National Education Action Plan

2013-2015

Ministry of Education and Human Resources Development

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Abbreviations

ARTTLE	Assessment Resources Tool for Teachers
AWP	Annual Work Programme
CDD	Curriculum Development Division
CHS	Community High School
CITECE	Certificate in Teaching Early Childhood Education
CITP	Certificate in Teaching Primary
DFL	Distance and Flexible Learning
DLC(P)	Distance Learning Centre (Project)
EA	Education Authority
ECE	Early Childhood Education
EIMU	Education Inspectorate Monitoring Unit
ERU	Education Resource Unit
ESF	Education Strategic Framework (2007-2015)
FBT	Field Based Training
GER	Gross Enrolment Rate
HRD	Human Resource Development
IOA	Institutional and Organizational Assessment
JSS	Junior Secondary School
MDPAC	Ministry of Development Planning and Aid Co-ordination
MEHRD	Ministry of Education and Human Resources Development
MOF	Ministry of Finance
MPS	Ministry of Public Service
MT	Management Team
MTEF	Mid Term Expenditure Framework
NCS	National Curriculum Statement
NEAB	National Examinations and Assessment Board
NEAP	National Education Action Plan
NESU	National Examinations Standard Unit
NN	Nguzu Nguzu (school materials)
SINQF	Solomon Islands National Qualifications Framework
NSCAB	National School Curriculum Advisory Board
NSS	National Secondary School
NSTP	National Skills Training Plan
NTC	National Training Committee
NTTDP	National Teacher Training and Development Plan
OAG	Office of Auditor General
PAF	Performance Assessment Framework
PCRU	Planning, Coordination and Research Unit
PE	Primary Education
PEAP	Provincial Education Action Plan
PG	Provincial Government
PS	Primary School
PSS	Provincial Secondary School
RTC	Rural Training Centre
SBA	School Based Assessment
SE	Secondary Education
SIARTC	Solomon Islands Association for Rural Training Centres
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Education Management Information System

SIG	Solomon Islands Government
SISC	Solomon Islands Secondary School
SITEC	Solomon Islands Tertiary Education Commission
SOE	School of Education
SSGP	Secondary School Grants Programme
SSS	Senior Secondary Schools
SWAp	Sector Wide Approach
TSC	Teaching Service Commission
TSD	Teaching Service Division
TSHB(K)	Teacher Service Handbook
TTDD	Teacher Training Development Division
TVET	Technical and Vocational Education and Training
USP	University of the South Pacific
VTC	Vanga Teachers College
VLC	Vocational Learning Centre
WSI	Whole School Inspection

Foreword

Education is both an individual and collective phenomenon. As such in a society as Solomon Islands education both as a need and process has to be well articulated and planned for optimum reward and utilization of resources.

The NCRA Government like any other Solomon Islands Government before and in the future has by default inherited both the institutional commitment and responsibility to educate its young and old people alike.

It is in this context that the Ministry of Education and Human Resources Development has taken on the arduous task of coming up with the new National Education Action Plan 2013-2015. It is invariably a continuation of the NEAP 2010-2012 in that it focuses on the same need areas of Solomon Islands education; namely, access, quality and management.

The Plan as the name suggests will try to be focused in order to deliver on results as well as utilize resources better.

In the broad scheme of things although education can be perceived as both a collective and individual phenomenon, the idea of a plan is to ensure all efforts are synchronized to avoid either wastage or duplication.

The NEAP in any case is founded on the common idea of human development for social existence and societal continuity and change in Solomon Islands. Therefore, in this instance, education is conceived as an important aspect of governmental duty and responsibility. In this regard, the catch phrase is for quality education in Solomon Islands.

The NEAP as a plan captures both an ideal and a hope.

Whilst hopes and ideals are conceptual and provide an ideological lynchpin for practical if not political and societal endeavors, a plan is a roadmap of sorts that provides clarity in intention and purpose, especially for institutional and organizational activity and practice.

In this connection, as much as education in Solomon Islands is a political responsibility it is at the same time a nationwide commitment and undertaking that involves multiple stakeholders in society including NGOs, churches, private interest groups and equally importantly our donor partners both bilateral and multilateral institutions.

To this end, as far as the Ministry of Education and Human Resources Development is concerned producing the NEAP is only the first and perhaps easier part. The next challenge would be to implement the plan and see whether the outcomes and deliverables outlined and anticipated are achieved.

I am hopeful and confident the NEAP 2013-2015 sets out clear guidance and direction for the country to pursue in the next three years. Also with the effort and time expended on the Plan including consultations involved, there is every confidence that the plan also offers realistic goals that are manageable and achievable within the time span for the plan to attain the broader goal of providing quality education for all Solomon Islanders.

With those preceding remarks I offer the NEAP 2013-15 to all stakeholders as a vital tool and critical instrument to making education a worthwhile and successful challenge both for the government and people of Solomon Islands.

Hon. Reuben Dick Ha'amori

Minister of Education and Human Resources Development

INTRODUCTION

Solomon Islands has made good progress improving student enrolment in Basic Education and providing an adequate number of teachers in response to increased student numbers. This National Education Action Plan (NEAP) 2013-15 will build on earlier progress by expanding access to Early Childhood Education, Secondary Education and Technical and Vocational Education and Training. Particular emphasis is given to improving access for girls in Senior Secondary, Technical and Vocational Education and Training, and Tertiary Education. There is emphasis on inclusive education so needs of students at risk of being excluded, such as children with disabilities, are met.

Across all sub-sectors it is recognised priority is now on improving the quality of education to lift student learning outcomes. This requires the availability of high quality teacher professional development and better systems to allow teachers, school leaders, education officials and Solomon Islands Government to more appropriately monitor and evaluate student achievement.

Systems for management of education have improved but it is recognised that new policies and procedures need to be reflected in consistently good practice. Continued reform of education management will occur at all levels of the education system. School based management will be expanded and school communities will have greater resources and authority to make and implement decisions based on their school development plans. School leaders will be assisted to develop their management and leadership skills. Education Authorities will be better prepared to implement education policy and more focused on quality service delivery. MEHRD will focus its core business of policy, planning, ensuring financial resources are used efficiently and effectively and being responsive to emerging educational needs Education management reform will be based on improved two-way communication and coordination at all levels.

A team of six Ministry of Education and Human Resources Development (MEHRD) staff, supported by three international consultants, has developed the NEAP 2013-15, which is in line with the longer-term strategic direction in the Education Strategic Framework 2007-2015.

