.20%	92.03%	92.77%
Form 3	156.72%	122.76%	123.47%
Form 4	98.79%	88.60%	81.43%
Form 5	51.22%	40.83%	36.34%
Form 6	33.97%	23.28%	25.91%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Guadalcanal	2008	2009	2010
Prep	79.89%	82.80%	85.41%
Std 1	76.51%	72.57%	72.53%
Std 2	76.54%	68.27%	73.03%
Std 3	77.57%	62.67%	64.55%
Std 4	72.22%	59.41%	58.93%
Std 5	64.34%	52.05%	50.84%
Std 6	68.69%	49.55%	44.70%
Form 1	72.76%	43.80%	41.10%
Form 2	81.63%	40.31%	38.12%
Form 3	127.93%	49.48%	47.07%
Form 4	126.38%	43.84%	38.33%
Form 5	64.73%	17.90%	13.93%
Form 6	21.99%	4.17%	3.61%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Survival rate

Honiara	2008	2009	2010
Prep	122.95%	108.97%	118.97%
Std 1	109.04%	102.62%	103.34%
Std 2	108.57%	106.25%	100.73%
Std 3	103.58%	102.28%	101.17%
Std 4	105.71%	106.14%	100.22%
Std 5	99.63%	100.46%	93.94%
Std 6	108.07%	92.28%	84.77%
Form 1	103.11%	105.34%	97.80%
Form 2	99.73%	107.08%	92.15%
Form 3	113.87%	133.58%	101.34%
Form 4	108.51%	102.19%	91.92%
Form 5	71.40%	76.09%	68.63%
Form 6	39.28%	39.68%	38.24%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

cumulative survival rate

Honiara	2008	2009	2010
Prep	122.95%	108.97%	118.97%
Std 1	134.06%	111.83%	122.94%
Std 2	145.55%	118.81%	123.83%
Std 3	150.76%	121.53%	125.28%
Std 4	159.37%	128.99%	125.56%
Std 5	158.78%	129.59%	117.94%
Std 6	171.59%	119.59%	99.98%
Form 1	176.94%	125.98%	97.78%
Form 2	176.47%	134.90%	90.11%
Form 3	200.95%	180.19%	91.32%
Form 4	218.06%	184.13%	83.94%
Form 5	155.70%	140.11%	57.60%
Form 6	61.16%	55.60%	22.03%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Makira and Ulawa	2008	2009	2010
Prep	98.76%	93.18%	86.50%
Std 1	91.58%	95.25%	98.48%
Std 2	100.70%	97.14%	92.15%
Std 3	94.39%	95.45%	86.31%
Std 4	93.99%	93.53%	90.87%
Std 5	90.59%	94.30%	90.76%
Std 6	90.44%	96.91%	91.61%
Form 1	82.42%	91.07%	87.18%
Form 2	92.54%	88.19%	74.23%
Form 3	115.46%	100.19%	99.81%
Form 4	85.29%	85.44%	87.56%
Form 5	54.00%	61.07%	48.58%
Form 6	0.00%	0.00%	0.00%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Makira and Ulawa	2008	2009	2010
Prep	98.76%	93.18%	86.50%
Std 1	90.44%	88.76%	85.19%
Std 2	91.07%	86.22%	78.50%
Std 3	85.97%	82.29%	67.75%
Std 4	80.80%	76.97%	61.56%
Std 5	73.19%	72.58%	55.88%
Std 6	66.20%	70.34%	51.19%
Form 1	54.56%	64.06%	44.63%
Form 2	50.49%	56.49%	33.13%
Form 3	58.30%	56.60%	33.06%
Form 4	49.72%	48.35%	28.95%
Form 5	26.85%	29.53%	14.06%
Form 6	0.00%	0.00%	0.00%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Malaita	2008	2009	2010
Prep	73.85%	71.04%	71.54%
Std 1	96.44%	91.51%	89.76%
Std 2	94.63%	93.47%	91.20%
Std 3	92.02%	93.23%	89.33%
Std 4	94.63%	90.98%	86.88%
Std 5	84.04%	79.59%	79.23%
Std 6	86.62%	79.51%	76.12%
Form 1	111.55%	87.00%	83.10%
Form 2	106.54%	83.59%	89.67%
Form 3	116.87%	87.60%	82.65%
Form 4	100.21%	79.53%	70.14%
Form 5	29.05%	29.27%	31.88%
Form 6	25.00%	33.06%	25.47%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Malaita	2008	2009	2010
Prep	73.85%	71.04%	71.54%
Std 1	71.21%	65.00%	64.22%
Std 2	67.39%	60.76%	58.56%
Std 3	62.01%	56.64%	52.31%
Std 4	58.68%	51.54%	45.45%
Std 5	49.32%	41.02%	36.01%
Std 6	42.72%	32.62%	27.41%
Form 1	47.65%	28.38%	22.78%
Form 2	50.77%	23.72%	20.42%
Form 3	59.33%	20.78%	16.88%
Form 4	59.46%	16.53%	11.84%
Form 5	17.27%	4.84%	3.77%
Form 6	4.32%	1.60%	0.96%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Survival rate

