



**MINISTRY OF EDUCATION  
AND HUMAN RESOURCES DEVELOPMENT**

**POLICY STATEMENT AND GUIDELINES FOR THE  
PROCUREMENT, WAREHOUSE MANAGEMENT,  
AND DISTRIBUTION OF EDUCATION RESOURCES  
IN SOLOMON ISLANDS**

**February 2009**

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## **Abbreviations**

CDC : Curriculum Development Centre

EA : Education Authority

ECC : Early Childhood Centre

ECE : Early Childhood Education

ERU : Education Resource Unit

MEHRD : Ministry of Education and Human Resources Development

NEAP : National Education Action Plan

PEO : Provincial Education Office

RTC : Rural Training Centre

SIBC : Solomon Islands Broadcasting Corporation

SICHE : Solomon Islands College of Higher Education

SIEMIS : Solomon Islands Education Management Information System

SoE : School of Education

TVET : Technical, Vocational Education and Training

## Terminology

- Basic education : ECE, Primary, Junior Secondary education up to Year 9;
- Consumables : School supplies that get used up and will run out, eg, chalk, exercise books and papers
- Education Authorities: All approved Education Authorities including private, church and government Education Authorities and Honiara City Council;
- Education resources: Education materials (consumables and non-consumables) which include text books, curriculum materials, other teaching and learning materials and basic stationery;
- Grant : All grants to school namely student grant, administration grant and remote area grant for schools;
- Ministry : The Ministry responsible for Education, Training and Human Resources Development;
- Non-consumables : School supplies that don't get used up, eg, Ruler, stapler, or black board protector;
- Registered : Registered in accordance with the provisions of the Education Act (1978) relating to the registration of schools and teachers;
- School : Any registered institution or place at which any secular instruction (whether with or without religious instruction) is regularly given to 10 or more pupils or students outside their own homes. This includes ECE-centres, primary and secondary schools, Rural Training Centres and Special Education Centres.

# POLICY STATEMENT AND GUIDELINES FOR PROCUREMENT, WAREHOUSE MANAGEMENT, AND DISTRIBUTION OF EDUCATION RESOURCES IN SOLOMON ISLANDS

## 1. Definition

The Policy Statement and Guidelines for Procurement, Warehouse Management, and Distribution of Education Resources in Solomon Islands is the document that shall be the governing instrument for procurement and distribution of education resources to schools registered in Solomon Islands.

## 2. Authority

The following legislation provides the underpinning authority for the Procurement, Warehouse Management, and Distribution of Education Resources policy for the education sector:

- The Education Act 1978
- Solomon Islands, Financial Instruction 2006
- the Government policy on education as outlined in the *Coalition for National Unity and Rural Advancement, CNURA Policy Framework, 2008-2010*;

Other relevant policy documents are presented in Annex IV

## 3. Application

This policy will apply to all education resources that the Ministry determines to be distributed to all schools. The policy does not yet apply to Rural and Special Education Centres.

## 4. Purpose

The purpose of this statement is:

- To *support and promote* equitable access to quality basic education by providing schools with education resources as determined by the Ministry.
- To *guide* ERU in the timely, efficient and equitable distribution of education resources to schools.
- To *inform* key stakeholders about the guiding principles for distribution of education resources
- To *serve* as a benchmark that will guide and assist in the monitoring, reporting, evaluation and review of ERU and the education resources distribution system.

## 5. Vision, Goals, and Objectives

### 5.1 Vision

This policy statement underlines the vision in the Education Strategic Framework 2007–2015, and the National Education Plan, 2007–2009

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

### 5.2 Main goals

In line with the National Education Action Plan 2007–2009 and the Education Strategic Framework 2007–2015, this Policy Statement and Guidelines for the procurement, warehouse management, and distribution aims to support and improve:

- equitable access for all children and students to basic education and to its education resources;
- quality of education and its education resources;
- management of human, financial resources and of education resources.

