

Solomon Islands Government

Performance Assessment Framework report
2009-2011

Ministry of Education and Human Resource Development

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Acknowledgements

The Performance Assessment Framework (PAF) report is a 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.

This PAF 2009-2011 is a report that is produced from the data collected through the annual school census form entered and stored in the Solomon Islands Education Management Information System (SIEMIS), 2009 population data from the National Statistics Office (NSO), examination data from the National Examination and Selection Unit (NESU) and SPBEA and the human resources development data from the Human Resources Development Division (HRD),

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 towards the Solomon Islands Information Management System.

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 2009-2011 is in the same structure as PAF 2008-2010. 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 2009-2011 shares the same consideration as PAF 2008-2010 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
UBE	Universal Basic Education

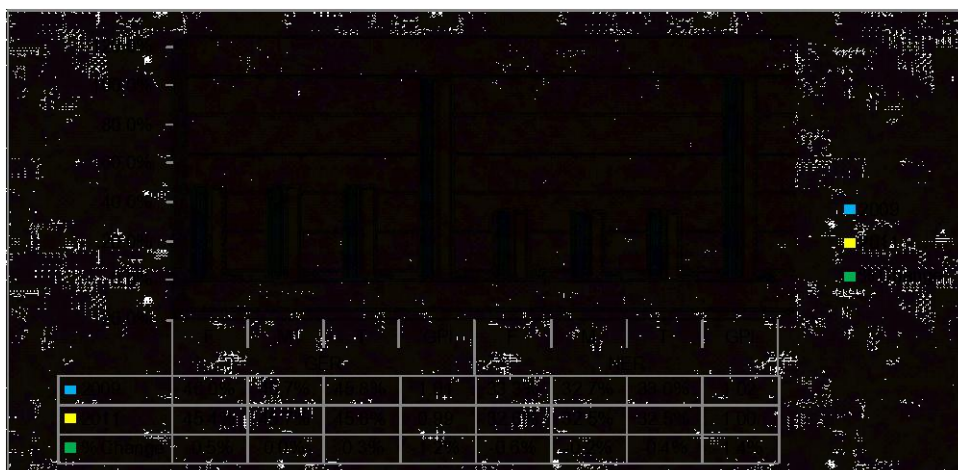
Overview summary for the Education For All Goals

This section is a snap shot of the progress made in the Solomon Islands education sector against the EFA goals comparing 2011 with 2009. The participation and access indicators reported in this PAF 2011 uses the latest 2009 population census data as the baseline. The chapters report in more details about the progress made towards the national goals of improving Access, Quality and Management for the period 2009-2011.

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

- The ECE enrolment only increases with 725 (3%) children in 2011 compared to 2009. This is an increase of 313 (2.9%) girls and 412 (3.6%) boys. This has indicated that though 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, there is not much improvement in access over this reporting period. See annex 1 table 1.1.

Figure 1. Percent Change in GER and NER for ECE by Gender 2011 compared to 2009.



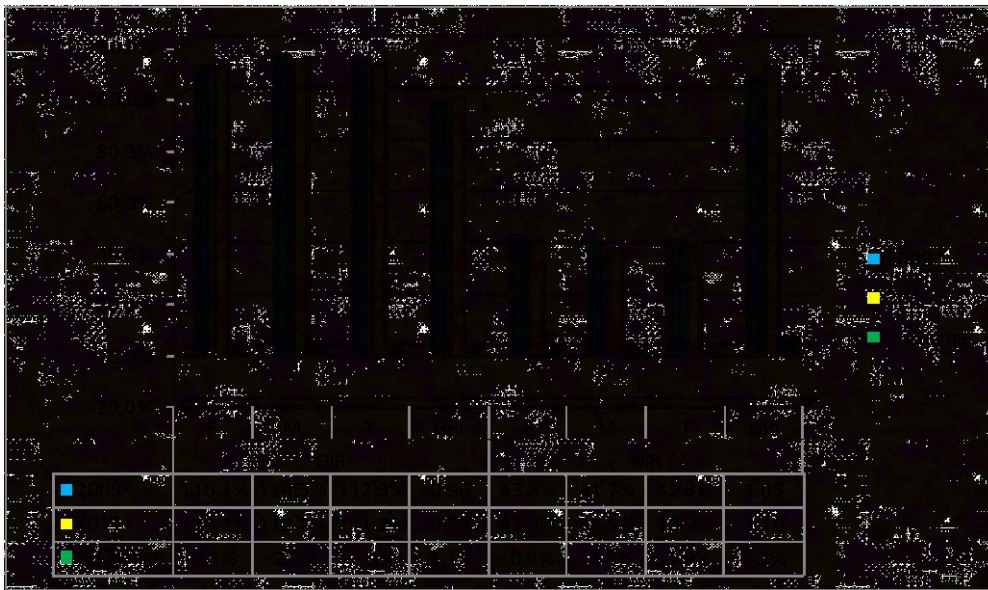
Source: SIEMIS

- The GER for this reporting period seems to remain the same in 2011 compared to 2009. This low Gross Enrolment Rate has indicated low participation in the ECE sector. The Net Enrolment Rate drops by 1.5% in 2011 compared to 2009. This indicates that while fewer children did enroll in absolute numbers, compared to the increase of population for the age group 3-5 years, the ratio of children with the official age going to ECE declines in 2011 compared to 2009. However, the GPI was above 1 in 2009 and 2011 which means more girls were registered in ECE-centres compared to boys.

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

- The primary enrolment has increased with 5,101 (4.4%) with an increase of 2,606 (4.7%) for girls and 2,495 (4.1%) for boys in 2011 compared to 2009. There is also a slight improvement towards girls in the Gender Parity Index (GPI) from 0.9 to 0.91 which has indicated that the number of girls attending to primary education increases more than the dominant number of boys. See annex 1, table 1.2.

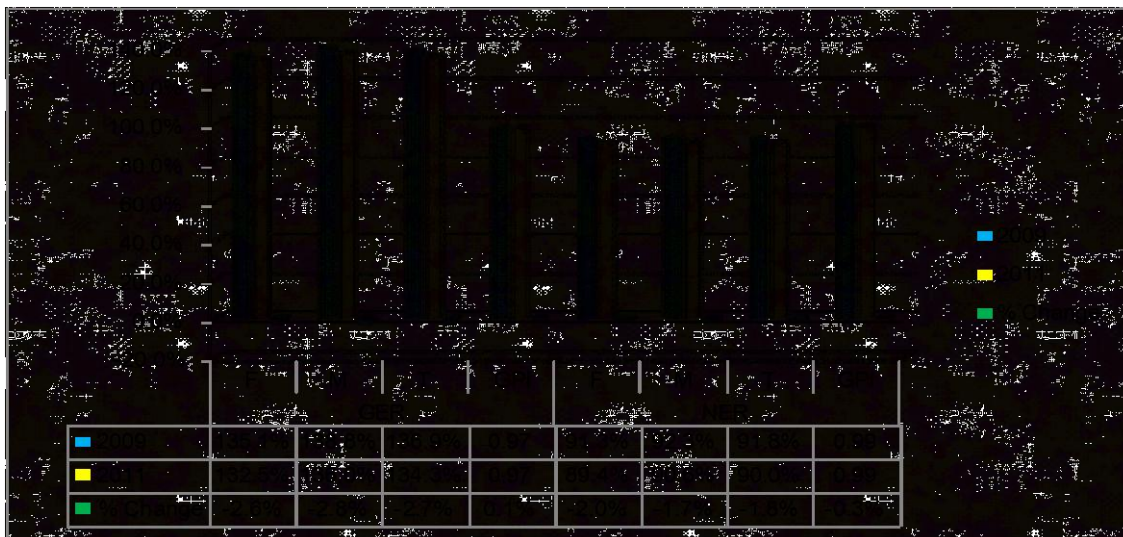
Figure 2. Percent Change in GIR and NIR for primary by Gender, 2011 compared to 2009.



Source: SIEMIS

- The high Gross Intake Rate (GIR) has indicated that there are still over- aged children enrolling in year 1 primary over this reporting period which is also indicated by the below 50% Net Intake Rate (NIR) over this reporting period. It seems that most of the children enrolling at year one were above 6 years, the official entry age in primary.

Figure 3: Percent Change in GER and NER for Primary Education by Gender, in 2011 compared to 2009.

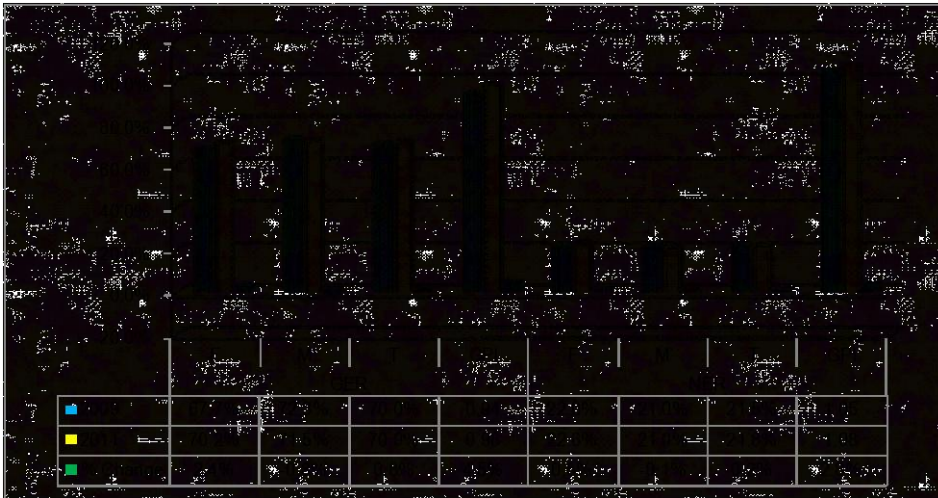


Source: SIEMIS

- The GER and NER for primary education decreases by 1.96% and 1.98% respectively in 2011 compared to 2009. The high GER has indicated that there are still more children above the age group 6-11 enrolling at the primary education level and there is enough space at the primary level to accommodate the official age of primary school children in

the population. Another indication of the high GER is that there are still late starters at the primary education level.

Figure 4: Percent Change in GER and NER for Junior Secondary Education by Gender in 2011 compared to 2009



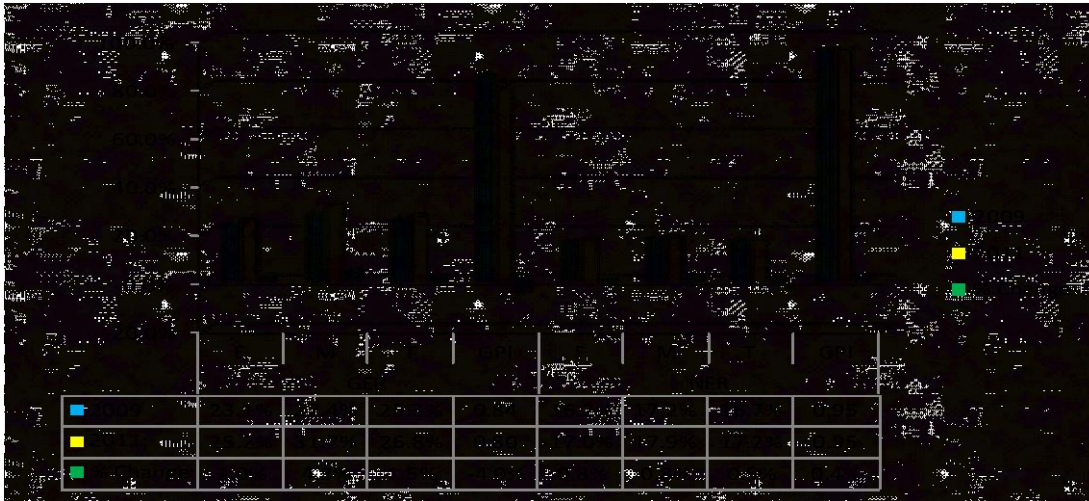
Source: SIEMIS

- The GER and NER increased with 1.3% and 1.4% respectively in 2011 compared to 2009. The GPI for GER has indicated that there are more over aged boys enrolling at the junior secondary level compared to girls. This has also reflected in high NER GPI.. The low GER overall denotes that there is not enough space available at JSS to accommodate the official population age of 12-13 .However, the enrolment has increased with 2,213 (8.8%). The female increased by 1,372 (11%) and male, 841 (6.3%) in 2011 compared to 2009. See annex 1, table 1.3.

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 so it is not reported in the PAF report.

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 some progress made in enrolments in 2011 (15,525) compared to 2009 (13,598). See annex 1, table 1.4. This is an increase of about 14.2%. The GER and NER also increase with 5.9% and 3% respectively. The GPI declines for the GER in 2011 denotes that there are more overage male students enrolling at the senior secondary education level than girls. However, the NER remains the same for this period. The GER for senior secondary education level is the lowest compared to Early Childhood Education, Junior Secondary and Primary education level. This has indicated that the available participation space at the senior secondary education is very low compared to the official population age group.

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 adult 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.

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 national Education Strategic Framework 2007-2015 and the regional 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.

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 have been sent from the central Ministry of Education to all School Head Teachers, Principals and Directors on an annual basis. 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 and good decision 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 the GER and NER given now in this PAF 2009-2011 are more realistic than what we have produced before, which was based on the underestimated population data 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 are reflected in chapter 3 on quality. In the long term, when 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 this PAF 2009-2011 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 2009-2011 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
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Chapter One: Access Indicators

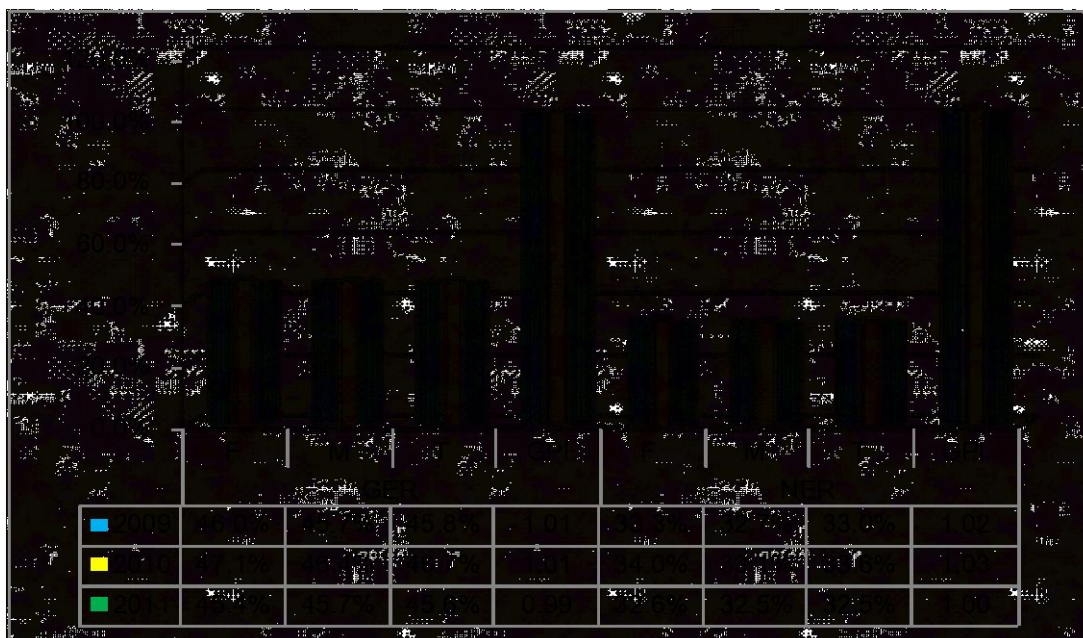
Demand

Participation in Early Childhood Education

Early Childhood Enrolment

- ECE total enrolment has slightly increased with 3.3% in 2011 compared to 2009'. An increase of 2.9% female and 3.6% male respectively.. The gender balance enrolled in schools has indicated a slight decrease from 0.94 in 2009 to 0.93 in 2011. See annex 1, table 1.1.

1.0: Gross and Net Enrolment Rate for ECE by Gender, 2009-2011



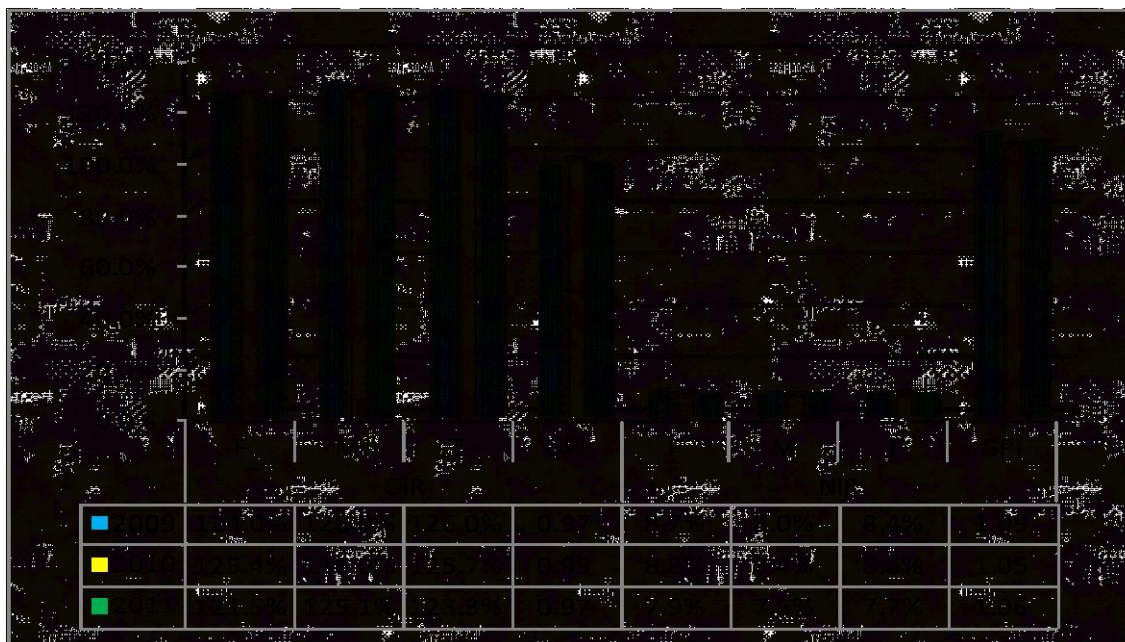
Source: SIEMIS

- The GER and NER has indicated a fluctuation trend for the period 2009 to 2011. The low GER also denotes that there is not enough space available to accommodate all ECE population official age children in the ECE education level which has resulted in the below 50% participation over this reporting period. This data shows that about 13.1% of all the children who had enrolled in ECE are over aged.
- The data challenge faced in the ECE-sub-sector is that not all ECE centres reported in the PAF 2009-2011 are registered. According to ECE annual report for 2011 only 219 ECE centers are registered. This means that other unregistered ECE centres also reports through the annual school census form. The decline of the ECE centres as shown in annex 2, table 2.1 might indicate excluding of some ECE centres from receiving assistance from the government because of the terms of reference provided by the ECE policy and probably accessibility. This might result in the fluctuation of the data reported in the PAF because of the on and off or closer of some ECE centres. . To

address this issue, all functional and proposed ECE- centres in the Solomon Islands should be mapped and registered. More ECE teachers should be trained and the ECE policy should be reviewed to address the practical issues such as closing down of ECE centres because of no support from government and communities, and no accessibility.

Access to Primary Education

1.2: Gross Intake Rate (GIR) and Net Intake Rate (NIR) for Primary Education, 2009-2011



Source: SIEMIS

- The high GIR for year 1 primary has indicated a high degree of access to primary education level and has enough capacity to enroll all age 6 children in the population. However, the NIR shows very low participation by the statutory age children in year 1 which has indicated by more over aged children enrolling in year 1 for this reporting period. Other factors such as access, geographical isolation, prioritization the value of education, parents support, knowing the right age for children to enter year 1 by the general population in the Solomon Islands might become some of the contributing factors to this low NIR.
- The GPI figures for NIR indicate that the share of girls in the total intake rate is higher and is larger than that of boys for all years reported on. The GPI for GER shows a steady progress over the same period.

Participation in Primary Education

- The 2011 enrolment in primary has increased with 4.4% in 2011 compared to 2009 with an increase of 2.2% for girls and 4.1% for boys. The GPI for primary education remains the same at 0.91 in 2011 compared to 2009. However, there are still more boys than girls in 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, 2009-2011



Source: SIEMIS

- The total GER and NER declines over time in this reporting period. The high GER has indicated a high degree of participation by both the unofficial age and the official age (6yrs-11yrs). It also denotes in principle that the primary education level is able to accommodate all of the primary school-aged population. About 44.3% of children enrolled in primary are either underaged or over age in 2011. This has indicated that there are many late starters in year 1 primary.

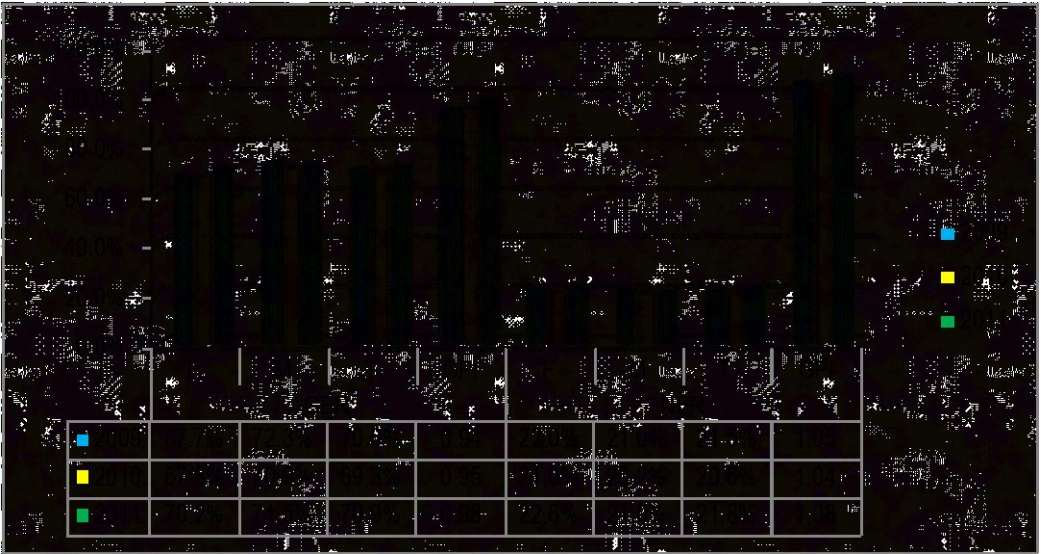
Pupils with special needs

- The reported number of pupils with special needs enrolled in primary education has increased in 2011 by 18% compared to 2009. 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 in their schools in 2011. See annex 1, table 1.16.

Participation in Junior Secondary Education

- The total enrolment in junior secondary education has increased with 8.8% in 2011 relatively to 2009. There is an increase of female, 11.8% and male students, 6.3%. See annex 1, table 1.3.
- The GPI of 0.91 in 2011 compared to 0.86 in 2009 shows a positive progress towards more girls enrolling in junior secondary schools compared to boys.

1.4: Gross and Net Enrolment Rate for Junior Secondary Education by Gender, 2009-2011



Source: SIEMIS

- The increase of 1.9% in GER for the junior secondary in 2011 compared to 2009 has indicated a slight progress in student’s participation over this reporting period but just above 70% GER in 2011 shows not enough available space in the JSS to accommodate the official age children (12-13 yrs) in the population. This is some of the implications for access and infrastructure development. The low NER also reflects a low participation from the statutory age group in junior secondary schools.. This data has shown approximately about 49.1% of students enrolled in JSS in 2011 is either underaged or over aged..
- The above 1 GPI for NER has indicated a good progress in official age female student’s participation than boys going to junior secondary schools over this reporting period. The GER has also shown some steady progress in female’s participation compared to boys.

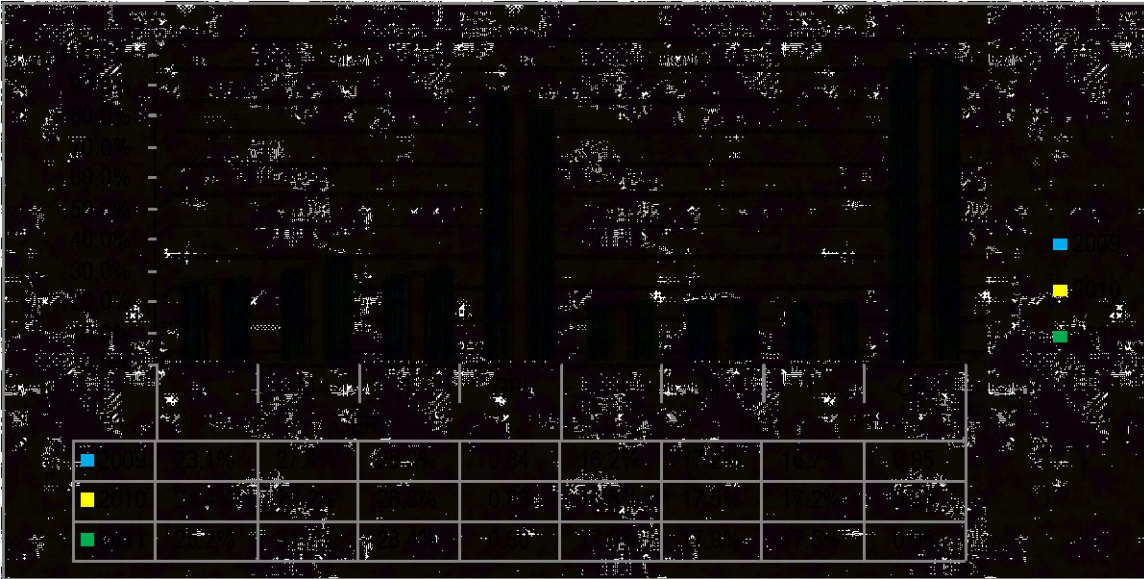
Students with special needs

- The number of reported students with special needs has increased by 80% in 2011 compared to 2009 with Malaita having the highest number of enrolled special need students compare to other provinces. Renbel and Temotu have the lowest number of enrolled children with special needs. See annex 1, table 1.17.

