



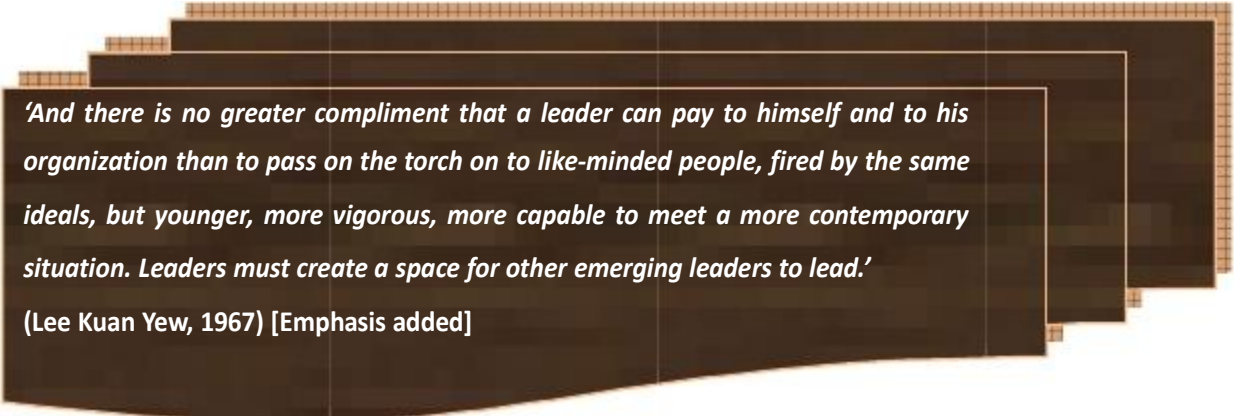
Solomon Islands Government

Ministry of Education and Human Resources Development

**HUMAN RESOURCES
DEVELOPMENT PLAN 2012 – 2014**

BASED ON THE HRD CAPACITY BUILDING NEEDS
ANALYSIS 2011

January 2012



'And there is no greater compliment that a leader can pay to himself and to his organization than to pass on the torch on to like-minded people, fired by the same ideals, but younger, more vigorous, more capable to meet a more contemporary situation. Leaders must create a space for other emerging leaders to lead.'

(Lee Kuan Yew, 1967) [Emphasis added]

Table of Contents

Table of Contents	3
Abbreviations	5
Acknowledgement	6
Preface	7
1.0 INTRODUCTION	8
2.0 OUR WORK ENVIRONMENT	11
3.0 OUR PEOPLE – The STAFF	11
4.0 DIVISIONAL WORK ENVIRONMENT AND STAFF DEVELOPMENT PLANS	12
4.1 Accounts and Financial Management Division	13
4.2 Administration & Human Resource Division	17
4.3 Curriculum Development Division	22
4.3.1 Education Resource Unit	28
4.4 Early Childhood Education	30
4.5 Education Inspection & Monitoring Division.....	35
4.6 King George VI National Secondary School	39
4.7 National Commission for UNESCO and National Education Board	43
4.8 National Examination Standard Unit.....	46
4.9 National Library Service.....	51
4.10 National Training Unit	55
4.11 National Teacher Training & Development Division	59
4.12 Planning Coordination & Research Unit.....	65
4.13 Primary Education Division.....	70
4.14 Secondary Education Division	74
4.15 Teaching Service Division	78
4.16 Technical Vocational Education Training Division.....	84

5.0 STAFF LEARNING & DEVELOPMENT AND CAREER PLANS 2012 - 2014	91
ICT and communication Trainings.....	91
Operational Management, Business Administration and HRM Trainings	93
Financial Management and Budgeting Trainings.....	95
Leadership & People Management / Supervision Trainings.....	97
Planning and Project Management Trainings	99
Planning, Monitoring & Evaluation of Educational Impact Trainings	100
Managing Risks & Emergencies in Education Sector Trainings.....	101
Education-specific fields and Professions supporting Education-based Service Trainings	102

Abbreviations**Full text**

AFMD	Accounts & Financial Management Division
ALA	Australian Leadership Award
CAO	Chief Administrative Officer
CDD	Curriculum Development Division
CIC	Cambridge International College
CDO	Curriculum Development Officer
CSR	Corporate Social Responsibility
DFL	Distance and Flexible Learning
EA	Education Authority
EID	Education Inspectorate Division
EMT	Executive Management Team
ERU	Education Resource Unit
ESCC	Education Sector Coordination Committee
ESF	Education Strategic Framework
FI	Financial Instructions
GO	General Orders
HOD	Head of Division
HRDP	Human Resource Development Plan
HRMCC	Human Resource Management Coordination Committee
HRM	Human Resource Management
ICDL	International Computing Drivers License
IIEP	International Institute for Educational Planning
IPAM	Institute of Public Administration & Management
IOA	Institutional and Organisational Assessment
KGVI	King George Sixth National Secondary School
KSA	Knowledge Skill and Abilities
MEHRD	Ministry of Education and Human Resource Development
MPS	Ministry of Public Service
NSS	National Secondary School
NEAP	National Education Action Plan
NLS	National Library Service
PCDO	Principal Curriculum Development Officer
PED	Primary Education Division
PSC	Public Service Commission
PSSC	Pacific Secondary School Certificate
PSIP	Public Service Improvement Programme
SDP	Staff Development Plan
SED	Secondary Education Division
SIG	Solomon Islands Government
SIPA	Solomon Islands Public Service
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management Information System
SPBEA	South Pacific Board for Educational Assessment
TBAL	To Be Announced Later
TWG	Technical Working Group
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific

Aj Acknowledgement

The production of this HRD plan 2012 – 2014 is made possible through consultation and collaboration with all HoDs who are essentially the key figures in the MEHRD's leadership coalition team who will make this HRD plan happen. The process leading to the completion of this document reflects our officer's contributions, sharing and exchange of information and experiences that are relevant in developing this HRD plan and therefore it is only appropriate to duly acknowledge their contribution.

Albert Rex	Manager Education Resource Unit
Aseri Yalangono,	Under Secretary (Professional)
Benedict Esibaea	Director Primary Education Division
Benerdine Ha'amori	Director Early Childhood Education
Franco Rodie	Under Secretary (Tertiary)
James Bosamata	Director National Teacher Training and Development
James Iroga	Director Secondary Education Division
Johnson Sokeni	Financial Controller, Accounts Division
John Wate	Director Technical and Vocational Education
Linda Wate	Chief Education Officer National Examination Standard Unit
Margareth Talasa	Director National Library
Mark Kamoia	Human Resource Manager
Neolyn Biliki	Director Planning Coordination and Research Unit
Patrick Daudau	Director Curriculum Development Division
Rolland Sikua	Director Teaching Service Division
Selu Maezama	Director National Training Unit
Timothy Ngele,	Under Secretary (Administration)
Veronica Toben	Director Inspectorate Division

We also extend a special thanks to the Education Sector Advisor, Mr Peter Potter for important and frank advices that enlighten us on the critical contextual situation across the divisions that submerged alongside the HRM challenges. Finally we acknowledge the Permanent Secretary, Mr. Charles Viva for his continuous support and leadership in the process of developing this HRD plan.

Preface

I am delighted to present the human resource development plan (HRDP) 2012 - 2014 to officers serving in the Ministry of Education & Human Resources Development (MEHRD). I believe this HRD Plan gives us a clear mechanism in which the Ministry Management Team will base its decisions on all training and development opportunities and priorities.

In any knowledge-intensive organisation where people are the key resource available to achieve organisational goals, human resource development (HRD) is an important activity because it ensures people are not only trained to acquire specific skills to do current job effectively but that they are developing new work related behaviour, capabilities and knowledge to prepare them for future responsibilities across the Solomon Islands Public Service (SIPS).

In MEHRD, having a credible HRD plan is particularly important because of the enquiry reports on the Institutional and Organisational Assessment (IOA) in 2007 as well as the 2011 HRD capacity building needs analysis suggests that a number of Ministry-wide factors such as leadership, work professionalism, customer relationship, performance management, job description, punctuality, attendance, office space and staff development as some of the key issues that calls for management and leadership intervention aimed at improving individual and organisational standard.

As part of our intervention strategy to improve the overall standard of service delivery, the Ministry started developing the HRD plan since 2008. We take that this HRD plan is a 'living' document that will change over time as our priorities for capacity development needs changes. This version of our HRD plan identifies capacity building priorities and budget commitment for our officers in 2012 and beyond. As we focused our attention to this year's (2012) staff learning and development plans, we anticipate to expending approximately SBD \$500,000.00 as our commitment to improving the capacity of our staff.

It is however important to note that HRDP can only address problem related to gaps in knowledge, skills and abilities (KSA) with the hope that it will change our officers' behaviour leading to improved performance standard. Other non-training factors such as office space, input materials, extrinsic rewards and access to information are also vitally important factors that must be co-address alongside this HRDP 2012 - 2014. Clearly that indicates the need for an integrated approach and buy-in from all HoDs in order to effectively implement this plan.

Finally I urge all HoDs to display the transformational leadership behaviour – a process whereby departmental heads develop line officers to become leaders and the departmental leaders become the moral agents. Take time to get to know the officers we work with and in particular their career plans as captured in pages 91 – 107 on this HRDP 2012 - 2014. Find out what our officers need to know so that they can perform to their best. Encourage our officers to question the status quo of work organisation and provide both pre-training as well as post-training support so that officers KSA acquired through this HRDP can be practiced leading to achieving MEHRD's overall goal. The thrust to make that happen now rests on all of us.

Charles Viva

Permanent Secretary

Ministry of Education and Human Resource Development

1.0 INTRODUCTION

Human resource development (HRD) is one of the important human resource management (HRM) activities coordinated by the Human Resource & Administration division in collaboration with all HoDs. This HRDP 2012 - 2014 attempts to combine a variety of approaches for staff learning and development aimed at improving individual officer and Ministry-wide performance standard. This HRDP captured both profession-based learning and development programmes as well as cross-cutting work-place capacity enhancement courses that are critical in advancing the KSA of our officers across divisions.

The necessity of having a highly skilled workforce in the Ministry is no longer an option but a must because of demands from our stakeholders across different sectors in our communities to provide high quality education services. For that to happen, our officers must to be in the frontiers of their professions displaying high capabilities in the Ministry's core business in Policy Development, Monitoring & Evaluation, Research and Planning, Assessment & Measurement, Curriculum Development, Education & Teaching and, Educational Leadership & Management. Furthermore, officer's capacity development shall also focus on Business Administration, Financial Management, Human Resources Management, and Information & Communication Technology (ICT) courses particularly to officers who are providing corporate supporting services i.e. HR & Administration and Accounts divisions.

1.1 Background

The unprecedented growth on the demand for quality education by our stakeholders challenged the MEHRD executive management team (EMT) to be serious in the development of our human capital so that they are well equipped, motivated and willing to deliver sector-based educational services to a high standard in today's knowledge-intensive society. The MEHRD's strategic direction to respond to different stakeholder's demand for quality service is clearly presented in the Education Strategic Framework (ESF) 2007 – 2015 and the National Education Action Plan (NEAP) 2010 – 2012 respectively. The thrust to make those strategies eventuated and sustained over time depends very much on the knowledge, skills and abilities (KSA) of our current and future human resources. Therefore, this HRDP underscores the significance of the EMT planned commitment and support in allocating resources towards learning and development of our officers. Clearly our staff development plan embraced the management mantra that people are indeed the single most important asset available to any organisation and that MEHRD is committed to grow and develop the capacity of all our officers as they live and serve in the Ministry.

1.2 Strategic Direction

Contemporary demands for a more effective education service delivery suggests that present knowledge, skills and capacity of our officers needs to be further developed so that they remain at the frontiers of their respective professions and more importantly deliver service standards desired by our stakeholders. The NEAP 2010 – 2012 gives us the strategic direction *'to develop and implement a programme of human resource development*

*and capacity building*¹ for officers in all divisions. Further to this, an overarching strategic direction to do so is clearly stipulated in the SIG – HRM Strategy 2010 – 2015. Particularly, the strategy for HRD is captured under *objective no. 8* urging all ministries to ‘provide learning and development opportunities for all public officers to ensure a skilled workforce both now and in the future.’² This is a critical corporate social responsibility the Ministry dare not to ignore because in the course of doing their work, officers unreservedly rendered their knowledge and skills that enables the Ministry to attain its organisational goals. Thus in recognition of that, it is only proper that the Ministry, in return, enhance the capacity of all officers as they live and serve the Ministry. This HRDP therefore has a direct linkage to the requirements of NEAP 2010 – 2012 and SIG-HRM Strategy 2010-2015 respectively.

1.3 Purpose and Objectives

Whilst the HRDP may be perceived as career support mechanism for individual officers, the underlying purpose is rather to improve the standard of service delivery and gain confidence from our wider stakeholders. In order for us to take one step forward in achieving that intention, we will continue to invest in different learning and development programmes aimed at improving the capacity of all our officers. Essentially, the HRD-plan is an ongoing response to the 2007 IOA findings on, among others, staff capacity development needs, hence aligned with the requirements of NEAP 2010-2012 strategy No. 5 which specifically directs attention to addressing human capital development needs.

The main objectives are:

- (a) Established a HRD mechanism that clearly shows individual staff development career pathway;
- (b) Guide the EMT in making well informed investment decisions on staff training & development priorities;
- (c) Have a well organised and coordinated HRD activity using varieties of learning and development approaches;
- (d) Commit our officers and public funds on learning and development priorities that will result in a win-win situation leading to improvement in both organisational and individual performance standard; and,
- (e) Promoting the *work-study model* where officers remain in their job and simultaneously learning new KSA through varieties of learning approaches.

¹ NEAP 2010 – 2012 Ministry of Education and Human Resources Development, October 2009

² SIG-HRM Strategy 2010 – 2015, Ministry of Public Service, March 2010.

1.4 Sustaining the HRDP 2012 - 2014

The task of making this HRDP 2012 - 2014 happen rests squarely on the HRMCC who will be supported by a strong coalition of leaders – the MCT and HoDs. The HR Manager shall closely collaborate with all HoDs displaying the ‘management-by-walking-around’ behaviour by making follows-ups with staff and training providers, receiving and communicating information on HRDP-based training opportunities, and monitoring staff study results. The key factors that are critical to driving the overall implementation of the HRDP is depicted in the diagram below.

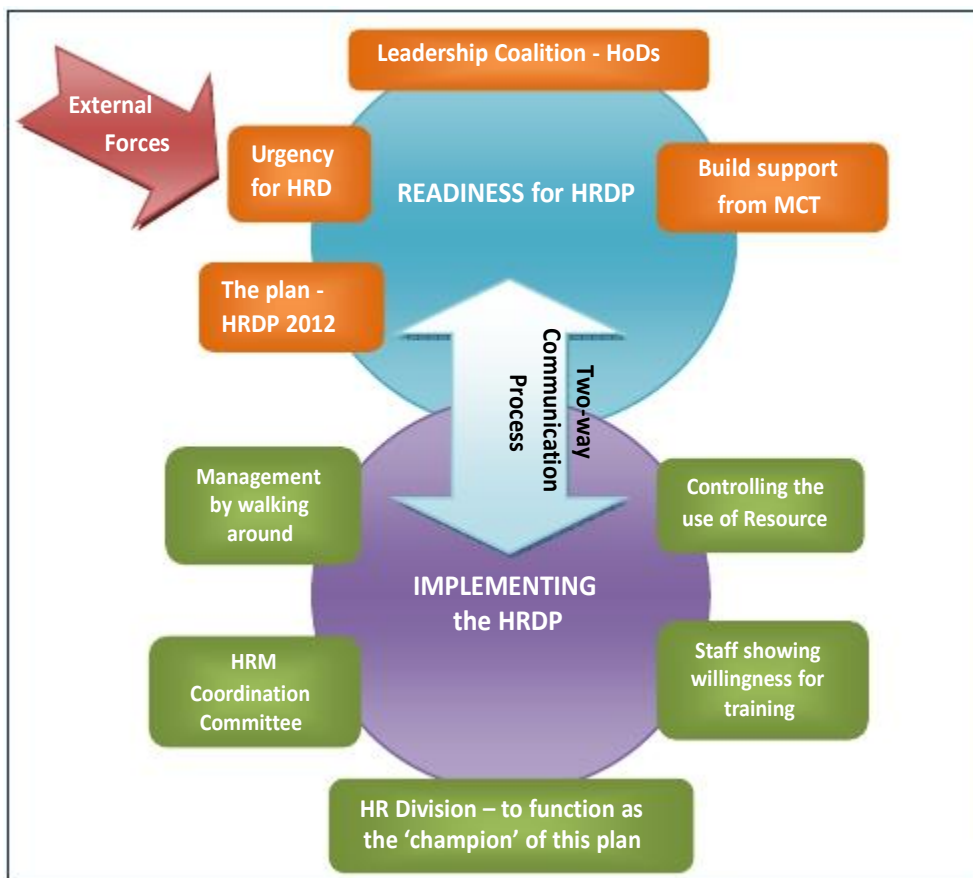


Figure 1: A simple theoretical framework that captures the key factors that will drive the implementation of this HRD-plan.

On the hand, we are conscious that in the absence of a strong leadership support this HRDP may not eventuate and all planning efforts become futile. We however determined not to take that pathway! Therefore relationship building through constant **communication** and **collaboration** amongst all HoDs and line officers on matters for implementation is highly recognised as the appropriate means to make this HRD plan happen.

2.0 OUR WORK ENVIRONMENT

The Ministry's work environment factors can be considered as non-training related issues. However they are very important for all responsible officers to seriously take note of because in the absence of a favourable work environment, we will always be susceptible to produce substandard results no matter how much effort we invest on HRD programmes. In other words, our work environment do influenced our officer's on-the-job behaviours, which in turn affects the level of performance. The notable work environment factors needed across divisions are:

- 2.1 Information** – the need of clear information through updated job descriptions and regular meetings on what individual officers are expected to produce and to receive feedback on what constitutes good performance using the Ministry's open performance appraisal tool.
- 2.2 Resources** – the need of input resources such as (1) vehicles, (2) desktop and laptop computers, (3) office machines: laminator, printer, photocopy, data projector, scanner, (4) ergonomically-support office furnitures: tables, chairs, (5) storage facilities, (6) adequate office space, (7) safe & healthy work stations and (8) optimum number of staffing to do the jobs efficiently.
- 2.3 Incentives and Consequences** - the need to award salary increments or promotion for officers who demonstrated good work performance. On the other hand, the need to progressively administer discipline as consequences to officers who are showing signs of: (1) underperformance and (2) non-compliance to the General Orders (GO), Financial Instructions (FI), and the PSC regulations. It is important to stress that for any consequences handed down as result of underperformance or breach of regulations must not be perceived as a punishment but rather a positive action to redirect our officers' conduct and improving of performance standard.