The NEAP 2013-15 addresses key needs identified during the assessment of the former NEAP 2010 to 2012, conducted by the same MEHRD team. Problems identified have been analysed with a variety of stakeholders from all levels of the education system to identify causes of underperformance. Through dialogue and discussion, views of development partners have been solicited. The information obtained and conclusions drawn are the basis for a new NEAP format, and new approaches for improving effectiveness of teaching and improving learning of students.

To facilitate effective coordination of tasks against NEAP goals and to foster effective follow-up on decisions taken, the structure of the NEAP 2013-15, is organised around objectives and outputs for the five sub-sectors of the education system:

- Early Childhood Education (ECE)
- Primary Education (PE)
- Secondary Education (SE)
- Technical and Vocational Education and Training (TVET)
- Tertiary Education

Each sub-sector will have a detailed plan to increase equitable access to education (strategic goal 1), and improve quality of education (strategic goal 2) for ECE, PE, SE, TVET and Tertiary Education respectively. Objectives will be achieved through the accomplishment of a number of related outputs, each output requires the carrying out of a series of activities. Each of the five sub-sectors

plans will link to improving effectiveness and efficiency of planning and management specific to that sub-sector. More detailed plans for output areas will be prepared ready for implementation in 2013. These will include a timeframe for achievement of activities, who is responsible for implementation and a budget.

A cross-sectoral approach is required for strategic goal 3 to improve the management of education by MEHRD, Education Authorities and schools so the objectives of the NEAP can be achieved. Each output area will have a detailed implementation plan.

1   VISION

The NEAP 2013-15 underlines the vision in the Education Strategic Framework 2007 – 2015, which declares:

> *"Our vision is that all Solomon Islanders will develop as individuals and possess knowledge, skills and attitudes needed to earn a living and to 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 responsive to its clients and efficiently managed by its stakeholders and clients. We wish to deliver quality education for everyone in the Solomon Islands".*

2   NEAP 2010-12 ASSESSMENT

From 15 February till 5 March 2012, a team of six MEHRD staff, assisted by one international consultant, conducted a joint and participatory assessment of the implementation of the goals of the National Education Action Plan (NEAP) 2010-12, through an analysis of available documentation. These include the Barriers to Education Study, The OAG performance audit on teacher absenteeism, and the Public Financial Management Assessment, Performance Assessment Framework and SISTA I and II results.

At the start of the implementation of the NEAP 2010-12, equitable access and quality of education for all sub-sectors were considered the key problems that needed to be addressed. A third goal was to improve the efficiency and effectiveness of MEHRD performance, including an improvement of Human Resource Management and Financial Management.

Progress in improved education service delivery has been assessed, per sub-sector, against the key data and indicators on (1) equitable access; i) enrolment data, ii) data on facilities (infrastructure); iii) data on teacher supply and demand, and (2) quality of education: i) curriculum development and teacher training; ii) learning environment, and iii) student performance (primary education, SISTA numeracy and literacy rates)[1].

The assessment team identified key issues that impact on equitable access to quality education. Central is the need for MEHRD senior management to keep Heads of Division and staff accountable for Divisional performance, and take effective follow-up action. Additionally, the performance of Educational Authorities needs to improve if they are to play a more effective role in operational matters.

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[1] For detailed information on sub-sector performance, see MEHRD Assessment Report NEAP 2010-12, March 2012

MEHRD has been successful in developing and finalising a large number of policies and definition of standards. Also, planning and management systems are in place. However, the key MEHRD management issue that needs to be addressed is how to put these policies into effect, in order to, ultimately, improve the performance of the education system. Not keeping data bases up to date, therefore decreasing their effectiveness for planning and management purposes, and lack of implementation of management directives by senior management explain why MEHRD planning and management of education is still inefficient and ineffective.

3   NEAP 2013-15 MANAGEMENT AND IMPLEMENTATION

3.1   New Approaches

A key recommendation of the NEAP 2010-12 assessment is to confine responsibilities of MEHRD to core functions and tasks. This results in new approaches for achieving NEAP strategic goals 1 and 2.

The approach to achieve *NEAP Goal 1 - equitable access to education,* focuses on:

- Infrastructure development and renovation to improve equitable access to safe learning environments for students, including for children with special needs. MEHRD infrastructure standards are applied, including water and sanitation, teacher housing, storage rooms, boarding facilities, and specialised classrooms. Infrastructure development takes into account an expected increase in number of secondary school students as a result of higher retention rates in primary education, abolishment of Year 6 examination for JSS entry, and population growth.
- Improved systems and additional well-qualified staff are required to plan, manage and monitor proposed infrastructure development for ECE, PE, SE and TVET. The NEAP 2013-15 includes contracting infrastructure experts at national and provincial level on a temporary basis.
- Supply of adequate numbers of teaching and learning materials and equipment to create engaging and demanding learning environments, which foster development and learning. MEHRD has to improve data base management to ensure timely availability of accurate data for informed decision-making.
- Targets and indicators set for different sub-groups, which once achieved, contribute to improved equitable access to education. MEHRD has to assess and report on progress made covering all sub-groups at least twice a year (inspection).

The approach to achieve *NEAP Goal 2 - improved quality of education* is built around the concept of school-based professional development of teachers. Professional development of teachers starts from certificate level onwards:

Type of training Level	FBT	TIT	SoE/Pre-service	Professional Development
Introductory certificate level				
Certificate level				
Certificate and diploma level				

Untrained and uncertified teachers are currently being upgraded through Field-Based Training (FBT, introductory certificate level) or through the Teachers in Training (TIT) programme (certificate level).

Both FBT and TIT will be phased out gradually. From 2013 all MEHRD training activities will be outsourced to service providers. Providers will ensure that ECE coordinators, head teachers and principals are trained in how to support the continuous professional development of their teaching staff. Support and regular feedback will be ensured through the establishment of school clusters (to foster peer-to-peer learning) and regular school visits from provincial and education authority school cluster supervisors.

NEAP 2013-15 activities related to school-based professional development of teachers include:
- Creating school clusters for regular school-to-school support to create teacher support systems (self-study using distance learning materials, peer-to-peer learning) and improve teacher effectiveness;
- Building a school-based, teacher support system to improve effectiveness of teaching and learning:
  o School clustering and introduction of regular school-based support to teachers and supervision;
  o School-based training and professional development of head teachers and principals in the content of and approach to the new teacher professional development programmes;
  o Familiarisation of provincial and education authority supervisors with the new teacher professional development standards, and practical training in in supervisory skills;
- Inspection visits and teacher appraisal instruments conducive to teacher professional development.