Participation in Senior Secondary Education

- There is an increase of 14% in the senior secondary enrolment in 2011 compared to 2009. An increase of 12.5% female and 15.2% male.. The slight decrease in GPI from 0.65 in 2009 to 0.64 in 2011 denotes that the participation of female at the SSE is declining in ratio proportion to male students. See annex 1, table 1.4

1.5: Gross and Net Enrolment Rate for Senior Secondary Education by Gender, 2009-2011



Source: SIEMIS

- The GER and NER for SSE have indicated some steady progress over this reporting period. However, the participation of students at this level is still below 30% for the GER and just above 17% for the NER which is the lowest in comparison with the basic education level. . The low GER and NER has indicated changing of priorities towards access and education infrastructure at the SSE level to provide more space to accommodate the official age children in the population. . Based on this data it seems that about 10.9% students who were enrolled in SSE are either under aged or over aged in 2011.

Students with special needs

- The number of reported students with special needs in the senior secondary education has increased by 472.4% in 2011 compared to 2009.. Western and Malaita provinces has the highest disabled children in their schools.

Chapter Two: Infrastructure Indicators

Schools

Based on the 2011 ECE division annual report, a total of 219 (45.4%) ECE centres have been registered of the total 482 ECE centres reported throughout the Solomon Islands in 2011. The number of ECE centres seems to decline by 13.8% in 2011 compared to 2009. Malaita and Western have the highest number of ECE centres and Renbel has the least number of ECE centres over this reporting period.. See annex 2. Table 2.1.

The slight reduction in the number of primary schools in 2011 is a result of some primary schools been transitioned to contain the junior secondary education to accommodate the basic education level. So to get the right absolute figure of the total number of primaries, the total number of the primary component of the CHS should be added to the total number of primaries reported. See annex 2, table 2.2.

- The increase in the number of Community High Schools is a result of some primary schools been transitioned to accommodate the junior secondary component of the basic education level. This is expected to increase access to students at the junior secondary education level in the secondary education sector. Enrolment is anticipated to increase since more space will be available at the JSS. See annex 2, table 2.2 and 2.3.
- The number of PSS and NSS remains the same over this reporting period. This is an apparent reason for low enrolment at the senior education level because there is not enough space available to accommodate all the children who are enrolled in the community high schools up to form three level at the senior secondary education level. See annex 2, table 2.4 and 2.5.
- The number of RTC remains steady through out this period 2009-2011. All provinces have RTC except for Choisuel Province who is yet to have one. Guadalcanal (7), Malaita (6) and Western (6) have the highest number of RTC while other provinces have one RTC each. Most of these RTC's are runned under church education authorities.

Pupil to classroom ratio

- Pupil to classroom ratio in primary has generally improved over the years 2009-2011. All provinces show ratio under the standard of the Ministry which is 35. (1 classroom occupied by a maxium of 35 students). However, it is still worse for Honiara overtime since 2009. The increase for Honiara 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. Rennnel and Bellona has the least ratio over this reporting period. This has indicated that the infrastructure in place can accommodate all children in the primary education sector. See annex 2, table 2.7.
- Pupil to classroom ratio for CHS has improved in 2011 compared to 2009. Honiara shows a different pattern of overcrowded classes at the CHS similar to primary. See annex 2, table 2.8.

- Pupil to classroom ratio for the PSS has worsened over the period of reporting with 49.6 in 2011 compared to 43.6 in 2009. Honiara with a very high ratio (113.9) in 2011 followed by Malaita which has indicated that many overcrowded classrooms is expected to affect the quality of teaching and learning. The majority of provinces show ratios for provincial secondary schools that falls inline with the accepted level from the Ministry (1/40). The case of Honiara and Malaita indicates that the increasing demand is not meeting the availability of facilities and that more classrooms should be built. See annex 2, table 2.9.
- Pupil to classroom ratio for the NSS has worsened (54.3) in 2011 compared to 44.7 in 2009. This still indicate very crowded classrooms. Guadalcanal has the highest (54.9), followed by Western (50.3) and Malaita (42.6).. This ratio has indicated that the demand for NSS is high, but that these schools have no sufficient classrooms to accommodate all the students who have attended year 9 of the basic education level. This has also resulted in the low GER and NER at the senior secondary education level. See annex 2, table 2.10.

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 and cannot be calculated based on the infrastructure standards.

Pupil to desk ratio in primary schools has improved (2.7) in 2011 compared to 2009 at 3.4(= approximately about more than three children sharing one desk). Makira and Malaita have the highest ratios (more than 3 students per desk). However, there seems to be some improvement in all provinces. See annex 2, table 2.12.

- It seems that the pupil to desk ratio in CHS has improved in 2011 (2.4) compared to 2009 (4.0), with Rennel and Bellona showing a worsening and high ratio in 2011 (more than 6 children sharing a desk) and Central (more than 3 children sharing a desk) also show high ratios. See annex 2, table 2.13.
- The pupil to desk ratio in PSS has worsened in 2011 (2.4) compared to 2009. Isabel province shows some improvement (3.1) in 2011 compared to 7.1 in 2010 but still has the most negative trend other provinces have shown some positive trend towards achieving the ratio of 1:1 except for Temotu and Guadalcanal. See annex 2, table 2.14
-
- The pupil to desk ratio in NSS improved from 9.3 in 2009 to 3.1 in 2011. 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 an incomplete data. The same also applies to other education sectors such as TVET. See annex 2, table 2.15.

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 for students to put some of their possessions. Most dormitories are crowded and do not have good ventilation. Temotu, Isabel and Guadalcanal province reflect the worst situation. See annex 2, table 2.17.
- Dormitory to boarder ratio for PSS (53.6) in 2011 is worsening compared to 2009 (42.5). Only Western and Renbel show ratios that are within and close to the Ministry standard of 1:40. No any other provinces meets the minimum standards. Malaita, Guadalcanal and Temotu have the worst situation compared to other provinces. See annex 2, table 2.18.
- The NSS present a worsening situation; from 35.3 in 2009 to 52.3 in 2011. Guadalcanal and Malaita seems to meet the minimum standards but the condition of most of these dormitories has been deteriorating and many are no longer fit for student to inhabit. See annex 2, table 2.19.

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 monitoing 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 dips, holes and seashores.

- For the ECE, the ratio has increased to now 23.2, probably because of enrolment increase. The ratio is worst in Honiara, where more than 35 little children may share one toilet. See annex 2, table 2.21.
- In primary education, the pupil to toilet ratio has improved slightly from 79.4 in 2009 to 77.4 in 2011, but it still remains high. Only Renbel province meets the minimum standards of 1/40. . Guadalcanal shows the worstest situation compared to other provinces. See annex 2, table 2.22.
- In the CHS the situation has worsened from 75.9 in 2009 to 94.9 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 had met the minimum standards over time in this reporting period. Central has the worstest situation even to more than 159 students per toilet. See annex 2, table 2.23.
- Though there seems to be some improvements made in the pupil to toilet ratio in PSS, the data reported for this period does not well represented since some PSS only reports

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

² Rennel and Bellona monitoring report 2009, Southern monitoring report, 2010, Western and Isabel monitoring report 2011..

on enrolment but not on dormitories. However, Temotu seems to have the worst situation 1:100 in 2011 compared to 1:46.5 in 2009. See annex 2, table 2.24.

- Pupil to toilet ratio for the NSS has reduced in 2011 (17.8) compared to 2009(26.5), but all provinces seems to be still well within the minimum standard required. The toilets are counted but the condition might be very poor and unhygienic to be used by students. See annex 2, table 2.25.

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 2009-2011. However, for the schools that have reported, only 35% have clean and safe water in 2011. This is a concern, in particular with the growing enrolment of small children in ECE. It is clear that the minimum requirement for safe and drinking water as stated in the ECE policy is not met. This situation is the worst in Central and Renbel in 2011. See annex 2, table 2.26.
- 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. It seems that only Renbel (100%) and Temotu (66%) show reasonable provision of clean and safe water. See annex 2, table 2.27.
- Though the CHS have shown improvement (from 51% in 2009 to 54% in 2011), 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 respectively of 94% and 56%. See annex 2, table 2.28.

Workshops

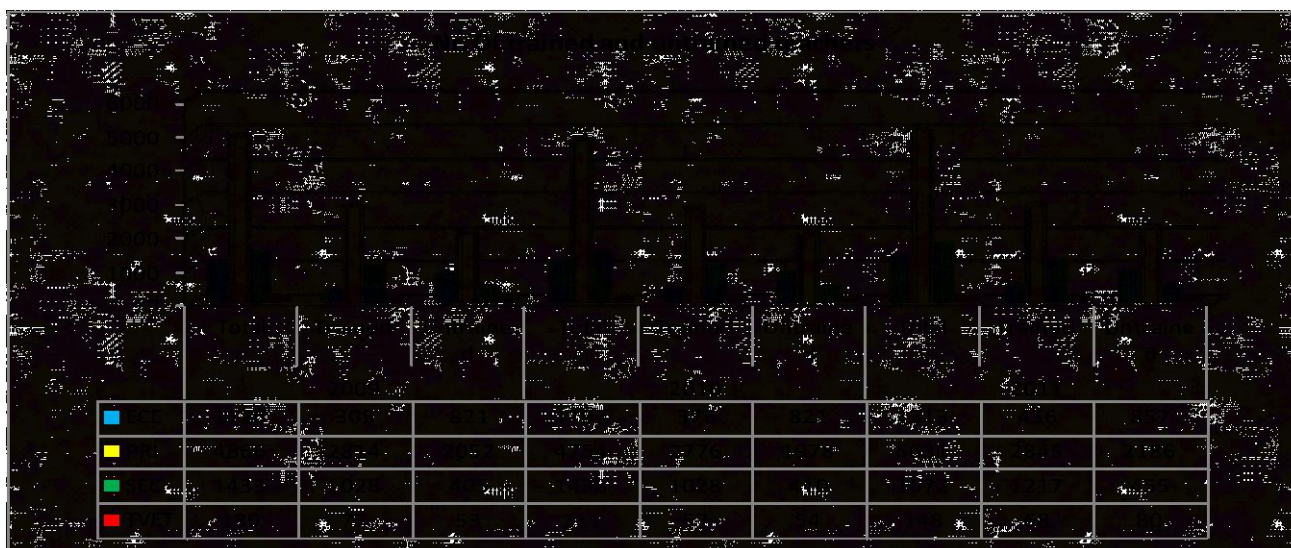
- Most NSS and PSS have workshops while most CHS do not have workshops. The number of workshops in CHS grows gradually, but is still insufficient to meet the demands of a growing school population while the number of workshops in PSS and NSS seems to remain the same as in 2009 and 2011. Most schools seems to have lesser number of workshops than the number required to cater for the different specialized subject areas that are taught in the schools overtime in this reporting period. See annex 2, table 2.31, 2.32, and 2.33.

Chapter three: Quality Indicators

Most of the indicators used in this section such as trained and untrained teachers, pupil/teacher ratio, pupil to text book ratios, and access to computers are some of the proxy indicators used to measure quality. However in 2010 and 2011 the results for the Solomon Islands Standardised Test of Achievement 1 and 2 implemented at year four and six in the primary education level was made available to measure the progress in literacy and numeracy.

Trained and Untrained Teachers

3.1: Trained and untrained teacher by sector for 2009-2011



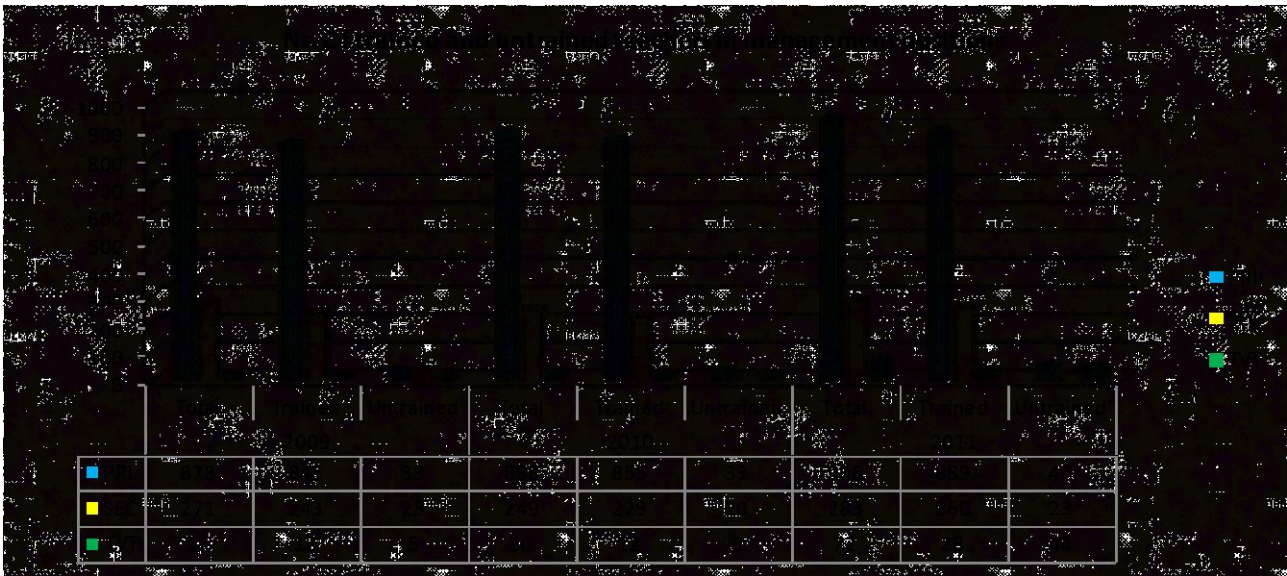
Source: SIEMIS

- The percentage of trained teachers in ECE has increased by 49.5% in 2011 compared to 2009. This has 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. See annex 3, table 3.1.
- In the primary, the number of trained teachers increased by only 1.1% in 2011 compared to 2009. However, it declines by 1.3% in 2010 relatively to 2009. The number of untrained teachers reduces by 22.3%, which means in this period EAs have continued to recruit more trained teachers. . See annex 3, table 3.2
- The trained teachers at the secondary education level have increased by 18.4% in 2011 compared to 2009 while the untrained teachers also increase by 12.3% in the same reporting period. This has indicated that Education Authorities continue to recruit both the trained and untrained teachers to meet the teacher demand at the secondary education level.

- In TVET the percentage of trained teachers reduces by 11.7% in 2011 compared to 2009 while the number of untrained teachers increased by 50.9%. This denotes that more untrained teachers have been recruited to teach in the Rural Training Centres to cater for the teacher demand while some trained teachers are leaving this profession to other jobs.

Teachers in management roles

3.2: Total nr. of trained and untrained teachers in management positions, 2009-2011



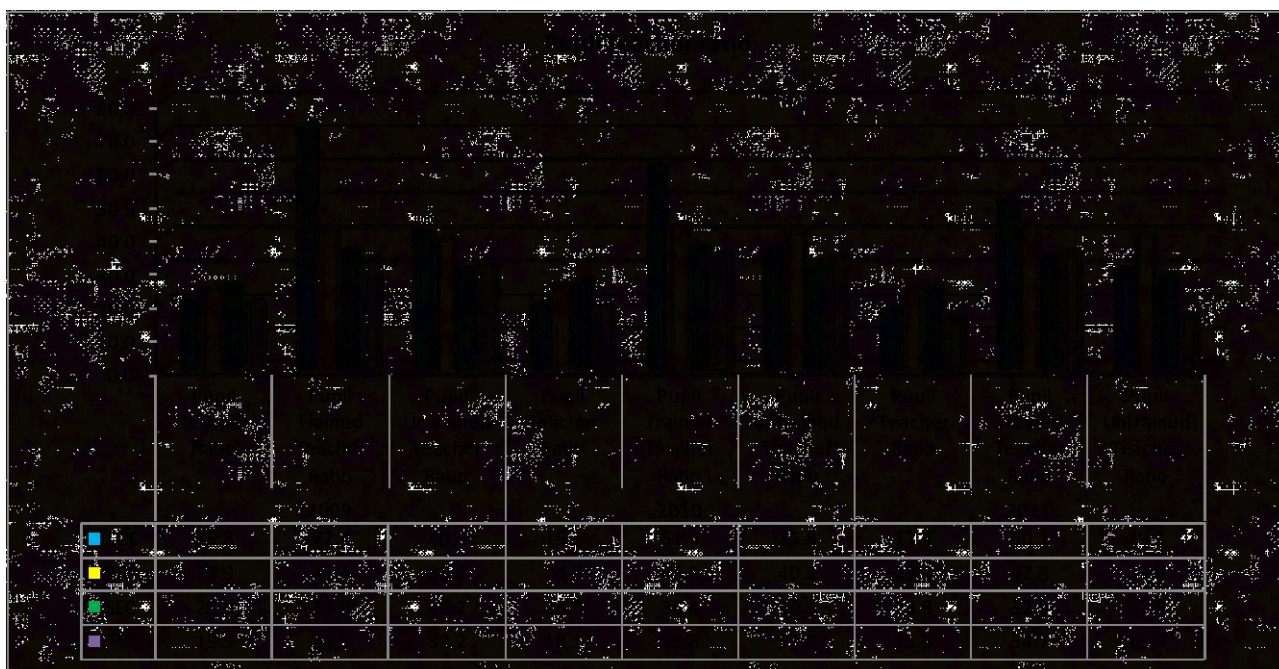
Source: SIEMIS

- The number of primary trained school managers increases by 5.2% in 2011 compared to 2009.. It seems that some schools still managed by untrained teachers in this reporting period and has increased by 42.4% in 2011.. Though there is a slight increase in the female's participation at the management level the GPI of 0.25 in 2011 has indicated a very low participation by female compared to men.. [See Annex 3, table 3.5.](#)
- For the secondary level, the trained managers had increased by 6.9% in 2011 while the untrained teachers was reduced by 17.9% for the same period. There has been some improvements in female's teachers participation at the management level but there is still a very low representation of females in management positions at secondary schools which is indicated by the GPI of 0.08 in 2011. There is also still untrained managers holding the management positions in some secondary schools. [See Annex 3, table 3.6.](#)

Pupil/teacher/Trained/Untrained ratio

The pupil/trained/ teacher ratio has been used as a proxy indicator to quantify the quality of teaching in the classroom. Some may argue that some untrained teachers may performed their duties better than some trained teachers but the analysis here is generally based the assumption that when there are more trained teachers in the system, there is likely to be better and correct delivery of the curriculum materials that can result in effective and efficient measurable learning outcomes in the classroom.

3.3: The ratio of pupil/teacher/trained and untrained ratio by education sector, 2009-2011



Source: SIEMIS

- The pupil-teacher ratio for ECE has improved with 17.4 in 2011 compared to 19.8 in 2009. 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 visits³. 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 ECE teacher. See annex 3, table 3.8.
- Pupil-teacher ratio for primary schools is well below the expected ratio 1:35 according to the basic education policy. It remains at 23.9 in 2011. However, it varies strongly at the provincial level. Honiara for instance has the highest ratio of 31.4 and Rennel and Bellona with the lowest ratio of 18.0. See annex 3, table 3.9.

³ Western provincial monitoring visit report, 2.011,
Isabel provincial monitoring visit report, 2011

- The pupil-teacher ratio reported in 2011 for secondary education is 1: 23.8, which is improving over this period, but is still below the maximum ratio in the basic education policy of 1:40. However, this ratio also varies at the provincial level with Honiara showing again the highest ratio of 1: 55.5, above the policy maximum ratio. Central province showed the lowest ratio of 1:15.1 in 2011. See annex 3, table 3.9 and table 3.10.
- The pupil teacher ratio for TVET has also indicated some progress from 19.9 in 2009 to 15.6 in 2011. This has indicated that the RTC has been expanded to accommodate more of the demand population.

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, 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 76% in 2009 to 65% in 2011 while community high schools showed an upward trend from 58% in 2009 to 60% in 2011, but just over a half of the CHS has a library. It seems that almost all primary schools in Isabel have libraries and Malaita schools have the least number of libraries from 2009 to 2011. See annex 3, table 3.12
- 88% 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 use⁴.

Schools with storage

- Although still not every primary and Community High School has a storage, 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 17 more stores available compared to 2009.

Pupil to textbook ratios

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

- The text book ratio has improved for primary and remains the same for the CHS. However, the ratio increases with the level of education.
- Overall, the textbook pupil ratios in 2011 have slightly improved for all levels except for PSS compared to 2009.

⁴ Rennel and Bellona monitoring report 2009, Southern monitoring report, 2010, Western and Isabel monitoring report 2011

Access to computers

- Very few ECE-centres and primary schools do have computers; only Honiara, Guadalcanal, Malaita, Makira/Ulawa and Western Province have procured or received some in the period 2009-2011.
- National secondary, provincial secondary and community high schools have relatively more computers than primary and ECE. The ratio increases with the level of education. 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 Levels⁵

The literacy and numeracy rates reported in this PAF are based on the Solomon Islands Standardized Tests of Achievements 1 and 2 of year 4 and 6 in selected schools in November and August 2010 Respectively. The baseline for the SISTA 1 and 2 were 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. There are six levels of achievement that are used to benchmark the pupils' level of achievement as outlined below⁶.

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

Solomon Islands Standardized Tests of Achievement -SISTA 1

⁵ Solomon Islands Standardized Tests of Achievement SISTA 2, February 2011, SPBEA, and SPC.

⁶ Solomon Island Standardized Test of Achievements SISTA 2, p5.

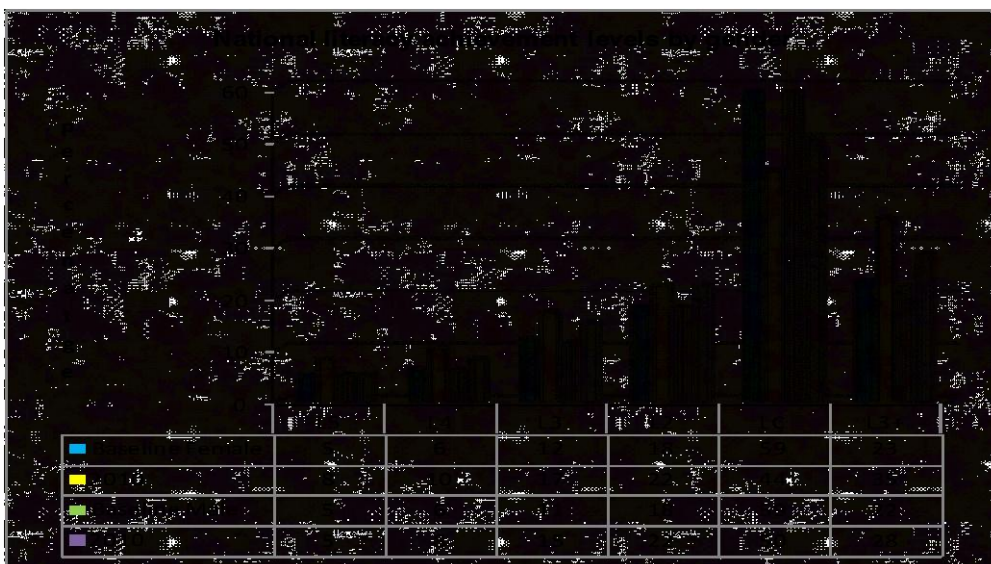
3.4: The national overall literacy achievement levels at year 4 in 2010 compared to the baseline year 2005/2006.



Source: NESU, SPBEA,, SPC

The overall national literacy data indicate some improvements on the different literacy achievement levels in 2010 compared to the baseline year 2005/2006 which is reflected in the decrease of the critical levels (Lc) of achievement and an increase in the satisfactory level (L3+). Though there were some improvements made, the overall level of Lc for literacy which is still 47% in 2010 is still a matter of significant concern. This implies that of every pupils who sat for SISTA 1, about 1 in every 2 pupils is struggling with the year 4 English curriculum learning outcomes in certain strands skill areas⁷.

3.5: The national overall literacy achievement levels by gender at year 4 in 2010 compared to the baseline year 2005/2006.

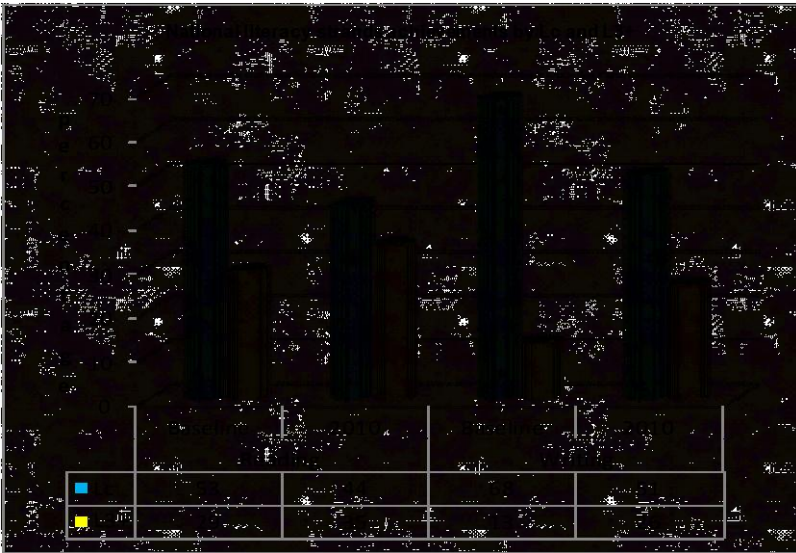


Source: NESU, SPBEA,, SPC

⁷ Solomon Islands Standardised Tests of Achievement-SISTA 1, August 2011, NESU, SPC,

Gender performance in literacy shows little significant difference by levels. On the overall, the females performed better than the males as evident in the overall L3+ level. However, there are still concerns that the Lc values are still higher at 44% and 50% than the L3+ values 35 and 28 respectively for female and male children.