3.0 OUR PEOPLE – The STAFF

The only factor our HRD plan can make direct intervention onto for improvement is on the level of knowledge, skills, experiences and motivation of our staff. Developing our people – the staff members is therefore the heart of our concern in this particular plan. The Ministry's staff development plan (SDP) do embraced the management mantra that our staff are a single greatest asset available for the Ministry. The Ministry will therefore further develop and capitalise on our officers rich talents in order to effectively 'touch' the lives of our wider stakeholders through our wide range of education-centred services. We understand that our officers posses the minimum qualifications and experiences needed when they entered MEHRD back then. However such KSA may have outlived its usefulness in one way or the other because of the increasing intensity of knowledge that impacted into the contemporary work environment. That in itself presents a lot of challenge in our capacity to deliver as expected. We therefore have no choice but to respond in order to keep abreast our officers knowledge with the aim of addressing the following factors:

- 3.1 Leadership & management** - increase the pool of quality of leadership & management filling up the perceived leadership vacuum across the Solomon Islands Public Service (SIPS);
- 3.2 Knowledge & skills** - acquiring of new knowledge, skills and abilities using different learning and development methods to be able to effectively deliver wide range of MEHRD policies and programmes;
- 3.3 Capacity** - enhancement of staff competency to effectively do the task at hand with much confident;
- 3.4 Empowerment** - enabling staff to take on new responsibilities through the empowerment of talented officers;
- 3.5 Motivation** – continuously improving the level of self-motivation and the drive to deliver best results.

4.0 DIVISIONAL WORK ENVIRONMENT AND STAFF DEVELOPMENT PLANS

Each division is established to serve specific functions for the implementation of the SIG policies at all levels of educational service. In order for officers to effectively deliver the best results they should be supported with the best resources. In essence, both the work environment factors and the KSA of our staff must be improved. Respective division-specific work environment factors and staff development needs are indicated in the following pages.

4.1 Accounts and Financial Management Division

The Accounts & Financial Management Division's (AFMD) main task is to provide accounting services to the Ministry of Education and Human Resources Development. The AFMD ensures that the approved budget for the Ministry of Education is properly managed and controlled and is expended in accordance to the Solomon Islands Government financial regulations and that according to the approved annual work program. An important task is the timely disbursement of school grants and grants to Education Authorities, USP and SICHE, the monitoring of appropriate use of the grants and the facilitation of capacity building in financial management at the schools and Education Authorities. The AFMD liaises on behalf of the Ministry of Education and Human Resources with the Ministries of Finance, Planning, and Public Service, and with Education Authorities, local and overseas Institutions, aid donors and other stakeholders on financial aspects.

This is a brief introduction on how to improve the internal organization, the working environment of the accounts division and its relationships to external organization/institutions.

I. Internal organisation and human resources

The AFMD is manned by six (6) in the Accounts Division in Honiara that comprised of the following with two (2) vacant posts:-

1	Financial Controller	L12/13	
1	Chief Accountant	L10/11	
1	Principal Accountant	L8/9	SIG and Grants (Vacant)
1	Principal Accountant	L8/9	SIG and Donor Funds
1	Senior Accountant	L7/8	SIG and Donor Funds
1	Accountant	L6/7	SIG and Gant Funds
1	Assistant Accountant	L5/6	SIG & Donor Funds
1	Assistant Accountant	L4/5	Cashier (Vacant)

Chief Accountant or Principal Accountants can be Acting Financial Controller during the absence of the substantive holder of the position. Understudies will be appointed to the various sub-committees in the Ministry.

Secondary School grants management was taken over by Accounts in 2010 and it now manages all school grants.

Account Officers for all Provincial Education Authorities, King George Sixth and Waimapuru National Secondary School and National Training Unit are all budgeted under their EA's and Divisions. However, at the moment positions in Guadalcanal and Central Islands are reserved so are filled with contract officers. The accountant in Temotu has move to Choiseul.

Job Descriptions

The revised job descriptions were submitted to Administration Division during 2011 but will be up-dated in 2012 when the new Chief Accountant has started and the recently appointed Financial Controller has had an opportunity to review workloads.

Communications

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

Staff needs:

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

Staff Development Plan

Name	Course name	Suggested Training Provider	When
Andrew Tahisihaka	MBA	USP (SI) DFL	Start 2012
	Financial Management Framework	IPAM/SIGAS	2012 (Mar 28)
Leanne Bouro	Bachelor in Commerce	USP (SI) DFL	Start 2012 – On unit basis.
	Financial Management Framework	IPAM/SIGAS	IPAM to advise date
Brenda Hiro	Bachelor in Commerce	USP (SI) DFL	Continue 2012 – On unit basis
	Financial Management Framework	IPAM/SIGAS	2012 (Mar 28)
Moffat Mona	Diploma in Business Finance (long term)	SICHE (long term)	Start 2012
	Diploma in Business Management & Admin (short term)	CIC (DFL short term)	2012
	Financial Management Framework	IPAM/SIGAS	2012 (Mar 28)

MEH
RD H
UMA
N RE
SOU
RCES
DEVE
LOP
MEN
T PLA
N 20
12 - 2
014

age
| 14

Samson Akwafa'asia	Bachelor in Accounting Financial Management Framework	UNITECH (SI) DFL IPAM/SIGAS	Start 2012 – On unit basis 2012 (Mar 28)
Johnson Sokeni	Bachelor in Accounting Financial Management Framework	USP (SI) DFL IPAM/SIGAS	Continue 2012 – on unit basis 2012 (Mar 28)

Work Discipline:

-
-

Addition

Work e

attendance in the afternoon.

Monitoring/Staff performance:

- Monitoring tool to be drawn up for each to report on the daily work.
- Job descriptions to be reviewed during 2012 to check to reflect changes in duties with changes in staff.
- Staff Promotion and confirmed on substantive level.
- Periodic individual meetings between FC and staff members to discuss their expectations in the job.

II. Work environment

Necessary improvements:

- Basic equipment required: Vehicle (if funds available and to be shared with some other Divisions), replace one air conditioner, 3 new PC, 1 laptop, 1 new printer, work stations, chairs (3).
- External area for storing files. Short-term solution is cabinets to store but in medium-term Ministry needs to rent additional space to store files. Put rat poison out – Admin to liaise with Tongs.
- Office cleaning – need to clear files on floor so can be cleaned.
- Ensure old files move to storage area so not too crowded.

III. External organization/institutional relationships

- Regular and potential/target groups:
 - Public, Education authorities, Service & goods providers, Aid Donors and Stakeholders.
- Improvements required:
 - Regular visits to the provincial and other education authorities (twice rather than once per year).
 - Email for provincial accountants.
 - Frequent distribution of reports to Head of Divisions (recurrent expenditure), from education authorities (status of grant releases).
 - Regular training for new Head Teachers & Education Authorities on Grants Management procedures.
 - Regular consultation meetings with all Divisional heads with regards to the implementation and virement of budget allocations process.

IV Improvement of Efficiency and Effectiveness

- To set time frames for management, control and reporting process.
- Regular consultation meetings between accounts staff and Head of Divisions, EA's on work performance and expenditure reports.
- Ongoing training for Head of Divisions and MEHRD staff, Principals, Head Teachers, Education Authority staff on (new) Financial Regulations & approved budget allocation and Grant Management Procedures.
- Improved communication with HODs on poor requisition preparation and also reasons if there are likely to be delays with payments.
- Close checking of requisition before sent to PS for approval, includes funds available, FI adhered to and best price obtained.
- In close coordination with the PCRU-, TSD-, Inspectorate and HRD-division support the Education Sector Structure review recommendations for improved teacher management and stricter control by EA's on teacher absenteeism in the provinces.

4.2 Administration & Human Resource Division

The Administration and Human Resources Division provides services for the welfare and development of the staff in the MEHRD. It administers the Salary, Establishment, Accommodation, Annual leave, Allowances, Recruitment, Promotion, Confirmation, Fixed Term Appointments, Retirement and other daily routine matters. Admin staff is familiar with G.O. and Public Service Procedures. The Administration and Human Resource Division provides services to all divisions hence the need to generally improve the working environment, capacity and motivation of the staff. Since last year the division has started to provide some on the job training (such as for open appraisal) and coordinate the training organized by IPAM. The division also organises the registry to protect and maintain the confidentiality of all the incoming and outgoing correspondences. It keeps a filing system that is restricted to only some officers and customers.

I. Internal Organisation and Human Resources

□ Leadership/organization/delegation

The manager of Admin/HRD should be able to

- administer and manage the division effectively and efficiently.
- interpret the Public Service Legal Instrument and to apply in the procedural manner.
- know about General Orders, Public Service Act, PSC Regulation, Stores and Financial Instructions etc.
- advise the PS through US/HR on all general administrative matters.
- supervise, motivate, and interact with colleagues.
- lead, direct and coach all directors on HR issues within the Ministry.
- act as a 'champion' and perfect example for HRD and HRM and show intrinsic interest in all staff matters.
- change the Ministry into a professional, learning organisation in which all staff perform according to their JD's, are punctual and contribute actively to the implementation of the NEAP.
- lead the process of the review of the education sector, the Ministry's reorganization.
- participate weekly in the Coordination Team-meetings.

The manager is also responsible for:

- Distribution of tasks, proper co-ordination and monitoring of staffs under respective tasks
- Job descriptions are clearly spelled out and distributed and explained to each of the staff. He/she is responsible for ensuring that all divisional job descriptions are up to date and are regularly reviewed.

□ Staffing

Human Resources Manager	Level 12/13
Principal Admin Officer	Level 8/9 (position vacant)
Senior Admin Officer	Level 7/8
Admin Officer [Salary]	Level 6/7
Admin Officer [Registry]	Level 6/7
Senior Typist	Level 6/7.
Clerical Officer [Registry]	Level 4/5
Receptionist/Typist	Level 3/4

Communication

- Divisional meeting will be done once a month for improvement of job performance, evaluation purposes and co-ordination of tasks.
- Disseminating information gathered through high level meetings such as the CT meeting, budget meetings etc. needs to be communicated to Administration staff.
- The Human Resource Manager and staff should have a clear understanding on the goals of the division so that the line of thinking is similar and focused at improved service to customers.
- After the review of the education sector and Ministry's organisation, a new divisional organizational chart should be drawn so that lines of communications are clear.

Staff needs

- The courses identified by staff as their training needs are as per the table below:

Staff Development Plan

Name	Short term training	Long term training	Training provider	When
Mark Kamoia	Supervisor Development		IPAM	2012 (Mar 20-22)
	HRM Management		CIC	2012
	Leadership & Team Management		CIC	2013
Grace Koroï	Business English & Letter Writing		CIC (DFL)	2012
	Book Keeping & Accounts		CIC (DFL)	2012
	Office Management & Administration		CIC (DFL)	2013
Marylyn Wate		Diploma in Business Administration.	SICHE (Day-release)	2012 on-going
	Communication in Business & Management			2012
	Office Management & Administration		CIC CIC	2013

Jessie Faka	Customer Service Always Communication in Business & Management Office Management & Administration		IPAM CIC CIC	2012 (July 19 – 20) 2012 2013
Rita Bata'anisia	Human resource & personnel Management Modern Management & Administration	Diploma in Business Admin	SICHE CIC CIC	2012 on-going 2012 2013
Margareth Paikai	Customer Service Always Intermediate & Advanced English Business English for Every & Business Use		IPAM USP Continuing Education Centre CIC	2012 (July 19 – 20) 2012 2013
Julie Manusalo	Customer Service Always Executive Secretarial Development		IPAM IPAM	2012 (July 19 – 20) 2012 (Oct 22-26)
Hemalyn Tolipio	Customer Service Always Business Communication Business English & Letter Writing Personal Assistant/Secretarial Duties		IPAM CIC CIC CIC	2012 (July 19 – 20) 2012 2013 2014
Sam Su'unorua	Registry Procedure		In-house training	2012

□ **Work discipline**

The division would like to implement the following measures:

- Attendance – Collect attendance forms of all divisions, start to implement within Admin division.
- Time keeping; arrive at work on time and don't leave too early.
- Comply with rules and regulations.
- Improved attitude to work – increased self discipline.
- Encourage and recommend staff for training/workshop.
- Effective delegation and follow up of tasks.
- Confirm, promotion, increment on Certificate Achievements.
- Address housing problems, school fees, transport allowance, and assist sick staff with quick medication process.
- Provide a professional and customer-friendly attitude towards staff.
- Do regular open appraisal (bi-annually) of staff.

□ **Monitoring/staff performance**

- Create and allocate clear job descriptions to staff on their designated position.
- Flexible frequent consultation with staff.
- Produce daily data on the number of tasks done.
- To identify weaknesses and train staff on the job immediately.

II. Work environment

□ **Necessary improvements**

- Larger office space; solve inconvenience to the restriction of our Registry office and other staff.
- A reception counter to be established with computer facility and visitors' waiting room needed.
- Means of transport (1 car) for e.g. access to medical service.
- Establish a room for the typist, equipped with computer, 2 executive chairs, 2 tables and a photocopy machine so that our visiting officers from province are able to do their work while on official business.
- Need 1 computer, 1 Laptop for the division.
- Ministry's File Index is yet for final printing.
- Address housing problems, school fees, transport allowance, as to sick as to quick medication access.
- Individual officers should be responsible for continuously taking care, maintain and clean up their working environment.
- Ergonomic workstations are needed for admin team.

III. External Organization/Institutional Relationships

□ **Regular and potential/target groups:**

- Representatives from Ministry of Public Service, PSD.
- Min. of Finance (in relation to scheme and conditions of services of staff).
- Ministry of Lands, Housing and Survey.
- All staff employed in the MEHRD.

□ **Improvements required**

In general we need improved visitors' management.

- Effective implementation of the Visitor's Management Regulations.
- Improved service desk for receptionist (including computer for visitors' administration and basic administrative work that can be done in the meantime).

- Improve communication by consultation, regular and timely feed back to responsible Authorities.
- Clearly communicate feedback to all customers of administration division.
- Improve on customer service to all customers including good telephone etiquette.

IV Improvement of Efficiency and Effectiveness

- Get clarity about manager's position in HRD/Admin-division. Current manager has been on sick leave for a long time.
- Review job descriptions to include key performance indicators to use as criteria for measuring job performance.
- Have quarterly evaluations with staff on job performance (directors with their staff and PS with directors and Under Secretaries). Utilise the open appraisal forms. Make recommendations for individual and team/divisional improvements.
- Develop on the basis of all divisional HRD-plans one overall comprehensive Staff Development Plan for the Ministry which caters not only for training, but also for career planning and promotions. Have regular workshops, meetings about implementation of HRD in the Ministry.
- Extend these HRD-innovations and processes to Provinces.
- In close coordination with the Accounts, PCRU-, TSD-, and Inspectorate division support the Education Sector Structure review recommendations for improved teacher management and stricter control by EA's on teacher absenteeism in the provinces.
- Generally, monitor EA's performance much closer. Develop and update personal files of PEA's officers in the provinces against job descriptions. Document specific (disciplinary) cases. Encourage the other EA's to do the same, if not already done.
- Better utilise the share of the budget for local HRD-fund of approximately \$500,000.
- Get advice from PCRU and short term TA to assist the Admin-division in managing the short term contracts for (local and some international) consultants.
- Improved and ethical selection and recruitment process. Utilise referees and get a better sense of motivation for working as public servant.

4.3 Curriculum Development Division

The Curriculum Development Centre consists of 3 units namely; the Curriculum Unit (primary and secondary), the Production Unit (Graphics and Print shop) and Education Resource Unit (materials procurement, storage and distribution).

The core functions of the centre are;

1. Development of learning and teaching materials
2. Printing and reprinting of teaching and learning materials
3. Procurement, Storage and distribution of teaching and learning materials.

The following are specific areas that need to be improved or strengthened within the office for enhancement of good working relationship, improved work performance and providing the required curriculum materials and other related services.

I. Internal Organisation and Human Resources

□ Leadership/organization/delegation

A type of leadership is needed that

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

□ Job Descriptions

- A review of the job descriptions and duties is completed
-

Positions (31 staff)

General

- Director Curriculum Development Centre Level 12.1/13

Curriculum Unit

- Chief Curriculum Development Officer Level 10/11
- Principal Curriculum Development Officer Level 8/9

Secondary Section

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

Primary Section

- English, Mathematics, Social Studies, Health
- 1 Chairlady for Science

- No PCDOs for Christian Education, Physical Education, Creative Arts & Music and ICT

TVET Section

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

Recommendations:

Curriculum Unit

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

Administration

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

Productions Unit

- Chief Production officer Level 10/11
- Principal Production Officer Level 8/9

Production Unit

- Principal Graphic Artist Level 8/9
- Principal Desktop Publishing Officer Level 8/9
- Print room Operator (Darkroom) Level 6/7
- Print Room Operator (Printer Mechanic) Level 6/7
- Print Room Operator/Binding Level 6/7
- Print Room Operator (Binder) Level 4/5

Education Resources Unit

- Manager Level 9/10
- Senior Supply Officer Level 8/9
- Senior Store Person Level 7/8
- Assistant Administration officer Level 5/6
- Driver Level 2
- Cleaner Level 2

Communications

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

Recommendations:

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

□ Staff needs

Essential areas to improve on and related to staff competency for effective work output or performance

- We suggest that current subject specialists to run in-house capacity building or to sent Personnel for off-shore short term training for all PCDO's including staff of ERU and

Production units

- Long term specialized training for both professional and technical staff.
- IT training for staff.
- Capacity to address officer or personal needs
- Support to recruitment process – Division needs to be fully staffed in 2012
- Support to housing/accommodation to motivate officers.