### 5.3 Specific objectives

This policy statement aims to ensure:

- Timely provision of quality education resources, as prescribed by the Ministry, to all schools;
- The provision of basic stationery to schools in areas where it is difficult for school authorities to obtain stationery locally;
- The development and implementation of an improved and harmonised system of education resource procurement, warehouse management, and distribution of education resources to schools.

## 6. Guiding principles

- *Basic Education focus*  
Basic education is a priority public right that must receive the greatest public subsidy. Education resources must be distributed in sufficient numbers to all children. Basic education is the foundation for further learning.
- *Transparency*  
Every education authority and school needs to know what education resources schools are entitled to, and when they will be delivered.
- *Simplicity and efficiency in administration and distribution*  
A simple, manageable system, that ensures annual distribution of education materials to schools.
- *Sustainability*  
Provision of education resources to schools needs to be realistic in terms of being affordable by the government in the longer term as well as meeting the basic needs of schools.
- *Cohesion*  
Provision of education resources to schools encompasses provision of new and replacement text books and curriculum materials and, for some schools, basic stationery. The guidelines in this policy aim at an improved, cohesive, and efficient procurement and delivery system.
- *Teaching and learning oriented*  
Teaching and learning resources are key tools for teachers in ensuring quality education for their students.

- *Monitoring*

Monitoring systems must be put in place to assist in reporting to Education Authorities and to the Ministry on the effectiveness of the provision of education resources. Such monitoring will enable review and improvement of the system. See Annex II.

- *Communication*

Full communication will be maintained between ERU, Education Authorities, and schools to ensure that schools and EA's are aware of the status of distribution of education resources to their region.

- *Training & capacity building*

Appropriate training and capacity building will be provided for ERU staff to ensure that they have the ability to administer this policy. See Annex I.

- *Community ownership and partnership*

Education, and consequently access to education resources, is a public right, but also a public responsibility. Schools and communities have a part to play in assisting where possible with local delivery to their school, in providing adequate secure, clean, dry storage, and in managing the materials provided.

- *Equity and non-discrimination*

The delivery system is designed to ensure that all students have equitable access to education resources regardless of the geographical location or income status of the school.



## **7. Guidelines**

The following is a set of guidelines for the procurement, warehouse management and distribution to schools of educational resources by ERU as directed by the Ministry.

### **7.1 General**

- 7.1.1 The Ministry decides which education resources will be distributed to schools.
- 7.1.2 ERU is the service body mandated to procure and distribute educational materials as determined by the Ministry.
- 7.1.3 There will be a basic once-a-year distribution cycle of new and replacement textbooks, curriculum materials, and in some cases basic stationery, to schools in each province. Where it is appropriate and there is finance available, additional distribution may take place.
- 7.1.4 ERU and EA's commit to a partnership where the main interest is to get materials mandated by the Ministry to schools in a timely, efficient and verifiable manner.
- 7.1.5 ERU and EA's will cooperate to ensure that wherever possible and requested, distribution is direct from ERU to schools.
- 7.1.6 For the first two years of policy implementation, education resources will be supplied by ERU to schools. After two years of successful operation, ERU will move to a model that includes the ability to respond to specific orders from schools.
- 7.1.7 Schools, with the help of their communities, will be responsible for providing clean, dry, secure storage, and for managing the educational resources in a responsible manner.
- 7.1.8 The Ministry will provide initial support to schools with the development and maintenance of appropriate storage facilities.

## **7.2 Procurement**

- 7.2.1 CDC will be the professional body mandated to advise the Ministry what to distribute to schools, and in what ratio. It will also prepare a list of items that will be kept in stock for on-going distribution and replacement.
- 7.2.2 ERU will be mandated to be the central procurement and distribution agency to procure the required materials.
- 7.2.3 ERU, through an annual stocktaking in December and through data from the SIEMIS returns, will note which items on the on-going distribution list are down to 20% of a year's full distribution, and inform CDC. 20% is the rate at which ERU will normally replace new textbooks, allowing books a five-year life.
- 7.2.4 CDC will either instruct ERU to arrange for reprints, or remove items from the distribution list and instruct ERU to quit its remaining stocks. This will ensure that the ERU warehouse is not clogged with discontinued or obsolete resources.
- 7.2.5 If requested by ECE, the ECE-student grant for purchase of ECE-kits can be transferred to ERU. ERU will then be responsible for procuring and distributing such materials as agreed with ECE to be within that budget, and making up kits for Early Childhood Centres.
- 7.2.6 In consultation with CDC, ERU will draw up a basic list of stationery items (initially just exercise books and chalk) for supply to schools that choose to obtain these items through ERU. ERU will purchase a bulk supply of these items and maintain an adequate stock level for supply.