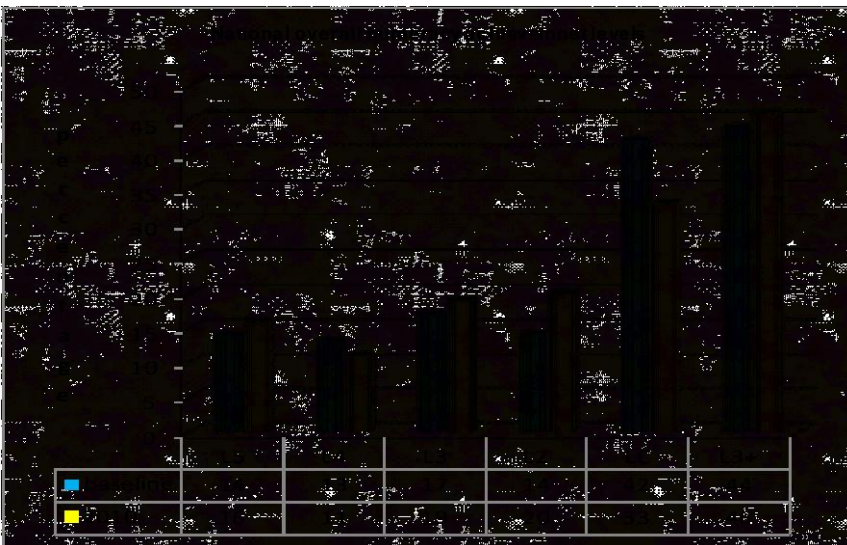
3.6: The national overall literacy achievement by Lc and L3+ at year 4 in 2010 compared to the baseline year 2005/2006.



Source: NESU, SPBEA,, SPC

The results have indicated that there are decrease in the critical levels (Lc) of underachievement for both the key strands, Reading and Writing. Though there are some significant improvements in the L3+ levels the writing strand still shows higher Lc value of 51% for all achievements. This has implied that that 1 of every 2 pupils still have serious problems in Writing at the end of year 4.

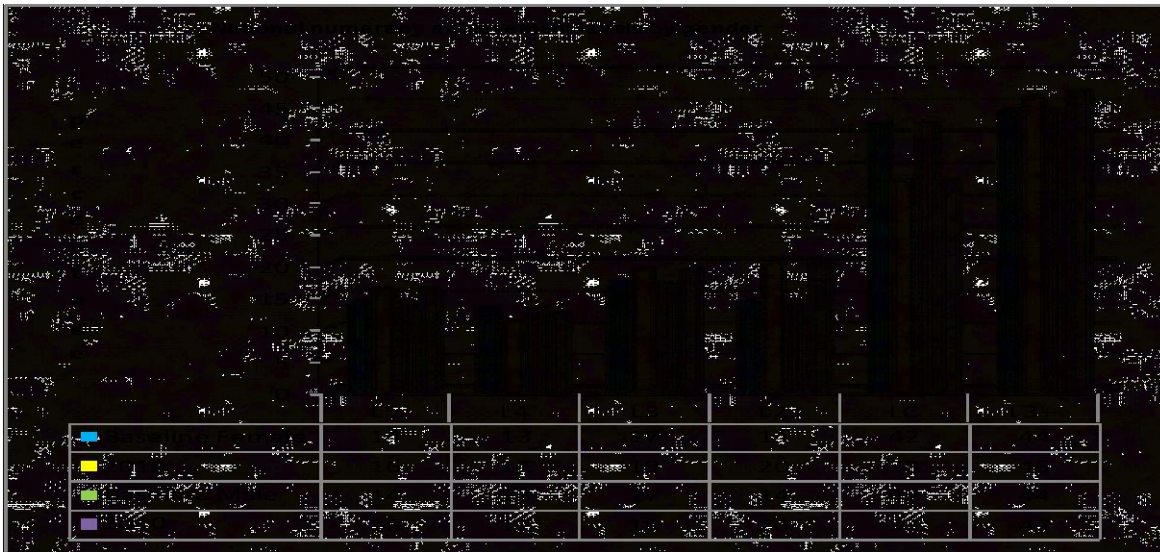
3.7: The national overall numeracy achievement levels at year 4 in 2010 compared to the baseline year 2005/2006.



Source: NESU, SPBEA,, SPC

There are slight significant improvements in all achievement levels, except for level 4. The critical level has been reduced by 9% in 2010 compared to 2005/2006. Despite the improvement, the relatively high Lc level of 33% is still a cause for concern and should be a target for priority interventions. This implies that 1 in every 3 pupils is struggling with year 4 mathematics curriculum learning outcomes.

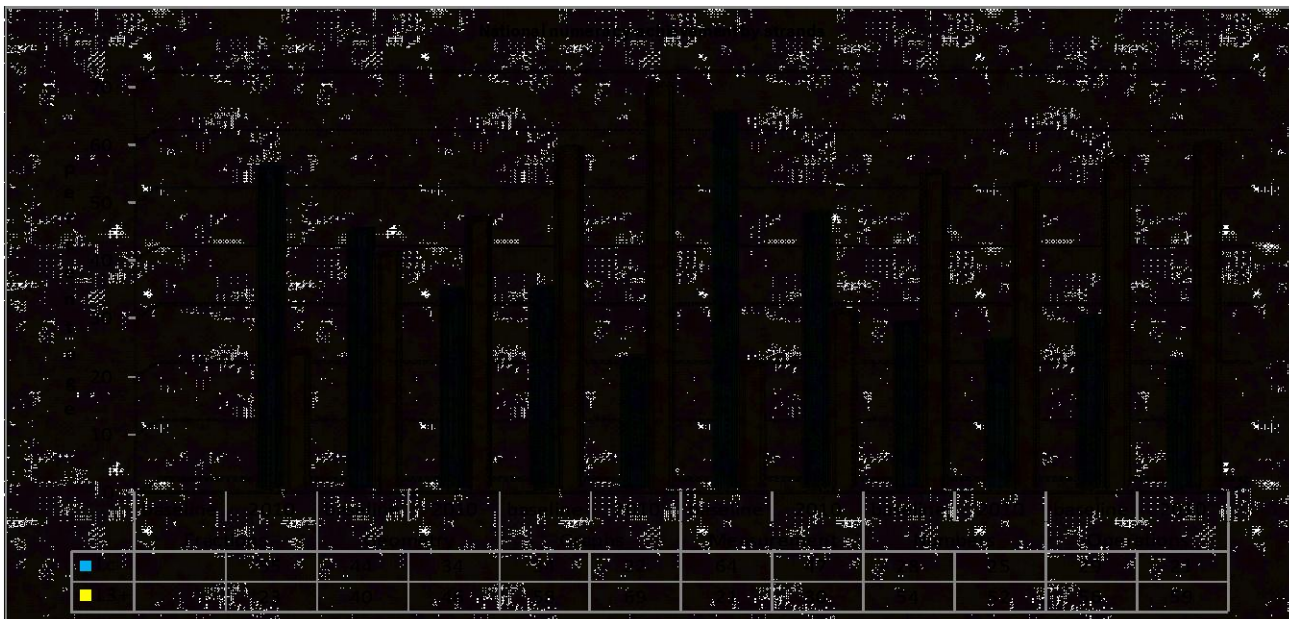
3.8: The national numeracy achievement levels by gender at year 4 in 2010 compared to the baseline year 2005/2006.



Source: NESU, SPBEA,, SPC

The numeracy data shows that both males and female have similar level of achievement for all levels. This corresponds to the decrease in the underachievement levels except for level 4. The Lc shows a reduction of 9% in both genders and the increase in the satisfactory level, L3+, showing an increase of an average of 2.5% for both genders as compared to the baseline.

3.9: The national numeracy achievement levels by strands at year 4 in 2010 compared to the baseline year 2005/2006.



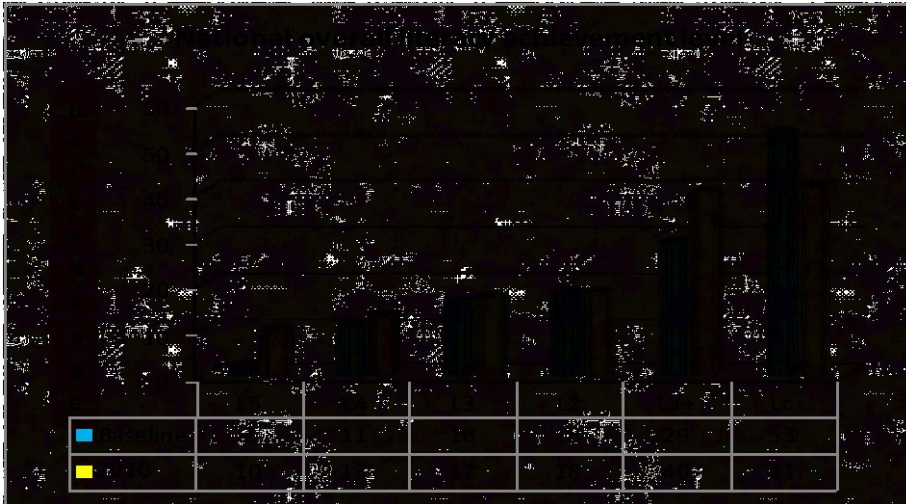
Source: NESU, SPBEA,, SPC

Improvements are evident in terms of the decrease in Lc levels and increase in L3+ levels, which are noted in all the numeracy strands, except a marginal decrease in L3+ for the number strand by 2%. Two strands have shown significant improvements, graphs (11%), measurement (9%), in relation to performance at the satisfactory level of achievements. The increase in L3+ levels are accompanied by decrease in Lc levels for the following strands: Geometry (10%), Graphs (12%), Measurement (17%) and Operation (8%). The Fraction strand has shown a high Lc level of 55%. In figure 3.9, the baseline report of 2007 for the fraction strand was not reported as a separate strand. However, in 2010 it was extracted separately to give a clearer picture of achievement levels in this important area of numeracy. Despite the significant progress made, the Lc levels are still high for Measurement (47%), and fractions (55%). These two strands therefore need to be given priority intervention in order to reduce the Lc levels.

Solomon Islands Standardised Tests of Achievement 2-SISTA 2

Literacy Achievement Level

3.10: 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.

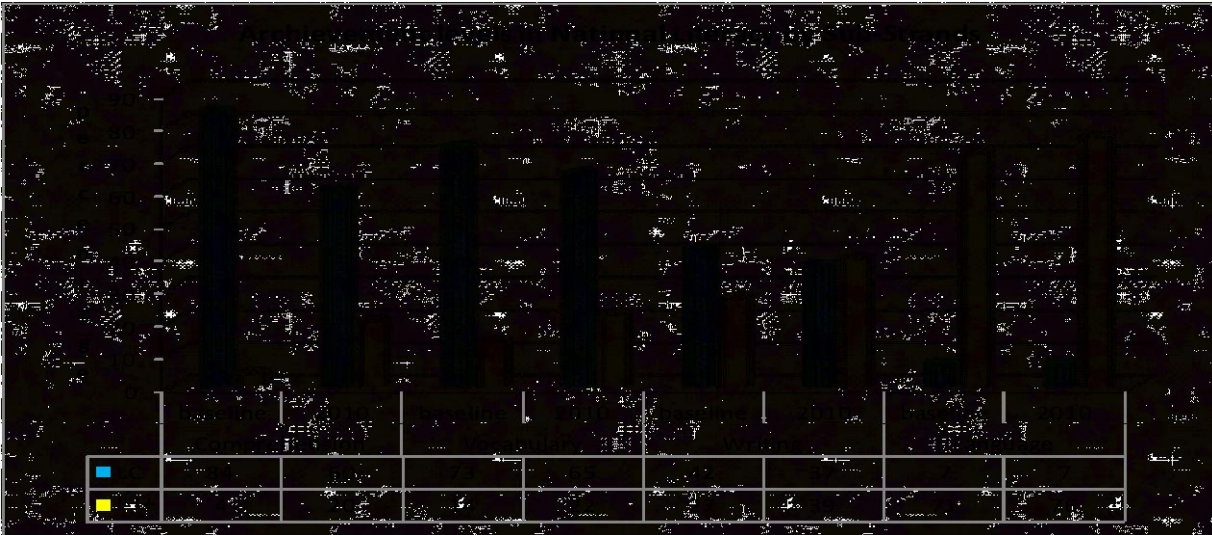
3.11: Achievement levels in the national literacy strands at year 6 in 2010 compared to 2005/2006.



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. .

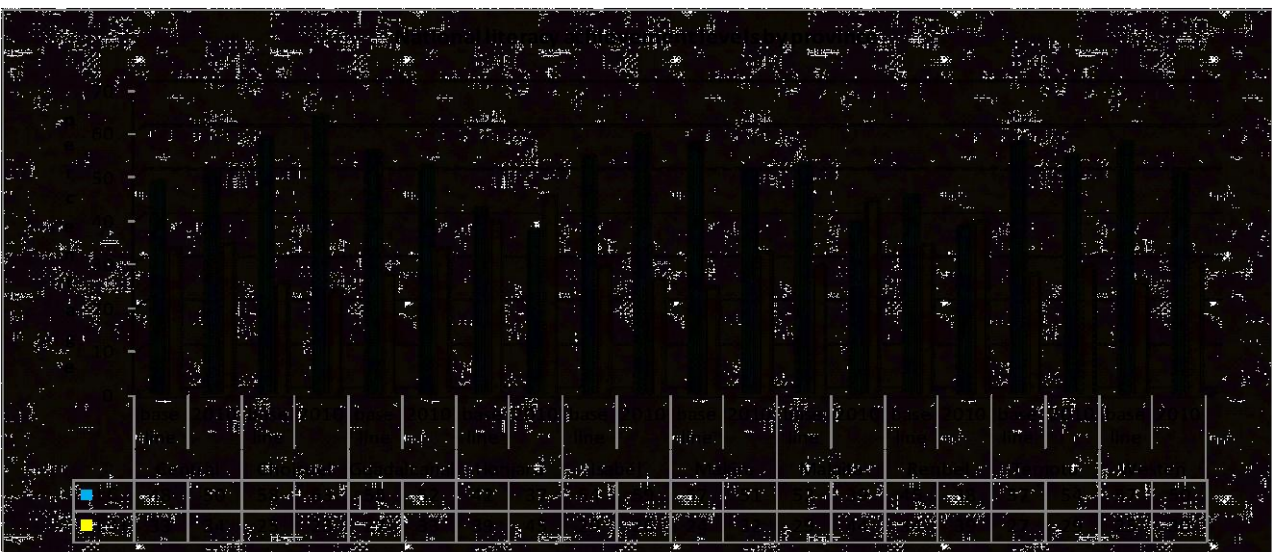
3.12: Achievement levels in National Literacy by Sub-Strands at year 6 in 2010 compared to the baseline year 2005/2006.



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.

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

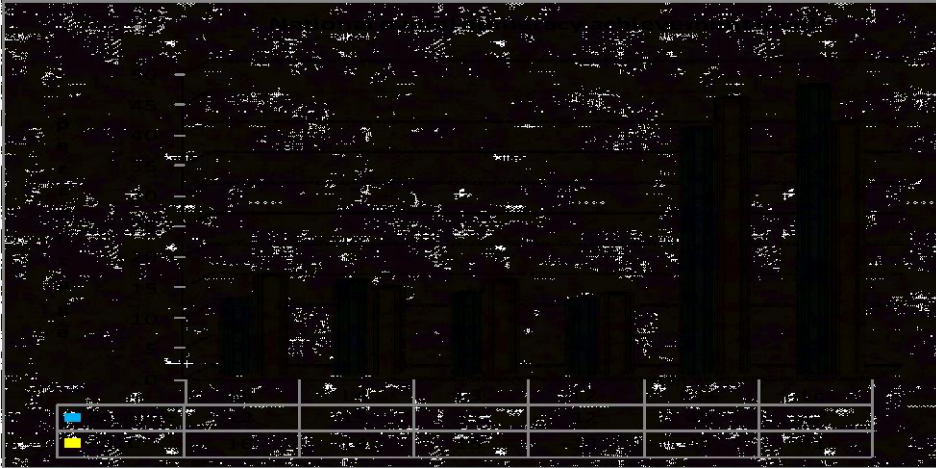


Source: NESU, SPBEA, SPC

- 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

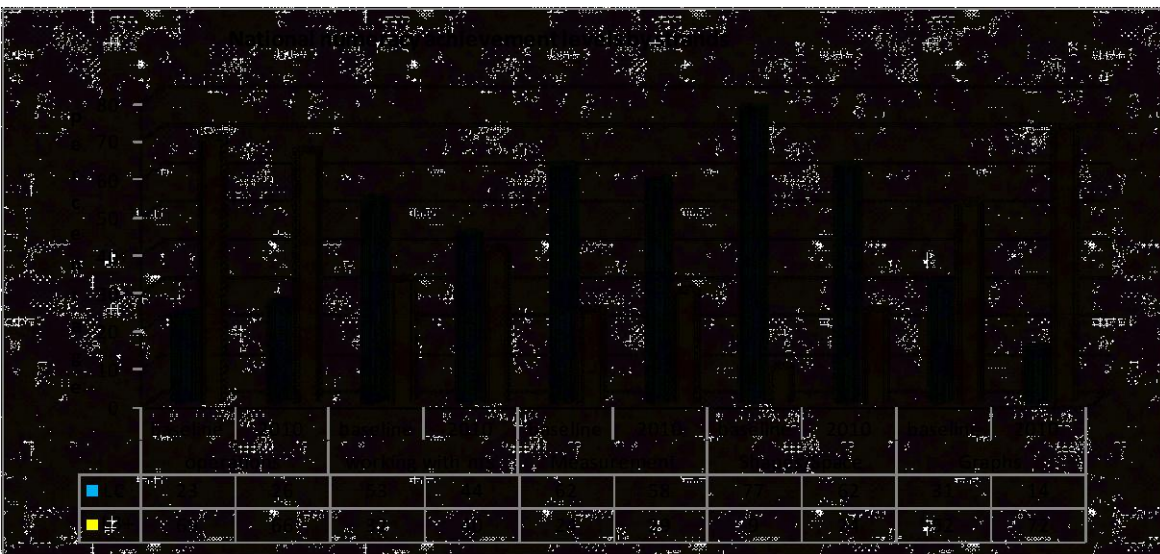
3.14: National Overall Numeracy Achievements levels in 2010 compared to 2005/2006.



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

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

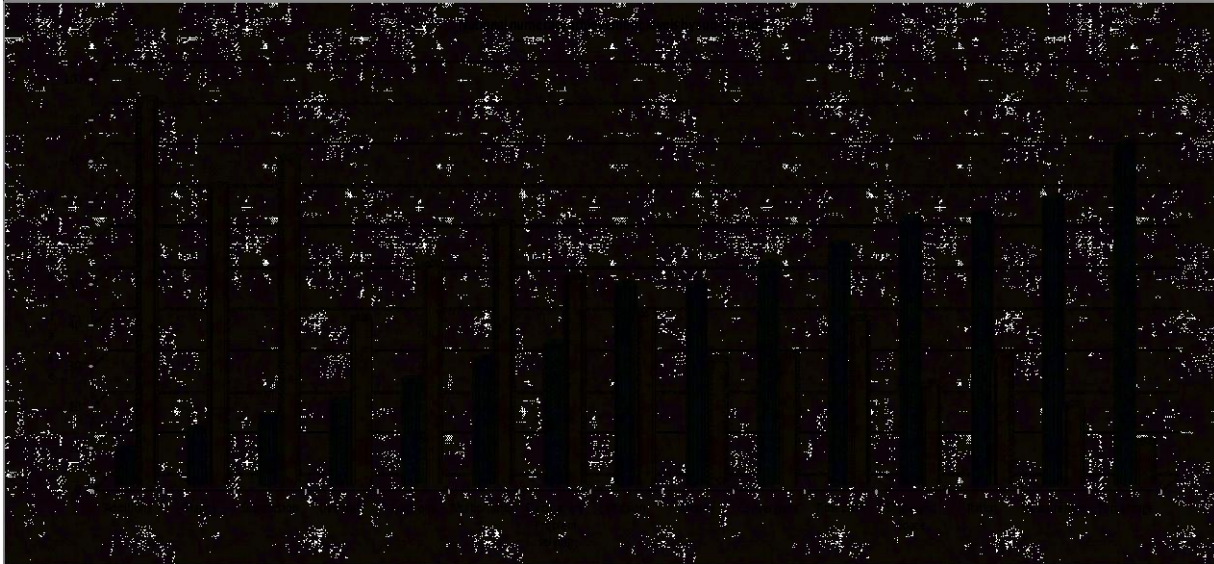


Source: NESU, SPBEA, SPC

- 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.

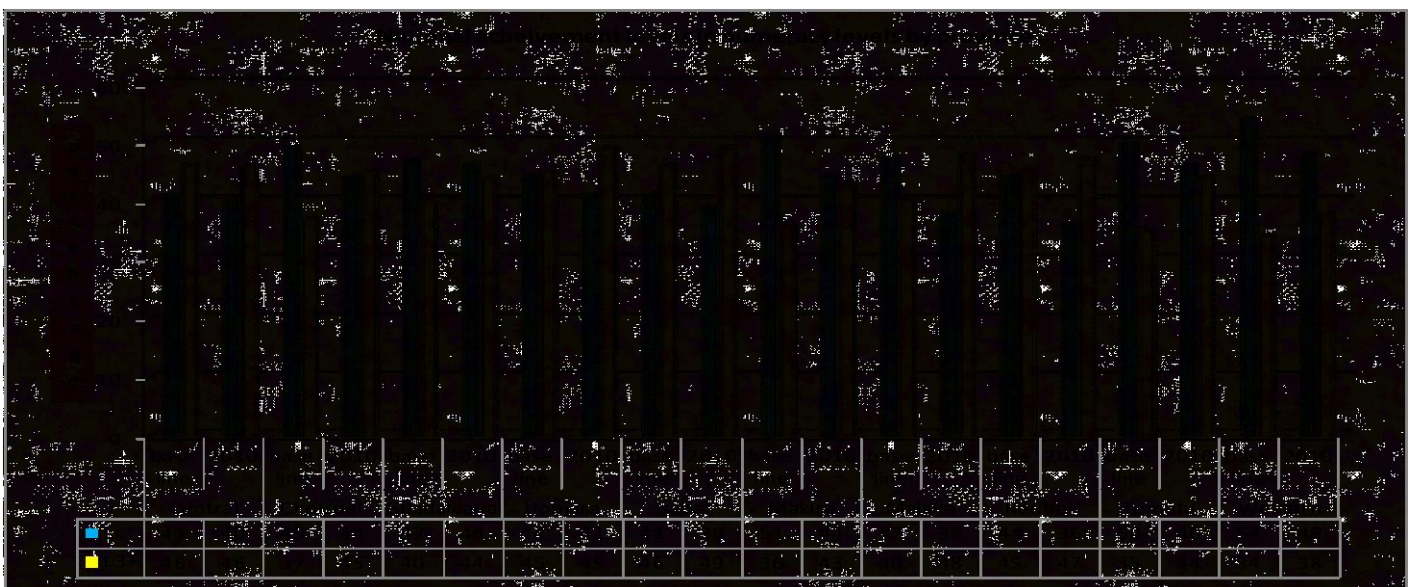
3.16: National Numeracy Achievements levels by sub-strands in 2010 compared to 2005/2006.



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.

3.17: 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).

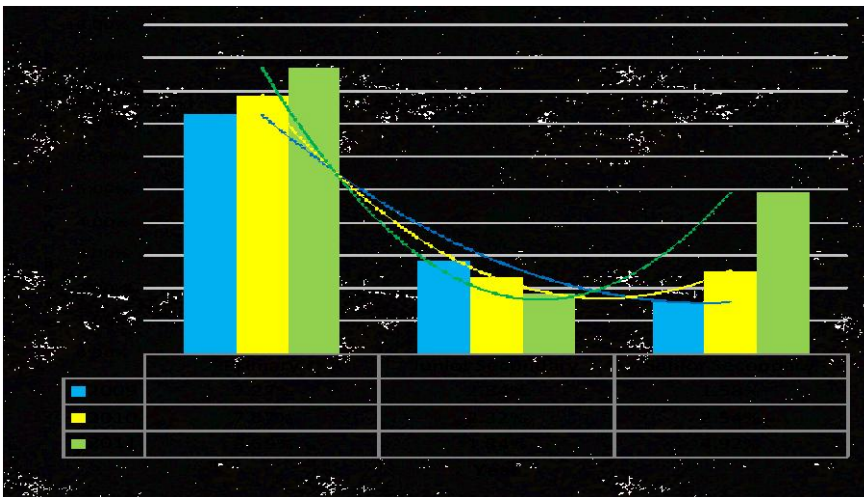
Chapter Four: Efficiency Indicators

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.

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 part of the resource inputs are being used by repeaters⁸.

5.2: Repetition rates for primary, junior secondary and senior secondary for 2009-2011



Source: SIEMIS

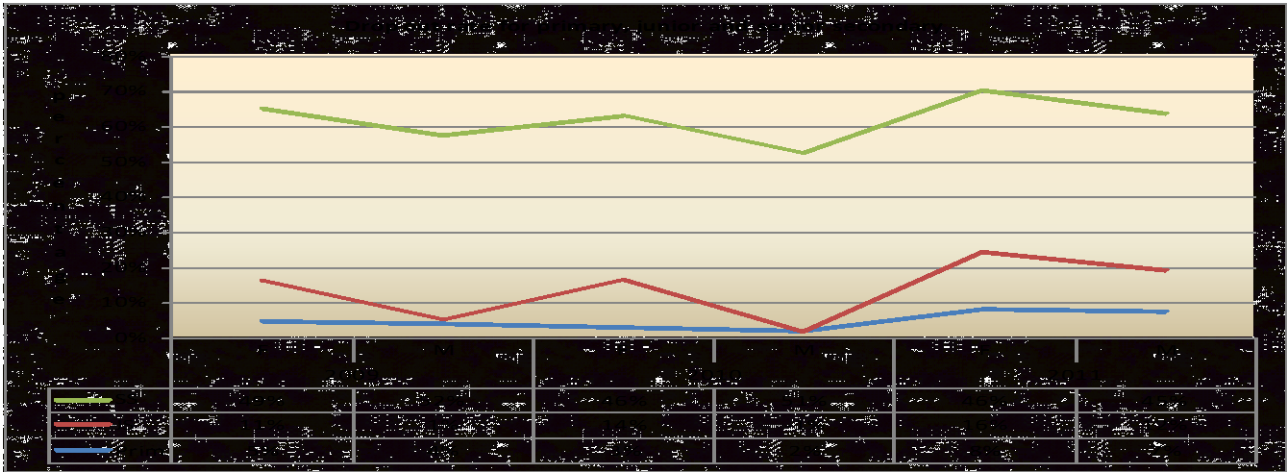
- There is an improvement in the repetition rate for junior secondary but the repetition rate for primary and senior secondary education increases as reported in figure 5.2. The repetition rate is highest at the primary education level compared to the junior and senior secondary education which has improved 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 sector⁹

⁸ Guidelines for EFA. Monitoring, Evaluation and Assessment. Identifying and Reaching the Unreached.