Rennell and Bellona	2008	2009	2010
Prep	85.15%	53.86%	67.96%
Std 1	85.83%	78.41%	102.86%
Std 2	111.23%	123.27%	140.28%
Std 3	89.34%	86.48%	87.13%
Std 4	107.29%	98.91%	95.45%
Std 5	100.07%	80.96%	98.81%
Std 6	102.56%	107.69%	101.20%
Form 1	100.00%	91.25%	86.90%
Form 2	154.29%	108.45%	105.48%
Form 3	119.18%	85.19%	119.48%
Form 4	90.91%	86.54%	75.00%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Temotu	2008	2009	2010
Prep	76.72%	83.36%	76.11%
Std 1	76.73%	84.62%	85.20%
Std 2	107.46%	110.18%	103.73%
Std 3	82.18%	87.05%	93.11%
Std 4	90.04%	83.11%	78.15%
Std 5	85.81%	81.88%	81.72%
Std 6	98.75%	87.03%	101.58%
Form 1	94.99%	90.34%	101.81%
Form 2	117.58%	98.74%	79.64%
Form 3	109.08%	92.83%	91.05%
Form 4	73.98%	78.21%	63.21%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Western	2008	2009	2010
Prep	98.77%	85.79%	88.45%
Std 1	94.99%	87.05%	93.06%
Std 2	99.69%	99.35%	96.48%
Std 3	91.29%	90.04%	91.65%
Std 4	102.08%	93.54%	97.96%
Std 5	99.43%	95.84%	94.44%
Std 6	99.48%	89.50%	85.57%
Form 1	94.33%	87.42%	89.62%
Form 2	91.70%	84.48%	83.10%
Form 3	172.73%	133.55%	133.75%
Form 4	94.02%	87.77%	79.10%
Form 5	49.34%	42.54%	40.19%
Form 6	6.48%	7.00%	6.85%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

cumulative survival rate

Rennell and Bellona	2008	2009	2010
Prep	85.15%	53.86%	67.96%
Std 1	73.09%	42.23%	69.90%
Std 2	81.30%	52.06%	98.06%
Std 3	72.63%	45.02%	85.44%
Std 4	77.93%	44.53%	81.55%
Std 5	77.98%	36.05%	80.58%
Std 6	79.98%	38.82%	81.55%
Form 1	79.98%	35.43%	70.87%
Form 2	123.40%	38.42%	74.76%
Form 3	147.06%	32.73%	89.32%
Form 4	133.69%	28.32%	66.99%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Temotu	2008	2009	2010
Prep	76.72%	83.36%	76.11%
Std 1	58.87%	70.54%	64.84%
Std 2	63.26%	77.72%	67.26%
Std 3	51.99%	67.66%	62.63%
Std 4	46.81%	56.23%	48.95%
Std 5	40.17%	46.04%	40.00%
Std 6	39.67%	40.07%	40.63%
Form 1	37.68%	36.20%	41.37%
Form 2	44.30%	35.75%	32.95%
Form 3	48.33%	33.18%	30.00%
Form 4	35.75%	25.95%	18.96%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Western	2008	2009	2010
Prep	98.77%	85.79%	88.45%
Std 1	93.82%	74.68%	82.32%
Std 2	93.53%	74.19%	79.42%
Std 3	85.38%	66.80%	72.79%
Std 4	87.16%	62.49%	71.30%
Std 5	86.66%	59.89%	67.34%
Std 6	86.21%	53.60%	57.62%
Form 1	81.32%	46.86%	51.64%
Form 2	74.57%	39.59%	42.91%
Form 3	128.81%	52.87%	57.39%
Form 4	121.10%	46.40%	45.40%
Form 5	59.75%	19.74%	18.25%
Form 6	3.87%	1.38%	1.25%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Survival rate

Solomon Islands	2008	2009	2010
Prep	84.85%	82.18%	84.56%
Std 1	95.88%	91.50%	90.32%
Std 2	98.59%	97.02%	96.72%
Std 3	94.51%	93.47%	90.00%
Std 4	96.46%	95.01%	92.62%
Std 5	90.20%	88.49%	87.08%
Std 6	95.47%	88.28%	82.89%
Form 1	101.47%	91.39%	90.86%
Form 2	102.53%	91.26%	86.92%
Form 3	125.06%	108.48%	101.12%
Form 4	98.43%	89.30%	81.05%
Form 5	49.95%	49.77%	44.99%
Form 6	27.31%	27.69%	26.47%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

cumulative survival rate

Solomon Islands	2008	2009	2010
Prep	84.85%	82.18%	84.56%
Std 1	81.36%	75.19%	76.38%
Std 2	80.21%	72.96%	73.87%
Std 3	75.81%	68.19%	66.48%
Std 4	73.13%	64.78%	61.57%
Std 5	65.96%	57.33%	53.62%
Std 6	62.97%	50.61%	44.45%
Form 1	63.89%	46.25%	40.38%
Form 2	65.51%	42.21%	35.10%
Form 3	81.93%	45.79%	35.49%
Form 4	80.64%	40.89%	28.77%
Form 5	40.28%	20.35%	12.94%
Form 6	11.00%	5.63%	3.43%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Transition rate

5.8. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for SISEE by Province, 2008-2010

	2008								2009						2010							
	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate	
Central	189	244	183	234	96.8%	95.9%	0.77	0.78	208	259	208	259	100.0%	100.0%	0.80	0.80	218	290	218	290	100.0%	100.0%
Choisuel	272	230	258	216	94.9%	93.9%	1.18	1.19	269	253	221	207	82.2%	81.8%	1.06	1.07	283	274	283	274	100.0%	100.0%
Guadalcanal	731	793	654	691	89.5%	87.1%	0.92	0.95	804	804	641	676	79.7%	84.1%	1.00	0.95	839	839	751	725	89.5%	86.4%
Honiara City Council	604	583	540	513	89.4%	88.0%	1.04	1.05	649	662	586	587	90.3%	88.7%	0.98	1.00	728	708	677	644	93.0%	91.0%
Isabel	221	231	209	220	94.6%	95.2%	0.96	0.95	231	263	211	239	91.3%	90.9%	0.88	0.88	264	282	264	282	100.0%	100.0%
Makira and Ulawa	354	399	324	362	91.5%	90.7%	0.89	0.90	377	402	343	359	91.0%	89.3%	0.94	0.96	413	410	351	343	85.0%	83.7%
Malaita	1013	1209	934	1123	92.2%	92.9%	0.84	0.83	1133	1373	1054	1261	93.0%	91.8%	0.83	0.84	1182	1418	1039	1256	87.9%	88.6%
Rennel and Bellona	26	33	26	33	100.0%	100.0%	0.79	0.79	26	33	26	33	100.0%	100.0%	0.79	0.79	47	27	47	27	100.0%	100.0%
Temotu	227	252	197	216	86.8%	85.7%	0.90	0.91	214	255	201	230	93.9%	90.2%	0.84	0.87	201	222	175	199	87.1%	89.6%
Western Province	763	790	640	653	83.9%	82.7%	0.97	0.98	820	838	673	680	82.1%	81.1%	0.98	0.99	849	859	705	693	83.0%	80.7%
SI Total by gender	4400	4764	3965	4261	90.1%	89.4%	0.92	0.93	4731	5142	4164	4531	88.0%	88.1%	0.92	0.92	5024	5329	4510	4733	89.8%	88.8%
SI Total	9164		8226		89.8%				9873		8695		88.1%				8708		7768		89.3%	