Staff Development Plan

Areas	Course	Institute	When	Names
Curriculum Development	Bachelors Degree – Primary Mathematics	University of South	2013 - 2014	David Sokaika
	English Curriculum & Secondary Mathematics	Queensland, Australia		Lionel Damola Eric Matangi
Curriculum Management & Evaluation	Post Graduate Studies (MEd) in Curriculum Management and Evaluation	Victoria University of Wellington, New Zealand	2013 - 2014	Edwin Haahoroa Ian Waena Rose Paia
Curriculum Design and	Post Graduate Studies (PhD) in	Victoria University of Wellington, New	2013 - 2015	Patrick Daudau

Assessment	Curriculum Design and Assessment	Zealand		
Areas	Course	Institute	When	Names
Desk Top Publishing	Short term	South TAFE College Australia	2012	Eunice Duna
Graphics Artist	Short term	South TAFE College Australia	2012	Jackson Onahikeni
Binding/Finishing	Short term	South TAFE College Australia	2012	Viqa Wong
Production management	Short term	South TAFE College Australia	2012	Michael Mamupio
Printing Processes Training	Long term	South TAFE College Australia	2013 - 2014	Arnold Alepio Aubrey Maeke
Areas	Course	Institute	When	Names
ICT and communication	International computer Driver's license(ICDL)	IPAM	4 Months in 2012	Patrick Daudau Edwin Haahoroa All PCDOs
	Excel (advanced)	IPAM	20-22 Sept	David Sokaika Lionel Damola (Followed by all PCDOs)
	Desk Top Publishing In design			
	IT-maintenance	IPAM	11-13 August	David Sokaika Philip Samani
	Training in SIEMIS	MEHRD		Edwin Ha'ahoroa

				Michael Mamupio
	Customer services	IPAM	26 Aug.	Eunice Duna
	Information and communication	IPAM	1-3 November	SAO/AAO
	Public relations	IPAM		Ian Waena Rose Paia Ellen Wairiu David Sokaika
Administration	Report writing	IPAM	3 Sept.	Patrick Daudau Edwin Haahoroa Michael Mamupio Eric Matangi
	Managing meetings	IPAM		Patrick Daudau Edwin Ha'ahoroa Michael Mamupio
HRD	Appraisal systems and meetings with staff	IPAM		Patrick Daudau Edwin Ha'ahoroa Michael Mamupio
	Mentoring, coaching and counselling of staff (i.e. Supervisors Development Course)	IPAM		Patrick Daudau Edwin Haahoroa Michael Mamupio
	Job Analysis and Design	IPAM		Patrick Daudau Edwin Ha'ahoroa Michael Mamupio
	Introduction to HR Fundamentals	IPAM	6 Sept.-1 Dec.	Cornelius Henson Georgina Pita Gideon Sukumana Lionel Damola
	Introduction to Management	IPAM	2012 (Apr 16 – 20)	Patrick Daudau

				Edwin Haahoroa Michael Mamupio
	Occupational Health and safety	IPAM		Rose Paia Gideon Sukumana
	How to run successful Meeting	IPAM	26/07/12	Patrick Daudau Edwin Haahoroa Michael Mamupio
	Leadership Training project	IPAM (MEHRD)		All PCDOs
Planning and budgeting	Budgeting	In-house (Finance Advisor MEHRD)		Patrick Daudau Edwin Haahoroa Michael Mamupio All PCDOs
Monitoring of progress or impact	Records Management	IPAM	2012	Patrick Daudau Edwin Haahoroa Michael Mamupio
Other matters	Hygiene and cleanliness in the office	In-house		Joyce Lioa
	Vehicle Maintenance	Workshop Attachment		Willie Luma
	Leadership Courses	IPAM		All PCDOs
	Supervisory Development	IPAM	2012 (Jul 1 – 3)	Patrick Daudau Edwin Haahoroa Michael Mamupio Gideon Sukumana Rose Paia
	Financial Management & Budgeting	IPAM	2012 (Apr 10 – 11)	Patrick Daudau Edwin Haahoroa

				Michael Mamupio SAO/AAO All PCDOs
	Work Attachment – Overseas	Attachment with Pearson, Australia	1 - 2 months Work Attachment	Rosaria Sikiri John Aonima Eric Matangi
		Attachment with Printlink, New Zealand	1 – 2 months Work Attachment	Arnold Alepio Aubrey Maeke Jackson Onahikeni Eunice Duna

4.3.1 Education Resource Unit

Areas	Course	Institute	When	Names
ICT and communication	International computer Driver's license(ICDL)	IPAM	4 Months in 2012	Jimmy
	Excel (advanced)	IPAM	20-22 Sept	Jimmy, Basil Maclis
	IT-maintenance	IPAM	11-13 Aug	Jimmy Stanley
	Training in SIEMIS	MEHRD		Maclis,Jimmy Basil
	Customer services	IPAM	26 Aug.	Jimmy. Basil , Seni
	Information and communication	IPAM	1-3 Nov	Jimmy, Basil, Seni
	Public relations	IPAM		Basil, Jimmy, Seni
Administration	Report writing	IPAM	3 Sept.	Basil. Jimmy

	Managing meetings	IPAM		Basil , Jimmy, Maclis
	Diploma in stores Management & stock Control	CIC	1 year	Maclis Kaipua
	Diploma in Purchasing and Resource management	CIC	1 year	Basil Naoka
HRM	Appraisal systems and meetings with staff	IPAM		Maclis, Jimmy , Basil
	Mentoring, coaching and counselling of staff	IPAM		Maclis ,Jimmy Basil
	Job Analysis and Design	IPAM		Jimmy & Basil
	Public relations and customer services	IPAM		Jimmy, Basil & Seni
	Introduction to HRM Fundamentals	IPAM	6 Sept.-1 Dec.	Maclis & Basil
Management of staff and division	Diploma in Leadership and team Management	CIC (DFL Mode)	1 year	Albert Rex
	Introduction to Management	IPAM	13/07-3/10/12	Maclis & Basil
	Occupational Health and safety	IPAM		All ERU Staff
	How to run successful Meeting	IPAM	26/07/12	Basil, Maclis, Jimmy.
	Diploma in Logistic Supply, Chain & Transport Management	CIC	1 year	Jimmy Stanley
	Leadership Training project	IPAM (MEHRD)		Rex & Maclis
Planning and budgeting	Budgeting	In-house (Finance Advisor MEHRD)		Maclis & Basil
Monitoring of progress or impact	Records Management	IPAM	2012	Jimmy Basil Seni
Other matters	Hygiene and cleanliness in the office	In-house		Sam Tahisimae , R. Seni

4.4 Early Childhood Education Division

The Early Childhood Education is a new division within the Ministry of Education after the policy was approved in November 2008. The Early Childhood Education Division is responsible;

- To provide equitable access and appropriate quality education for young children aged 3-5 years in the Solomon Islands.
- To encourage children to enter the education system early so that it helps them to be ready for entrance to Primary Education.
- To encourage both children and parents see the importance of Early Childhood Education and its role and responsibilities in preparation for the basic education period.
- To offer opportunity that helps children acquire the necessary skills, knowledge, values and attitudes for meaningful participation in the Solomon Islands society.
- To increase participation of stakeholders in the education of young children.

The policy has paved the way through for the ECE division to ensure that it meets the Millennium, EFA and UNESCO Goals through the implementation of the NEAP 2007-2009, NEAP 2010-2012 and Education Strategic Framework 2007-2015.

1.1 Access

To increase access for all young children aged 3-5 years in the Solomon Islands by;

- Attaching and establishing kindergarten to Primary and Community High Schools and model kindergartens approved by MEHRD as well as “Stand Alone” or Extension ECE-centres.
- Undertaking community awareness on ECE Policy and the importance of Early Childhood Education.
- Gathering ECE-data on children aged 3-5 enrolled in ECE-centres and number of FBT- Teachers teaching in ECE-centres.
- Undertaking a baseline survey, mapping of kindergartens and registering of ECE-centres.

1.2. Curriculum

To provide aged appropriate Early Childhood Education programmes by;

- Developing supportive teaching and learning materials.
- Providing curriculum guidelines and supportive learning resources to trained ECE-teachers in the ECE-centres
- Training ECE-teachers on the new ECE-curriculum and supportive materials.
- Trialling out the ECE-curriculum in selected ECE-centres.
- Printing of ECE-curriculum and distributing it to ECE approved ECE-centres.

1.3 Teachers

To improve teacher supply and teacher quality for ECE-teachers by;

- Increasing number of trained teachers and FBT teachers in MEHRD approved ECE-centres.
- Increase number of trainees for enrolment in pre- service training.
- Provide in-service training programme for ECE-teachers such as financial training, Planning Programmes for ECE-centres, etc.
- Strengthen and continue providing FBT-training programme for untrained teacher in the province
- Increase number of FBT-teachers to undertake FBT-programme.

1.4 Facilities

To improve facilities in ECE-centres by;

- Constructing new ECE-facilities to kindergartens attached to Primary and Community High Schools and model kindergartens.
- Establish/Construct new ECE-facilities to “Stand Alone” community based ECE-centres.
- Monitor and maintain all ECE-facilities by communities/ Primary and Community High Schools.
- Construct boarding facilities for ECE-teachers where ECE-centres will be established.
- Provide Natural Learning Resources and child-size equipments for the ECE-centres.

1.5 Management (Financial)

- To provide support through grants to MEHRD approved ECE-centres.
- Provide financial support to Provincial Education Office to enable ECE-officer to deliver and monitor ECE Programmes.
- To provide support through allowances of FBT-teachers.

The Early Childhood Education Division envisages that to provide quality, effective, efficient and transparent management, it needs to develop and improve its internal organization and Human Resources, work environment, external and internal relationships.

I. Internal organisation and human resources

Leadership/ Organisation/Delegation

The director will delegate more tasks to the other staff members to enable active participation in all TWG's, national, regional and international seminars and therefore have regular (at least monthly) staff meetings to co-ordinate all specific ECE-development and also to contribute to the implementation of the NEAP.

Manpower Establishment- 2012

No	Post	Level	Post filled/Vacant
1	Director-ECE	L12/13	Filled
2	Chief Education officer	L10/11	Freeze
3	Principal Education Officer-ECE	L8/9	Filled
4	Senior Education officer-ECE	L7/8	Filled
5	Senior Education Officers-ECE (9 provinces)	L6/7	9 post Filled & 3 new establishments
6	Principal CDO -ECE	L8/9	New Establishment–Curriculum Development Centre
7	Principal Inspectorate Officer -ECE	L7/8	New Establishment-Inspectorate Div.

Job Descriptions (See above, details with admin)

□ Communication

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

□ Staff Needs

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

Staff Development Plan

Name	Course name	Training provider	When
Bernadine Ha'amori	Master of Education	University of Southern Queensland (DFL)	2012
	Leadership Development	IPAM	2012
Joanna Kekegolo	Certificate in Early Childhood Education (TOT) (2 weeks)	SEED, Singapore	2012
	Public service Procedure	IPAM	2012
	Diploma in Early Childhood Education.	USP SI Campus.	2012
Mary Fasi	Knowing your Public Service	IPAM	2012 (Mar 05-16)
	ICDL	IPAM	2012 (Feb 27)
Crispin Dora	Diploma (APTC)	APTC Vanuatu	2011 (currently on study).

Laisa Keniwa'ia	Diploma in Early Childhood.	USP/SI Campus	2012
Cumin Lealea.	Diploma in Early Childhood.	USP/SI Campus	2012
Dinger Gaote'e	Diploma (APTC)	APTC Vanuatu.	2012

□ **Work Development**

- Establish and advertise for needed vacant posts.
- Provide opportunities for all colleagues to attend meetings/training/seminars internal and broad.
- All staff are to be open minded to assist/consult when needs arise.
- To reshuffle provincial ECE-officers who are not performing as expected.
- Time in/Time out and attendance to be strengthened.
- Inform colleague of staff movements
- Keep confidentiality

□ **Monitoring Staff Performance**

- Encouragement of team work.
- Set time line for staff to complete tasks given. E.g. Indicate Officers name and time expected.

II. Work Environment

□ **Necessary Improvement**

The working environment in the room to be conducive to working and should have enough space for freedom of movement by officers and clients

□ **Basic Equipment needed**

- 1 Overhead Projector
- 1 Digital Camera
- 1 Scanner
- 1 Laminating Machine
- 1 New Working station
- 1 Shelf for filing
- 2 laptop
- 11 desktops - 3 MEHRD and 8 Provincial Offices
- Making office more attractive
 - Regular cleaning by cleaner.

- Neatly setting of files and proper working table are well arranged.
- In tray and out tray files to be neatly filed.

There is need for officers to work in a clean and attractive office, where visitors and regular clients are treated with respect and humility.

III. External Organization/Institutional Relationships

Since ECE is a new area of development, the division has clients from different areas in all works of life daily. The division believes in public relations as an important tool in harnessing external relationships with other stake holders and organizations.

□ Regular and potential/target groups

- Education authorities.
- Education secretaries
- Individuals who want to start ECE schools
- Teachers and parents
- Organizations and researchers

□ Improvements required

- Make time line for visitors (Tuesdays and Thursdays) and
- Make special arrangements for those who arrive from the provinces.
- Organizing divisional meetings.

4.5 Education Inspection & Monitoring Division

The Education Inspection and Monitoring Division (EIMD) implements the requirements of Section 19 of the Education Act. The Inspectorate organizes inspections of every school and teaching staff in the Solomon Islands. It further provides for special inspections of any school to be made whenever this is desirable. There are different inspections like for confirmation of teachers, whole school evaluations, specific reasons as promotion or unsatisfactory conduct and performance of teachers and renewals of tenure appointment.

At the moment the Inspectorate is finalizing its review of the inspectorate organisation. A new framework for the inspection has been approved, new standard assessment tools and a handbook for the whole school inspection. Now training of the teachers, school inspectors and EA's is planned to practically work with the newly developed materials. The ultimate goal of this review is to assist in improving teaching and learning in the classrooms. However, the Inspectorate is still understaffed, under facilitated with limited means of transport, staff and funds. The consequence is that many schools and teachers are not visited, assessed on time as required in the *National Education Action Plan 2010-2012*. Goals like improved quality of teaching and learning would be easier met and maintained with a strong support from the Inspectorate and follow up of its recommendations by schools and Education Authorities. However, the Education Authorities are very diverse in performance and capacity. The implementation of the recommendations from the review of the education sector structure hopefully assists in improving the education services to our main target groups, teachers, students and parents.

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

I. Internal Organisation and Human Resources

□ Leadership/organization/delegation

The director will be delegating specific tasks to officers according to their job descriptions. Furthermore also general tasks, such as the participation in the different TWG's, training, seminars etc. have to be done and therefore the director will have weekly staff meetings to co-ordinate all specific inspectorate and general tasks to be done for the implementation of the NEAP. The Inspectorate division has a total staff of 22. The staff positions for the division in the current structure are as follows:

1	Director,	L12/13
2	Chief Education Officer	Level 10/11(Primary & Secondary)
8	Principal Education Officers	Level 9/10 Secondary
14	Senior Education Officers	L8/9 Primary
1	Senior Education Officer	L8/9 TVET

□ Job Descriptions (details with Admin)

Composition Ministry-Inspectorate staff:

Director

Inspector (Secondary)

Inspector (Primary)

Inspector (TVET)

- **Communications:**
 - Bi annual meeting for School inspectors in May and November. Headquarter staff conduct weekly staff meetings.

- **Staff needs:**
 - The staff needs to be given equal consideration for training for upgrading qualifications.
 - Short Term courses for IT, communication and job skills.
 - Training on formulating forms of moderation and interpretation of mean deviation etc.
 - Report writing skills
 - Exposure to inspectorate work done in the region (Study tour)

Staff Development Plan

Name	Course name	Suggested Training provider	When	Mode	Comment
Billy Arumae	Computing Skills (Word and Excel)	JAP Computers	2012	DFL	Short Course
Chris Sakiri	Inspection/Monitoring	NZAP/AUSAID	2012	External	PNG
	Bachelor in Education	USP/SI Campus	2012	DFL	Current/On Program
	Monitoring, Evaluation and Reporting	IMA	2012	External	Short courses
Amos Havi	Research in International Education Project Management and Policy Development in Educational Planning	NZAP, AUSAID	2012	Online	Short course
Merton Toata	Monitoring, Evaluation and Reporting Courses	NZAP, AUSAID, UNICEF, World Bank, UNESCO, World Vision	2012 - 2013	Online	Short courses
Charles Bice	Policy Development in Educational Planning	NZAP, AUSAID	2012	Online	Short courses
	Inspection & Monitoring	NZAP/AUSAID	2012	External	Study Tour
James Niutaloo	Monitoring and Evaluation of TVET Institutions	PNG TVET Inspection	2012	External	Study tour

Willie Etupioh	Data Analysis	UNESCO	2012	DFL/Full time	Short Course
Sam Puka	Study Tour on Inspection	AUSAID	2012	External	Study tour
	Educational Evaluation and Assessment	USP/SI	2012 - 2013	DFL	On line
Golman Holihola	Educational Cost Analysis	IIEP, UNESCO	2012	Online	Short courses
Joseph Tangi	Word & Excel	JAP Computers	2012	DFL	Current/On Program
John Manengelea	Word & Excel	JAP Computers	2012	DFL	Current/On Program
Fred Ramoli	Word & Excel	JAP Computers	2012	DFL	Current/On Program
Elvis Kikolo	Excel	USP/SI Campus	2012	DFL	Current/On Program
Marlon Ahi	Word & Excel	JAP Computers	2012	DFL	Current/On
Gibson Nuhare	Word & Excel	JAP Computers	2012		Program
Elisabeth Wahakeni	Word & Excel	JAP Computers	2012	Online	Short courses
Veronica Toben	Education Project Management and Planning	IIEP-Paris	2012		

Work Discipline

opportunities to expand their horizons such as: regional tours or participation in regional seminars

take older s. E.g. Short courses/seminars arranged by regi

onal or international institutions or organizations.

- Attend incremental awards, appropriate remuneration for the job well done.
- Regular visits to officers in their work locations to monitor and also motivate the officers in their work.
- Organize appraisal interviews bi-annually and produce report on each officer using approved format.

□ **Monitoring/Staff performance**

- Officers to identify key performance indicators in their various areas of responsibility to ensure the task are done in a given time frame.
- Make a checklist of the tasks to be carried out with deadlines and targets indicated (this needs to be sent out to all school inspectors at the beginning of the year).
- Arrange to visit them once a year at their work location.
- Utilise the feedback from the various provincial education secretaries (monitoring and appraisal of EA-officers to be further discussed and pursued by Admin).

II. Work Environment

. Necessary improvements

- The office needs to be properly secured and spacious to accommodate the headquarter personnel and provincially based inspectors include proper storage (stack-up shelves) and one additional filing cabinet.
- Proper office furniture and equipment for provincially based school inspectors is needed such as chairs and tables and notepad computers.
- Provide cooler and utensils for office
- Make rearrangements in order confidential meetings can take place and to protect privacy
- Provide electronic power board that has photocopier function for WSE activity.

III. External Organization/Institutional Relationships

Regular and potential/target groups:

- Education secretaries, school inspectors, teachers, school chairpersons, committees, MEHRD staff and donors.

□ **Improvements required:**

- Times to be tabled for different clients. Front desk officer to control the flow of visitors and note appointment times.

IV Improvement of Efficiency and Effectiveness

- Set time frame for management, control and reporting process.
- Regular briefing with professional divisions to update one another on issues or matters of relevance or for action.
- The accounts section to update on new financial instructions or changes to processes in the imprest or budget.
- Teacher assessment to be forwarded at the third week of each month for TSC for administrative convenience.
- Inspectors submit bi annual reports to CEO Inspectorate Primary and Secondary in May.
- CEO Primary and Secondary submit to Director in June.

4.6 King George VI National Secondary School

King George VI National Secondary School has the following objectives in its staff development plan for 2012:

- Provide training and skills to acquire knowledge at high senior levels in the delivery of teaching and learning aspects in education.
- Assist in imparting the required curriculum of the national syllabus.
- Acquire skills and knowledge of teaching and educational approach.
- Develop in teachers the passion in teaching and educating young people.
- Provide training for new skills and abilities in educational approaches for that is conducive for the new 21st century as high school teaching becomes challenging.

Secondary teaching in the 21st century is becoming a great challenge for teachers as information technology and communication is taking up the leap for learners and teachers. Teachers need to equip themselves well with the right knowledge and skills to disseminate the relevant information. The country's social and law abiding destiny depends entirely on the sound mindset of its citizens and in order to achieve this for the next decades will rest on the educational designs and delivery of its syllabus to its next generation. Better it developments and supports in secondary schools and education is vitally important as laying down social policies as holds the young generation as it educate their mindsets. A sound knowledge and discipline learners and young people can influence the social fabrics of this society and can generate impacts. Therefore, this SDP has been given some of its priorities for this submission.