⁹ Guidelines for the Asia and Pacific Education for All Mid Decade Assessment; Identifying and Reaching the Unreached, UNESCO.

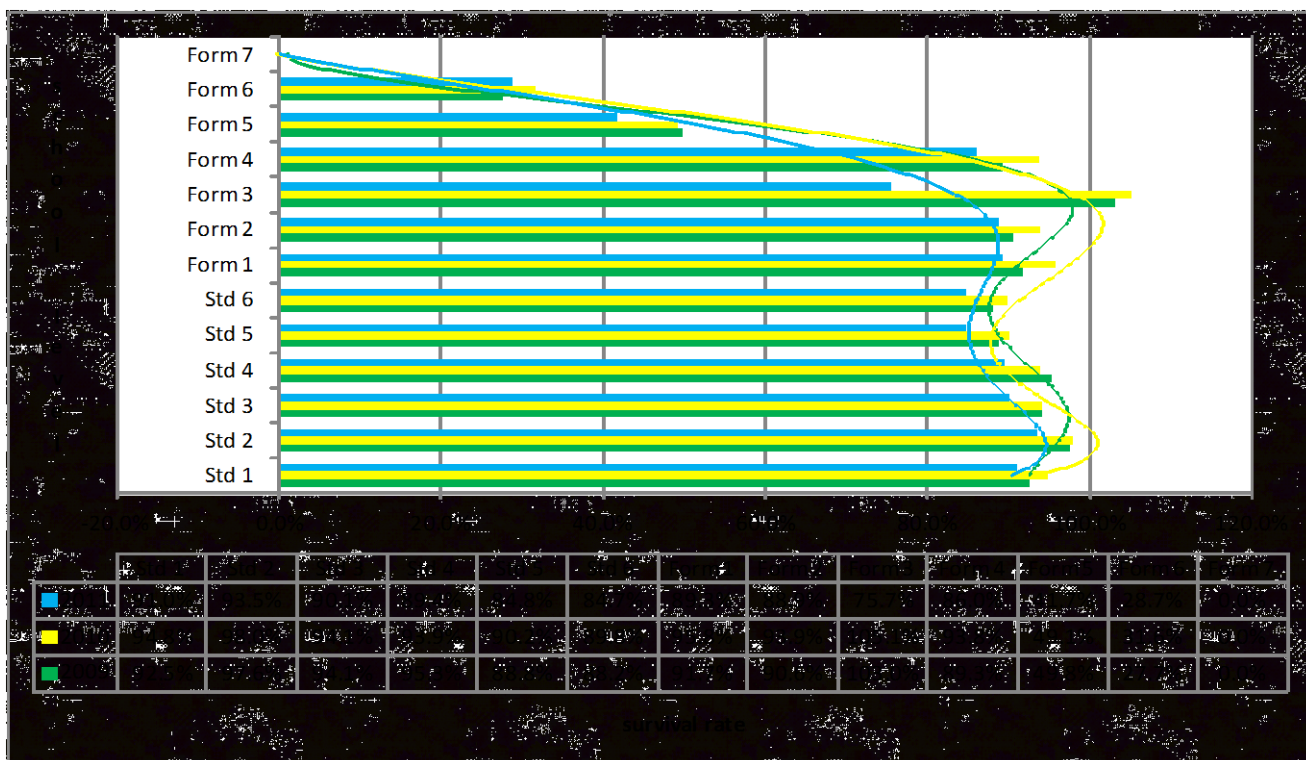


Survival (completion) Rates

Survival rate is the proportion of a cohort of pupils who reached year 6 expressed as a percentage of pupils enrolled in year 1 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, with or without repetition, and indicates the drop out rates. It is also used to measure the impact of repetition and dropout on internal efficiency. The calculation of the survival rate here uses the reconstructed student cohort flow model which is based on the total number of pupils belonging to a pupil cohort who reached each successive year is divided by the number of pupils in the original pupil cohort. Those pupils who enrolled together in the first year of primary education¹⁰. High survival rates mean a high level of retention and low drop out rates, hence high internal efficiency.

5.3: National survival rates for all school levels from prep to form six, 2009-2011

¹⁰ Ibid



Source: SIEMIS

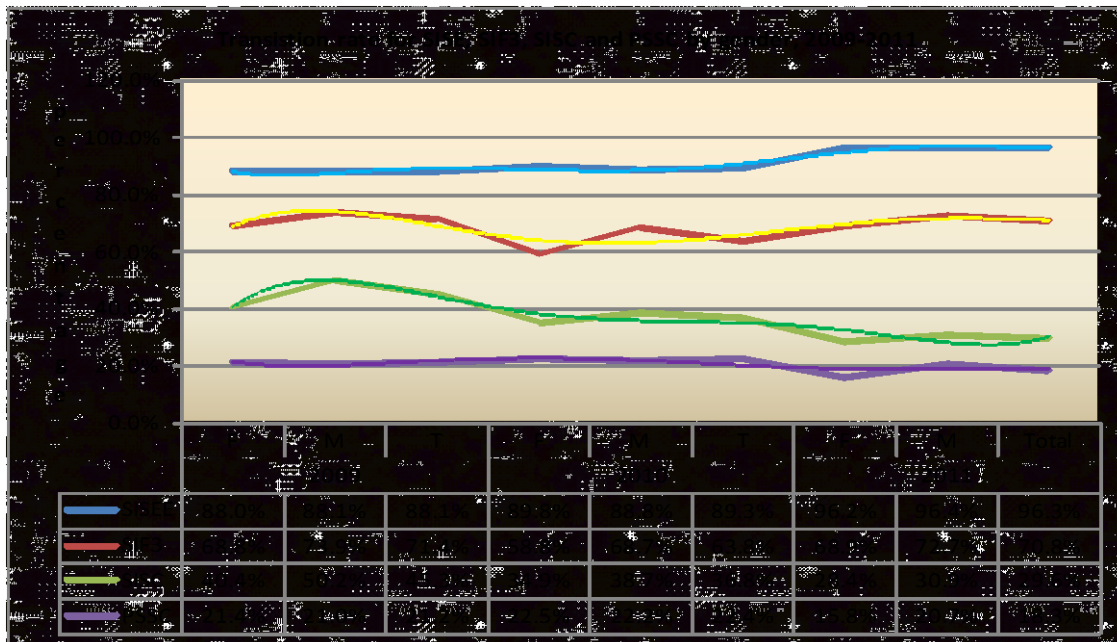
- The survival rates of more than 100% in form 3 (year 9) in year 2009 and 2010 seems that there are more children enrolling in year 9 in those current report year compared to the enrolment in form 2 (year 8) the previous year. This means that children have repeated and some children that might have been out of school for a while might have re-entered school.
- Generally, compared to 2009, survival rates have decreased at all levels in primary and secondary education in 2011.
- The survival rate in 2011 for year 6 (STD 6) in relation to year 1 (STD 1) had decreased from 91% in year 1 to 84.7% in year 6 (STD 6). The same trend seems to occur in the secondary level. The survival rate has decreased from 89% in year 7 (form 1) to 28.7% in year 12 (form 6).. This indicates that just a minority completes a full cycle of both primary and secondary education. In 2010 the results were better; 95.8% in year 6, 49.1% in year 11 and 31.6% 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 the proportion of students that progress from the final grade (year) of one level to the first grade of the next level expressed as a percentage of those enrolled in the final grade of the preceding school year. It indicates the degree of access to the next higher level, measuring the upward mobility intake capacity of the higher next level of education which is considered in this report. Viewed from the lower cycle of level of education, it is considered as an output indicator. For instance, transition rate from primary to secondary. Viewed from the higher educational cycle or level, it is considered an indicator of access. . . 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.

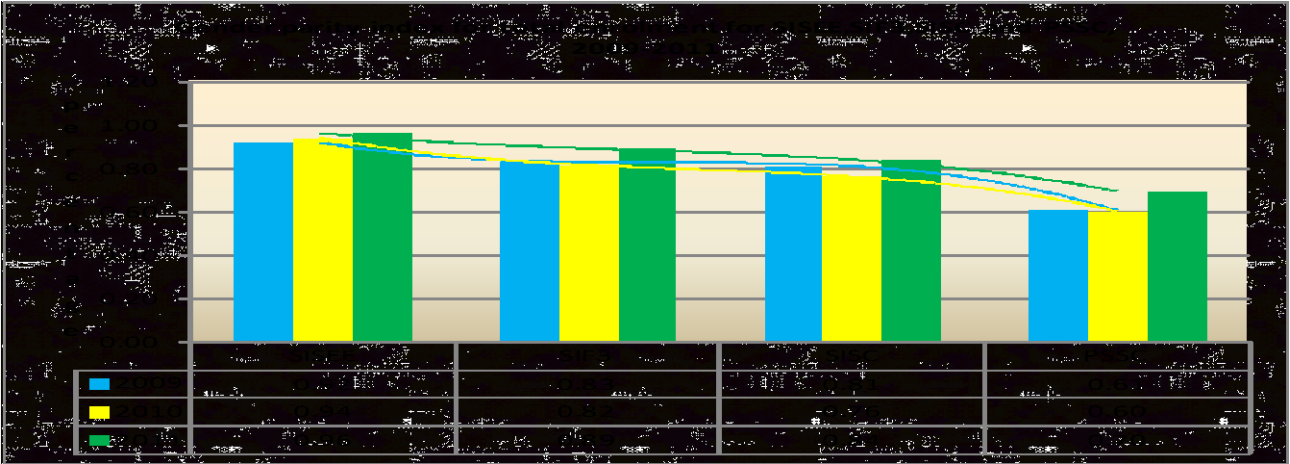
5.4: National transition rates for SISEE, SIF3, SISC and PSSC, 2009-2011



Source: Atlas, NESU

- The transition rate for SISEE (children who move on from primary to secondary education) increased by 9.3% from 88.1% in 2009 to 96.3% in 2011. However, the transition rate for SIF3 (students who enter into year 10) decreases in the period 2009-2011 (from 71.4 to 70.8%), although there seems to be a significant progress made in 2011 (70.8%) compared to 2010 (63.8%).
- The transition rate for SISC decreases in 2011 (29.6%) compared to 2009 (45.3%). This significant drop might indicate that there are not enough adequate spaces at year 12 to accommodate the increasing enrolment in year 11. The transition rate for PSSC also decreases in the period 2009 (21.2%) compared to 2011 (18.3%) though there were progress made in 2010 (22.4%) compared to 2009.
- 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.

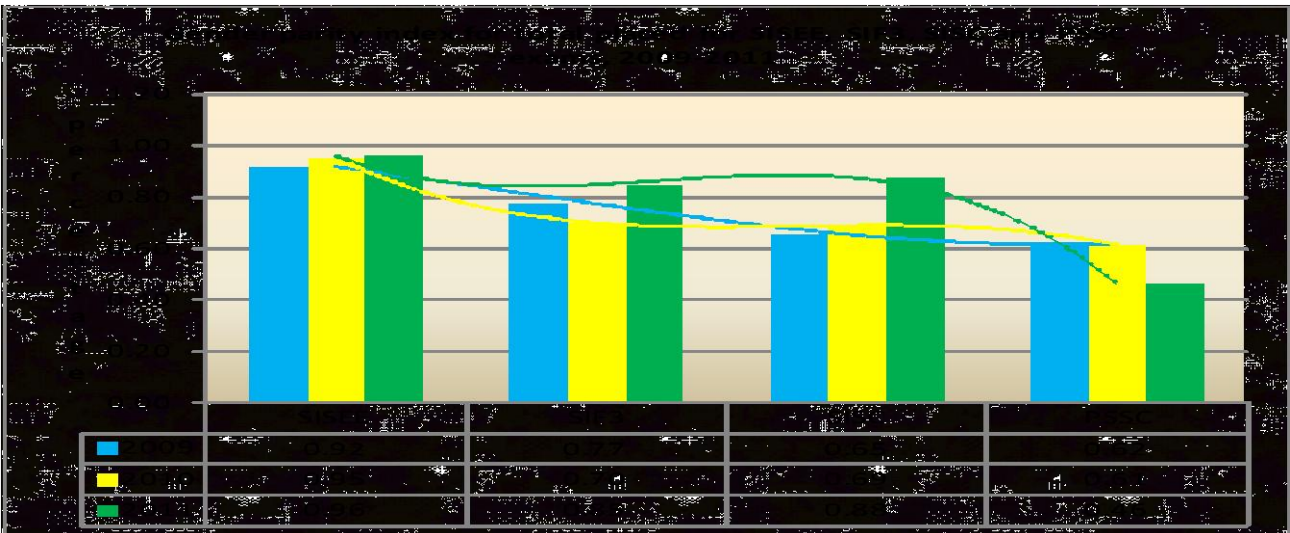
5.5: GPI for enrolment rates for SISEE, SIF3, SISC and PSSC, 2009-2011



Source: Atlas, NESU

- The GPI for SISEE, SIF3, SISC and PSSC indicates an increase in female participation in 2011 in examinations compared to 2009..
- 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, 2009-2011



Source: Atlas, NESU

- The GPI transition rate for SISEE, SIF3, and SISC has shown a positive development with more girls getting a placement at year 7, 10 and 12 in 2011 compared to 2009. However, this shows a downward trend for PSSC. 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 Five: Human Resources Development

Teacher establishment

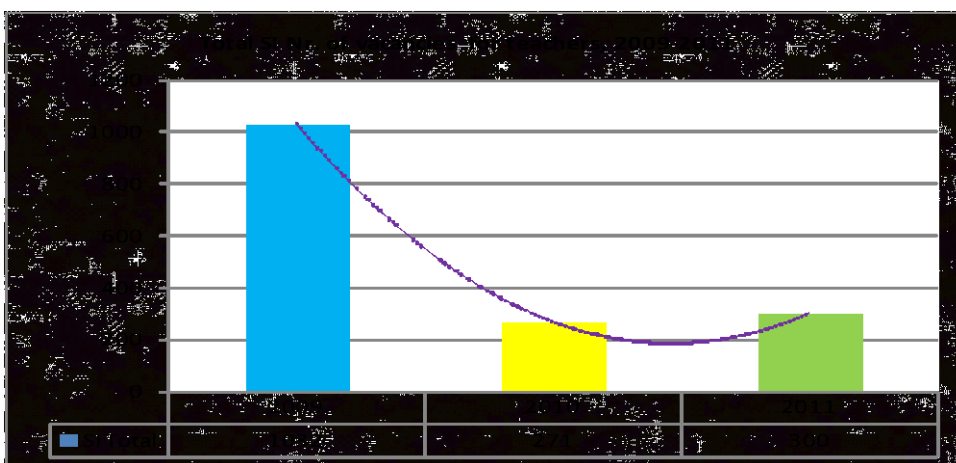
6.1: Number of vacancies for teachers and trainers approved by TSC by Education Authority, 2009-2011



Source: Teacher Master File, TSD

- Malaita, Guadalcanal, Choiseul and Seventh Day Adventist Church has the highest number of vacancies for teachers over time while Renbel and Temotu province has the least number of vacancies over time for the same reporting period for the provincial education authorities. However the number of vacancies for all provinces reduces greatly in 2011 compared to 2009.

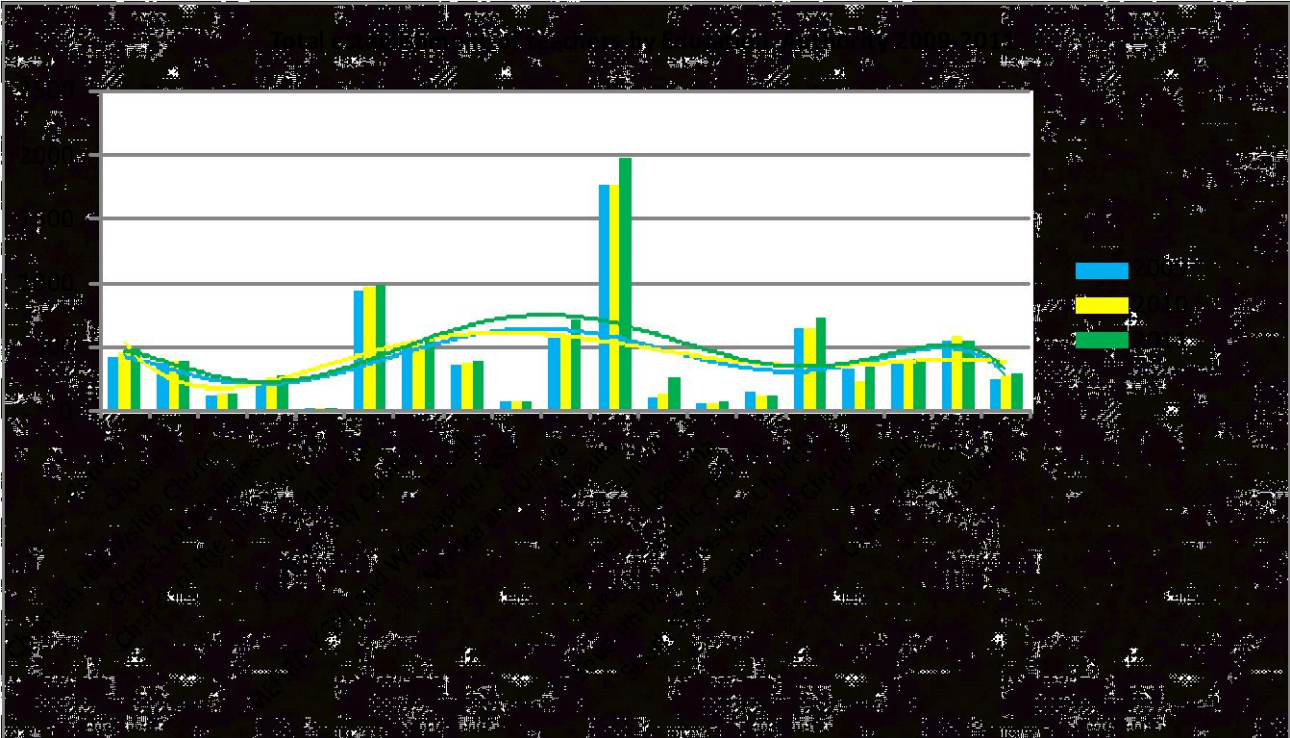
6.2: Number of vacancies for teachers and trainers approved by TSC for Solomon Islands, 2009-2011



Source: Teacher Master File, TSD

- The number of vacancies for teachers approved by TSC is higher in 2009 compared to 2010 and 2011. The drop in vacancies for 2010 and 2011 was caused by higher recruitment in 2009, who filled many vacant positions.

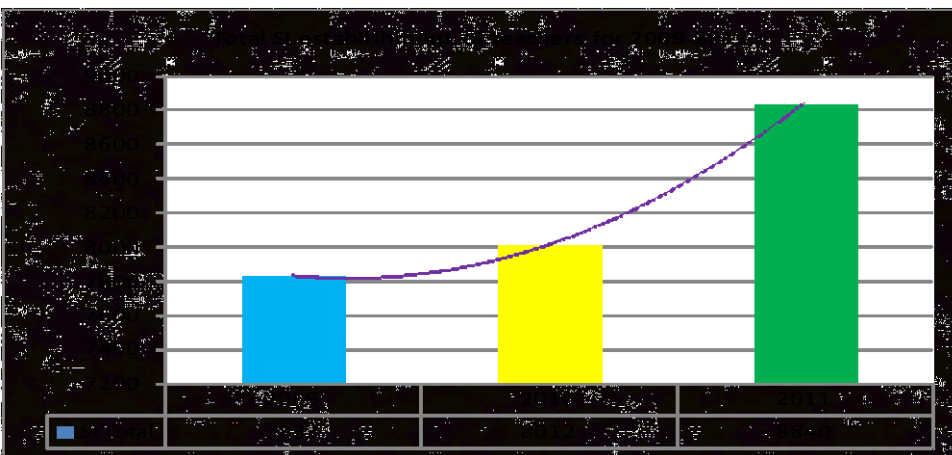
6.3: Number of teacher establishment posts approved by TSC by Education Authority, 2009-2011



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. In total all number of the establishment for all provinces has reduced in 2011 compared to 2009.

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

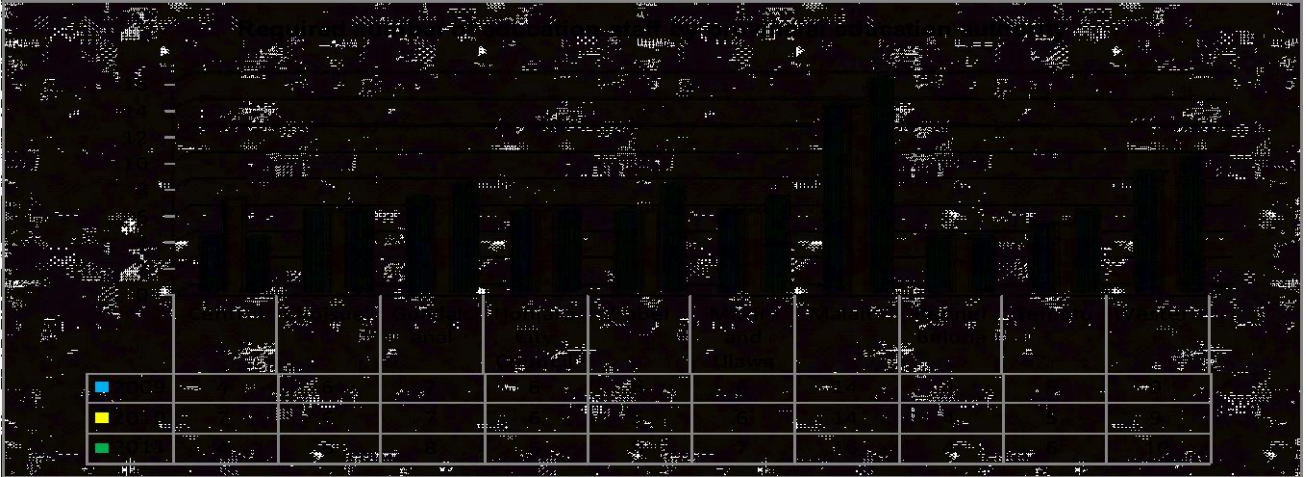


Source: Teacher Master File, TSD

- The TSC approved teacher establishment is highest in 2011 compared to 2009 and 2010. These increase (12.85%) is caused by filling many teacher vacant positions in 2009.

MEHRD establishment

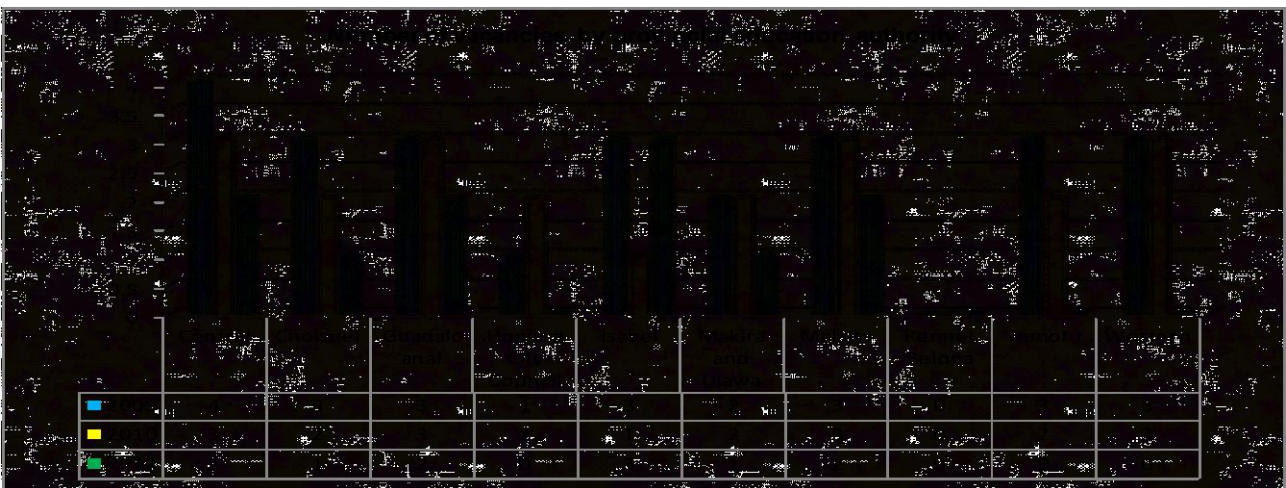
6.5. Number of education staff reported by province, 2009-2011



Source: HRD

- Malaita and Western Province have the highest number of education staffs. Central and Renbel Province have the least number of education staff. Central also indicates a decline in the number of officers in 2011 (4) compared to 2010 (10).