Source: ATLAS, NESU.

5.9. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for SIF3 by Province, 2008-2010

	2008								2009						2010							
	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate	
	F	M	F	M	F	M			F	M	F	M	F	M			F	M	F	M	F	M
Central	105	136	78	104	74.3%	76.5%	0.77	0.75	112	137	76	122	67.9%	89.1%	0.82	0.62	97	119	48	66	49.5%	55.5%
Choisuel	113	116	86	81	76.1%	69.8%	0.97	1.06	122	113	77	77	63.1%	68.1%	1.08	1.00	129	144	61	70	47.3%	48.6%
Guadalcanal	274	364	165	219	60.2%	60.2%	0.75	0.75	346	524	220	352	63.6%	67.2%	0.66	0.63	502	604	298	535	59.4%	88.6%
Honiara City Council	632	731	472	524	74.7%	71.7%	0.86	0.90	637	752	459	564	72.1%	75.0%	0.85	0.81	558	739	367	535	65.8%	72.4%
Isabel	161	173	104	117	64.6%	67.6%	0.93	0.89	143	184	140	180	97.9%	97.8%	0.78	0.78	168	174	108	113	64.3%	64.9%
Makira and Ulawa	185	253	125	174	67.6%	68.8%	0.73	0.72	199	254	122	185	61.3%	72.8%	0.78	0.66	180	293	111	186	61.7%	63.5%
Malaita	432	608	276	413	63.9%	67.9%	0.71	0.67	526	693	364	508	69.2%	73.3%	0.76	0.72	587	782	319	482	54.3%	61.6%
Rennel and Bellona	11	19	8	18	72.7%	94.7%	0.58	0.44	25	20	25	18	100.0%	90.0%	1.25	1.39	16	21	16	21	100.0%	100.0%
Temotu	129	133	64	85	49.6%	63.9%	0.97	0.75	117	114	81	86	69.2%	75.4%	1.03	0.94	94	118	61	97	64.9%	82.2%
Western Province	375	392	272	288	72.5%	73.5%	0.96	0.94	498	487	312	329	62.7%	67.6%	1.02	0.95	511	483	283	283	55.4%	58.6%
SI Total by gender	2417	2925	1650	2023	68.3%	69.2%	0.83	0.82	2725	3278	1876	2421	68.8%	73.9%	0.83	0.77	2842	3477	1672	2388	58.8%	68.7%
SIG Total	5342		3673		68.7%				6003		4297		71.4%				6319		4060		63.8%	

Source: ATLAS, NESU.

Annex five: Efficiency data tables

5.10. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for SISC by Province, 2008-2010

	2008								2009								2010							
	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed
	F	M	F	M	F	M			F	M	F	M	F	M			F	M	F	M	F	M		
Central	14	21	3	10	21.4%	47.6%	0.67	0.30	44	49	15	18	34.1%	36.7%	0.90	0.83	49	44	10	8	20.4%	18.2%	1.11	1.25
Choisuel	38	54	1	6	2.6%	11.1%	0.70	0.17	23	34	3	8	13.0%	23.5%	0.68	0.38	45	36	3	4	6.7%	11.1%	1.25	0.75
Guadalcanal	168	208	78	107	46.4%	51.4%	0.81	0.73	203	234	85	134	41.9%	57.3%	0.87	0.63	259	364	115	190	44.4%	52.2%	0.71	0.61
Honiara City Council	543	738	199	275	36.6%	37.3%	0.74	0.72	530	729	228	362	43.0%	49.7%	0.73	0.63	465	649	205	249	44.1%	38.4%	0.72	0.82
Isabel	88	115	33	38	37.5%	33.0%	0.77	0.87	101	113	46	66	45.5%	58.4%	0.89	0.70	115	133	24	36	20.9%	27.1%	0.86	0.67
Makira and Ulawa	98	146	32	50	32.7%	34.2%	0.67	0.64	98	156	43	85	43.9%	54.5%	0.63	0.51	130	166	38	60	29.2%	36.1%	0.78	0.63
Malaita	158	243	48	72	30.4%	29.6%	0.65	0.67	185	200	65	99	35.1%	49.5%	0.93	0.66	166	258	64	117	38.6%	45.3%	0.64	0.55
Rennel and Bellona	1	9	0	0	0.0%	0.0%	0.11	0.00	4	6	1	1	25.0%	16.7%	0.67	1.00	8	13	2	2	25.0%	15.4%	0.62	1.00
Temotu	45	61	2	13	4.4%	21.3%	0.74	0.15	47	50	13	20	27.7%	40.0%	0.94	0.65	48	59	11	21	22.9%	35.6%	0.81	0.52
Western Province	224	258	76	65	33.9%	25.2%	0.87	1.17	235	240	95	117	40.4%	48.8%	0.98	0.81	256	294	66	93	25.8%	31.6%	0.87	0.71
SI Total by gender	1377	1853	472	636	34.3%	34.3%	0.74	0.74	1470	1811	594	910	40.4%	50.2%	0.81	0.65	1541	2016	538	780	34.9%	38.7%	0.76	0.69
SI Total	3230	4118	1108	1504	34.3%				3281	4154	1504	2104	45.3%				3557	4118	1318	1780	36.8%			

Source: ATLAS, NESU.