## **7.3 Distribution**

- 7.3.1 ERU will manage a once-a-year distribution to every school, with the assistance from the EA's. If there is going to be a significant delay in a province receiving newly-printed textbooks (e.g. when ERU receives a new consignment of textbooks after a province's regular distribution), CDC may ask ERU to make an extra distribution to get the new materials to schools in that province.
- 7.3.2 ERU and EA's commit to a partnership where the main interest is to get materials mandated by CDC to schools in a timely, efficient and verifiable manner.

- 7.3.3 ERU, EA's and schools will agree on a distribution plan for the province's schools or zones. ERU's expertise in matters of shipping and freight systems will be acknowledged, as will the EA's experience of local school situations. Copies of the agreed distribution plans will be held by ERU, the EA and the relevant schools.
- 7.3.4 All schools have the opportunity to utilise the services of ERU, which can provide basic stationary to the schools (see 7.2.5 and 7.2.6). Schools then need to submit an expression of interest to their EA. EA's will inform the Ministry and ERU before 15<sup>th</sup> of December.
- 7.3.5 The costs of this material delivery by ERU will be subtracted from the student and/or administration grant of those schools which decide to utilise the service of ERU for supply of basic stationary.
- 7.3.6 Whenever possible distribution of curriculum materials will be direct from ERU to schools except when
- a school chooses to pick up its own allocation;
  - it is agreed that a school is better served through the EA;
  - for some reason a school cannot be delivered to by ERU at that time;
  - there is no one at the school to receive and sign for the resources.
- In those few cases, the school's allocation will be delivered to the EA and the EA will arrange for delivery or for the school to collect its consignment.
- 7.3.7 ERU will keep EA's fully informed of shipping dates and any unavoidable changes to the agreed plans. Schools will be advised of approximate delivery dates through SIBC education broadcasts or other appropriate means.
- 7.3.8 Normally when resources are sent by ship, an ERU officer will accompany and oversee the distribution. This is particularly important when bulk shipments are involved. If appropriate, an EA-officer or representative may also accompany the distribution.

- 7.3.9 A school representative must sign a document to acknowledge safe delivery of the goods, and the accompanying officers must report on the distribution to the EA and ERU within two weeks of distribution.
- 7.3.10 The main distribution will be on a “rolling” basis by province, on a schedule to be decided by ERU and publicised to schools. Schools will need to understand their province’s delivery month and the annual supply system of once per year.
- 7.3.11 The annual supply system means that any supplies which a school receives, must last them until the same month of that following year. In practice, there may be some flexibility in this and there is a need and possibility for an extra distribution.
- 7.3.12 Schools must know with confidence which month their delivery will come each year. It will be important that ERU succeeds in delivering to all provinces at the agreed time.
- 7.3.13 If a shipment is delayed, ERU will inform the EA by the most appropriate method, and schools will be informed through SIBC-education broadcasts.
- 7.3.14 For the first two years of policy implementation, or until ERU is showing effective stock control and is managing a successful distribution cycle throughout the country, schools cannot order curriculum materials from ERU based on their specific local demand. There is an exception for requesting ERU to supply basic stationery – see paragraph 7.2.5-6 and 7.3.4.-5). Rather, they will be supplied as of right.
- 7.3.15 The annual distribution will initially consist of new and replacement textbooks, basic stationery to those schools that opt for it and ECC-kits if ECE task ERU with this role. Distribution will be on the basis of schools’ SIEMIS returns or other appropriate basis and ratio determined by the Ministry.
- 7.3.16 In areas where it is necessary to charter a ship, the Ministry may take advantage of the opportunity to get building and other materials or personnel to schools, providing any additional necessary funding is made available (see paragraph 9.1.5).