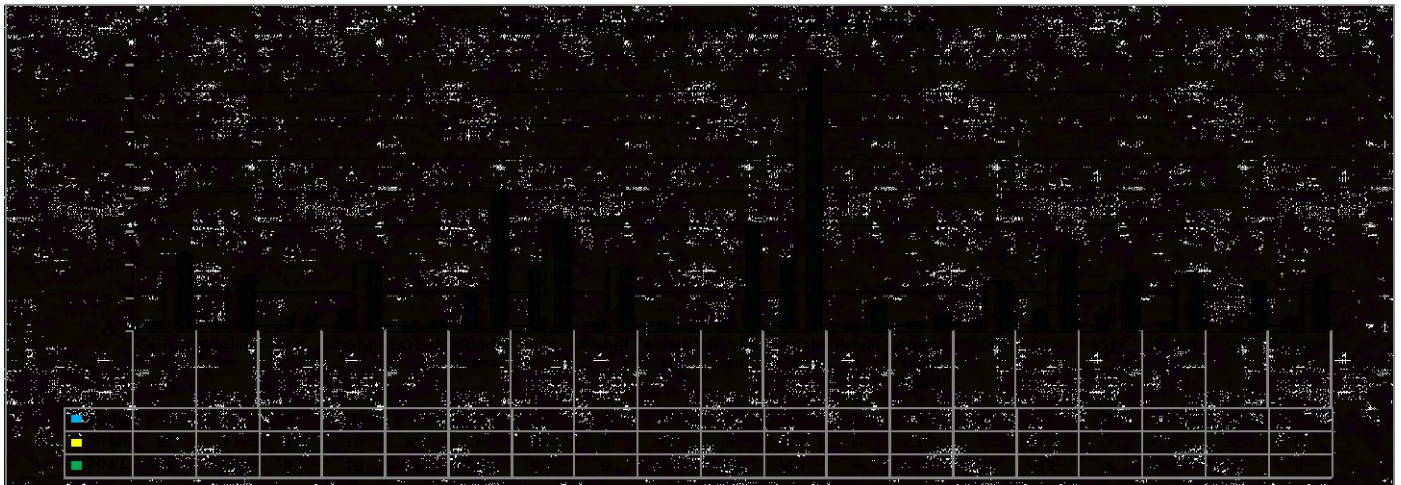
6.6. Number of vacancies for education staff reported by province, 2009-2011



Source: HRD division

- Isabel Province have the highest vacancies in 2011 compared to other provinces. Renbel seems to be fully staffed with no vacancies identified for 2009 to 2011.

6.6. Number of supernumerary teacher In-service training by Education Authority, 2009-2011



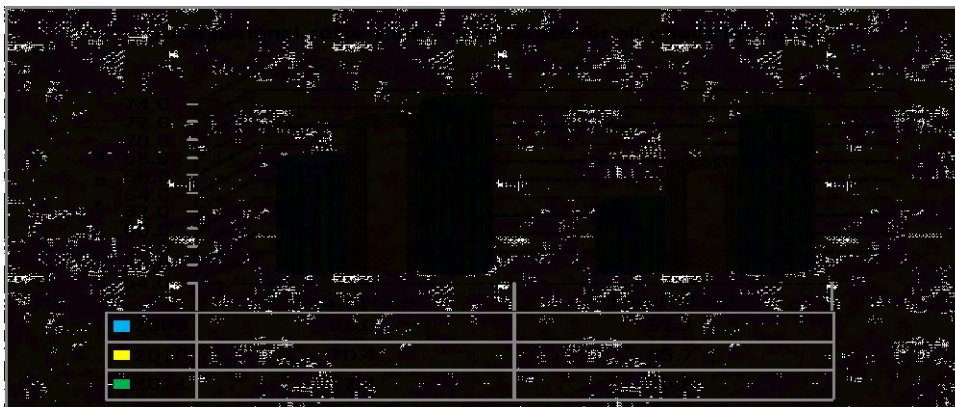
Source: TTD division

- Malaita province has the most supernumerary in-service teacher training in 2011 compared to other provinces. It seems that no teacher from KGV1 and Waimapuru goes for in-service training during this reporting period.

Chapter Six: Process Indicators

SIEMIS Return Rate

7.1: Total school census form received from schools and entered into SIEMIS, 2009-2011

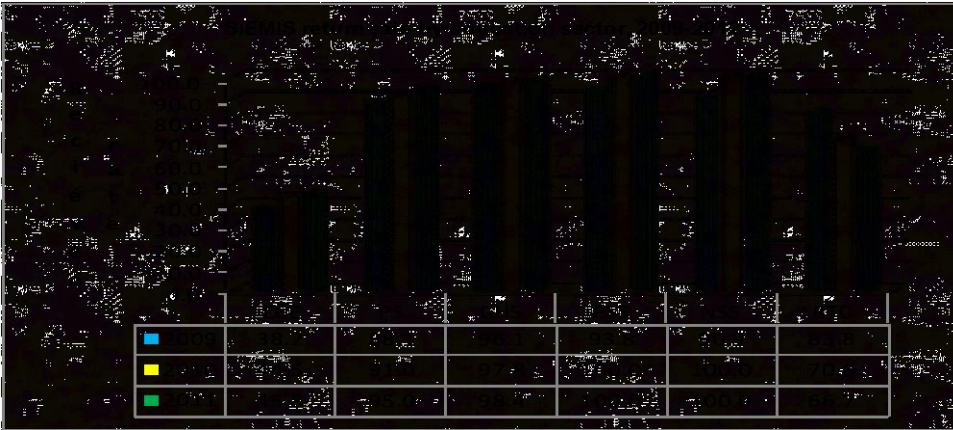


Source: SIEMIS

- The percentage of SIEMIS-forms received and entered has improved with 9.7% and 15.7% respectively in 2011 compared to 2009.. The overall return rate is still low at 72.4% because of the low return rate of SIEMIS form from the ECE and TVET sector. This is also a result of not all ECE centres recorded in the SIEMIS are registered ECE centres. data entry is also relatively slow because MEHRD does not receive the all survey forms on the 31st of March which has resulted in us not being able to produce the PAF 2009-2011 on time.

- Over this reporting period 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.

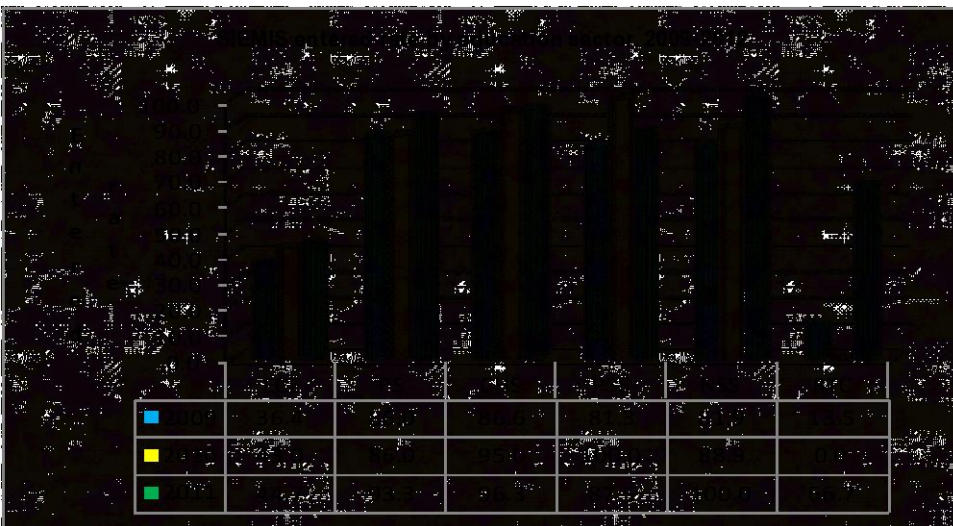
7.2: Total school census form received by education sector, 2009-2011



Source: SIEMIS

- The PSS and NSS have the highest return rate in 2010 and 2011 while the ECE subsector shows the lowest return rate of SIEMIS school census forms which have affected the overall return rate in figure 7.2 above. The return rate for PS 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, 2009-2011



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.

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.

Recommendations

Early Childhood Education

Primary Education Level

Junior Secondary Education Level

Senior Secondary Education Level

Financial Management

Efficiency

Human Resources Development

Process indicators

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, 2009-2011.

	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
Central	311	294	605	333	302	635	378	367	745
Choiseul	504	563	1067	509	587	1096	465	549	1014
Guadalcanal	1096	1072	2168	1111	1131	2242	1288	1357	2645
Honiara	1070	1116	2186	1315	1320	2635	1372	1490	2862
Isabel	925	965	1890	897	942	1839	922	970	1892
Makira and Ulawa	1391	1458	2849	1406	1494	2900	1363	1495	2858
Malaita	3686	4048	7734	3739	3996	7735	3327	3562	6889
Rennell and Bellona	131	139	270	78	106	184	76	72	148
Temotu	289	333	622	403	427	830	448	451	899
Western	1303	1398	2701	1351	1448	2799	1380	1485	2865
SI	10706	11386	22092	11142	11753	22895	11019	11798	22817

Source: SIEMIS

1.2: Number of pupils enrolled in primary education by province and gender, 2009-2011.

	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
Central	2776	3210	5986	2827	3181	6008	2844	3247	6091
Choiseul	2684	2896	5580	2801	3044	5845	2941	3224	6165
Guadalcanal	9463	10288	19751	9589	10345	19934	9747	10410	20157
Honiara	6195	6431	12626	6565	6692	13257	6851	6889	13740
Isabel	2528	2828	5356	2511	2781	5292	2556	2869	5425
Makira and Ulawa	4165	4787	8952	4395	4927	9322	4627	5204	9831
Malaita	17229	19500	36729	17642	19824	37466	17768	20058	37826
Rennell and Bellona	324	349	673	316	321	637	318	346	664
Temotu	2221	2498	4719	2376	2634	5010	2368	2716	5084
Western	7872	8375	16247	7835	8660	16495	8043	8694	16737
SI	55457	61162	116619	56857	62409	119266	58063	63657	121720

Source: SIEMIS

1.3: Number of pupils enrolled in junior secondary education by province and gender, 2009-2011.

	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
Central	452	607	1059	497	598	1095	487	666	1153
Choiseul	554	492	1046	575	551	1126	674	610	1284
Guadalcanal	2146	2501	4647	2178	2384	4562	2173	2381	4554
Honiara	1788	1894	3682	1939	2129	4068	2267	2337	4604
Isabel	601	666	1267	632	695	1327	701	783	1484
Makira and Ulawa	860	1187	2047	997	1200	2197	1097	1210	2307
Malaita	2569	3315	5884	2621	3266	5887	2861	3446	6307
Rennell and Bellona	110	150	260	97	138	235	114	136	250
Temotu	512	589	1101	483	589	1072	526	650	1176
Western	2024	2028	4052	2005	2068	4073	2088	2051	4139
SI	11616	13429	25045	12024	13618	25642	12988	14270	27258

Source: SIEMIS

1.4: Number of pupils enrolled in senior secondary education by province and gender, 2009-2011.

	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
Central	181	130	311	156	210	366	153	188	341
Choiseul	85	110	195	108	112	220	82	125	207
Guadalcanal	1024	1718	2742	1016	1705	2721	1081	1811	2892
Honiara	1510	2226	3736	1638	2375	4013	1790	2700	4490
Isabel	318	358	676	357	410	767	328	396	724
Makira and Ulawa	407	685	1092	410	652	1062	421	715	1136
Malaita	744	1331	2075	753	1177	1930	874	1587	2461
Rennell and Bellona	44	63	107	65	80	145	71	90	161
Temotu	169	200	369	201	227	428	234	293	527
Western	897	1398	2295	954	1458	2412	1019	1567	2586
SI	5379	8219	13598	5658	8406	14064	6053	9472	15525

Source: SIEMIS

1.5: National summary of enrolment numbers by education level, 2009-2011.

	2009	%	2010	%	2011	%
ECE	22092	12.5%	22895	12.6%	22817	12.2%
PRI	116619	65.8%	119266	65.6%	121720	65.0%
JS	25045	14.1%	25642	14.1%	27258	14.6%
SS	13598	7.7%	14064	7.7%	15525	8.3%
SI	177354	100.0%	181867	100.0%	187320	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, 2009-2011.

	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
1	8489	7937	16426	8405	7909	16314	8610	8059	16669
2	8444	7898	16342	8440	7918	16358	8359	7890	16249
3	8371	7832	16202	8413	7886	16298	8410	7906	16315
4	8266	7735	16002	8347	7823	16170	8390	7877	16267
5	8129	7606	15735	8250	7729	15979	8331	7817	16147
6	7955	7441	15396	8113	7600	15713	8234	7723	15957
7	7746	7238	14984	7942	7436	15378	8099	7595	15694
8	7502	6999	14501	7735	7234	14968	7930	7431	15362
9	7229	6730	13960	7492	6995	14487	7724	7230	14954
10	6942	6446	13388	7220	6727	13947	7482	6991	14474
11	6658	6167	12825	6933	6443	13376	7211	6723	13934
12	6399	5914	12313	6650	6163	12813	6925	6439	13364
13	6179	5704	11883	6391	5911	12302	6642	6160	12802
14	5993	5530	11523	6171	5700	11871	6383	5907	12290
15	5807	5360	11167	5984	5526	11510	6162	5696	11858
16	5628	5196	10824	5798	5356	11154	5974	5522	11496
17	5495	5073	10568	5618	5191	10809	5787	5351	11139
18	5420	5000	10420	5484	5068	10552	5606	5186	10793
19	5385	4963	10348	5408	4995	10403	5472	5063	10535
20	5373	4947	10321	5372	4957	10329	5395	4989	10384
21	5350	4926	10276	5359	4941	10301	5359	4951	10310
22	5290	4879	10168	5335	4920	10255	5345	4935	10280
23	5173	4789	9962	5274	4872	10146	5320	4914	10233
24	5014	4670	9684	5157	4783	9940	5258	4866	10124
25	4848	4543	9391	4999	4663	9662	5141	4776	9917
Total	163084	151525	314609	166289	154745	321034	169551	157997	327547

Source: National Statistics and SIEMIS based on 2009 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, 2009-2011

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	46.0%	45.7%	45.8%	1.01	33.3%	32.7%	33.0%	1.02
2010	47.1%	46.4%	46.7%	1.01	34.0%	33.1%	33.6%	1.03
2011	45.4%	45.7%	45.6%	0.99	32.6%	32.5%	32.5%	1.00

Source: SIEMIS

1.8: Percent Change in GER and NER for ECE by Gender, 2011 compared to 2009

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	46.0%	45.7%	45.8%	1.01	33.3%	32.7%	33.0%	1.02
2011	45.4%	45.7%	45.6%	0.99	32.6%	32.5%	32.5%	1.00
% Change	-0.5%	0.0%	-0.3%	-1.2%	-0.6%	-0.2%	-0.4%	-1.4%

Source: SIEMIS

Primary Education

1.9: Gross intake rate (GIR) and net intake rate (NIR) for Primary Education by gender, 2009-2011

	GIR				NIR			
	F	M	T	GPI	F	M	T	GPI
2009	110.1%	114.5%	112.3%	0.96	43.8%	41.7%	42.8%	1.05
2010	115.9%	115.4%	115.7%	1.00	42.9%	38.9%	40.9%	1.10
2011	110.2%	112.2%	111.2%	0.98	42.9%	38.9%	40.9%	1.10

Source: SIEMIS

1.10: Gross and Net Enrolment Rate for Primary Education by Gender, 2009-2011

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	135.1%	138.8%	136.9%	0.97	91.3%	92.3%	91.8%	0.99
2010	133.9%	137.2%	135.6%	0.98	90.4%	91.0%	90.7%	0.99
2011	132.5%	136.0%	134.3%	0.97	89.4%	90.6%	90.0%	0.99

Source: SIEMIS

1.11: Percent Change in GER and NER for Primary Education by Gender, 2011 compared to 2009

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	135.1%	138.8%	136.9%	0.97	91.3%	92.3%	91.8%	0.99
2011	132.5%	136.0%	134.3%	0.97	89.4%	90.6%	90.0%	0.99
% Change	-2.6%	-2.8%	-2.7%	0.1%	-2.0%	-1.7%	-1.8%	-0.3%

Source: SIEMIS

Junior Secondary Education

1.12: Gross and Net Enrolment Rate for Junior Secondary Education by Gender, 2009-2011

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	67.7%	72.3%	70.0%	0.94	22.0%	21.0%	21.5%	1.05
2010	67.6%	70.9%	69.3%	0.95	21.0%	20.2%	20.6%	1.04
2011	70.2%	71.5%	70.9%	0.98	22.6%	21.0%	21.8%	1.08

Source: SIEMIS

1.13: Percent Change in GER and NER for Junior Secondary Education by Gender, 2011 compared to 2009

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	67.7%	72.3%	70.0%	0.94	22.0%	21.0%	21.5%	1.05
2011	70.2%	70.9%	69.3%	0.99	22.6%	21.0%	21.8%	1.08
% Change	2.4%	-1.5%	-0.8%	5.4%	0.5%	-0.1%	0.2%	2.8%

Source: SIEMIS

Senior Secondary Education

1.14: Gross and Net Enrolment Rate for Senior Secondary Education by Gender, 2009-2011

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	23.1%	27.4%	25.3%	0.84	16.2%	17.2%	16.7%	0.95
2010	24.4%	29.2%	26.8%	0.83	16.8%	17.5%	17.2%	0.96
2011	25.2%	31.7%	28.4%	0.80	17.0%	17.9%	17.5%	0.95

Source: SIEMIS

1.15: Percent Change in GER and NER for Senior Secondary Education by Gender, 2011 compared to 2009

	GER				NER			
	F	M	T	GPI	F	M	T	GPI
2009	23.1%	27.4%	25.3%	0.84	16.2%	17.2%	16.7%	0.95
2011	25.2%	31.7%	26.8%	0.80	17.0%	17.9%	17.2%	0.95
% Change	2.0%	4.3%	1.5%	-4.9%	0.8%	0.8%	0.5%	0.4%

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, 2009-2011

	2009		2010		2011	
	No.	%	No.	%	No.	%
Central	67	1%	64	1%	75	1%
Choiseul	183	3%	151	3%	240	4%
Guadalcanal	397	2%	476	2%	530	3%
Honiara	106	1%	140	1%	84	1%
Isabel	57	1%	61	1%	102	2%
Makira and Ulawa	172	2%	161	2%	150	2%
Malaita	689	2%	765	2%	849	2%
Rennell and Bellona	9	1%	3	0%	8	1%
Temotu	63	1%	79	2%	47	1%
Western	281	2%	411	2%	309	2%
SI	2024	2%	2311	2%	2394	2%

Source: SIEMIS

1.17: Number and percentage of pupils with special needs enrolled in Junior Secondary Education by province, 2009-2011

	2009		2010		2011	
	No.	%	No.	%	No.	%
Central	15	1%	7	1%	10	1%
Choiseul	2	0%	13	1%	31	2%
Guadalcanal	20	0%	60	1%	36	1%
Honiara	8	0%	9	0%	16	0%
Isabel	3	0%	5	0%	9	1%
Makira and Ulawa	14	1%	32	1%	44	2%
Malaita	71	1%	133	2%	113	2%
Rennell and Bellona	0	0%	5	2%	4	2%
Temotu	3	0%	6	1%	7	1%
Western	33	1%	29	1%	35	1%
SI	169	1%	299	1%	305	1%

Source: SIEMIS

1.18: Number and percentage of pupils with special needs enrolled in Senior Secondary education by province, 2009-2011

	2009		2010		2011	
	No.	%	No.	%	No.	%
Central	1	0%	1	0%	1	0%
Choiseul	0	0%	2	1%	1	0%
Guadalcanal	2	0%	27	1%	16	1%
Honiara	4	0%	8	0%	13	0%
Isabel	1	0%	4	1%	1	0%
Makira and Ulawa	3	0%	56	5%	4	0%
Malaita	5	0%	5	0%	62	3%
Rennell and Bellona	0	0%	0	0%	0	0%
Temotu	3	1%	0	0%	1	0%
Western	10	0%	12	0%	67	3%
SI	29	0%	115	1%	166	1%

Source: SIEMIS

Annex two: Infrastructure data tables

Number of Schools

2.1: Number of ECE Centers by Province, 2009-2011

	2009	2010	2011
Central	13	13	13
Choiseul	25	23	23
Guadalcanal	55	45	43
Honiara	28	34	33
Isabel	61	55	55
Makira and Ulawa	83	72	69
Malaita	204	192	164
Rennell and Bellona	10	7	7
Temotu	21	22	20
Western	59	59	55
SI Total	559	522	482

2.2: Num of Primary Schools by Province, 2009-2011

	2009	2010	2011
Central	30	31	31
Choiseul	39	39	39
Guadalcanal	79	79	79
Honiara	12	14	13
Isabel	28	28	28
Makira and Ulawa	59	59	59
Malaita	134	133	132
Rennell and Bellona	9	9	9
Temotu	33	32	32
Western	101	101	101
SI Total	524	525	523

2.3: Number of CHS by Province, 2009-2011

	2009	2010	2011
Central	10	10	10
Choiseul	11	11	11
Guadalcanal	28	28	28
Honiara	17	17	18
Isabel	5	5	5
Makira and Ulawa	15	15	15
Malaita	48	50	50
Rennell and Bellona	2	2	2
Temotu	7	8	8
Western	30	30	30
SI Total	173	176	177

2.4: Number of PSS by Province, 2009-2011

	2009	2010	2011
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, 2009-2011

	2009	2010	2011
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	3	3	3
SI Total	10	10	10

2.6: Number of RTC by Province, 2009-2011

	2009	2010	2011
Central	0	0	0
Choiseul	1	1	1
Guadalcanal	7	7	7
Honiara	1	1	1
Isabel	1	1	1
Makira and Ulawa	3	2	2
Malaita	6	6	6
Rennell and Bellona	1	1	1
Temotu	1	1	1
Western	6	6	6
SI Total	27	26	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, 2009-2011

PS	2009			2010			2011		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	189	3909	20.7	195	4014	20.6	189	4087	21.6
Choiseul	172	3790	22.0	172	3848	22.4	179	3912	21.9
Guadalcanal	480	12176	25.4	486	12233	25.2	506	12652	25.0
Honiara	77	4217	54.8	88	4878	55.4	95	4938	52.0
Isabel	174	4292	24.7	181	4178	23.1	182	4296	23.6
Makira and Ulawa	295	6658	22.6	315	6870	21.8	337	7335	21.8
Malaita	804	22738	28.3	838	22680	27.1	907	24087	26.6
Rennell and Bellona	30	530	17.7	35	527	15.1	44	540	12.3
Temotu	185	3803	20.6	188	3634	19.3	193	3693	19.1
Western	470	10993	23.4	498	11644	23.4	532	11826	22.2
SI Total	2876	73106	25.4	2996	74506	24.9	3164	77366	24.5

Source: SIEMIS

2.8: Number of classroom and pupil to classroom ratios for CHS by Province, 2009-2011

CHS	2009			2010			2011		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	96	3163	32.9	99	3135	31.7	100	3188	31.9
Choiseul	42	2788	66.4	114	3071	26.9	130	3471	26.7
Guadalcanal	173	11623	67.2	323	11868	36.7	314	11704	37.3
Honiara	254	13975	55.0	244	14435	59.2	267	15758	59.0
Isabel	36	2139	59.4	71	2356	33.2	65	2552	39.3
Makira and Ulawa	68	4080	60.0	150	4441	29.6	161	4480	27.8
Malaita	434	19959	46.0	588	20740	35.3	591	20228	34.2
Rennell and Bellona	10	327	32.7	14	333	23.8	15	347	23.1
Temotu	63	2108	33.5	65	2463	37.9	83	2600	31.3
Western	155	9015	58.2	240	8833	36.8	271	9034	33.3
SI Total	1331	69177	52.0	1908	71675	37.6	1997	73362	36.7

Source: SIEMIS

2.9: Number of classroom and pupil to classroom ratios for PSS by Province, 2009-2011

PSS	2009			2010			2011		
	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio	Rooms	Pupils	Ratio
Central	6	284	47.3	8	320	40.0	8	310	38.8
Choiseul	7	223	31.9	8	252	31.5	8	253	31.6
Guadalcanal	21	1057	50.3	23	986	42.9	25	980	39.2
Honiara	10	901	90.1	10	979	97.9	10	1139	113.9
Isabel	15	844	56.3	16	828	51.8	18	761	42.3
Makira and Ulawa	9	302	33.6	10	320	32.0	10	330	33.0
Malaita	27	963	35.7	25	1005	40.2	19	1153	60.7
Rennell and Bellona	3	151	50.3	5	125	25.0	5	156	31.2
Temotu	8	186	23.3	8	321	40.1	3	402	134.0
Western	23	707	30.7	15	654	43.6	24	970	40.4
SI Total	129	5618	43.6	128	5790	45.2	130	6454	49.6

Source: SIEMIS

2.10: Number of classroom and pupil to classroom ratios for NSS by Province, 2009-2011

NSS	2009			2010			2011		
	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	1500	44.1	30	1483	49.4	27	1483	54.9
Honiara	10	856	85.6	10	951	95.1	10	904	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	20	823	41.2	19	823	43.3	22	1002	45.5
Malaita	10	363	36.3	7	393	56.1	10	426	42.6
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	31	1153	37.2	25	1123	44.9	18	906	50.3
SI Total	105	4695	44.7	91	4773	52.5	87	4721	54.3

Source: SIEMIS

2.11: Number of classroom and pupil to classroom ratios for RTC by Province, 2009-2011

RTC	2009			2010			2011		
	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	7	647	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	8	127	15.9	8	127	15.9
Malaita	14	700	50.0	9	465	51.7	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	2701	54.0	39	2228	57.1	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, 2009-2011

PS	2009			2010			2011		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	883	3909	4.4	1186	4014	3.4	1543	4087	2.6
Choiseul	1489	3790	2.5	1411	3848	2.7	1640	3912	2.4
Guadalcanal	3421	12176	3.6	4205	12233	2.9	4626	12652	2.7
Honiara	942	4217	4.5	1230	4878	4.0	2305	4938	2.1
Isabel	2325	4292	1.8	2319	4178	1.8	2352	4296	1.8
Makira and Ulawa	1887	6658	3.5	2229	6870	3.1	2151	7335	3.4
Malaita	5497	22738	4.1	6280	22680	3.6	7066	24087	3.4
Rennell and Bellona	190	530	2.8	243	527	2.2	206	540	2.6
Temotu	1153	3803	3.3	1398	3634	2.6	1409	3693	2.6
Western	3405	10993	3.2	3769	11644	3.1	5537	11826	2.1
SI Total	21192	73106	3.4	24270	74506	3.1	28835	77366	2.7