Crucial for improving quality of education over the next 3-year period is the role of the inspectorate. Inspectors (at national, provincial and education authority level) have to assess:
- Achievement of NEAP 2013-15 targets against budget expenditure and activities conducted;
- The effect of activities on the effectiveness of teaching and learning against baseline data and NEAP 2013-15 indicators.

The Inspectorate Division has to regularly inform heads of division and senior management on progress made in achieving NEAP 2013-15 objectives by i) assembling information collected from provincial and education authorities, ii) interpretation of findings against NEAP 2013-15 targets and indicators, and iii) the formulation of clear policy advice.

NEAP 2013-15 Goal 3 – Reform of Education Management
To achieve improved effectiveness and efficiency of policy-making, planning, management and monitoring, a clear division has been made between the responsibilities of education managers at school, provincial and national level:

School principals are responsible for ensuring that:
- All pupils and students (boys and girls) enrolled remain in school;
- All pupils and students go through school in the shortest time possible;
- School resources are well taken care of and used effectively;
- Teachers are effectively supported in improving teaching practices and student learning;
- School grants are used to gradually develop performance of the school towards improved student learning (whole school development planning);
- The community is and remains actively involved in school improvement and development;
- Timely reporting on school performance to Education Authorities or Provincial Governments.

Education Authorities and Provincial Governments are responsible for:

- Administering education in their Authority or Province;
- School supervision and quality assurance (inspection);
- Timely reporting to MEHRD on education performance in their Authority/Province.

Ministry of Education and Human Resource Development is responsible for:
- Coherent and comprehensive education policy development, planning, management, and monitoring education sector performance;
- Ensuring integration and socialisation of young people in society, qualifying youngsters and ensuring relevance of education content (curriculum development, setting minimum learning outcomes, student assessment);
- Ensuring quality of education i.e., setting standards for teaching, teacher competencies;
- Ensuring quality of learning environment in line with MEHRD standards determine minimum standards for learning environments;
- Inspection, monitoring and external quality assurance.

Based on these distinct but interrelated responsibilities, NEAP 2013-15 activities for Goal 3, focus on strengthening both the institutional functioning and planning and management capacity at all levels:

School Level
- Optimising the use of School Grants by schools and school boards, to increase effectiveness of planning development of schools towards MEHRD standards. Schools and school boards will be supported in:
  - Preparing a budget on how school grants will be spent by identifying key activities according to school development plan;
  - Providing financial reports to justify how grants were spent;
  - Involving communities to provide building materials (e.g. timber and gravel) and labour;
- Improving school-based management through:
  - Improved school administration and record keeping (forms), registering key information on students, on teachers, on education resources, and on community relations/involvement in school;
  - Application of Whole School Development Standards, education policies and policy standards
- Strengthening school-based professional development of teachers (by head teachers, principals):
  - Ensuring that and supporting teachers in applying the learning assessment tool, lesson planning, and use of appropriate pedagogies, in line with revised teaching standards and the curriculum and assessment reform programme;
  - Ensuring achievement of minimum learning standards of pupils and students in reading, writing and numeracy.

Provincial Level
- Strengthening the administration and record keeping of provincial and education authorities to improve the effective and efficient delivery of quality education in their Authority or Province;
- Ensuring, managing, and monitoring school-based teacher support;
- Ensuring regular supervision by school cluster supervisors;
- Quality assurance/inspection;
- Ensuring timely reporting on school performance to Education Authorities and Provincial governments for informed decision-making.

National Level

- Optimising use of specialised education institutions (SICHE, SoE) and decentralised education units (PG, EA) to increase the cost-effectiveness of use of educational funding;
- Improving: i) accuracy of education information and data collection, ii) timely entry of data, iii) accuracy of SIEMIS data, and iv) data processing (PAF);
- Improving monitoring and assessment of education performance by MEHRD, revised teacher appraisal system (inspection);
- Provision of quarterly education sector performance reports to senior management. These reports include compilation of supervision and monitoring reports from provincial and education authority level, inspection reports, and reports interpreting education data and statistics (from SIEMIS and other databases) against NEAP 2013-15 objectives and targets. Reports are required for the MT to take informed and timely decisions.

3.2   Preconditions for effective management of NEAP 2013-15

To enable MEHRD to focus on its crucial role in data management and interpretation, the PCRU coordination function (the C from PCRU) needs to be handed over to a senior level body or unit able to effectively and coherently:
- Coordinate the activities of sub-sector Divisions, technical/cross-sectoral Divisions (CDD, NESU, TTDD), Inspectorate, and support Divisions (Administration, Accounts);
- Monitor sub-sector performance against NEAP strategic, overarching goals i.e., use both quantitative (PCRU policy advice, data and statistics) and qualitative information (from provincial and education authority supervisors and inspectors, inspectorate division and NESU) on sub-sector performance for education decision-making;
- Take the necessary decisions and act upon them.

Given the changes mentioned above, a second precondition for successful implementation of the NEAP 2013-15 is the reorganisation of divisional responsibilities and functions, the redistribution of functions and tasks, and a rewriting of job descriptions.

MEHRD and Education Authorities have to create a demanding work environment for staff that fosters professional development and learning, focuses on service delivery to schools and where staff at all levels are accountable for undertaking their duties to the highest possible standard. In this environment talented people will want to apply for jobs in the education sector, staff will be highly motivated and enjoy their work, and staff turnover will be low.

3.3   NEAP 2013-15, roles and responsibilities

Roles and responsibilities

The NEAP 2013-15 format indicates that heads of **sub-sector divisions** are responsible for managing and monitoring *accomplishment of the **objectives*** of NEAP 2013-15 sub-sector plans (related to increased equitable access to and improved quality of education). This responsibility includes:
- Overseeing, administering and leading Divisions, Units, PG and EAs, and service providers involved in carrying out sub-sector plan activities on time, according to quality standards, and within budget;
- Heads of sub-sector divisions report on a quarterly basis to the MT on sub-sector progress made against NEAP 2013-15 monitoring indicators;

Whereas sub-sector Divisions oversee and manage the implementation of sub-sector plans, **technical, cross-sectoral Divisions**, like TTDD, CDD, NESU, and the Inspectorate (at national,

provincial or authority level) are responsible for delivering the *outputs* that are within their area of expertise:

Sub-sector divisions / Cross-sector divisions	ECE		PE		SE		TVET		Tertiary
	Managing and monitoring of, and reporting on sub-sector plan implementation								

PCRU
- Provide quantitative information on sub-sector performance against NEAP strategic goals and objectives (SIEMIS);
- Process qualitative information coming from Inspectorate reports (EA, PG and national level).