5.11. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for PSSC by Province, 2008-2010

	2008								2009								2010							
	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed	Total enrolled		Total placed		Transition rate		GPI enrolled	GPI Placed
	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	0	0	0	0	0.0%	0.0%	0.00	0.00	0	0	0	0	0.0%	0.0%	0.00	0.00
Choisuel	3	8	0	0	0.0%	0.0%	0.38	0.00	2	5	0	0	0.0%	0.0%	0.40	0.00	2	3	0	1	0.0%	33.3%	0.67	0.00
Guadalcanal	76	146	2	3	2.6%	2.1%	0.52	0.67	31	35	1	0	3.2%	0.0%	0.89	0.00	42	92	35	41	83.3%	44.6%	0.46	0.85
Honiara City Council	387	622	78	112	20.2%	18.0%	0.62	0.70	370	655	88	133	23.8%	20.3%	0.56	0.66	395	621	66	131	16.7%	21.1%	0.64	0.50
Isabel	28	31	9	17	32.1%	54.8%	0.90	0.53	19	38	3	14	15.8%	36.8%	0.50	0.21	26	52	6	11	23.1%	21.2%	0.50	0.55
Makira and Ulawa	57	97	6	9	10.5%	9.3%	0.59	0.67	50	79	9	15	18.0%	19.0%	0.63	0.60	65	89	21	29	32.3%	32.6%	0.73	0.72
Malaita	54	56	7	13	13.0%	23.2%	0.96	0.54	46	66	17	26	37.0%	39.4%	0.70	0.65	55	110	13	19	23.6%	17.3%	0.50	0.68
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%	0.00	0.00
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	12	16	0	0	0.0%	0.0%	0.75	0.00
Western Province	140	163	7	10	5.0%	6.1%	0.86	0.70	81	110	10	19	12.3%	17.3%	0.74	0.53	95	162	15	22	15.8%	13.6%	0.59	0.68
SI Total by gender	745	1123	109	164	14.6%	14.6%	0.66	0.66	599	988	128	207	21.4%	21.0%	0.61	0.62	692	1145	156	254	22.5%	22.2%	0.60	0.61
SI Total	1868	2733	273	411	14.6%				1587	2335	335	511	21.2%				1837	2733	410	511	22.4%			

Source:

ATLAS,

NESU

Annex six: Human Resources Development data tables

6.1. Number of vacancies for teachers approved by TSC for Education Authorities, 2008-2010

Education Authority	2008	2009	2010
	Total	Total	Total
Central	2	34	0
Choisuel	58	87	59
Christian fellowship Church	25	18	1
Church of Melanesia	11	47	6
Church of the Living Word	0	3	3
Guadalcanal	34	134	21
Honiara City Council	33	56	7
Isabel	11	37	11
MEHRD-KGVI and Waimapuru NSS	10	10	7
Makira and Ulawa	11	50	7
Malaita	131	229	26
Private School	11	24	6
Rennel and Bellona	12	3	0
Roman Catholic Church	25	17	1
Seventh Day Adventist Church	90	126	32
South Seas Evangelical Church	37	34	8
Temotu	12	36	1
United Church	46	63	58
Western	19	24	17
SI Total	578	1032	271

Source: Teacher master file, TSD

6.2: Required number number of teacher establishment approved for education authorities by TSC, 2008-2012.

Education Authority	2008	2009	2010
	Total	Total	Total
Central	391	426	455
Choisuel	345	376	388
Christian fellowship Church	132	125	131
Church of Melanesia	223	239	260
Church of the Living Word	21	21	30
Guadalcanal	860	936	962
Honiara City Council	483	483	520
Isabel	357	361	375
MEHRD-KGVI and Waimapuru NSS	72	73	71
Makira and Ulawa	526	561	590
Malaita	1661	1762	1773
Private School	113	113	135
Rennel and Bellona	52	53	54
Roman Catholic Church	149	150	114
Seventh Day Adventist Church	579	646	648
South Seas Evangelical Church	304	327	227
Temotu	366	380	413
United Church	515	548	585
Western	232	253	281
SI Total	7381	7833	8012

Source: Teacher master file, TSD

6.3: Number of Education Staff by Province, 2008-2010.

Province	2008	2009	2010
	Total/Province	Total/ Province	Total/Province
Central	6	4	5
Choisuel	6	6	6
Guadalcanal	8	7	7
Honiara City Council	6	6	5
Isabel	6	6	7
Makira and Ulawa	7	6	7
Malaita	13	14	14
Rennel Belona	3	4	4
Temotu	5	5	6
Western	11	9	10
SI Total	71	67	71

Source: HRD

6.4: Number of vacancies for other education nstaff by province requested by MEHRD, 2008-2012.

Province	2008	2009	2010
	Total/Province	Total/ Province	Total/Province
Central	1	4	3
Choisuel	1	3	2
Guadalcanal	1	3	3
Honiara City Council	1	1	2
Isabel	1	3	1
Makira and Ulawa	1	2	2
Malaita	1	3	3
Rennel Belona	1	0	0
Temotu	1	3	2
Western	1	3	3
SI Total	10	25	21

Source: HRD

6.5: Number of Vacancies for MEHRD officers requested by MEHRD, 2008-2012.