- 7.3.17 The initial distribution of all new textbooks will be on a 1:2 ratio (one book per two students) unless otherwise determined by the Ministry.
- 7.3.18 Each year following the initial distribution, a 20% resupply (or other amount as determined by the Ministry) will form part of each school's distribution cycle. This will allow schools to build up to a 1:1 ratio in five years' time.
- 7.3.19 The Ministry will decide on an appropriate distribution model for 'older' and existing curriculum materials. ERU will adjust each school's allocation accordingly. An annual 10% stock replacement (or other amount as determined by the Ministry) will form part of each primary school's distribution cycle.

#### **7.4 Stationery**

- 7.4.1 Schools that opt for delivery of basic stationery by ERU commit to it for two years, to allow ERU to order supplies ahead of time.
- 7.4.2 Schools opting for this service will express an interest in these services by ERU through their EA's, which forward a written order to ERU at least three months before their province's allocated distribution date or not later than 15<sup>th</sup> of December.
- 7.4.3 For those schools, distribution of stationery will form part of the school's regular distribution in their province's agreed distribution month (see 7.3.10-11).
- 7.4.5 After two years and when ERU is functioning effectively as defined in Annex II – and providing there is a demand for this service – ERU in consultation with CDC will extend the service to a greater range of stationery and to other schools that choose to opt for it.

#### **7.5 Other non-text educational resources**

- 7.5.1 This policy also covers the supply of science and other school equipment by ERU.

#### **7.6 Ordering of resources from ERU**

- 7.6.1 As stated in paragraphs 7.1.6, 7.3.14 schools cannot order for education resources (apart from basic stationery if they opt for that service) for the first two years of policy implementation and until

ERU is operating successfully as defined in Annex II. After that time, an order system will be phased in.

- 7.6.2 When the ordering system is implemented, CDC in agreement with ERU will prepare a list of items that ERU will hold stocks of, including textbooks and stationery that schools may order.
- 7.6.3 The list will be updated annually by CDC and ERU to include new items and discontinue any obsolete or unavailable lines. Schools will be provided with order forms and will place orders with ERU through their EA by an agreed date. These orders will be included with that school's shipment in the next distribution cycle.

## **7.7 ERU Operational Manual**

- 7.7.1 ERU will conduct an immediate stocktaking and report to CDC on the current stockholding. There will be a stock-taking before the end of each working year, after the distribution to the last province for the year.
- 7.7.2 The stock placement in the ERU-warehouse will be rationalised so that all texts are stacked in a logical way. Resource Centre staff will be responsible for moving bulk stock as necessary to keep the system logical. The present system of labelling each bin will be continued and completed
- 7.7.3 The warehouse will be maintained in a workmanlike manner: clean and tidy, without rubbish or misplaced resources, and in such a way that any resource can be immediately accessed.
- 7.7.4 Stock levels and movement of stock to schools should be such that the warehouse is generally only half full – to allow for smooth movement of resources and for the placement of new incoming texts.
- 7.7.5 ERU will be assisted to develop a computerised stock control system that will show what has been distributed and is still to be distributed for the year, the current stockholding, and any stock that has fallen below an agreed reprint level.
- 7.7.6 The ERU-Manager will be responsible for ensuring that as any stock is moved out, it is recorded in the stock control system. A measure of this will be that the year-end stocktaking closely matches the levels indicated by the stock control system.