Staff needs:

Staff needs considerable training for further upgrading in their qualifications to teach at senior levels and maintain stable and confident learners at the school and to maintain the high standards of the school as a lead institution of the nation. Short-term training courses on such as IT and communication and on-job skills. More on assessments, formulating unit tests, moderation and interpretation.

Staff Development Plan

Areas of Service Delivery	Names of Staff	Current Qualification	Department	Courses	Program	year	Institution/ In house
Teaching and Learning	Mathias Bera	Bachelor of Civil Engineering	Maths	Maths & Design Technology	Degree	2012	USP-Fiji
	Lynnette Tokoru	Diploma-English/Social	English	Language & Literature & Geography	Degree	2012	USP-Fiji
	James Tingjia	N/A	Maths	Maths/Physics	Degree	2012	USP
	Navie Bently	Diploma	English	English	Degree	2012	Lahara UPNG/DFL
	Ludovic Maurisuu	Diploma	Maths		Degree	2012	DFL

	Maria Wore	Diploma	Home-Economics		In-service course		IPAM
	David Iromea		Business	Economics	Degree	2012	USP/DFL
	Ben P Manui		Agric	Educ	Degree	2012	UPNG/DFL
	Martin Salo	Diploma	NTS	Guidance/counselling	Diploma	2012	SICHE/IPAM
	Saul Saefafia	Diploma		Business	Diploma	2012	STTP/Regional/NZ
	Rudgard Assanao	Diploma	Industrial Arts	Education	Bachelor of Education	2012	SICHE
	Bryce Masaea	Degree	Science	Business Admin	Degree	2012	USP/DFL
	Rachel Garo	Bachelor of Ed/Literature & Language	English	Business Admin (Psychology) in Arts	MBA	2012	USP/DFL
Leadership and Admin	Willie Waroka		Admin	Public Management	MBA	2012	USP/IPAM
	Jonathan Dive			Postgraduate Diploma Leadership	Diploma	2012	DFL/USP
	Kristopher Asipara			Postgraduate Diploma- Governance	Diploma	2012	DFL/USP
	Muriel Kwaiga	Postgraduate	English	MBA	Masters	2012	USP DFL cont;
	Jessy Haikau	Certificate	Admin office		Certificate	2012	IPAM/DFL
	Donald Siake		Admin	Book-keeping	Certificate	2012	IPAM/SICHE
Students Welfares	Wendy Rereha'a	N/A	Cook	Management/Catering		2012	IPAM/Health Division
	Ruby Omearo	Certificate-short term	Cook	Catering & Hospitality		2012	SICHE
	Charles Pidoka	-	Cook	Catering & Hospitality		2012	SICHE & Hotels
	Anne Horiwapu	Short-courses	Nurse	Health/Nursing		2012	SICHE/IPAM
Security & Environment							

	Alphonse Kese	Short course	Security	Security	Certificate	2012	Police
	John Still Hou	Short course	Security		Certificate of Recognition	2012	Fiji House

1. Internal Organisation and Human Resources

During the year, the school need to settle down and work forward in its programme and had to give priorities in its day to day operation. The organizational structure has been reviewed and inclusion of a senior management team was established with a process of budgeting and job delegation eminent from this exercise.

2. Leadership/organizational/delegation

With the school organizational restructuring process and identifying of needs to operate upon, seemingly four main components of the delivery of services were identified t. They are the school operation, students learning, students cares and boarders' welfares. These are priority areas for students' teaching and learning. The delegation of jobs was established under the umbrella of Senior Management Team (SMT) through the process which consisted of:

- Principal
- Deputy Principal – School Operation
- School Tutor – Student learning/Academic/Curriculum
- Coordinator – Student Care & Activities
- Senior Advisor
- Boarding master/mistress

SMT will then work through each Departmental Heads in facilitating, monitoring of delivery of teaching and learning services. It establishes a mechanism for consultation and quick responses to issues and needs of the school through weekly meetings.

Expectation of the SMT:

- Ensure that students achievement is a priority.
- Share information
- Give support to one another.
- Freely and openly discuss issues and look for solutions.
- Report on progress/actions/challenges within their portfolio/
- Be willing to meet regularly.

All members of the Team have equal status under the leadership of the Principal.

Work Environment

1. Work Discipline

- Staff participation and motivation is necessary in order that they increase their opportunities and horizons on national and regional standings. Increase increments and incentives are important to attain quality student achievement that can lead to a discipline future.
- Visits by MEHRD and Public Service Ministry to staff and continue communications about various relevant issues to education and student learning are crucial in making a better place and a fitted environment to learners and teachers and other stake-holders.

2. Monitoring of Staff performance

- Staff performances must be evaluated and rewarded. Whilst non-performance must be talked with and assessed to find the causes. Monitoring and appraisal made to understand to reach an expected standard and allowed to work with support.

Work Environment

1. Necessary Improvements

- Offices need proper shelves and office telephones connected to various Departments.
- A main switch board line must be developed to ease excessive calls through two telephone lines to the school.
- Difficult to communicate throughout as there is vast areas and high number of people working in a Division.
- Maintenance of photocopying machines is high and need a separate machine for students to use. This could be on user-pay system.
- A receptionist position should be created to provide such services and ease the unexpected visits into the Administration offices.
- To improve on SIEMIS form and prepare for school commencement at beginning of the year.

2. Involvement and target group

- To achieve this target, it is necessary to involve various stake-holders for guidance in this plan. Namely teachers, MEHRD staff, aid donors and Public Service Ministry.

3. Improvement of Work Efficiency and Effectiveness

- Communicate to staff and consult relevant stake-holders on time frame for submit application.
- Asses on the relevant courses available and appropriate training provider.
- Asses appropriate courses and programme
- Indicate possible alternative replacement for continuing of teaching.

4.7 National Commission for UNESCO and National Education Board

The function of the SI National Commission is to involve in UNESCO's activities the various ministerial departments, agencies, institutions, organizations and individuals working for the advancement of education, science, culture and information.

I. Internal organisation and human resources

□ Leadership/organization/delegation

□

The SI National Commission currently has the following structure:

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

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

□ Job Descriptions

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

☐ **Communications**

Information is communicated to members of the National Commission for UNESCO by the NATCOM Secretary. The Secretary in consultation by the Chairman and the Secretary General can call the meeting of the National Commission.

☐ **Staff needs**

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

Staff Development Plan

Name	Course name	Suggested Training provider	When
Christina Victoria Bakolo	Education and Planning	UNESCO, Paris	October 2012
	Policy Development	USP/IPAM	2012
	How to run a successful meeting	IPAM	2012 (Jul 16 – 18)
	Supervisor Development	IPAM	2012 (Sept 24 – 28)

☐ **Work Discipline**

- National Commission to be implementing and completing its program in time as a motivation to attracting additional programs.
- Providing office space for better organization of the office specific sectors and well equipped and conducive office area for commissioners, researchers and the public. This will motivate commissioners to perform more effectively and efficiently

☐ **Monitoring/Staff performance**

- Monitoring tool be drawn up to report on the implementation of programs.
- Job descriptions will be more specific to measure performance.

II. Work Environment

- ☐ Provide good office space
- ☐ Provide sufficient good working desks.

III. External Organization/Institutional Relationships

☐ **Regular and potential/target groups**

- Public, Ministries, NGO's, UN-Agencies.

□ **Improvements required**

- Awareness of UNESCO role in the country to MEHRD Staff as this Organization is housed by the Ministry of Education and Human Resources Development. In addition, NATCOM budget comes under the MEHRD as well
- Proactive work, support and participation in the implementation of UNESCO activities by NATCOM Staff.
- Conduct advocacy programs on UNESCO field of competencies.
- Frequent distributions of UNESCO reports, materials and booklets to relevant institutions and stakeholders.
- Regular consultation meeting of the National Commission.
- Participation of relevant commissioner in workshops and conferences.

IV. Improvement of efficiency and effectiveness

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

4.8 National Examination Standard Unit

The National Examinations Standard Unit has the following objectives to:

- Provide professional and technical advice on issues pertaining to the National Examinations, Standards, Selection Procedures and the Progression of students from the two exit points in the education system in which national examinations are administered.
- Administer three National examinations namely SISE at year 6, SIF3 at year 9 and the SISC at year 11.
- Assist in the administration of year 12 (PSSC) that is directly under the South Pacific Board for Educational Assessment (SPBEA) qualification frame work.
- Develop a national PSCC
- Administer the promotion of students based on the selection procedures guided by the Legal Notice 9.
- Issue grant certification and approval for repeat.
- Monitor educational standards through the conduct of Solomon Islands Standardized Test of Achievement (SISTA 1, 2 & EGA) trials and other support assessment tools such as ARTTLe, Life-skills and EGRA.
- Advise on new approaches or policies in examination and assessment, particularly the development of the Solomon Islands Standardized Test of Achievement (SISTA) to set national baseline data for literacy, numeracy and life skills.
- To monitor and implement a national policy for learners' assessment.
- To participate in the regional pilot on benchmarking for education quality (implemented by Samoa, PNG and Solomon Islands' Ministries of Education)

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

I. Internal Organisation and Human Resources

□ Leadership/organization/delegation

NESU division has recruited a director since 2010. In addition, a Chief Education Officer (NESU) has been recruited in 2011(October) plus a Principal Education Officer (Form Six). Therefore, NESU currently has a Director, Chief Education Officer, Principal Education Officer (Exams), Principal Education Officer (Form Six) and a Secretary. The current vacant position is Principal Education Officer (Standards). NESU needs to work with HR Division to fill this vacant position in 2012. NESU has adopted a more open type of leadership role and mentoring with more delegation to staff members.

□ Job Descriptions

Director	12/13	272-00061	Mary	Hanadarana
Chief Education Officer (NESU)	10/11	272-00062	Linda	Wate
Principal Education Officer (Exams)	8/9	272-00063	Kathleen	Sikapu
Principal Education Officer (Standards)	8/9	272-00064		
Secretary (Assessment)	7/8	272-00065	Tina	Moli

Job descriptions are in place but they need to be reviewed as it is vital that all officers are aware about new, changed tasks and that management supports the new requirements for the job with adequate and suitable on the job or in-service training for efficient service delivery.

Responsibilities are being delegated by the Head and are also monitored on a daily basis to avoid accumulation of scheduled tasks.

□ **Communication**

- Discussions are held openly among the staff and ideas are being shared. Since communication is open, problems are being solved in a timely manner.
- There has been a communication improvement to and from EAs' and regional bodies (SPBEA). There are also challenges faced, for example, the untimely feedback from EAs' and schools on relevant forms or requests. This is an area which needs constantly updating and reminding the agents of the importance and urgency of whatever information to be supplied.
- In our case, the access to emails has greatly improved our data/ information collections as more schools or EAs' start accessing emails or internet. Most of our enrolment forms can be updated directly from emails which will help greatly if all schools have email.
- We have adopted an information pack system that is readily available to all secondary schools. However, in the future, it would be nice to have a website to upload and download information that can be used by schools, Education Authority and the rest of the public.
- It is recommended that schools without access to emails, fax or phone must have a two-way radio. NESU must have a two-way radio as well.
- For the purposes of confidentiality, NESU needs a separate Server (ADSL) for its data storage. Currently, it is sharing with CDD and stored data can be accessed from there which is not safe for NESU.
- Currently, it has one office phone that is currently used by the Director's room and the rest of the staff. If it can have a Telephone Extension System would be ideal for such an office.

□ **Staff Needs**

- So far none of the staff are qualified, it's just experience that counts at the moment, but in order to progress and keep up to date, we need people with specific assessment qualifications; other regional countries have met these, except Solomon Islands. Our government and even the MEHRD have not yet a realistic SDP for specialized skills; most of the staff is sent undergo general administrative trainings.
- There is a great need for this division to have qualified personnel in assessment. This is very crucial so that good and sound decisions are made, since this is a technical division which should offer sound assessment procedures, techniques, processes, analysis and regular reports.
- The division will be more pro-active and take an initiative in identifying and requesting specific skill training from SPBEA. Specific training was requested for ARTTLe, Life-skills and Exam Preparation in light of the Nationalisation of PSSC. One staff member was involved in the workshop for benchmarking education quality, for which there will be a regional pilot from which a lot is to learn about assessment of literacy and numeracy and monitoring learners' progress. For all these new and innovative tasks at least 1 extra permanent staff member (PEO-level) is needed and based on capacity and time availability of the division, also some short term TA(a must for NESU).

Staff Development Plan

Name	Course name	Suggested Training provider	When
Kathleen Sikapu	International Computers Driver's License	IPAM	Feb-May 2012
	IT Maintenance	IPAM	
Tina Kisina Moli	International Computers Driver's License	IPAM	Feb-May 2012
	Budget and Finance	IPAM	
Linda D Wate	Leadership Development	IPAM	2012
	Measurement, Med in Evaluation, Statistics, Assessment, UIC, USA (online program)	University of Illinois at Chicago, USA	2012
Mary Kejoa Hanadarana	Power Point Presentation Skills	IPAM	March 2012
	Appraisal System and meetings with Staff	IPAM	

□ **Work Discipline**

- Working in any assessment environment requires commitment and dedication.
- Setting deadlines will also help to meet the overall results produced in a timely manner.
- Daily monitoring of each assigned tasks will be applied throughout.

□ **Monitoring/Staff performance**

This is crucial for the day to day operation and delegation of tasks and to achieve timely outputs. The issue of staff shortage is now beginning to be addressed at NESU. This also includes short term recruitment of temporary staff during peak times started in 2011 (but a bit delayed). This has a positive impact on the general staff performance. However, encouraging and monitoring staff performance is a difficult area. In SI, it's the terms and conditions from SIG/MEHRD that makes things really difficult, for e.g. very low rental scheme, salaries mismatch with the increase inflation rates. All in all we have to be very patient with our staff performance. The best therefore is to discuss this with staff in a positive and polite manner and in a broader view for their personal gain.

Some measures to improve staff performance:

- Timeline is followed strictly although some tasks are being dragged by other key players or contributors especially the exam markers.
- Management and delegation of tasks to fully utilize the staff capacity, capability and time needs more improvement. Responsible staff must always plan ahead to ensure that rest of the staff are aware of the next line of tasks.

II. Work environment

□ Necessary improvements

- Reliable IT on standby is required and maintenance of IT equipment is crucial for the assessment database which accommodates all the examination data and processes.
- Conducive office space is needed to accommodate all our needs, e.g. filing, storage, marking, workshops, visitors, research etc.
- With the current working space there is limited room to welcome visitors, clients, to accommodate all other necessities.
- Needs laptop replacement and 2 replacement new computers (SISTA and ARTTLe).
- NESU must be full part of the infrastructure developments, as we are not always made aware by the CCD-officer technical who is handling the case. Any future infrastructure development for NESU must take into account the above needs for improvement.

III. External organization/institutional relationships

□ Regular and potential/target groups:

- Schools
- Education Authorities
- Public Colleagues
- CDD
- Regional institution (SPBEA).
- MEHRD
- SICHE
- Ministry of Finance
- Private Business houses

□ Improvements required:

- *Schools and EA's*: Creation of NESU information package (CDs.). It will be dispatched to all secondary schools and EAs' which contains; all registration and application forms, chief markers' and moderators' reports, past papers, regulations, prescriptions, timelines, etc. This will ease the tension of late registration, applications and so forth. Follow up to ensure schools access the information on the CDs is important.
- Schools to have access to email services so that forms can be sent by email and uploaded into ATLAS. Saves time and energy to retype whole school lists again.
- MEHRD/MOFT:
 - Finance is one of our crucial needs in particular the timely release of funds/payment from MoF and within our account divisions to see that whatever urgent payments must be done to speed up the processes.
 - Instructions from Finance with regards to payments must be consistent because sudden change in instructions can cause accumulative inconveniences.
 - Budget allocation has improved since 2010; an further increase to 4.8 million (from 3.8 million in 2012).
- Curriculum
 - Examination prescription updates are still pending with the current review on syllabus. Review workshops have been planned for 2012 to review current prescriptions
 - SBA for the optional subjects were requested, but only one subject was submitted (Social Studies). Other 4 subjects yet to be submitted. Practical workshops have been planned for development of remaining School-Based Assessment (SISC) and also for the Primary level as a replacement for SISE.

IV. Improvement of efficiency and effectiveness

- Review of job descriptions. The current job descriptions were reviewed in September (2011) to align the job descriptions with the assigned tasks.
- Monitoring of job performance and attendance.
- Prepare NESU-information package for all EA's (to be shared with primary and secondary schools).
- Request specific skills training for staff from, IPAM, SPBEA and/or other organizations in the region.
- Expand office for NESU (Storage space is still a huge problem).
- Install a two-way radio.
- Division must have a full staff. New Posts must be created to cater for increasing National responsibility in terms of learners' assessment and monitoring the quality of education, especially the proposed PEO (for the nationalization of PSSC and the work with stakeholders (e.g. development partners) on development of early grade assessment) is urgently needed.
- Needs an auxiliary staff (Hygiene technician) on the establishment.

The National Library Service has the following main objectives:

- Provide opportunities for all Solomon Islands and the General Public to have access to reading materials for the purpose of individual development and creation.
- Support the School Curriculum, promote literacy, encourage reading and dissemination information and ideas through the establishment of Public Libraries, School Libraries, Mobile Library Service, Provincial and Community Library Services.
- Provide Library Services to Government Departments, Authorities and Institutions including schools and others requesting libraries.
- Advice on, coordinate and rationalize the resources and services of Government Department Libraries.
- Maintain, develop and preserve a National Collection of Library resource, including a comprehensive collection of library resources relating to Solomon Islands and its people.
- Set standards by training library personnel.
- Advise and assist in the national planning and development of libraries.
- Undertake and facilitate research on matters concerning libraries.

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

1. Internal organization and human resources

□ Leadership/organization/delegation

The Director must know her responsibilities. Be able to undertake difficult tasks on behalf of the organization, review or assess staff performance and point out areas of improvement. The National Library Division has a total of six established positions and three non-established positions. The director will attempt to delegate more tasks to the different staff and encourage more staff members to participate in the different TWGs in the Ministry.

□ Job Descriptions

The job descriptions for the following positions will be reviewed next year.

□ Director	Level 12/13
□ Chief Librarian	Level 10/11
□ Principal Librarian (Libraries Advisory Section)	Level 8/9
□ Senior Librarian (Technical Services Section)	Level 7/8
□ Assistant Librarian (Central Reference Collection)	Level 5/6
□ Assistant Librarian (Solomon Islands Collection)	Level 5/6
□ Office Cleaner	Level 2
□ Gardener	Level 2
□ Security	Level 2

□ Communications

- Convene monthly meetings with sectional heads in order to monitor their work performances and the progress of their sectional work plan.
- Having monthly meetings with staff
- All staff must have access to email in order to communicate with the MEHRD staff and have access to outside libraries for information purposes.
- Regular face to face consultations with staff on work related matters.
- Produce handover notes if one goes on tour and leave.