MEHRD divisions	2008	2009	2010
	Total/Division	Total/Division	Total/Division
Head Quarter Admsintration	2	1	1
Administration or support services	3	0	2
Accounts	0	0	2
Professional and Technical services	0	2	0
Support Service	4	0	0
Secretariate	0	0	1
Teacher training and development division	0	0	0
Secondary division	0	1	5
Primary Division	1	0	0
Curriculum Development Centre (CDC)	9	8	0
National Examinations and Standard Unit	2	2	1
Education Inspection and Monitoring Unit	1	0	2
Teaching Service Unit	0	0	2
Planning Cordination and Research Unit	4	1	3
National Training Unit	2	2	0
National Library Service	1	4	0
Technical Vocational, Education and Training	2	1	0
SI Total	31	22	19

Source: HRD

Annex seven: Management and Process data tables

SIEMIS Return Rate

7.1: Total SIEMIS school census return and entry rate, 2008-2010.

2008												2009												2010											
matchi ng survey	sent		collected		received				entered		matchin g 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	%			
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	1434	1376	96.0	617	43.0	1009	70.4	149	10.4	942	65.7			

Source: SIEMIS

7.2: SIEMIS school census return and entry rate by education sector, 2008-2012.

Sector Type	2008												2009												2010											
	matchi ng survey	sent		collected		received				entered		matchi ng survey	sent		collected		received				entered		matchi ng survey	sent		collected		received				ent				
		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%		total			
ECE	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	243	36.4	651	603	92.6	200	30.9	290	44.5	76	11.7	280				
PS	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	462	86.0	544	534	98.2	302	55.5	495	91.0	52	9.6	468				
CHS	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	155	86.6	179	179	100.0	87	46.8	175	97.8	12	6.9	170				
PSS	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	13	81.3	16	16	100.0	7	43.8	16	100.0	1	6.3	16				
NSS	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	9	81.9	9	9	100.0	6	66.7	9	100.0	2	22.2	8				
RTC	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	5	13.5	34	34	100.0	15	44.1	24	70.6	6	17.6	0				

Source: SIEMIS

Annex seven: Management and Process data tables

7.3: SIEMIS school census form return and entry rate by Education Authority, 2008-2010.

	2008												2009												2010											
	matchi ng survey		sent		Collected		received		entered		matchi ng survey		sent		collected		received		entered		matchi ng survey		sent		collected		received		ent							
	total	%	on time	%	total	%	on time	%	total	%	total	%	on time	%	total	%	on time	%	total	%	total	%	on time	%	total	%	on time	%	total							
Education Authorities	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	50	86.2	55	54	98.2	24	43.6	50	90.9	10	18.2	44				
Central	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	53	80.3	65	64	98.5	48	73.8	57	87.7	19	29.2	56				
Choisuel	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	109	69.1	135	135	100.0	58	43.0	113	83.7	15	11.1	111				
Guadalcanal	33	20	66.6	0	0.0	12	36.4	0	0.0	12	36.4	33	20	58.8	1	2.9	17	50.0	1	2.9	16	47.1	36	34	94.4	7	19.4	22	61.1	6	16.7	22				
Honiara	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	72	71.3	101	100	99.0	49	48.5	29	28.2	1	1.0	78				
Isabel	155	147	94.8	103	66.5	121	78.1	56	36.1	121	78.1	155	147	94.2	27	17.3	112	71.8	1	0.6	111	71.2	155	151	98.7	87	56.9	113	73.9	1	0.7	110				
Makira/Ulawa	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	187	53.9	351	344	98.0	142	40.5	215	61.3	31	8.8	201				
Malaita	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	9	42.9	22	22	100.0	8	36.4	10	45.5	6	27.3	10				
Rennel Bellona	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	39	59.1	69	68	98.6	27	39.1	53	76.8	12	17.4	49				
Temotu	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	26	40.0	62	51	82.3	19	30.6	33	53.2	6	9.9	30				
Western	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	19	73.1	27	25	92.6	7	25.9	16	59.3	0	0.0	15				
Christian Fellowship Church	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	1	100.0	1	1	100.0	0	0.0	1	100.0	0	0.0	1				
Chinese Association	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	2	100.0	4	4	100.0	3	75.0	4	100.0	1	25.0	4				
Church of the Living Word	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	12	54.4	3	3	100.0	3	100.0	3	100.0	3	100.0	3				
Church of Melanesia	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	3	75.0	2	2	100.0	1	50.0	2	100.0	1	50.0	1				
Church of Nazarene	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	4	80.0	23	23	100.0	3	50.5	20	87.0	4	17.4	15				
Kelyn	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	2	100.0	4	4	100.0	0	0.0	1	25.0	0	0.0	1				
MEHRD	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	2				
Pearch	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	77	63.6	124	120	96.8	58	46.8	97	78.2	16	12.9	89				
Seventh Day Adventists Church	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	18	54.4	36	35	97.2	19	52.8	30	83.3	6	16.7	25				
South Seas Evangelical Church	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	2	100.0	2	100.0	2	100.0	2				
Tamlan	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	62	54.9	112	90	80.4	30	26.8	59	52.7	3	2.7	54				
United Church	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	0	0.0	2	1	50.0	0	0.0	0	50.0	0	0.0	1				
Wood Ford																																				

Source: SIEMIS

Inspectorate Visits

7.4: Number of inspectors assessment visit by province, 2008-2010

Province	2008	2009	2010
	Total by Province	Total by Province	Total by Province
Central	62	12	39
Choisuel	25	0	0
Guadalcanal	61	52	63
Honiara City Council	32	23	15
Isabel	41	27	24
Makira and Ulawa	52	6	13
Malaita	88	160	31
Rennel and Bellona	11	0	0
Temotu	5	6	0
Western Province	69	36	31
SI Total	446	322	216

Source: Inspectorate division

7.5: Total number of probationers inspected by province, 2008-2010

Province	2008	2009	2010
	Total	Total	Total
Central	33	33	24
Choisuel	6	5	0
Guadalcanal	36	60	56
Honiara City Council	45	17	11
Isabel	0	15	18
Makira and Ulawa	11	29	6
Malaita	61	59	26
Rennel and Bellona	0	0	0
Temotu	2	0	0
Western Province	39	1	21
SI Total	233	219	162