Source: SIEMIS

2.13: Number of desks and pupil to desk ratios for CHS by Province, 2009-2011

CHS	2009			2010			2011		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	815	3163	3.9	853	3135	3.7	941	3188	3.4
Choiseul	579	2788	4.8	1383	3071	2.2	2032	3471	1.7
Guadalcanal	3034	11623	3.8	3915	11868	3.0	4204	11704	2.8
Honiara	4650	13975	3.0	6042	14435	2.4	6910	15758	2.3
Isabel	624	2139	3.4	1050	2356	2.2	982	2552	2.6
Makira and Ulawa	799	4080	5.1	1955	4441	2.3	2421	4480	1.9
Malaita	4115	19959	4.9	7475	20740	2.8	8040	20228	2.5
Rennell and Bellona	62	327	5.3	39	333	8.5	53	347	6.5
Temotu	476	2108	4.4	744	2463	3.3	857	2600	3.0
Western	2148	9015	4.2	2827	8833	3.1	4166	9034	2.2
SI Total	17302	69177	4.0	26283	71675	2.7	30606	73362	2.4

Source: SIEMIS

2.14: Number of desks and pupil to desk ratios for PSS by Province, 2009-2011

PSS	2009			2010			2011		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	0	284		0	320		178	310	1.7
Choiseul	122	223	1.8	151	252	1.7	151	253	1.7
Guadalcanal	470	1057	2.2	585	986	1.7	426	980	2.3
Honiara	700	901	1.3	600	979	1.6	0	1139	
Isabel	588	844	1.4	116	828	7.1	246	761	3.1
Makira and Ulawa	354	302	0.9	144	320	2.2	210	330	1.6
Malaita	290	963	3.3	733	1005	1.4	877	1153	1.3
Rennell and Bellona	0	151		81	125	1.5	91	156	1.7
Temotu	326	186	0.6	297	321	1.1	144	402	2.8
Western	178	707	4.0	463	654	1.4	353	970	2.7
SI Total	3028	5618	1.9	3170	5790	1.8	2676	6454	2.4

Source: SIEMIS

2.15: Number of desks and pupil to desk ratios for NSS by Province, 2009-2011

NSS	2009			2010			2011		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	0	0		0	0		0	0	
Choiseul	0	0		0	0		0	0	
Guadalcanal	72	1500	20.8	883	1483	1.7	578	1483	2.6
Honiara	0	856		0	951		0	904	
Isabel	0	0		0	0		0	0	
Makira and Ulawa	0	823		136	823	6.1	222	1002	4.5
Malaita	0	363		292	393	1.3	422	426	1.0
Rennell and Bellona	0	0		0	0		0	0	
Temotu	0	0		0	0		0	0	
Western	435	1153	2.7	452	1123	2.5	300	906	3.0
SI Total	507	4695	9.3	1763	4773	2.7	1522	4721	3.1

Source: SIEMIS

2.16: Number of desks and pupil to desk ratios for RTC by Province, 2009-2011

RTC	2009			2010			2011		
	Desks	Pupils	Ratio	Desks	Pupils	Ratio	Desks	Pupils	Ratio
Central	0	0		0	0		0	0	
Choiseul	0	20		0	20		0	20	
Guadalcanal	0	784		0	647		0	784	
Honiara	0	95		0	95		0	95	
Isabel	0	24		0	24		0	24	
Makira and Ulawa	0	228		0	127		0	127	
Malaita	0	700		0	465		0	700	
Rennell and Bellona	0	32		0	32		0	32	
Temotu	0	92		0	92		0	92	
Western	0	726		0	726		0	726	
SI Total	0	2701		0	2228		0	2600	

Source: SIEMIS

Number of Dormitories, and Boarder Ratios

2.17: Number of dormitories, number of enrolled boarders in CHS and boarder to dorm ratio by Province, 2009-2011

CHS	2009			2010			2011		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	5	152	30.4	5	93	18.6	6	196	32.7
Choiseul	17	336	19.8	14	373	26.6	19	278	14.6
Guadalcanal	21	428	20.4	13	640	49.2	16	685	42.8
Honiara	0	0	0.0	0	0	0.0	0	0	0.0
Isabel	24	955	39.8	28	1177	42.0	26	1473	56.7
Makira and Ulawa	20	340	17.0	22	1061	48.2	21	752	35.8
Malaita	9	435	48.3	9	208	23.1	11	352	32.0
Rennell and Bellona	3	31	10.3	4	45	11.3	4	36	9.0
Temotu	3	238	79.3	4	238	59.5	4	279	69.8
Western	45	498	11.1	53	1730	32.6	49	1809	36.9
SI Total	147	3413	23.2	152	5565	36.6	156	5860	37.6

Source: SIEMIS

2.18: Number of dormitories, number of enrolled boarders in PSS and boarder to dorm ratio by Province, 2009-2011

PSS	2009			2010			2011		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	6	284	47.3	6	320	53.3	6	310	51.7
Choiseul	6	7	1.2	6	242	40.3	6	254	42.3
Guadalcanal	17	836	49.2	21	881	42.0	14	980	70.0
Honiara	0	0	0.0	0	0	0.0	0	0	0.0
Isabel	14	844	60.3	14	828	59.1	13	760	58.5
Makira and Ulawa	7	296	42.3	5	324	64.8	6	326	54.3
Malaita	18	608	33.8	17	739	43.5	13	1030	79.2
Rennell and Bellona	1	0	0.0	2	68	34.0	2	82	41.0
Temotu	7	186	26.6	8	311	38.9	6	402	67.0
Western	12	680	56.7	13	638	49.1	23	630	27.4
SI Total	88	3741	42.5	92	4351	47.3	89	4774	53.6

Source: SIEMIS

2.19: Number of dormitories, number of enrolled boarders in NSS and boarder to dorm ratio by Province, 2009-2011

NSS	2009			2010			2011		
	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	971	37.3	29	1383	47.7	30	978	32.6
Honiara	8	0	0.0	0	519	0.0	0	494	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	19	823	43.3	20	823	41.2	18	927	51.5
Malaita	10	342	34.2	9	0	0.0	10	374	37.4
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	19	756	39.8	22	1169	53.1	13	942	72.5
SI Total	82	2892	35.3	80	3894	48.7	71	3715	52.3

Source: SIEMIS

2.20: Number of dormitories, number of enrolled boarders in RTC and boarder to dorm ratio by Province, 2009-2011

RTC	2009			2010			2011		
	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio	Dorms	Boarders	Ratio
Central	0	0	0.0	0	0	0.0	0	0	0.0
Choiseul	0	20	0.0	0	20	0.0	3	20	0.0
Guadalcanal	8	217	0.0	4	80	0.0	11	217	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	267	0.0	4	105	26.3	5	105	21.0
Malaita	10	465	0.0	8	230	28.8	11	465	42.3
Rennell and Bellona	2	24	0.0	2	24	12.0	2	24	0.0
Temotu	3	84	0.0	3	84	28.0	3	84	0.0
Western	10	318	0.0	10	318	31.8	20	318	15.9
SI Total	47	1395	0.0	34	861	25.3	58	1233	21.3

Source: SIEMIS

Number of Toilets and Pupil to Toilet Ratios

2.21: Pupil to toilet ratio in Early Childhood Education by Province, 2009-2011

ECE	2009			2010			2011		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	15	378	25.2	15	341	22.7	18	669	37.2
Choiseul	22	559	25.4	21	657	31.3	21	649	30.9
Guadalcanal	82	1383	16.9	49	1635	33.4	71	1863	26.2
Honiara	55	1737	31.6	58	2393	41.3	81	2831	35.0
Isabel	47	1428	30.4	45	1501	33.4	51	1554	30.5
Makira and Ulawa	123	1948	15.8	87	2136	24.6	77	2168	28.2
Malaita	352	5802	16.5	344	6301	18.3	359	5755	16.0
Rennell and Bellona	47	125	2.7	8	166	20.8	6	104	17.3
Temotu	23	401	17.4	27	517	19.1	22	552	25.1
Western	109	1559	14.3	114	1812	15.9	78	2025	26.0
SI Total	875	15320	17.5	768	17459	22.7	784	18170	23.2

Source: SIEMIS

2.22: Pupil to toilet ratio in Primary Schools Education by Province, 2009-2011

PS	2009			2010			2011		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	66	3159	47.9	55	3463	63.0	50	3788	75.8
Choiseul	47	3081	65.6	42	3031	72.2	50	3530	70.6
Guadalcanal	123	11827	96.2	138	11976	86.8	144	12464	86.6
Honiara	50	3353	67.1	45	3857	85.7	59	4938	83.7
Isabel	72	4210	58.5	74	4178	56.5	57	4296	75.4
Makira and Ulawa	103	5848	56.8	84	6104	72.7	83	6486	78.1
Malaita	236	21308	90.3	252	21955	87.1	278	23293	83.8
Rennell and Bellona	8	530	66.3	14	527	37.6	16	540	33.8
Temotu	55	3266	59.4	50	3088	61.8	48	3266	68.0
Western	66	9030	136.8	121	10087	83.4	167	11039	66.1
SI Total	826	65612	79.4	875	68266	78.0	952	73640	77.4

Source: SIEMIS

2.23: Pupil to toilet ratio in CHS by Province, 2009-2011

CHS	2009			2010			2011		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	17	3163	186.1	20	3135	156.8	19	3027	159.3
Choiseul	13	2595	199.6	25	2846	113.8	44	3471	78.9
Guadalcanal	94	11623	123.6	99	11868	119.9	130	11704	90.0
Honiara	116	13975	120.5	106	14435	136.2	154	15758	102.3
Isabel	42	2139	50.9	20	2356	117.8	32	2552	79.8
Makira and Ulawa	28	4080	145.7	26	4441	170.8	39	4480	114.9
Malaita	450	19418	43.2	148	19754	133.5	160	19284	120.5
Rennell and Bellona	4	327	81.8	4	333	83.3	4	347	86.8
Temotu	22	1870	85.0	22	2463	112.0	34	2600	76.5
Western	108	8675	80.3	110	8833	80.3	141	8634	61.2
SI Total	894	67865	75.9	580	70464	121.5	757	71857	94.9

Source: SIEMIS

2.24: Pupil to toilet ratio in PSS by Province, 2009-2011

PSS	2009			2010			2011		
	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio	Toilets	Pupils	Ratio
Central	0	284		0	320	0.0	0	310	0.0
Choiseul	0	223		18	252	0.0	18	253	14.1
Guadalcanal	40	1057	26.4	40	986	24.7	88	980	11.1
Honiara	20	901	45.1	20	979	49.0	20	1139	57.0
Isabel	30	844	28.1	34	828	24.4	45	761	16.9
Makira and Ulawa	2	302	151.0	14	320	22.9	0	330	
Malaita	23	963	41.9	32	1005	31.4	61	1153	18.9
Rennell and Bellona	2	151	75.5	4	125	31.3	4	156	39.0
Temotu	4	186	46.5	4	321	80.3	4	402	100.5
Western	69	707	10.2	5	654	130.8	22	970	44.1
SI Total	190	5618	29.6	171	5790	33.9	262	6454	24.6

Source: SIEMIS

2.25: Pupil to toilet ratio in NSS by Province, 2009-2011

NSS	2009			2010			2011		
	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	1500	22.1	74	1483	20.0	111	1483	13.4
Honiara	58	856	14.8	0	0		0	0	0.0
Isabel	0	0	0.0	0	0	0.0	0	0	0.0
Makira and Ulawa	28	823	29.4	28	823	29.4	32	558	17.4
Malaita	0	363		45	393	0.0	41	426	10.4
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	23	1153	50.1	27	1123	41.6	6	906	151.0
SI Total	177	4695	26.5	174	3822	22.0	190	3373	17.8

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, 2009-2011

ECE	2009			2010			2011		
	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	11	3	27%	12	5	42%	15	10	67%
Choiseul	24	7	29%	23	8	35%	21	6	29%
Guadalcanal	53	14	26%	48	11	23%	52	13	25%
Honiara	22	9	41%	25	10	40%	33	10	30%
Isabel	56	29	52%	57	24	42%	59	22	37%
Makira and Ulawa	74	27	36%	75	30	40%	76	29	38%
Malaita	178	66	37%	187	64	34%	184	64	35%
Rennell and Bellona	12	5	42%	9	5	56%	6	4	67%
Temotu	19	9	47%	20	9	45%	20	11	55%
Western	53	17	32%	54	16	30%	58	14	24%
SI Total	502	186	37%	510	182	36%	524	183	35%

Source: SIEMIS

2.27: Number of PS centres with access to clean and safe water by Province, 2009-2011

PS	2009			2010			2011		
	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	13	43%	31	12	39%	31	13	42%
Choiseul	39	21	54%	39	19	49%	38	23	61%
Guadalcanal	78	32	41%	79	37	47%	80	28	35%
Honiara	9	7	78%	11	8	73%	14	4	29%
Isabel	27	11	41%	28	16	57%	28	16	57%
Makira and Ulawa	58	30	52%	58	31	53%	58	31	53%
Malaita	126	45	36%	128	43	34%	134	47	35%
Rennell and Bellona	9	8	89%	9	7	78%	9	9	100%
Temotu	34	20	59%	33	21	64%	32	21	66%
Western	97	49	51%	101	41	41%	108	48	44%
SI Total	507	236	47%	517	235	45%	532	240	45%

Source: SIEMIS

2.28: Number of CHS centres with access to clean and safe water by Province, 2009-2011

CHS	2009			2010			2011		
	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water	No. of Schools	No. with Safe Water	% With Safe Water
Central	10	6	60%	10	6	60%	10	6	60%
Choiseul	11	7	64%	11	10	91%	13	9	69%
Guadalcanal	28	13	46%	28	16	57%	28	16	57%
Honiara	17	5	29%	17	10	59%	18	9	50%
Isabel	5	3	60%	5	2	40%	5	2	40%
Makira and Ulawa	15	11	73%	15	8	53%	15	7	47%
Malaita	46	27	59%	49	27	55%	48	28	58%
Rennell and Bellona	2	0	0%	2	1	50%	2	1	50%
Temotu	7	4	57%	8	4	50%	8	2	25%
Western	28	10	36%	30	8	27%	30	16	53%
SI Total	169	86	51%	175	92	53%	177	96	54%

Source: SIEMIS

2.29: Number of PSS centres with access to clean and safe water by Province, 2009-2011

PSS	2009			2010			2011		
	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	0	0%	1	1	100%	1	1	100%
Guadalcanal	3	3	100%	3	3	100%	3	3	100%
Honiara	1	0	0%	1	0	0%	1	0	0%
Isabel	2	1	50%	2	1	50%	2	2	100%
Makira and Ulawa	1	1	100%	1	1	100%	1	1	100%
Malaita	3	3	100%	3	2	67%	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%	3	3	100%
SI Total	16	13	81%	16	13	81%	17	16	94%

Source: SIEMIS

2.30: Number of NSS centres with access to clean and safe water by Province, 2009-2011

NSS	2009			2010			2011		
	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	2	67%	3	2	67%
Honiara	1	1	100%	0	0		0	0	
Isabel	0	0		0	0		0	0	
Makira and Ulawa	2	2	100%	2	1	50%	2	0	0%
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	3	3	100%	3	2	67%	3	2	67%
SI Total	10	10	100%	9	6	67%	9	5	56%

Source: SIEMIS

Number and Percentage of Secondary Schools with Workshops

2.31: Number of CHS with workshops by Province, 2009-2011

CHS	2009			2010			2011		
	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	10	0	0.0	10	0	0.0	10	1	0.1
Choiseul	11	3	0.3	11	3	0.3	11	4	0.4
Guadalcanal	28	5	0.2	28	6	0.2	28	8	0.3
Honiara	17	6	0.4	17	8	0.5	18	8	0.4
Isabel	5	3	0.6	5	3	0.6	5	3	0.6
Makira and Ulawa	15	6	0.4	15	6	0.4	15	6	0.4
Malaita	48	4	0.1	50	6	0.1	50	5	0.1
Rennell and Bellona	2	0	0.0	2	0	0.0	2	0	0.0
Temotu	7	1	0.1	8	1	0.1	8	1	0.1
Western	30	7	0.2	30	8	0.3	30	9	0.3
SI Total	173	35	0.2	176	41	0.2	177	45	0.3

Source: SIEMIS

2.32: Number of PSS with workshops by Province, 2009-2011

PSS	2009			2010			2011		
	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	1	1.0	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	1	1.0	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	3	1.5
SI Total	16	15	0.9	16	16	1.0	16	17	1.1

Source: SIEMIS

2.33: Number of NSS with workshops by Province, 2009-2011

NSS	2009			2010			2011		
	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	2	2	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	3	3	1.0	3	3	1.0	2	2	1.0
SI Total	9	9	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, 2009-2011

ECE No. of Trained and untrained Teachers.	2009						2010						2011					
	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	28	1	9	0	19	1	27	1	10	1	17	0	34	4	9	3	25	1
Choiseul	40	3	11	1	29	2	47	3	14	1	33	2	53	4	16	1	37	3
Guadalcanal	110	14	35	2	75	12	106	3	48	3	58	0	123	15	52	5	71	10
Honiara	88	3	49	3	39	0	114	2	71	2	43	0	139	6	93	3	46	3
Isabel	152	4	26	2	126	2	147	4	34	2	113	2	146	7	39	3	107	4
Makira and Ulawa	136	45	65	18	71	27	143	19	66	16	77	3	187	37	100	14	87	23
Malaita	231	80	49	7	182	73	281	36	64	6	217	30	281	70	58	6	223	64
Rennell and Bellona	23	4	1	0	22	4	24	2	3	0	21	2	17	2	1	0	16	2
Temotu	25	3	12	0	13	3	34	1	16	0	18	1	31	5	15	3	16	2
Western	115	10	15	0	100	10	113	3	18	1	95	2	137	15	34	1	103	14
SI Totals	948	167	272	33	676	134	1036	74	344	32	692	42	1148	165	417	39	731	126

Source: SIEMIS

3.2: Total Number of trained and untrained teachers for PS by gender and Province, 2009-2011

PRI No. of Trained and untrained Teachers.	2009						2010						2011					
	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	103	263	59	122	44	141	115	180	67	124	48	56	121	164	68	114	53	50
Choiseul	145	101	78	61	67	40	139	113	80	63	59	50	157	118	90	63	67	55
Guadalcanal	395	558	239	255	156	303	360	403	213	232	147	171	398	404	231	222	167	182
Honiara	286	139	202	88	84	51	281	119	202	87	79	32	307	124	204	86	103	38
Isabel	92	229	66	119	26	110	95	133	70	121	25	12	89	142	69	120	20	22
Makira and Ulawa	167	389	98	173	69	216	158	258	94	150	64	108	172	280	99	154	73	126
Malaita	499	989	235	421	264	568	541	848	253	447	288	401	551	869	244	426	307	443
Rennell and Bellona	14	44	3	16	11	28	14	34	5	17	9	17	17	32	8	14	9	18
Temotu	83	229	42	107	41	122	98	175	46	108	52	67	113	172	58	104	55	68
Western	393	386	209	221	184	165	359	331	197	200	162	131	389	367	217	228	172	139
SI Totals	2177	3327	1231	1583	946	1744	2160	2594	1227	1549	933	1045	2314	2672	1288	1531	1026	1141

Source: SIEMIS

3.3: Total Number of trained and untrained teachers for Secondary by gender and Province, 2009-2011

SEC	2009						2010						2011					
	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	18	75	16	54	2	21	28	70	20	47	8	23	26	73	20	46	6	27
Choiseul	17	35	11	25	6	10	15	34	6	20	9	14	22	50	14	34	8	16
Guadalcanal	68	178	55	139	13	39	77	199	66	150	11	49	88	214	77	172	11	42
Honiara	94	128	71	86	23	42	77	90	68	70	9	20	81	80	68	57	13	23
Isabel	20	81	14	69	6	12	22	76	17	69	5	7	23	94	19	90	4	4
Makira and Ulawa	36	107	29	82	7	25	44	141	29	101	15	40	40	116	28	89	12	27
Malaita	81	247	55	160	26	87	71	218	46	144	25	74	104	298	70	192	34	106
Rennell and Bellona	1	9	1	3	0	6	3	13	2	4	1	9	3	13	3	3	0	10
Temotu	23	53	8	29	15	24	15	34	7	23	8	11	30	60	13	36	17	24
Western	49	112	35	87	14	25	72	138	44	95	28	43	75	164	46	122	29	42
SI Totals	407	1025	295	734	112	291	424	1013	305	723	119	290	492	1162	358	841	134	321

Source: SIEMIS

3.4: Total Number of trained and untrained teachers for TVET by gender and Province, 2009-2011

TVT	2009						2010						2011					
	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	15	16	12	11	3	5	10	11	7	6	3	5	9	5	9	5	4	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	1	3	1	3	4	0
Makira and Ulawa	6	21	1	5	5	16	7	25	1	6	6	19	1	6	1	6	4	0
Malaita	9	22	8	15	1	7	5	12	4	8	1	4	6	18	6	18	6	0
Rennell and Bellona	2	4	1	2	1	2	2	4	1	2	1	2	0	1	0	1	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	17	1	17	1	0
SI Totals	38	92	23	54	15	38	30	81	14	43	16	38	18	50	18	50	20	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, 2009-2011

PRI	2009						2010						2011					
	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	61	4	61	0	0	6	58	6	58	0	0	6	56	6	56	0	0
Choiseul	25	36	25	34	0	2	24	37	24	36	0	1	24	38	24	36	0	2
Guadalcanal	39	111	39	109	0	2	39	114	39	110	0	4	36	122	36	116	0	6
Honiara	20	20	19	19	1	1	25	18	22	17	3	1	24	23	20	20	4	3
Isabel	3	42	3	42	0	0	5	41	5	41	0	0	3	42	3	42	0	0
Makira and Ulawa	8	67	8	67	0	0	8	71	8	71	0	0	8	73	8	73	0	0
Malaita	34	190	31	178	3	12	34	202	31	192	3	10	36	219	32	200	4	19
Rennell and Bellona	1	9	0	7	1	2	1	10	0	9	1	1	5	4	4	4	1	0
Temotu	2	47	2	46	0	1	3	47	3	47	0	0	5	40	5	40	0	0
Western	44	115	42	109	2	6	38	107	36	100	2	7	44	114	39	109	5	5
SI Totals	180	698	173	672	7	26	183	705	174	681	9	24	191	731	177	696	14	35

Source: SIEMIS

3.6: Number of Secondary Education teacher in management roles by trained and untrained by Province, 2009-2011

SEC	2009						2010						2011					
	Total Teachers		Trained			Untrained	Total Teachers		Trained			Untrained	Total		Trained			Untrained
No. of Teachers in Management Roles	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Central	0	21	0	20	0	1	0	36	0	18	0	18	0	12	0	11	0	1
Choiseul	5	13	5	11	0	2	#####	#VALUE!	7	###	###	0	17	0	14	0	3	
Guadalcanal	4	48	4	45	0	3	3	94	3	46	0	48	2	53	2	52	0	1
Honiara	5	13	5	4	0	9	6	9	6	3	0	6	4	10	4	7	0	3
Isabel	0	12	0	10	0	2	0	22	0	11	0	11	0	14	0	14	0	0
Makira and Ulawa	0	30	0	30	0	0	2	65	2	32	0	33	1	28	1	28	0	0
Malaita	8	66	8	61	0	5	5	108	5	52	0	56	8	71	8	65	0	6
Rennell and Bellona	0	2	0	1	0	1	0	6	0	2	0	4	0	2	0	0	0	2
Temotu	0	12	0	11	0	1	0	16	0	8	0	8	0	15	0	14	0	1
Western	6	26	4	24	2	2	7	58	6	28	1	30	8	38	6	34	2	4
SI Totals	28	243	26	217	2	26	23	432	22	207	1	225	23	260	21	239	2	21

Source: SIEMIS

3.7: Number of TVET teacher in management roles by trained and untrained by Province, 2009-2011

TVT	2009						2010						2011					
	Total Teachers		Trained			Untrained	Total Teachers		Trained			Untrained	Total		Trained			Untrained
No. of Teachers in Management Roles	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	1	0	1	0	0	0	1	4	1	1	0	3	6	10	5	2	1	8
Honiara	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Isabel	0	1	0	0	0	1	0	1	0	0	0	1	0	5	0	1	0	4
Makira and Ulawa	0	5	0	3	0	2	0	9	0	3	0	6	0	8	0	3	0	5
Malaita	0	6	0	3	0	3	0	6	0	2	0	4	0	34	0	12	0	22
Rennell and Bellona	0	1	1	1	-1	0	1	2	1	1	0	1	0	3	0	1	0	2
Temotu	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	5	0	4	0	1
SI Totals	1	16	2	10	-1	6	2	28	2	10	0	18	6	65	5	23	1	42

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, 2009-2011

ECE	2009			2010			2011		
	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	20.9	67.2	31.8	21.9	57.7	33.4	19.6	62.1	27.6
Choiseul	24.8	88.9	42.7	21.1	73.1	31.3	17.8	59.6	28.2
Guadalcanal	17.5	58.6	40.9	19.0	44.0	33.0	19.2	46.4	28.8
Honiara	24.0	42.0	37.1	22.5	36.1	31.7	19.7	29.8	26.3
Isabel	12.1	67.5	30.0	11.9	51.1	24.5	12.4	45.0	23.4
Makira and Ulawa	15.7	34.3	27.4	15.9	35.4	27.9	12.8	25.1	18.8
Malaita	24.9	138.1	48.9	21.7	110.5	41.8	19.6	107.6	39.8
Rennell and Bellona	10.0	0.0	0.0	6.8	0.0	0.0	7.8	0.0	0.0
Temotu	22.2	51.8	36.6	23.7	51.9	39.5	25.0	49.9	34.6
Western	21.6	180.1	71.1	22.2	147.3	65.1	18.8	81.9	36.7
SI Totals	19.8	72.4	40.8	19.2	61.0	35.8	17.4	50.1	29.3

Source: SIEMIS

3.9: Pupil/teacher ratio, pupil trained teacher ratio and pupil untrained teacher ratio for Primary, 2009-2011