- 7.7.7 ERU will inform CDC when stock lines fall below a level to be agreed with CDC. CDC will either recommend and secure funding for a reprint, or make a decision on whether the item is to be retained in stock or discontinued. In general, ERU will not maintain stock lines that are not going to be reprinted.
- 7.7.8 Annually, ERU will lay out all oddments and stock left over from projects that won't be reprinted, and seek advice from CDC. Useful items that are being discontinued will be shared among schools and included in the next regular distribution. Items that are obsolete or have limited educational value will be disposed of at CDC's and ERU's discretion.
- 7.7.9 An initial stocktaking will be done on the Nguzu Nguzu maths card resources in order that CDC can make informed decisions on this resource. It is important for the management of the warehouse that the majority of this material is distributed to schools, or otherwise removed from the warehouse. As there are around 2.3 million card items in 300 different kinds, and as they are poorly identified as to level and unit, these items will not be included in future stocktaking.
- 7.7.10 The ERU warehouse will not be used as a storage place for items other than school resources that are awaiting distribution to schools.

## **7.8 Storage and management of the resources in schools**

- 7.8.1 Resource management in schools is both a school and community responsibility. As stated in the School Grant Policy, communities are in partnership with the Ministry in supporting their school financially or in kind. This will need to include provision of adequate secure, dry resource storage within the school, for example the building of an additional storeroom or partitioning an existing available building, and the making of shelving.
- 7.8.2 Secondary schools should include the building of shelving as part of their carpentry courses, and if more storage space is needed should consider the building of a storeroom as a student project.
- 7.8.3 Head teachers, principals know, from advice already sent out by CDC, what is expected in terms of resource management. This information will be reinforced from time to time with instructions that will go out with book allocations.
- 7.8.4 SICHE/SoE should include resource management in its pre-service teacher training courses, and the Ministry should encourage the integration of resource management in in-service teacher training.
- 7.8.5 Instructions to teachers are to be simple and easily implemented, and to include as a basis:
- a teacher or subject head delegated to be in charge of resources;
  - the school name (or stamp) and copy/set number on each book;
  - accession in a stock register, and an end-of-term stock take;
  - a register, recording which teacher or child is in possession of resources.
- 7.8.6 Where CDC has input in the production of textbooks, it will consider asking the publisher to include appropriate resource management instructions on the inside cover or flyleaf of the book.
- 7.8.7 Inspectors and other education officials should as a matter of course on school visits ask to see resource storage and resource management systems. They should use a list supplied by CDC/ERU to verify that the right stock is in the school. They should commend schools where the resources are well managed.
- 7.8.8 ERU, in collaboration with other relevant divisions of the Ministry will develop a plan for monitoring resource management in schools.



## **7.9 Roles and Responsibilities**

- 7.9.1 The Ministry will determine which resources will be provided to schools. It will also assist with basic capacity building in storage construction, store keeping and maintenance.
- 7.9.2 ERU is the service provider tasked with the procurement and management of the resources, co-operating with EA's in setting up distribution plans, and getting the resources to schools.
- 7.9.3 EA's will cooperate with ERU in the drawing up of appropriate distribution plans and assisting in practical ways with local oversight of the distribution.
- 7.9.4 EA's and inspector will support and advise all schools with managing and taking good care of their education resources.
- 7.9.5 Schools have the responsibility to use the resources wisely, and to see to their safekeeping, storage, and management within the school and report to their EA's.
- 7.9.6 School communities have a responsibility for assisting with the provision of adequate secure dry storage spaces and shelving.

## **8. Evaluation and Benchmarking**

- 8.1 ERU's operation and work plans will be reviewed independently and periodically.
- 8.2 This policy will be reviewed by the Permanent Secretary, when deemed necessary.

## 9. Financing

- 9.1 ERU's annual recurrent operating budget will be made up as follows:
- payroll
  - freight;
  - communication;
  - replacement of capital items;
  - warehouse & office consumables (e.g., cartons, plastic, tape, markers, etc);
  - maintenance of vehicles, machinery, office equipment;
  - electricity and water.
- 9.2 When schools opt to obtain their stationery supplies through ERU, and when an ordering system is in operation, the Ministry will make a transfer for the cost of the materials from the school's grant to ERU's budget.
- 9.3 The ERU-manager will prepare an annual budget for the above expenditure lines, and appropriate acquittals as required by Financial Instructions.
- 9.4 Education Authority Officers, when accompanying shipments of materials to schools, all emoluments (fares, allowances etc) should be funded by their Education Authorities.
- 9.5 If ERU is tasked with other education delivery functions (e.g., building materials or school rations to remote schools) the Ministry will cover the additional costs incurred.