TTDD
- Identify in-service training and development needs for teachers and setting priorities (in collaboration with NESU and CDD, EA/schools and PG);
- Specify training interventions that will meet those needs;
- Commission training from competent service providers;
- Manage contracts with the providers and monitoring the quality of their training;
- Report to the relevant education sub-sector Divisions.

CCD/ERU
- Curriculum development, setting minimum learning outcomes (in collaboration with NESU and TTDD);
- Ensure quality of learning environment in line with MEHRD standards (provision of teaching and learning materials and equipment by ERU);
- Report to the relevant education sub-sector Divisions.

NESU
- Provide the PCRU/MT with information on student performance, including SISTA numeracy and literacy results

Inspectorate
- Provide quarterly inspection reports on i) progress made in achieving NEAP 2013-15 targets and ii) quality improvement of education and teaching practices to the MT and Heads of Division

Finance
- Ensure budgets are allocated to achieve NEAP outputs within available resources
- Support procurement and contract management for NEAP activities
- Monitor and evaluate the quality of spending on NEAP activities

Human Resources and Teacher Services Division
- Ensure staff are recruited on merit to positions required to achieve NEAP objectives
- Staff performance is appraised and future needs for professional development to achieve NEAP outputs are identified
- Staff are paid accurately and on time, and receive allowances they are entitled to.

The NEAP sub-sector plans will indicate which Division is responsible for what output. Accomplishment of outputs may require outsourcing activities to, or close collaboration with external service providers, provincial level authorities and other partners. This is indicated in each NEAP sub-sector plan at *activity* level.

4. EDUCATION GOALS, OBJECTIVES AND OUTPUTS

4.1 Education sector goals

The three, long-term strategic goals proposed for the National Education Action Plan 2013-15, are identical to the goals of the former NEAP:

- Strategic Goal 1: to achieve equitable access to education for all people in Solomon Islands;
- Strategic Goal 2: to improve the quality of education in Solomon Islands; and
- Strategic Goal 3: to manage and monitor resources efficiently and cost-effectively.

The NEAP 2013-15 is modest in scope to make timely implementation of planned activities realistic and outputs achievable. The focus of the NEAP 2013-15 is on improved effectiveness of teachers and teaching and improved quality of learning. Building on lessons learned, four key strategies have guided the design of the NEAP 2013-15. These are: i) strengthening school, EA and PG planning and management, ii) ensuring professional development of teachers through school-based support and regular school supervision, iii) strengthening partnerships and collaboration with service providers, and iv) improved data recording and use. These strategies aim at the rationalisation of resources, of linking inputs to learning outcomes, and increased effectiveness of education management at all levels of the education system.

However, to achieve the objectives and expected results in improved teaching and learning, a major change in MEHRD senior leadership and management is required. Firstly, by inducing a sense of responsibility and accountability at national, provincial and school levels so there is a strong and consistent link between individual and divisional performance to the accomplishment of NEAP 2013-15 outputs and objectives. Secondly, by making clear that the standard of work of education managers and administrators at all levels, directly impacts on the quality of teaching environments and, therefore, on the learning of students.

4.2 NEAP strategic framework

The framework that follows links education sector goals, with NEAP 2013-15 sub-sector objectives, outputs and activities. The framework includes indicators required to monitor and report on progress made.

Objectives for NEAP Strategic Goal 1: To achieve equitable access to education for all people in the Solomon Islands		
Education Sub-sector Objectives for Access	**Performance Indicators**	**Information source**
A. Early Childhood Education: A.1. By the end of 2015, MEHRD has effectively supported at least 60 communities in establishing and making operational ECE centres in line with community demand and MEHRD standards ***B. Primary Education:*** B.1. By the end of 2015, MEHRD will support enhancement of school infrastructure (including housing), equipment, and teaching and learning resources working together school communities to create an inclusive learning environments for all 6-12 year olds; ***C. Secondary Education:*** C.1.1. By the end of 2015, MEHRD had supported 9 secondary schools to extend to senior secondary status including boarding facilities for girls; C.1.2. By the end of 2015, MEHRD had supported a 20 community schools in construction a functional secondary education building designed for teaching SE, including practical subjects according to curriculum standards and/or in extending their building to meet increased demand for SE; ***D. TVET:*** D.1. By the end of 2015, access to the TVET sector increased through provision of increased numbers of registered providers with and expanded range of subject areas taught with specific emphasis given to improving access for female students ***E. Tertiary Education:*** E.1.1. By 2015 the supply of certified and qualified teachers (through pre-service teacher training) matches ECE, PE and SE demand throughout the country; E.1.2. By 2013 the cost effectiveness, equity and transparency of scholarships for overseas studies has improved. E.1.3 By 2015 increased numbers of students are able to access quality, cost effective tertiary study in Solomon Islands through on-site or distance learning opportunities. E.1.4. By 2015 the total number of students attending tertiary education increases through partly funded scholarships	• ECE net enrolment ratio increased by at least 10% by 2015 against baseline data (3% in 2013, 3% 2014 and 4% 2015). • All new ECE centres meet MEHRD facility standards. • Gender parity for ECE enrolment by 2015 • A minimum of 2% increase of net enrolment rates by 2015 for years 1-6 annually, against baseline data; (from validated baseline from 2012). • By 2015 65% of new entrants enrol when 6-years old. • Gender parity for PE enrolment by 2015. • By the end of 2015, net enrolment rates for year 10 and 11 increased at least 3% against validated 2012 baseline data subject to increase in infrastructure expenditures. • Gender parity in JSS enrolment by 2015. • By 2015 female students Gender Parity Index of .9 for new enrolments at the senior secondary level subject to increase in infrastructure expenditures. • Transition into JSS increased by 2% annually. • Enrolment and attendance rates for RTC/ VTC increased by 10% in 2013, 10% in 2014, 15% in 2015 against baseline data (2012) subject to on-going donor support. • By 2015 female enrolment at RTC/VTC is 40% of the total TVET enrolment. • 100% increase in pre-service teacher training scholarships by 2015. • Audit report confirms scholarship management is in accordance with equity and transparency requirements. • An assessment report of future labour needs is available and adjustment made to tertiary funding for scholarships to reflect these needs. • By 2015 SI based tertiary education enrolment has increased by 25%. • Total female enrolment in tertiary education has increased by 2015 to 40%.	SIEMIS statistics