PRI	2009			2010			2011		
	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	20.8	33.1	31.3	20.4	31.5	29.9	21.3	33.5	31.1
Choiseul	22.1	40.1	36.0	23.0	40.9	37.5	22.1	40.3	35.4
Guadalcanal	23.2	40.0	36.8	26.2	44.8	41.1	24.5	43.2	39.8
Honiara	29.9	43.5	41.5	32.7	45.9	44.9	31.4	47.4	46.7
Isabel	23.5	29.0	27.3	23.2	27.7	26.6	23.5	28.4	26.5
Makira and Ulawa	19.8	33.0	29.7	22.4	38.2	34.0	21.3	38.1	32.8
Malaita	27.6	56.0	51.7	26.6	53.5	49.9	25.6	55.5	52.7
Rennell and Bellona	12.7	35.4	32.0	12.5	29.0	27.7	13.0	30.2	25.5
Temotu	19.2	31.7	31.0	18.3	32.5	30.9	18.0	32.2	29.9
Western	21.9	37.8	35.0	23.7	41.5	39.3	22.0	37.6	35.7
SI Totals	23.9	41.4	38.5	24.9	43.0	40.2	23.9	42.8	39.8

Source: SIEMIS

3.10: Pupil/teacher ratio, pupil trained teacher ratio and pupil untrained teacher ratio for Secondary, 2009-2011

SEC	2009			2010			2011		
	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	14.7	19.6	16.3	14.9	21.8	16.4	15.1	21.7	17.0
Choiseul	23.5	33.9	29.1	27.1	51.0	40.2	20.4	30.6	26.7
Guadalcanal	26.8	34.0	32.4	23.8	30.7	27.8	22.1	26.1	23.5
Honiara	32.3	46.6	42.1	47.5	57.9	55.5	55.5	72.0	67.7
Isabel	19.0	23.1	19.8	21.1	24.1	22.5	19.3	20.2	19.3
Makira and Ulawa	20.4	26.2	21.4	16.7	23.9	18.6	18.9	25.1	20.3
Malaita	22.1	33.9	25.1	25.4	38.7	29.6	19.5	30.8	24.9
Rennell and Bellona	33.5	83.8	55.8	21.8	58.0	34.8	22.3	63.2	54.1
Temotu	17.9	36.3	21.5	28.7	46.9	30.6	16.4	33.6	19.6
Western	34.9	46.1	41.9	27.4	41.4	36.2	25.1	35.7	30.9
SI Totals	25.0	34.9	29.2	26.0	36.4	30.5	23.8	32.9	27.9

Source: SIEMIS

3.11: Pupil/teacher ratio, pupil trained teacher ratio and pupil untrained teacher ratio for TVET, 2009-2011

	2009			2010			2011		
	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	25.3	0.0	0.0	30.8	49.8	49.8	24.5	56.0	56.0
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	1.4	0.0	0.0
Makira and Ulawa	8.4	38.0	38.0	4.0	18.1	18.1	5.3	18.1	14.1
Malaita	22.6	0.0	0.0	27.4	38.8	38.8	11.5	29.2	29.2
Rennell and Bellona	5.3	10.7	10.7	5.3	10.7	10.7	8.0	32.0	32.0
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	33.0	40.3	40.3
SI Totals	19.9	32.5	32.2	18.1	33.8	33.8	15.6	34.7	31.3

Source: SIEMIS

Number of libraries and percentage of schools with libraries

3.12: Number and percentage of primary schools with libraries, 2009-2011

	2009			2010			2011		
	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	30	26	87%	31	22	71%	31	20	65%
Choiseul	39	32	82%	39	26	67%	38	26	68%
Guadalcanal	79	55	70%	80	57	71%	80	61	76%
Honiara	13	7	54%	15	9	60%	14	9	64%
Isabel	28	27	96%	28	26	93%	28	26	93%
Makira and Ulawa	59	50	85%	59	45	76%	59	46	78%
Malaita	134	91	68%	134	66	49%	138	62	45%
Rennell and Bellona	9	6	67%	9	6	67%	9	6	67%
Temotu	33	29	88%	32	26	81%	32	24	75%
Western	101	78	77%	107	72	67%	108	70	65%
SI Totals	525	401	76%	534	355	66%	537	350	65%

Source: SIEMIS

3.13: Number and percentage of CHS with libraries, 2009-2011

	2009			2010			2011		
	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	10	6	60%	10	8	80%	10	7	70%
Choiseul	11	10	91%	11	10	91%	13	11	85%
Guadalcanal	28	14	50%	28	15	54%	28	16	57%
Honiara	17	10	59%	17	8	47%	18	8	44%
Isabel	5	3	60%	5	5	100%	5	5	100%
Makira and Ulawa	15	11	73%	15	10	67%	15	10	67%
Malaita	48	23	48%	50	20	40%	48	24	50%
Rennell and Bellona	2	1	50%	2	0	0%	2	1	50%
Temotu	7	7	100%	8	8	100%	8	7	88%
Western	29	15	52%	30	17	57%	30	17	57%
SI Totals	172	100	58%	176	101	57%	177	106	60%

Source: SIEMIS

3.14: Number and percentage of PSS with libraries, 2009-2011

PSS	2009			2010			2011		
	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	2	67%
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%	3	3	100%
SI Totals	16	13	81%	16	13	81%	17	15	88%

Source: SIEMIS

3.15: Number and percentage of NSS with libraries, 2009-2011

NSS	2009			2010			2011		
	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	2	100%
Malaita	1	1	100%	1	1	100%	1	1	100%
Rennell and Bellona	0	0	0%	0	0	0%	0	0	0%
Temotu	0	0	0%	0	0	0%	0	0	0%
Western	3	3	100%	3	3	100%	3	2	67%
SI Totals	10	9	90%	10	9	90%	10	8	80%

Source: SIEMIS

Schools with storage

3.16: Number of primary schools with storage, 2009-2011

PS	2009			2010			2011		
	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room	No. of Schools	No. of Store rooms	% with Store room
Central	30	28	93%	31	28	90%	31	29	94%
Choiseul	39	36	92%	39	37	95%	38	36	95%
Guadalcanal	79	69	87%	80	71	89%	80	73	91%
Honiara	13	9	69%	15	9	60%	14	10	71%
Isabel	28	25	89%	28	27	96%	28	27	96%
Makira and Ulawa	59	54	92%	59	56	95%	59	56	95%
Malaita	134	102	76%	134	100	75%	138	110	80%
Rennell and Bellona	9	8	89%	9	8	89%	9	8	89%
Temotu	33	27	82%	32	26	81%	32	27	84%
Western	101	89	88%	107	92	86%	108	92	85%
SI Totals	525	447	85%	534	454	85%	537	468	87%

Source: SIEMIS

3.17: Number of CHS with storage, 2009-2011

CHS	2009			2010			2011		
	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	10	9	90%	10	9	90%	10	9	90%
Choiseul	11	10	91%	11	10	91%	13	11	85%
Guadalcanal	28	25	89%	28	26	93%	28	25	89%
Honiara	17	13	76%	17	15	88%	18	14	78%
Isabel	5	5	100%	5	5	100%	5	5	100%
Makira and Ulawa	15	14	93%	15	15	100%	15	15	100%
Malaita	48	36	75%	50	44	88%	48	41	85%
Rennell and Bellona	2	2	100%	2	2	100%	2	2	100%
Temotu	7	6	86%	8	8	100%	8	8	100%
Western	29	19	66%	30	25	83%	30	26	87%
SI Totals	172	139	81%	176	159	90%	177	156	88%

Source: SIEMIS

3.18: Number of PSS with storage, 2009-2011

PSS	2009			2010			2011		
	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%	3	3	100%
SI Totals	16	16	100%	16	16	100%	17	17	100%

Source: SIEMIS

3.19: Number of NSS with storage, 2009-2011

NSS	2009			2010			2011		
	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	3	100%
Honiara	1	1	100%	1	0	0%	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	3	3	100%	3	3	100%	3	3	100%
SI Totals	10	8	80%	10	7	70%	8	8	100%

Source: SIEMIS

Number of text books and pupil to textbook ratios

3.20: Number of textbooks and pupil to textbook ratio for primary schools, 2009-2011

PS	2009			2010			2011		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	26380	3909	0.1	27199	4014	0.1	27597	4087	0.1
Choiseul	62142	3790	0.1	43176	3848	0.1	39545	3912	0.1
Guadalcanal	69015	12176	0.2	59327	12233	0.2	60328	12652	0.2
Honiara	6987	4217	0.6	7133	4878	0.7	10733	4938	0.5
Isabel	40924	4292	0.1	22106	4178	0.2	18355	4296	0.2
Makira and Ulawa	59973	6658	0.1	58019	6870	0.1	53287	7335	0.1
Malaita	121665	22738	0.2	97812	22680	0.2	104253	24087	0.2
Rennell and Bellona	5065	530	0.1	4052	527	0.1	4663	540	0.1
Temotu	46975	3803	0.1	36237	3634	0.1	39094	3693	0.1
Western	121966	10993	0.1	94040	11644	0.1	79959	11826	0.1
SI Total	561092	73106	0.1	449101	74506	0.2	437814	77366	0.2

Source: SIEMIS

3.21: Number of textbooks and pupil to textbook ratio for CHS, 2009-2011

CHS	2009			2010			2011		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	14801	3163	0.2	10106	3135	0.3	13770	3188	0.2
Choiseul	19894	2788	0.1	18875	3071	0.2	18882	3471	0.2
Guadalcanal	23995	11623	0.5	33469	11868	0.4	27358	11704	0.4
Honiara	37667	13975	0.4	23686	14435	0.6	19299	15758	0.8
Isabel	6338	2139	0.3	5903	2356	0.4	5339	2552	0.5
Makira and Ulawa	11243	4080	0.4	20257	4441	0.2	21023	4480	0.2
Malaita	82066	19959	0.2	78652	20740	0.3	64269	20228	0.3
Rennell and Bellona	1942	327	0.2	1881	333	0.2	3068	347	0.1
Temotu	9626	2108	0.2	9541	2463	0.3	6290	2600	0.4
Western	31797	9015	0.3	34306	8833	0.3	43157	9034	0.2
SI Total	239369	69177	0.3	236676	71675	0.3	222455	73362	0.3

Source: SIEMIS

3.22: Number of textbooks and pupil to textbook ratio for PSS, 2009-2011

PSS	2009			2010			2011		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central	0	284		0	320		250	310	1.2
Choiseul	2522	223	0.1	516	252	0.5	2654	253	0.1
Guadalcanal	1299	1057	0.8	1259	986	0.8	1267	980	0.8
Honiara	1337	901	0.7	1404	979	0.7	1404	1139	0.8
Isabel	0	844		200	828	4.1	3844	761	0.2
Makira and Ulawa	1589	302	0.2	813	320	0.4	4646	330	0.1
Malaita	1309	963	0.7	1312	1005	0.8	2046	1153	0.6
Rennell and Bellona	0	151		490	125	0.3	1581	156	0.1
Temotu	525	186	0.4	1257	321	0.3	245	402	1.6
Western	2825	707	0.3	558	654	1.2	1909	970	0.5
SI Total	11406	5618	0.5	7809	5790	0.7	19846	6454	0.3

Source: SIEMIS

3.23: Number of textbooks and pupil to textbook ratio for NSS, 2009-2011

NSS	2009			2010			2011		
	Books	Pupils	Ratio	Books	Pupils	Ratio	Books	Pupils	Ratio
Central									
Choiseul									
Guadalcanal	2636	1500	0.6	1713	1483	0.9	1205	1483	1.2
Honiara	0	856		0	951		0	904	
Isabel									
Makira and Ulawa	900	823	0.9	900	823	0.9	0	1002	
Malaita	418	363	0.9	480	393	0.8	591	426	0.7
Rennell and Bellona									
Temotu									
Western	2934	1153	0.4	4749	1123	0.2	1337	906	0.7
SI Total	6888	4695	0.7	7842	4773	2.8	3133	4721	1.5

Source: SIEMIS

Access to computers

3.24: Number of ECE with access to computer by province, 2009-2011

ECE	2009			2010			2011		
	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	25	0	0.0	23	0	0.0	23	0	0.0
Guadalcanal	55	1	0.0	45	0	0.0	43	8	0.2
Honiara	28	2	0.1	34	30	0.9	33	50	1.5
Isabel	61	0	0.0	55	0	0.0	55	0	0.0
Makira and Ulawa	83	0	0.0	72	0	0.0	69	4	0.1
Malaita	204	4	0.0	192	0	0.0	164	2	0.0
Rennell and Bellona	10	0	0.0	7	0	0.0	7	0	0.0
Temotu	21	0	0.0	22	0	0.0	20	0	0.0
Western	59	8	0.1	59	0	0.0	55	4	0.1
SI Total	559	15	0.0	522	30	0.1	482	68	0.1

Source: SIEMIS

3.25: Number of Primary Schools with access to computer by province, 2009-2011

PS	2009			2010			2011		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	30	0	0.0	31	0	0%	31	2	0.1
Choiseul	39	0	0.0	39	0	0%	39	0	0.0
Guadalcanal	79	8	0.1	79	5	6%	79	9	0.1
Honiara	12	2	0.2	14	28	200%	13	86	6.6
Isabel	28	0	0.0	28	0	0%	28	4	0.1
Makira and Ulawa	59	0	0.0	59	0	0%	59	2	0.0
Malaita	134	0	0.0	133	11	8%	132	8	0.1
Rennell and Bellona	9	0	0.0	9	3	33%	9	0	0.0
Temotu	33	0	0.0	32	0	0%	32	0	0.0
Western	101	1	0.0	101	7	7%	101	18	0.2
SI Total	524	11	0.0	525	54	10%	523	129	0.2

Source: SIEMIS

3.26: Number of CHS with access to computer by province, 2009-2011

CHS	2009			2010			2011		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	10	9	0.9	10	14	1.4	31	2	0.1
Choiseul	11	11	1.0	11	6	0.5	39	0	0.0
Guadalcanal	28	52	1.9	28	47	1.7	79	9	0.1
Honiara	17	52	3.1	17	53	3.1	13	86	6.6
Isabel	5	3	0.6	5	4	0.8	28	4	0.1
Makira and Ulawa	15	8	0.5	15	9	0.6	59	2	0.0
Malaita	48	1	0.0	50	31	0.6	132	8	0.1
Rennell and Bellona	2	0	0.0	2	0	0.0	9	0	0.0
Temotu	7	5	0.7	8	3	0.4	32	0	0.0
Western	30	18	0.6	30	23	0.8	101	18	0.2
SI Total	173	159	0.9	176	190	1.1	523	129	0.2

Source: SIEMIS

3.27: Number of PSS with access to computer by province, 2009-2011

PSS	2009			2010			2011		
	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio	No. of Schools	No. of PCs	Ratio
Central	1	0	0.0	1	1	100%	1	0	0.0
Choiseul	1	2	2.0	1	6	600%	1	10	10.0
Guadalcanal	3	2	0.7	3	6	200%	3	10	3.3
Honiara	1	14	14.0	1	42	4200%	1	0	0.0
Isabel	2	3	1.5	2	1	50%	2	5	2.5
Makira and Ulawa	1	3	3.0	1	3	300%	1	2	2.0
Malaita	3	1	0.3	3	2	67%	3	2	0.7
Rennell and Bellona	1	0	0.0	1	1	100%	1	2	2.0
Temotu	1	2	2.0	1	0	0%	1	0	0.0
Western	2	0	0.0	2	29	1450%	2	10	5.0
SI Total	16	27	1.7	16	91	569%	16	41	2.6

Source: SIEMIS

3.28: Number of NSS with access to computer by province, 2009-2011

NSS	2009			2010			2011		
	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	45	15.0	3	65	21.7
Honiara	1	0	0.0	1	12	12.0	1	0	0.0
Isabel	0	0		0	0		0	0	
Makira and Ulawa	2	0	0.0	2	0	0.0	2	0	0.0
Malaita	1	0	0.0	1	3	3.0	1	4	4.0
Rennell and Bellona	0	0		0	0		0	0	
Temotu	0	0		0	0		0	0	
Western	3	2	0.7	3	13	4.3	3	64	21.3
SI Total	10	22	2.2	10	73	7.3	10	133	13.3

Source: SIEMIS

Literacy and numeracy rates

3.29: National SISTA 1 overall Literacy level of achievements in 2010 compared to baseline year 2005/2006

	baseline	2010
L5	5	7
L4	6	9
L3	11	16
L2	18	22
LC	58	47
L3+	24	32

Source: NESU, SPBEA, SPC

3.30: National SISTA 1 overall Literacy level of achievements in 2010 by gender compared to baseline year 2005/2006

	Baseline Female	2010	Baseline Male	2010
L5	5	8	5	5
L4	6	10	6	8
L3	12	17	11	15
L2	18	22	18	22
LC	59	44	59	50
L3+	23	35	22	28

Source: NESU, SPBEA, SPC

3.31: National SISTA 1 Literacy level of achievements by strand in 2010 compared to baseline year 2005/2006

	Reading		Writing	
	Baseline	2010	Baseline	2010
Lc	53	44	68	51
L3+	29	35	13	26

Source: NESU, SPBEA, SPC

3.32: National SISTA 1 overall numeracy level of achievements in 2010 compared to baseline year 2005/2006

	baseline	2010
L5	14	16
L4	13	11
L3	17	19
L2	14	20
LC	42	33
L3+	44	46

Source: NESU, SPBEA, SPC

3.33: National SISTA 1 overall numeracy level of achievements in 2010 by gender compared to baseline year 2005/2006

	Baseline Female	2010	Baseline Male	2010
L5	14	16	14	16
L4	13	11	13	12
L3	17	19	17	19
L2	14	20	14	20
LC	42	33	42	33
L3+	44	46	44	47

Source: NESU, SPBEA, SPC

3.34: National SISTA 1 numeracy level of achievements by strand in 2010 compared to baseline year 2005/2006

	Fractions		Geometry		Graphs		Measurement		Numbers		Operatio
	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline
Lc		55	44	34	34	22	64	47	28	25	29
L3+		23	40	46	58	69	21	30	54	52	56

Source: NESU, SPBEA, SPC

3.35: National SISTA 2 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

3.36: National SISTA 2 overall Literacy level of achievements in 2010 by strand compared to baseline year 2005/2006

	Reading		Writing		Language	
	baseline	2010	baseline	2010	baseline	2010
LC	79	66	42	37	7	7
L3+	10	22	27	39	71	76

Source: NESU, SPBEA, SPC

3.37: National SISTA 2 Literacy level of achievements by sub-strand in 2010 compared to baseline year 2005/2006

	Comprehension		Vocabulary		Writing		Language	
	baseline	2010	baseline	2010	baseline	2010	baseline	2010
LC	84	60	73	65	42	37	7	7
L3+	4	20	14	22	27	39	71	76

Source: NESU, SPBEA, SPC

3.38: National SISTA 2 overall literacy level of achievements by province in 2010 compared to baseline year 2005/2006

	Central		Choisuel		Guadalcanal		Honiara		Isabel		Makira		Malaita		Renbel		Temotu		Westen	
	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010
LC	48	50	58	63	55	52	42	37	54	59	57	51	52	39	45	38	57	54	57	50
L3+	33	34	25	23	27	33	39	45	29	26	24	32	29	44	34	39	27	29	25	30

Source: NESU, SPBEA, SPC

3.39: National SISTA 2 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

3.40: National SISTA 2 numeracy level of achievements by main strand in 2010 compared to baseline year 2005/2006

	operations		working with nrs.		Measurement		Shapes/Space		Graphs	
	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010
LC	23	26	53	44	62	58	77	62	31	14
L3+	69	66	32	40	24	29	9	24	52	72

Source: NESU, SPBEA, SPC

3.41: National SISTA 2 numeracy level of achievements by sub-strand in 2010 compared to baseline year 2005/2006

	Additions	Graphs	Subtraction	Decimals	Fractions	Multiplication	Calculation/ Problem solving	Division	Money	Conversions	Time Zone	Shape and Space	Ratios	Measurement	Percentage
Lc	8	13	16	20	25	30	34	48	48	53	58	64	65	69	82
L3+	93	72	79	40	53	63	50	41	30	31	40	24	31	19	10

Source: NESU, SPBEA, SPC

3.42: National SISTA 2 overall numeracy level of achievements by province in 2010 compared to baseline year 2005/2006

	Central		Choisuel		Guadalcanal		Honiara		Isabel		Makira		Malaita		Renb
	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline	2010	baseline
Lc	41	40	49	44	47	46	44	41	41	39	51	44	47	38	44
L3+	46	46	37	45	40	44	45	49	46	49	36	43	40	48	45

Source: NESU, SPBEA, SPC

Annex five: Efficiency data tables

Pupil/student attendance rates

Repetition Rate

5.1: Repetition rate at primary education level by province, 2009-2011

Pri	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
Central	6.81%	7.62%	7.21%	8.93%	8.19%	8.56%	8.21%	10.00%	9.10%
Choiseul	7.31%	9.38%	8.34%	7.23%	9.70%	8.46%	7.55%	10.00%	8.77%
Guadalcanal	7.98%	9.26%	8.62%	9.64%	9.79%	9.71%	8.97%	9.94%	9.45%
Honiara	2.22%	2.54%	2.38%	3.30%	8.49%	5.90%	2.89%	2.87%	2.88%
Isabel	7.94%	8.54%	8.24%	7.71%	8.49%	8.10%	7.05%	8.05%	7.55%
Makira and Ulawa	7.89%	7.97%	7.93%	7.56%	9.23%	8.39%	10.99%	9.09%	10.04%
Malaita	7.69%	8.21%	7.95%	7.77%	8.36%	8.07%	9.74%	10.40%	10.07%
Rennell and Bellona	5.43%	5.45%	5.44%	5.01%	5.14%	5.07%	7.59%	8.10%	7.85%
Temotu	9.86%	9.82%	9.84%	8.49%	9.52%	9.00%	10.99%	12.26%	11.62%
Western	6.12%	7.27%	6.69%	7.13%	7.70%	7.41%	9.33%	9.87%	9.60%
SI Totals	6.92%	7.61%	7.27%	7.28%	8.46%	7.87%	8.33%	9.06%	8.69%

Source: SIEMIS

5.2: Repetition rate at junior secondary education level by province, 2009-2011

JS	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
Central	4.29%	4.84%	4.56%	4.20%	4.61%	4.41%	2.82%	2.01%	2.41%
Choiseul	0.97%	1.97%	1.47%	0.18%	1.02%	0.60%	0.17%	1.27%	0.72%
Guadalcanal	9.23%	4.32%	6.78%	1.16%	1.68%	1.42%	1.10%	1.64%	1.37%
Honiara	0.06%	0.16%	0.11%	0.11%	0.21%	0.16%	0.36%	0.33%	0.34%
Isabel	0.53%	1.29%	0.91%	1.33%	2.85%	2.09%	0.63%	1.15%	0.89%
Makira and Ulawa	5.78%	7.37%	6.58%	6.86%	6.32%	6.59%	0.39%	0.99%	0.69%
Malaita	3.73%	2.95%	3.34%	0.35%	0.90%	0.63%	1.53%	1.68%	1.61%
Rennell and Bellona	0.00%	0.00%	0.00%	0.91%	0.00%	0.45%	2.06%	0.72%	1.39%
Temotu	3.35%	4.00%	3.67%	3.52%	5.09%	4.30%	6.42%	7.13%	6.77%
Western	0.77%	1.12%	0.94%	2.74%	2.27%	2.50%	2.14%	2.17%	2.16%
SI Totals	2.87%	2.80%	2.84%	2.14%	2.50%	2.32%	1.76%	1.91%	1.84%

Source: SIEMIS

5.3: Repetition rate at senior secondary education level by province, 2009-2011

SS	2009			2010			2011		
	F	M	T	F	M	T	F	M	T
Central	4.11%	1.12%	2.62%	1.10%	3.85%	2.48%	9.62%	11.43%	10.52%
Choiseul	0.00%	1.10%	0.55%	1.18%	0.91%	1.04%	3.70%	0.89%	2.30%
Guadalcanal	2.03%	2.09%	2.06%	1.95%	1.86%	1.91%	0.49%	1.00%	0.74%
Honiara	0.43%	0.81%	0.62%	0.60%	1.08%	0.84%	0.43%	0.88%	0.66%
Isabel	0.00%	0.60%	0.30%	3.14%	1.68%	2.41%	1.68%	0.73%	1.21%
Makira and Ulawa	3.22%	4.09%	3.65%	1.72%	0.44%	1.08%	0.47%	2.84%	1.66%
Malaita	2.75%	1.65%	2.20%	2.42%	1.50%	1.96%	1.06%	2.12%	1.59%
Rennell and Bellona	0.00%	0.00%	0.00%	11.36%	4.76%	8.06%	9.23%	12.50%	10.87%
Temotu	3.66%	1.98%	2.82%	3.55%	5.50%	4.53%	13.93%	21.15%	17.54%
Western	0.96%	1.04%	1.00%	1.11%	1.00%	1.06%	1.88%	2.33%	2.11%
SI Totals	1.71%	1.45%	1.58%	2.81%	2.26%	2.54%	4.25%	5.59%	4.92%

Source: SIEMIS

Survival (completion) rates and cumulative survival rate.