Source: Inspectorate division

7.6: Total number of probationers responsibility post on trial promotion inspected by province, 2008-2010

Province	2008	2009	2010
	Total	Total	Total
Central	31	69	15
Choisuel	8	1	0
Guadalcanal	10	87	7
Honiara City Council	44	10	4
Isabel	0	6	6
Makira and Ulawa	31	21	7
Malaita	40	100	5
Rennel and Bellona	0	0	0
Temotu	1	21	0
Western Province	74	21	10
SI Total	239	336	54

Source: Inspectorate division

7.7: Total number of confirmed probationers inspected by province, 2008-2012

Province	2008	2009	2010
	Total by Province	Total by Province	Total by Province
Central	9	17	4
Choisuel	1	4	0
Guadalcanal	17	58	7
Honiara City Council	42	30	15
Isabel	21	19	13
Makira and Ulawa	48	12	0
Malaita	32	25	23
Rennel and Bellona	0	4	0
Temotu	8	0	0
Western Province	35	24	10
SI Total	213	193	72

Source: Inspectorate division

7.8: Total number of confirmed probationers responsibility post on trial promotion inspected by province, 2008-2010

Province	2008	2009	2010
	Total by Province	Total by Province	Total by Province
Central	24	9	5
Choisuel	6	0	3
Guadalcanal	3	2	3
Honiara City Council	31	11	5
Isabel	0	5	6
Makira and Ulawa	28	5	6
Malaita	36	24	16
Rennel and Bellona	0	0	0
Temotu	0	1	1
Western Province	44	11	3
SI Total	172	68	48

Source: Inspectorate division

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	5
Policies approved	1	0	5	3	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

Annex Eight: Performance Assessment Framework

MEHRD-Performance Assessment Framework (PAF)				
	Indicators	Targets for 2015	Minimum standards:	Definition and Meaning
<i>Demand -Side Indicators</i>				
I. Access				
Measuring Access to the Education Sector				
1	Gross Intake rate (GIR)			The total number of new entrants in the first grade primary as a percentage of all children eligible for admission at the official or statutory age. For the Solomon Islands the statutory age for admission in primary is 7 years. Only the new entrants are counted excluding the repeaters.
2	Age-Specific Gross in-take rate (ASGIR) Age-specific in-take rate (ASIR)			The ASIR measures the number of new entrants having a given age as a percentage of the total number of children of this age in the population. It gives a clearer picture of different age groups' access to the first education level. It is a special case of the age-specific gross in-take rate. This is the in-take rate for children of the official age of admission which in the Solomon Islands case is 7 years. It is the number of new entrants having the official age as a percentage of the total number of children of that age in the population.
Measuring Participation in the Education Sector				
3	Gross enrolment rate (GER)	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.
4	Net enrolment rate (NER)	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.
5	Age- Specific enrolment rate (ASER)			The ASER is not associated with a particular education level as defined in the NER and GER. It is a ratio that gives the percentage of young people a given age group who are enrolled in the education system, irrespective of the level. The difference between the ratio obtained and 100% indicates the percentage of young people in a given age group who are receiving no education in any form.

Supply- Side Indicators			
Indicators	Targets for 2015	Minimum standards:	
II Infrastructure			
6	Nr. of kindy's, schools, RTC's, tertiary institutions	Sufficient schools to cater for a 100% net enrolment rate for boys and girls for basic Education and for 40% net enrolment rate for Senior SE.	School Site - The space provided for all purposes other than school facilities should be at least equal 3 times the total of the space occupied by the school facilities of all kinds. For example: Total area of school facilities: 650m ² : Minimum additional area for the School Site: 650m ² x 3 = 1,950m ² If Agriculture is taught an additional 10m ² of arable land (school garden) per pupil is required
7	Nr. of classrooms	Sufficient schools to cater for a 100% net enrolment rate for boys and girls for basic Education and for 40% net enrolment rate for Senior SE on the basis that the maximum classroom occupation is for ECE = 15 children, PE = 35 pupils, SE = 40 pupils and TVET = 25 students.	Exampel PE: 35 pupils x 1.2 m ² = 42 m ² ; if the width of the classroom intended to be build is 5.50 m then add 2 m x 5.50 m = 11 m ² + 42 m ² = 53 m ² . A classroom with a width of 5.50 meters has therefore a minimum length of: 53 m ² / 5.50m = 9.64 meters. Exampel SE: 40 pupils x 1.2 m ² = 48 m ² ; if the width of the classroom intended to be build is 6.5 m then add 2 m x 6.5 m = 13 m ² + 48 m ² = 61 m ² . A classroom with a width of 6.5 meters has therefore a minimum length of: 61 m ² / 6.5 m = 9.38 meters. Example ECE: 15 children x 1.6 m ² = 24 m ² . A classroom with a width of 4 meters has therefore a minimum length of: 24 m ² / 4.00 m = 6.00 meters
7b	Classroom/student/pupil ratio	1/15 ECE 1/35 PE 1/40 SE 1/25 TVET	1.6 m ² per child 1.2 m ² per pupil + 2 meters space between 1st row of desks and blackboard 1.2 m ² per student + 2 meters space between 1st row of desks and blackboard For classrooms: 1.2 m ² per student + 2 meters space between 1st row of desks and blackboard. For workshops: 3 m ² per student e.g. 25 student workshop = 25 x 3 m ² = 75 m ²
7c	Specialized Classrooms		One-SE Schools with 120 Students need: 1 Multipurpose Classroom which is used for Home Economics and Science classes (min. 2 m ² per student) 1 Workshop (min. 3 m ² per student) which is used for Technology and Agriculture classes. Per Agriculture student a minimum of 10m ² of arable land (school garden) should to be available.
			Two-Stream SE with 240 Students need: 1 Science Laboratory (min. 2 m ² per student) 1 Home Economic Classroom (min. 2 m ² per student) 1 Workshop which is used for Technology and Agriculture classes (min. 3 m ² per student). Per agriculture student a minimum of 10m ² of arable land (school garden) should to be available.
8	Nr. of desks.	1 Chair and surface to write / work on for each pupil	
8b	Desk/student/pupil ratio	PE and SE: 1 Chair and surface to write / work on for each pupil ECE: 1 Stackable chair per child or benches for up to 4 children plus suitable tables	Desk / pupil ratio is 1: 1 (single desk, double desk or "form") ECE seat : child ratio is 1: 1.