Outputs by Sub-sector for Strategic Goal 1 Improved Educational Access Objectives		
Outputs	**Performance indicators**	**Information source**
A. Early Childhood Education: A.1.1. By the end of 2015, MEHRD has adequately supported the establishment of 60 new ECE centres according to minimum standards for ECE (model ECE centres; A.1.2. 50 trained teachers (certification level) have been posted at newly established ECE centres in 2014 and 50 in 2015. ***B. Primary Education:*** B.1.1. By the end of 2015, 120 primary schools are meeting minimum MEHRD/ Whole School Development infra-structure standards, (pupil: classroom ratio, toilet: pupil ratio, secure office space, storage rooms, etc.); B.1.2. By end of 2015 MEHRD has checked all school buildings in the Provinces and identified what is required to upgrade schools to meet minimum standards. ***C. Secondary Education:*** C.1.1.1. By March 2013, infrastructure needs of the expanding community schools have been identified (number of additional classroom buildings, water/ sanitation, specialised classrooms, storage rooms, dormitories); C.1.1.2. By May 2013, approval for registration of schools that would like to expand into senior secondary status is sought; C.1.1.3. By June 2013, all contracts of classroom construction have been approved by all parties involved; C.1.1.4. By the end of 2014, four CHS have been extended to senior secondary status and five in 2015; C.1.1.5. By the end of 2015, MEHRD has developed a strategic action plan on distance learning opportunities for students; C.1.2.1. By June 2015, 30 community schools (CS) have the infrastructure required for teaching the secondary education curriculum; C.1.2.2. By the end of 2015, 30 CS have extended their school with additional classrooms matching increased demand for secondary education, using MEHRD seed money.	Specific milestones and indicators for education access outputs will be included when implementation plans for each output area are finalised.	

Outputs	Performance indicators	Information source
D. TVET: D.1.1. By April 2013, an inventory is made of infrastructure needs against infrastructure standards for TVET (RTC/VTC/Provincial Technical Colleges), including storage rooms, water and sanitation, dormitory, workshops; D.1.2. By the end of 2015, infrastructure of existing RTCs and VTCs has been upgraded; D.1.3. By the end of 2015, RTC, VTC and Provincial Technical Colleges have been resourced according to MEHRD/ TVET standards for learning environments (building on new curricula for practical subjects in JSS); D.1.4. By 2015, MEHRD has designed a strategy to support RTCs/VTCs/Provincial Technical Colleges to introduce income generating schemes; **E. Tertiary Education:** E.1.1.1. By 1 January 2014 MEHRD has increased the number of SoE pre-service teacher training scholarships from 150 to 300 per year; E.1.2.1. By July 2013 new policy and procedures for awarding scholarships approved; E.1.3.1. By July 2014 an assessment occurs that identifies the future labour market needs to be met by graduates of the tertiary sub-sector and this is used to plan the future access requirements for study overseas, on-campus in Solomon Islands and through distance learning opportunities. E.1.3 2. By mid 2015 SINU implements its development plan that increases local access opportunities in new subject areas. E.1.4.1 By mid 2014 the scholarship budget has mechanisms that require students to contribute financially towards their study	Specific milestones and indicators for education access outputs will be included when implementation plans for each output area are finalised	

Objectives for NEAP Strategic Goal 2: To improve the quality of education in the Solomon Islands;		
Education Sub-sector Objectives for Quality	**Performance Indicators**	**Information source**
A. Early Childhood Education: A.2. By the end of 2015, registered ECE centres are meeting the minimum standards for teaching, learning and development, in line with the vernacular language policy ***B. Primary Education:*** B.2.1: By the end of 2015, 60 % of teachers apply new professional development/ school based assessment skills (linking student learning assessment to lesson planning and pedagogy); B.2.2: By the end of 2015, teachers trained by SoE, pre and in-service training, are meeting MEHRD national professional teaching standards, including effecting teaching strategies for children with special needs, and school based assessment standards; B.2.3: By the end of 2015, MEHRD has built its capacity in understanding how to use vernacular languages in year 1-3 primary education to enhance pupils' learning. ***C. Secondary Education:*** C.2.1: By the end of 2015, at least 70% of schools for junior and senior education meet MEHRD teaching standards for secondary education; C.2.2: By the end of 2015, all JSS are meeting the minimum standards for facilities and learning environment. ***D. TVET:*** D.2.1. By 2015, TVET career pathways established (within the national qualifications framework for the education sector) and relevance of TVET courses improved; D.2.2. By the end of 2015, all TVET institutes have instructors who are meeting MEHRD/TVET teaching standards and competencies. ***E. Tertiary Education:*** E.2.1: SICHE has been upgraded to a university level; E.2.2: SOE/SICHE trained ECE, Primary and Secondary teachers are able to demonstrate they meet teacher professional standards.	• ECE service standards, including Early Learning Development Standards (ELDS), approved and ready to be piloted by 2015; • At least 10% of decrease in drop out rates for year 2 in 2014, and 10% for year 3 in 2015 against baseline data 2012; • An increase of retention rates for year 3 and 4 of at least 10% by 2015 (2% 2013, 3% 2014, 5% in 2015; • SISTA literacy and numeracy rates for L3+ level for Year 4 and Year 6 increase with 5% and 5% respectively by 2013 and 2015; • By 2015 the proportion of trained teachers in PE is 70% of total. • 100% of all primary teachers are appraised and 70% of teachers appraised meet minimum national teacher professional standards by the end of 2015; • By 2015 vernacular pilot demonstrates enhanced literacy and numeracy skill development through use of pilot Monitoring and Evaluation Framework •Retention rates for students at all grades increased by at least 5% for both boys and girls • The national qualification framework is in place by 2013. • 20 TVET providers registered & delivering accredited programme by 2015 • SICHE accorded the University status by 2015 • 80% of trainee teachers at the end of their probation years have demonstrated they meet professional standards	SIEMIS statistics