□ **Staff needs**

- In-service training (internal/external) relevant to the job
- Encourage officers to participate in workshop/conferences held in- country and overseas
- IT training for staff
- Monitor and attend IPAM courses
- Consult with Admin. on staff accomodation
- Capacity building – officers are encouraged to be enrolled or attend any job-related training.

Staff Development Plan

Names	Courses	In-house/Institute	When
Jackson Ray	Information Computer training	USP SI Campus	2012
	Microsoft office Access	IPAM	2012 (27 Jan)
	ICDL	IPAM	2012 (27 Jan)
	Power Pont Presentation	IPAM	2012
	Art of Report Writing	IPAM	2012 (Aug 21 – 23)
	Managing meetings	IPAM	2012 (July 16-18)
	Appraisal systems and Meeting with staff	In-house training	2012 (Mar 20-22)
	Planning and budgeting	IPAM	
	Supervisor Development	IPAM	
Ellen Pua	Excel (Basic & Advance)	IPAM	2012
	Report Writing	IPAM	2012 (Aug 21 – 23)
	Managing meetings	IPAM	2012 (16 – 18 July)
	Planning and budgeting	In-house	
	Management	USP SI Campus	2012
	Appraisal systems and meeting with staff	In-house	2012
Claudette Malah	MS-Software word	IPAM	2012
	Outlook/Internet	IPAM	2012
	Customers Services	IPAM	2012
	Public Relations	IPAM	2012

	Library Studies	USP SI Campus	2012
Samuel Warakohia	MS-Software word	IPAM	2012
	Outlook/Internet	IPAM	2012
	Customers Services	IPAM	2012
	Public Relations	IPAM	2012
	Library Studies	USP SI Campus	2012
Lillian Horokou	MS-Software word	IPAM	2012
	Outlook/Internet	IPAM	2012
	Customers Services	IPAM	2012
	Public Relations	IPAM	2012
	Library Studies	USP SI Campus	2012
Margaret Talasasa	Excel (basic and advance)	IPAM	2012
	Management	USP SI Campus	2012
	Leadership Development	IPAM	
	Programme	IPAM	2012 (ongoing and ends on 14 Feb).
	Power Point Presentation	IPAM	
	Report Writing	IPAM	2012 (Aug 21 – 23)
	Managing meetings	IPAM	
	Planning and Budgeting	IPAM	
Anna Hoasi	Hygiene and Cleanliness	In-house	2012
	Literacy		2012

Work Discipline

- Emphasize punctuality
- Work according to time lines
- Maintain attendance register
- Staff Counseling
- Issue warning letters if staff are not performing
- **Monitoring/Staff performance**
 - Hold meetings assessing the progress with the work programme and keep a record of tasks to be undertaking by staff and speak to them about performances
 - Staff mentoring and coaching.
 - Staff open Appraisal

- Staff promotion and confirmed in substantive level
- Set time line for staff to complete tasks given
- Bi-annual staff appraisal that assesses staff performance over the past year.

II. Work Environment

□ Necessary improvements

- Basic equipment – The National Library urgently needs
- Fax machine
- Filing Cabinet
- Video screen and deck for story telling session
- 2 desktop
- Shelves
- Chairs
- Transport to do mail run and also to visit school libraries in Honiara City and nearby schools in Guadalcanal Province
- Improve the interior and exterior of the Library
 - Provide pot plants in the Library
 - Provide carpet in staff offices

III. External organization/institutional relationships

□ Regular and potential/target groups

- MEHRD
- Schools
- Libraries
- Education Authorities
- Teachers
- Students
- Researchers
- Book Suppliers
- International Library Organizations
- Children

□ Improvements required

- Visitors Management – Visitors wishing to pay any visit to any of the staff will have to make an appointment with the staff concerned.
- Regular visit/tour to Provincial, Special and School Libraries.
- Organize school library workshops in the Provinces.
- Provide attachment to libraries that need basic library training.
- Seek guidance, ask for advice from well developed library organizations.
- Enter into new relationship with potential customers. Maintain constant contact and share information.

IV. Improvement of Efficiency and Effectiveness

- Staff constantly being made aware of new developments affecting the Ministry.
- More on the job training
- Clear job descriptions/responsibilities
- Identify and address staff needs in capacity, office and accommodation.
- Identify and arrange short term training for staff overseas.
- Award staff incentives for outstanding performance and give support and encouragement to those who need to improve

The National Training Unit is vested with the following seven (7) major tasks:

1. To prepare decision making on selection of scholarships by the National Training Committee (NCT) and ensure that all NTC's decisions on training policies are implemented;
2. To co-ordinate all training at the tertiary level so that national workforce needs are met in a consistent systematic manner;
3. To be a resource base from which information on the availability of training programs can be obtained;
4. To ensure that all awarding of training opportunities are consistent with national priorities, the National Policy for Tertiary Education and the workforce requirements from time to time derived from the National Human Resources Development and Training Council and Skills Training Plan;
5. To monitor progress of those who are undergoing training;
6. To administer all national training committee approved training
7. To provide academic and professional counselling to students on matters concerning scholarships.

I. Internal organisation and human resources

□ Leadership/organization/delegation

To ensure that the tasks above are effectively carried out the director of the National Training Unit anticipates doing the following:

- Assess the current leadership and management scenario and recommending appropriate improvements; the director will organize weekly meetings to co-ordinate all work in the unit and delegate more tasks to the different staff and to allow for more participation of other staff members in the different TWGs in the Ministry.
- Assess the current staff training needs and making recommendations for capacity building for staff;
- Assess and improve the existing procedures for attending to public queries and correspondences and making improvements where required;
- Assess and improve the current processes of submitting requisitions for payments and following up procedures to ensure confirmations of payment are received in a timely manner;
- Monitor and assess staff performance in relation to their job description and organize bi-annual appraisal meetings for all staff and submit reports to US Admin.

Job Descriptions

The job descriptions for the following current positions at the National Training Unit have been reviewed:

- | | |
|--|------------------------|
| ○ Registry Clerk(recommended for upgrading – 5/6) | - Level 3/4 |
| ○ Senior Administration Officer (Accounts) | - Level 7/8 |
| ○ Senior Administration Officer (Counselling/guidance) | - Level 7/8 (Vacant) |
| ○ Senior Administration Officer (Data) | - Level 7/8 |
| ○ Principal Administration Officer | - Level 8/9 |
| ○ Secretary to NTC | - Level 10/11 |
| ○ Chief Administration Officer | - Level 10/11 |
| ○ Director | - Level 13 |

□ **Communication**

The assessment of the current leadership and management scenario of the division will be done through the following approaches:

- Having one-on-one discussions with staff.
- Having weekly staff meetings.
- Creating a suggestion-for-improvement box.
- Going on short term attachments with institutions that deal with students in a like manner in the region and elsewhere.

□ **Staff needs**

The desire to address staff training needs and provide incentives for staff will be addressed in the following manner:

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

Staff Development Plan

		Short Term Training	Long Term Training	When
Name	Course Name	Suggested Training Provider	Suggested Training Provider	
Hudson Kupenga	Project Planning and Budgeting	CIC		2012
Emmanuel Seuvia	ICT and Communication	IPAM	USP	2012
Claire Damutalau	Monitoring of progress or impact Masters of Learning & Development	World Bank	University of Southern Queensland (via DFL)	2012 2012
Robert Peupelu	Supervisor Development Masters of Learning and Development	IPAM	University of Southern Queensland (via DFL)	2012 (Mar 20 – 22) 2013
Coldrin Kolae	ICDL	IPAM		2012 (Feb 27)

Selu Maezama	Leadership Development Management of Staff and Division	IPAM	External	2012 (Jul 30 th) 2012

Work discipline

The issue in communicating with the Public queries and incoming correspondences will be dealt with in the following manner:

- All enquiries and incoming correspondences will be received by the Registry Clerk, who will route them to the Director for initial sighting and directions for actions.
- To device an appropriate procedure to circulate correspondences requiring staff attention.
- To device a system of check that ensures all staff are aware of issues relating to the division.

Monitoring/Staff performance

To liaise with the Education Permanent Secretary, the Finance Permanent Secretary and the Education Chief Accountant to determine more effective and efficient procedures in confirming payments for student allowances and fees payments.

To have bi-annual appraisal meetings with individual staff based on the new appraisal format/job description and submit reports to US Admin and PS.

II. Work environment

Necessary improvements

- Available space for an enquiry counter completed,

III. External organization/institutional relationships

Regular and potential/target groups

- AUSAID
- NZAID
- JICA
- Embassy of Japan
- Government Ministries and Departments
- Provincial Governments
- Private Sector Organizations
- Secondary Schools
- Statutory Authorities
- International Organizations – UNESCO, UNDP.
- Overseas Tertiary Institutions – Regional and International
- Non-Government Organizations

Improvements made

- Computerized network for all staff.

IV. Improvements of Efficiency and Effectiveness

- | | | |
|---------------------------------------|---|--|
| □ Staffing | - | Administration staff complete |
| □ Computerized network for all staff. | - | Done |
| □ Filing Cabinets | - | Done |
| □ Answering Machine Facilities | - | Yet to be installed |
| □ Controlled Access | - | Done |
| □ Typist/Receptionist | - | Could be deployed from typing pool if needed |

4.11 National Teacher Training & Development Division

The National Teacher Training Office has been upgraded to a Division in 2009. It is the aim of the National Teacher Training and Development Division (NTTDD) to contribute to the improvement in accessibility to education, management and the quality of education through training and developing quality teachers, which in themselves are central to an effective education system.

The main tasks of TTDO are:

- To explore options that will increase teacher training and development including the use of school-based, distance and flexible learning, continuing professional development and on-the-job training, in addition to traditional on-campus training for teachers.
- To work with the School of Education at SICHE to review its teacher training programmes in order to meet current and future teacher training needs.
- To facilitate, design and implement professional development courses to help teachers improve their skills in areas of leadership, management, teaching and learning.
- To work with training providers in training and development of teachers.
- To continue with on-campus and distance education teacher training with our traditional teacher training institutions locally and abroad.
- Improve the use of data for quality decision-making regarding the training and development of teachers.

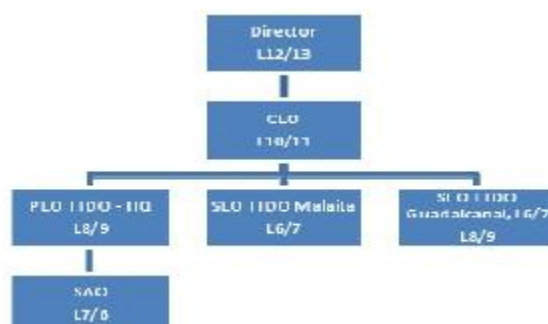
This is a brief introduction on how to improve internal organization, the working environment and relationships to external organization/institutions.

I. Internal organisation and human resources

□ Leadership/organization/delegation

There are currently four officers now in the Teacher Training and Development Division in Honiara whom are the director, the Chief Education Officer, the Principal education Officer, the Senoir Administration Officer and two officers posted to Malaita and Guadalcanal Provinces respectively which increases the number of staff to 6. It is anticipated that the Office will recruit additional staff in the future one for each Province in the country. Currently the Division is headed by a Divisional Director. The positions, salary levels and functions of the Division's current officers are as outlined below.

□ Establishment and Organization Chart for TTDD in 2012



□ Job Descriptions

The Teacher Training Development Division (TTDD) intends to make a full job analysis of the positions to reassign tasks in order to effectively serve the needs of teachers and Education Authorities in the country. This is to meet the changing needs of teachers and learners.

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

- Coordination of tasks within the Office by regular staff meetings,
 - Implementation of the National Teacher Development Plan, 2010-2012 and National Teacher Education and Development Policy Statement, 2008 by continuing with the work of the National Teacher Education and Development Committee (NTEDC) and the Project (for CTPDE) Coordination Team meetings.
 - Coordination of office functions with other Ministry Divisions, in particular CDD, ECE, Primary, Secondary, TVET, TSD, NTU and Inspectorate Divisions as well as the MEHRD Coordination Team.
 - Delegation of more challenging tasks to office staff, including membership of Technical Working Groups and Committees.
 - Overall Annual Work Plan with regular review to accommodate changes.
 - Reviewing, re-defining and clarification of responsibilities according to job descriptions.
 - Allocation of new tasks to officers
 - Establish strong mentoring support system for TTDD officers based in provinces.
-
- **Communication**
 - Meetings – Divisional Staff meetings on a more regular basis for purposes of information sharing, participatory decision making, effective work programme implementation and to inform management of progress.
 - Frequency of Meetings – Fortnightly Divisional formal staff meetings and reporting to inform of progress
 - Stakeholder communication – TTDD will assist stakeholders to have access to email. Newsletters and information fliers to share information on TTDD roles and tasks.
 - Participation in MEHRD radio programmes.
 - TTDD to produce its monthly brochures, fliers and newsletters on roles and activities in TTDD for information dissemination to stakeholders and the public.
-
- **Staff Needs:**
 - Capacity Building /Training – All staff in the Division will have access to some form of staff development, through professional development in the areas of planning, monitoring, evaluation, leadership and management, DEFL, on-line e-Learning, workplace visits, in-house organizational training, local and overseas conference/workshop attendance.
 - Assist the two Education Officers for Guadalcanal and Malaita Provinces (EO- TTDD) to undergo proper induction and professional development capacity building activities to prepare them for their roles in coordinating distance and flexible learning and other programmes for teachers in their provinces as a pilot in early 2012.
 - A mentoring programme will be developed to assist in the delivery of distance and flexible learning in the two pilot province of Guadalcanal and Malaita.
 - TTDD will adapt a Cross-Divisional staff training approach to utilize Ministry staff in the delivery of teacher education programmes.

Local and international technical assistance (TA), international volunteers, local mentors will be used in the development and implementation of the Division's Work Programme.

Staff Development Plan

Name	Position	Current qualification	Proposed qualification	Proposed provider	Proposed year for study	Action
James Bosamata	Director	Masters in Educational Leadership	Leadership Development	IPAM	2012	Short course (on-going. Should complete by Feb 14)
			Supervisor Development	IPAM	2012 (Jul 24 – 28)	
Josette Batanisia	SEO-TTDD	Bachelor in Education (Primary)	Knowing Your Public service	IPAM	2012 (Mar 5 – 16)	Priority
			Introduction to Management	IPAM	2012 (Apr 16 – 20)	Priority
			Computer (ICDL)	IPAM	2012 (Sept 10 – 12)	Priority
			Post grad Diploma in Education	USPSI Campus	2012	Long term career development plan
Trevor Bele TTDD-Guadalcanal	PTTDD	Certificate in Teaching. Currently doing Diploma in educational leadership & change	Knowing Your Public service	IPAM	2012	Priority
			Introduction to Management	IPAM	2012	Priority

			Budget and Financial Management	IPAM	2012	Priority
			Bachelor in Education (Primary)	USPSI Campus	2014	Long term career development Plan
Jackson Rahemae-TTDD - Malaita	PTTDD	Cert. in Teaching. Diploma in Educational Leadership & Change, 2008	Knowing Your Public service	IPAM	2012 (Mar 5 – 16)	Priority
			Budget and Financial	IPAM	2012 (Apr 10 – 11)	Priority
			Introduction to Management	IPAM	2012 (Sept 24 – 28)	Priority
			Bachelor in Education (Primary)	USP-SI CAMPUS (DFL)	2014	Long term career development plan

□ **Work Discipline**

- Management
 - Good time m
 - Self motivati
 - Creating cor
- h
- health and safety, training and development,
- Employer (M
- n
- needs (basic needs according to Maslow's hierarchy Needs) including Re-grading/Upgrading of salary
- l
- levels, promotion opportunities, housing/accommodation needs,

security needs, transport needs of staff,

- Creating an organizational culture that promotes collegiality, sharing of ideas in an open and team building environment, self motivation for performance with minimum supervision.

□ **Monitoring staff performance**

- Performance assessment (Open Staff Appraisal): Bi-Annual Staff Appraisal that assesses staff performance over the past year with a view to set new targets for the next 12 months and find out how

performance over the next 12 months can be improved. Areas of focus also include identifying obstacles or barriers to performance and to identify training needs that will enhance performance.

II. Work environment

Necessary improvements

- **Provision of Basic equipment including IT**
 - TTDD has now been moved back to Tongs Building and need telephone line connection and to improved the office with better communication and computer facilities.

- **Visitors**
 - Customer consultation time management.
 - Information fliers and newsletters on roles and activities in the TTDD are to be produced in 2012.
 - TTDD as a point of contact in sharing information on teacher education and development opportunities need to take a more active role informing EAs and stakeholders about its activities and also opening and closing dates of scholarships applications and short in-service trainings for teachers.

III. External organization/institutional relationships

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

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

VI. Improvement Of Efficiency And Effectiveness

- **Better recruitment, management, rewarding, appraisal of human resources in the Division**
 - Review and implement Staff Appraisal System
 - Develop a Teacher HR Skills Inventory using SIEMIS and other sources.
 - Produce individual Staff work plans linking to Annual Work Programme and National Teacher Education and Development Implementation Plan, 2010-2012.
 - Divisional Filing System (Manual and Electronic)

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

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

- **Increasing Teacher Training and Development activities in the Province:**
 - Recruitment, if allowed by Public Service and if not, transfer of current TTDD Officers in 2012-2015 to other provinces to better serve the training and development needs of more than 7,000 teachers of which 40% is untrained and mostly working in the rural areas.
 - Regular conduct of professional development programmes in schools.
 - Continuation of training of mentors based in the provinces around clusters of schools to assist in serving teacher education and development needs in 2012.

4.12 Planning Coordination & Research Unit

The PCRU was established to address the serious shortcomings of the education system by providing management capacity for major projects, collecting data, carry out studies and analysis of the system. With the SWAp, the Sector Wide Approach, there is a need for better coordination between the different national, provincial education action plans and school development plans, the project support from some of the development partners and other stakeholders and the coordination between the different core Ministries involved in the education sector. PCRU's main roles are to:

- Lead and co-ordinate the planning, monitoring, reporting and review process in the education sector;
- Develop, review three-year National and Provincial Education Action Plans, school development plans and annual working plans at all levels (national, provincial and schools);
- Assist in preparation of the recurrent and development budget for the Ministry in close co-ordination with accounts and other stakeholders like the provinces and development partners;
- Assist the Sector Co-ordination Team, Heads of Division meetings
- Provide advice to the National Education Board, Permanent Secretary, ESGC and ESCC on strategic planning matters;
- Co-ordinate and mainstream the different project activities in the Ministry with development partners in order they fit in the framework of the Sector Wide Approach, National Education Action Plan, 2010-2012 and Education Strategic Framework (ESF), 2007-2015;
- Develop and support a coherent monitoring system in the Ministry and therefore sustain and regularly review the Solomon Islands Education Management Information System and the Performance Assessment Framework (PAF);
- Develop coherent and strong supporting the areas of planning/budgeting, monitoring and reporting to the provinces and schools and co-ordinate the monitoring visits to provinces and schools;
- Develop and monitor the implementation of a National School Infrastructure Policy and Action Plan on the basis of a sector wide assessment of school infrastructure;
- Coordinate and provide support to the implementation and monitoring of infrastructure programs and projects;
- Coordinate and provide supports to EAs, Schools and Communities in the implementation of the whole school development plan process;
- Develop and manage the SIEMIS through the timely distribution, collection and data input of the annual school survey forms and regular production of data analysis and education sector reports (bi-annual reporting and PAF);
- Analysis and provide users friendly presentation of data to all educational stakeholders;
- Conduct relevant training on SIEMIS for SIEMIS-core team and other MEHRD-officers;
- Provide the Ministry with adequate and professional ICT-services and capacity building in this area;
- Lead the communication with stakeholders, other Ministries, provinces, communities, teachers, development partners and NGO's.
- Assist the senior management with the implementation of recommendations from the Education Sector Structure review 2010.