Annex Eight: Performance Assessment Framework

9b	Dormitory/student/pupil ratio	Maximum 40 students per open room dormitory or maximum 10 students per subdivision (cubicle)	4 m2 floor area per student for single bed dorms and 3 m2 floor area for bunk bed dorms. Each student should have a locker. Beds should allow easy affixing of mosquito nets
10	Pupils Sanitation Facilities	ALL schools fulfil the minimum standards	At Day schools: ECE / PE / SE / TVET
		ALL schools fulfil the minimum standards	Female Students: 1 : 40
		ALL schools fulfil the minimum standards	Male Students: 1 : 60
		ALL schools fulfil the minimum standards	1 Urinal for every 50 Male Students
		ALL schools fulfil the minimum standards	Minimum 2 Hand Basins (male/female) per School
		ALL schools fulfil the minimum standards	1 hand basin for every 60 Students
		ALL schools fulfil the minimum standards	At Boarding School: PE/SE/TVET
		ALL schools fulfil the minimum standards	Female Students: 1 : 25
		ALL schools fulfil the minimum standards	Male Students: 1 : 35
		ALL schools fulfil the minimum standards	1 Urinal for every 50 Male Students
10b	Toilet/student/pupil ratio	1/40 per female and 1/60 male students in non-boarding	Shower Ratio: 1: 25
			Minimum 2 Hand Basins (male/female) per School
11	Computer ratio per school	1 per school (and it works)	1 hand basin for every 35 Students
12	Nr. of textbooks per subject /per child/student	1 textbook "set" per subject per student	
13	Nr. of schools with access to safe and clean water supply	100%	Minimum drinkable water supply for Day Students: 3 litres / day. If water tanks are the only water source then the "Minimum Water Tank Storage Capacity" is : 3 litres of drinkable Water per pupil per day for 30 days. E.g. A day school with a total enrolment of 300 students needs: 300 students x 3 litres / student = 900 litres x 30 days = 27,000 litres = 6,000 Gal (6 x 1,000 Gallon Tanks)
			Minimum drinkable water supply for Boarding Students: 10 litres / day. If water tanks are the only source then the "Minimum Water Tank Storage Capacity" is : 10 litres of drinkable Water per pupil per day for 30 days. E.g. A boarding school with a total enrolment of 300 students and reliable but, not drinkable water supply needs the following drinking water storage capacity: 300 students x 10 litres/student = 3,000 litres/day x 30 days = 90,000 litres = 20,000 Gal (10 x 2,000 Gallon Tanks)
13b	Percentage of schools with access to safe, clean water supply		Water harvesting / supply systems in place
14	Nr. of teacher houses/accommodation provided by province or community	The teachers posted outside of their home village / town have appropriate accommodation.	Standard 2-bed room house with toilet, kitchen and access to water for married staff. Bed room and shared facilities for single staff.
14b	Percentage of teachers being provided houses/accommodation		
15	Nr. of libraries/no. of resources rooms (ECE)	100 % of all ECE, PE, SE and TVET have a library or resources room (ECE)	Library / or resources room in a secure and water tight classroom or in a separate room as part of an administration building / classroom or as separate stand alone facility depending on the size of the school
16	Percentage of schools with libraries		
17	Nr. of storage	ECE, PS, SE and TVET have a storage	Storage room in a secure and water tight classroom or in a separate room as part of an administration building / classroom or as separate stand alone building depending on the size of the school
17b	Percentage of schools with storage		

Annex Eight: Performance Assessment Framework

III. Quality		
18	Nr. of certified teachers, trainers, instructors	Graduated with teaching subject and a qualification in education
18b	Percentage of certified (trained) teachers, trainers, instructors	improved by 40% per sector
19	Nr. of certified head teachers, principals, directors/heads	Qualified in Education Administration and a teaching subject
19b	Percentage of qualified head teachers, principals, directors/heads	100%
20	Attendance rate of teachers, principals, instructors	100%
21	Attendance rate of head teachers, principals, directors/heads	100%
22	Pupil/student/teacher-instructor ratio	1/15 ECE
		1/35 PE
		1/40 SE
		1/25 TVET

IV. Financial Management		
23	Total recurrent budget for education sector (in SBD)	
23b	Share of recurrent education budget within total SIG recurrent budget (in %)	22%
24	Total development budget for education sector (in SBD)	
24b	Share of education development budget within total SIG development budget (in %)	
25	Total recurrent budget per education sub sector (In SBD)	
25b	Share of sub sector recurrent budget within total recurrent education budget (in %)	% Basic Education
		% Secondary Senior Education
		% TVET
		% Higher Education
26	Total development budget per education sub sector (in SBD)	
26b	Share of sub sector development budget within total SIG education development budget (%)	% Basic Education
		% Secondary Senior Education
		% TVET
		% Higher Education
27	Unit estimates per different sub-sector level	
27b	Unit costs/expenditures per different sub-sector level	