Outputs by Sub-sector for the Strategic Goal 2 Improved Educational Quality Objectives		
Outputs	**Performance indicators**	**Information source**
A. Early Childhood Education: A.2.1. 150 current teachers trained (introductory certificate in ECE) in 2014 and 200 in 2015, through FBT; A.2.2. A total of 120 ECE certified teachers have been trained through pre-service training by SICHE/SoE by the end of 2015; A.2.3. By the end of each year, all ECE cluster school teachers have received school based support and feedback and have received practical skill training focusing on improving effectiveness of learning and development; A.2.4. By end of 2015, at least 400 ECE centres have been resourced with required resource materials relevant to the revised curriculum; A.2.5. By the end of 2015, curriculum, teaching and learning materials are developed and distributed to 20 ECE centres according to the vernacular languages policy A.2.6. By December 2015, MEHRD has supported the establishment of 10 example (model) ECE centres (1 per province and 1 in Honiara); A.2. 7 Each year until 2015, MEHRD has supported at least 3 ECE centres to become "cluster centres" in 3 provinces for coordination of teacher professional development. *B. Primary Education:* B.2.1.1. By the June 2013, professional development needs of teachers have been identified at the school level through sampling; B.2.1.2. By the end of 2013, a modular school-based professional development programme has been developed and ready for use; B.2.1.3. By June 2015, at least 700 head teachers have been inducted and trained in use of the new professional development modules and approach; B.2.1.4. By end of 2015, all teachers are appraised and Inspectorate reports can be used to identify whether teachers apply new skills in linking curriculum, pedagogy and learning assessment results; B.2.1.5. By end of 2015 all schools are in clusters with each cluster comprising 11-15 schools with a cluster plan for coordinating professional development in place. B.2.2.1. By the June 2014, SoE has incorporated the national teacher professional standards in all Certificate and Diploma programmes; B.2.2.2. By the end of 2015, first cohorts of SoE students have completed their first year of the new teacher training programme.	Specific milestones and indicators for education quality outputs will be included when implementation plans for each output area are finalised	

Outputs	Performance indicators	Information source
B.2.3.1. By the end of 2013, a curriculum framework for vernacular languages is developed, including the minimum standards of the children at the end of Year 3; B.2.3.2 By 2013 assessment tools are used to assess student achievement in literacy and numeracy through use of vernacular language as medium of instruction. B.2.3.3. By 2014, MEHRD has supported development of a training programme for primary teachers on the vernacular languages teaching and learning materials. *C. Secondary Education:* C.2.1.1. By end of 2015,MEHRD has adopted, supported the translation of the national standards of professional knowledge and skills into pre- and in-service teacher education programme(s); C.2.1.2. By end of 2014, all Provincial education supervisors, Inspectors and administrators including EA are aware of and able to work according to the new teacher professional standards and the new approach to teacher professional development programme at school level; C.2.1.3. By end of 2015, the teacher professional development programme has been introduced at the school level to all school principals (CHS, PSS and NSS) and Education officers responsible for secondary education; C.2.2.1. By end of 2015 all existing and newly built junior secondary schools will have been resourced with new revised curriculum materials for 12 Basic Education subjects for Years 7 to 9; C.2.2.2. By end of 2014 all Junior Secondary schools will be resourced with tools and equipment for at least 4 practical subjects according to curriculum standards for practical subjects; C.2.2.3. By end of 2015, all SSS have received syllabi for Senior Secondary subjects (Years 10 to 12); C.2.2.4. By end of 2015, all Junior Secondary Schools will have Schools Based Assessment instrument for all subjects (ARTTLe);	Specific milestones and indicators for education quality outputs will be included when implementation plans for each output area are finalised	

Outputs	Performance indicators	Information source
D. TVET: D.2.1.1. By end of 2015, a layered TVET system has been established for students to enter and qualify at different levels of technical and vocational education granting them access to either further education or the labour market; D.2.1.2. By end of 2015, MEHRD, has produced TVET curriculum materials for modules in life skills, entrepreneurial skills and business skills towards awards of levels 1 & 2 certificates in accordance with National Qualification Framework and National Curriculum Statement; D.2.1.3. By end of 2013, a MOU has been established to agree on roles and responsibilities between industries and Ministry of Commerce, Labour, Industries and Immigration and TVET institutions and MEHRD regarding the formal apprenticeship system; D.2.1.4. The new Apprenticeship system has been implemented at the end of 2015. D.2.2.1. By the end of 2015, instructors for TVET trainers meet minimum job requirements and professional standards, including attitude, behaviour and commitment in the workplace. **E. Tertiary Education:** E.2.1.1. By July 2013, a SICHE quality audit has been conducted (SoE and SID) E.2.1.2. By December 2013 a plan is developed and implemented setting standards, actions and timeframes so SICHE is prepared for conversion to university status; E.2.1.3. By the end of 2015 SICHE has achieved the required quality standards and is accorded university status; E.2.1.4. By July 2015 the cost effectiveness of scholarships and transparency of awarding scholarships for overseas university studies has improved and is linked to labour market demands and merit; E.2.2.1. By 2014, SOE/SICHE have adjusted current pre-service and in-service teacher training content and approach so that they are aligned with the requirements of the professional standards for teachers.	Specific milestones and indicators for education quality outputs will be included when implementation plans for each output area are finalised	

Objectives for NEAP Strategic Goal 3: To Manage and Monitor Resources Efficiently and Effectively		
Management Level Objectives for Education Management Reform	**Performance Indicators**	**Information source**
School Level: F.3.1: By the end of 2015, the management and administration of schools is based on sound recording and use of school level data (students, teachers, resources and facilities) for decision-making on school development and financial management of grants. *Provincial Level:* F.3.2: By the end of 2015, the provincial level has an enabling environment with improved systems and staff capabilities so its general, human resource and financial management, planning, information, communications, monitoring and evaluation systems to support improved service delivery to students, communities and teachers, and with a specific responsibility to implement, support and monitor new professional development programmes of head teachers and school principals and improvement of the school inspection system. *National Level:* F.3.3: By the end of 2015, MEHRD has an enabling environment with improved systems and staff capabilities so its general, human resource and financial management, planning, information, communications, monitoring and evaluation systems to support improved service delivery to students, communities, teachers, education authorities, provincial government and SIG.	• Achievement of education quality and access indicators at school level confirms achievement of school management objectives • Achievement of education quality and access indicators at the provincial level confirms achievement of provincial education management objectives • Achievement of education quality and access indicators for whole of Solomon Islands education system confirms achievement of education management objectives	