## **ANNEX I: Training and capacity building for ERU**

As a general rule, and especially for the first two years, training will be closely related to resource unit management outcomes, and where possible will be in-country. In any case it should not require prolonged absence from the unit.

Urgent training needs identified are:

- Excel training for the manager, supply officer, storeman, and administrative assistant; with training focused around the use and manipulation of the stock control system;
- Short-term exchanges or placements in equivalent roles in local sister organizations – in particular if possible, the National Medical Store – for all ERU staff.
- Training for the manager, supply officer, and administrative assistant in using the SIEMIS system to get reliable enrolment and textbook/student ratios as needed for determining resource distribution.
- Training and mentoring for the manager in budget preparation and acquittal, ideally with an existing financial services TA or with a senior officer in the Finance Department.
- Training if requested and as required for any ERU staff using computers in their work, in general computer operation and housekeeping, and MS Word.
- In the medium term, dedicated warehouse management training should be considered for the manager along the lines of the package prepared for ERU in 1999 by Dawsons of Australia. Any such training company contracted should be required to tailor the training to ERU's function and situation. While some of this training might need to take place offshore, a significant part of it should take place in the ERU environment.
- In Human Resources Management, organisation change, coaching of staff and revision of job descriptions.

## **ANNEX II: Indicators and milestones for measuring successful ERU operation and management**

### **INDICATORS**

The following indicators will allow ERU-management and staff to observe their own progress and achievements over the coming months, and the Ministry to monitor ERU's growing capability. It will also provide benchmarks for a formal review after two years as covered in section 8 in the policy.

Firstly ERU should be able to share reliable and complete data as required in the Performance Assessment Framework (PAF) of the Ministry. The PAF requires the textbook/student distribution ratio per subject and per type/level of school (ECE, primary, secondary junior and secondary senior school).

Over the next two years, ERU can be considered to be operating effectively if:

- The warehouse exterior environment is tidy and welcoming as befits a professional branch of the Ministry.
- There is an open, welcoming attitude towards visiting CDC, Ministry, NZAID, EA, school, or other officials.
- The warehouse interior environment is clean, tidy and workmanlike, with no evidence of rubbish, stray storage, or misplaced stock.
- All stock is rationally organised on the stacks.
- All stock is clearly labelled.
- The status of all stock is known, including the stock level, and why it is being held.
- The manager or supply officer is able to supply CDC with data on stock levels, what has been distributed for the year to date, what planned distributions remain to be done, and what any school's stockholding should be,
- All obsolete and discontinued stock items are removed so that the warehouse contains only stock that is intended for distribution.
- Necessary maintenance on the ERU-warehouse and equipment is planned, arranged, and carried out.
- There is a plan agreed with the Ministry for a country-wide distribution cycle.
- There are regional plans agreed with EA's for distributions to schools or zones in each province – so that the supply officer or a PEO knows exactly how any particular school will be supplied.

- Monthly meetings are held between ERU and CDC that include discussion of progress with distributions, any deviations from distribution plans, achievements or problems, and expenditure.
- In each calendar year, there has been a distribution to every school in the country, in accordance with the policy
- A competent report is submitted to CDC in December showing what has been distributed during the year, remaining stock levels, recommendations for reprinting, and a budget acquittal.
- A competent and timely budget is forwarded through CDC to Finance that meets to Finance Department standards.

## **SELF MONITORING**

Over the next two years, ERU management should monitor progress monthly, setting realistic goals, rating itself on a 1-5 scale on each indicator, and discussing progress with the CDC Director. Each incremental improvement in any indicator should be seen as progress and noted as a success. The aim should be for all indicators to rate as 5 by the end of 2010.

## **CDC'S ROLE IN MONITORING**

CDC has a clear and essential part to play in ERU's progress, through regular visits to the unit and acknowledgement of progress and achievements; and timely CDC decisions on the Nguzu Nguzu maths cards, and on stock to be discontinued and disposed of.