5. 4: Survival (completion) rate and cumulative survival rate from prep for all Provinces and SI, 2009-2011

Survival rate

Central	2009	2010	2011
Prep	81.54%	86.06%	93.94%
Std 1	89.01%	97.92%	82.60%
Std 2	90.06%	104.10%	90.45%
Std 3	89.51%	91.54%	87.90%
Std 4	96.79%	95.07%	92.93%
Std 5	86.83%	89.75%	82.17%
Std 6	77.87%	78.77%	80.40%
Form 1	102.62%	88.97%	88.35%
Form 2	85.03%	81.19%	89.10%
Form 3	65.32%	56.04%	74.85%
Form 4	77.96%	59.47%	84.47%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

cumulative survival rate

Central	2009	2010	2011
Prep	81.54%	86.06%	93.94%
Std 1	72.58%	84.28%	77.60%
Std 2	65.36%	87.73%	70.18%
Std 3	58.51%	80.31%	61.69%
Std 4	56.63%	76.35%	57.33%
Std 5	49.17%	68.52%	47.11%
Std 6	38.29%	53.98%	37.88%
Form 1	39.29%	48.02%	33.47%
Form 2	33.41%	38.99%	29.82%
Form 3	21.82%	21.85%	22.32%
Form 4	17.01%	13.00%	18.85%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Choiseul	2009	2010	2011
Prep	95.49%	107.70%	83.48%
Std 1	94.61%	100.80%	91.79%
Std 2	101.74%	102.75%	93.08%
Std 3	102.77%	93.90%	93.96%
Std 4	99.50%	91.00%	90.91%
Std 5	94.60%	88.67%	93.22%
Std 6	79.52%	94.96%	94.97%
Form 1	89.93%	95.32%	79.51%
Form 2	97.50%	90.29%	91.96%
Form 3	49.01%	31.25%	34.20%
Form 4	80.56%	75.00%	85.56%
Form 5	9.84%	16.87%	26.51%
Form 6	25.00%	0.00%	0.00%
Form 7			

Source: SIEMIS

Choiseul	2009	2010	2011
Prep	95.49%	107.70%	83.48%
Std 1	90.34%	108.56%	76.63%
Std 2	91.91%	111.54%	71.32%
Std 3	94.46%	104.73%	67.01%
Std 4	93.99%	95.31%	60.92%
Std 5	88.91%	84.51%	56.79%
Std 6	70.70%	80.26%	53.93%
Form 1	63.58%	76.50%	42.88%
Form 2	61.99%	69.07%	39.43%
Form 3	30.38%	21.59%	13.49%
Form 4	24.47%	16.19%	11.54%
Form 5	2.41%	2.73%	3.06%
Form 6	0.60%	0.00%	0.00%
Form 7			

Source: SIEMIS

Guadalcanal	2009	2010	2011
Prep	81.61%	78.73%	77.31%
Std 1	88.32%	92.76%	89.52%
Std 2	95.68%	97.65%	92.75%
Std 3	92.23%	92.71%	93.77%
Std 4	94.09%	90.37%	89.46%
Std 5	88.68%	91.46%	90.37%
Std 6	96.46%	93.90%	88.18%
Form 1	88.21%	92.18%	87.68%
Form 2	92.14%	87.32%	87.62%
Form 3	112.94%	122.53%	67.26%
Form 4	88.69%	83.26%	71.71%
Form 5	40.90%	40.21%	39.41%
Form 6	23.28%	31.14%	33.88%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Guadalcanal	2009	2010	2011
Prep	81.61%	78.73%	77.31%
Std 1	72.08%	73.03%	69.21%
Std 2	68.97%	71.31%	64.19%
Std 3	63.61%	66.11%	60.20%
Std 4	59.85%	59.74%	53.85%
Std 5	53.08%	54.64%	48.66%
Std 6	51.20%	51.31%	42.91%
Form 1	45.16%	47.30%	37.62%
Form 2	41.61%	41.30%	32.97%
Form 3	47.00%	50.60%	22.17%
Form 4	41.68%	42.13%	15.90%
Form 5	17.05%	16.94%	6.27%
Form 6	3.97%	5.28%	2.12%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Survival rate

Honiara	2009	2010	2011
Prep	104.29%	110.45%	112.51%
Std 1	101.51%	102.48%	96.75%
Std 2	104.56%	100.85%	94.74%
Std 3	102.10%	104.21%	94.36%
Std 4	104.98%	100.65%	90.06%
Std 5	98.09%	93.64%	86.65%
Std 6	92.28%	100.38%	90.67%
Form 1	105.34%	113.37%	97.00%
Form 2	107.08%	107.44%	100.67%
Form 3	133.58%	117.99%	108.83%
Form 4	102.19%	108.89%	101.95%
Form 5	76.09%	78.03%	55.18%
Form 6	39.68%	43.92%	39.86%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

cumulative survival rate

Honiara	2009	2010	2011
Prep	104.29%	110.45%	112.51%
Std 1	105.87%	113.19%	108.85%
Std 2	110.69%	114.16%	103.13%
Std 3	113.02%	118.97%	97.32%
Std 4	118.65%	119.74%	87.64%
Std 5	116.38%	112.12%	75.94%
Std 6	107.40%	112.54%	68.85%
Form 1	113.14%	127.59%	66.79%
Form 2	121.15%	137.08%	67.23%
Form 3	161.83%	161.74%	73.17%
Form 4	165.36%	176.12%	74.59%
Form 5	125.83%	137.43%	41.16%
Form 6	49.93%	60.35%	16.41%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Makira and Ulawa	2009	2010	2011
Prep	93.18%	92.43%	87.18%
Std 1	95.25%	98.08%	94.26%
Std 2	97.14%	97.63%	96.15%
Std 3	95.45%	99.01%	96.36%
Std 4	93.53%	96.98%	85.79%
Std 5	94.30%	90.81%	86.03%
Std 6	96.91%	95.47%	97.74%
Form 1	91.07%	89.83%	93.22%
Form 2	88.19%	89.87%	85.32%
Form 3	100.19%	94.80%	69.30%
Form 4	85.44%	95.60%	88.33%
Form 5	61.07%	45.98%	49.12%
Form 6	0.00%	11.77%	10.71%
Form 7			0.00%

Source: SIEMIS

Makira and Ulawa	2009	2010	2011
Prep	93.18%	92.43%	87.18%
Std 1	88.76%	90.66%	82.18%
Std 2	86.22%	88.51%	79.01%
Std 3	82.29%	87.63%	76.13%
Std 4	76.97%	84.98%	65.31%
Std 5	72.58%	77.17%	56.19%
Std 6	70.34%	73.68%	54.92%
Form 1	64.06%	66.18%	51.20%
Form 2	56.49%	59.48%	43.68%
Form 3	56.60%	56.39%	30.27%
Form 4	48.35%	53.91%	26.74%
Form 5	29.53%	24.79%	13.13%
Form 6	0.00%	2.92%	1.41%
Form 7	0.00%	2.92%	0.00%

Source: SIEMIS

Malaita	2009	2010	2011
Prep	71.61%	72.28%	71.43%
Std 1	92.23%	90.99%	90.95%
Std 2	94.34%	95.54%	90.87%
Std 3	92.90%	88.76%	84.81%
Std 4	91.19%	88.22%	85.24%
Std 5	79.53%	86.69%	79.36%
Std 6	79.46%	80.91%	68.94%
Form 1	87.00%	93.68%	80.09%
Form 2	83.59%	96.15%	81.20%
Form 3	73.10%	90.88%	51.55%
Form 4	79.53%	92.58%	79.59%
Form 5	29.27%	35.61%	29.58%
Form 6	33.06%	26.06%	24.02%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Malaita	2009	2010	2011
Prep	71.61%	72.28%	71.43%
Std 1	66.04%	65.76%	64.97%
Std 2	62.31%	62.83%	59.03%
Std 3	57.89%	55.77%	50.07%
Std 4	52.79%	49.20%	42.68%
Std 5	41.98%	42.65%	33.87%
Std 6	33.36%	34.51%	23.35%
Form 1	29.02%	32.33%	18.70%
Form 2	24.26%	31.08%	15.19%
Form 3	17.74%	28.25%	7.83%
Form 4	14.10%	26.15%	6.23%
Form 5	4.13%	9.31%	1.84%
Form 6	1.37%	2.43%	0.44%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Survival rate

Rennell and Bellona	2009	2010	2011
Prep	53.86%	92.66%	130.00%
Std 1	78.41%	133.82%	88.68%
Std 2	123.27%	110.96%	94.74%
Std 3	86.48%	95.60%	74.74%
Std 4	98.91%	102.44%	90.43%
Std 5	80.96%	90.48%	81.32%
Std 6	107.69%	116.25%	107.59%
Form 1	91.25%	94.05%	93.55%
Form 2	108.45%	104.17%	69.62%
Form 3	85.19%	122.37%	56.00%
Form 4	86.54%	85.25%	55.74%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Temotu	2009	2010	2011
Prep	87.24%	79.52%	84.92%
Std 1	89.92%	84.01%	88.49%
Std 2	113.24%	104.55%	99.42%
Std 3	95.22%	88.97%	82.26%
Std 4	90.54%	90.94%	99.83%
Std 5	87.59%	89.71%	78.77%
Std 6	88.88%	94.77%	98.44%
Form 1	83.29%	93.39%	88.01%
Form 2	87.42%	100.29%	103.96%
Form 3	86.51%	105.90%	69.21%
Form 4	77.78%	105.52%	83.77%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Western	2009	2010	2011
Prep	85.60%	92.78%	98.25%
Std 1	90.83%	95.25%	88.51%
Std 2	100.26%	95.28%	95.64%
Std 3	92.52%	96.17%	91.19%
Std 4	95.00%	102.21%	93.72%
Std 5	97.20%	94.38%	87.79%
Std 6	89.68%	83.94%	83.52%
Form 1	88.94%	90.46%	97.22%
Form 2	83.43%	91.20%	87.76%
Form 3	133.55%	135.35%	95.76%
Form 4	87.77%	94.86%	85.64%
Form 5	42.54%	42.35%	40.28%
Form 6	7.00%	9.96%	9.13%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

cumulative survival rate

Rennell and Bellona	2009	2010	2011
Prep	53.86%	92.66%	130.00%
Std 1	42.23%	124.00%	115.28%
Std 2	52.06%	137.59%	109.22%
Std 3	45.02%	131.54%	81.62%
Std 4	44.53%	134.75%	73.81%
Std 5	36.05%	121.92%	60.02%
Std 6	38.82%	141.73%	64.58%
Form 1	35.43%	133.29%	60.41%
Form 2	38.42%	138.85%	42.06%
Form 3	32.73%	169.90%	23.55%
Form 4	28.32%	144.84%	13.13%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Temotu	2009	2010	2011
Prep	87.24%	79.52%	84.92%
Std 1	78.45%	66.80%	75.15%
Std 2	88.83%	69.84%	74.71%
Std 3	84.58%	62.13%	61.46%
Std 4	76.58%	56.50%	61.36%
Std 5	67.08%	50.69%	48.33%
Std 6	59.62%	48.04%	47.58%
Form 1	49.66%	44.86%	41.87%
Form 2	43.41%	44.99%	43.53%
Form 3	37.56%	47.64%	30.13%
Form 4	29.21%	50.27%	25.24%
Form 5			
Form 6			
Form 7			

Source: SIEMIS

Western	2009	2010	2011
Prep	85.60%	92.78%	98.25%
Std 1	77.74%	88.38%	86.96%
Std 2	77.95%	84.21%	83.17%
Std 3	72.12%	80.98%	75.84%
Std 4	68.51%	82.77%	71.08%
Std 5	66.59%	78.12%	62.41%
Std 6	59.72%	65.58%	52.12%
Form 1	53.12%	59.32%	50.67%
Form 2	44.32%	54.10%	44.47%
Form 3	59.18%	73.22%	42.58%
Form 4	51.94%	69.46%	36.47%
Form 5	22.10%	29.42%	14.69%
Form 6	1.55%	2.93%	1.34%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Survival rate

Solomon I	2009	2010	2011
Std 1	92.5%	94.8%	91.0%
Std 2	97.6%	98.0%	93.5%
Std 3	94.1%	94.1%	90.1%
Std 4	95.3%	93.9%	89.4%
Std 5	88.8%	90.2%	84.8%
Std 6	88.2%	89.8%	84.7%
Form 1	91.7%	95.8%	89.3%
Form 2	90.6%	93.9%	88.9%
Form 3	103.0%	105.1%	75.7%
Form 4	89.3%	93.8%	86.0%
Form 5	49.8%	49.1%	41.7%
Form 6	27.7%	31.6%	28.7%
Form 7	0.0%	0.0%	0.0%

Source: SIEMIS

cumulative survival rate

Solomon I	2009	2010	2011
Std 1	92.49%	94.77%	90.99%
Std 2	90.25%	92.90%	85.03%
Std 3	84.96%	87.44%	76.65%
Std 4	80.99%	82.11%	68.51%
Std 5	71.90%	74.07%	58.06%
Std 6	63.39%	66.51%	49.17%
Form 1	58.12%	63.71%	43.90%
Form 2	52.68%	59.86%	39.02%
Form 3	54.27%	62.92%	29.52%
Form 4	48.47%	58.98%	25.39%
Form 5	24.12%	28.96%	10.59%
Form 6	6.68%	9.15%	3.04%
Form 7	0.00%	0.00%	0.00%

Source: SIEMIS

Transition rate

5.5. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for SISEE by Province, 2009-2011

	2009								2010								2011					
	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	F	M
Central	208	259	208	259	100.0%	100.0%	0.80	0.80	218	290	218	290	100.0%	100.0%	0.75	0.75	225	251	225	251	100.0%	100.0%
Choisuel	269	253	221	207	82.2%	81.8%	1.06	1.07	283	274	283	274	100.0%	100.0%	1.03	1.03	290	290	290	290	100.0%	100.0%
Guadalcanal	804	804	641	676	79.7%	84.1%	1.00	0.95	839	839	751	725	89.5%	86.4%	1.00	1.04	874	867	787	796	90.0%	91.8%
Honiara City Council	649	662	586	587	90.3%	88.7%	0.98	1.00	728	708	677	644	93.0%	91.0%	1.03	1.05	730	693	685	660	93.8%	95.2%
Isabel	231	263	211	239	91.3%	90.9%	0.88	0.88	264	282	264	282	100.0%	100.0%	0.94	0.94	240	260	240	260	100.0%	100.0%
Makira and Ulawa	377	402	343	359	91.0%	89.3%	0.94	0.96	413	410	351	343	85.0%	83.7%	1.01	1.02	394	420	394	420	100.0%	100.0%
Malaita	1133	1373	1054	1261	93.0%	91.8%	0.83	0.84	1182	1418	1039	1256	87.9%	88.6%	0.83	0.83	1240	1445	1105	1290	89.1%	89.3%
Rennell and Bellona	26	33	26	33	100.0%	100.0%	0.79	0.79	47	27	47	27	100.0%	100.0%	1.74	1.74	34	30	34	30	100.0%	100.0%
Temotu	214	255	201	230	93.9%	90.2%	0.84	0.87	201	222	175	199	87.1%	89.6%	0.91	0.88	208	238	208	238	100.0%	100.0%
Western Province	820	838	673	680	82.1%	81.1%	0.98	0.99	849	859	705	693	83.0%	80.7%	0.99	1.02	851	888	758	779	89.1%	87.7%
SI Total by gender	4731	5142	4164	4531	88.0%	88.1%	0.91	0.91	5024	5329	4510	4733	89.8%	88.8%	1.02	1.03	5086	5382	4726	5014	96.2%	96.4%
SI Total	9873		8695		88.1%				8708		7768		89.3%				10468		9740		96.3%	

Source: ATLAS, NESU.

5.6. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for SIF3 by Province, 2009-2011

	2009								2010								2011							
	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	F	M		
Central	112	137	76	122	67.9%	89.1%	0.82	0.62	97	119	48	66	49.5%	55.5%	0.82	0.73	113	160	80	128	70.8%	80.0%		
Choisuel	122	113	77	77	63.1%	68.1%	1.08	1.00	129	144	61	70	47.3%	48.6%	0.90	0.87	142	145	94	101	66.2%	69.7%		
Guadalcanal	346	524	220	352	63.6%	67.2%	0.66	0.63	502	604	298	535	59.4%	88.6%	0.83	0.56	528	590	375	430	71.0%	72.9%		
Honiara City Council	637	752	459	564	72.1%	75.0%	0.85	0.81	558	739	367	535	65.8%	72.4%	0.76	0.69	643	677	459	471	71.4%	69.6%		
Isabel	143	184	140	180	97.9%	97.8%	0.78	0.78	168	174	108	113	64.3%	64.9%	0.97	0.96	182	165	116	115	63.7%	69.7%		
Makira and Ulawa	199	254	122	185	61.3%	72.8%	0.78	0.66	180	293	111	186	61.7%	63.5%	0.61	0.60	242	307	145	176	59.9%	57.3%		
Malaita	526	693	364	508	69.2%	73.3%	0.76	0.72	587	782	319	482	54.3%	61.6%	0.75	0.66	641	778	380	529	59.3%	68.0%		
Rennel and Bellona	25	20	25	18	100.0%	90.0%	1.25	1.39	16	21	16	21	100.0%	100.0%	0.76	0.76	17	18	16	17	94.1%	94.4%		
Temotu	117	114	81	86	69.2%	75.4%	1.03	0.94	94	118	61	97	64.9%	82.2%	0.80	0.63	126	156	89	121	70.6%	77.6%		
Western Province	498	487	312	329	62.7%	67.6%	1.02	0.95	511	483	283	283	55.4%	58.6%	1.06	1.00	516	546	318	371	61.6%	67.9%		
SI Total by gender	2725	3278	1876	2421	68.8%	73.9%	0.90	0.85	2842	3477	1672	2388	58.8%	68.7%	0.82	0.74	3150	3542	2072	2459	68.9%	72.7%		
SIG Total	6003		4297		71.4%				6319		4060		63.8%				6692		4531		70.8%			

Source: ATLAS, NESU.

5.7. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for SISC by Province, 2009-2011

	2009								2010								2011							
	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	F	M
Central	44	49	15	18	34.1%	36.7%	0.90	0.83	49	44	10	8	20.4%	18.2%	1.11	1.25	47	64	6	12	12.8%	18.8%	0.73	0.50
Choisuel	23	34	3	8	13.0%	23.5%	0.68	0.38	45	36	3	4	6.7%	11.1%	1.25	0.75	32	36	4	2	12.5%	5.6%	0.89	2.00
Guadalcanal	203	234	85	134	41.9%	57.3%	0.87	0.63	259	364	115	190	44.4%	52.2%	0.71	0.61	297	422	153	234	51.5%	55.5%	0.70	0.65
Honiara City Council	530	729	228	362	43.0%	49.7%	0.73	0.63	465	649	205	249	44.1%	38.4%	0.72	0.82	527	727	244	321	46.3%	44.2%	0.72	0.76
Isabel	101	113	46	66	45.5%	58.4%	0.89	0.70	115	133	24	36	20.9%	27.1%	0.86	0.67	132	141	24	36	18.2%	25.5%	0.94	0.67
Makira and Ulawa	98	156	43	85	43.9%	54.5%	0.63	0.51	130	166	38	60	29.2%	36.1%	0.78	0.63	123	208	45	86	36.6%	41.3%	0.59	0.52
Malaita	185	200	65	99	35.1%	49.5%	0.93	0.66	166	258	64	117	38.6%	45.3%	0.64	0.55	237	324	74	119	31.2%	36.7%	0.73	0.62
Rennel and Bellona	4	6	1	1	25.0%	16.7%	0.67	1.00	8	13	2	2	25.0%	15.4%	0.62	1.00	11	9	3	2	27.3%	22.2%	1.22	1.50
Temotu	47	50	13	20	27.7%	40.0%	0.94	0.65	48	59	11	21	22.9%	35.6%	0.81	0.52	55	64	13	18	23.6%	28.1%	0.86	0.72
Western Province	235	240	95	117	40.4%	48.8%	0.98	0.81	256	294	66	93	25.8%	31.6%	0.87	0.71	321	312	77	96	24.0%	30.8%	1.03	0.80
SI Total by gender	1470	1811	594	910	40.4%	50.2%	0.82	0.68	1541	2016	538	780	34.9%	38.7%	0.84	0.75	1782	2307	643	926	28.4%	30.9%	0.84	0.88
SI Total	3281		1504		45.3%				3557		1318		36.8%								29.6%			

Source: ATLAS, NESU.

5.8. Total candidate enrolled, placed to higher level (transitioned) with the GPI enrolled and placed for PSSC by Province, 2009-2011

	2009								2010								2011							
	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	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	26	21	2	4	7.7%	19.0%	1.24	0.50
Choisuel	2	5	0	0	0.0%	0.0%	0.67	0.00	2	3	0	1	0.0%	33.3%	0.67	0.00	12	12	0	0	0.0%	0.0%	1.00	0.00
Guadalcanal	31	35	1	0	3.2%	0.0%	0.46	0.85	42	92	35	41	83.3%	44.6%	0.46	0.85	109	116	34	58	31.2%	50.0%	0.94	0.59
Honiara City Council	370	655	88	133	23.8%	20.3%	0.64	0.50	395	621	66	131	16.7%	21.1%	0.64	0.50	371	627	85	127	22.9%	20.3%	0.59	0.67
Isabel	19	38	3	14	15.8%	36.8%	0.50	0.55	26	52	6	11	23.1%	21.2%	0.50	0.55	20	39	2	7	10.0%	17.9%	0.51	0.29
Makira and Ulawa	50	79	9	15	18.0%	19.0%	0.73	0.72	65	89	21	29	32.3%	32.6%	0.73	0.72	52	88	15	28	28.8%	31.8%	0.59	0.54
Malaita	46	66	17	26	37.0%	39.4%	0.50	0.68	55	110	13	19	23.6%	17.3%	0.50	0.68	68	79	16	28	23.5%	35.4%	0.86	0.57
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%	0.75	0.00	12	16	0	0	0.0%	0.0%	0.75	0.00	10	18	2	2	20.0%	11.1%	0.56	1.00
Western Province	81	110	10	19	12.3%	17.3%	0.59	0.68	95	162	15	22	15.8%	13.6%	0.59	0.68	98	144	14	31	14.3%	21.5%	0.68	0.45
SI Total by gender	599	988	128	207	21.4%	21.0%	0.48	0.40	692	1145	156	254	22.5%	22.2%	0.48	0.40	766	1144	170	285	15.8%	20.7%	0.70	0.46
SI Total	1837		410		21.2%				1837		410		22.4%				1910		455		18.3%			

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

	2009	2010	2011
Central	34	0	14
Choisuel	87	59	48
Christian fellowship Church	18	1	2
Church of Melanesia	47	6	16
Church of the Living Word	3	3	0
Guadalcanal	134	21	16
Honiara City Council	56	7	6
Isabel	37	11	1
MEHRD-KGVI and Waimapuru NSS	10	7	3
Makira and Ulawa	50	7	22
Malaita	229	26	26
Private School	24	6	16
Rennel and Bellona	3	0	4
Roman Catholic Church	17	1	6
Seventh Day Adventist Church	126	32	68
South Seas Evangelical Church	34	8	16
Temotu	36	1	0
United Church	63	58	27
Western	24	17	9
SI Total	1032	271	300

Source: Teacher master file, TSD

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

	2009	2010	2011
Central	426	455	482
Choisuel	376	388	399
Christian fellowship Church	125	131	145
Church of Melanesia	239	260	286
Church of the Living Word	21	30	31
Guadalcanal	936	962	984
Honiara City Council	483	520	569
Isabel	361	375	399
MEHRD-KGVI and Waimapuru NSS	73	71	66
Makira and Ulawa	561	590	708
Malaita	1762	1773	1967
Private School	113	135	261
Rennel and Bellona	53	54	66
Roman Catholic Church	150	114	121
Seventh Day Adventist Church	646	648	735
South Seas Evangelical Church	327	227	352
Temotu	380	413	410
United Church	548	585	559
Western	253	281	300
SI Total	7833	8012	8840

Source: Teacher master file, TSD

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

	2009	2010	2011
Central	4	7	4
Choisuel	6	6	6
Guadalcanal	7	7	8
Honiara City Council	6	6	6
Isabel	6	6	8
Makira and Ulawa	6	6	7
Malaita	14	14	16
Rennel Belona	4	4	4
Temotu	5	5	6
Western	9	9	10
SI Total	67	70	75

Source: HRD

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

	2009	2010	2011
Central	4	3	2
Choisuel	3	2	1
Guadalcanal	3	3	2
Honiara City Council	1	2	0
Isabel	3	1	3
Makira and Ulawa	2	2	1
Malaita	3	3	2
Rennel Belona	0	0	0
Temotu	3	2	0
Western	3	3	0
SI Total	25	21	11

Source: HRD

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

	2009	2010	2011
Head Quarter Administration	1	1	0
Administration or support services	0	2	1
Accounts	0	2	0
Professional and Technical services	2	0	0
Support Service	0	0	0
Secretariate	0	1	0
Teacher training and development division	0	0	1
Secondary division	1	5	0
Primary Division	0	0	0
Curriculum Development Centre (CDC)	8	0	4
National Examinations and Standard Unit	2	1	1
Education Inspection and Monitoring Unit	0	2	0
Teaching Service Unit	0	2	0
Planning Coordination and Research Unit	1	3	0
National Training Unit	2	0	2
National Library Service	4	0	1
Technical Vocational, Education and Training	1	0	0
SI Total	22	19	10

Source: HRD division

6.6: Number of Teachers on In-service supernumerary training 2009-2012.

	2009	2010	2011
Central	1	9	11
Choisuel	1	7	8
CFC	0	2	2
COM	3	10	10
COLW	0	0	1
Guadalcanal	5	7	20
HCC	9	16	16
Isabel	1	9	9
MEHRD	0	0	0
M/Ulawa	1	4	15
Malaita	10	35	39
Private Schools	1	0	4
Rennel and Bellona	1	1	2
RCC	1	7	7
SDA	3	12	12
SSEC	2	7	8
Temotu	1	8	8
UC	0	2	7
Western	2	6	8
SI Total	42	142	187

Source: TTD Division

Annex seven: Management and Process data tables

SIEMIS Return Rate

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

2009												2010												2011											
matching survey	sent		collected		received				entered		matching survey	sent		collected		received				entered		matching survey	sent		collected		received				entered				
	total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%	total	%			
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	1463	1441	98.5	743	50.8	1059	72.4	1059	72.4	1036	70.8			

Source: SIEMIS

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

Sector Type	2009												2010												2011											
	matching survey	sent		collected		received				entered		matching survey	sent		collected		received				entered		matching survey	sent		collected		received								
		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%	total	%		total	%	on time	%	total	%	on time	%					
ECE	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	43.0	662	653	98.6	216	32.6	303	45.8	50						
PS	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	86.0	540	536	99.3	388	71.9	513	95.0	83						
CHS	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	95.0	191	189	99.0	111	58.1	188	98.4	24						
PSS	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	100.0	16	16	100.0	9	56.3	16	100.0	3						
NSS	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	88.9	11	11	100.0	1	9.1	11	100.0	0						
RTC	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	0.0	42	35	83.3	18	42.9	28	66.7	9						

Source: SIEMIS

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	
86	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.

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)	
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 accomodation.	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 libray 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		

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
		Attend to school duties and present at school during official hours at all times.
		Attend to school duties and present at school during official hours at all times.

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	

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

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.
8				
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		