The development of human resources, staff is important for improved efficiency and effectiveness of the PCRU and improved performance of individual staff.

I. Internal organisation and human resources

Leadership/organization/delegation

- Delegation of tasks to subordinates by responsible officers
- Conduct 2-weekly meeting for all senior officers of PCRU
- Formulate and develop a checklist or log book on weekly tasks for the subunits
- Communication through regular staff meetings and monthly divisional staff meeting for PCRU.

Job Descriptions

PCRU has expanded in number of staff and has many tasks. The coordination roles of PCRU remain a challenge as it has subunits which are yet to be fully resourced with manpower. The research function of the Unit has been neglected, because it does not have the capacity in terms of manpower and skills. There are also challenges in the formulation of an infrastructure action plan, upgrading of the quality of the monitoring and reporting system and the IT-services. Given these challenges, there is a need to review the roles and functions of the PCRU and the job descriptions of the individual officers. Details are with Admin division.

Staffing

Director	Level 12/13
Chief Planning Officer	Level 10/11
Chief Infrastructure Officer	L10/11
Chief Coordinating Officer	L10/11
Principal Planning Officer	L8/9
Principal Infrastructure Officer	L8/9
Reporting and Monitoring Officer	L8/9
SIEMIS/software specialist	L8/9
2 Planning Data officers	L6/7
IT-management and maintenance	outsourced to companies on half year evaluation basis

Communication

- To utilize the network communication within the Ministry and Division through group email distribution list
- To share information through regular meetings and distribution of relevant documents such as reports.
- To share information through the conduct of regular divisional meetings (at least 2-weekly).

Staff needs and capacity building

Improve capacity building through short trainings and workshops as incentive to improve job performance. Identified areas:

- Planning
- Project formulation and Appraisals
- Statistics
- Public service management
- Project management
- Monitoring
- SIEMIS training
- Relevant ICT-training for PCRU officers

Staff Development Plan

Name	Course name	Suggested Training provider	When
Director	Master Degree in Education Management Education Planning and Statistics (master level)	Open UPNG (via DFL) Online mode, any provider is available	2012 or 2013
Ema Furai, CPO	Masters Degree in Development Planning (Education) Project management (short term)	USP Laucala campus NZAP short term programs/TAFE or CIC	
Anita B, DPO	Project management (short term)	NZAP short term programs, TAFE or CIC	
Sophie K, DPO	 Diploma in Project Management	NZAP short term programs/TAFE CIC	 2012
Benjamin Rockson	Short courses on Quantity Surveying or Building Technology	NZAP short term programs/TAFE/JICA	
Lency Olitisa	Completion of Bachelor Civil Engineering or Bachelor in Construction Management Project management Introduction to Management	Auckland University or Queensland University of Technology NZAP short term programs/TAFE/JICA or CIC IPAM	 2012 (Apr 16 – 20)
Joe Maeriu Ririmae	Advance Training Programme (ATP) □ A practice-oriented degree programme for Educational Managers □ Advance Diploma and Master training programme in educational planning and management □ Diploma in Programme	 International Institute of Educational Planning (UNESCO, PARIS) International Institute of Educational Planning (UNESCO, PARIS)	 2012-2013 2012-2013

	Evaluation	International Program for Development for Evaluation Training (IPDET) Carleton University, Canada SPBEA, SPC, Fiji IPAM	2012-2013 2012 2012 (Apr 16 – 20)
Mike Haukaria	Education Planning and Statistics Data Analysis Educational Planning and Analysis System/Education Planning and Management (EMIS) BA Management & Administration	Short-term training: University of Goroka, USP or any other Regional University IIEP (Paris) In-Service; USP	2012 2013
Charles Sisimia	Master of Arts in Leading Innovation and Change (Online) Or, Master Business Admin	Robert Kennedy College, Switzerland USP for MBA	2012

1.4 Work Discipline

- Introduce flexible-time
- Staff Counselling

- Professional work code of ethics to be practiced at all times

1.5 Monitoring/Staff performance

- Improve monitoring of staff performance through monthly reporting and staff meetings
- Have bi-annual appraisal meetings with all individual staff based on new JDs and submit reports to US Admin and PS
- Develop weekly checklist of priority activities to be done on weekly basis
- Develop individual work plans
- Mentoring and coaching of officers in specific skills required

II. Working Environment

Necessary improvements

- Tidying up office to make more attractive
- Improving office filing system review index and procure new files
- Expand server storage capacity to accommodate electronic filing system and increase security and virus control
- Improve internal communication through email
- Improve client/ visitors management by providing waiting area appointment book
- Need more office space currently due to increased number of staff

III. External organization/institutional relationships

Regular and potential/target groups

- Head teachers and Principals and Teachers regarding school annual returns and school infrastructure projects
- Provincial and Education Authorities for planning needs
- Students doing studies need data and information for research
- International and regional organizations/ donors for consultative meetings
- Conduct consultation meetings with other Government Ministries in relation to development programmes and projects coordination

Improvements required

- Improve communication with Schools through radio programmes, production and distribution of statistics/ school profiles and information related to schools
- Implementation of wide area network to improve communication to provinces
- Improve communication/consultation with education authorities through radio programmes and annual planning workshop and monitoring of provincial action plans
- Improve coordination of donors
- Improve provision of information through up to date data

IV Improvement of Efficiency and Effectiveness

- Improve work environment, complete work stations and shelving
- More on the job training and mentoring

4.13 Primary Education Division

The overall purpose of the Primary Education division is to develop children's literacy and numeracy skills (reading; writing; speaking; listening and computational skills) and other skills and understandings that prepare young people to take part in society. These other skills and understandings include skills in science; social science; community studies; agriculture; art; music and physical education. The desired policy outcome however; is that there will be good quality Universal Basic Education in the Solomon Islands from year 1 up to year 9 in the Education Sector. According to the National Education Action Plan; (NEAP) 2010-2012 and the Education Strategic Framework; (ESF) 2007- 2015 the following are the general and special sub-sector objectives:

1.1 Access

To increase access to Primary Schooling throughout the Solomon Islands by:

- Assisting in gathering data about the number of boys and girls enrolled at each level in each primary school.
- Assist in registration of schools.
- Ensuring there is 100% participation in primary schooling, also of girls and children with special needs.
- Undertaking community awareness programmes on the importance of education, taking into account the importance of parents and community roles towards primary education.

1.2 Curriculum

To develop Primary education programmes by:

- Continuing to assist in the review of the primary school curriculum
- Ascertaining that sufficient teaching and learning curriculum materials are provided for primary schools.
- Developing strategies to improve language development in education.
- Improving the teaching of mathematics, science, social studies and other subjects to achieve the outcome based curriculum (OBC).

1.3 Teachers

To improve teacher supply and teacher quality for primary school sector by:

- Ascertaining and monitoring the attendance of teachers and advice the EA's with HRD-matters.
- Assist in the development of the Teacher Service Handbook and its correct implementation.
- Ascertaining that there is fair and equitable distribution of trained primary school teachers to all primary schools.
- Ascertaining that there is a good analysis and awareness about how many teachers are needed in primary schools and to adapt the number of trainees to be enrolled for pre-service primary teacher training.
- Ascertaining that there are continuous in-service training programmes for primary teachers in training (TIT), preferably through DEFL.
- Ascertaining that there is provision for upgrading of serving teachers to the upgraded Diploma in teaching primary.

1.4 Facilities

To improve Primary school facilities by;

- Assisting PCRU and other divisions in conducting monitoring tours.

- Promoting community and parental support awareness to schools to improve facilities that are sub- standard at existing primary schools.
- Assisting in monitoring of the primary infrastructure programme.

1.5. (Financial) management

- To support and implement the policy of Fee Free Basic Education by a grants system for operation of schools based on the number of students enrolled at schools. Monitor correct use of the grants and assist with timely retirement of school grants.
- To support whole school development plans and training to school committees/boards.
- To monitor the implementation of the Basic Education and the language in education.
- To assist in training and monitoring of the primary school grants.

In general the Primary Education Division is responsible for the administration and implementation of the Education Act, the Constitution and the statutory requirements in all registered Primary schools. The division is fully aware of the principles and challenges in our Human Resources Development plan (HRD) 2011. It will address these in order to improve its internal organization. This Human Resources Development plan, supports goal number 3 of the National Education Action Plan (NEAP) emphasizing, management of resources in an effective and efficient.

I. Internal organisation and human resources

- **Leadership/organization/delegation**
 - Current Structure: 1 Director who manages 1 CEO,1 PEO
 - The director will delegate duties to all officers
 - Other officers perform to their job descriptions/duty statements
 - Director will organize at least 2-weekly staff meetings

Job Descriptions

- Besides the job description officers can be involved in other related tasks. e.g. TWG's
- To accommodate all these changes, the duty statement of all officers had been reviewed.
- **Communication**
 - For improved communication the director and primary division staff, one office working space should be reviewed.
 - Continue regular informative meetings to update each other on current development issues.
 - Consultative discussions with other divisions for information sharing.
- **Staff Needs**
 - In-service training (internal/ external) relevant to the job description.
 - Capacity building- officers are encouraged to be enrolled in courses offered
 - Re-enforcement of computer training and other necessary skills for job improvement

Staff Development Plan

Name	Position	Course name	Suggested Training provider	When
Benedict Esibaea	Director	Supervisor Development	IPAM	2012
		Leadership Development	IPAM	2012
Julian F. Lilo	CEO	Leadership Development	IPAM	2012 continue
Marion Luihenu	PEO	Supervisor development	IPAM	2012(Feb 20-22)
		Leadership development	IPAM	2012

□ Work discipline

- Opportunities for staff to attend meetings/trainings/seminars internal and abroad.
- All staff are to be open minded to assist/consult when needs arise.
- The need to have a permanent office/ housing estate for MEHRD staff.
- Officers to be provided with accommodation.
- To reshuffle Provincial education officers who are not performing as expected.
- When work performance of an officer deteriorates, the director will call for consultation
- Time in /time out attendance to be strengthened
- If an officer wishes to leave, he/she must inform colleagues.

□ Monitoring staff performance

- Produce staff weekly task tracking performance
- Having bi-annual appraisal meetings with all staff and submit reports to US Admin and PS
- Encouragement of team work
- Maintain staff attendance register

II. Work environment

Necessary improvements

- There is need for officers to work in a clean and attractive office, where visitors and regular clients are treated with respect and humility.
- The division recommended work on the work stations to remaining divisions to be connected to email and internet services.
- Provision of basic furniture, IT-needs, filings, and other office materials will be communicated to respective divisional heads.
- For an officer to work long hours comfortably, office environment must be improved and basic working equipments provided like:
 - Basic Equipment
 - Computers – 2 desk top and one needs replacement. IT-manager needs to do more regular checking
 - Furniture – need three proper office tables and three chairs.

- Making office more attractive
 - Regular cleaning of office by cleaner (make a weekly Roster for cleaner)
 - No smoking, chewing betel nut
 - Neatly setting of files and placement of tables

lii. External organization/ institutional relationships

There are clients who came through our office who are really finding it hard to communicate with officers responsible. The division believes in public relations as an important tool in harnessing external relationships with other stakeholders and organizations. Steps will be taken to address this in its HRD-plan 2011.

Regular and potential/ target groups:

- Education Secretaries,
- Provincial Education officers,
- Individuals and organizations who want to start schools
- Teachers and parents
- Organizations and
- Researchers.

Improvements required:

- Visitors Management
 - Make appointments to see officers at the reception counter
 - Admin to appoint somebody to take care of visitors
 - Allocate chairs for visitors in cubical area.
 - Maintain good public relations.
 - Maintain consistency in providing information/ or decision been made to the public.
 - Stick to principles and fairness in decision making
 - Apply good judgment on the issues clients come with.
 - Prepare relevant information for SIBC-weekly programme

Iv. Improvement of efficiency and effectiveness.

- Avoid any delay of budget allocation
- Have own office space
- Strengthen support to provinces
- Present room too crowded
- Continue to review the divisional job descriptions and adapt to new needs
- Review staff condition of service

4.14 Secondary Education Division

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

Objectives /Goals

- To implement the Basic Education Policy and Fee Free Education Policy;
- To improve equitable access to quality basic education for all young Solomon Islanders and to create good quality senior secondary education;
- To improve the way school operational grants are managed, disbursed, and monitored;
- To provide teacher supply and teacher demand requirements for the junior and senior secondary school sectors to TTDD;
- To identify and improve senior secondary institutions in the Solomon Islands;
- To develop a policy for the development and implementation of senior secondary schools throughout the Solomon Islands by July 2012 onward;
- To provide awareness programme and implementation of the SSEP;
- To assist the primary division to develop the policy for registration and opening of new schools by 2012; and
- To assist ICU to develop, implement, and monitor school infrastructure development plan for all schools.

I. Internal organisation and human resources

□ Leadership/organization/delegation

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

□ Staffing and Position description

Director (Secondary)	Level 12/13
Chief Education Officer	Level 10/11 (officer transferred from NTTD)
Principal Education Officer	Level 8/9
Principal Education Officer	Level 8/9

- Identify cross-cutting job tasks which need to be harmonised to improve work performance in the division
- Re-look at job description to maximise output.

□ **Communication**

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

□ **Staff Needs**

- Staff to be encouraged to undertake on the job training in line with HRD Plan 2011.
- Mentoring of staff specifically for administration and management capacity building.
- Consult with Administration on staff needs especially with their accommodation.
- Staff must be remunerated according to the established position held and its due entitlements.
- Identify staff needs and organize tailored courses for officers and teaching staff at secondary schools.
- Replacement plan for the sake of continuity of work is required should one go on study leave. A three year phase arrangement is proposed.

Staff Development Plan

Name	Position	Course name	Suggested Training provider	When
James Iroga	Director	Management Studies	USP, Honiara	2012
		Leadership Development	IPAM	2012 (Jul 30 th)
Elvis Kekegolo	CEO	Postgraduate Dip in Business Admin	USP (Day Release)	2012
David Sanga	CEO(Ag)	Knowing Your Public Service	IPAM	2012 (Jun 18 – 29)
		ICDL	IPAM	2012
Ruth Waririu	PEO	Educational Management (long term course)	USP-Course, Honiara	2012 on going
		Introduction to Management (short course)	IPAM	2012 (Apr 16 – 20)

□ **Work Discipline**

- Reinforce rewards to encourage inputs and outputs by officers.
- Advise and be firm in principle to staff.
- Encourage proactive discussion with officers which needs to be open and honest.
- Encourage good working habits amongst officers and adhere to it.

- Encourage study visits to a neighbouring country to learn and gain experience from and to boost performance.
 - Officers must take leave or extended leave.
 - Officers deserve commendation certificate or letter by responsible officer to acknowledge officer's achievement for their excellent service.
 - Foster a good working relationship amongst officers
- **Monitoring of Staff Performance**
- Set datelines on tasks delegated and keep checking by consulting to see progress of work
 - Revise weekly schedule of activities.
 - Where necessary advise officers in their difficulties or on any unclear information/policies/regulation etc.
 - Organise bi-annual appraisal meetings with individual staff and submit reports to US admin and PS

II. Work Environment

□ Necessary improvements

Although the office space is small and therefore not conducive for working and receiving visitors, there is a desire for increase of staff. There is also a need to improve the office facilities:

- 2 Desktop computers in the division must be replaced, 5 chairs required for the division clients, replacement chair required for director, 2 new shelves needed archive and filing.
- Filing
 - Filing system be reintroduced, and centrally located
 - Making office more attractive, cleaning, tidying up
 - School photos theatre, posters, official workshops photos on display on a schedule basis, have a display board outside and inside office.

III. External Organization/Institutional Relationships

□ Regular and potential/target groups

There are key institutions and stakeholders who are directly involved in achieving the desired NEAP-goals. The regular and potential customers/target groups are:

- Education authorities
 - Board of Management and Communities
 - School Administration and schools
 - SICHE especially on teacher training issues
 - NGO's
 - UNESCO
- **Improvements required**
- Visitors' management - assign two days a week for public consultation and prepared schedules or notices for visitors to read. An Appointment book system has been introduced.
 - Encourage constant dialogue and correspondence by dissemination of reports, pamphlets and printed matters to officers informing them of the involvement of the division and its achievement and challenges.

- In order to improve the service delivery to clients these mentioned target groups should be consulted as partners especially to get feed backs and other relevant information on how best to improve the secondary education system in the Solomon Islands.

III. Improvement of Efficiency and Effectiveness

- Job descriptions have been revised and will be discussed and updated through divisional meetings.
- Organise 12 regular staff meetings in 2012
- Develop weekly work schedules.
- Strengthen support to provinces and schools
- Participate in relevant TWG's
- Improve work environment
- Manage visitors

The secondary schools staff has undertaken a national survey with the use of its schools Assessment Instrument. With the approval of the SSEP, the division will equitably expand its senior secondary schools.

4.15 Teaching Service Division

The Solomon Islands Teaching Service Office (TSO) is established as the administrative office of the Teaching Service and the TSC. Its functions are to:

- 1 Act as a Secretariat for the Teaching Service Commission.
- 2 Maintain and keep under review the Register of Teachers.
- 3 Issue Teacher Registration Certificates.
- 4 Monitor and facilitate teacher appointment, promotion, demotion and salary payments.
- 5 After confirmation of an appointment, demotion, resignation or suspension to immediately update the central payroll for teachers at the Ministry of Finance and Treasury. Education Authorities are therefore obliged to report any demotion or suspension or transfer of staff to TSO.
- 6 Share all names and other relevant data about probationary teachers, teachers on trial promotion and tenure appointment (see 4.4) on time with the Inspectorate, in order these teachers can be assessed within the required period of one year for probation and trial promotions or within the agreed period of tenure.
- 7 Also all names of teachers and other relevant data about teachers who serve on the basis of Fixed Terms Appointments (FTA) need to be shared by EAs and TSO with the Inspectorate as all teachers should be assessed every three years before they receive a new or revised contract.
- 8 Deal with salaries of teachers appointed by Education Authorities.
- 9 Implement policy matters that are approved by the Government from time to time.
- 10 Manage the teacher establishment and budget process.
- 11 Carry out decisions of TSC and the Ministry of Education.
- 12 Develop and review the National Scheme of Service for Teachers.
- 13 Maintain professional and administrative links with SINTA and Education Authorities and any other teacher related associations.
- 14 All other functions as the TSC may delegate to it.