Outputs	Performance indicators	Information source
Outputs by Management Level for the Reform of Education Management Strategic Goal 3 Objectives		
School level: F.3.1.1. By Oct 2013, a school record system has been developed including data on students, teachers, resources, and community relations; F.3.1.2. By 2014, schools are recording key education data on teachers, students, resources and use it to set targets for the 2015 whole school development plan; F.3.1.3. By Dec 2015, 700 ECE, PE, SEC, TVET school managers have been trained in School-Based Management and School Development Planning (including community involvement in education); F.3.1.4 By December 2015 at least 60 % of the schools have developed and enforced clear school policies and regulations (including assessment, the promotion, demotion or termination of teachers on the basis of recorded teacher performance, including teacher attendance in classes); F.3.1.5. By December 2013 all Inspectors are trained and produce reports that inform education decision making at the school-level. ***Provincial Level:*** F.3.2.1. By the end of 2013, all Provinces and EA have developed their PEAP and EA action plan for 2014-15; F.3.2.2. By Dec 2014, and 2015 schools in all school clusters have been supervised and supported effectively by PG and EA staff on school data recording and use, and school based management of school development; F.3.2.3. By Dec 2014, and 2015, all school clusters have been supervised and supported effectively by provincial and education authority level on creating and maintaining a child friendly learning environments; F3.2.4. By 2014 Provincial EAs ensure all schools in their area are visited and evaluated by the Inspectorate and reports with recommendations for improvement are distributed to schools and MEHRD.	Specific milestones and indicators for education management outputs will be included when implementation plans for each output area are finalised	

Outputs	Performance indicators	Information source
National level: **General Management** F.3.3.1.1. By December 2013 a new structure for MEHRD has been agreed and by December 2014 restructuring as been completed. F.3.3.1.2. By December 2013 King George VI and Waimapuru Secondary Schools are governed by individual Boards of Trustees with management separated from MEHRD. F.3.3.1.3. By December 2013 the MEHRD Office has been refurbished to improve MEHRD efficiency and staff working conditions. F.3.3.1.4. By December 2015 land is available, a plan approved and finance secured so construction of a MEHRD Office that incorporates all MEHRD core functions in the one building. F.3.3.1.5. By July 2014 all MEHRD Divisions have commenced implementation of capacity development plans. F.3.3.1.6. By January 2014 all senior and middle managers will have access to mentors if they request them. F.3.3.1.7 By December 2015 all management decisions are recorded, systems exist to evaluate their implementation and accountability mechanisms are in place. F.3.3.1.8. By December 2015 MEHRD uses Inspectorate reports to identify trends and patterns in the educations system and use these for decision making for allocating resources. **Human Resource Management** F.3.3.2.1. By December 2015 all systems and procedures required for HR management are developed and implemented to improve the quality of education service delivery. F.3.3.2.2. By July 2014 an Integrated HR Management Information Management System is in place. F.3.3.2.3. By December 2014 All MEHRD staff have training plans that are relevant to improving their performance, staff receive the training as specified in the training plan, and by December 2015 MEHRD is able to evaluate the impact of training on staff performance. **Decentralisation** F.3.3.3.1. By December 2015 legislation, regulations, operating procedures and financial systems are in place to support decentralisation of operational matters to provincial education authorities and for successful school based management.	Specific milestones and indicators for education management outputs will be included when implementation plans for each output area are finalised	

Outputs	Performance indicators	Information source
Information and Communication F.3.3.4.1. By December 2014 improvements are made to SIEMIS so that it produces accurate and timely information that managers can use for decision-making. F.3.3.4.2. By December 2013 MEHRD has an Infrastructure and Asset Information Management System integrated with SIEMIS so information assists sound decision-making on prioritisation of funding for infrastructure and resources. F.3.3.4.3. By December 2013 MEHRD has an ICT plan that can cost effectively improve two-way communications internally, with provincial authorities. F.3.3.4. By December 2014 MEHRD has paper and electronic information management systems that promotes effective retrieval and use of such information. **Planning and Financial Management** F.3.3.5.1. By December 2013 The processes describe in the Public Finance Management Manual are implemented that improve internal controls. F.3.3.5.2. By December 2013 improved internal audits are undertaken at all levels based on a annual audit plan F.3.3.5.3. By December 2014 recommendations relevant to MEHRD identified in the 2012 PFM assessment are implemented. F.3.3.5.4. By July 2013 Annual MEHRD budgets are developed in cooperation with MoFT that reflect NEAP priorities that assist financial planning, monitoring and evaluation. F.3.3.5.5. By December 2014 monitoring and evaluation of the NEAP is coordinated between PCRU and Finance Division to assess the efficiency and effectiveness of implementation activities as part of a system of management for results. F.3.3.5.6. By December 2015 a Zero-tolerance to Corruption Policy is implemented. **Coordination with Development Partners** F.3.3.6.1. By 2013 MEHRD reviews its accountability processes so NEAP achievement is reported to development partners in timely manner so partners can be assured that funds are spent as intended. F.3.3.6.2. By 2014 MEHRD is reviews and develops systems so it is increasingly able to manage technical assistance effectively.	Specific milestones and indicators for education management outputs will be included when implementation plans for each output area are finalised	

4.3   NEAP 2013-15 Sub-Sector Plans

By the end of 2012 plans for the outputs delivered under each sub-sector will be finalised ready for implementation in 2013. These will be developed following further consultation with stakeholders and will be accurately costed, based on existing resources. Divisional, education authority and school annual work plans will be based on NEAP 2013-15 sub-sector plans.

4.4   Assumptions and risks

It is assumed that:
- Local service providers[2] have the capacity, both in quantity of staff and in quality, to provide training services according to MEHRD professional development standards.
- Sufficient human and financial resources are available to support the proposed school-based professional development support system. The system requires:
  - School-based training of ECE coordinators, head teachers and principals in supporting the professional development of their teaching staff (linking assessment of student learning, curriculum, and pedagogy);
  - Subsequent regular (two-weekly or monthly) school supervision and support visits by EA/school cluster supervisors for at least one school year;
  - Peer to peer learning in cluster schools using distance learning self-study materials.