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28	Total recurrent expenditures for education sector (in SBD)		
28b	Total recurrent education expenditures compared to SIG total recurrent budget (in %)		
29	Total development expenditures in education (in SBD)		
29b	Total development education expenditures compared to SIG total development budget (in %)		
30	Total recurrent expenditures per education sub sector (In SBD)		
30b	Total recurrent expenditures per education sub sector compared to SIG total education recurrent budget (%)	% Basic Education	
		% Secondary Senior Education	
		% TVET	
		% Higher Education	
31	Total development expenditures per education sub sector (in SBD)		
31b	Total development expenditures per education sub sector compared to SIG sub sector development budgets (in %)	% Basic Education	
		% Secondary Senior Education	
		% TVET	
		% Higher Education	
31c	Disbursement and retirement of school grants	All school should receive their school grants on time	All schools allocation of school grants should based on the exact number of children enrolled at the school in the current year. All schools should receive and retire their school grants on time as stipulated in the school grants policy.
31d	Disbursement and retirement of education authority grants		All Education Authorities should receive and retire their grants on time as stipulated in the Education Authority grants policy.

V Human Resource Development		
32	Required nr. of teachers/trainers, instructors	TS handbook
33	Required nr. of other education staff	GO/ LCC
34	Number of vacancies for teachers, trainers, instructors approved by TSC	"
35	Number of vacancies for other education staff approved by Ministry of Public Service	"
36	Percentage of vacancies for teachers/trainers/instructors approved by TSC and filled	"
37	Percentage of vacancies for other education staff approved by Ministry of Public Service and filled	"
VI Process indicators		
38 Policies		
38b	Nr. of policies developed/reviewed/finalized	3 per year Approved by NEB and Cabinet
38c	Nr. of policies approved by NEB	
39 Financial management		
39	Quarterly recurrent expenditure reporting produced for all sub sectors and against account codes in recurrent budget	4 per year
40	Quarterly development expenditure reporting produced for all sub sectors against account codes in development budget	4 per year
41	MTEF developed	2009
C Organization reform and HRD		
42	IOA developed	2009 for provinces
43	Organization reform plan/ HRD-plan produced	Annually Semi-annual progress reports
44	Nr. of In-service training for teachers organized	
45	Nr. of In-service training for PEA's organized	
46	Teachers ratio in Teacher in Training (TIT) (compared to total nr. of teachers)	All not certified to attend to training
47	PEA-staff ratio in training (compared to total nr. Of PEA-staff)	All PEA staff to be trained

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D Monitoring		
48	Feedback (return) rate of SIEMIS - forms per 31st of March	100% Completed forms
49	Nr. of inspectorate-visits to schools	1 visit per school per year Evaluation reports produced
50	Nr. Of EA-visits to schools	1 visit per school per year PAWP-progress reports produced bi-annually
51	Nr. Of MEHRD-inspectorate/monitoring visits to provinces	4 per year Reports produced and distributed to provinces/EA's
E Curriculum development		
52	Syllabi developed for different subjects	100% Text Books and Tr. guides produced for all subjects and levels
F Local management of schools		
53	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
53b	Percentage of school committees functioning compared to total number	100% for all schools
54	Nr. of school boards functioning	100% See above
54b	Percentage of school boards functioning compared to total number	100%

Efficiency and Output Indicators				
Measuring the Internal Efficiency of the Education Sector				
	Indicators	Targets for 2015	Minimum standards	Definition and Meaning
	Pupil/student Attendance Rate			
1	Promotion Rate (PR)			The promotion rate (PR) is the proportion of pupils (or students) who have successfully completed a grade and proceeded to the next grade in the following school year.
2	Repetition Rate (RR)			The repetition rate (RR) is the proportion of pupils who repeat a grade. People who repeat a grade tend to occupy school places which otherwise could be used to accommodate other eligible children. A high repetition rate therefore implies a low internal efficiency in education, when a part of the resource inputs are being used by repeaters.

3	Dropout Rate	0% for universal basic education		The DropOut Rate (DR) 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 drop out rates implies high input/output ratios and hence lead to low internal efficiency in that education level.
	Survival Rate (completion rate)			Survival rate to Grade 5 is the estimated proportion of a cohort of pupils who may reach Grade 6 expressed as a percentage of pupils enrolled in the first grade of a given cycle in a given school year. This indicator is used to show the extent to which the school system can retain pupils in school until grade 6 when they would have acquired the basic literacy and numeracy skills. By subtracting the rate from 100, it also indicates the proportion of pupils who may drop out before reaching Grade 6. This indicator is therefore also used to measure the impact of dropouts and the internal efficiency of the education sector system.
4		For ECE and PE 100%		Number of pupils and students who have completed their level of education in each sub education sector out of the total progressive 100% enrolment.
		For SE-jun: 100%		
		For SE-sen:		
		For TVET: 100%		Number of students who have sat for the SISE and SIF3 against the number of students enrolled for that year.
4	Pupil/Students' attendance rate	100% for boys and girls receive 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.
5	Literacy Rate (LR)			The literacy rate is defined as the percentage of the population who can both read and write with understanding a short simple statement related to everyday life. It reflects the accumulated achievement of the primary education system and adult literacy programmes in imparting basic literacy skills to the population, enabling them to apply such skills in daily life and to continue learning and communicating using the written
5a	SISTA 1			Solomon Islands Standardized Test 1 conducted in grade 4
5b	SISTA 2			Solomon Islands Standardized Test 1 conducted in grade 6
3	Transition rates (TR)	to be discussed		The transition rate measures the number of new entrants in a given level of education as a percentage of those enrolled the previous year in the final grade of the percentage level. Only the new entrants to the next education level are counted excluding the repeaters.
3(a)	Examination rates (SISE and SIF3)	100 % SISEE		
		80% SIF3		
3(b)	Examination rates (SISC and PSSC)	50% SISC		Number of students who have sat for the SISC and PSSC against the number of students enrolled for that year.
		50% PSSC		