I. Internal organisation and human resources

VII. Proposed TSD establishment staffing for 2012

MANAGEMENT TEAM - TSD

1	Director	12/13
1	Chief Education Officer (Professional)	10/11
1	Chief Admin Officer /Establishment	10/11
1	Secretary to Teaching Service Commission	11/12
1	Principal Education Officer (Professional)	9/10

5	Total TSD Management	
	SUPPORT SERVICES TEAM - TSD	
1	Principal Administrative Officer (ESTAB)	9/10
6	Senior Admin. Officers	8/9
1	Administrative Officer (Registry)	6/7
1	Clerical Assistant (Registry)	4/5
1	Data officer	5/6
10	Total TSD Support Services	
15	Total TSD Staff	

The proposed increase in the level of the Secretary was because in the structure of Teaching Service Division, the Secretary is regarded as a separate unit. This unit acts as the link between the TSD and the TSC. In this the role of the Secretary is not only to make submissions on behalf of the teachers but also do other tasks such confirmation of probationary appointments, trial promotions, demotions and suspension of teachers in the Solomon Islands and implement other decisions handed down by the Commission. These tasks are seen to be very important and demanding, but the current substantive level is deemed not attractive.

□ **Communication**

Improve on internal communication techniques through:

- Regular face to face consultations with staff on work related matters.
- Use email to inform staff of very important MEHRD developments.
- Conduct monthly staff meetings.

□ **Staff Needs**

- Continuously fill in the staff appraisal forms and update the divisional Staff Development Plan on the basis of these appraisals to enhance performance.
- Staff requires feedback from appropriate division and commission on the outcome of their assessment.
- Staff needs to have proper communication links with the current Education Authorities
- There needs to be a proper link established between the TSD and MEHRD officers responsible of policies in order to have a readily available access to all policies. This is essential and might help in informing the officers in policies and the change that the policy might cause in the Teaching Service Division.
- There is a need to recruit one data officer in the Establishment unit of the Teaching Service Division who will assist the current 2 officers dealing with the establishment of teachers in all the authorities. This officer's responsibilities will be linked to the current Principal Establishment Officer

Staff Development Plan

Below is the training schedule for 2012. The staff training plan for 2012 was proposed based on the need to up skill most officers in the proficiency in communication skills in which writing is an important area. This is a course offered by the University of the South Pacific, Solomon Islands Centre. The officers will attend the Basic Writing

Skills course in the afternoons according to the time table set by the training provider. The course will be conducted for 8 weeks and there will be 4 contact hours per week.

Staff Development Plan

Name	Course name	Suggested Training provider	When
1. Judith Teiykala	Masters in Business Administration	USP (SI Campus)	Current
2. Chris Mae	Basic Writing skills	USP (SI Campus)	2012
	Professional English for Every Day & Business Use		2012
3. Silverio Mangapanga	B Ed (Leadership & Change)	USP (SI Campus)	2012
4. Alice T Baru	Basic Writing skills	USP (SI Campus) and SICHE, School of Finance and Administration	2012
	Professional English for Every Day & Business Use	CIC via DFL	2013
5. Audrey Qula	Basic Writing skills/Diploma in Administration	USP (SI Campus)	2012
6. Janet Ramo	Basic Writing skills	USP (SI Campus)	2012
	Professional English for Every Day & Business Use	CIC via DFL	2013
7. Mellisah Kologeto`	BA Management/Basic Writing Skill	USP (SI Campus)	2012
8. Argenta Aumana	Diploma in Administration/Basic Writing skills	USP (SI Campus)	2012
9. Grace Wale	Basic Writing skills	USP (SI Campus)	2012
	Professional English for Every Day & Business Use	CIC via DFL	2013
10. Norman Donua	Basic Writing Skills	USP (SI Campus)	2012
	Professional English for Every Day & Business Use	CIC via DFL	2013
11. Riding Sau'e	Diploma Finance & Administration/ Basic Writing skills	SICHE, School of Finance/USP (SI Campus)	Current
	Professional English	CIC	2013

12. Ambrose Malefoasi	Dimensions in Teacher Development	Policy	World Bank	2012
-----------------------	-----------------------------------	--------	------------	------

□ **Work Discipline**

As a means of motivating staff performance and increase work discipline, staff should be given the opportunity for such things as:

- Attending relevant work specific prescribed short term courses/trainings to enhance and improve work performance
- Attending organized IPAM training for the understanding of government policies and regulations.
- Participating in workshops and visits arranged by MEHRD and other stakeholders relevant to their jobs.
- Being paid appropriate allowances for performing work above their current level.
- Time management on staff attendance and work performance as well to improve punctuality.
- Re-strengthen the existing process to address officer's performance that does not meet expectation. This should be in line with the processes stipulated in the Public Service General Orders.
- Discuss with the staff the key performance areas that might warrant an increment in their salaries and levels according to the Open staff appraisal. This is expected to be done every two (2) years.

□ **Monitoring Staff performance**

Regular monitoring of staff performance through:

- Observation and recording of staff attendance by the senior management team
- Interviews and open dialogue with staff members on areas that need to be improved
- Written reports i.e. using approved standard forms for staff assessment appraisals. Assessment to be carried annually to identify strengths and weakness of staff work performance.
- Constant and regular checking of each staff's output and performances
- Request staff to fill in the agreed personal performance check list daily as this will form the baseline for performance assessment at the end of each officer's work year
- Encourage staff to produce weekly record of the teachers queries and response form
- Taking measures to improve the performance of officers that are observed not to perform as expected.

II. Work environment

□ **Necessary improvements**

- It should be a priority that the division is provided with an office that is spacious to cater for the big number of officers needed to adequately staff the division and to also create a conducive and healthy working environment. The current space is not enough to accommodate all the filing cabinets containing all the important files of the teachers. No proper storage rooms for these filing cabinets may pose high risks for teacher's files to be easily stolen since currently the corridors of the MEHRD office is used a storage for these filing cabinets. A separate working office space will accommodate all the officers and will create more space to move around, allow the Teaching Service Office to have separate rooms for the safe keeping of the numerous filing cabinets, consultation and discussion with teachers on matters that are confidential for teachers, allow space for Education officers to meet and discuss with Teaching Service Officers on matters relating to establishment and other general areas of needs for teachers.
- A separate registry room would allow for enough space for the registry officers to organize and arrange a better and proper filing system that would lessen the time to hunt for Teachers Personal Files, subject

files and confidential files. Also a separate registry room computer facilities would allow them be more effective and efficient to perform their work.

- All staff are supplied with basic equipment however, there two officers that really need computers to do their work as well as to connect their computers to network. This equipment (computers) is very essential to enhance their work in order to achieve the division's expected outcomes.
- Uncontrolled visiting times, especially teachers wishing to make enquiries with the division contribute enormously to slow work progress.
- Current regulations in the Teaching Service Handbook (TSHB) do not encourage teachers to enquire directly at the Teaching Service Office if they have queries regarding their salaries and other conditions of service. Most information should be shared by their employers, the Education Authorities
- A better system to control queries by teachers and other clients into the MEHRD must be devised. The visiting days for teachers have been reviewed and now one day of the week is ideal to attend to teacher's queries and other clients. However, Education Authorities officers are encouraged to see TSD staff or officer in charge of their Authority's schools at any time of the week.
- Have bi-annual open staff appraisals with all staff and report non-performing staff to manager HRM and Under Secretary Admin for further actions.
- Introduce to the staff expected performance indicators on key performance areas that would warrant officers being rewarded according to their annual performance. This can be done at the beginning of 2012 so that officers could be informed of their expected duties and responsibilities.
- Introduce to the staff the desirable behaviours/attitudes that the division desired to uphold to foster attitudes that would drive towards efficiency and effectiveness. In this, mentoring
- Education Authorities need to comply with the requirements set by the Teaching Service Division to control teachers visiting the office during school days and hours throughout the year

III. External organization/institutional relationships

□ Regular and potential/target groups:

- Education Officers
- SINTA Officials
- Ministry of Finance (Budget and payroll division)
- Teachers
- Parents
- Labour Division of Ministry of Commerce
- Ombudsman office
- School Communities
- Other stakeholders who have interest in teacher's welfare

□ Improvements required:

Communication links with education authorities are very important for the division and must be improved with the provision of the following IT facilities to all education authorities:

- E-mail
- Telephones
- Fax machines to be stationed at TSO
- 2 way radio station at MEHRD to communicate to EA's

IV Improvement of Efficiency and Effectiveness

For improved performance of the division, the following measures should be taken:

- Officers need to be updated regularly on the progress made towards the NEAP goals of Access, Quality and Management which are the essential instruments that guide the actions of all divisions.
- Provide regular short term training for staff in courses related to their job.
- Award staff incentives for outstanding performance and give support and encouragement to those who need to improve.
- Staff is constantly being made aware of new developments and policies affecting the Ministry.
- Equip the division with the required equipment and other facilities to assist them in their work.
- Improve Public Relation skills and training in customer service delivery for some officers that are observed that need training on public relations.
- Revisiting the Job Descriptions of officers and also update them to suit current expectations of the Ministry of Education and Government.

4.16 Technical Vocational Education Training Division

Vision

The vision of the TVET-Division is to mainstream TVET strand as a vehicle for empowering Solomon Islanders, particularly the youths who are push out of the formal education system, to enhance sustainable livelihoods and also the socio-economic development of the nation.

Goal

The overall goal of the division is to promote skills acquisition through competency-based training with proficiency testing for empowerment, sustainable livelihoods and responsible citizenship.

Function

The main roles and responsibilities of the TVET-division are to draw up work programme, planning and budget, administer, monitor, evaluate and report on the effective delivery of skills training. It also supports the skills providers with facilitating staff establishments particularly for registered centres.

The other functions that TVET is involved in are with the TVET Project funded under the EDF 9 and implemented by Ministry of Education through TVET Division. The overall objective is to enhance socio-economic development through investment in human capital. The purpose is to enhance the quality and quantity of skill training provision in Solomon Islands.

This HRD-plan presents a set of practical recommendations which the division plans to implement to achieve its overall vision, goal and purpose and to improve its performance.

I. Internal organisation and human resources

(a) Leadership/organization/delegation

Effective leadership is critical to the way the TVET Division functions to fulfill its plans. The following measures will be implemented to ensure effective leadership within the division:

- (i) Frequent staff meetings with the project coordinating unit (PCU) at least 2-weekly, clear communication, consultation and dialogue to promote good working atmosphere;
- (ii) Clear procedures for day to day management and monitoring of the staff and other resources to be put in place.
- (iii) Improved delegation of tasks in order the divisional plan can be implemented with the contribution from all staff and also to encourage more staff to participate in the different TWG's and other meetings to contribute to the implementation of the NEAP.
- (iv) Maintain close collaboration with the Controlling Authority and donor in ensuring implementation of TVET project is meeting compliance.

(b) Job descriptions

In close collaboration with all the TVET staff both MEHRD and the project supporting team, job descriptions for all staff within the division have been review and developed. There are two sets of job descriptions of which the reporting quite different in nature. This will assist staff to set individual work plans and goals to meet measurable objectives in 2012 and to improve performance.

The MEHRD 2012 staffing for the TVET Division will be as follows:

No.	Post	Level	Comments
1	Director/Programme Coordinator	12/13	The incumbent is currently responsible for two roles one for the TVET project and the other MEHRD functions.
2	Chief Education Officer - NFE	10/11	The incumbent is in the retirement age and at the moment he is responsible for all NFE functions.
3	Chief Education Officer – TVET Project	10/11	This is a proposed post of which it will assist the Director directly on the TVET project functions.
4	Principal Education Officer - Admin	9/10	The incumbent is approaching his retiring age and he is responsible for the admin work of TVET.
5	Principal Curriculum Development Officer	9/10	The incumbent has transfer to IPAM to take up a new job thus the position is currently vacant. This post is urgently required to be filled.
7	Principal Education Officer – Adult Community Education	9/10	The incumbent currently is paid on level 8. This needs upgrading.
8	Principal Inspector - TVET	9/10	The incumbent is current paid on level 8 and is working under the Inspectorate Division and assist the Division in several key areas such as quality assurance, assessment of instructors and inspection of centres.

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

No.	Post	Comments
1	Programme Advisor – Key Expert 1	International TA Contract
2	Finance and Procurement Advisor – Key Expert 2	International TA Contract
3	TVET Training Coordinator	Local TA Contract
4	Curriculum Coordinator	Local TA Contract
5	Grants Coordinator	Local TA Contract
6	Senior Finance Officer	Local TA Contract

7	Office Receptionist/Secretary	Local TA Contract
8	Officer Cleaner	Local TA Contract
9	Grant Administration Officer – 2 Officers	Local TA Contract – To be filled in 2012
10	Logistic Officer/Driver	Local TA Contract – To be filled in 2012
11	Finance Officer	Local TA Contract – To be filled in 2012
12	PNFEO Graduate Assistant – 9 officers	Local TA Contract – To be filled in 2012

(c) Communication

- Communication has been installed with a new server along with new telephone lines (Ph 20314/16/17/18) and EU-TVET program purchased additional computers for the supporting staff and with extension telephone lines for each staff.
- Communication with non-formal education officers in the Provinces is ongoing particularly for reporting purposes.
- To ensuring effective reporting, all officers on tour or attending a conference either locally or abroad must submit a report to the Director immediately afterwards.
- To ensuring effective communication with training institutions in rural communities, it was proposed that a two-way VHF radio will be installed in the TVET Division in 2012.
- To maintain a database of all the e-mail addresses and websites of all other stakeholders.
- Internet local network in TVET Division for communication and learning support for staff has been in place. Also linkages with the main MEHRD headquarter stakeholders and TVET providers.

(d) Staff Training Needs

The following staff needs and skills gaps will be addressed:

- (i) Staff training in computing, (ii) email and internet usage, (iii) Report writing and (iv) Project management skills.

(e) Staff Professional Development

- (i) Training at the IPAM (Institute of Public Administration and Management) particularly leadership. (ii) Better staff conditions such as housing and placing staff on right salary levels. (iii) Specific training to improve work efficiency. (iv) TVET Curriculum development (V) Competency-based training and (vi) TVET Inspection and quality assurance.

Staff Development Plan

Name	Course name	Suggested Training provider	When
John A Wate	MBA	USP, Honiara Centre	2011-12

	Leadership Development	IPAM	2012 (Jul 30)
	International Computers Driver's License (ICDL)	IPAM	2012 (start on Jul 23)
Bernard Rapasia	MS Excel (Basic & intermediate)	IPAM	2012 (Apr 30 – May 2)
	How to run a successful meeting		2012 (Jul 16 – 18)
	The art of Report Writing	IPAM	2012 (Aug 16 – 18)
Charles Pegoa	Introduction of Management	IPAM	2012 (Apr 16 – 20)
	Developing Workplace Procedures	IPAM	2012
Benedict Kausua	BEd.(TVET & Management) In Country	USP	2012
	Introduction of Management	IPAM	2012 (Apr 16 – 20)
	Human Resources Management Fundamentals	IPAM	2012
	Knowing your Public Service.	IPAM	2012 (Mar 5 – 16)
PCDO	TVET Curriculum Develop	USP	2012
	Competency-Based Training	USP	2012
James Niutaloa	TVET Assessment & Quality Assurance	USP or Australian University	2013
	Information and Communication (Internet Usage)	IPAM	2012 (Jun 4 – 6)
	Supervisors Development	IPAM	2012 (Mar 20 – 22)
TVET PROJECT STAFF	Training will be covered under the EDF 9 PE 2 capacity programme which is specific to this project objective and in line with the Contracting Authority auspices.		

Apart from these two groups of officers above there will be some Short Term Experts joining the TVET Division on short assignment during the year.

(f) Work discipline

The Division supports staff work discipline by encouraging self discipline, upholding ethical working standards and respect for each other, and adherence to the Regulations for normal working hours which start at 7.30 am and end at 4.30 pm. All staff is encouraged to sign for their attendance and also indicate on the dashboard if they leave office during the day.

(g) Monitoring Staff performance

- TVET-staff will be required to set annual goals and plans which they should implement to achieve the overall goals and plans of the TVET Division. Plans should clearly state objectively verifiable indicators to measure achievement of goals.

- The director will organise bi-annual open appraisal meetings for all staff based on the approved job descriptions and report to HRM and US Admin.
- Monitoring could be done to verify the successful completion of the work or to know the reasons why there is delay in implementing the plans.
- Monitoring of RTC's is very important and this should be done by the inspectorate personal within the TVET-sector. This is to ensure proper appraisal to confirm instructors are implemented on a timely manner.
- Monitoring of the work performances of the non-formal education officers in the provincial education offices is also very important. The non-formal education officers need to have work program on annual basis. This will assist in the budget allocation which will enable them to carry out their tasks

II. Work environment

Under the EU-TVET Programme Estimate funding, the LKP Building which accommodates the TVET Division office will be fully furnished with additional equipment and office furniture in 2012. These resources would be used by the International TAs and their local counter parts. Under the lead of the TVET-division they will be responsible for the advising the TVET-staff on how to implement the programme *“the integration of TVET into the formal and Non-formal education system in the country”*.

(a) Internal Improvement

The basic equipment that would enable effective execution of duties includes the following:

- IT needs: improved e-mail network for all staff, on-the job training on computer tools for using network and e-mailing, 2 lap tops for MEHRD mainstream officers (touring and work related assignments).
- Office-equipment: overseas telephone line for EU-TVET office particularly for communicating with the contract company and related TVET project, proper filing for EU – TVET projects, 4 cabinets for intra filing system.
- Communication tools: digital camera, GPS safety equipment, 2-way radio, USB 3G mobile internet/Dongles devises,
- Transport: 3 vehicles to be funded by the TVET project

(b) External Improvement

- Non-formal education officers and graduate assistants to be supported with office equipment and relevant resources such as desktop computers as well as basic computer skills training.
- Recruitment of Graduate Assistant officers to assist Provincial Field officers in the implementation of the grant scheme.
- Capacity Building for PNEFO's on the EU financial procedures and guidelines

III. External organisation/institutional relationships

(a) Regular and potential/target group

- Vanga Training College (VTC), Airahu RTC, Solomon Island College of Higher Education (SICHE), Vocational & Rural Training Centres (VRTC), Solomon Island Association of Vocational Training Centre (SIAVRTC)
- Schools for Special Needs – Bethesda, San Isi Dro and Special Development Centre.
- Literacy Association (LASI), Pacific Association for Technical and Vocational Education and Training (PATVET)
- Fiji University of Science and Technology (FUST)

- Commonwealth of Learning(COL), Pacific Regional Initiative for the Delivery of Education (PRIDE)
- NGOs and Non State Actors, Private Sector, Industries, External Education Institutions
- UNESCO, UNICEF, Churches and Private Education Authorities
- Ministry of Trade, Commerce and Labour Division, Ministry of Agriculture and Lands, Ministry of Women, youth, children and Sports
- Secretariat of the Pacific Community (SPC), Asia South Pacific Bureau of Adult Education (ASPBAE).
- Community education coordinators

(b) Improvements required

- Accreditation process for Vanga Training College is important; to be accredited by National Accreditation Board. In the longer term it would be important if Vanga could upgrade to offer Diploma-programmes in order we can prepare graduated instructors/teachers to teach at secondary schools in practical subjects.
- Currently there are tough competitions between Vanga-graduates and SICHE graduates at the Vocational Rural Training Centres of which most VRTC's employed those with SICHE certificates. The EU-TVET project will put place plans to address this issue concerning in-service training of current VRTC instructors.
- Logistics to be in place for other TVET officers, also at provincial level, to perform their work program as required and especially to implement assessment visits to Rural Training Centres and Community Learning Centres.