Risks for successful and timely implementation of NEAP 2013-15 include:
- Delay in budget approval by the Cabinet;
- Budget cuts;
- Lack of change in MEHRD staff management i.e., senior managers have to ascertain that MEHRD/Divisional staff follows up on decisions made, that relevant actions are taken, objectives and outputs of annual work plans are accomplished, and that Divisional work contributes to the achievement of NEAP strategic goals.

5   NEAP FINANCE

5.1   Planning and Budgeting

The NEAP 2013-15 is costed on the basis of activities required to accomplish quantified outputs, which, in turn, lead to the achievement of objectives. Such activity based planning requires SIEMIS and other education data and statistics that are sufficiently accurate to serve as a reliable and sound basis for setting realistic NEAP 2013-15 targets and indicators.

MEHRD databases were not updated and data were not considered to be accurate[3]. Therefore, projections of enrolments were made based on population data from the 2009 census, and using annual population growth rates (2.3%), for the following age groups:

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[2] SICHE/SoE; USP; and others

ECE age group	3-5 years
Primary education age group	6-11 years
Junior secondary age group	12-14 years
Senior secondary age group	15-18 years
TVET:	
• RTC	15-18 years
• VTC	17-20 years
• Technical colleges/SICHE, SID	19-21 years
Tertiary	18-21 years

Improved equitable access to education

Projected enrolments, 2010 data on *infrastructure,* including MEHRD *standards for classroom: student, teacher: student ratios,* and *toilet: student ratios* were used to set targets and assessment indicators for objectives and outputs to increase equitable access to education in terms of fairness in access to education for different sub-groups (boys or girls; urban or remote areas; children with special needs; economic background).

Results of the analysis of sub-sector expenditure were used to rethink current allocation of funds over sub-sectors to assure fairness in access to different/higher levels of education (ECE, PE, SE, TVET, Tertiary).

Improved quality of education

Projected enrolments and 2011 data on *teachers, curriculum materials and equipment, student learning outcomes,* and among others, MEHRD *standards on teacher: teacher guide ratio, student: textbook ratio, teacher: student ratio, and CFS standards, etc.* were used to set targets and monitoring indicators for objectives and outputs to improve quality of education in terms of:
- Relevance of education (educational content);
- Number of teachers certified;
- Number of textbooks per student;
- Availability and use of equipment and facilities;
- Effectiveness of teaching – learning processes (professional development of teachers), learning achievements of pupils and students in particularly literacy and numeracy SISTA results.

Quantified needs, to be provided by heads of sub-sector and cross-sector Divisions, include:
- A quantified overview of ECE minimum teaching-learning materials (ECE);
- A quantified overview of shortage of certified and qualified teachers for each education level, for all subjects, based on number of teachers to be recruited according to the new teacher service handbook (TTDD, to determine the distribution of SoE pre-service teacher training scholarships over education levels and subjects to match supply with demand).

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[3] NEAP 2010-12 assessment report, 2012; Barriers to Education Study, 2011

Targets set and quantified needs, are the basis for further discussion on the financial and social costs of NEAP options, including reflection on:

- Allocation of funds over sub-sectors (equitable access; quality of education);
- Who will benefit, for whom is the policy option desirable? What would make the option desirable to all stakeholders? What are the views of parents (for instance, vernacular languages versus mastery of English for tertiary education including scholarships for overseas studies; equitable access to higher education)?
- To what extent are NEAP 2013-15 options compatible with macro-economic development plans and targets (relevance of education)?
- Whether or not consumers of education have to share in the costs? And if so, what happens to the disadvantaged groups (equitable access)?
- What other activities which might benefit the education system cannot be taken because NEAP 2013-15 activities exhausts all resources (cost-effectiveness of options)?
- Sustainability and affordability of NEAP 2013-15.

5.2   Costing

Preliminary costing of NEAP 2013-15 was undertaken as part of the NEAP planning process. This information will be used to assist in final planning of the NEAP budget 2013 once sub-sector and reform of education management plans are finalised..

6   HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT

Feasibility of NEAP 2013-15 implementation depends to a great extent on the available human resources for implementing policy options. Staff numbers need to be in line with the amount of work to be done. Provision of training will be outsourced to service providers. Additional staff is required to plan, manage and monitor proposed infrastructure development for ECE, PE, SE, TVET. The NEAP 2013-15 includes contracting infrastructure experts at national and provincial level on a temporary basis.

Equally important for effective implementation of the NEAP 2013-15, is the quality of staff members' work performance since this determines, ultimately, performance of the education system. HRD and HRM are investments in MEHRD staff, meant to improve the standard of work.

A first requirement for effectiveness of HRD is the willingness and ability of education managers to evaluate performance of individual staff against the function and responsibilities of their respective divisions, and to take appropriate actions according to findings. Only in such organisational setting, provision of training (HRD) is a fruitful way to address lack of knowledge or skills.

- Is the division of responsibilities, functions and tasks clear within MEHRD, and are all tasks covered for?
- Is performance of staff related to performance of Division and is it fulfilling MEHRD responsibilities?

- How is MEHRD managed? Are staff members effective in their performance of tasks? What is done to improve staff performance?
- Have MEHRD units enough qualified staff to implement policy options?
- Have staff adequate skills, attitude, commitment, and motivation? What is lacking? Is training is required? If yes, training in what?
- How to attract, retain, and effectively use trained staff?

Secondly, the professional development of staff needs to be strongly related to training needs identified in relation to improved job performance. This requires:

- An identification of *training needs* based on job requirements, to be determined during staff appraisal interviews conducted by Heads of Division on the basis of job requirements and expectations of job performance;
- With training needs *only skills* are meant i) which were not part of job requirements, ii) which are expected to be improved through working experience and on-the-job learning, and iii) which, once acquired, will improve job performance;
- Heads of Division able to assess the impact of training on staff professional behaviour and to provide regular feedback on staff performance;
- Heads of Division reporting on impact of staff training to senior management.

Supply of predetermined training courses significantly limits the effectiveness of HRD investments especially since there is little or no evidence that Heads of Divisions are linking the participation of staff members in training courses to functions and tasks or improved professional behaviour.

Another cost-effective way of increasing the quality of the work force is to recruit staff based on qualifications against job-descriptions.

Although a performance appraisal system was established to develop individual MEHRD staff members' capacity in relation to the functions and responsibilities of their respective Division, not all Heads of Division have put the system into practice. Lack of subsequent monitoring of staff performance may explain why MEHRD staff still "*shows limited desire to go an extra mile in performing their designated task*"[4].

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[4] Human Resource Development Interim Report, 2011