## **MILESTONES (to be reflected in the AWP)**

The following milestones are based on the above indicators. They will be a measure of quantifiable progress towards becoming an efficient, professional, procurement and distribution service over the next two years.

### ***Milestone 1: By January 2009:***

- ERU's interior and exterior has a tidy, workmanlike appearance with all stock logically placed and properly labelled, and rubbish and miscellaneous storage items removed.
- A complete stocktaking has been done, and the results entered in the stock control system.
- Decisions have been made on the Nguzu Nguzu card equipment and all other stock lines.

- A plan has been approved by the Ministry for a country-wide distribution cycle.
- A budget has been presented and funding secured for ERU's operation in 2009.
- Schools have been invited to opt into a distribution service providing exercise books and chalk (provided this has been agreed by CDC).
- ERU has sourced the above stationery.
- A training plan for all ERU staff has been presented to CDC.
- CDC have visited ERU at least twice and discussed where ERU stands on the above indicators, ERU's recent achievements, and what indicators ERU is particularly aiming to achieve before the next visit.

***Milestone 2: By June 2009:***

- Sufficient stocks of exercise books and chalk have been purchased to meet the needs of those schools that have opted into the ERU supply service.
- Distribution plans for each province have been agreed with EA's.
- Distribution to at least four provinces has been successfully carried out.
- A high standard of warehouse tidiness and organization has been maintained.
- Training from the plan has been initiated and each staff member has received at least one form of training.
- CDC has established a programme of regular visits to ERU, and has given feedback on progress against the indicators and commendation for achievements.

***Milestone 3: By December 2009:***

- A successful distribution cycle to all provinces has been completed.
- New textbooks (if published) have been received by ERU, accessed into the stock control system and included in the distribution cycle.
- Each ERU staff member has received some computer training and experienced two or more days of placement in a parallel sister agency.
- ERU's 2009 report and budget for 2010 has been accepted by CDC.
- CDC meetings with ERU have been maintained and ERU is acknowledged to be achieving a good to high standard in most of the indicators.

**Milestone 4: By December 2010:**

- A second successful distribution cycle to all provinces has been completed.
- ERU has demonstrated competence and has inspired the Ministry's confidence in being able to maintain a regular distribution cycle to all schools and provinces.
- ERU has demonstrated that it has the capability to supply limited stationery to schools that opt for this service.
- ERU has received acknowledgement of competence from an independent reviewer against the indicators and milestones above.
- ERU feels confident, and has the confidence of the Ministry to respond to orders from schools, and has been assisted by a TA to set up a system for this.

### **ANNEX III: Implementation of the policy**

This policy will come into effect if it is passed in Parliament.

In the meantime, ERU is keen to start immediately to implement such parts of the policy as fall within their existing mandate and available funds – and is encouraged to do so.

Actions that ERU will undertake while the policy is being ratified include:

- a complete stocktaking;
- the tidying of the warehouse inside and out, and rationalisation of the stock placement;
- the disposal of obsolete and discontinued stock lines;
- preparation of a budget for the operation of ERU in 2009;
- preparation of plans, in conjunction with EA's, for the distribution of resources to schools;
- preparation of an overall plan for the first distribution cycle;
- discussion and agreement with CDC on the distribution or disposal of the Nguzu Nguzu maths cards;
- implementation of the computerised stock control system;
- discussion and agreement with CDC on items to be included in the first distribution;
- distribution of consignments to schools in the first one or more provinces, if CDC agrees that this is within ERU's existing mandate;
- investigating, setting up, and undertaking local training as suggested in Annex I.



## **ANNEX IV. Relevant documents**

This policy statement should be read in conjunction with:

1. *The Policy Statement and Guidelines for Grants to schools in Solomon Islands* October 2008
2. *The Policy Statement and Guidelines for Grants to Education Authorities in Solomon Islands*, October 2008;
3. *The Education Strategic Framework 2007 – 2015*;
4. *The National Education Action Plan 2007-2009*;
5. *The Education for Living, Approved policy on Technical, Vocational Education and Training*, March 2005;
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