IV. Improvement of efficiency and effectiveness

- Key Performance Indicators to be used to measure staff output for work performance on bi-annually basis. Weaknesses must be addressed within the given timeframe for purpose of improvement.
- Improve networking with potential TVET clients and existing target groups to create virtual platform for purpose of sharing and learning from each other.
- The key studies on TVET revealed that the Vocational Training Centres lack quality instructors, lack of quality tools and equipment, lack of curriculum materials, inadequate staff houses and toilet facilities. All centres offer the same subjects and lack diversity to meet national needs and quality standards. Furthermore, TVET does not address the training needs for the female population. It was envisaged that the EU-funded TVET Programme will assist in these areas.
- The EU-funding is only a short or medium term measure. Financial support should therefore continue from the SIG-recurrent budget for the salary of all instructors/teachers and TVET-staff in the Ministry and to support the individual students in the Vocational Training Centres and the community education programmes.
- The planned establishment and development of a National Human Resources Development and Training Council and Secretariat, which is expected to coordinate all capacity building and training in the Solomon Islands at all levels and for private and public sector would assist very much to achieve more impact and improved alignment of training to demands of the labour market and needs for the non formal sector.
- Continuous monitoring of the new MOA signed by Vanga Teachers College, Gizo Diocese and the MEHRD.
- Effective completion of SIEMIS- forms by RTCs and return to PCRU on schedule time by 30th of March 2012 and division to set up a monitoring mechanism to oversee that this task is undertaken properly and adhere to by all concern.

- Timely disbursement of RTC-grants by TVET- division and Accounts Division and timely retirement of RTC-school grants through their education authorities.
- Regular narrative reporting from provinces, EA's on the performance of RTC's and CLC

5.0 STAFF LEARNING & DEVELOPMENT AND CAREER PLANS 2012-2014

The preceding section of this HRDP clearly presents various fields of study for purposes of capacity building for individual officers across the Ministry. Given the priority fields for training and development identified for each division, details of staff development plan and tuition costs for the period 2012-2014 is tabulated below. Based on the 2012 capacity building plans, the total financial expenditure anticipated to implement the SDP priorities for this year amounts to **SBD\$735,117.71**. Approximately 56.8 percent of the cost (i.e. \$417,213.40) is from education-specific field trainings. These figures are tuition fees only and therefore exclude other variable costs such as transportation (i.e. by land, sea, and air), accommodation, rentals, stationeries, and living allowances.

5.1 Staff development plan details

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
ICT and communication	CDD, EID, NLS, NESU, NTU, NTTD, TVT, SED	Microsoft Word, Excess, Excel, Presentation/PowerPoint, Internet Usage	IPAM or JAP	2012	\$26,000.00	Jimmy, Billy, Joseph, Fred, Coldrin, David, Joseette, John, Kathleen, Bernard, James, Margaret, Mary.
	CDD, EID, NLS	Microsoft Word, Excess, Excel, Presentation/PowerPoint, Internet Usage	IPAM	2013	\$14,000.00	Maclis, Gibson, Elizabeth, Ellen, Claudette, Samuel, Lillian.
	CDD, ERU, NESU, TVT	International Computer Driver's License (ICDL)	IPAM	2012	\$10,000.00	Patrick, Edwin, Kathleen, Jimmy, John
						Cornelius, Georgina, Ian,

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
ICT and Communications & English Language	CDD, ERU	International Computer Driver's License (ICDL)	IPAM	2013	\$14,000.00	Eric, Rosaria, Rose, Maclis
	CDD	International Computer Driver's License (ICDL)	IPAM	2014	\$10,000.00	Philip, David, Lionel, Gideon, Ellen.
	ADMIN	Dip in Communications in Business & Management	CIC (DFL)	2012	\$9,448.82	Hemalyn, Marylyn, Jessie,
	ADMIN	Dip in Business English & Letter Writing	CIC (DFL)	2012	\$6,299.21	Hemalyn, Grace
	TSD	Basic Writing Skills	USPSI	2012	\$1,380.00	Chris, Alice, Janet, Grace, Norman, Ridding
	TSD	Professional English for Every Day & Business Use	CIC (DFL)	2013	\$18,897.64	Chris, Alice, Janet, Grace, Norman, Ridding
	ADMIN	Diploma in Personnel Assistant & Secretarial Duties	CIC (DFL)	2014	\$3,149.61	Hemalyn

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Operational Management, Business Administration and HRM	ADMIN	Dip in Human Resource Mgmt	CIC (DFL)	2012	\$6,299.21	Mark, Rita
	ADMIN	Dip in Office Management & Admin	CIC (DFL)	2013	\$6,299.21	Jessie, Marylyn
	ERU	Dip in Stores Mgmt & Stock Control	CIC (DFL)	2012	\$9,448.83	Maclis, Jimmy & Basil
	ERU	Dip in Logistics, Supply Chain & Transport Mgmt	CIC (DFL)	2013	\$3,149.61	Jimmy
	ERU	Dip in Purchasing & Resource Mgmt	CIC (DFL)	2013	\$3,149.61	Maclis
	ERU	Dip in Occupational Health & Safety	HBA Learning Centres, Australia (DFL)	2014	\$28,836.36	Basil, Maclis, Jimmy
	ADMIN, TSD, CDD	Dip in Business Administration	SICHE (current - on day release)	on-going till completion of program	\$4,000.00	Marylyn, Rita, Riding, and Eunice
	TSD, KGVI	Masters in Business Administration	USPSI	on-going	\$42,000.00	Judith, Muriel
	SED, KGVI	Postgraduate Diploma in Business Administration	USPSI	2012	\$42,000.00	Elvis, Willie W
	AFMD, TVET	Masters in Business Administration	USPSI	2013	\$42,000.00	Andrew, John

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Operational Management, Business Administration and HRM	ECE,NTTD,PED, SED,TVET	Knowing your public service (short course)	IPAM	2012 (Mar 5 –16)	Not applicable	Joanna, Mary, David, Jullian, Benedict, Trevor, Jossette
	ADMIN	Executive Secretarial Development Course (short course)	IPAM	2012 (Oct 22-26)	Not applicable	Julie, Hemalyn
	ADMIN, CDD, ERU, NEB, NLS, SECRETARIAT	Customer Service Always (short course)	IPAM	2012 (July 19 –20)	Not applicable	Margaret, Hemalyn, Christina, Julie, Audrey, Claudette, Eunice, Jimmy, Basil
	TVET	Developing Workplace procedure (short course)	IPAM	2012 (Mar 14–15)	Not applicable	Charles
	CDD	Records Management	IPAM	2012 (Oct 22-26)	Not applicable	Patrick, Michael, Edwin

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Financial Management and Budgeting	AFMD	Dip in Business Management & Administration	CIC (DFL short term)	2012	\$3,149.61	Moffat
	AFMD	Diploma in Financial Management	CIC (DFL short term)	2013	\$3,149.61	Moffat
	AFMD	Diploma in Business Finance	SICHE (long term on course basis)	2013	\$2,200.00	Moffat
	AFMD	Bachelor of Commerce	USPSI (long term on course basis)	Continued till completion of programme	\$4,200.00	Brenda
	AFMD	Bachelor of Commerce	USPSI (long term on course basis)	2012	\$4,200.00	Leanne
	AFMD	Bachelor of Accounting	UNITECH (DFL)	2013	\$4,000	Sam

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Financial Management and Budgeting	AFMD	Bachelor of Accounting	USP (DFL)	2012	\$4,200.00	Johnson
	AFMD, CDD, NLS, NESU	Financial Management Framework and SIG procedures.	IPAM	2012 (Mar 28)	Not applicable	Johnson, Andrew, Leanne, Brenda, Sam, Moffat, Patrick, Edwin, Jackson, Tina
	AFMD, CDD, NLS, NESU	Budget & Financial Management	IPAM	2012 (Apr 10 -11)	Not applicable	Johnson, Andrew, Leanne, Brenda, Sam, Patrick, Jackson, Tina

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Leadership & People Management/ Supervision.	PCRU	Master in Leading Innovation & Change (Online) + 1 wk residency in Zurich, Switzerland	Robert Kennedy College	2012	\$79,779.07	Charles S
	PCRU	Bachelor in Management	USP (DFL long term)	Continued on course basis	\$4,200.00	Mike
	PCRU	Master of Leading Innovation & Change + 1 wk residency in Zurich, Switzerland	Robert Kennedy College	2013	\$79,779.07	Joe
	ADMIN, ERU	Diploma in Leadership & Team Mgmt	CIC (DFL short term)	2013	\$6,929.13	Mark, Albert
	KGVI	Leadership & Governance	USP (DFL)	2013	\$42,000.00	Kristopher, Jonathan
	ADMIN, PCRU,	Knowledge/Contract Management	IPAM	2013	Not applicable	Mark, Noelyne
	CDD, TVET, NLS	Art of report writing (short course)	IPAM	2012 (Aug 21 -23)	Not applicable	Patrick, Edwin, Michael, Eric, Benard, Ray, Margaret.
	CDD, ERU, TVET, NLS, SED, NTTD	Introduction to Management (short)	IPAM	2012 (Apr 16 -20)	Not applicable	Edwin, Michael, Maclis, Charles, Margaret,

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Leadership & People Management/ Supervision.	CDD, ERU, PCRU, PED, TVET	course) Introduction to Management (short course)	IPAM	2012 (Sept 24-28)	Not applicable	Jossette Patrick, David, Basil, Charles, Ruth, Trevor, Jackson, Lency, Joe
	CDD, TVET, NLS, ERU	Managing Meetings Successfully (s)	IPAM	2012 (Jul 16-18)	Not applicable	Patrick, Edwin, Eric, Michael, Jackson, Margaret, Benard, Christina, MacIs, Basil, Jimmy.
	CDD, NLS, NTTD, NTU, NED, TVET	Supervisor Development Course (short course)	IPAM	2012 (Mar 20-22)	Not applicable	Edwin, Michael, James, Margaret, Robert
	CDD, NLS, NED, NESU, PED	Supervisor Development Course	IPAM	2012 (Aug 1-3)	Not applicable	Patrick, Jackson, Christina, Linda, Marion
	NESU, NTU, PED, SED, TVET	Leadership Development (Tailor-made 4 month course)	IPAM	2012 (Jul 30 th - Nov 20 th)	Not applicable	Linda, Selu, Marion, James, John, Benedict
	PCRU, NTU, EID,					

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Leadership & People Management/ Supervision.	NTTD, ECE	Leadership Development (Tailor-made 4 months course)	IPAM	2013	Not applicable	Joe, Claire, Veronica, Jossette, Bernadine
Planning and Project Management	EID, ERU, PCRU, TVET	Diploma in Project Management	CIC (DFL short term)	2012	\$18,897.66	Charles B, Albert, Anita, Sophie, Lency, Charles P
	EID, PCRU, ERU, NLS, PED	Diploma in Event Management: Strategy & Planning	CIC (DFL short term)	2013	\$18,897.66	James, Maclis, Mike, Margaret, Jackson, Jullian
	CDD, ERU	Diploma in Operations & Logistics	CIC (DFL short term)	2013	\$6,299.22	Michael, Maclis

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names	
Planning, Monitoring & Evaluation of Educational Impact	PCRU	Advanced Diploma in Educational Planning & Analysis (short term course)	IIEP, Paris	2012	\$12,400.00	Joe	
	EID	Advanced Diploma in Educational Planning & Analysis (short term course)	IIEP, Paris	2013	\$24,800.00	Amos, James	
	PCRU, EID	Advanced Diploma in Educational Planning & Management (short term course)	IIEP, Paris	2013	\$24,800.00	Joe, Chris	
	EID	Monitoring and Evaluation of TVET Institutions	PNG TVET Inspection-study tour.	2012	\$10,500.00	James N.	
	EID	Master of Assessment & Evaluation	University of Melbourne	continue	ALA Scholarship	Constance	
	NESU	Master of Education in Measurement, Assessment and Evaluation	University of Illinois, Chicago (on-line)	2012	\$19,501.90	Linda	
	TSD, EID	Postgraduate Certificate in Educational Research Methodology	University of Illinois, Chicago (on-line)	2013	\$39,003.80	Ambrose M, Amos	
			Advanced Diploma in International Program for Development	World Bank & Carleton			

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Planning, Monitoring & Evaluation of Educational Impact	PCRU	Evaluation Training (IPDET)	University, Canada	2013	\$60,737.40	Joe
	ECE, Primary, Secondary, TVET, TTDD, CDD	Overall training of Ministry staff, teachers, principles, head teachers in emergency preparedness	UNICEF/Save the Children	2012	Not applicable	All staff from, PED, SED, TVET, TTDD and selected officers from CDD
Managing Risks & Emergencies in Education Sector	CDD	Bachelor in Education (Primary Mathematics Curriculum)	University of South Queensland (long term on-shore study)	2013	To seek bilateral donor funding	David
	CDD	Bachelor in Education (Secondary Mathematics Curriculum)	University of South Queensland (long term on-shore study)	2013	To seek bilateral donor funding	Eric
	CDD	Bachelor in Education (English)	University of South Queensland (long term on-shore study)		To seek bilateral donor funding	

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Education-specific fields and Professions supporting Education-based Services	CDD	Curriculum)	South Queensland (long term on-shore study)	2014	donor funding	Lionel
	CDD	Master in Education (Curriculum Management & Evaluation)	Victoria University of Wellington, NZ (on-shore study)	2012	\$108,160.00	Edwin
	CDD	Master in Education (Curriculum Management & Evaluation)	Victoria University of Wellington, NZ (on-shore study)	2014	TBAL	Ian W
	CDD	Master in Education (Curriculum Management & Evaluation)	Victoria University of Wellington, NZ (on-shore study)	2014	\$108,160.00	Rose
	CDD	Master in Education (Curriculum Management & Evaluation)	Victoria University of Wellington, NZ (on-shore study)	2014		Patrick
	CDD	Doctor of Philosophy in Curriculum	Victoria University of Wellington, NZ (on-shore study)	2014		

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Education-specific fields and Professions supporting Education-based Services	CDD	Design & Assessment	Wellington, NZ	2012	TBAL	
	CDD	Production Management	TAFE, South Bank	2012	\$55,500.50	Michael
	CDD	Desktop Publishing (short term)	TAFE, South Bank	2012	\$55,500.50	Eunice
	CDD	Graphic Artist (short term)	TAFE, South Bank	2012	\$55,500.50	Jackson
		Binding/finishing (short term)	TAFE, South Bank		\$55,500.50	Voqa
	CDD	Printing processes (long term)	TAFE, South Bank	2013		Arnold
	CDD	Printing Process (long term)	TAFE, South Bank	2014		Aubrey
		Masters of Education (in Learning & Development)	University of Southern Queensland (online study)	2012	\$31,00.80	Bernadine
	ECE	Diploma in Early Childhood	USP (DFLon)	2012	\$4,200.00	Joanna
	ECE	Diploma in Early Childhood		2012	\$4,200.00	Laisa

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names	
Education-specific fields and Professions supporting Education-based Services	ECE	Diplomain Early Childhood	USP (DFL)	continued	\$4,200.00	Joana	
	ECE	Diplomain Early Childhood	USP (DFL)	2012	\$4,200.00	Laisa	
	ECE	Bachelor in Education	USP (DFL)	2013	\$4,200.00	Cumin L	
	EID	Specialised Diploma in Educational Planning & Management	USP (DFL) on course basis	continued	\$4,200.00	Chris	
			IIEP, Paris	2012	\$12,400.00	Veronica	
				2013	\$4,200.00	Sam	
			Bachelor in Education (Evaluation & Assessment)	USP (DFL) on course basis			
			Bachelor in Education (Literature & Language)	USP (DFL) on course basis	2012	\$4,200.00	Lynette
			Bachelor in Education (Maths & Physics)	USP (DFL) on course basis	2012	\$4,200.00	James
					2012	\$4,200.00	Mathias
			Bachelor in Secondary Education (Maths & Design Technology)	USP (DFL) on course basis	2012	\$4,200.00	Navie B
			Bachelor in Education (Literature & Language)	UPNG (DFL) - Lahara	2013	\$4,200.00	Ludovic
		Bachelor in Secondary Education (Teaching subject: Maths)	USP (DFL)				

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Education-specific fields and Professions supporting Education-based Services	KGVI	Bachelor in Secondary Education (Teaching subject: Economics)	USP (DFL)	2013	\$4,200.00	David
	KGVI	Bachelor in Secondary Education (Teaching subject: Business Studies)	USP (DFL)	2014	TBAL	Saul
	KGVI	Bachelor in Secondary Education (Teaching subject: Design Technology)	USP (DFL)	2014	TBAL	Ruggard
	KGVI	Advanced Diplomain Educational Planning & Management (short term)	IIEP, Paris	2013	\$12,400.00	Christina
	NEB	Master in Educational Assessment & Evaluation	Victoria University of Wellington, NZ	2014	TBAL	Linda
	NESU	Diplomain Library & Information Studies	USP (DFL on course basis)	Continued till completion of program	\$12,600.00	Claudette, Samuel, Lillian
	NLS					

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Education-specific fields and Professions supporting Education-based Services	NLS	Bachelor in Management & Information System	USP (DFLon course basis)	2013	\$4,200.00	Jackson Ray
	ECE, NTU	Master of Education (Learning & Development)	University of Southern Queensland (DFLon course basis)	2012	\$93,011.40	Bernadine, Claire, Robert,
	PCRU	Master of Education (Planning & Management)	University of Southern Queensland (DFLon course basis)	2013	\$15,501.90	Noelyn B
	PCRU	Masters in Development Planning	Victoria University of Wellington	2014	TBAL	Emma
	PCRU	Bachelor of Civil Engineering	Auckland University of Technology	2014	TBAL	Lency
	PCRU	Bachelor in Building Technology	Unitec NZ	2014	TBAL	Benjamin

Fields for Learning and Development	Division	Training Programme/Course	Training Provider	When	Costs-Tuition Fees	Names
Education-specific fields and Professions supporting Education-based Services	SED	Bachelor of Arts (Education & Management)	USP (DFLon course basis)	Continued	\$4,200.00	Ruth
	NTTD	Bachelor in Secondary Education (Primary)	USP (DFLon course basis)	2013	\$8,400.00	Trevor, Jackson
	NTTD	Postgraduate Diploma in Education	USP	2014	TBAL	Josette

